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43RD ANNUAL AAIE CONFERENCE RETURNS TO SAN FRANCISCO'S HYATT REGENCY HOTEL, FEBRUARY 12-15, 2009

Following on the memorable success in New York City in 2008 of the 42nd Annual Conference of the Association for the Advancement of International Education, the venue for the 43rd Annual conference moves cross country to a familiar site at the Hyatt Regency Hotel in San Francisco's Embarcadero, February 12 to 15, 2009.

Executive Director and ex-President Elsa Lamb, who will open the meeting, said, "Given the challenges that the world population faces today, it is critical that international school leaders be kept fully informed about the global issues that schools and future generation must face. It is only with such knowledge that schools can appropriately plan and deliver the programs that will prepare students for the realities that will have to be faced in the years to come."

The 2009 conference program has been planned with this focus in mind. John Liu and Jean-Francois Rischard will be AAIE's 2009 conference keynote speakers. John Liu is the Director of the Environmental Education Media Project. His AAIE conference keynote is entitled "Earth's Hope: A Global Response to Climate Change'. Jean-Francois Rischard, a frequent speaker at international conferences, is the author of High Noon: 20 Global Problems and 20 Years to Solve Them, a book which documents what Mr. Rischard sees as the most urgent global issues of the decades to come. Both keynote presentations promise to be information-filled, stimulating presentations.issues of the decades to come. Both keynote presentations promise to be information-filled, stimulating presentations.

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ASSOCIATION OFFICES MOVE TO FLORIDA, NEW STAFF ADDED

Former AAIE President Elsa Lamb assumed the position of Executive Director of the Association on July 1, taking the reins from Interim Exec. Dir. Everett McGlothlin. Lamb, who was the first woman President of the Association in its 43-year history, added another first when she became the first woman Exec. Dir. An educator with more than 40 years of experience in the field, in addition to her many years as a classroom teacher, Lamb was head of American international schools in Barcelona, Paraguay and Nicaragua prior to her move to lead the Association. Ms. Lamb has served on the Boards of AAIE, the Academy of International School Heads (AISH), the Association of American Schools in South America (AASSA), the Mediterranean Association of International Schools (MAIS), and the European Council of International Schools (ECIS). She has also served as a member of the SACS-CASI American International Schools Committee.

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InterEd

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for, by and about leadership in international education

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A MESSAGE FROM AAIE'S PRESIDENT

Dear fellow members of AAIE,

The proverb, "The road to hell is paved with good intentions" speaks to any school engaged in strategic planning. Just as a school may have everyone enthused about a new mission describing an organization with a heart of gold, well…a hard-boiled egg has one too. Strategic thinking is one thing, getting the intended student learning results through effective action is quite another. Effective action is about marshalling people's expertise around vivid ideas for improvement. Collaborative teams of people drive improvement, especially when they are the same people who plan, monitor and celebrate gains. AAIE has launched a strategic plan that depends on our succeeding in implementing a worldwide professional learning community.

In keeping a promise made to you at the New York AAIE meeting, our board and many regional executive directors met at the end of May 2008 to face-up to more than a few brutal facts. Our AAIE had to rebuild a financial base in the past several years–but now, right now, we must focus on specific international school leadership needs. You gave us excellent survey data last spring, where many of you unhesitatingly shared both opinions and ideas.

As an example, the clock is ticking on recruiting and the teacher shortage–with unmistakable proof that most teachers around the world, working in the finest local schools and doing some of the finest work have no idea who we are, overseas schools remain a closely guarded secret.

With this issue in mind, Elsa Lamb, our new Executive Director, will be leading specific actions that match our desired future for AAIE, once the strategic plan is finalized. Our strategic planning group confronted a few facts (and see if these ring true):

- We have failed in the past to nurture critical partnerships with organizations that can contribute to the AAIE mission. We must create new networks of communication and relationship building if we are to be vital to the success of international school leaders.
- We are not effectively attracting and retaining within the AAIE organization the expertise and imagination of the next generation of leaders in overseas schools. We need to infuse all aspects of our programming with new people and ideas.
- Our place in the world is to provide and support leadership training across the many functions within our schools.
- We are uniquely situated as the membership organization best able to market to goodness and remarkable opportunities within overseas schools.
- We have to take the bull by the horns– AAIE must become much more proactive in listening to and then acting on the needs of our member schools.
- We must capture the power and enormous opportunities of emerging technologies toward more effectively achieving the intent of our AAIE mission.

continued on next page

A MESSAGE FROM THE PRESIDENT

So let me at least confirm the spirited discussions taking place about AAIE reinventing itself. We have drafted a strategic plan that puts us on our tip-toes–and you too need to see our work and then react to it in San Francisco. By modeling the essence of a professional learning community and taking on a few of the priorities–like marketing our international education around the world to the rich talent pool of teachers who know little of the professional rewards within our schools, and implementing well, we can translate intentions into gains for us all.

One more thing... AAIE will keep growing and improving, based on setting a strong direction for the coming years. We need your involvement, from all leadership levels and from the full horizon of age and experience.

And there is something quite inviting in also wanting to be the organization with a heart of gold...since, as the saying goes, we all need the eggs.

All Good Wishes.

Mark E. Ulfers, Head of School, Frankfurt International School, International School Wiesbaden, Germany

Mr. Ulfers may be reached at mark_ulfers@fis.edu

International Schools' Assessment

The ISA is an assessment program specifically designed to measure the skills of international school students, from grades 3–10, in mathematical literacy, reading and writing.

In 2007–8 more than 37,000 students participated from 218 international schools in 79 different countries.

'ISA became one of the most valuable indicators for the Board of the Moscow Economic School of our students' development. Now ISA is compulsory for all the MES students. We also built the ISA results into the MES teacher's appraisal system. We are really happy that ISA became a very important part of our professional life.'

Yuri Shamilov, President, Moscow Economic School

'The ISA has become an important external measure of our school's performance and is part of our strategic measurable objectives. The design of the ISA and its focus on literacy and processes is also a valuable indicator of our learner qualities such as problem solvers.

Mark Jenkins, Curriculum and Professional Development Coordinator, Jakarta International School

For more information about the ISA please visit: www.acer.edu.au/isa

To register your school simply visit: www.acer.edu.au/isaregister

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Executive Director's Message

Dear AAIE Colleagues,

'Global' and 'international' are words by which every 21st century institution wishes to be identified. Many have included these descriptors in their mission and vision statements. Some have also initiated worldwide outreach with programs that address the challenges of globalization. Indeed, everywhere, there is an increasing awareness that no country stands alone, and that the solutions to the problems that the world faces today will only be found if countries increasingly reach out to one another and learn to work together.

As an international educational association with a diverse international membership and a 43 year history of viewing the world through a global lens, AAIE, through its activities and its membership, is in the unique position of being able to raise awareness of global and cultural issues in countries around the world. Unfortunately, outside of the international school community, few know about our association and membership. This is glaringly apparent when one looks at staff recruitment. Our international community can and should do more to make who we are and what we do known beyond our own communities. In addressing the teacher recruitment crisis the AAIE/ AISH task force we are beginning to take some steps forward in this regard.

Much more needs to be done. The geographic, cultural and linguistic diversity in our schools fosters an appreciation and respect for differences that could well serve as a model for institutions seeking to learn about and understand global issues. However, to be that model requires that we all do a better job of communicating, beyond our own local communities and international communities, who we are and what our schools do. Some ways this could be done come to mind: engaging in action research on topics of global relevance and publishing the results of this so that others can learn from this; telling our "stories" through writings about initiatives and experiences in the international settings that make a difference and can be emulated in other parts of the world; and doing more to engage our students with students in other countries in discussions of global issues and the problem-solving of these.

Raising the profiles of our schools, beyond their own regions and countries, will also benefit student and teacher recruitment. A higher profile of our association will foster greater links to professional groups and institutions and, through these, will make greater resources available to our international schools. AAIE is committed to strengthening our dynamic global community through greater outreach and better marketing. AAIE's newly revised mission statement reads: "Our mission is to inspire and support international educational leaders to achieve excellence and innovation in education by creating a dynamic, global community that:

- Provides forums for discussion and resolution of common issues
- Promotes advancements in school leadership, educational research, and best practices
- Develops partnerships with institutions and associations worldwide and
- Fosters networks of personal and professional relationships"

I look forward to working with all of you, not only to realize our mission, but also to make AAIE a strong voice for international education.

Elsa Lamb, AAIE Executive Director
g.elamb@nova.edu

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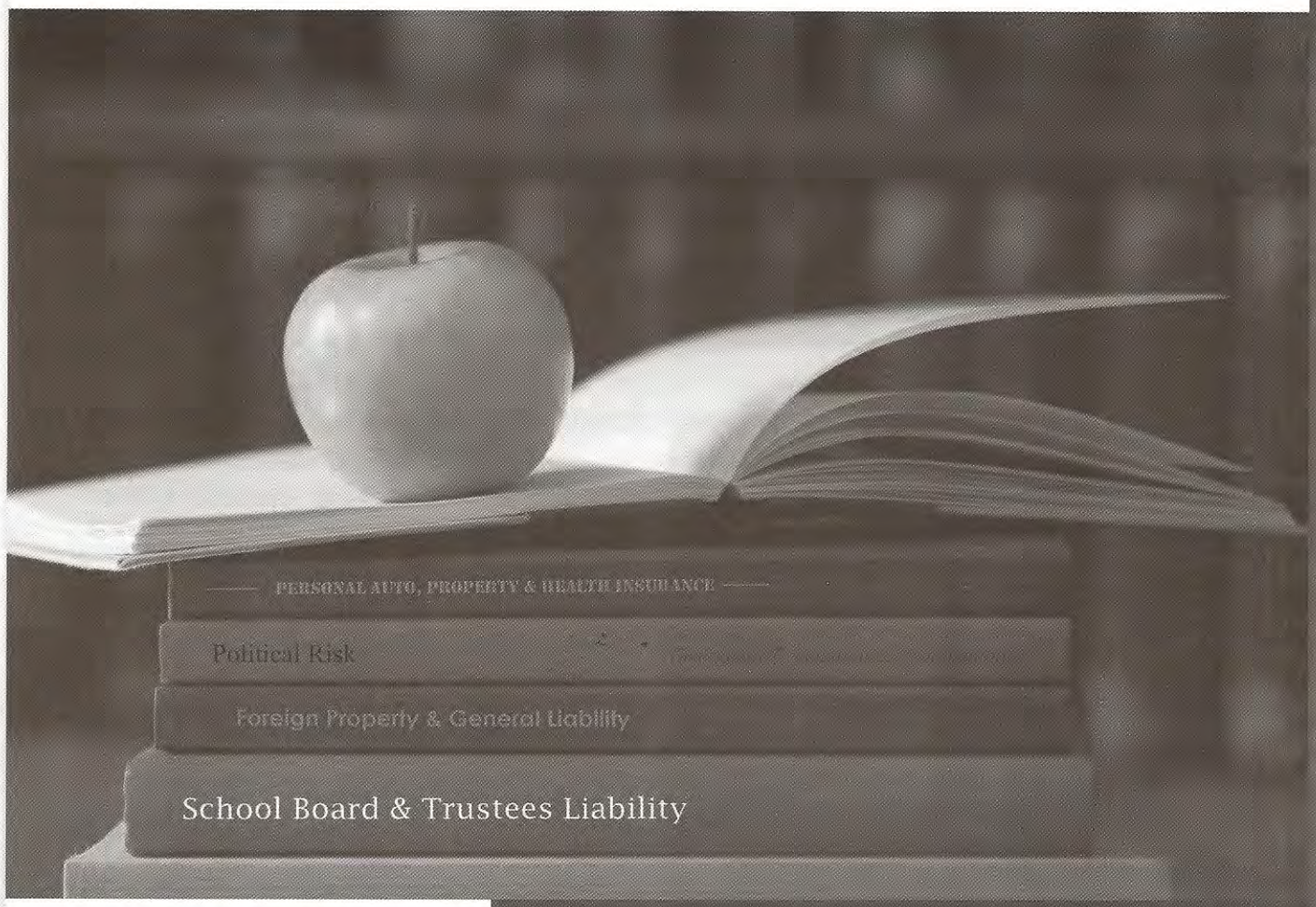

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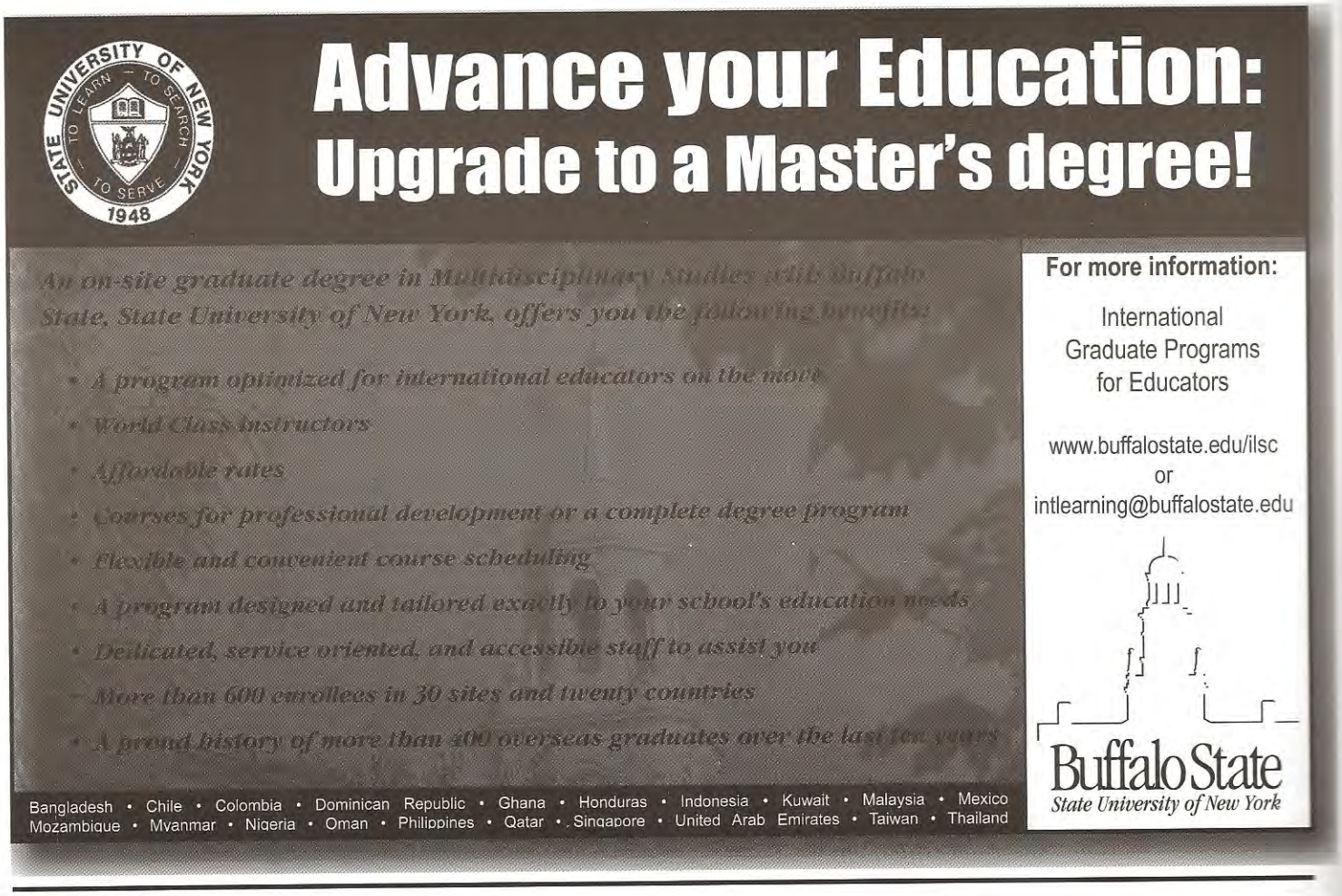
EDITORIAL – FULFILLING OUR MISSION

In July, new leadership assumed the helm of our Association. Inter Ed welcomes Ms. Elsa Lamb as our new Executive Director, the first woman to head AAIE in its 43-year history. Elsa brings with her a decades-long background as the head of three international schools on two continents, experience as a board member and officer of regional associations, and four sterling years as AAIE's President during the worst of times that became our best of times. The Association is fortunate to have her steady guiding hand as it moves into a new era of the expansion of our international schools. All hope that this era will also be one of new accomplishments for the Association to carry it to its deserved recognized status as the premier association of leadership in international education.

After five years, we have recovered from a difficult interlude in our 40 plus-year history. Under the guidance of Executive Director Dick Krajczar, including a one-year interim under the dedicated service of Ev McGlothlin, the membership now is able to look forward to a future organized and committed to achieve our mission. From the AAIE website:

> AAIE is a dynamic global community providing a forum for the exchange of ideas and research concerning development in the field of international education and school leadership and to advance international education through partnerships with educational institutions and associations worldwide.

We have a vision statement: "The global educational family of leaders and learning."



Editorial

Entry plans are vital to organizational success

Those of us who attended the 42nd Annual Conference in New York last February remember very well the excellent presentation that Elsa made on Sunday morning, "A Good Beginning," concentrating on the value of an entry plan for new heads of international schools. Elsa emphasized the need for careful planning by a new head during the difficult and perhaps unstable first few months of an organization undergoing the administration of a new Chief Education Officer.

I am sure that Elsa will follow her own advice creating an 'entry plan' for her first few months of service to the Association as the reins move from Sheridan, WY, to Palm Beach Gardens, FL. The Association is most fortunate that both Sheridan College and Nova Southeastern University in Florida stepped up to house us. We owe many thanks to these fine institutions for the support they have given us so generously. Elsa has completed step one of that entry plan by locating our new home at the Palm Beach campus of Nova. It is the steps that follow to which this editorial addresses itself.

AAIE's Board and Executive Director are 'servant-leaders'

Elsa is the 'servant leader,' as John Carver describes the head of all nonprofit community service organizations, of both the Board of Trustees of AAIE, and of our membership. Many of the desires that she may have to move us toward mission fulfillment are a function of the approval of the Board – and the support of a membership ready to assist when called upon. Whatever her plan for these next few months and year, she will be limited by both the approval of the Board and by our support. This approval and support will be easier to obtain, and our mission closer to fulfillment, if Elsa can elaborate how she plans to move the Association toward mission accomplishment. Missions are achieved when steps to be used in reaching them are carefully elaborated.

A personal mission may be to live a full life of accomplishment. But that can only be approached by concentration on certain long-range goals and short-term achievable objectives. Browning wrote that "a man's reach should exceed his grasp, or what's a heaven for?"

The 'reach' is our goals toward which we strive via the attainment of objectives. If, indeed, our personal mission in this world is to lead a full life, a goal might be to be of service to our community.

The attainable personal objective would be to organize or serve in a chapter of a community service organization such as Habitat for Humanity building homes for those who cannot do so for themselves.

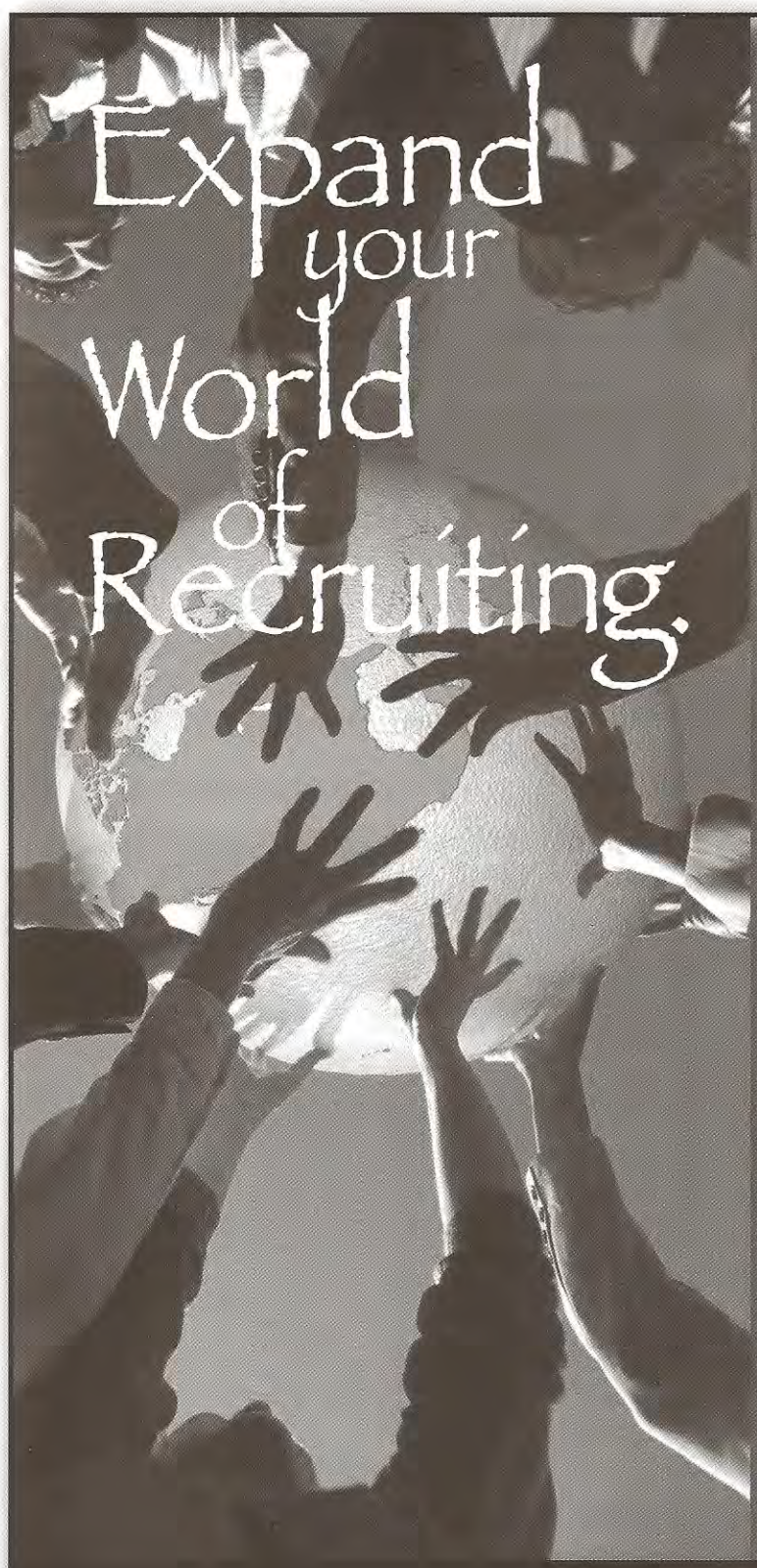
Inter Ed encourages Elsa to paint a clear picture for us, not only of her personal goals and objectives for AAIE, but to assure us that her commitments carry the full faith, weight and goodwill of the Board of Trustees. We want to see how AAIE will become "a forum for the exchange of ideas and research concerning development in the field of international education and school leadership." What steps have to be taken to move toward this most-noble goal and intent of our mission? What intermediate objectives can we reach in the near-term as indicative of the successful fulfillment of these steps? What resources will the Board place at her disposition to help achieve these objectives? What can the Board and the membership expect as tangible outputs to assure that we have reached our intermediate objectives?

Where and who are our partners?

The same holds true for the other clause in the mission statement, "to advance international education through partnerships with educational institutions and associations worldwide." What must we do to develop these partnerships, with whom, with the application of what needed resources, how, and when? This part of the mission is uplifting, inspirational and collegial, the fulfillment of any organization's professional obligation. But, what is the way to get there from here? By what goals, what objectives, what outputs, what indications would show that we, Elsa, the Board and the membership, have done what we said we would do?

When we joined AAIE, we read the mission. By the act of assuming the mantle of membership, we become dedicated to it. The time is right, the leadership is right, the resources – both human and material – are right to do it. All it takes is to plan and then do 'the right thing.'

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



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RESEARCH IS THE KEY: THE QUANDARY OF LEADERSHIP RESEARCH

By Jay Ketterer

Leadership is a complex phenomenon that defies simplistic models and narrow analysis. Researchers, administrators and professional managers are fascinated with the development of models of educational leadership. Predictably, a new model of leadership and decision-making hits the NY Times non-fiction best-seller once every 18 months to 2 years.

A Pro-quest search of dissertations over the last 5 years on the phrase "Leadership in Education" generated 4,307 hits. The addition of the qualifier "quantitative study" reduced that number to 74. A large portion of the research reviewed was survey type research, and a good deal of that had to do with the correlation of attitudes and behaviors to a specific model of leadership.

I would characterize the research as dividing into three general categories: 1) survey research that identifies leadership behaviors; 2) survey research that correlates the attitudes of practitioners to leadership styles or models; and 3) research that correlates specific instructional leadership behaviors to school achievement. This third category is newer that the others, and seems to be growing in popularity. I also note in passing the persistence of McGregor's Theory X, Theory Y in the literature, even though I would suggest that it is not a theory—or a model—at all. Rather, it is a construct for the analysis of the attitudes of managers.

It is always a dubious undertaking when one seeks to explain complex phenomena with simple explanations. One of the best reflections on leadership I have read is Garry Wills' Certain Trumpets: The Nature of Leadership (Simon & Schuster, 1994). Wills identifies types of leadership by citing historical exemplars in a wide range of fields. Interestingly, for each type, he identifies an "antitype;" that is, an historical figure of acknowledged leadership success who seems to contradict the lessons to be learned from the exemplar. For example, his analysis of FDR, and the counter-example of Adlai Stevenson, is fascinating.

Wills defines the leader as "...one who mobilizes others toward a goal shared by leader and follower" (p. 17). A leader who coerces followers is not a leader, but a manipulator; at worst a dictator. A leader who responds only to the will of the masses is not a leader either. The leader presents a vision that followers must approve. The leader appeals, as in the case of FDR, to followers' best sense of who they are, and they respond viscerally, with support and allegiance.

I'm sure that this reminds you somewhat of Senge's description of the role of the leader in the management bestseller, The Fifth Discipline (1990). At any rate, the leader reflects something about those being led. As Wills avers, "Show me your leader, and you have bared your soul" (p. 21).

So what preliminary conclusions can we offer about leadership, beyond advising you not to attempt to read out the literature on the subject? I offer the following preliminary conclusions:

- Leadership is not a permanent condition. Almost literally, a leader and his/her followers can "fall out of love." There is a complex social dynamic behind this fact.

- Leadership is context-driven. Context seems to determine the effectiveness of a given leadership style.

- Leadership is information-driven. Information does not seem to determine effective leadership, but the lack of it ensures ineffective leadership.

- No given leadership style may be described as ideal.

I also want to offer the caveat that appointment to a leadership position does not create leaders. Unfortunately, we use the word "leader" in two senses, one to describe a person in a leadership function and the other to describe a person who has exhibited exemplary qualities of leadership. Every person in a leadership position in education has an ethical responsibility to focus the energy potential of his/her appointment on the authentic, most deeply felt objectives of the school community. The result is leadership.

Dr. Ketterer is Professor of International Education and Director, International Endowment Foundation, Jacksonville State University, Alabama. His email is: jkettere@jsu.edu

43RD ANNUAL AAIE CONFERENCE...continued from front cover

Another highlight of the February conference promises to be the strand that will be offered for principals. Dr. Harvey Alvy, author of If I Only Knew...Success Strategies for Navigating the Principalship and co-author of The Principal's Companion and The New Principal's Fieldbook: Strategies for Success, will be the featured speaker for this strand. His sessions will focus on the impact of educational shifts and trends on leadership, challenges and tips for successful leadership, and the power of storytelling as a leadership skill for culture building. In addition to being an author and professor in Educational Leadership at Eastern Washington University, Dr. Alvy is also an experienced international school principal.

The Sunday Morning Solutions session, so well received in 2008 wherein the panel called for a global consortium of leaders of international educational organizations to enhance procedures to attract more candidates to international school teaching, again promises a thought-provoking discussion about the task undertaken by the consortium to resolve what was viewed as a crisis in the staffing of AAIE member schools. This Sunday session will include a report on a plan to address this crisis as well as a discussion on what remains to be done in order to deal effectively with the staffing challenges international schools will encounter in the face of the shrinking pool of teacher candidates, a phenomenon confronting all US public and independent schools.

An impressive list of school leaders, consultants, and other innovators in the field of international education will round out the impressive list of speakers and presenters who will be featured at our next annual conference. In addition to many informative 'best practices' offerings, panel discussions, breakout sessions and exhibitor presentations that the conference will offer, interspersed social events will provide the global family of international educational leaders who will attend this conference ample informal opportunity to interact with and exchange ideas with colleagues from around the world.

To confirm attendance at what promises to be another professionally stimulating meeting, delegates can register for the 2009 AAIE Annual Conference at the AAIE website: www.aaie.org where full information is available.

ASSOCIATION OFFICES MOVE TO FLORIDA...continued from front cover

Her first order of business was to move AAIE headquarters from Sheridan College in Wyoming to office space generously offered by Nova Southeastern University's Fischler School of Education and Human Services, 3970 RCA Blvd., Suite 7000, Palm Beach Gardens, FL 33410. The new telephone is 954 262 5691 / 5692 / 5693 and the fax 954 262 2887. The Association's new email address is HYPERLINK "mailto:aaiemfritz@sheridan.edu" aaie@nova.edu The website address remains unchanged www.aaie.org

In addition to Lamb the AAIE office is staffed with two administrative assistants, Lois Smith and Sam Cohen. Smith is in her second year of the doctoral program in special education at Nova Southeastern. She received the M. Ed. degree from Bridgewater State College, Massachusetts, in Educational Leadership, Administration and Supervision. She also attended Harvard University. Her world travels have taken her to Hungary, France, Netherlands, England, Yugoslavia, Italy and Portugal. Cohen is a recent graduate of Florida Atlantic University's Dorothy Schmidt College of Arts and Letters with a BA in English. He plans to attend law school in the near future. Cohen is a fourth generation 'native' of West Palm Beach, a valuable asset to the new office in getting around Palm Beach County.

Also working with AAIE this year is Judi Fenton. She will provide consultant services to the association in the area of communications, with a particular focus on creating awareness of international school careers. Fenton is a familiar name to many in international education. She was Director of the International School in Dakar, Senegal, and Deputy Head at the Carol Morgan School in the Dominican Republic. In addition to a great deal of work with gifted and talented in her home state of Montana, Fenton has worked as principal for 16 years in schools in the US and Australia; served on the Board of the Association of International Schools in Africa; and directed the 2008 summer program of the Shanghai American School. Fenton holds both the BA and M. Ed. degrees from the University of Montana.

PLUG-IN TO THE MISSION STATEMENT

By Barrie Jo Price

In the "Memo to the Board" column in this issue, the editor raises some important questions and points, characteristic of his writing in his own eloquent style. Prior to reading his work, I had decided to address this piece to how technology might relate to a school's mission statement, but after many readings of the "Memo," I came to see more clearly how the technology might fit into the kind of place of learning implied by the article.

My original intention was to ask school directors to look at the mission statement for their schools and then to look at their technology and activities to see if they support each other. We all know that a mission statement is "...a clear and succinct representation of the enterprise's purpose for existence" (Center for Business Planning (n.d.). It is a reminder of who we are and where we are going (Education World, n.d.) and sets the stage for strategic planning (National School Boards Association, n.d.).

the democratic classroom encourages access to all forms of information

The school's technology tools and policies should be matched to the mission statement. For example, if the mission statement includes producing world citizens, the school's technology tools and policies should provide emails to all students and teachers so they can communicate and collaborate worldwide. The classrooms should have Internet access of such speed and bandwidth as to allow participation in online student projects and collaborative research. SKYPE or other Voice-over-Internet-Protocol (VoIP) tools should be used by teachers, with their students either watching or conducting the activity, to have 'guest speakers' (authors, scientists, politicians) via the technology. There should be dynamic, asynchronous and synchronous activities using the technology to invite the world into the classroom. Schools with mission statements that emphasize world citizenship, global participation, intercultural awareness or other such ideals cannot live up to those ideals if the technology is too confined by security concerns to allow teachers and students full access to Web 2.0 tools.

Networks so constrained as to discourage use, and computers so slow that online exchanges and media are out of the question do not fit into a school with the mission of preparing students to work and live in the Information Society.

Here is a typical mission statement of a school:

....a supportive environment with a variety of educational opportunities to empower each student to develop the attitudes, behaviors, skills, and knowledge to become self-assured, responsible, and economically productive citizens.

Match technology to the mission statement

This mission statement should be accompanied by a technology plan and program that supports the empowerment. In today's world, the phrase, 'opportunities to empower' implies a certain amount of personal control over individual learning, which is totally consistent with the use of Web 2.0 technology tools for learning.

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PLUG-IN TO THE MISSION STATEMENT ...continued from page 11

Becoming "....self-assured, responsible, and economically productive citizens" must certainly be supported by technology; this would imply students using technology, assuming responsibility for appropriate use, having ubiquitous wireless access (enGauge Model, n.d.), and a curriculum focused on new taxonomies to reflect the self-direction of learning possible in a 24/7 world (Solomon and Schrum, 2007). Students entering 21st Century workplaces have to know how to ask questions as well as to answer them using computer-mediated tools.

Formulating research questions and finding answers beyond the school's walls, supported by technology, should be a companion to traditional research. To become "...economically productive citizens" means understanding computer-mediated communications and collaboration, creation of new knowledge through interactive activities with people not necessarily in face-to-face situations, using computer-mediated peer reviewing, and directing one's own learning since these students have 24/7 access to the Internet learning tools and information. Schools where teachers and students cannot use .mp3 files, cannot access TeacherTube.com, are not allowed to control their own technology tools, are discouraged from using technology regularly by the policies associated with that use, and, in general, find more barriers to what students need than support for meeting those needs must surely have mission statements that are inconsistent with their technology program and policies. Otherwise, the mission statement must include things such as, "students will be tightly guided in their learning", "learning will be closely tied to a traditional curriculum", or "the curriculum features teacher-directed learning".

Barriers to Student Use of all Information Sources Discourages Learning

The conversations about the relationship between mission statement and technology plan, policies and programming should continue through an entire school year and certainly cannot be synthesized into this column. Just opening the topic of connecting the mission statement with the technology used was all I had hoped to do here.

Then, when I read Dr. Brown's "Memo," it occurred to me that I had overlooked the 'democracy' factor in preparing this article. The Web 2.0 tools (blogs, wikis, podcasts, social bookmarking) all speak to democracy in developing and evaluating information, not to political positions or governmental bodies. I use it here to mean allowing students and teachers to understand and appreciate how technology is changing the concept of participation and democracy. The lack of mediating and mitigating bodies in the form of newspaper editors, governmental agencies, and television producers impacts the spread of information (blogs, for example); this presents new challenges to those educating students on how to be 'productive citizens' or 'world citizens'.

Research by Ahmad and Sohaib (2008) supports the contention that the knowledge society embodies a new spirit of global sharing; this can include the sharing of values, awareness and acceptance of others and learning to live with divergent worldviews. Confining technology policies undermine the chance of this occurring at school and, as a result, push it outside of school, where it occurs without the benefit of teacher participation or review. Shouldn't we teach how to engage in and understand the new, less hierarchical information flows?

Matching technology to a mission statement is more than the technology tools or even the technology policies. It is a mind set. It means that we are going to use all of the tools we have to open our students' minds to an understanding of the solemn responsibilities they face in acquiring and using information without the geo-political tools that, in previous generations, defined information and access to it. It means that we also have to be open ourselves to relinquishing some of the control over the teaching-learning process that has characterized education as we knew it. Control is at the heart of this discussion: Who has control of the information available to students and, for that matter, teachers? How do we teach students to assume control in a responsible way, if we do? Are we willing to empower them to use the tools and skills they have to learn information we have not necessarily read or used? The mission statement, the technology plan and policies, as well as our mind set, should be examined in terms of today's world, not the world in which we were educated.

MEMO TO THE BOARD – WHAT'S YOUR MISSION?

By Gilbert C. Brown

Within the last decade or so, it became common practice of all organizations to adopt mission statements. These statements, often written by and surely with the approval of the boards of trustees or directors of these institutions, were designed to inform the public, clients and employees alike of the reason for the existence of the enterprise, what its true ends were, what it did and what it did not do. It became a guide for the administration of the endeavor against which all plans and actions would be measured. Whatever the organization did, it had to meet the test of consonance with the mission statement.

A great deal of time has been spent in clarifying the meaning of the words in the statement. Indeed, those organizations that have modified or altered their original statements encountered much polemic debate over the new wording. The statement rose to culminate importance as boards and their CEOs discovered that all community members were deeply involved in the direction that their institution was to take. It is a more common practice, before the board approves the statement's wording, that all groups and stakeholders in the community become involved in the process. It was clear that the statement would only have a full impact on the workings of the institution if, during the process of its writing, all would become committed to the final result.

As an indication of the importance of semantics in writing the mission statement, I lamented in the pamphlet I authored in 2006 for Phi Delta Kappa, Crucibles of Democracy: American International Schools and the Globalization of Democratic Values, that the mission statements of some 60 international schools with which I consulted in the preparation of the manuscript eschewed the word 'democracy' in their declarations. (p. 38) I felt that intent of being a democratic institution may have been subliminally understood or implied, but for some reason or other, no need existed to make clear in terminology this determining aspect of the American classroom, wherever it may be found.

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Boards need their own mission statements

Since that time, another concern has struck me to which I feel the 'democratic' school board of trustees should address itself. Indeed, not only should boards address this concern, but individual trustees, and all employees of schools, should address themselves to it. If a school has a mission statement, does its board, its trustees, its school head and its professional faculty have a mission unique to each of themselves as well? Is that unique and personal mission, clearly stated or tacit, in agreement with the organizational mission? School boards might enjoy writing their own mission statement to govern their actions and intentions. The board chair might do worse than to ask trustees, "What is this board in business to do?" "How is what we do different from what any other organization or person in the school does?" "Does what this board investigates, deliberates, considers, decides, at its several meeting during its tenure have anything at all to do with the achievement of our school's mission?" "What are the 'ends' of this board?"

Goals and objectives create mission achievement

Several interesting concomitants may flow from the responses to these questions. The mission statement governs the direction of the institution to accomplish its ends as stated in it. But in order to approach these ends, each board would seem to require annual goals that are unique to this board. In addition, it must clarify how it will move toward these goals through the attainment of what annual objectives. This further requires clarification of what measures the board will adopt to attain these objectives, to verify that these stated objectives have been reached, how it will assess its own success in fulfilling its own plans, how the implementation of its plans moves the board toward its stated goals, and how those goals are consonant with the overall mission statement of the school.

As one small example of this, the board may make a commitment as a whole to attain mission through assuring that each succeeding board of trustees will be more effective and efficient than its predecessors. This is a goal. The current board will leave a legacy to assure the success of the next board, an objective. Thus the board's mission statement might include a commitment to assure ever-increasing board capability. "The Board of Trustees of AIS is committed to establishing processes to assure that future Boards and individual Trustees shall perform at higher levels than their predecessors in achieving the school's mission."

Were this an acceptable statement, attention might next be directed to goals that would assure this level of performance. (An aside here for purposes of definition. Mission is the guiding principle by which the organization functions. A goal is a general direction to approach that mission, but that is relatively unattainable in the short term, akin to the mission. I invoke Robert Browning's Andrea del Sarto here, "A man's reach should exceed his grasp or what's a heaven for?" Goals may be beyond our 'reach;' objectives are within our 'grasp.') Toward this goal the board may wish to establish an objective such as a determination by the current board of what would be the ideal makeup (i.e., skills, ages, backgrounds, training, interests, abilities, personality traits, etc.) of the elements who will compose the next board. Another objective may be that each current board member assumes the responsibility to identify two or more community members who unite as many of these characteristics as possible and submits their names to a nominating committee, etc.

Boards and individual trustees need mission statements also

The mission statement as a tool to orient candidates and new trustees

It should not be overlooked that the establishment of the board's unique mission is a useful statement in identifying, recruiting, and orienting candidates for trusteeship and inducting newly elected or appointed trustees. Also, when a board establishes annual goals and objectives, with strategies to achieve them complete with action plans and chronograms for implementation, it has established a guideline for the self-assessment of its annual performance. An assessment document is a fine heritage to bequeath to one's successors, "Here's what we did. Here's where we succeeded. Here's where we failed. Please don't make the same mistakes we did!" If used by succeeding boards, the board's annual assessment is probably the principal document to assure performance enhancement and mission attainment of its successors.

The same might apply to individual trustees, and even to the head of school. Do they have an overt mission commitment that could be shared with colleagues? Can these overt commitments be melded into one general mission statement to which all individuals trustees would adhere? Can the head of school make a statement of his or her mission for the near term?

MEMO TO THE BOARD – WHAT'S YOUR MISSION?

Can all then expand their unique statements to include goals and objectives they hope to achieve, and against which their performance can be measured? Do all these personally held statements, and I assure the reader that they exist, (surely they should exist if the board and its leadership is composed of thinking intellects!) agree with, and indicate a firm commitment to, the adopted organizational mission? One would hope so!

Just as it is an intellectually sobering experience for a board to create the organizational mission statement, it is also both revealing and educational to ask, "Just what is this board in business to do? Are we a board of inspectors, a board of governors, or a true board of trustees entrusted with the community's precious possession, our school, to enhance its value to that community – and to future communities?" If, indeed, the board considers itself the trustee of that community asset, it could do well to review its mission, its goals, and its immediate objectives.

An anecdote on Albert Einstein: Who am I? Where am I going?

Perhaps a story about the famous physicist, Albert Einstein, is apropos here. A story is told that he was traveling from Princeton on a train when the conductor came down the aisle, punching the tickets of every passenger.

When he came to Einstein, Einstein reached in his vest pocket. He couldn't find his ticket, so he reached in his trouser pockets. It wasn't there, so he looked in his briefcase but couldn't find it. Then he looked in the seat beside him. He still couldn't find it.

The conductor said, "Dr. Einstein, I know who you are. We all know who you are. I'm sure you bought a ticket. Don't worry about it." Einstein nodded appreciatively. The conductor continued down the aisle punching tickets. As he was ready to move to the next car, he turned around and saw the great physicist down on his hands and knees looking under his seat for his ticket.

The conductor rushed back and said, "Dr. Einstein, Dr. Einstein, don't worry, I know who you are. No problem. You don't need a ticket. I'm sure you bought one." Einstein looked at him and said, "Young man, I, too, know who I am. What I don't know is where I'm going…."

Would its own 'mission statement' help your board know 'where it is going?'

Dr. Brown is the Editor of this journal. He may be reached at 2417gilbrown@msn.com

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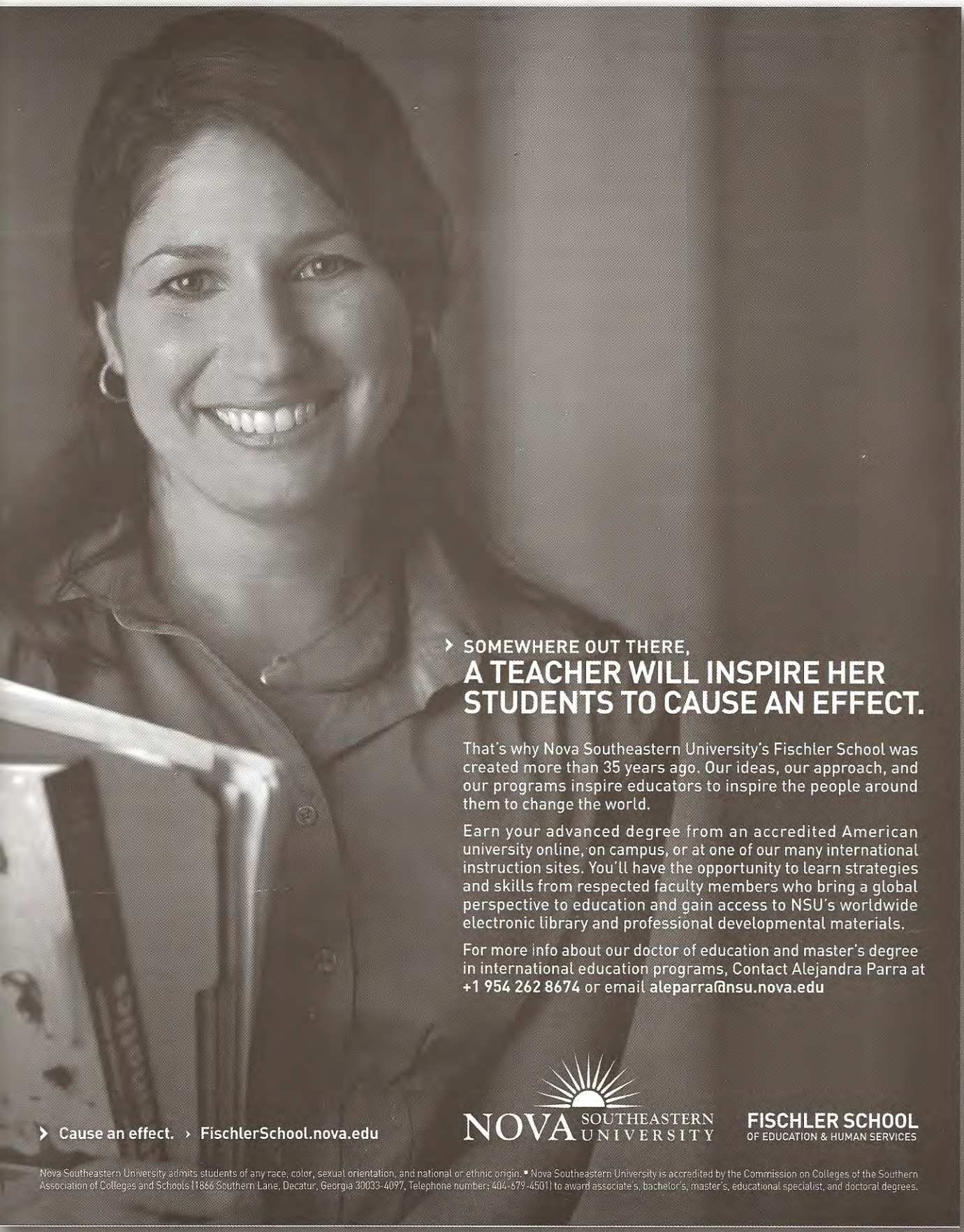
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MANY STORIES – ONE PROGRAM: CHALLENGE AND GROWTH WITH VISITING INTERNATIONAL FACULTY - GLOBAL TEACHING EXPERIENCES IMPACT COMMUNITIES AT HOME *AND* ABROAD

By Jane Larsson

(Editor's Note: Ms. Larsson was former head of recruitment of teachers for International Schools Services. Elsewhere in this issue an article may be found reporting on the progress of the membership's request to the Association leadership to study the expansion of numbers of candidates for positions as teachers in international schools at traditional recruitment fairs, a result of the "Sunday Morning Solutions" seminar that concluded the 42nd Annual Conference in February in New York City. Reporter Gary Mitchell of The Associated Press called the shortage of teachers of mathematics and science in the US to national attention in a widely published article carried on page 13A of the Raleigh, NC, News and Observer of September 14, 2008. Mitchell's article told of Alabama's coastal Baldwin County that sent its school district officials around the world to recruit teachers that couldn't be found in the US. The district hired 12 teachers from The Philippines. Mitchell indicated that the NEA estimated that as recently as five years ago 10,000 foreigners were already teaching in the US. He cited Tom Sisk, Baldwin County teacher recruiter, who found the pool of candidates overseas was much larger than locally, "We interviewed 180 applicants in five days in Manila." In the US, according to Mitchell, Sisk didn't meet that many candidates on visits to nearly 30 colleges. The News and Observer took special note of VIF in a sidebar "Triangle Connection" stating "The largest single sponsor of foreign teachers, according to the NEA, is Chapel Hill (NC) based Visiting International Faculty with 1,500 teachers from 55 countries in Florida, Georgia, South Carolina, North Carolina, Virginia, Maryland and California." This Editor wonders who is internationalizing whom?)

The voice on the other end of the phone was that of Alma Estavillo, a special education teacher from the Philippines, as she drove for the first time on the highways of North Carolina. Alma was on her way to her new school community in Charlotte. "Where are all the people?" she wondered in awe. "The roads are so big here, I feel like I am going to fall off!" These first experiences of life in the southeastern United States were just the beginning of a transforming experience that is Alma's story. Alma grew up in the streets of Manila as an orphan who put herself through school to become a teacher. As she created programs to help other children, she began to set her sights on another dream – to teach in the United States and provide support for her relatives back home. Now that she had arrived, the vision of her "American dream" started to turn into reality.

Alma Estavillo meets with VIF Program applicants in Manila

She was about to trade in the challenges of life in Manila for life as a U.S. public middle school teacher – which provides its own realities!

This is just one of many VIF stories. With motives as different as the countries they represent, educators from around the world are fulfilling their dreams as part of the largest cultural exchange program for international teachers in the United States – the VIF Program.

International cooperation provides a head start

Alma's story is one of success. Not only did she motivate children in her home country, many who like herself, began with nothing, she made a difference in her school in Charlotte, taking on a class of students with severe emotional and behavioral disorders – and she succeeded. Beyond her initiative and can-do spirit, Alma's potential for success was given a big boost when Bob Sills, former Executive Director of EARCOS, saw the potential to extend the organization's professional development outreach by providing scholarships for local teachers to participate at the 2006 Educators' conference, held in the Philippines. Working collaboratively with VIF, Alma was one of several local teachers offered scholarships to attend the conference in preparation for her U.S. teaching experience with VIF. That conference broadened Alma's perspective and helped her to visualize the road ahead. "Attending EARCOS workshops with American teachers gave me a huge head start when I arrived in the states." Alma said. "I began to read about different instructional approaches and get a better feeling for the standards I would be responsible for in a U.S. classroom. It made a big difference in my adjustment."

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MANY STORIES – ONE PROGRAM: CHALLENGE AND GROWTH WITH VISITING INTERNATIONAL FACULTY - GLOBAL TEACHING EXPERIENCES IMPACT COMMUNITIES AT HOME *AND* ABROAD...continued from page 17

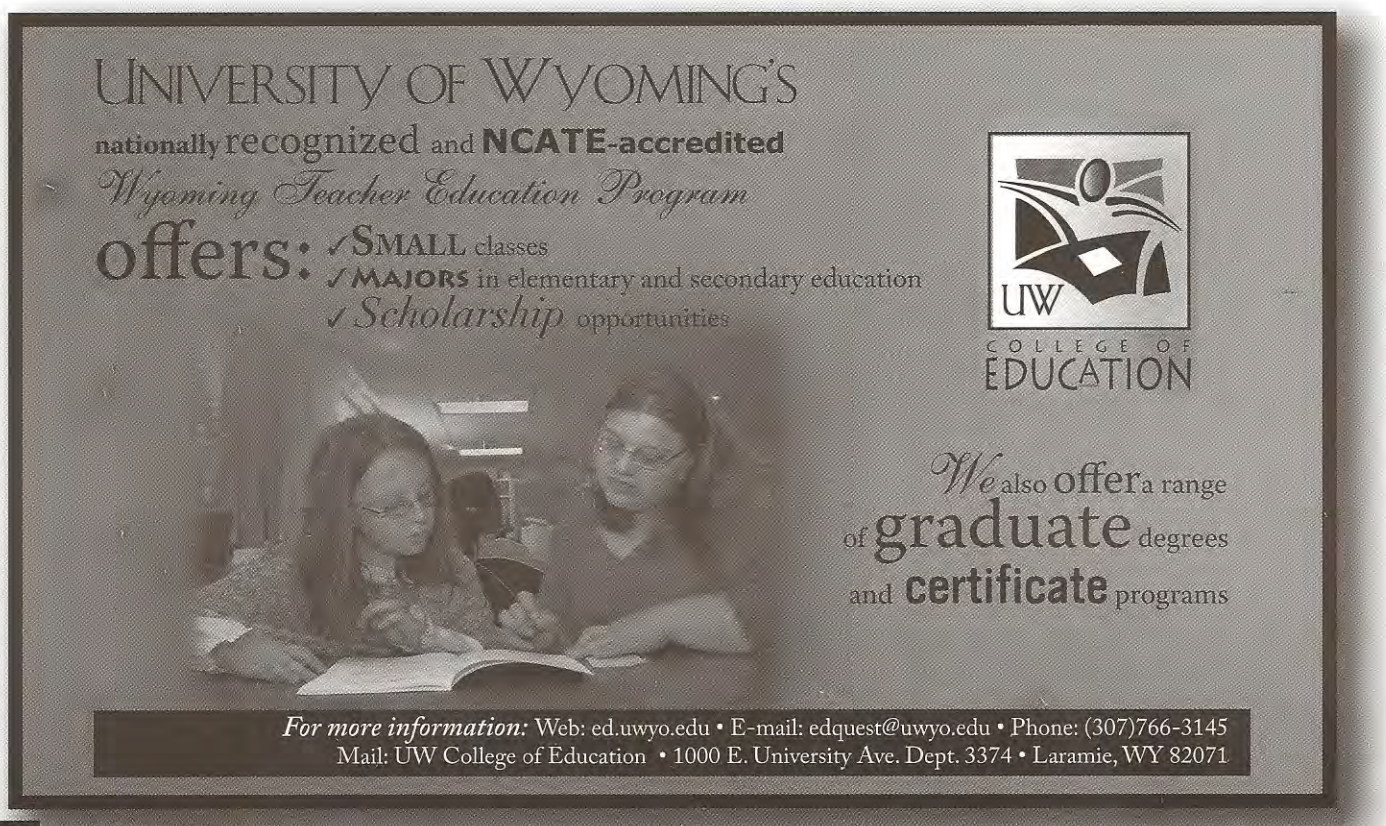
Fellow Filipino Jimbo San Juan found out about the VIF Program as a teaching assistant at the International School, Manila. The truth is that as a TA at an international school in Manila, he earned more than he would as a public school teacher in the Philippines system. His potential caught the eye of Steve Dare, ISM Deputy Superintendent, who encouraged Jimbo to enroll in the Buffalo State College Master's program, offered on site. At the same time, Jimbo applied for the VIF Program and patiently waited a year for the right position. Success came. Jimbo was selected as a science teacher at Dillard Middle School in Yanceyville, North Carolina and arrived in the states a few weeks ago with his family. He checked in to report, "I love to be back managing my own classroom again. My first two weeks were really trying but fun. Talk about a new system, new policies, things to be cautious about, student discipline, ("Dillard kids are actually behaved", he said.) their interest and motivation to learn, and of course...accent! Everything is new and overwhelming but really fun and exciting."

LOCAL HIRES IMPROVE MORE THAN JUST ENGLISH DURING US STAY

He continued, "The staff of Dillard are super supportive - they call it the southern warmth. Having worked at ISM really helps. It's definitely not the same; nevertheless it is basically the same K-12 system. I've got lots of EC kids. I'm happy to have them since it will be my first time to deal with such a group and it's an added experience to me."

A new kind of diversity

Just as the ISM community encouraged Jimbo, others are helping too. Tom Hawkins, Head of the International School of Beijing, and Theresa Chao, the Chinese Program Principal, immediately grasped the importance of the opportunity to refer locally hired teachers to the VIF program for an authentic immersion experience teaching in U.S. schools through VIF. This year, opportunity became reality for Yuxin Wang, who joined VIF and is off to a successful start at Columbia High School in South Carolina. Teaching Chinese in a U.S. public high school has presented Yuxin with a whole new set of challenges – chief among them – classroom management. She has discovered that American students present diversity quite different than the kind she experienced at ISB.



MANY STORIES – ONE PROGRAM: CHALLENGE AND GROWTH WITH VISITING INTERNATIONAL FACULTY - GLOBAL TEACHING EXPERIENCES IMPACT COMMUNITIES AT HOME *AND* ABROAD

Yuxin's experience is that a number of her students do not initially appear to be interested in learning, and others openly challenge her authority in the classroom – something that never happened to her in China. She is seeking advice from her fellow teachers, and also from VIF Teacher Support Specialists – who visit VIF teachers to provide suggestions and strategies as they adapt to the U.S. education system and culture. She found out that one student who was the most openly disrespectful, is also one who is living on her own. Socio-economic diversity can be one of the most significant changes faced by newly arriving VIF teachers. Despite these changes, Yuxin maintains a positive attitude. "I joined VIF not only because I wanted to teach internationally, but because I wanted a new experience – to challenge myself and grow as a teacher."

Support makes a difference

Like Yuxin, Edison Garrone has just begun teaching math at Hillcrest High School in South Carolina. He too was encouraged to apply by his school head – Tom Oden of the Uruguayan American School in Montevideo – although he was most motivated by the story of another VIF teacher who had just returned home to Uruguay after completing her VIF experience. She shared stories of professional growth, great new friends and a wonderful life in the United States. After his first week of school in South Carolina, Edison was still elated by his new experience – due in large part to the great support he is receiving from his principal and from his VIF teaching colleagues in Greenville Public Schools. "Each afternoon", Edison described, "we connect via phone for "group therapy" to discuss the day and talk about our new lives. It helps us to be together in this journey."

As for his students, Edison draws distinct comparisons between international school teaching and U.S. public schools. "I am teaching three classes a day and I am trying to do a good job. However, discipline is an issue here. What is funny is that at UAS I am famous for being demanding, strict and tough but here I have to be even tougher, otherwise it is very difficult to manage a class."

VIF TEACHERS OBTAIN ADVANCED DEGREES IN US

All VIF teachers are quick to acknowledge that a combination of VIF and school support makes it possible for them to move through the initial challenges more quickly, realizing they are not alone. "Our principal, Mr. Chamness, is a great person and all the administrative and support staff are remarkable," said Edison, giving significant credit to his VIF local advisors, who are second or third year VIF teachers in the same school community. "I consider myself blessed and fortunate (me and all the teachers here in the area) for having been assigned such an amazing couple of local advisors. I have no words to express my appreciation for Yamille Escamilla and Oscar Prada. They do not hesitate to give up their own time to help us out, to be there for us, at ANY TIME, ANYWHERE, whenever we need them!! I honestly never thought they would be that generous. Only half of what they do for us would be needed for them to be still outstanding."*Opening a door to the world*

Alma, Jimbo, Yuxin and Edison are making a difference in the lives of their U.S. students. Their first months were and are some of the most challenging of their lives, but each report the experience is worth it. Their growth as professionals is evident to their principals and fellow teachers. Their students are getting a sense of the world beyond their communities – particularly those who have yet to leave their counties – and who may never have that opportunity. Whether these students are growing up in poverty in rural America, or have a life rich in travel and new experiences, they are all seeing the world a bit differently through the eyes of their VIF teachers. And the good news is that many U.S. students find out that they have more in common than they thought with these teachers who come from places they never heard about before.

New perspectives and career growth

What about the other side of the story? What happens when VIF teachers return to their home countries? Has international teaching experience advanced their careers? Are their lives different? Maria Sanguinetti applied to VIF while teaching at Escuela Bella Vista in Maracaibo, Venezuela. As an ESL teacher, her goal was to improve her English and teaching skills in an authentic, native English-speaking environment.

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In the United States, she quickly progressed and was nominated by her U.S. principal as teacher of the year. She took on a number of administrative duties associated with the ESL program at her school, completing student tracking and progress reports. Her classroom skills developed through discussion and cooperation with other teachers – not only with those from the U.S., but with other VIF teachers from around the world. Outside the classroom, Maria took on an equally important role in her school community – that of interpreter for the almost 75% Latino parent community in her district. As a family resource for a significant Mexican population, she provided a vital link in the community while gaining skills in dealing with parents from diverse socio-economic backgrounds about a variety of issues. Maria's plan was always to go back home and her dream was to return to EBV. VIF Career Services sent her a notice about an upcoming Recruiting Fair, hosted by the Association of American Schools in South America (AASSA). She assembled her references and was selected by Steve Sibley, Head of EBV, to return to the school as the ESL coordinator – significantly advancing her career. "I feel a lot more confident now", Maria reported. "This was my first international experience. As a result of all my work, I feel well prepared for anything that comes my way."

Giving back

One of the challenges of a U.S. program designed for the exchange of educational ideas is that many teachers from less developed countries often hope to permanently settle in the states. This provides VIF with the critical opportunity to work collaboratively with home country governmental agencies, universities and schools, to build local recognition for VIF Program participation so that VIF teachers are provided with solid career options upon their return. Robert Edwards is one who returned home to Montego Bay, Jamaica and immediately put his new skills to good use. Upon his arrival in the United States, he had enrolled in a Master's program at Fayetteville State University, a branch of the University of North Carolina, and secured his MA in Secondary Math. When Robert returned to Jamaica, he found that his international experience was regarded as a plus, and he was quickly selected for a post at the Sam Sharpe Teachers' College and as a lecturer at the University of Technology. The Ministry of Education selected him to travel across Jamaica to conduct workshops for public school teachers and run math clinics for students to demonstrate how to use graphing calculators and math manipulatives. Robert reflected on his new life back home, "This was a great achievement for me."

Life as a VIF Teacher

Most VIF teachers refer to their first year as "challenging" due to the number of changes they encounter: a new country and culture, a new school system, new teaching colleagues, a new home, new food, new friends etc. Cultural adaptation requires a significant adjustment period as one moves through the various phases. Typically, it takes at least six months to arrive at the final phase where one begins to adapt to the new culture and "fit in". Therefore, while the first year is primarily one of adjustment and personal challenge, it is the second year that provides true program benefits as participants settle in and begin to make significant contributions. This is also the year where personal growth occurs. Participants begin to feel they have accomplished something of significance, gaining self confidence and new perspective on the nature of teaching itself. VIF staff provides support throughout the stay – online, via phone or email, and in person, primarily through school visits. Participants will also have access to professional and social events with other VIF teachers and staff.

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COLLABORATIVE EFFORT ADDRESSES RECRUITMENT CHALLENGES

By Elsa Lamb

The Teacher Shortage

There is a U.S. teacher shortage; the shortage is spreading to other English language countries; this has had a devastating impact on recruiting teachers for international schools. All this is not news to anyone who has been recruiting staff for the past few years. Unfortunately, this shortage will only get worse. Many causes exist for this crisis. Here are a few:

- Increased demand for an international school education in certain regions and the rapid growth in the number of international schools, particularly in Asia and the Middle East.
- Thousands of U.S. teachers reaching retirement age. A significant percentage of U.S. teachers are of baby boomer age and, therefore, fall in this category.
- Fewer college students pursuing a degree in education. One of the primary reasons for this is the ever widening salary gap between those who possess an education degree and other college graduates.
- 50% of those who graduate with a degree in education never enter a classroom; 30% of those that do leave within the first 5 years. Most leave because of job dissatisfaction and/or to pursue higher paying careers. Unfortunately, the teachers most likely to leave the profession are reported to be those with the highest academic credentials.
- Competition between U.S. school districts over certified teachers resulting in districts granting large signing bonuses, paid health insurance, subsidized housing, and more. In the past, these were benefits that only international schools offered. U.S. school districts are also now recruiting for teachers in foreign countries, and, in 42 states, standards are being lowered to permit emergency credentials to people who have never taken an education course and have never taught. Further evidence of this lowering of standards is that 25% of new teachers, whether certified or not, are teaching in fields for which they are not certified.

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COLLABORATIVE EFFORT ADDRESSES RECRUITMENT CHALLENGES continued from page 20

Teacher Recruitment Task Force

Following the Sunday Solutions discussion held at the 2008 AAIE Conference in New York City, a AAIE/AISH task force was formed to work collaboratively towards the development and execution of a plan to educate aspiring and practicing teachers, in the U.S. and other English speaking countries, about international education career opportunities with the goal of positively impacting the candidate pool. Elsa Lamb, Association for the Advancement of International Education (AAIE) Executive Director and Bambi Betts, CEO of the Academy of International School Heads (AISH) were named to jointly coordinate the work of the task force. The following persons, all with some international school and marketing experience, were named to the recruitment task force:

Jane Larsson, Director of International Partnerships, Visiting International Faculty Program

Tracey Godon, Director of Overseas Placement, University of Northern Iowa

Alan Travers, Placement Coordinator, Queens University, Kingston Ontario

Dr. Jeff Gorrell, Dean, College of Education, George Mason University

Ed Ladd, Director, American School of Doha, Qatar

Rick Detwiler, Superintendent, Graded School, Sao Paolo, Brazil

Charles Skipper, Director, Escuela Americana, El Salvador

Lee Fertig, Director, American School of Barcelona, Spain

Niall Nelson, Chief Education Officer, GEMS

Phil Stroup, International Education Consultant in Marketing

David Willows, Director of External Relations, International School of Brussels

Brent Willis, CEO, Cott Company (former International School Board member)

Connie Buford, Regional Educational Officer, Office of Overseas Schools

In May an electronic meeting of the task force was held. The discussion identified data needed for planning purposes, generated creative strategies to follow up on, and also resulted in the setting up of a blog to allow for the task force's future discussion and sharing of ideas. From this meeting it was clear that, in addition to discussion and the creation of an action plan, the urgency of the crisis also required a person who, as the task force continued with its work, could begin actively working on positively impacting the numbers of candidate in the pool by spreading the word about the existence of international schools and the job opportunities they provide to universities and other professional groups. Contracting this person required funding. Thanks to an Office of Overseas Schools grant given to AAIE, the funds were found for the assistance that was need, and Judi Fenton, former head of the International School of Dakar, was contracted on a part-time basis as a consultant to this project.

In the short weeks since Judi Fenton has come on board she has created a draft of a Teacher Recruitment Action Plan which was recently shared with the task force for their input. She has also begun work on a brochure and PowerPoint presentation to be used to create awareness of international schools and the career opportunities they provide. Once these materials are available, Judi will work on developing a cadre of persons willing to commit to making visits to universities and other groups to speak on international school career opportunities. In order to make our schools known, Judi will also work to get articles about international teaching published in professional publications. Clearly, the more that can be done to spread the word, the greater the impact that can be made.

At the AAIE Conference scheduled to be held in San Francisco, Feb. 12-15, 2009 there will be a second Sunday morning session to update the membership on the Recruitment Task Force and Judi Fenton's work. Please make your plans to attend, and to support this effort to proactively address the recruiting challenges our international schools are facing.

Ms. Lamb is the Executive Director of AAIE. Email: g.elamb@nova.edu

OVERSEAS SCHOOLS PRINCIPALS RECEIVE NATIONAL DISTINGUISHED PRINCIPALS AWARD

By Barbara A. Dubke
Office of Overseas Schools
Department of State

Two outstanding principals from the U. S. Department of State assisted schools have been chosen to receive the National Distinguished Principals (NDP) Award for 2008. This year the award winners sponsored by the Office of Overseas Schools, are Ms. Mary Russman, principal at the American School of The Hague (ASH), The Netherlands, and Ms. Marcene Pareja, principal at the American Cooperative School (ACS), La Paz, Bolivia.

Ms. Marcene 'Marcy' Pareja, National Distinguished Principal, La Paz, Bolivia

Ms. Mary Russman, National Distinguished Principal, The Hague, Netherlands

Mary Russman is a dedicated principal whose passion is to do her best for the parents, students, and teachers she serves. She demonstrates an extraordinary personal dedication in helping the school achieve its mission to Educate Students to Excel. Mary initiated a "wildly successful" Color House program that vertically integrates the students and faculty in a way that encourages cooperation. She has also expanded the special needs services for her students, facilitating an effective records and referral system. She has championed a service-learning program that provides thoughtful and appropriate activities. Mary has implemented programs to inspire kids to excel in their commitment to others. Mary Russman received her Bachelor of Arts in Education from the University of Michigan, Ann Arbor, Michigan and Masters in Education from the University of La Verne-Athens, Greece and La Verne, California. Before becoming the principal in 2004, Mary spent 21 years as a principal/counselor/teacher in Zimbabwe, Argentina, Nepal, Bangladesh, Switzerland, Italy, and Greece.

Marcene, "Marcy", Pareja has worked diligently to bring diverse cultures together to form a learning community of international and host country parents, teachers, and students through outreach, recognition, and a caring environment. As a principal she has created an expectation of shared leadership and collaboration for students, staff and parents resulting in a six fold increase in parent volunteers and a powerful elementary community service project true to the school's slogan, Together We Make a Difference. She has created a culture of continuous learning by aligning teacher goals to the school strategic plan and providing teachers with student-free half days for professional growth and significant funding for staff development. These accomplishments have had a tremendously positive impact on staff morale for ACS staff members who previously had limited access to high quality educational opportunities, as well as a benefit to student achievement. Marcene Pareja is a graduate of California State University, Los Angles where she received a Bachelor of Arts in Psychology and Multiple Subject Teaching Degree. She received her Masters in Education from Chapman University in California.

The National Association of Elementary School Principals (NAESP) and the U.S. Department of Education have once again sponsored the National Distinguished Principals (NDP) Award. This award recognizes outstanding educators who ensure that children acquire a sound foundation for lifelong learning and achievement. Each year this program honors outstanding elementary and middle school principals from each of the states, the District of Columbia, Puerto Rico, Department of Defense Schools and American overseas schools assisted by the U.S. Department of State.

Ms. Mary Russman and Ms. Marcy Pareja, along with the other honorees, received their awards on October 17, 2008, during a formal banquet and award ceremony at the Capitol Hilton Hotel in Washington, D.C. During this banquet a representative from the U.S. Department of Education presented each honoree with a certificate and an engraved bell. The festivities also included a reception on October 16, 2008, in the State Department's Diplomatic Reception Rooms that was hosted by the Department of State's Assistant Secretary for Administration, Mr. Raj Chellaraj.

Ms. Dubke may be reached at dubkeba@state.gov

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WASC FALL 2008 ACCREDITATION UPDATE

By Marilyn George

The Accrediting Commission for Schools, Western Association of Schools and Colleges, has been moving forward with initiatives, emphases and activities that are particularly pertinent to the international schools. These include the following:

Schoolwide Student Goals

WASC continues to emphasize ongoing improvement/accountability, i.e., a follow-up process that includes annual analysis of student achievement resulting in the update of action plan sections based on impact of progress on student learning. The importance of schoolwide student goals that provide the overarching framework of what students should know, understand and be able to do that emanate from a school's mission and student needs and challenges cannot be minimized. This is important to re-emphasize in light of this newsletter's theme regarding mission statements.

A school can establish a shared vision for student learning through defining schoolwide student goals that shows a direct correlation to a school's core beliefs and mission statement. These are interdisciplinary goals that strengthen the linkages across the entire school program. Schoolwide student goals coalesce the expectations and standards for student learning in the curricular areas and all other aspects of the school program. Schools have used the schoolwide student goals as the overarching strategic objectives as they develop and refine their strategic plans.

Accreditation focuses on integrity

A school may use different terminology for their schoolwide student goals; for example, schools may call them expected schoolwide learning results, global learner outcomes, student aims, student learning expectations. Schools that are IB schools often adopt the qualities and characteristics of the IB Learner Profile. The key is the commitment of all members of the school community (including students) to facilitate that every student will demonstrate accomplishment of these schoolwide student goals through what and how we teach and other aspects of the school program.

The value of schoolwide student goals and academic standards is equally important. They complement each other. The defining of essential knowledge, skills, and learning opportunities for student learning within disciplines is equally weighted with the identification of meaningful linkages across these disciplines; in this way a school can provide a coherent integrated instructional program for all students.

Trustworthiness of a school as an institution for learning by all students

Schoolwide student goals and standards are not always subsets of each other they both describe what students should know and be able to do. However, schoolwide student goals describe a more schoolwide, interdisciplinary picture of what students should know and be able to do. Academic content standards define specific knowledge, skills and understandings students should attain by subject area and by grade level.

Questions that a school must address include the following: How does the entire program reflect the school's core beliefs, the mission statement and enable the accomplishment by students of the schoolwide student goals? How do we measure the degree of accomplishment of the schoolwide student goals by all students? What performance indicators show that we are achieving the schoolwide student goals? Note that you measure the broader learning results through what you do and how you do it as you carry out your school responsibilities with students. Schools find it valuable to discuss what quality will look like if students accomplish the broader goals. This assists the stakeholders in having a common understanding of what quality is; some schools have adopted rubrics for each schoolwide goal.

Overall schools have found so valuable the emphasis on the relationship between the school's purpose (e.g., philosophy, mission, vision) and the schoolwide student goals. The focus is indeed on students: What do we want our students to know, understand and be able to do? How do we know they have achieved? This is indeed is the powerful driving force for our schools.

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Joint Pilot Accreditation and IB Evaluations

The pilots of a joint accreditation and IB evaluation visits will be completed by late fall and a debrief meeting will be occurring to examine future directions.

Four Parties Agreement

As a result of our continual collaboration on accreditation of schools for foreign nationals through a Four Parties Agreement with China's National Center for Curriculum and Textbook Development (NCCT), Council of International Schools (CIS), and New England Association of Schools and Colleges (NEASC), there are several joint visits planned during this 2008-2009 school year, including preliminary or initial visits.

Schoolwide student goals and standards are not always subsets of each other

In November 2008, the members of the Four Parties Agreement will hold their annual meeting in Kunming, China. The purpose will be to review progress on joint visits and learn from each other. This will occur after the Four Parties also participate in an EARCOS session explaining the cooperative agreement and process.

At the forthcoming March 2009 ACAMIS Conference that will be held in Beijing, members of the Four Parties will conduct a workshop to prepare educators to serve on joint visits and explain the Four Parties agreement. Similar to last March, this session will include the following: 1) the international and Chinese accreditation streamlined process that allows for a seamless accreditation process with joint self-studies and team visits and provides for multiple awards of accreditation from various associations; 2) the examination of all aspects of the accreditation process as an ongoing school improvement process from the initial application, the assessment of the school's student program and its impact on students through the self-study, the visit by fellow international educators, and the ongoing refinement of the schoolwide action plan; and 3) the roles/responsibilities when serving on a visiting committee.

Collaboration and MOU with Thailand Ministry of Education

In May 2008 WASC met with the Thailand Ministry of Education, the Office of National Education Standards and Quality Assessment (Sor Mor Sor), the International Schools Association of Thailand (ISAT), and the Council of International Schools (CIS) to debrief the joint pilot visits and also signed a Memorandum of Understanding that formalized the cooperative work and outlined the details of the collaboration. Annually, the four parties will meet and review progress and reaffirm future directions. (Note: the New England Association of Schools and Colleges (NEASC) was unable to attend the May meeting and formalized their agreement with Sor Mor Sor in September, so all Four Parties as in China are collaborating.)

Joint Accreditations

The growth of schools that wish to be accredited with two or more accrediting agencies in seamless processes is continuing. One example is the WASC/CIS (Council of International Schools) process with which WASC has worked since 1989 (formerly ECIS).

A Summary

The accreditation process is synonymous with continuous school improvement that focuses on the integrity or trustworthiness of a school as an institution for learning by all students. It provides an ongoing look at the work and achievement of students, the teachers, the school and systemwide leadership. The WASC accreditation process, including the Focus on Learning protocol, is not a "cookbook" and is beyond semantics. The Accrediting Commission for Schools, WASC, is committed to serving the educators in the field and we value their comments and ideas as we strengthen this "grassroots" improvement process.

Dr. George is Associate Executive Director, Accrediting Commission for Schools, WASC. Her email is mgeorge@acswasc.org The WASC website is www.acswasc.org Dr. David E. Brown, Executive Director of the Commission, may be reached at dbrown@acsswasc.org

CHANGE THE WORLD BY MONDAY

By James Michel

Eight students and one teacher from the International School of Estonia entered the office of the United States Ambassador in Tallinn, Estonia on May 18, 2008. The Ambassador offered his guests seats. The teacher politely refused to sit saying, "The students and I would prefer to stand because we feel the problem is too urgent to sit down."

The eight students took turns speaking:

"Imagine the entire city of Tallinn slaughtered."

"Every day 200 innocent people die, and the world stands by."

"The survivors face rape, torture and murder, and the world makes excuses."

"Five years of massacres in Sudan, and the world waits."

"Villages burned and bombed, and the world does nothing."

"400,000 innocent people like us have been killed, and the world debates."

"The fighting displaces 2.5 million people, and the world is silent."

"Listen to your children. Do the right thing."

Shauna Fitzmahan, the creator and director of the project, "Change the World by Monday," is aware of the challenge. "No one wants change. Change is difficult. It's uncomfortable."

"The most effective part of this initiative was that the students started it," said the students' history teacher, Fitzmahan. The students were passionate about their initiative. They sought out teachers and got them excited to help. They approached their English teacher and asked, 'Do you want to change the world by Monday?" It worked. Many teachers at the International School of Estonia (ISE) committed several class periods to participate with the students in their effort to change the world by Monday.

The tenth graders at ISE designed this initiative. They came up with the idea in their history class as they were shocked by what they learned about Darfur. They felt that their class needed to help do something to stop the genocide. There was no time to wait, they had to act immediately. Lesson plans were dropped and the students took one week to stop the terror being committed in Sudan.

The students conducted research on Sudanese history on the genocide and then they developed and presented a slideshow for students and parents on Darfur. They collected over 200 signatures from the schools multi-national population and its friends. The ten 10th graders personally walked to the embassies of Norway, Sweden, Spain, Portugal and the United States and registered their concern with the ambassadors.

ISE students in the "Change the World by Monday" project outside the Norwegian Embassy in Tallinn, Estonia (l. to r.): Michael DeRousse, Salome Tsereteli, Candice Arias, Tinesha Aggarwal, Gert Reimets, Claire Rydzynski, Federico Nicosia, Hannah Fyfe, Zakk Ulbrich

The students commissioned the fourth grade class to design and sell buttons to raise money for a website that the ISE art teacher offered to design. The website can be found at www.changetheworldbymonday.com.

These 10 international school students and their friends decided on that May afternoon that to wait for the conflict in Darfur to end while doing nothing was as good as contributing to genocide, and they demanded change from world leaders.

The Honorable S. Davis Phillips, U.S. Ambassador to Estonia, wrote to the students after they visited him, "Thank you for coming to the United States Embassy on May 19th to demonstrate your concern for the people of Sudan and to urge immediate action to stop the violence, alleviate suffering and bring those responsible for justice. I am forwarding your petition directly to the American Secretary of State."

But did things really change by that Monday in May? After doing research, presenting a slideshow and meeting with world leaders – did the genocide stop? Did things change? The project was extended one day to make it possible for the students to appear on a Tallinn television news broadcast. Yet...genocide in Darfur continues.

"There is a huge difference between reading about something like this and [saying], 'aw,' and actually taking a step towards stopping it," said one student. "It was extremely exciting; and in this process, I learned something. This was an experience of a lifetime."

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"I became a more confident speaker. I was able to put forward information with more conviction and less embarrassment," said another student.

According to Fitzmahan, "Change the World by Monday" differs from other learning initiatives in that it was able to achieve positive change, to create "a more peaceful society – beginning with individual students."

"Change the World by Monday" may have changed five ambassadors, who all forwarded the students' message to their superiors in their home countries. "Change the World by Monday" may have changed Estonians who watched the television broadcast on the initiative. But the most important change came from the change it made on a handful of young leaders of our global culture.

"My self-confidence has increased. I made many calls to ambassadors. One of their secretaries laughed at me because I told her that I, a high school student, wanted a meeting with the ambassador. Yet I kept going because this wasn't about me, it was about the 200 people getting killed every day," said one student.

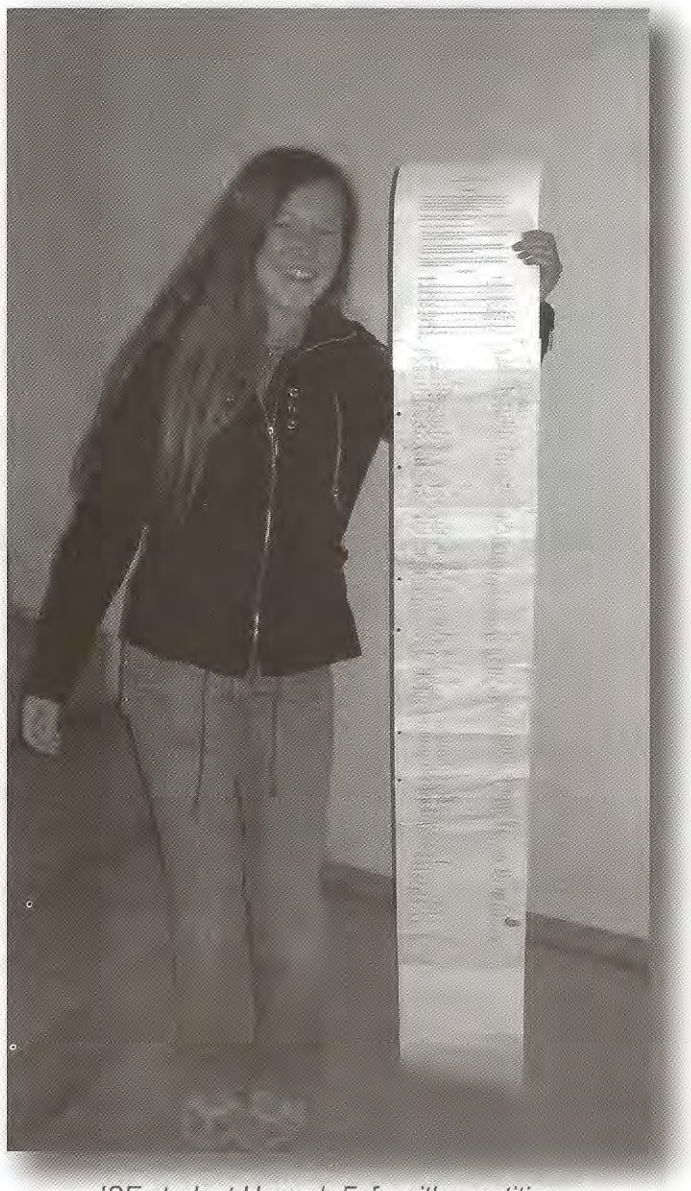
"First, I learned that this kind of project takes a lot of hard work, but in the end all that hard work made something greater than what we could have ever dreamed of," said another. "The second thing I learned was that these kinds of projects aren't only fun but they are inspiring."

The "Change the World by Monday" project has grown. Other schools have sent messages to the ISE community through the website. Other schools, other individuals, too, want to change the world. Maybe they can also make a difference in just one week.

Simply put, with 52 weeks in a year, the "Change the World by Monday" initiative seeks a minimum of 52 individuals, 52 schools, or 52 organizations to commit one week of their year to immediate action to address one of many current global problems. ISE's 10th grade class chose to address the genocide in Sudan because that issue was important to them. Other organizations may look in a different direction.

J.F Rischard identified twenty global issues that require immediate attention in his book, High Noon. These issues include those involving our planet, humanity and global regulations. There are several areas on which groups can focus. The Sudanese genocide falls in the category of peacekeeping.

The initiative's primary concern is to bring about positive change. What issue have you always wanted to change, but never knew where to start?



ISE student Hannah Fyfe with a petition to the UN Security Council

Fitzmahan asks that you join her and her students to change the world by Monday. She would be happy to help you get started. For more information you may visit www.changetheworldbymonday.com. You can also email Shauna at shaunaf@ise.edu.ee. She would be happy to have you join her and many others to make positive change possible. Come and help "Change the World by Monday!"

Mr. Michel is Professor of Literature and the Arts at Tallinn University, Estonia. His email address is jamisonmichel@gmail.com

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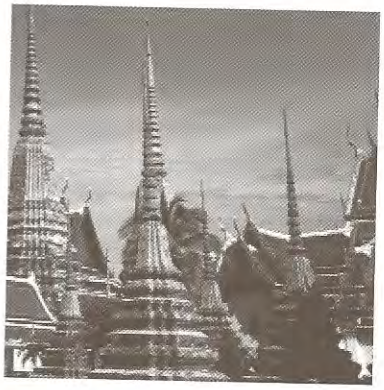

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SEVEN YEARS OF ISS' WOMEN'S LEADERSHIP SYMPOSIA

Symposia, a convivial meeting for drinking, music and intellectual discussion among the ancient Greeks. The modern sense is especially from the word being used as a title for one of Plato`s dialogues. This article is a personal reflection from one woman`s viewpoint.

Seven years ago International Schools Services launched a new program, the ISS Women's Symposium for international women educators. The mission of this program is to encourage women to strive to be leaders and mentors of the future. The idea came from a male senior staff member who quickly realized that it would be better if women were in charge. This is how Mary Anne Haas found herself inheriting the position of organizing the first symposium that led to a yearly event. Perhaps, it was meant to be, since she had lived in Athens, Greece for 22 years, the home of Plato. This year ISS celebrated its 6th Symposium.

Many of the women who attended the earlier symposia have gone on to new positions of leadership. They have gone from strength to strength. The continuation of these symposia has marked the growth of the acceptance and professional possibilities for women worldwide. For the first time since the symposia's founding, a male keynote presenter was a breakthrough.

A growing number of sponsors, supportive of the mission, help to create new programs each year. Elsa Lamb, Executive Director of AAIE, attended several of our seminars, once as our facilitator. The support and participation of organizations such as AAIE, A/OS, Buffalo State University, Lehigh University, George Mason University, Sodexho, Inc. & Affiliates, Southern Association of Colleges and Schools, Council of International Schools, National Association of Elementary School Principals, the directors of many world-wide regional associations and other similar organizations assure the continuation of this valuable program.

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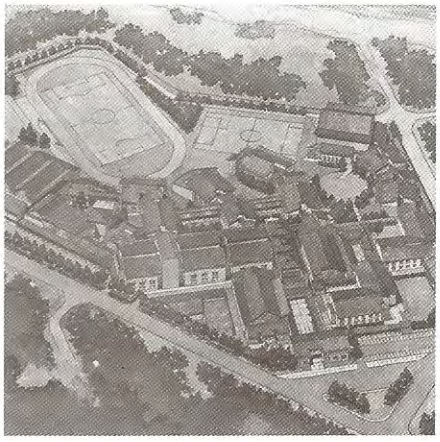

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INTERNATIONAL STUDENTS IN MATHCOUNTS COMPETITION

By Barbara A. Dubke
Office of Overseas Schools
Department of State

Beijing may have hosted the Olympics of sports, but Denver hosted the Olympics of mathematics. Each year the Office of Overseas Schools sends a team of four top Mathletes from the U.S. Department of State assisted schools who have qualified to compete in the MATHCOUNTS National Competition. This year the event was held May 8 – 11 in Denver, Colorado. The Mathletes trained extensively at their individual schools in order to be eligible to compete. They were confident, well-prepared, and exhibited a great deal of team spirit. The Department of State team was comprised of the following individuals: Harlin Lee, International School Manila; Kevin Liou, Taipei American School; Scott Paek, Jakarta International School; and Alex Schindele-Murayama, Singapore American School. The team coach was Sebastien Millette from the International School Manila. On the last day during the Count Down Round it is as exciting as any Olympic event when each team enters the auditorium running behind a large banner identifying their team. All this is projected on several jumbo screens before cheering family, guests, coaches, and sponsors.

Mathcounts increases enthusiasm for achievement in Middle School mathematics

MATHCOUNTS is a national enrichment, coaching, and competition program that increases enthusiasm for achievement in middle school mathematics. It motivates and rewards students by fostering teamwork and a competitive spirit. It involves students and teachers in year-long coaching sessions and helps students at all levels to improve their problem-solving skills. Those earning the right to compete at the National Competition are a select group of the brightest and best representing each of the 50 states, along with seven other regions including the U.S. Department of State-assisted overseas schools, the Department of Defense Schools, and the U.S. territories.

Standing: Kevin Liou, Coach Sebastien Millette, Scott Paek
Sitting: Harlin Lee, Alex Schindele-Murayama

Two unique programs are offered by MATHCOUNTS. Launched this year, on the 25th anniversary, was the MATHCOUNTS Club Program (MCP). The MCP is a fun, challenging and free program aimed at engaging a wide spectrum of students. MCP provides schools with the structure and activities to hold regular meetings of a math club. To obtain more information regarding this program go to www.mathcounts.org . The Competition Program provides the extra incentive and the perfect atmosphere for students to push themselves to achieve more in mathematics. Consisting of fun and creative problems, the competition has written and oral rounds, as well as individual and team components. MATHCOUNTS provides the materials for teachers and students to use as they prepare for the competition series. Participants then advance through School, Chapter, and State competitions until 228 students are selected to attend the National Competition. The State Department team consists of the four top scorers in State competitions from among the overseas State Department competing schools. The coach of the top scorer is selected as the team coach.

In 2009 the MATHCIOUNTS National Competition will be held at Disney World in Orlando, Florida from May 7-10.

Students from Department of State-assisted schools who are enrolled in the sixth, seventh, and eighth grade are eligible to participate in the competitions. These students need not be US citizens. The State Department program is coordinated by Barbara Dubke, who can be reached at dubkeba@state.gov or 202-261-8200.

LISTSERVE SERVICE OF AAIE AND AISH PROVIDE MEMBERS WITH REAL TIME RESEARCH TOOL

By Daryle D Russell

It was a tumultuous late night board meeting, with lots of discussion on a wide variety of important local issues. Five of the seven board members were recently elected. They were people of good-will, but were on a steep learning curve about the responsibilities that come with the territory when governing an international school. They asked questions; lots and lots of questions!

Vernon was an experienced overseas school head. He patiently answered questions that often were outside the agenda. Judith, recently elected to the board, moved into the community from another overseas assignment. She served on the PTO at her previous school and had a general understanding of the inner workings of an overseas school. She turns to Vernon and asks "What is the general standard for class size in international schools." Vernon begins his response, but quickly realizes that he might be adding more confusion than offering clear explanation. The real question, being asked, was whether his school was in line with other international schools.

Fortunately, Vernon was a member of both the Association for the Advancement of International Education (AAIE) and the Academy for International School Heads (AISH). The service both organizations provided was access to an online listserve that connected him in real time with hundreds of heads of international schools in all parts of the world, schools of the size of Vernon's, and those larger and smaller. AAIE's service is called 'headnet,' and AISH's is called 'AISHnet.'

HeadNet has been around for over ten years and was an immediate success. AISHNet followed with a similar vision. Today, questions are posted through both organizations. AAIE and AISH members have opportunities to pose a survey question to their colleagues in the field. Vernon submitted his question about class size and quickly received over 60 responses from around the world. He did a summary of those responses and distributed the results to his board members to orient them better. It was no surprise that the consensus was Vernon's school was right on target with class size.

Users of these network services understand that they have a professional obligation to share the summary of the responses to their question, concern or survey in a timely fashion with all colleagues who are on the networks. Both AAIE and AISH then add this summary to a website repository. Gradually, a significant list of action research results develops for member access. Since 2004, over 680 survey questions have been presented; some repeated as members seek updated information about a concern.

The AAIE headnet site is available to heads, former heads of school and others who are AAIE members. However, headnet summaries are available to all, whether AAIE members or not, via the AAIE website. Other listserves available to AAIE member schools are principalnet and counselornet. Headnet summaries are available at www.aaie.org (click on "Survey Summaries" and then right click on "HeadNet Summaries.") (Access to the headnet itself is reserved to members of the Association or those who subscribe to the service.) AISHnet summaries can be found at www.aish.org (must be AISH member to log on; click on "AISHNet Survey Results.") An early survey whose summary is posted at the AAIE's website is titled "Advice for New School Heads." Linda Dueval of the International School of Stavangar, Norway, was the author. Any new school head (and experienced heads, too!) would benefit from the sage advice from the various experiences of practicing school heads gathered by Deuval.

Both networks of AAIE and AISH provide a tremendous service to their memberships with real time access to best practices, experience and research in the field. This author developed a personal interest in "keeping track of all the questions and recording the summaries," a labor of love and interest of this "retired" school head. Others, like Jim Ambrose of Search Associates and former head in Abu Dhabi and Hanoi, and David Randall, retired former head in Lima, Rabat, and Sao Paulo, have also been involved in keeping track of headnet summaries. The following is one "Summary of HeadNet Surveys" listed by category:

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AAIE HeadNet / AISHNet
Summary of Survey
2004/05 – 2008/09

Category	2004/05	%	2005/06	%	2006/07	%	2007/08	%	2008/09	%	Totals	%
Questions Submitted												
Activities	3	3%	0	0%	8	6%	8	3%	5	7%	24	4%
Administration	1	1%	4	5%	1	1%	7	3%	2	3%	15	2%
Business & Finance	23	22%	9	11%	12	9%	41	17%	7	10%	92	15%
Boards & Gov.	7	7%	1	1%	5	4%	20	8%	6	9%	39	6%
Curriculum & Inst.	23	22%	17	20%	29	22%	37	15%	12	18%	118	19%
Miscellaneous	10	9%	13	16%	14	10%	18	8%	12	18%	67	11%
Personnel	19	18%	15	18%	43	32%	50	21%	15	22%	142	23%
School Heads	2	2%	1	1%	0	0%	4	2%	2	3%	9	1%
Security Issues	0	0%	1	1%	1	1%	3	1%	1	1%	6	0%
Students	10	9%	13	16%	7	5%	28	12%	2	3%	60	10%
Technology	8	8%	9	11%	14	10%	23	10%	4	6%	58	9%
Totals	106		83		134		239		68		630	

Summaries Submitted	2004/05	%	2005/06	%	2006/07	%	2007/08	%	2008/09	%	Totals	%
Activities	1	4%	0	0%	2	4%	4	7%	1	5%	8	5%
Administration	0	0%	0	0%	0	0%	3	5%	0	0%	3	2%
Business & Finance	7	29%	4	19	2	4%	7	12%	2	10%	22	13%
Boards & Gov.	0	0%	0	0%	1	2%	6	10%	2	10%	9	5%
Curvriculum & Inst.	6	25%	5	24%	8	18%	10	17%	6	30%	35	21%
Miscellaneous	0	0%	3	14%	8	18%	4	7%	3	15%	18	11%
Personnel	4	17%	4	19%	16	36%	16	27%	5	25%	45	27%
School Heads	2	8%	0	0%	0	0%	0	0%	0	0%	2	1%
Security Issues	0	0%	1	5%	1	2%	0	0%	0	0%	2	1%
Students	3	13%	3	14%	0	0%	4	7%	0	0%	10	6%
Technology	1	4%	1	5%	7	16%	5	8%	1	5%	15	9%
Totals	24		21		45		59		20		169	

LISTSERVE SERVICE OF AAIE AND AISH PROVIDE MEMBERS WITH REAL TIME RESEARCH TOOL

Of the 630 headnet questions presented since 2004, 142 (23%) dealt with "Personnel" and many of those were policy-related questions (i.e. leaves of absence, teaching hours, contract differences between local expatriate and recruited expatriate teachers, etc., etc.) . Curriculum and Instruction is another category where there are lots of questions and here there are predictably numerous questions about AP, IB, MYP and PYP. Of interest are the very few questions, six of 680, being asked about security issues and/or about issues related to the school head.
Some classic research questions have been recorded, some even with tongue-in-cheek. One question, that generated lots of free advice, asked about teacher parking lot assignment procedures. Another asked for help in responding to a "feral cat problem on campus." Most questions are much more serious. One can almost hear the sigh of relief when 40+ colleagues respond within 24 hours. Vernon did even better with his 63 responses. His board was very impressed with the contact Vernon had with the "rest of the world."

With all the positives about these networks, a lingering concern remains. Many school heads, with nothing but the best of intention, fail to post a summary of their survey results. Six hundred thirty questions have been asked since 2004, but only 169 survey summaries were distributed, less than 27 percent.

In 2006, Jim Ambrose repeated the original protocol for AAIE headnet. It is worth repeating:

1. Anyone who conducts a headnet-based survey is requested to send a summary of the results to AAIE for archival storage.

2. When sending to the entire list, sign off with a signature protocol that includes your full name, school name, telephone, fax and school web page.

3. When sending a reply to the entire list, please delete those portions of the original routing, etc. that are unnecessary to your communication. Many members have expressed frustration at having to scroll through several pages of strange glyphs to get to the most recent message.

4. Headnet is NOT to be used for posting job vacancies, except in the most dire of circumstances, as in a sudden school evacuation, an emergency vacancy a day before school opens, etc..

5. Please do not offer suggestions about specific products or programs on headnet. If you have a suggestion for someone who has expressed a particular need, please make that suggestion/advice to that person in private communication. (Some leeway can be exercised here, especially when responding to a request for a recommendation about some specialized product or service.)

6. Finally, back in the beginning, everyone agreed that it is not desirable to over-burden headnet with a lot of rules and regulations. It needs to continue to be a free-form forum for the exchange of ideas and experiences that can be of help to each user.

The spirit of the nets of both AAIE and AISH is really reflected in #6 above. Users all agree that headnet is a very valuable resource for all who participate.

Mr. Russell is a retired head of schools with 31 years of international school experience in Manila, Riyadh, Dubai, Belgrade, Vienna, Mumbai, Bandung and Islamabad. He may be reached at daryleruss@aol.com

THE KNOTS IN LEADERSHIP

By Warna Gillies

When Alexander the Great invaded Persia he was told of an infamous knot that could not be untied. An oracle predicted that whoever untied the knot would become the ruler of Persia. Alexander visited the temple where the knot was located. He saw that the knot could not be untied, so he drew his sword and cut the ropes with one swift stroke of the blade. Now when a person resolves something difficult we say that they have "cut the Gordian Knot". Alexander was successful because he viewed the problem of the tied knot differently from his predecessors.

The legend of the Gordian Knot provides school leaders with a model for problem solving. Just as Alexander demonstrated, there are times we need to see things "differently" to solve the problem at hand. This is difficult at best. There are many competing issues in the school leaders day, with the administrator attending to as many as 65 events daily, with each event averaging six minutes in duration. An event is defined as a telephone call, conversation, or memo. The fragmented nature of the day results in high level of superficiality (Mintzberg, 1973). The pace is fast and decisions are often conveyed verbally, leaving little written documentation about the organization's business. The competing requirements of the principal's job may be thought of in three categories: demands, constraints, or choices (Stewart, 1982). The demands are the absolute requirements of the job, those things that must be done, or sanctions will be imposed. Demands are characterized as legal requirements, host country and accreditation mandates, and so on. Constraints are thought of as responding to the norms and values of the school community, as well as operating within the limits of the available resources (Stewart, 1982). Choices are the opportunities that exist within the demands and constraints of the position. Successful principals cut the Gordian Knot when they are working creatively to reduce the demands and constraints in-order to increase the choices and opportunities for excellence.

The principal is the primary agent for establishing a climate that fosters collegiality and creative approaches to problem solving. In fact, new approaches and ideas are often brought by individuals least expected to make a significant contribution (Barker, 1999). In addition, new ideas and inventive approaches are most frequently made by those who are typically younger than their peers and by those who are new to an enterprise (Kuhn, 1962). These individuals hold a "unique view" because they are not bound by traditional rules and prior practice. They are able to view the world from a different perspective and consequently are able to cut the Gordian knot!

Do Not Measure Your Success by a Bad Day

Principals are in the business of leading schools because they care about students, teaching, and learning. The sensitivity that characterizes principals' concern and commitment to their schools also makes them susceptible to criticism. They give so much of themselves it is often difficult to come to terms with negative feedback. It is important however for administrators to seek out information, triangulate data from multiple sources, and utilize the feedback to improve organizational effectiveness. For example, the responses from parent and student surveys are often helpful in program development. One of the best models of this practice is from Dr. Sherri Miller, the former superintendent of a large overseas American school. Dr. Miller hosted parent coffees on a weekly basis. She patiently interacted with everyone, listening attentively. She worked hard to understand others' viewpoints. She used the feedback as a means of data gathering that served in the continuous school improvement process.

It is also helpful for school leaders to have a balanced perspective with regard to criticism. For example Angela, an elementary principal, was upset one evening driving home from school, "The parent and teacher complaints had been difficult that day. I drove home after school and cried. I decided to think mathematically about the complaints. I have 510 students, roughly 1000 parents, and 40 teachers, so all together I have about 1500 people and there were two complaints. I made more than 1500 people happy, so I'm doing pretty well." Angela's point was to consider the extent of the feedback and indeed that is the suggestion of Buckner (1999) who maintains that criticism seldom comes from a broad range of individuals, and if it does it should be taken seriously. Buckner (1999) advises, " Generally criticism comes from individuals or small groups who feel they or something they value is being threatened by the leader's actions..... New leaders must guard against overreacting to criticism." (p. 113).

Just as it is important to listen and evaluate feedback it is equally important for the school leader to provide feedback to others. A positive approach to feedback places the emphasis on the strengths of the organization, and it also promotes professional growth (Buckner, 1999). One example was a principal who from time to time would take a dozen roses to his staff meetings. He handed out the first rose to someone he wanted to recognize for a specific contribution to the school. He then invited any of the teachers to come forward, take a rose and present it to a member of the staff for a contribution that they wanted to share. One by one the teachers would recognize their colleagues for efforts that may otherwise have gone un-noticed.

THE KNOTS IN LEADERSHIP

One Size Does Not Fit All

"If you do what you have always done, then you will get what you have always gotten."
Angela Coombs, Principal, St. Joseph Catholic School

As part of my educational leadership class we were covering the topic of staff development. I asked the students, all experienced educators, to identify the characteristics of effective staff development programs they had attended. A counselor, who had been a former police officer, candidly remarked that she had never attended any in-service program in education that had been effective. She explained that all of her police training had been much more worthwhile, "They taught you a new skill and then you practiced until you could do it perfectly. Your life depended on the instruction. Maybe in education we would do a better job if our lives depended on the training." Another comment came from a veteran teacher, who told us about his reluctance in attending another workshop on blood-born pathogens, "Yesterday I had the privilege of attending the workshop for the tenth time. I know what to do in that situation and to be honest it was a waste of my time." Both of these educators are highly committed and capable professionals. Like all adult learners however, they would like to see a meaningful connection and feel that their time should be valued.

Insanity is Repeating the Same Act and Expecting a Different Result

The literature in staff development provides us with some guidance. Components of effective staff development include the need to differentiate training experiences for developmental levels, and to provide the opportunity for supervised trial, feedback, and assistance (Lawrence, 1974; Karst, 1987). One way to plan for staff development is merely to survey teachers about their priorities for in-service (Newlove and Hall, 1976). Once the priorities are established follow-up questionnaires can be conducted to categorize the teachers' specific interests. For example, if English as Second Language was a primary topic some teachers may be interested in the conceptual understanding of language acquisition while others may be more interested in specific strategies. Glickman, Gordon and Ross-Gordon (1999) advise that the half-day workshop may not be the best approach to professional development. There are a variety of new models for in-service education including:

- mentoring programs (experienced staff work with beginning teachers)
- skill development programs (several workshops over time with intermittent coaching)

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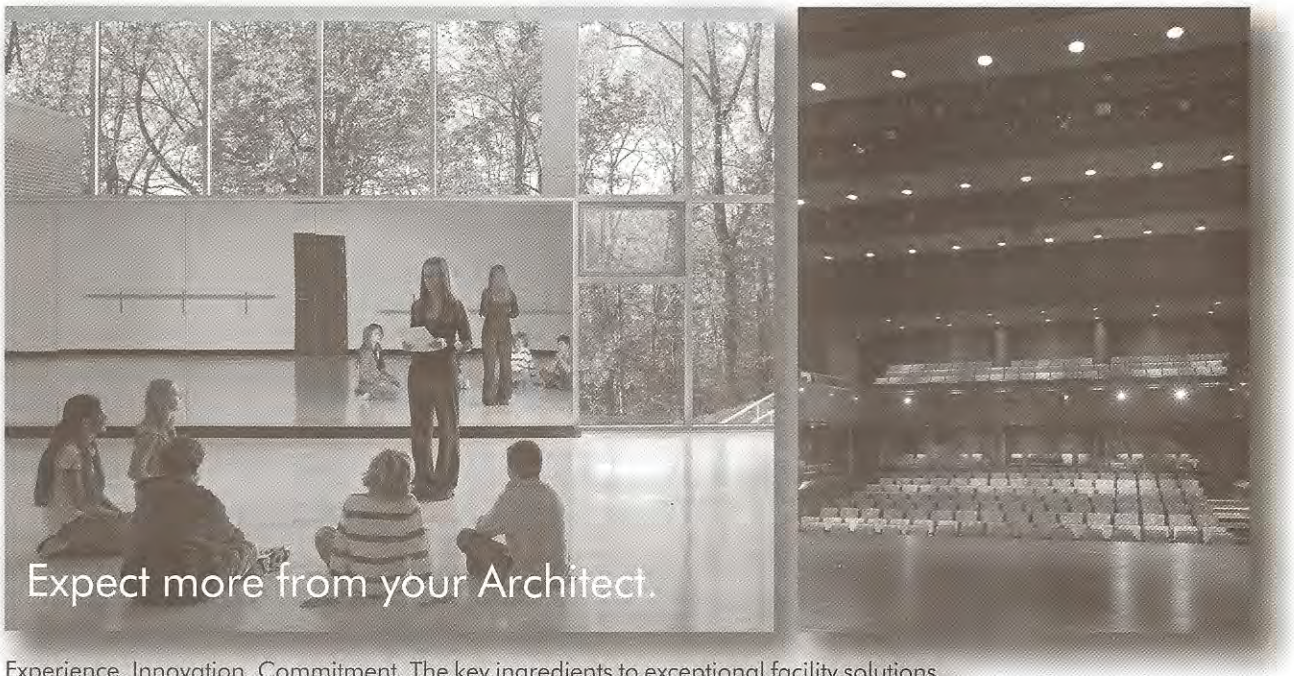

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- teacher as writer / action research
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- individualized professional development (goals are established and then assessed)
- school - university partnership (Glickman, Gordon and Ross-Gordon, 1999, p. 353)

Sergiovanni (2002) underscores the importance of professional development with the 80/20 rule, "When more than 20 % of supervisory time and money is expended in evaluation for quality control or less than 80% of supervisory time and money is spent in professional improvement, quality schooling suffers (p.225)."

Just as effective professional development should be aligned to teacher roles and expertise, the supervision of staff should be differentiated for teachers with varying levels of experience and interests. For example, one variation of the evaluation process allows teachers to compile and present performance data from several sources including parent surveys, student surveys, student achievement results, and professional activities. As explained by Davis School District's assessment committee in Utah, "The only non-negotiable requirement is that teachers must present a certain number of data sources at each stage of their evaluation career. For example, beginning teachers must submit a minimum of four data sources per year, whereas veterans use only one to three data sources." (Peterson, et. al, 2001, p. 41). The Davis district continues to employ the principal's input in the evaluation process, but the use of additional data sources provides the teachers with an increased voice in the process and has reduced administrative time. The revised system has been received warmly in the district with 84% of the teachers indicating they like the new program (Peterson, et. al, 2001).

ONE BAD DAY DOES NOT A FAILURE MAKE

Consider Employees as Knowledge Workers, Not Subordinates

A traditional assumption in the management literature has been that employees are dependent on the organization for their livelihood. Drucker (1999) explains, however, that the organization is dependent on its staff. Employees are knowledge workers in the sense that they own their assets and carry their expertise with them if they elect to transfer to another organization, "....knowledge workers own the means of production. It is the knowledge between their ears and it is a totally portable and enormous capital asset." (Drucker, 1999, p.149).

This becomes a particular significant issue in organizations that have specialized components, for example, the vice president of marketing may have advanced through the sales route and knows nothing about research, product design, or service. Similarly the school principal typically advances through the ranks of the school system from the position of teacher to administrator. Principals may be highly knowledgeable about their content area but may know little about how to conduct a physical education class, teach chemistry, or the requirements of the ESOL curriculum. The complexity of the school community requires the principals to rely on the expertise and participation of the staff. Teachers, with their specialized knowledge, are the most valuable asset of the school and are not easily replaced.

Principals are operating in times of critical teacher shortages, with high numbers of teachers leaving the education field for jobs in other fields. Approximately 20 to 30 % of teachers leave the field within the first three years and 50 % do not remain in the profession after five years (Wong, 2002). Teacher retention is a particularly challenging factor in managing international school communities. School leaders can attract and retain teachers by maintaining vibrant professional communities where teachers share a common mission, and where adequate time is provided for planning, reflection, and peer interaction (Sergiovanni, 2001).

In conclusion, we all face situations however that we did not anticipate, and there will be days when we are not our best. Forgive yourself, make the best of it, and learn from the experience. Know one constant in your leadership role is the opportunity to redeem yourself in the complex and challenging situations that are sure to lie ahead in the international school community.

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DOCTORAL ABSTRACT - ON THE MOVE: TRANSITION PROGRAMS IN INTERNATIONAL SCHOOLS

By Robert P. Risch

This investigation surveyed international schools in the East Asia Regional Council of Overseas Schools (EARCOS) to determine the extent to which transition programs existed in these schools and to describe the characteristics of these programs. The literature review established a profile of characteristics common to internationally-mobile students who attend international schools world-wide. These students are referred to as Third Culture Kids (TCKs). The literature review also provided a rationale for establishing transition programs to address the transitional needs of TCKs. Finally, the literature yielded a list of components that would encompass a comprehensive transition program. A survey instrument was created from this list.

The survey was distributed to 104 schools in the EARCOS region, and 58 responses were received, representing a 56% response rate. Almost four out of five schools reported having either a formal or informal transition program. Approximately one out of every five schools had no program. Temporal reasons were the single largest constraint. Only three schools indicated that they were not aware of a need for transition programs, which represented 5% of all responding schools.

The specific components of transition programs were present in varying degrees. These programs were generally well established in easing initial adjustment to the school. A substantial majority included components to help students further integrate within the school and establish their own strategies to manage transitions. The data generally showed a need for schools to provide more focus on components involving leave-taking, including helping students with re-entry to their home culture.

The findings have several implications for practitioners. Schools that are considering starting a transition program are advised to focus on those components aimed at facilitating the initial adjustment and integration of students. Regional associations like EARCOS can provide forums for promoting and establishing transition programs. University programs offering degrees in international school counseling and educational leadership should examine their courses so that teaching about TCKs and their identified commonalities and characteristics is included, as well as issues related to frequent transitions.

Dr. Risch is the Headmaster of the Nagoya International School, Japan. He was born in Yugoslavia and lived in Austria, Lebanon, Turkey and Germany before moving to the United States. His Bachelors Degree is from the Middlebury College and his Masters from the University of Vermont. He has also worked in international schools in Switzerland, Jordan, Pakistan and Spain. He was awarded the doctorate by Lehigh University in 2008.

Dr. Risch may be reached at rrisch@nis.ac.jp

Western Carolina University to Chronicle InterRegional Center's 40 Years

The InterRegional Center for Materials and Curriculum Development (IRC) of Barranquilla, Colombia, has existed for forty years with Dr. Burton Fox at its helm. Fox started as a school head in Colombia, forming the first regional superintendency among three Colombian American international schools. With a first summer institute for teachers at Western Carolina University (WCU) of Cullowhee, North Carolina, in 1971, the IRC has forged a lasting partnership with WCU that has brought continuing education opportunities to teachers of international schools in Latin America and the Caribbean. Work has begun at WCU to chronicle these four decades of cooperation. The work, "Global Outreach: WCU and the IRC," is under the aegis of Chancellor Emeritus Myron Coulter, Dean Patricia Brown, Fox, Ruth Shuler of Coulter's office, and graduate assistant Jeremy Rose. University Provost Kyle Carter is supporting the work.

A retreat was held in September bringing to the university campus individuals who have played important roles in the university's involvement abroad and with IRC. Former WCU President Alex Pow was the originator of the far-seeing project that includes programs in North Africa, as well as a teacher development program with the government of Jamaica for its public schools. Many of the IRC – WCU programs have had the support of the Department of State and its Office of Overseas Schools.

Dixie McKay, Executive Director of European Council of International Schools, Announces Retirement

Dixie McKay, long time Executive Director, of ECIS announced her retirement effective December 2008. McKay has been with ECIS for 14 years, the last five as Exec. Dir. and the Deputy Exec. Dir. prior to that. She was Deputy Superintendent for the Saudi Arabian International School District for 16 years administering 13 schools across the Kingdom. Pilar Ponce, head of schools in Quito, Ecuador, and Paris will assume as ECIS Interim Executive Director for the remainder of the 2008-9 school year. In July, Jean Vahey, current head of Colegio Campo Alegre in Caracas, Venezuela, will assume the post as the regular appointee. Vahey has been in international education since 1975 in various posts as teacher, counselor, curriculum coordinator, principal and school head with the American School of Madrid, Saudi Arabia's Aramco Schools, the American Community Schools of Athens, and the Jakarta International School.

She has served on the boards of the Venezuelan Association of International Schools, the Association of American Schools in South America, the Academy for International School Heads, and the Council of International Schools. She has also served on the accreditation committees of various accreditation associations, Middle States, Southern Association, and Western Association.

Dan Scinto, International Schools Services, Announces Retirement

After 11 years at ISS, five as Executive Vice President, two as VP, and the last four as President, Dan Scinto has announced his retirement effective in mid-2009. Prior to joining ISS, Scinto was Superintendent of the International School in Kenya, Asst. Superintendent in Bangkok, Principal in Singapore and Liberia and a teacher in Athens. He served four years on the board of Association of International Schools in Africa. Scinto is a graduate of Quinnipiac College where he majored in Business Administration, the University of Bridgeport and the University of Connecticut. Scinto's background in business gave him the background to author via an OSAC grant a text that has gone through several printings, and is still used in college courses in educational budgeting, "Sanity in Finance."

Roger Hove will be the new ISS President. Hove, current ISS Executive VP for School Management and Administration, has been with ISS since 2005. A former math and physics teacher, his career with international schools has encompassed work in Libya, Malaysia, Norway, and the United Arab Emirates. He has held positions of Business Manager, Principal and Superintendent. Recently, he has served as a Commissioner with the Secondary School Commission of the Middle States Association of Colleges and Schools. Hove holds degrees from Concordia College and the University of St. Thomas, both of Minnesota.

CELEBRATIONS AND CONGRATULATIONS

Miffie Greer, Executive Director, Association of International Schools in Africa to Retire

Miffie Greer, who has led the AISA since 1997, developed her Association into one that has come to serve over 100 schools of all types throughout Africa. Greer holds degrees from Ohio's Miami Univeristy, U. of Houston, and Pullman University of Washington State. Her career began as a US public school teacher in Iowa and Texas. Her first international school position was with the Singapore American School where she taught elementary, high school English, and rose to become curriculum coordinator for seven years. She then moved to Kenya in 1994 and became Exec. Dir. of AISA three years later. Greer is the mother of four adopted children. She has six grandchildren. Future plans, other than finally having the time to spend with her children and grandchildren, include travel to the Galapagos, a Northern Arctic cruise and one through the Panama Canal.

Inter Ed Editor to Receive AASSA Award

The Board of Trustees of the Association of American Schools in South America has announced that Gilbert Brown, Editor of Inter Ed, has been named as the recipient of the AASSA Educational Leadership Award. With this award AASSA recognizes those who have offered the following to its region: leadership for learning, communication, professionalism, and significant contributions to AASSA as an international organization.

Brown was one of the founders of AASSA during the 24 years he was head of the American School of Rio de Janeiro. He is a former President of AASSA and of AAIE, having served on the boards of both associations. Since his retirement in 1993, he has written widely on matters that concern international school boards of trustees, including six books, and the 'Memo to the Board' and case studies that have appeared in this journal since 1995. He has served as a consultant to over 50 international school boards around the world, as well as to the Department of State and other boards of nonprofit organizations.

The award will be made at the annual AASSA conference of school heads to be held in Atlanta, *December 7-9, 2008.*

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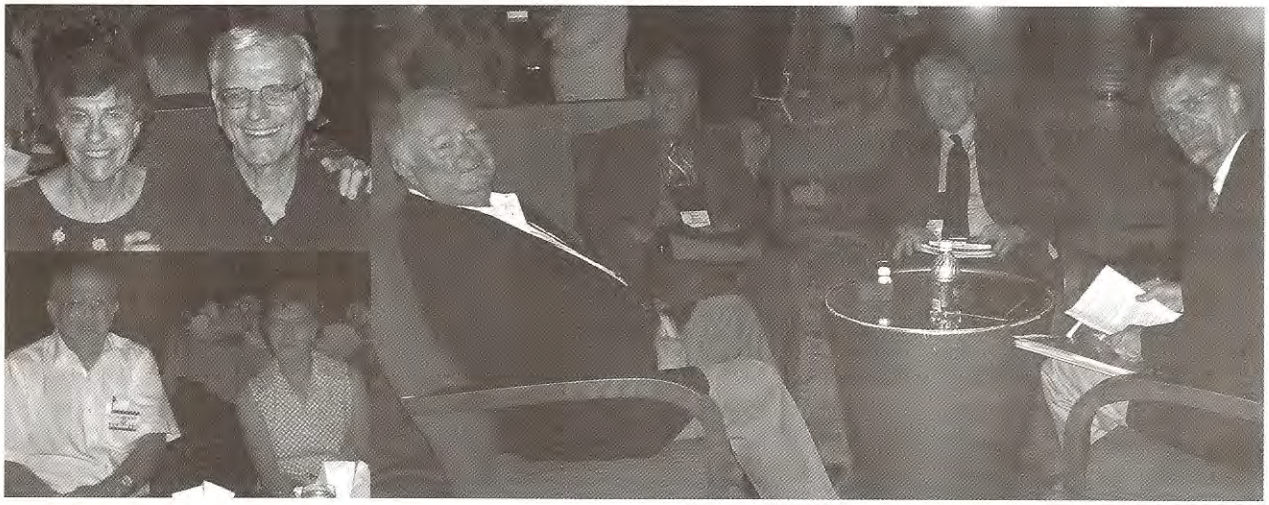

FROM THE NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES (NEASC)

By B. W. 'Pete' Woodward, Jr.

For over a year a representative, educationally diverse and experienced group of NEASC members conducted a thorough review of the mission, health, and future of NEASC. One of the primary recommendations of the Strategic Planning Committee was to create a task force to address the growth and involvement of three NEASC Commissions in international education. Dr. Ruth Simmons, President of Brown University and current President of NEASC, appointed a talented group of educators representing the three commissions involved in accrediting international schools and colleges—Commission on Institutions of Higher Education, Commission on Technical and Career Institutions, and the Commission on American and International Schools Abroad (CAISA).

For the past eight years CAISA has been growing at a rate of 13% per year, more than doubling the number of accredited schools. With the continuing increase around the world in the number of international schools, NEASC wants to be intentional about the potential growth and how it is managed.

The Task Force, with the help of the NEASC Office of Research, has: reviewed extensive data on the growth and projected growth of international schools over the next 10 years; developed a detailed business plan for expansion; discussed the implications of expansion; and involved over 100 CAISA volunteers in discussing the pros and cons of expansion. The Task Force is in total agreement that if CAISA expands the most important requirement is that the quality of accreditation, the Standards, and the training and quality of volunteers not be diminished in any way.

The Task Force has met in Boston twice during the summer months and has two scheduled meetings in the Fall. A final report will be presented to the NEASC Board of Trustees at its December meeting. Stay tuned!

Brinton W. 'Pete' Woodward, Jr., is Director, CAISA. bwwjr@worldpath.net

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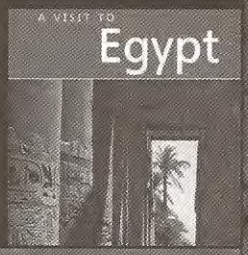
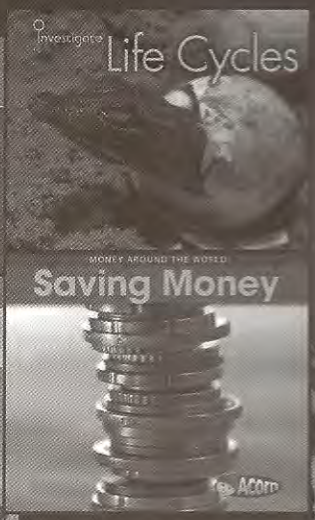
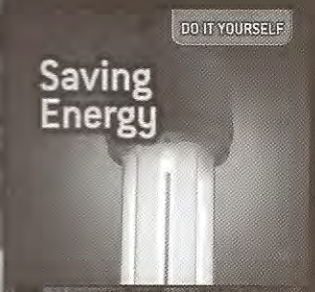
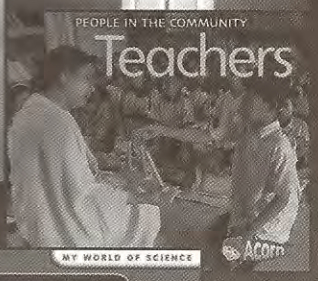
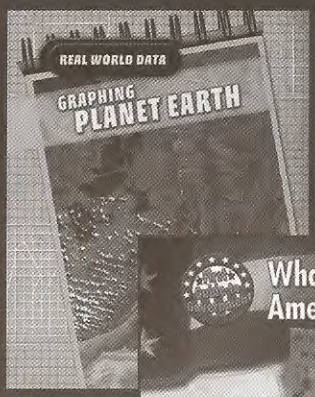
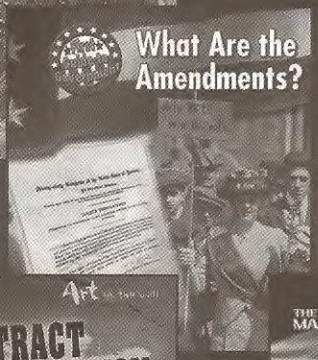






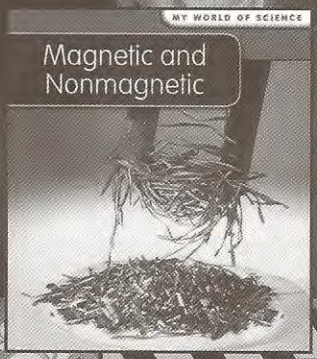


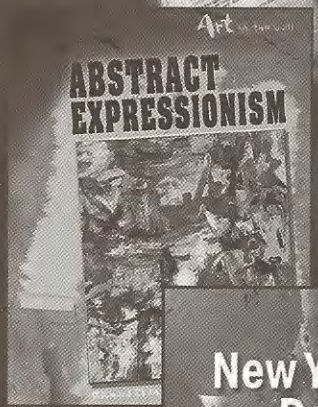


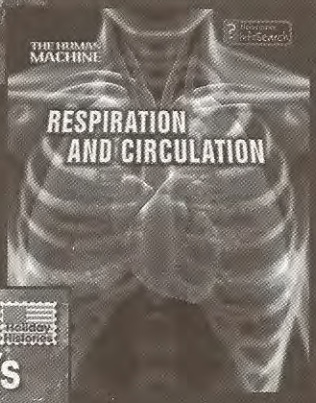


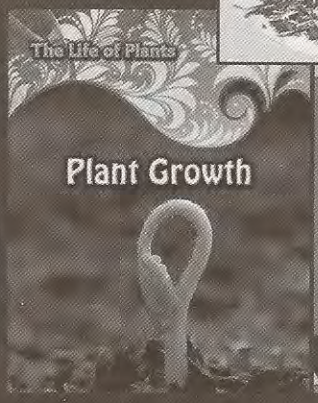
OUR BOOKS CONTAIN:

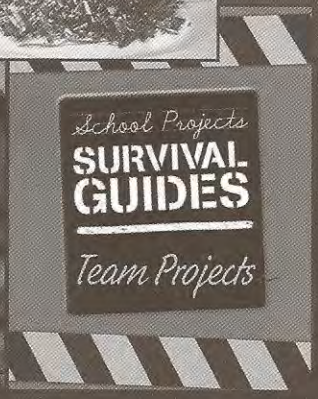
- ✓ STRONG TEXT FEATURES
- ✓ BRILLIANT PHOTOS
- ✓ PRIMARY SOURCE MATERIAL
- ✓ AGE-APPROPRIATE CONTENT

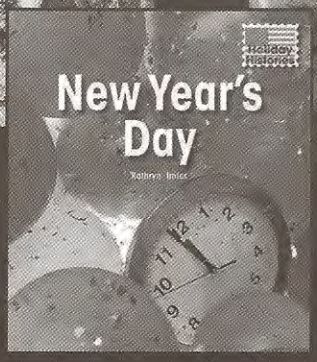












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SEVEN YEARS OF ISS' WOMEN'S LEADERSHIP SYMPOSIA

The 2008 ISS Women`s Symposium, "Designing Your Preferred Future," focused on the belief that successful leaders can be guided by loving minds and thinking hearts to achieve their preferred future. The delegates represented twelve countries. The first day concentrated on "Honing the Soft Skills" and in the afternoon The Director of Curriculum Global Village led discussions that stimulated the entire group. This was in collaboration with Lehigh University. The second day, a renowned public speaking coach, media consultant and lecturer videotaped the women, critiqued them and gave pointers on how to communicate more effectively. In the afternoon there was a panel discussion led by several of the women delegates entitled, "The Voices from Within" after which Daphne Hobson set in motion a wrap up session and Mary Anne Haas gave the closing address. Participants lauded the Symposium as an awe-inspiring experience. All are looking forward to the 2009 symposium whose theme will be the power of effective written communications.

Mary Anne Haas is Executive Assistant to ISS President. She writes, "It is very gratifying to know that in a small way we have initiated a program that has been so helpful to women globally. This heartfelt personal reflection is dedicated to all the women who were responsible for the birth and continuation of the six symposia."

For information about participating in future symposia, Ms. Haas may be reached at MHAAS@iss.edu

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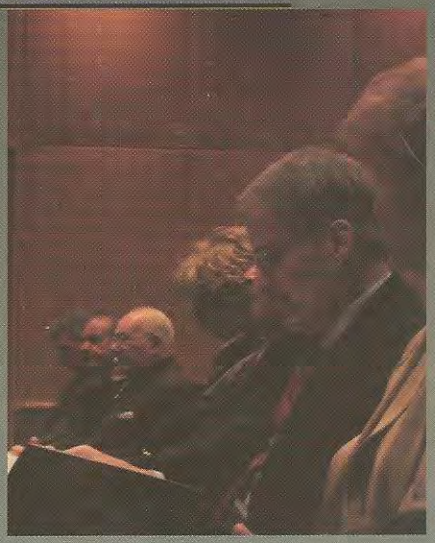

43RD ANNUAL CONFERENCE

February 12 -15, 2009
Hyatt Regency Hotel
San Francisco, California
Keynote Presenters:
John Liu and Jean-Francois Rischard
Special Presenters:
Harvey Alvy, John Littleford, Dr. Virginia Rojas

Summer 2009 Institutes

Institute for Principals and/or School Administrative Teams: Creating a Plan to Challenge Your Most Able Students, Center for Talented Youth, Mt. Washington Conference Center, Baltimore, June.21-24, 2008
Institute for Teachers: Ensuring Success for All Students — Details, Date and Site: To be Announced Soon

44th Annual Conference

February 11-14, 2010
The Westin Copley Place
Boston, Massachusetts

45th Annual Conference

February 10 – 13, 2011
Hyatt Regency Hotel
San Francisco, California

For registration information, contact aaie@ nova.edu

Please visit our website at www.aaie.org for information about upcoming event and conferences

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