

InterED

THE JOURNAL OF THE ASSOCIATION FOR THE ADVANCEMENT OF INTERNATIONAL EDUCATION



45th Annual Conference: Riding the Waves of Technology and the San Francisco Bay

Close to 500 delegates and friends, along with 63 exhibitors and many presenters, gathered at San Francisco's Hyatt Regency Embarcadero Hotel for the 45th Annual AAIE Conference to hear three keynote speakers, attend 48

'break-out' seminars and presentations, attend the closing panel discussion and Annual Business Meeting, and regale themselves at several social events including a new highlight, the annual welcome reception cruising San Francisco Bay aboard ship, plus the Annual Gala, four sponsored coffee breaks and the annual wine and cheese reception.

Learning Experience," set the tone for the conference theme of technology in international education. His experience in international education placed him in a rare position to provide leadership around the world in the development of technology in schools, consulting in Brazil, Canada, China, Malaysia, the Czech Republic, Costa Rica, France, Germany, India, Mexico, the Netherlands, Qatar, Singapore, Switzerland and the United Arab Emirates. He likened schools' adaptation to the surging wave of technology in education to one of Darwin's principles, that it is not the strongest who survive but those who adapt best to change.

The Conference was opened by Executive Director Elsa Lamb who thanked Merrill Lynch and Performance Learning Systems for their support of the opening reception the night before. She presented a summary outline of the activities of the seminar. She then introduced Dr. Keith Miller, Director of the State Department's Office of Overseas Schools, and thanked him for his office's support of the Conference. Miller noted that this year's attendance was the largest ever, commenting that AAIE seems to be growing when others aren't. He described the organization as a 'big tent,' a characteristic unifying quality of the Association welcoming schools and educational leaders from all over the world. He wished all a successful conference, thanking keynoters, presenters and exhibitors for their support and participation.

He reviewed advances that information technology has produced over the last 10 years in globalization, multiculturalism, competitiveness, communication, and the growing application of digital learning with the concomitant of the 'digital divide.' He indicated how adaptation to the growth of technological application in schools – and in commerce – has produced improved use of time, the creation of 'learning teams,' and, particularly, a forward-looking acceptance and desire to divine 'what's next?' As an example of how technology has dominated the quotidian workplace, he cited two examples of a molecular chemist who spends 90% of his workday in IT, and a tyro neuroscientist whose workday is 85% on a computer.

Opening day keynote speaker

Dr. Daphne Hobson of Lehigh University, sponsor of the opening session keynote speaker, introduced Dr. Donald Knezek, CEO of the International Society for Technology in Education, ISTE. Knezek's remarks, entitled "Innovation at the Heart of Education: Changing the Student

David Toze: AAIE Superintendent of the Year

After the refreshment break sponsored by

THIS ISSUE'S THEME:

Leadership, Gender, and Diversity

IN THIS ISSUE

Executive Director's Message	2
President's Message	3
Editor's Desk	5
Memo to the Board	6
Insites	8
Research is the Key	10
SPECIAL SECTION:	
Leadership, Gender, Diversity	15-27
Residential Placements for Troubled Teens	28
Response to Brown's Article	30
Accreditation	32
GIN Network News	38
Treasurer's Report	44
News & Noteworthy	47



~ for, by and about
leadership in international education ~
the global education family
of leaders and learners

vol. 38 no. 112 spring 2011

InterED

InterED (Print) ISSN 2158-0618
InterED (Online) ISSN 2158-0626

2011-2013 AAIE OFFICERS

President, Dr. Beth Pfannl (2011-2013)	Overseas
President Elect, Mr. Jack Delman (2011-2013)	Overseas
Treasurer, Dr. Ronald Marino (2009-2012)	US

AAIE BOARD OF TRUSTEES

Mr. Frank Anderson (2008-2011)	US
Charles Barder (2009-2012)	Overseas
Dr. Connie Buford	A/OS <i>ex-officio</i>
Mr. Harold Fleetham (2009-2012)	Overseas
Dr. Jonathan Lewis (2010-2013)	US
Ms. Reina O'Hale	MAIS

AAIE ADVISORY COUNCIL

Mr. Peter Bateman	AISA
Mr. David Chojnacki	NESA
Mr. David Cobb	CEESA
Mr. Kevin Glass (2009-2012)	US
Mr. Edward E. Greene (2011-2013)	Overseas
Mr. Clark Kirkpatrick	US
Dr. Richard Krajczar	EARCOS
Mr. Paul Poore	AASSA
Mr. John Roberts (2009-2012)	Overseas
Ms. Mary Virginia Sanchez	Tri-Association
Mr. Gerald Seltzer	ASOMEX
Dr. Joe Shapiro (2008-2011)	US
Mr. Mark Ulfers	Overseas
Ms. Jean Vahey	ECIS
Dr. Pete Woodward (2009-2012)	US

EXECUTIVE DIRECTOR

Ms. Elsa Lamb

AAIE HEADQUARTERS OFFICE

Ms. Elleana Austin
Mr. Matt Nicoll

EDITOR

Dr. John J. (Jay) Ketterer

ASSISTANT EDITOR FOR TECHNOLOGY

Dr. Barrie Jo Price

EDITOR EMERITUS

Dr. Gilbert C. Brown

DESIGN & LAYOUT

Sarah J. Stoner / Swordfern Wordsmithing, Ink.
700 Broadway East #301; Seattle, Washington 98102
Tel: (206) 949-9215 / Fax: (206) 329-7002
Email: sarah.stoner@earthlink.net

PRINTING

Vital Printing Corporation
421 South Dixie Hwy; West Palm Beach, Florida 33401
Tel: (561) 659-2367 / Fax: (561) 659-3380
Email: vitalprinting@aol.com

executive director's message

Dear Colleagues,

AAIE's 45th Annual Conference in San Francisco this past February had a strong focus on technology. In retrospect, this was a timely choice of topic. Given how world events have been shaped over the past few months by Twitter, Facebook, and YouTube, it's clear our world is forever changed by technology.

There can be little doubt that social media's real time communication has become an unstoppable engine for change. Social media has also made us even more aware of the fact that we live in a global, interdependent world.

The chaos and tragedies we have viewed through social media have saddened us. The triumphs achieved by those working toward greater freedoms in their countries has also brought us together, and given us reason to celebrate. This closeness was certainly evident at this year's AAIE Annual Conference where together we celebrated the Tunisian and Egyptian peoples having achieved a greater voice in their governments.

Lately our attention has turned to Libya and to Japan, two countries currently struggling with considerable challenges. Throughout all these events, the international schools in these countries are never far from our minds. What affects them becomes very personal to us. We can put faces and names to persons working in these schools.



Those of us who have served as an international school head have a special understanding of the challenges these school are faced with, and a great respect for the remarkable leadership the heads of these schools have demonstrated during extremely difficult circumstances as they strive to care for their school communities.

There can be little doubt that social media's real time communication has become an unstoppable engine for change.

Social media has also made us even more aware of the fact that we live in a global, interdependent world.

It is moving to see the outpouring of support that our community members offer to one another. This gives a whole new meaning to AAIE's motto, "global education family of leaders and learning."

It also serves to remind that an international school

education offers much more than a high level curriculum, prestigious college acceptances, innovative, committed faculty members, and resource rich environments. It is the personal connections built among the members of the diverse cultures in our schools, as well as the shared values and experiences that are part of such an education that makes international schools unique.

Clearly the key to building the peaceful, ethical, and sustainable future we all wish to achieve lies in our sustained commitment to the network of international schools around the world.

All the best,

Elsa

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

Stepping Up To The Challenge



It is truly an honor, yet at the same time a humbling experience, to be writing in my new role as president of AAIE. Following in the steps of our past president Ed Greene, Director of the International School of Amsterdam, is a real challenge... not only because of the size of his shoes... but because under his leadership AAIE took a great leap forward. I am confident though, that by working with the experienced and dedicated AAIE Board and Advisory Council along with our very capable executive director, Elsa Lamb, AAIE will continue to forge ahead.

As the news from around the world these days is full of dramatic change in so many ways, our motto of being "a global education family of leaders and learning" is more important now than ever before. Colleagues in Tunisia, Egypt, Libya, Japan, Haiti, and Pakistan, to name just a few, know that by reaching out they will receive support, guidance and friendship at any time. So many of you have stepped up in remarkable ways to lend a helping hand to our friends in need of assistance.

Colleagues in Tunisia,
Egypt, Libya, Japan, Haiti,
and Pakistan,
to name just a few,
know that by reaching out
they will receive support,
guidance and friendship
at any time.

Looking back at AAIE's 45th Annual Conference in San Francisco in February, let us all congratulate once again the 2011 award winners who represent the best of what we all do:

- David Toze, International School of Manila, who was awarded the Ernest Mannino International Superintendent of the Year;
- Georgia Ann Williams, Rabat American School, recipient of the Ernest Mannino Scholarship;

- Hall of Fame: Robert Gross, Ochan Kusuma-Powell, William Powell, Gerald Selitzer;
- 25 Year Awards: Donald Bergmen, Peter Cooper, James A. Doran, Harlan Lyso, Rick Spradling.

The focus on technology at our conference was certainly timely. I know that many of us left San Francisco with some very thought provoking ideas on the role of social media in today's world and how it is changing the nature of education.

We all know that the act of teaching has shifted dramatically as a result of the access to information and the tools that are available to our teachers and students. We also know that it is our duty to help develop future generations of problem solvers and leaders who must have the ability to work together to solve the major global problems that exist.

One of AAIE's recent initiatives has been to support the Global Issues Network (GIN) and the Student News Action Network, both founded by the Washington International School (WIS). *NewsAction* is an online platform that brings together student journalists from secondary schools around the world in a forum that enables them to use new media to address issues of local and global significance in a collaborative, peer-driven environment.

Students from many of our schools are reporting on current news events and posting them at a site hosted at WIS. In mid-March, the newly formed partnership between the Pulitzer Center on Crisis Reporting and *NewsAction* was officially announced.

A journalism competition was launched to offer students an opportunity to develop a better understanding on an issue that is critically important to their own lives. The topic for the competition is *global water* in conjunction with the UN's officially recognized World Water Day's (March 22) theme of *Water for cities: responding to the urban challenge.*

I urge you to check out www.global-issues-network.org and www.studentnewsaction.net for more details and to encourage your schools to get involved in GIN and the Student News Action Network. We owe it to our students for a better future for all.

I look forward to working with all of you to support AAIE's great work in advancing the very best of international education around the world.

With best wishes,

Beth

Dr. Beth Pfannl
AAIE President, 2011-2013

President Beth Pfannl is Director, the American Overseas School of Rome. bpfannl@aosr.org ~ <http://www.aosr.org/>



Teachers protect their students, CrystalCare protects their teachers

Introducing the most innovative and complete
protection plans for the education market worldwide.

Lorraine A. Jimenez
Managing Director

Frank Crystal & Co. of Florida Inc.
800 Brickell Avenue
Miami, FL 33131

Direct: 305-938-5111

Cell: 305-812-8650

Fax: 305-938-5171

Toll Free: 877-368-0412

jimenezl@frankcrystal.com

www.frankcrystal.com



CrystalCare
International Protection Plan

"Providing Educators worldwide, cost effective & comprehensive Health Insurance Plans"

Dear Colleagues, Mentors, and Friends...

The theme of this edition of *InterED* is "Leadership, Gender and Diversity." I think the mix of articles addresses core elements of the topic, but is not, perhaps, as broad as I had intended. It occurs to me that leaders and staff in international schools tend to think they have the diversity thing down pretty well. And that may be true, given a certain perspective on a certain range of topics—like second language learning, differentiation, and cosmopolitan attitudes—but is perhaps not so true in other areas.

Even international schools should review their diversity programs, and identify strengths and weaknesses with the objective of constant improvement. A *difference curriculum* should identify those aspects of diversity embedded in the context of the school and its community, and make those a central focus of the school program.

Let us note that it is not likely that any of the issues of diversity will simply be resolved and fade away, as some may wish. However, as social structures change, some areas of conflict are resolved and others arise. This is certainly true of our understanding of civil rights with regard to race, gender, sexual orientation and gender preference. Our mental models have been restructured in the last half century and are still in the process of change. Many of us may think we are where we should be. My only response to that is *we aren't where we're going to be*.

A personal note: I direct a foundation that houses 40 U.S. and international students in an experimental global community. At this moment in time, there are 24 nationalities in the International House. I have been observing this population of students for 11 years. The greatest differences in this House are not between Arab, Hindu, Muslim, Christian or Jew. Nor are they found between ethnicities and nationalities. The behavioral and values differences are most dramatic (no surprise) between the male and the female students! You know, this male-female thing, it ain't goin' away.

So it is with some surprise that I report that neither International Schools Services nor Search Associates keeps demographic

data—the standard formulaic categories—on candidates or teachers who successfully recruit positions. ISS, in answer to our inquiry, responded that they "are beginning this year" to collect this data. Search Associates indicated that they did not have the data and made no mention of any plans to

[...with regard to race, gender, sexual orientation and gender preference.] Our mental models have been restructured in the last half century and are still in the process of change. Many of us may think we are where we should be. My only response to that is *we aren't where we're going to be*.

gather it. I would think that any kind of trend analysis of placements would require that data be collected. I also think that a discrete sharing or pooling of this data would assist schools in planning strategically for diverse staffing.

Accreditation

Gil Brown continues his reconceptualization of the network of competing (and sometimes cooperating) accreditation associations. If anything is clear, it is that accreditation associations have proliferated beyond all reason, that they are fragmenting into niches, and that they create revenue streams. A friend of mine is the head of a private school in South Florida that is accredited by the Southern Association of Colleges and Schools, the Southern Association of Independent Schools, and

the Florida Association of Independent Schools. It is also clear that the entire network has evolved willy-nilly as opportunities have arisen. If such a maze of networks may evolve opportunistically, then it is tantalizing to think what might evolve if the principles of rational management were introduced into the process. Dr. Brown suggests the outlines of how that might happen. You may say he's a dreamer, but he's not the only one....

Just prior to "Brown, Redux!" (my shorthand) is Dr. David Smith's friendly and thoughtful response to Gil's initial article on this topic from Fall, 2010. We encourage reasoned and thoughtful discourse, such as the response modeled here by Dr. Smith, to all journal articles because we are sure that the exchange of points of view will promote the objectives of *InterED* and the AAIE.

Other Themes

I think there are a number of themes that are pertinent to our journal and will probably be reintroduced time and again in the future. The meaning of accreditation for international schools is clearly one of them. Others that come to mind are:

- The evolving role and meaning of "American" schools;
- School Instructional design for multilingual populations;
- The Evolving Challenge of Technology in education;
- Community education and safety
- Leadership: Empowerment; strategic planning, ethical considerations

There are many more themes that might be selected and we invite suggestions through Headnet or via email to Elsa Lamb, Beth Pfannl or to the Editors so that we may bring energy and attention to other issues of importance to the membership. Readers will note that the third section of our publication is growing (the section following the theme), because a number of issues that have been raised are on-going and have elicited comment or a need for follow-up.

What? No Agenda?

This is the time of year that newly elected or appointed trustees join a board, changing its makeup and, all too often, affecting its previously established priorities including its *modus operandi*. One board chair decided to change the traditional form of previous meetings. In agreement with the head of school at their regular agenda meeting two weeks before the scheduled board meeting, and in recognition of the three new trustees attending their first board meeting, they decided that they would send out, electronically, the usual attachments to the agenda of the financials, minutes of the previous meeting, head of school's report, etc., but the agenda only would show the standard date and time of the meeting, followed by the shocking line in bold, "NO AGENDA!"

When trustees received this, as both expected, trustees, new and old, began to call either the chair or the head of school asking first what was the meaning of this seeming joke, and, second, if no items were scheduled for decision or information, why have a meeting at all. Both chair and head had rehearsed and agreed upon the same response, "You don't want to miss this one. Not only will your presence be absolutely necessary to accomplish what needs to be achieved, but you will have more fun, leaving the meeting feeling that more was done in a shorter time than ever before. You don't want to miss this one!"

Shockingly, for the first time in anyone's memory, all trustees were at the board table on time!

"OK," asked the first trustee to speak, "what's the gag? It had better be a good one if we are about to waste our time!"

"I don't know," smiled the chair, "but maybe you all do. We have approved the budget, and our new faculty for next year have all been hired as per the head's report. Our college admissions are impressive as you can all see from that report. Our new trustees whom we welcome here tonight to their first meeting are in place. We have no problems that need our immediate attention. Or do we?"

By Gilbert C. Brown

Then, turning to a new trustee, "At times it would appear that this school doesn't even need a board. So why are you here?"

The trustee flushed at being singled out, hesitated for a moment in case the question was rhetorical, and then blurted out, "Well,

A first board meeting
of the year with 'no agenda'
is an effective means to
set standards for
trustee conduct.

I for one, have been put here by my constituents to assure that we stop this evident waste of money in our budget!"

An incumbent trustee interrupted to ask, "Just who *are* your constituents? In fact, who are all of our constituents? To whom are we really responsible?"

Trustees must recognize
whom they represent,
to whom they owe
their dedicated service.

From there the discussion went on to the major responsibilities of any board of a nonprofit school, the need to recognize that once sitting on the board all trustees in some united way represent all the various stakeholders, parents, faculty, students, the community at large, and according to one trustee with many years on the board of this American-type school, "And however unwillingly or undeservedly, all too often the government and the people of the United States!"

The discussion heated up about represent-

ing smaller sub-constituencies who also have rights to be heard and their needs addressed. They needed a trustee to champion their desires. "Not at the expense of the general welfare for which we are primarily responsible," came the retort. Another added, "Nor at the expense of the long range goals we have established and of which we are all aware as in the front of our 'bible!"

The head and chair, armed with the registered documents that define the legal responsibilities of the board and individual trustees, the Articles of Incorporation and Bylaws, began to read the clauses from each that defined the limitations of their actions. Each trustee, new and old, had a disk, an electronic 'bible,' with all this and other vital information to which trustees could, and should, refer. This caused some present to take out their laptops, load the disk that some already had in memory, and follow along as the head and chair spoke, interrupting from time to time to ask a question, how to search this file for information, how to call this to the attention of colleagues, and how to run future meetings 'by the book.'

The next hour was spent on 'who does what around here,' how trustees can contribute to future agendas, how minutes are kept of decisions, how the board policy manual expands upon the legal documents, how trustees obtain information, to whom may trustees address personal concerns that may or may not be matters for the board, how to learn of proper procedures according to board rules, and, most annoying to all, especially to the new trustee who had been placed by a very limited constituency, how to respond to the all-too-frequent and seemingly unanswerable annoying questions and demands that come from all sides at work, at social events, from the constituency who thinks they own you, and, heavens save us all, from our spouses and children!

The meeting wound down with much good humor and a nascent collegiality among old and new trustees. The chair concluded, "Unfortunately, all of our future meetings *will* have agendas and may



EDITOR'S DESK,
continued from page 5 ▶

not be as jovial as this one. But, with the outcomes of this meeting, and I hope you noticed that the head of school was taking notes that will shortly be distributed to all to approve, somewhat like our minutes but not quite, our meetings will continue to be conducted with ever-increasing productivity and efficiency, decreasing acrimony among us, greater understanding of our community's needs, and, once more above all, that each of us be ever mindful of what the word 'trustee' means. This school has been *entrusted* to us this year so that we may assure with all our dedication that future generations who will benefit from it will achieve more from its services than even the current users." ■

Dr. Brown is the former head of the American School of Rio de Janeiro and the Lincoln School of Costa Rica. He is a consultant to international school boards and Editor Emeritus of this journal. 2417gilbrow@msn.com

Future Themes of *InterED*

The Fall, 2011 issue of *InterED* will have as a theme, "Brain Research: Implications for Pedagogy."

The Spring, 2012 issue will follow on the heels on the Spring AAIE Conference with the theme, "Ethical Schools, Ethical Leaders, Ethical Communities."

InterED & the WWW

Readers of the Fall, 2010 *InterED* may have noticed a new feature, in the upper right hand corner of the front page. AAIE applied for and received unique International Standard Serial Numbers (ISSN's) for both the online and the print editions.

This was the first step towards indexing *InterED* features on the World Wide Web, attracting a broader readership, and making our publication accessible to the greater community of academicians and

educational practitioners. We will keep you informed as we proceed with this initiative.

Kudos to School Leaders...

Judith Drotar (American School of Tripoli) receives an appropriate pat-on-the-back elsewhere in this edition for her efforts and those of her staff in the evacuation from Tripoli. But I also think it is important to mention that school leaders in Japan, Egypt, Haiti, Africa and many other regions have recently confronted situations nearly or equally as difficult with similar courage and firm resolve. To all School Leaders and Board Members, the REO's and the Regional Associations, and International School Teachers and Staff Members, we say thank you for your grace under pressure and for your high standards of performance. ■

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

The Editor may be reached at jkettere@jsu.edu



**QUALITY GRADUATE PROGRAMS ONLINE
& ONSITE FOR EDUCATORS WORLDWIDE**



COLLEGE OF EDUCATION
INTERNATIONAL PROGRAMS

www.lehigh.edu/bl
email: intlcoe@lehigh.edu

PH. 610.758.5737
FAX 610.758.6223

POST-BACCALAUREATE CERTIFICATE PROGRAMS:

International Counseling
Special Education
TESOL
Teacher Leadership

GRADUATE PROGRAMS:

Ed.D. Educational Leadership
M.Ed. Educational Leadership
M.Ed. Globalization and Educational Change
M.Ed. International Counseling

SUMMER INSTITUTES – JUNE & JULY 2011

Educational Leadership
Comparative and International Education
International Counseling

Technology: Tools for Inclusion



By Barrie Jo Price

Technology is often presented as almost limitless in its ability to improve and/or enhance our quality of life and the health of our businesses and organizations (Tender Heart Senior Care, 2011; Quality of Life Technology, 2011). The Annual International Consumer Electronics Show (CES) is often a showcase for new technologies designed around entertainment, transportation, housing, health care but it is sometimes also touted for its focus on what might be called Quality of Life Technologies. Even as far back as 2003, then-Secretary General of the United Nations Kofi Annan spoke about the use of information technology to improve the quality of life in developing countries (United Nations News Centre, 2003). So there is extensive documentation indicating that the rapidly emerging technologies are seen as possible tools for the improvement of life.

Recent events in various parts of the world reflect new uses for technology that also speak to quality of life, perhaps even survival for groups. Here are some examples: Twitter in Egypt: A Primer on Following Egyptian Protests on Twitter (NPR, January 28, 2011); Twitter and Facebook Users Respond to Haiti Crisis (Morgan, January

15, 2010), and Japan Earthquake: How Twitter and Facebook Helped (March 15, 2011).

The examples above, part of a much longer list of examples, are all focused on some form of inclusion; they include: placing seniors in healthier experiences, developing countries in emerging markets and training, and including communities in events in places far from where they live. The research literature is replete with articles on how organizations have used technologies, particularly social media, to include or connect audiences that would, otherwise, not be part of their activities. For example, Tony Bingham and Marcia Conner in *The New Social Learning: A Guide to Transforming Organizations through Social Media*, with a foreword from Daniel Pink, describe case histories of how the social media have changed how organizations and individuals work, with a focus on inclusion of all parties. The Bingham and Conner book, published in 2010 by American Society for Curriculum and Development (ASCD), uses these case histories to illustrate that inclusion.

As Pink wrote in the foreword, social learning tools are not just about marketing; they are also about learning. A consistent theme throughout the book is how social media technology tools allow for communication, inclusion, and listening. This book should be standard reading for all school leaders interested in including their stakeholders in what happens at the school.

Since this article is the equivalent of a seven-day tour of the capitals of Europe, an overview of technology for inclusion cannot ignore the potential for changing education for all students. The following from Curriculum21.com (readers recognize this from the work of Dr. Heidi Hays-Jacob, a frequent speaker at international conferences) is a blog posting by Michael Fisher; it illustrates the shift in focus that would include today's digital natives (Prensky, 2001).

Why are teachers still doing daily lesson plans? What is the conceptual (current, 21st century) framework around this traditionally rigid process? What is encapsulated in these daily snapshots that would not be better to see

Share Your Story

*Submit your stories on
Brain Research
and Its Implications for Pedagogy
for the Fall 2011 InterED*

*Ethical Schools, Ethical Leaders, Ethical Communities
for the Spring 2012 InterED
to Jay Ketterer, jkettere@jsu.edu*

in either a weekly format or perhaps something a little more open-ended? (Meaning that if the learning takes 3 days, it takes 3 days...if it takes 6, so be it. What's more important, the learning, or the time in which we expect the learning to occur?) I'm not saying get rid of all daily moments...assessment, anchors, general instructional arc...but the whole six point lesson plan thing seems to be a foot in the door of 1985. Or 1955 (Fisher, 2010, ¶ 2-3).

This blog posting about the use of technology and its potential impact on the teaching/learning process reflects an inclusion of a different kind of learner: today's youth. Lesson plans are almost like "apple pie and motherhood," but even that concept is altered by technology for the purpose of inclusion of a different kind of learning and a different learning process.

The National Curriculum for Social Studies Standards includes standards related to globalization, technology and society (National Curriculum for Social Studies Standards, n.d.) with an explicit or implied focus on inclusion based on understanding of other cultures. Pinkard (2003) wrote about technology as a tool of value in the education of ethnically diverse students but included caveats as to the conditions under which technology would benefit this audience, particularly African American female students. But what is notable in her work is that students' increased attention to technology tools increases the likelihood for improved achievement. Also, as the ability of the technology to connect instruction to the lives of these students increases, so does the likelihood that these students will be connected to school. These tools of connection include video made with little flip cameras, SKYPE, podcasts, use of mp3 players, digital cameras, social bookmarking (such as delicious.com or diigo.com), Twitter, and Facebook. The key here is not the technology, though certainly is the 'hook' to draw their attention; the value is from the inclusion that is made possible.

Through these technologies, the lines between school, which may be foreign to these students in every sense of the word, and home, which may be just as foreign to the educators at school, are blurred. By blurring the lines between school and home, learning can become a 24/7, more inclusive process. It is also inclusive in that it allows parents to participate even with-

out coming to school; asynchronous tools for use by parents heighten family participation (i.e. email, Twitter, Facebook for classes, cloud-based viewing of work such as on Google Sites).

Through tools such as ePals.com, classrooms can join other class rooms around the world and participate in group projects with students located internationally. This allows the lone native speaker of Spanish in an international school located

The inclusive opportunities

here are limited only

by the teachers'

willingness to

do these things,

not by the technology

in most cases.

in India the opportunity to connect with other Spanish speakers; it also allows the teacher to draw in the whole class into the Spanish-speaking student's culture through virtual visits. The inclusive opportunities here are limited only by the teachers' willingness to do these things, not by the technology in most cases.

Moodle and Blackboard have to be part of this discussion on how technology can be inclusive for all students, as well those who are ethnically or academically different. These platforms allow participation by those students with health conditions which sometimes interfere with school attendance. Students in wheel chairs can actually go on the field trip to the top of the lighthouse through the use of students' videos, shared on the Learning Management Systems (LMS), whether Moodle or Blackboard. Also options for such sharing might also be wikis (wikispaces, PBWiki) and Google Sites.

This article, like the 7-day tour of Europe, is just focused on the big ideas of technology for inclusion. It is not focused on specific tools, but no one can deny the promise or real application of mobile devices for students facing challenges associated

with attending school and/or participating in activities in school. Whether a laptop, iPad, or SmartPhone, these new mobile tools, along with the kinds of suggestions given by Bingham and Conner (2010) and Schrum and Solomon in their 2007 book, *Web 2.0: New Tools, New Schools*, allow the inclusion of all learners in ways never before dreamed possible, especially in international school settings. School leaders should rethink their current policies and models of instructional design and delivery to reflect the potential of technology for inclusion. ■

Dr. Price is Professor, Human Environmental Science, The University of Alabama, Institute for Interactive Technology, and a Partner in emTech Consulting. www.emTech.net bjprince@emTech.net

References

Bingham, T. and Conner, M. (2010). *The New Social Learning: A Guide to Transforming Organizations through Social Media*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Fisher, M. (2010, December 2, 6:50pm). Ditch the daily lesson plan... [Web log posting]. Retrieved from <http://curriculum21.ning.com/profiles/blogs/ditch-the-daily-lesson-plan>.

TenderHeartSeniorCare.com (2011) Retrieved March 15, 2011 <http://www.tenderheartsseniorecare.com/senior-care/technology-improves-quality-of-life-for-seniors/>

National Curriculum Standards for Social Studies (n.d.) Retrieved March 2, 2011 from <http://www.socialstudies.org/standards/strands>

National Public Radio (2011, January 23) A Primer on Following Egyptian Protests on Twitter. Retrieved from <http://www.npr.org/blogs/thetwo-way/2011/01/28/133307784/a-primer-on-following-egyptian-protests-on-twitter>

Morgan, J. (2010, January 15). Twitter and Facebook users respond to Haiti crisis. BBC News. Retrieved March 1, 2011 from <http://news.bbc.co.uk/2/hi/americas/8460791.stm>

Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon* (MCB University Press, Vol. 9 No. 5, October 2001).

Quality of Life Technology (QoLT) Center, Carnegie Mellon University & The University of Pittsburgh. (2011) Retrieved March 12, 2011 <http://www.cmu.edu/qolt/>

Schrum, L. and Solomon, G. (2007). *Web 2.0: New tools, new schools*. ISTE.org.

United Nations News Centre (2003 September 12). Information technology must be used to improve life in poor countries. Retrieved March 1, 2011 from <http://www.un.org/apps/news/story.asp?NewsID=8227&Cr=information&Cr1=technology>.

Wallop, H. (2011, Mar 13). The Telegraph. Retrieved March 13 2011 from <http://www.telegraph.co.uk/technology/twitter/8379101/Japan-earthquake-how-Twitter-and-Facebook-helped.html#>

The Evolution of Contemporary Leadership Styles—A Reflection



By John J. (Jay) Ketterer

I have written in this space about leadership before. Leadership is a complex, context-driven construct that resists any definitive and exclusive description. We know it when we see it; or, we think we do. We know that leaders can emerge when called upon by special circumstances.

It is interesting to note that there is a great distinction to be made, historically, between wartime and peacetime leaders. General Patton was not cut out to be a peace time leader; in fact, peace seemed to be one of the few things that he feared, perhaps because he knew that with it would come oblivion. But perhaps no other commander living at the time had the operational intelligence and organizational skill to adapt to the flux of circumstances leading to his relief of the U.S. troops in Bastogne during the Battle of the Bulge. The complexity of the operation and his effective command of multiple challenges was one of the great tactical feats of modern warfare.

You might want to reject the combat metaphor with respect to leadership. But, I think school circumstances and contexts do require different styles of leadership, although I have not seen any significant research on this topic. What is clear, though, is that there are paradigms of ideal leaders—regardless of context—and that these paradigms change over time. Leadership, as a social construct, quite logically will evolve along with other social structures. And paradigms of leadership are not one dimensional; rather, they can be analyzed from a number of different mindsets or parameters.

This issue of *InterED* is focused on leadership with respect to gender and diversity. Certainly we can say that the leadership paradigm with respect to race and gender has evolved and continues to do so. A 2008 Pew Research Center Study reveals that attitudes about women in leadership positions are extremely positive, vis-à-vis attitudes about men. When quizzed on leadership traits, respondents rated women

higher than men on 7 of 8 traits. In a survey of the perceptions of 2,250 adults with respect to leadership traits (and we are assuming a high degree of sophistication in survey design from Pew, with adequate stratification of the survey population), the results in Figure 1 were obtained.

Leadership Trait	Men	Women
Honest	20%	50%
Intelligent	14%	38%
Hardworking	28%	28%
Decisive	44%	33%
Ambitious	34%	34%
Compassionate	5%	80%
Outgoing	28%	47%
Creative	11%	62%

Fig. 1: Pew Research Center, 2008

Interestingly, only 6% of respondents were willing to say that “women make better political leaders than men.” Twenty-one percent responded that “men make better leaders,” while 69% held that men and women make equally good leaders. Additionally, men and women agree in very close proportion that women are more emotional, compassionate, creative, intelligent, honest, and manipulative than men. It appears that men are more arrogant, stubborn and decisive. Both genders have higher opinions of themselves than held by the other. Pew Research calls this “gender solidarity.” I might suggest another name for it.

Michael Gurian and Barbara Annis have collaborated on an interesting book (*Leadership and the sexes: Using gender science to create success in business*, 2008) about gender differences in the workplace. Gurian conducts gender studies using brain science; Annis is a business consultant who has conducted gender workshops with high-end companies like Deloitte and Touche. They make the point that companies can save money and enhance profits through the use of trained, mixed gender teams. Each gender brings talents to the

table that may be employed in complementary fashion, if the team is adequately trained.

“All over the world when you test men and women for facial cure recognition, women test... better. It’s a negotiation tool. “...We have this example of a \$50 million mistake. The guys thought they nailed it because they presented the data, but their female partner said, ‘No, no, no. Those two CFO’s they needed more info.’ The guys didn’t believe her, but she was reading facial cues that they couldn’t read. They didn’t believe her and they lost the deal” (Kirdahy, 2008, ¶6).

Well, as a young man who was never able to successfully fib to his mother, I can attest to the veracity of their observation. But the salient point being made is that we are more effective together than separately. I appreciate Gurian’s phrase “workplace strength.” As he goes on to say,

“It’s about the self, the individual man or woman gaining more strength. It’s about them valuing the areas where they are strong. Then it’s about them creating gender partnerships between men and women so that they are getting the assets of both sexes” (Kirdahy, 2008, ¶7).

We must note that the Pew Research article cited above is subtitled “a paradox in public attitudes.” The paradox lies in the fact that, although women are perceived as possessing overwhelmingly more of the traits associated with leadership than men, 21% of the survey population identified men as preferred leaders and 69% expressed “no preference.” In other words, 90% of the survey population either preferred men or expressed no preference. The work of Gurian and Annis helps in the explanation of why that paradox appears in the data. To state it bluntly, it may not be the characteristics one has that make the leader, but the characteristics that one is missing.

Hannah Rosin (2010) has trumpeted the “rise of women” on Tedtalks and

in her article “The End of Men,” in the *Atlantic Magazine*. She repeats the familiar data and illustrates it with a charming video of her daughter, an early teen, explaining basically that boys in school just don’t have a clue. We are hearing, in fact, that we need compassionate, nurturing leaders in schools, leaders who are facile at negotiation, manipulation, and the other so-called female strengths.

There is an inherent contradiction in holding this position. When women depend on stereotypes to establish their qualifications for a position, they reify those very stereotypes which were formerly identified as oppressive. Moreover, one is not deaf to the Orwellian overtones of clamoring for equality and claiming superiority at the same time.

Furthermore, the leadership style of women, which is elusive to me as a construct, must be understood to be in transition. Women have assumed roles as breadwinners, leaders of households, and captains of industry. As gender roles shift and change, the association of certain characteristics with a particular gender (which after all, is a social construct assigned on the basis of external appearance) will also shift. Some say this has already occurred. An evolving series of leisure suits, pants suits and unisex clothing are now part of the modish “look” of the serious businesswoman. I would say that in the early days of female emergence, the look was demure if not completely puritanical. Today, women continue to evolve the practicality of the “uniform” while accentuating subtly their sexuality. The “uniform” now allows for a certain décolletage discreetly muted by the jacket or scarf. From a sociological perspective, I interpret this—not as sexual suggestion—but as an affirmation of identity and self-confidence. It is an expression of power, much like the “power ties” and “blue power suits” worn by men. It also maximizes a woman’s control of her space. Strategically, clothing has always been used to maximize our control of our personal space.

But we can note that the “rise of women” carries concomitant negative consequences.

The Los Angeles Times reports that women in developed countries smoke at rates nearly equal to men, unlike their disempowered counterparts in the 3rd world.

“An analysis in 74 countries found that men are five times more likely to smoke than women in countries with lower rates of female empowerment, such as China, Indonesia, Pakistan, Saudi Arabia and Uganda. In countries with rela-

To state it bluntly:
it may not be
the characteristics one has
that make the leader, but
the characteristics
that one is missing.

tively high female empowerment, such as Australia, Canada, Norway, Sweden and the United States, this gap is small and women smoke almost as much as men do” (Kelland, 2011, ¶2, 3).

Because of the high correlation of stress, smoking and cardiovascular disease, one may assume that women in the workplace are at risk. Well, as John Wayne might have said, “Live like a man, die like one.” There is no indication on the corporate horizon of an infusion of compassion or nurturing mentality, so a transformation of the workplace into a nerfball playground is unlikely. Male or female, you will be corporate.

As the paradigm of leadership loses its binary character, there will be a corresponding interchange of skills and behaviors. In much the same way women had to “get tough” to assume leadership positions, men will broaden their emotional and negotiating skill sets accordingly. This is a process that began a long time ago, as post

World War II male leaders sought increasingly to mentor women, who by that time were fully employed as an underclass without power. One notes that most women, even those sorely resentful of the long history of male domination of positions of power and trust, can name a male mentor.

Leadership may be multifaceted but its Handmaiden, Success, is as Janus-faced as gladiatorial survival. Up or down. Leadership has no gender or ethnicity. The commitments of the Leader are rational and grounded in scholarship. However, the behaviors of leaders are frequently instinctive, and as temporary as Achilles. Those who do not understand this need not inquire. The “ideal leader” is an abstract construct of little significance. Real leaders may have a number of identities which are self-defining and lead to success. There is no single recipe for leadership. In our milieu, there exists only a constantly morphing landscape of power relationships in a society that has set a standard of equity and justice. I think we should go with that. ■

Dr. Ketterer is Associate Professor of Educational Resources and Executive Director of the International Endowment Foundation, Jacksonville State University, Alabama.
jkettere@jsu.edu

References

- Gurian, M., and Annis, B. (2008). *Leadership and the sexes: Using gender science to create success in business*. San Francisco, CA: Jossey-Bass.
- Kelland, K. (2011, March 1). Rising status of women linked to more smoking. Los Angeles Times. Retrieved on March 7, 2011, from: <http://www.latimes.com/health/sns-rt-health-us-smoking-wotre7206b3-20110301,0,7753877.story>
- Kirdahy, M. (2008, May 28). Women vs. men: Who’s better at business? *Forbes.com*. Retrieved on March 2, 2011, from: http://www.forbes.com/2008/05/28/gender-strategy-behavior-lead-manage-cx_mk_0528sexes.html
- Men or women: Who’s the better leader? A paradox in public attitudes. (2008, August 25). *Pew Research Center*. Retrieved March 2, 2011, from: <http://pewresearch.org/pubs/932/men-or-women-whos-the-better-leader>
- Rosin, Hannah. (2010, July/August). The end of men. *Atlantic Magazine*. Available online: <http://www.theatlantic.com/magazine/archive/2010/07/the-end-of-men/8135/>

Calling All Writers

Check out standards for InterED submissions: www.aaie.org

CONFERENCE RECAP,

continued from page 1 ►

Education Week Top School Jobs, followed by 14 separate break-out sessions, the afternoon program was highlighted by keynote speaker number two, Mr. David Toze, Superintendent of the International School of Manila, Philippines. Toze had been chosen as the 2011 recipient of the Ernest Man-



Dr. Ernest Manino with David Toze, Superintendent of the Year

nino International School Superintendent of the Year. Toze also served in schools in Vienna, Bogota, London and in British public schools. He was introduced by Dr. Richard Krajczar, Executive Director of the East Asia Regional Council of Overseas Schools. Toze's remarks had to do with the 'core values' of his school, integrity, service and merit.

He went on to add that one should live positively in school, joyfully, and should celebrate the status of 'ordinariness.' Students should be imbued with compassion, empathy, and respect. Academic achievement is second to intercultural connections, the latter the hallmark benefit of what is available in our international schools.

Toze closed his remarks with an impassioned reading of a 1955 short story by the famous science fiction writer, Isaac Asimov, of a conversation between two pre-teens in the year 2155 whose entire education was conducted by a 'teaching box' available in their homes. In this dystopic view of the future, schools, schoolhouses and teachers have been bypassed by the full advent of technology. Asimov's lament--

and Toze's also--was the potential loss of the human interchange that develops desired cultural values, and a future possibly dominated by computerized learning. [Editor's Note: The entire text of David Toze's speech may be found on the AAIE website, www.aaie.org].

The afternoon session was followed by a refreshment break sponsored by Robert Godrich and Mem Riley of Passport Executive Travel of Washington, DC, and then by six break-out sessions. The afternoon activities were closed by the Annual Wine and Cheese Reception in the Exhibit Area sponsored by K12 and the Western Association of Schools and Colleges.

Conference second day

To start the Saturday session of the conference, Lamb introduced Dr. Beth Pfannl, head of the Overseas School of Rome and President-Elect of AAIE. Pfannl yielded the floor for a special musical tribute to retiring Central and Eastern European Schools Association Executive Director, Mr. David M. Cobb, stepping down after 18 years of success in that position. The tribute was rendered by Arnie Bieber of Prague on the guitar, with singers Chip Barder of Hanoi and Bob Landau of Beijing, doing "Do You Wanna Dance?" much to the raucous enjoyment of all present.

Returning to the more serious side of the scheduled program, Roger Hove, President of International Schools Services and sponsor of Saturday's keynote address, introduced speaker Marc Prensky. Prensky has written broadly in the field of technology in education. He is the author of several books, and others soon to be published, including, *Digital Game-Based Learning*, *Don't Bother Me Mom—I'm Learning*, and *Teaching Digital Natives—Partnering for Real Learning*. Prensky's speech concerned *Teaching Digital Natives: Partnering for Real Learning*. He indicated how technology has turned all education into a truly international endeavor with the facility of communication and social networking.

Technology is, in his view, the greatest advance so far for engaging students in

learning. It has not only changed the role of the student, but also that of the teacher. The teacher can no longer be a lecturer, but must become a coach. No longer owners of the classroom or teaching / learning space, teachers are now the guides for student focus and access to information that no one individual could possess. However, despite politicians who either want to return to the past or forget about it in education, Prensky reminded all that teachers are the keepers of the past on which our society and its culture are based. Teachers must find means to combine the past with the future by carefully planned and assessing investments in technology.

He reiterated Knezek's remarks of the previous day, noting that change was occurring rapidly, gaining velocity with each passing year. Despite this, teachers must not eschew the past, but find a way to use its values within the emerging methodology. This requires that teachers not become fixed or attached to a single methodology, but prepare to "change teaching style every day" using the newly developed tools to enhance student learning and education.

He closed his remarks with an analogy to courage. The word 'courage' is defined by a feeling of fear that the courageous have prior to the act that comes to be known as 'courageous.' Teachers fear the looming specter of growing technology. "It is OK to have this fear, but we should use technology in our teaching anyway!"

Prensky's remarks were followed by a book-signing and a refreshment break sponsored by the University of Alabama. This was fol-



Arnie Bieber (Prague) on the Guitar, with back-up singers Chip Barder (Hanoi) and Bob Landau (Beijing) serenade outgoing CEESA Director, David M. Cobb with "Do You Wanna Dance?"



Ms. Georgia Ann Williams (Rabat American School), Recipient of the Ernest Manino Award for Advance Graduate Study

lowed by 13 additional break-out sessions. The afternoon session included 15 breakout sessions and presentations punctuated by a refreshment break sponsored by George Mason University's Fast Train Programs.

The evening event, the social highlight of the Conference, was the AAIE Annual Gala sponsored by TD Bank and Search Associates.

Sunday final session and business meeting

Sunday's final session was a lively panel discussion, "You Can Tell the (1:1 Computing) Pioneers by the (Virtual) Arrows in Their Backs." Dr. Barrie Jo Price of emTech and the University of Alabama was moderator with panelists Drew Alexander of the Anglo American School of Moscow; Janet Heinze of the American School Foundation of Guadalajara, Mexico; Larry Jones of Surabaya International School, Indonesia; William O'Hale of the American School of Madrid, and Ken Paynter of the Carol Morgan School of the Dominican Republic.

The session was entirely devoted to questions from the audience about doubts and needs of schools around the world, with responses from the panelists in the form of recommendations and the identification of pitfalls that might be encountered in the application of all types of learner-based or teacher-organized technology tools in international school classrooms. Much of the discussion led to the question of whether advanced use of technological tools really produced better stu-

dent achievement. The answer rested with how that achievement was measured and the limitations of current 'testing tools' to assess what students are really learning.

Outgoing President Dr. Ed Greene then spoke of the honor he had to be in the office during the last two years. He thanked Elsa Lamb and her assistants, Elaine Austin, Matt Nicoll and Eleanor Jones for their support and for having arranged so successful a Conference. He also thanked the Office of Overseas Schools, the AAIE board and all the corporate sponsors for their support and for their continued participation in the development of the Association.

He announced that in a short while, Performance Learning Systems will offer on-line courses via the AAIE website in school management with possible graduate credit at several well-known US universities leading to certification in school ad-

introduced Ronald Marino, AAIE Treasurer, who gave the financial report. Marino's delivery was the most entertaining financial report imaginable, and is summarized in this issue. Stated in brief, the Association is in excellent financial condition, having achieved the objectives set by the AAIE Board, particularly in terms of financial reserves. The Association has no debt and no outstanding legal issues. AAIE members may request the annual independent audit by contacting AAIE headquarters.

The Nominating Committee report was given by President Pfannl. Jack Delman of the Carol Morgan School, Dominican Republic, was nominated as President-Elect. Mona Nash Mansmith was nominated as the International School Representative to the AAIE Board. Both nominations were approved unanimously by voice vote. The meeting was adjourned with the reminder to attend the 46th Annual AAIE Conference at the Boston Westin Copley Place Hotel, February 9 -12, 2012.



Hall of Fame Inductees William Powell and Ochan Kusuma-Powell.



Hall of Fame Inductee Bob Gross with Elsa Lamb.



Hall of Fame Inductee Gerald Selitzer, with Elsa Lamb

ministration. Greene reminded all of the need to continue to focus on developments in technology and to join the Global Issues Network empowering students to bring about good things for their environments. He closed by thanking all for having given him the honor of serving during this most successful time.

President Elect Pfannl took the chair and

Annual Awards Ceremonies

In addition to the award mentioned above, at several times in the program special awards were made by the Association and by the membership to deserving participants and contributors to the Association's achievements over the years.

CONFERENCE RECAP,
continued on page 14 ►

CONFERENCE RECAP,

continued from page 13 ►

The award ceremonies began with a moment of silence in memory of Joe Carney, a former Regional Education Office of the Department of State's Office of Overseas Schools (A/OS) who passed away last year. He had served as REO for Africa from 1997 to 2006. He left the Office of Overseas Schools to become Director of the Office of Education of USAID. He also was US Representative to UNESCO.

The Ernest Mannino Scholarship for advanced graduate study went to Ms. Georgia Ann Williams of the Rabat, Morocco American School who will be doing doctoral research at the University of Bath, England on collaboration among international school heads. Hall of Fame Class of 2011 inductees, those who have made a significant contribution to international education and to the life and success of AAIE for at least 10 years, included Robert Gross, current REO for Europe for A/OS and former head of the Singapore American School; the husband and wife team of William Powell and Ochan Kusuma-

Powell as visionaries in the field of inclusive education, developers of the Optimal Match system to provide best teaching methods for all individual students, and developers of Innovative Program Design; and Gerald Selitzer of Puerto Vallarta, Mexico for his work with schools in Mexico and as a member of the AAIE Board.

The AAIE 25 Year Awards for continuous membership in the Association were given to Donald Bergman of Santiago, Chile, and several schools in Asia; Peter Cooper of the Awty International School of Houston, TX, formerly of Japan, Rio de Janeiro, Bogota, and Paris; James A. Doran who has been connected with schools in London, Tunisia, Saudi Arabia, Philippines, Japan, Singapore and Panama; Harlan Lyso, long-time head in Seoul, interim in Beijing, and member of the boards of AAIE, EARCOS, AISA, and CIS; and to Rick Spradling of The Hague and formerly of Vienna, Gabon and Tunis.

The Stanley Haas Memorial Award was established in memory of the former head of international schools in Rome and Athens by The International Educator and was presented by Forrest Broman, CEO of TIE, and Mary Anne Haas. It is presented each year to an international educator whose outstanding dedication to international education and collegial support of other educators is reminiscent of Stan Haas. The award was presented to Harlan Lyso.

Each summer, Lehigh University in Bethlehem, PA, conducts the Pennsylvania School for Global Entrepreneurship for qualified high school students. Lehigh asks AAIE to review student scholarship applications to identify two students from international schools, each to receive a \$3,400 grant to attend the summer course. Through an established procedure, students submit application forms with school records, a personal letter, and recommendations. The two selected this year were Gary Bencheghib,



Stanley Haas Memorial Award Recipient Harlan Lyso with Forrest Broman and Mary Anne Haas

10th grade, a French national attending the Bali International School, Indonesia, and Himayini Sharma, 11th grade, an Indian national, attending the Harare International School, Zimbabwe.

The annual Margaret Saunders Awards were made by James Ambrose. These are scholarship awards to continue study at the university level. The awards come from a fund established by the estate of Margaret Saunders, who for many decades was the representative of the Walsworth Company, publisher of the annual yearbooks of many international schools. Margaret travelled the world well into her 90's, serving her clients and getting to know and be loved by multitudes of students, teachers and school heads. The awards this year went to Rebecca Bosworth of the NOVA International School of Macedonia representing the Central and East European Schools Association; Manuele Cavalli-Sforza, International School of Manila, Philippines, representing the East Asia Regional Council of Overseas Schools; Aarushi Prabhakar of the International School of Helsinki, Finland, representing the European Council of International Schools; and Akshay Joshi, American Community School of Abu Dhabi, United Arab Emirates, representing the Near East South Asia Council of Overseas Schools. An alternate was also indicated, Rodrigo Salas Flores of the American School Foundation of Mexico City, representing the Tri-Association. ■



25 Year Award Recipients Peter Cooper, James Doran, and Richard Spradling (not shown: Donald Bergman and Harlan Lyso).

EDITOR'S INTRODUCTION:

Leadership, Gender, and Diversity

As readers will imagine, editors do not bask in the success, however minor, of past editions. They immediately fret about their next assignment. We had chosen "Leadership, Gender, and Diversity" as the theme for the Spring *InterED*. Soon after the Fall edition was put to bed, I began to worry about the viability of our chosen theme for spring. What new energy could be pumped into this area? After all, hadn't these issues been resolved, at least theoretically, among civilized people?

During the span of one week in January, I got a great civics lesson in how retrograde behaviors may persist in spite of the constantly evolving renewal or our understanding of democratic, civil society.

First, a noted conservative Supreme Court Justice declared that nothing in the Constitution or in the 14th Amendment supported the concept of women's rights or the rights of gay people. He is quoted as saying, "Now if you give to those many provisions of the Constitution that are necessarily broad--such as due process of law, cruel and unusual punishments, equal protection of the laws--if you give them an evolving meaning so that they have whatever meaning the current society thinks they ought to have, they are no limitation on the current society at all" (Condon, CBS News). Now, I considered this an unanticipated boost for *InterED*, but on a limited scale. This Justice went on to say, "Certainly,

the Constitution does not require discrimination on the basis of sex. The only issue is whether it prohibits it. It doesn't." To be fair, this *originalist* judge was not speaking against the rights of women, only making the statement that women's rights are not

(1986), which extended 14th Amendment protections to women in the workplace, al-

This word collage represents the 50 Most Commonly Used Words in this Section. Word size is correlated to frequency of occurrence. Wordle™ is a creation of Jonathan Feinberg, available at www.wordle.net



though this case established the criteria for adjudicating harassment and sexual discrimination.

It would appear that this justice continues to live under a Constitution that counted black men as 3/5ths of a human for the purposes of representation. My question—"Did we err in taking the idea of leadership challenges with respect to diversity, gender and identity as a theme—lay a bit less heavily on my mind, as it became clearer that some issues just do not seem to go away.

Later that same day, ESPN fired Ron Franklin for a paternalistic and abusive exchange in a pre-Fiesta Bowl production meeting with sideline game analyst Jeanine Edwards (Associated Press: Available online at [http://sports.](http://sports.espn.go.com/ncf/news/story?id=5988804)

[espn.go.com/ncf/news/story?id=5988804](http://sports.espn.go.com/ncf/news/story?id=5988804)). The nature of the exchange leaked out in painful stages, but the final version appears to have been a mildly paternalistic remark ending in "sweet-baby" followed, after Ms. Edwards' protest, by further insult as Franklin referred to Ms. Edwards as an [expletive unprintable here]. I was nearly beside myself with joy. The stars were

a matter of constitutional protection, not even under the 14th Amendment. He was simply reiterating his long-standing argument that the 14th Amendment provides no protection to gays or women, or any objections to the death penalty, because these things were not in the minds of the legislators who passed the 14th Amendment in 1868. He blithely dismisses the decision in *Meritor Bank v. Vinson*, 477 U.S. 57

Theme Introduction, *cont'd* page 16 ►

The upcoming theme for the Fall 2011 *InterED* is

Brain Research: Implications for Pedagogy

Submit your writings, musings, and experiences to Jay Ketterer,jkettere@jsu.edu

LEADERSHIP,

THEME INTRODUCTION,

continued from page 15 ►

aligning, and the selected theme of this issue was acquiring currency and a surprising sense of déjà vu!

Imagine, then, my rising enthusiasm for this issue when the media began to report on the “cleaning up” of two American classics. Mark Twain scholar Alan Gribben of Montgomery, Alabama has collaborated with NewSouth Books to publish a combined volume of *The Adventures of Huckleberry Finn*, and *The Adventures of Tom Sawyer* (Schultz, 2011). In these editions, Mr. Gribben excised racially-sensitive words. The “n-word” (admittedly, the dainty euphemism is nearly as offensive as the word itself) appears 219 times in “Huck Finn” and four times in “Tom Sawyer.” The word “Injun” in the latter work was also replaced. When the right wing media learned of this, they ran with it as a leftist plot to force us all to speak with an academy-mandated political correctness (<http://rightwingnews.com/2011/01/mark-twains-great-works-rewritten-to-conform-to-political-correctness/>). Lost in the scramble of excising the race theme from Huck Finn is the fact that the book squarely places the slavery of Jim in the context of the coarse adventures and entertainments of the slavery era: family feuds, oppressed young women, and western style justice. As Huck says at one point, “People sure can be cruel.”

We must admit that this language makes us uncomfortable. In fact, Ta-Nehisi Coates, a senior editor at *The Atlantic*, reports that when he read these books to his children, he got “through” Tom Sawyer but vaporized (my word) on Huck Finn. However, even Coates does not favor its erasure from history (For more on this topic, Cf., Randall Kennedy, 2002).^{1*}

However, one has to embrace the realism of Twain’s depiction (and note also that *Uncle Tom’s Cabin* has not yet been rewritten) and the thematic thrust of Twain’s more ma-

^{1*} Late News Break: On March 2, 2011, the Conference of U.S. Catholic Bishops reported that the words “booty,” “virgin,” and “holocaust” will be supplanted by the words, “spoils of war,” “young woman,” and “burnt offerings” in the revised edition of *The New American Bible* (pub. March 9, 2011).

ture work. Huck’s journey along the river, traveling south to get north (check your geography from Hannibal to Cairo, Illinois and the confluence of the Mississippi and Ohio Rivers) and Jim’s eventual escape to freedom north along the Ohio, is an inward journey. The fellow travelers, Huck and Jim, observed the oppression of women, persiflage, tarring and feathering, drunkenness, low sexual spectacle and murderous feuds among white people all along their journey,

Moral leadership requires
active citizenship
and institutional support
for individual rights.

and Huck eventually concluded, “It was a dreadful thing to see. Human beings can be awful cruel to one another” (Ch. XXXIII, The Pitiful Ending of Royalty). By the end of the novel, Huck has recognized Jim’s humanity and has decided that if it is a social sin to set such a man free, “All right, then, I’ll go to hell” (Chapter XXXI).

So, in a three day period during the first week of the New Year, the second decade of the Glorious Century, we witnessed the return of the classic civil rights issues of race, gender, and identity to the auction block of public discourse. At risk are all the social advances in civil rights that depended on a 148 year-old amendment and any new advances that might spring out of its continued elucidation and interpretation. We knocked women back to the status of “eye-candy” and “cuff-links,” eponyms popularized by Sinatra and the Rat Pack. We seem to have regressed to the stages of arguing the “didactic niggerisms” so greatly riffed on by the great blues poet, godfather of hip-hop, Gil Scott-Heron. Do yourself a favor and look up Gil Scott on youtube.com; he won’t be with us long. The phrase

that draws your attention in the last sentence comes from his poem, “Poem for José Campos Torres,” performed with the Midnight Band—a good place to start as you review his oeuvre.

If the legs of late 19th and later 20th century progressive thinking are broken, then there is likely little spinal support for the latter-day oppressed: young people whose life styles and gender choices place them at the margins of political society, who are treated as aberrations (in the name of some idea of “normal”)—“Oh please, Lord, let my kid be normal”—and sent implicit institutional messages to hide, cover up, or disappear. And, tragically, some do disappear. The tent of civil society must and can be further unfolded to offer them, and all citizens, the constitutional protections guaranteed by the inclusive, life-enhancing philosophy which guided the evolution of modern democracy. The canopy of the social contract must be elastic else it fold and fail. So, now we have an issue with an edge! Let us understand from these and other events that moral leadership requires active citizenship and institutional support for individual rights. ■

Dr. Ketterer is InterED's editor. He is Associate Professor of Educational Resources and Executive Director of the International Endowment Foundation, Jacksonville State University, Alabama. jkettere@jsu.edu

References

- Associated Press. (2011, January 4). ESPN fires announcer Ron Franklin. Available online: <http://sports.espn.go.com/ncf/news/story?id=5988804>
- Condon, S. (2011, January 4). Scalia: Constitution Doesn't Protect Women or Gays from Discrimination. CBS News. Available online: http://www.cbsnews.com/8301-503544_162-20027240-503544.html
- Jess, K. (2011, March 4). New American Bible could spark controversy. Digital Journal. Available online: <http://www.digitaljournal.com/article/304289>
- Kennedy, R. (2002). *Nigger: The Strange Career of a Troublesome Word*. NY: Pantheon.
- Schultz, M. (2011, January 3). Upcoming NewSouth 'Huck Finn' Eliminates the 'N' Word. Publisher's Weekly. Available online: <http://www.publishersweekly.com/pw/by-topic/industry-news/publisher-news/article/45645-upcoming-newsouth-huck-finn-eliminates-the-n-word.html>

GENDER, *and* DIVERSITY

Schools Don't Need Glass Ceilings; They Need Directors Who Know How to Hug!

By Sherry Miller

When I was superintendent of a school district in Wyoming in the early 1980s, I learned I was the only woman in Wyoming in that position. I received an invitation to be part of a doctoral study by a young woman on the East Coast who had discovered at that time there were only 50 of us (women superintendents) in the whole U.S. and she wanted to ask me a few questions. I quickly responded, “you bet!”

Later, when I found myself at state conferences of school superintendents in Montana and realized that some of my colleagues--predominately if not all male--seemed more interested in my availability than my potential contributions to the program, I wondered what in the world I was doing. When Inez Rovegno introduced me to qualitative research at the University of Alabama in the early 1990s, I knew my doctoral dissertation would be qualitative, about school leadership with a major focus on women.

And finally, as I grew into my international administrative school experiences and attended the recently evolving dinners and now larger lunches for women at the AAIE annual conference and relished our stories and affirmations of our “sister-hood,” I found it both easy and enticing to accept the invitation to reflect on gender as a construct in school leadership, particularly successful school leadership for the 21st century.

My experience as a granddaughter, daughter, sister, student, mother, teacher, principal, and director have grounded me in an innate sense of the wisdom of feminine energy, of the importance of balance and the need for women to *show up, to be seen and respected, and to lead*. The voices of the five Southern women school leaders in my dissertation as I explored their definitions and experiences of leadership, Isabel Allende’s voice on www.ted.com in her call to passion, and my own renaming of the posi-

tion title “principal” to “princessipal” when I was an elementary principal, caused me to feel deeply that we need balance in school leadership today, including gender balance, perhaps more than ever before.

And don't get me wrong, I am certain we also need more male pre-school and elementary teachers and even middle school teachers as well—and we need to pay all teachers to equitably and respectfully let them know they are worth the incredible influence and impact they have on our children. However, the subject of this piece is my own understanding of women’s ways of leading and my advocacy for encouraging and supporting more women in top school administrative positions.

I believe we women are generally more intuitive, that we look for collective ways to share leadership and bring a love for community and children to our work that comes from our maternal instincts and our cultural mores. I believe this leads to ways of work in schools that can empower ideas, caring, sensitivity and learning that is good for all. One example of this for me was a fellowship I received one summer with the Northwest Regional Educational Laboratory in Portland, Oregon. While there I worked on a win-win bargaining model for public schools in the United States. When I used it as superintendent of a school district in Montana, most were amazed at how transparent things were at the bargaining table and how quickly an agreement was reached that both the Board and the teachers felt was fair and equitable for all.

For me, a more contemporary call for increased numbers of women in the directors’ chairs comes from Daniel Pink’s advocacy for the development of the six senses needed to source the “conceptual age” we are now in. Who knows more innately what is needed to help develop the

senses of empathy, story, design, symphony, play and meaning than women? In a recently published book edited by Helen C. Sobehart titled *Women Leading Education across the Continents* whose sub-title is “Sharing the Spirit, Fanning the Flame”, there is a call to work for more gender equity in schools all over the world.

The number of women superintendents today in the USA is reported to be 18%. At the same time, twice as many women as men hold doctorates in education and men are more than five times likely to lead school districts. The statistics reported by Sobehart show a similar global pattern of paltry numbers of women in school leadership positions and especially at the “top.” And then just pick up a copy of *Half the Sky* by Nicholas Kristof and Sheryl Wudunn and tell me we don't need more women models and advocates for justice with literacy at its core for women and girls all over the world.

I love our differences, men and women. I love having had the opportunity to work with many great educators of each gender. I don't love the inequity there is today in the power balance of men and women's influence on the future of our world, nor the balance of feminine and masculine energy in general. I encourage women to step up, especially those of us who have had the opportunity to experience the challenges and the rewards that being a leader bring, particularly as leaders of learning communities. We need to nurture and mentor other women to have the courage to apply and then network with them and other great educational mentors, women and men, to lead our schools in ways that not only conceptualize a better world, but live it! ■

Dr. Sherry Miller, a veteran administrator and school director, is the CEO of Empowerment Unlimited (www.affirmingleadership.com). She may be contacted at mujermujer@gmail.com.

LEADERSHIP,

Portraits of Two Leaders: A Synthetic Interview

Dr. Susan Williams is the Director of the American School of Quito, Ecuador

Dr. Linda M. Duevel is the Director of the International School of Stavanger, Norway

[Editor's Note: Via email, the Editor posed questions to the leaders interviewed below and created a "synthetic" interview on the issues addressed. The reader should note that the interviewees have not seen each other's answers, until now. The Editor posed two rounds of questions, and expresses his gratitude to the participants.]

Round 1

Q1. Briefly describe your path to your current position (include a mention of your current position) in educational leadership. How and in what ways did you find, if at all, your gender to be an obstacle to success?

Susan Williams: I came "up through the ranks" here at the American School of Quito. I was hired as teacher in 1971 and continued to work at the different grade levels: High School, Middle School, Elementary and finally in the Pre-School. I left school for 10 years when my sons were small and worked in private industry once they entered school. My return to the American School is worth mentioning as I had come into school to register the boys for the school year and the Director at that time, Eugene Metz, a wonderful man, grabbed me in the hallway and asked me if I would be interested in returning as a Vice Principal. I told him I would think about it. And, in his typical manner, he phoned me the next day to let me know that the Board had approved my appointment and he would be waiting for me the next day. I had exactly 3 days to prepare for the job before the first day of school. After serving as a Vice Principal and Principal for ten years, I was appointed Director General in the year 2000, replacing Pilar Cabeza de Vaca, who had been named Head of School at the American School of Paris.

In this School, I really have never felt gender discrimination. I believe that here in Ecuador, education is considered an ap-

propriate profession for women. Probably, the men within our organization feel they are set apart for working in education. The School always has had women in the top leadership roles, beginning with the first Director General, Hazel Tucker, in 1940. A great deal of my success those first years are due to the close relationship and mentoring by the former Director General, Pilar Cabeza de Vaca. This opportunity to learn from her might not have been afforded if the School had not been open and welcoming to female administrators and in supporting professional growth within the organization.

Though, having said that, it is at times a struggle dealing with an all-male Board with a vision of running a school like a business. But, when I did mention the lack of gender balance, they worked hard in changing the Board's make up to include women and diverse professions.

Linda Duevel: Academic preparation: Bachelor's degree—Double major in Business and English with teaching certification. First MA was from a state university in Michigan in Counseling and Personnel; Second Masters in secondary Educational Administration from Harvard. I then earned a PhD in Educational Administration from Purdue. My dissertation topic centered on the impact of the International Baccalaureate high school experience both on university results and adult career choices.

I student taught and then was hired for my

first teaching position at an international school in the UK, then taught at a public high school in the US for two years before moving to Norway, for one year, to teach at the International School of Stavanger. That "one year" appointment was in 1975 and I have been an employee of the school ever since. I began as a high school teacher, followed by a 13-year stint as the school's business manager, then the sabbatical year at Harvard, then five years as a principal in Stavanger before being named head of the school in 1996, a position that I remain in today. My current contract, which goes for some years yet, should see me through until I retire. So, my path, of being in one school for many years is not the typical international school career, but I feel fortunate to have landed in a country that has seen the importance of women in leadership positions. According to several polls, Norway leads the world in recognizing that gender equality is nothing more than smart business. See: <http://hdr.undp.org/en/statistics/> or http://www.forbes.com/2008/11/11/best-countries-women-lead-cx_mk_1112gender.html

Do I feel that gender has been an obstacle to me in the school community that I serve? No, I don't. It is very possible that this opinion might not be the case had I not been lucky enough to land in the country that I did.

I do remember, though, being told by someone who worked for one of the recruitment agencies that, "I would never be taken seriously" as an international school administrator until I had left Norway and worked in a "more challenging school in a developing country." That was his opinion, which I chose to disagree with then and still do. I submit that any school leader in any country faces plenty of challenges—those are never in short supply. While I have never had to evacuate a school due to political trouble, our role has been a complementary, but also challenging one—over the years, we have provided safe haven assistance for evacuated students from South

GENDER, *and* DIVERSITY

America, Asia, Africa and the Middle East. Just recently, we have become involved in helping families evacuated from Egypt and Libya. It's a small world that is very interconnected, and I believe we are all in international education to help each other out.

Q². *What are the challenges facing young women who wish to enter educational leadership positions? Are the challenges the same today as they were for you, personally?*

SW: I believe some of the challenges facing young women are:

- Balancing personal life with professional life: The bulk of the home responsibilities still fall on the female
- Learning how to take care of herself: Women tend to nurture everyone else but themselves
- Learning to work with all male Boards
- Learning to focus—women are great at multi-tasking, therefore, can lose site of the big picture

LD: It is a proud legacy of our school that we have always been seen as a “proving ground” for promising young administrators. There will be a fair number of readers of this article who had either their first or second administrative opportunity given to them in Stavanger, either by me or one of my predecessors, and they then went on to other leadership positions throughout the world of international education. It has been part of my “missionary work” to encourage promising young educators to consider positions in administration and I am very proud of what they have accomplished. But that has extended to both women and men—just as I received “gender-blind treatment” in my rise to a headship, I try to do the same for others. I am looking for leadership promise and a willingness to work hard—to discriminate because of gender would not be right from a moral perspective and probably would be illegal as well in most countries today.

From that point of view to answer your

question, my belief given my experience in Stavanger, would be that the challenges would not be different for women or men.

It is certainly also gratifying to me to see that so many of the international education organizations are now headed by women. I was not the first Board Chair of ECIS who was a woman, but I was very pleased that while I was in that role, ECIS named its first female CEO. Other regional/international organizations have done the same thing—again, that is not gender equality, just smart decision-making on the part of those Boards.

I have been very lucky to work with excellent Boards during my time in Stavanger. During my tenure, I have worked with six Board chairs, only one of whom was a woman. None of them, in my belief, were worried about what gender I was—rather, their focus was whether I was able to do the job for the best interests of the institution.

Q³. *What structural changes should be made to promote women in positions of leadership?*

SW: Within the system, we need to ensure that women are exposed to direct work with the Board. I mention this because this point was the most difficult for me in the transition from a Principal to a Director. We need to ensure there is training for aspiring Heads and equally, a system of mentorship among Heads. The two areas I felt where I was unprepared were in financial planning and stewardship and Strategic Planning. Our organizations should make sure that the new Headship training includes these areas.

LD: Sorry—I don't have an answer to that. I don't believe that women should be given any “easier pass” as that would only come back and create issues of favoritism for them later.

Q⁴. *How do you react to people like Hannah Rosin, who say that women have surpassed men. I refer to her Atlantic article,*

“The End of Men” (<http://www.theatlantic.com/magazine/archive/2010/07/the-end-of-men/8135/>), or you might look at her fascinating video at TedTalks, “New data on the rise of women” (http://www.ted.com/talks/lang/eng/hanna_rosin_new_data_on_the_rise_of_women.html). Has the power pendulum now swung in favor of women?

SW: I believe the world is changing and often Women are more equipped to meet those changes. We are discussing a Right Brained Future and in looking at what this means, I feel that women have more of the skills needed to survive and excel in this type of world. Women are generally team players and seek ways of staying connected and working together. Women can more easily multitask. Women tend to be willing to listen and adapt to situations quickly. Women tend to be problem solvers and capable of finding creative solutions. I am generalizing here but it is my belief that due to the experience of running a home, raising children, “sitting around the hearth”, women have acquired certain skills, which will enable them to meet the challenges of the coming years.

LD: My only comment would be, “Why does it have to be a competition?” Aren't we all just looking for finding the best people to create the best situations to serve children in classrooms?

Q⁵. *What kind of mentoring relationships were available to you as you proceeded through your career and personal development? Were female models and mentors available to you? Were they necessary? Did men (husbands, friends, mentors) play a significant relationship in your development?*

SW: I was very fortunate and at the same time very grateful for the help and guidance that I received from many women that crossed my path those first years as a Director. To mention a few, I would name: Mary Virginia Sanchez, Pilar Cabeza de Vaca, Elsa Lamb, Jean Vahey and all of the won-

Portrait of Two Leaders, cont'd page 20 ►

LEADERSHIP,

PORTRAIT OF TWO LEADERS,

continued from page 19 ►

derful women who I met at conferences, on Headnet, AAIE, among other opportunities I have had. I would say also that I had a great deal of support from males as well: Eugene Metz, the Director of our School when I was a teacher and Principal, several great Board Presidents and of course, my family, who were always supportive and stepped in when I needed to be away.

LD: Others have said, (I don't know if this is the case or not), that I was one of the first female heads of an international school in Europe who was neither a school owner nor the head of a religious-based school. So, there were very few fellow female heads around to act as mentors. That was also the case during my time as business manager and principal, so I was relatively used to having few female mentors around. Things have changed and the female heads of international schools today are an important and sizable number. Rather than mentoring each other, I would think it is more likely that we simply enjoy each other's company when we see each other at conferences. We don't waste time complaining about the male heads, I can promise you that! We've got better things to talk about!

Certainly I was fortunate that there were several times in my career that male administrators chose to offer me positions that had previously been held by men. Were they making smart decisions or offering to elevate me because of wanting to "advance women's rights?" My guess is they would vote for the former—as administrators, we are all looking to make "low-risk" decisions and none of us give away leadership jobs without basing them on merit.

More than mentors, leaders (like all individuals) need feedback and support groups. I have been exceedingly lucky to be a part of a group of ten Northern European international schools that have a long and close relationship. Called the NECIS group, it includes schools in the Netherlands, Germany, Belgium, Luxembourg, Denmark and Sweden as well as our school in Norway. The heads, (and their spouses), gather together three times a year for a meeting

and dinner and very close professional and personal friendships have been developed within this group. Having this group of heads and—importantly—their spouses to share ideas, problems and challenges with has been a wonderful support that keeps most of us sane most of the time.

I have been very fortunate to be married for the past 34 years to an individual who is probably the wisest school administrator that I have ever encountered. Certainly, that has been helpful to have someone close by who understands the challenges of my position. Also having two children around, (now both adults and working internationally as well), who saw my job as simply "my job," has kept me grounded over the years as well.

Q6. *Do you find your gender problematic in working with international populations? If so, please give examples.*

SW: I have found it problematic being a female in any situation when the male feels threatened, whether it is a Board member, staff member, and parent. When a male feels his position or point of view is being threatened, the situation can become very uncomfortable. Again, this is a generalization, but it has been my experience that females can express a differing point of view without "pulling their weight"—somehow we are all equal. I don't think that this changes country to country or in schools or businesses, I think it is just a different way of handling difficult situations.

LD: No—never.

Q7. *Is there anything having to do with leadership and gender that you think should be mentioned? For instance, are women (and other relatively disempowered groups) adequately represented in the power structure of international schools?*

SW: At the end of the game, I think women and other minorities have to work a little harder to get to the same place as a white male. It seems that we always need to "prove" ourselves. I was very fortunate to have begun in this school, which opened so many doors for me. But, women are definitely a minority among International

School Heads—you just need to look around the room at AAIE or any of the regional conferences.

LD: Sorry—as I don't see women as being part of "relatively disempowered groups," I don't have an answer for this one.

[Editor's Note: At this point I needed to think a bit, review what I had, and come back with some follow-up questions. What follows is Round 2.]

Round 2

Q8. *How did you find your way into international education? As an adult, did you find getting the advanced degrees and certifications you needed difficult, or more difficult than your undergraduate days?*

LD: I was sent overseas to student teach at an international school in London. I finished my first Master's at 25, my second at 40 and my PhD at 49. Actually, the older I got, the more I enjoyed doing graduate work.

SW: I guess I was always destined to work in education. I can remember my father guiding us when we were young by saying: "No matter what you major in, get a minor or a Masters in Education—it is a great profession for a woman and you can always fall back on it some day if you are alone." When I graduated from college with a BA in English, I'm really not too sure what exactly I was considering for a profession when teaching fell into my lap, I guess I just jumped at it. I do think it was more difficult getting my Masters in Educational Leadership as I was trying to work full time, raise a family and keep up a household. When you are an undergraduate you are basically just concentrating on school work, especially, if you are as fortunate as I was in having a family that paid for my education.

Q9. *Have you had to balance family priorities with the demands of leadership? What kinds of sacrifices have you made? What would you do over?*

SW: I think you always have to bal-

GENDER, *and* DIVERSITY

ance whatever profession you may be in with family priorities. And, I think this balance is difficult for both men and women, especially, if they are in leadership roles with added responsibilities. I probably made many sacrifices along the way but at the same time was able to provide a good life style for my sons, ensure their education and grow tremendously as a person and a professional. Probably my greatest sacrifice was my divorce after 34 years of marriage in which, probably due to the wonderful opportunities I was presented among other things, just led two people down very different paths in which trying to hold together a relationship no longer made any sense. But, on the other hand, I probably would have never given up the challenges, fun and rewards I have had as a school leader. In the end, it all fits into a balance and you just have to follow your inner sense of where you want to be.

LD: Every parent has to perform a balancing act and most working parents don't have the same length of holiday time when their children are young, so I don't think I had to make any "sacrifices" that were different than many other working mothers. We were very, very lucky in that my mother lived with us when our children were young, (on the suggestion of my husband), and that created a very fine situation for all five of us. My two children got to develop a wonderful, daily relationship with their grandmother—which isn't so frequent in international school families—and we had the best childcare option I can think of.

Q10. *When you started your career, in the U.S. (I presume), what was the attitude you encountered about women? Were things different when you arrived to your first international post?*

LD: My student teaching and my first professional teaching job were both in Europe in an international school. I don't have any particular recollection of being treated with a negative attitude in regards to my gender.

SW: Actually, I began my career as a School Head here in Ecuador. I believe I was fortunate in having begun in

this country, where women in education are generally very respected. Somehow in this Latin American country, Ecuadorians hold a view that women make both wonderful teachers and leaders. I also believe that attitudes about women, or any minority, are unfortunately the result of the home environment and personal prejudices. I really don't think they fall under country lines, though, I do admit there are cultural influences which affect the male view of a woman's position. Having grown up in Saudi Arabia, I was very aware of those cultural pressures that do not allow for female success. But, often we as women are dealing with a personal feeling of inadequacy more than a national or cultural difference and we can encounter those males in any country or circumstance.

Q11. *By any chance, were you involved in the women's movement in your (our) younger days?*

LD: No. During my undergraduate years, I went to school, worked 30 hours a week and lived at home to save money. Pretty boring! But I was too busy with those responsibilities to do some of the fun stuff that goes along with university dorm life.

SW: My brother always called me a "bra burner" but no, I never did belong to a feminist movement. I have always felt very secure about my position, I believe due to a very supportive father, who gave equal opportunities to all of his children regardless of gender.

Q12. *What advice would you give to young women starting out, who might be planning from the outset to seek top positions in educational leadership?.*

LD: How often do young women in education, (or men for that matter), dream of becoming a principal or a school head? My experience has been not too many. Most of us fall into it along the way. My advice for any new teacher would be work hard, take your job seriously but don't worry when you make mistakes. Learn from them. Find mentors of either gender who will recognize that schools need good people who are committed to keep schools improving.

And that at the end of the day, we can't forget that everything we do has to be in the best interest of the kids in the classroom.

SW: I would tell them not to be afraid of possible resistance, which can come from either males or females. They need to work on their strengths and learn to compensate for any weaknesses. As a school leader, I have found the advice given by the males in my profession have been a great help and support throughout the years, therefore, it is important to be open and willing to listen to the vast amount of expertise out there, no matter if it comes from a female or a male. And, I truly feel that the Educational Leaders who have found success have always kept the student as the center of all of their endeavors—the kids are reason we are here and if you let that go, all of the rest of your work won't have much meaning.

Q13. *Final, optional question: Is there any hope for men?—or is the gender in permanent decline and disgrace?*

LD: I am surprised you would ask that. I don't believe either men or women are in "permanent decline and disgrace." And I really, really hope that this view isn't one of the themes of the article—or at least anything attributed to my input. I have been the recipient of lots of positive mentoring by some good men in my lifetime and am grateful for that.

SW: In my humble opinion, success is a combination of the person and circumstances that we either take advantage of or lose. If the person is female or male makes little difference—it is the individual that creates the difference. In International Education, we have seen many successful school administrators throughout the world, even in countries where females hold inferior positions in society, but it is the individual educator who is able to overcome these differences and move forward. ■

"Know thyself, and thou hast read the world" (R. Wagner, 1881)

LEADERSHIP,

Leading for Diversity in International Schools

Introduction

It is well known and well documented in the literature on international schools that there is no single definition or description that fits all international schools. They differ in intent, scope, student population, curriculum and staffing patterns amongst other elements. In some instances they must comply with national legislation and in others they are independently functioning. What is similar in each instance is that the majority of international schools reflect the diversity of their student populations, languages spoken, heritage countries, religions and other indicators of student diversity on websites and marketing material.

What is less clear is the diversity of the teaching faculty beyond host country nationals or in some instances, gender or languages spoken. At a recently attended search event for international schools, even a cursory view of the attendees revealed a picture of middle class white American teachers applying for international school positions. How would the candidate population be different in Europe, Asia, or South American recruitment fairs? How diverse by ethnicity, race, gender, sexual orientation, economic status, disability or any of the other variables associated with historic definitions of diversity, are the faculties of international schools? How do international leaders identify, recruit and retain diverse faculties? What is the purpose of strategically diversifying a school faculty? Are we assuming that because a school is international the teaching faculty is also diverse? Does it matter?

Diversity of Faculty

Normally one would start an article like this with the facts, data showing the representative nature of faculties in international schools. In this case that is nearly impossible because with the exception of researchers in the field this data of this type is not being universally collected. The data

By Beverly D. Shaklee

that is being collected is specific to individual researchers. For example, Duckworth et.al. (2005) studied ninety-three teachers being prepared as international educators. In her study the demographic data included nationality, age, ethnicity, teaching experience, and languages spoken--a more ex-

Are we still engaged in
'dress up' to share
differences in culture?

Do Americans still dress
as cowboys and cowgirls
to represent the U.S.

in international schools?

tensive investigation of diversity than most other studies of international educators.

Canterford's (2003) study of the labor market in international schools identified nationalities represented and found teachers from three primary regions, the United States and the United Kingdom along with host country nationals and with less than 20% from 'other' nations. While this has expanded now to include Canada, Australia and New Zealand the primary base from which expatriate teachers are drawn is from English speaking countries. Odland's (2007; Odland & Ruzicka, 2009) dissertation was a study of the turn-over of international teachers. Using the Council for International Schools' (CIS) data base, he collected data on 286 international teachers by gender, age, experience, marital status and the presence of children in the home. No data was reported on eth-

nicity, race, languages spoken, disability, socio-economic status or other indicators of diversity because the CIS data base does not yet collect such information (CIS, personal correspondence 2011). Hayden and Thompson (2008) have also commented on the lack of data about teaching faculty in international schools, noting "accurate and comprehensive data about the teaching population of international schools is almost impossible to find" (p. 53).

In Chandler's (2010) study of the role of location in recruitment and retention of teachers in international schools, he notes "while there is a body of work on the recruitment and retention of teachers, there is little work in the area that concentrates on international schools" (p. 21). The same could be said about research on the diverse nature of teachers in international schools. It should be pointed out that none of the above studies intended to describe the diversity of the sample population, however their findings might be strengthened if we knew who these teachers were in terms of diversity and how that might have influenced their responses. Finally, the International Baccalaureate also collects data about teachers in IB schools that includes items such as gender, birth date, birth country and experiential background, also giving a limited portrait of participating teachers (IB, personal correspondence, 2011).

International schools that espouse a philosophy of international-mindedness often recruit for diversity in their teaching populations to reflect the diversity of the world around them. Other international schools focused on particular national models or marketing strategies (English medium schools) may or may not recruit for diversity of the teaching faculty. National systems such as those in Europe require faculty diversity but other national systems do not; on these points our knowledge is as limited as the research (Hayden & Thompson, 2008).

GENDER, *and* DIVERSITY

Systematic Recruitment/Retention for Diversity

While we cannot make the case that international schools are or are not diverse except through anecdotal reports, we can look at the reasons why international schools should promote diversity of the teaching staff and what diversity brings to students and the community.

International school administrators are often at the forefront of recruitment supported by various recruitment agencies and fairs. They may be on the road for lengthy periods of time during the recruitment season and travel to several different venues to interview potential candidates. Increasingly administrators are using technology to enhance their capacity to recruit world-wide. Reviews of suggested interview protocols and published documents for administrators in international schools focus primarily on the philosophy of teaching and learning, goodness of fit with the school philosophy, examples of teaching, assessments used, prior experience, ability to adapt, prior travel or international placements and the like. Little attention is apparent in the protocols that related to diversity or intercultural competence. Again, this is not to say that heads or directors do not look for a diverse teaching population, it is simply to say we don't know how diverse the teaching population is in international schools.

Associated with international schools, but based in the United States, the National Association for Independent Schools (NAIS) makes a concerted case for the recruitment and retention of highly diverse teaching personnel in their associated schools. A range of policy statements, articles and resources are available on their website for independent schools <http://www.nais.org/search>. Few other specific resources can be found on recruiting a diverse teaching population for international schools.

Teaching for Diversity

Even if we cannot describe the diversity of the teaching faculty in international schools we can address the variety of ways

in which leaders hire teachers and provide support for teachers who seek to diversify their curriculum and in turn, engender respect and empathy for diverse peoples of the world. There is the age old question if children do not see teachers of their culture, ethnicity, race or spoken language do they see themselves as successful adults? Do we honor their traditions, communication styles, behavioral patterns, religious differences, gender roles? Do we seek to mold them into our view of the world? Can we successfully negotiate these intercultural differences with sensitivity and respect?

There is a place for the
roles and traditions to be
shared across cultures;
however, it is insufficient
unless coupled with in-depth
and genuine examination of
literature, achievements and
ideas of other groups
as an integrated,
not additive, part of the
curriculum (Banks, 1997).

A number of researchers have addressed the issues of intercultural competence of pre-service and in-service teachers internationally both during their preparation and into their teaching careers (Cushner and Brennan, 2007). Intercultural competence is of most interest in the field of international education because it is more dynamic in nature and focuses on the penetration and interaction of an individual from one culture to another (Cushner & Mahon, 2009). This is particularly important as we consider the interaction of teacher to student in international settings with, as noted earlier, teachers primarily

from English speaking nations.

Intercultural competence refers to the critical knowledge and skills that enable teachers to be successful within a wide range of culturally diverse contexts (Cushner, 2011). While not specifically designed for international teachers, Deardorff's (2004) Pyramid Model of Intercultural Competence provides an overview of the prerequisite attitudes such as openness, curiosity and respect that are needed by international teaching candidates and often get attention during the interview process.

Once they have arrived at their host school their ability to develop cognitive dimensions such as cultural self-awareness, culture-general and/or culture specific knowledge and socio-linguistic awareness as well as attaining the skills such as listening, observing and interpreting is dependent on the school leadership, colleagues and professional development. Finally, international teachers should acquire well developed skills and behaviors including flexibility, empathy, adaptability and increasingly more culturally competent communication and interaction (Deardorff, 2006).

Based on a review of international research about the intercultural competence of teachers and students, Cushner identifies a dichotomy: the majority of teachers appear to be stuck on the ethnocentric side of intercultural competence while the students appear to be more advanced in terms of intercultural development (2011). It would be interesting to follow this work specifically into international schools and to study the intercultural competence of teachers and students.

The question for leaders in international schools becomes who helps international teachers develop beyond mere openness, curiosity and respect to the qualitatively different and advanced skills needed to be interculturally competent? Who helps them move beyond 'avoidance or tolerance' to acquiring a genuine ability to create meaningful, respectful and productive intercultural relationships?

LEADERSHIP,

LEADING DIVERSITY,

continued from page 23 ►

Coupling the teacher and student relationship together is the curriculum offered in international schools. Again, we cannot identify standard curricula throughout all international schools; some schools adopt specific national curriculum models and other adopt international models such as IB. Some 'create their own' models; one size does not fit all. With national models we see the historical and contemporary implementation of curriculum that has been adopted in the country of origin. It would not be unusual to hear the national anthem, wear uniforms or study the history and language of the home country. This is not to suggest that culturally relevant or authentic experiences are not provided, they often are but perhaps, with a relatively ethnocentric view of curriculum.

In other cases, the curriculum design is specifically devoted to learning about other cultures and world issues, promote international understanding, critical inquiry, question established beliefs and conventions, and to do so with an open mind (Hill, 2002). Many international schools have unique combinations that blend both the national perspective with an international disposition and space does not permit an examination of all curricular approaches available. What is important are the opportunities provided for culturally relevant teaching and learning in international schools.

Two primary modes of addressing culturally relevant curriculum and teaching are apparent: one espouses the critical theory view and the second espouses a human relations approach; the key is to deliver both (Kolar, 2011). The critical theory view encourages students (and teachers) to question the values, assumptions and interests reflected in bodies of knowledge and representations through a critical pedagogy. The human relations approach is the cultivation of the school culture which celebrates diversity, fosters self-reflection, intergroup collaboration, multicultural sensitivity and development of self-worth (Leistyna, 2001).

As leaders of international schools, the question is do we implement a curriculum that does both? Have we developed a curriculum that goes beyond historic notions of culturally relevant curriculum that only included celebrations of heroes, food, and music as signs of recognition of cultural difference? Are we still engaged in 'dress up' to share differences in culture? Do Americans still dress as cowboys and cowgirls to represent the U.S. in international schools? There is a place for the roles and traditions to be shared across cultures; however, it is insufficient unless coupled with in-depth and genuine examination of literature, achievements and ideas of other groups as an integrated, not additive, part of the curriculum (Banks, 1997).

School leaders whether administrators, teacher leaders or board members have an opportunity to diversify the teaching faculty as well as the curriculum offered to international students. The teaching faculty question has yet to be answered but long term studies can help to identify who is teaching in international schools and how diverse the population has become. The curriculum of international schools continues to grow and develop exponentially, school leaders provide the vision, monitor the quality and delivery of curriculum and insure relevance and authenticity for international students. Leading for diversity could mean recruiting a diverse population of teachers to your school, it could mean insuring the intercultural competence of the teachers in your school and it could mean implementing a curriculum that represents the ideas, contributions, and the achievements of all. The final question is: are you leading for diversity? ■

Editor's Note: A phone call by the Editor determined that Search Associates does not collect demographic data on candidates applying for or placed in a teaching position. International Schools Services reports that it is beginning to collect data "this year."

Dr. Beverly Shaklee is the Director of the Center for International Education at George Mason University. Prior to coming to MASON, Bev has served as an elementary classroom teacher, resource/consulting teacher in special education and university

faculty member in teacher education. She is currently working with teams of teachers from Eurasia, China, Greece and Russia through funded projects at the Center. She also directs the FAST TRAIN program for international educators with some 1,000 graduates serving in over forty countries. <bshaklee@gmu.edu>

References

- Banks, J.A. (1997). *Educating Citizens in a Multicultural Society*. New York: Teachers College Press.
- Canterford, G. (2003). Segmented Labour Markets in International Schools. *Journal of Research in International Education*, April 2003; vol. 2, 1: pp. 47-65.
- Chandler, J. (2010). The role of location in the recruitment and retention of teachers in international schools. *Journal of Research in International Education*, 9: 214.
- Cushner, K. (forthcoming). Intra-Intercultural Competence for Teaching and Learning. In B. Shaklee and S. Baily (Eds). *Internationalizing US Teacher Education*. Lanham, MD: Rowman & Littlefield Publishers.
- Cushner, K. & S. Brennan (Eds) (2007). *Intercultural Student Teaching: A Bridge to Global Competence*. Lanham, MD: Rowman & Littlefield Publishers.
- Cushner, K. and Mahon, J. (2009). Developing the Intercultural Competence of Educators and their Students: Creating the Blueprint. In D. Deardorff (Ed.). *Handbook of Intercultural Development*, 304-320, Thousand Oaks, CA: Sage Publications.
- Deardorff, D. (2004). The identification and assessment of intercultural competence as a student outcome of internationalization at Institutions of Higher Education in the United States. PhD Dissertation, North Carolina State University: Raleigh, NC.
- Deardorff, D. (2009). *The handbook of intercultural competence*. Thousand Oaks, CA: Sage Publications.
- Duckworth, R., Levy, L. & Levy, J. (2005). Present and future teachers of the world's children: How internationally-minded are they? *Journal of Research in International Education*, 4: 279.
- Hayden, M. and Thompson, J. (2008). *International Schools: Growth and Influence*. Paris: UNESCO, International Institute for Educational Planning, 92.
- Hill, I. (2002). The history of international education: An international baccalaureate perspective. In Hayden, M., Thompson, J., and Walker, G. (Eds). *International Education in Practice: Dimensions for National and International Schools*. London: Routledge Falmer.
- Kolar, N. (forthcoming). Friends, Foes or Frenemies: A Comparison of K-12 Multicultural and International Education in the United States. In B. Shaklee and S. Baily (Eds). *Internationalizing US Teacher Education*. Lanham, MD: Rowman & Littlefield Publishers.
- Odland, G. and Ruzicka, M. (2009). An investigation into teacher turnover in international schools. *Journal of Research in International Education* 8, 1: pp. 5-29.

GENDER, *and* DIVERSITY

Leadership: The Duty to Protect Vulnerable Teens

The first responsibility of school administrators and leaders is to provide a safe and secure environment for students as they pass through the various stages of maturation and development. Educators must observe the highest standards of care. Not infrequently, we hear from parents an attitude that is almost “Darwinian” with respect to the process of school socialization. This is especially true, as the record shows, when parents find themselves attempting to defend their own children from charges of bullying. Correctly understood, however, the process of socialization in schools will prepare young people to deal tolerantly and competently with the diversity they will encounter in society generally. Any other definition of socialization infuses the concept with a power equation that favors one group over another.

In America’s public schools, 160,000 students skip school each day to avoid being bullied. One-third of all students report being bullied at school. Two-thirds of student bullying victims believe that school personnel responded inadequately, and 86% of Lesbian, Gay, Bisexual and Transgender (LGBT) children report being bullied (these and other statistics available online at www.tolerance.org/bullied).

International educators are concerned about bullying, cyberbullying and the preservation of the integrity of a learning environment that is not hostile to the emotional and physical well-being of students. This certainly must include LGBT students. These students may not yet represent a significant presence on international school campuses, but it would be unwise for school administrators to leave this entire category of students out of the planning model for developing tolerance and a positive school climate.

Stuart Biegel, the author of *The Right to be Out* (2010), has been a longtime member of the faculty at the UCLA Graduate School of Education and Information

by John J. Ketterer

Studies, as well as at the UCLA School of Law. He served as Special Counsel for the California Department of Education from 1988-1996. Since 2000, he has trained candidates at UCLA’s Principal Leadership Institute. After publicly embracing his own sexual orientation in 2003, he resolved to write the book under review here, in which he surveys the legal framework and institutional challenges of “the right to be out.”

As one might imagine, the first section of the book is dedicated to establishing the 14th amendment supports for prohibiting discrimination against LGBT youth (and adults). Originally, I had anticipated a cursory review of the first section, and a stronger focus on the second section, “Public Policy: Implementing the Right to be Out.” However, with the exception of one chapter, I found the information in the second section to be quite thin and unhelpful. More on that later.

The thrust of section one, “The Law: The Emergence of the Right to be Out,” is that this right is embedded in 14th amendment protections and therefore incumbent on states and their agents (ie. public schools). This would also apply to international schools receiving federal funds and grants from the United States. Otherwise, U.S. law by itself may have little currency in the typical international school. Certainly, local customs and the prevailing culture (of acceptance or denial, elitism or inclusion) will have a lot to do with institutional climate. And, in fact, the 14th amendment “right to be out” is on shaky ground for the simple reason that there is no Supreme Court ruling that identifies LGBTs as a constitutionally protected category. The oft-cited *Lawrence v. Texas*, 539 U.S. 558 (2003), which established a right of privacy with regard to sexual behaviors—and it is cited by the author—might better be described as a “right to be in,” as it says nothing about public expression, and certainly

nothing about the rights of young people in schools. The author establishes a very tenuous, unconvincing relationship between *Tinker v. Des Moines*, 393 U.S. 503 (1969) and the *Lawrence* case.

Where Biegel succeeds surpassingly is in amassing lower court cases at the federal district and appeals courts levels that document some of the most intolerant, unkind, and inept administrative behaviors that this author has ever seen in one place. Biegel’s descriptions of the facts of these cases make great case studies, and school leaders are encouraged to review this section as a primer for what not to do. Do not ignore abusive situations. Do not blame the victim for inviting abuse. Do not, by aggressive and arrogant behavior, exacerbate a situation the remediation of which is a clear administrative responsibility.

The strongest chapter in the second section of the book is entitled “Addressing School Climate.” It is important to remember that the bullying of LGBT youth in schools is one of the major components of a much larger challenge in dealing with abusive behavior in schools. The key to this issue is school climate, and Biegel suggests the implementation of proactive strategies to promote a positive school climate. It must be agreed that an administration that waits for the emergence of a problem before moving to engender a positive school climate is way behind the curve. Unfortunately, Biegel is somewhat unspecific here as to actions to be taken.

Biegel notes that a 2003 National Mental Health Association survey reported that 75% of all students had observed the bullying of students who were gay or thought to be gay. In answer to the question, “Who gets bullied all the time?”—the rankings were as follows:

- Gay students or students thought to be gay, 24%
- Students who “dress differently,” 12%

VULNERABLE TEENS, *cont’d*, pg 26 ▶

LEADERSHIP,

VULNERABLE TEENS,

continued from page 25 ►

- Overweight students, 11%
- Students with disabilities, 6% (Biegel, p. 116)

The bullying has real impact. In 2009, Carl Joseph Walker-Hoover (Massachusetts), aged 11, hanged himself after hearing constant gay slurs (<http://www.glsen.org/cgi-bin/iowa/all/news/record/2400.html>). He was described as “almost too young to have known his sexuality.” About one week later, in Dekalb County, Georgia, Jaheem Herrera, also 11 years old, hanged himself after similar slurs about his accent and “being gay” (<http://www.wsbtv.com/news/19233010/detail.html>).

School age children are extremely sensitive to the pressures of their emerging sexuality and alert to those signs in others. The lifting of many social obstacles for adults of alternative sexual preferences and gender identities has led to a proliferation of media and entertainment personalities who seem to live above or beyond normative social pressures. This has resulted in a shift of the pressure to school-age youth who can not be expected to demonstrate the same resilience as they mature into young adults.

If international school administrators believe they are “safe” from these pressures, perhaps they should listen to the jokes the students make to each other and the movies and television shows they discuss. They should also carefully observe who the in-group and out-group students are and how they behave toward each other.

International school administrators are responsible for proactively devising a plan to engender a positive school climate and a tolerant school community. Regardless of social or cultural context and the presence or absence of legal requirements, this is a moral imperative. Young people are at risk. Mark Potok of the Southern Poverty Law Center reviewed the amount of hate crime attacks against “homosexuals” as opposed to the attacks against Jews, Muslims, Latinos and Blacks, and found that “Homosexuals are far more likely than any other minority group in the United States to be victimized

by violent hate crime” (Potok, 2010, p. 29).

The Southern Poverty Law Center promotes *Teaching Tolerance* with a variety of materials that are available free of charge to school administrators and teachers who request them in writing on letterhead (U.S. address). These materials are age appropriate and come equipped with teaching materials and suggested discussion topics and activities. I have recently reviewed the new *Tolerance* unit entitled, “Bullied,” a documentary designed to assist schools in broaching what can be a difficult topic. The documentary focuses on the facts of the case of Jamie Nabozny, who experienced a sequence of escalating abuse that culminated in his running away, after having been hospitalized from beatings and told to “quit acting gay” by his administrators. The case of Nabozny vs. Podlesny, 92 F-3d 446 (7th Circuit, 1996) was eventually resolved with a settlement of \$900,000 in the victim’s favor. The DVD involves a present-day Jamie Nabozny narrating the facts of his struggle to a high school assembly of students who are clearly sympathetic to his struggle for survival.

Administrators may also look to the Gay, Lesbian and Straight Education Network (GLSEN). GLSEN has taken a leadership role in providing material support to schools and communities seeking to lower tensions and create understanding. Among the excellent materials offered by the GLSEN are school climate surveys for students and members of the community, along with tips on how to implement and assess them.

Another online source, one that students are probably already aware of, is Dan Savage’s “It Gets Better Project.” School administrators are encouraged to review the site and share it with students in a way that does not single out individuals for identification or therapy. It is time to eschew the point of view that alternate sexual identities or sexual preferences are inherently pathological. The “It Gets Better Project”—and I’m not sure if it is correct to say that it belongs to Dan Savage because it seems to have run away on its own—consists of straight and gay people from all levels —ce-

lebrities, business people and ordinary citizens—encouraging LGBT youth to hold on, seek help and believe in a future that might, at present, seem impossible or unreachable.

I must also call, generally, for the addition of materials that inculcate tolerance in the curricula of schools. This does not mean the inclusion of LGBT materials at all levels—but it certainly should not be misinterpreted to exclude them. A great example of a message of tolerance implicitly aimed at the heart and the mind simultaneously comes to us with Harper Lee’s “To Kill a Mockingbird.” Of course, I don’t have to struggle to get that into the curriculum! However, I noted in searching that Lynn Hall’s outstanding book, *Sticks and Stones* (1972) is out of print. I discovered it when I was studying under G. Robert Carlsen (of fond memory), the founder of the Books for Young Adults Program and ex-president of the National Council of Teachers of English. *Sticks and Stones*, appropriate middle school reading, tells the story of the damage done to two young friends when the mere and baseless rumor of a sexual relationship runs through the school community. What a wonderful writer for middle school children! I remember that the Fire Chief of Mason City, Iowa was angry with me for teaching this “book about gays”—although that was not the word he used. So allow me to memorialize him and his attitude here. Too bad neither he nor his son had read the book!

Perhaps the question here, too, is how our schools and our schools’ leaders wish to be memorialized. International school administrators should ensure that school board policies having to do with bullying are specific. These policies should proscribe bullying in any of its forms (or platforms) and specifically identify the rights of all children to follow the dictates of their better natures and their true identities, establishing the school as a protected environment, where young people are nurtured towards maturation and self-understanding. ■

Dr. Ketterer is InterED’s editor. jkettere@jsu.edu

References for this article listed on page 47 ►

GENDER, *and* DIVERSITY

Students' Rights Restored After SPLC Action in Minnesota Case

Editor's Note: This news story first appeared in the SPLC Report of the Southern Poverty Law Center. The center was cited in the previous article. We appreciate the courtesy of the SPLC in allowing us to reprint.



Lesbian students Desiree Shelton (left) and Sarah Lindstrom participated as a couple in a high school royalty court procession after the SPLC and its allies took action on their behalf. Photo: Courtesy of Sam Wolfe.

As hundreds of classmates cheered, Sarah Lindstrom and Desiree Shelton walked hand-in-hand as a same-sex couple during a procession at Champlin Park High School in Minnesota.

It was a simple act — walking as a couple in front of the classmates who had elected them to the “royalty court” — but one that may not have happened without the efforts of the Southern Poverty Law Center and its allies.

Traditionally, members of the royalty court walk as couples during a processional. But school officials made changes to the Jan. 31

event that would have prevented the couple from walking together. These changes occurred despite the school district maintaining a policy that instructs teachers to remain “neutral” on matters of sexual orientation. A federal lawsuit filed by the SPLC and other organizations led to a settlement agreement that allowed the young women to participate as a couple.

“It felt amazing,” Shelton told a reporter after walking with Lindstrom at the event.

Students gave the couple a standing ovation. It was a joyous moment for a district that has been wracked by tragedy. The Anoka-Hennepin School District in Minneapolis’ suburbs has seen a string of student suicides — some likely related to anti-gay bullying, according to community advocates.

“School officials did the right thing,” said Sam Wolfe, an attorney with the SPLC’s LGBT Rights Project. “We hope this is a beacon for better days in the Anoka-Hennepin School District. Courageous individuals like Desiree and Sarah really make that type of progress possible.”

Addressing a tragedy

SPLC staffers traveled to Minnesota last fall and met with community members about the student suicides — tragedies that were underscored in September when several other student suicides made headlines across the country. The SPLC also hosted a screening of its Teaching Tolerance documentary, *Bullied*. More than 2,000 people gathered for the event at Minneapolis’ Central Lutheran Church.

At that time, community members said they were deeply concerned that school officials were not realistically ad-

ressing anti-gay bigotry and harassment in Anoka-Hennepin. Community members worried the district’s “neutrality” policy was preventing teachers from taking a strong stance against anti-gay bullying.

When it appeared school officials would prevent Shelton and Lindstrom from participating as a couple during the school’s “Snow Days” event, the SPLC returned to Minnesota.

“School officials appeared to be at odds with their own neutrality policy by preventing the couple from walking,” Wolfe said. “Quite simply, this policy is neutral in theory, one-sided in fact and dangerous in practice.”

When school officials did not respond to a request to allow the students to participate as a couple, the SPLC, the National Center for Lesbian Rights and the law firm Faegre & Benson filed a federal civil rights lawsuit to enforce the students’ rights under the First and 14th Amendments of the U.S. Constitution, the Minnesota Constitution and the Minnesota Human Rights Act.

Less than 24 hours after filing the lawsuit, a settlement agreement had been reached.

Throughout the situation, students at Champlin Park High School supported their classmates. The student body not only elected two openly gay classmates to the royalty court, but when it looked like their classmates would be denied the right to participate as a couple, they banded together, carried posters and took a stand for their classmates. ■

SPLC Report. (2011, Spring). Students’ rights restored after SPLC action in Minnesota case. Southern Poverty Law Center, 41,1, p.1. Available online at www.splccenter.org. Printed with permission; granted March 23, 2011.

Options Beyond Our Walls: Residential Placements for Troubled Teens

By Richard M. Detwiler

International Schools take pride in working to meet the needs of students from a wide range of cultures and experience. Culturally diverse learners are what we are all about. As we know well, though, our students are diverse in many ways beyond culture. Cognitive ability, personality, learning style, motivation, psycho-social “peculiarities,” and even family dynamics are as much sources of diversity as are the passports students carry.

Meeting all our students’ needs is not easy and sometimes we find ourselves stretched beyond our capabilities as we try to provide quality programs for the few struggling youngsters. Even the most enlightened and well-resourced “innovations and adaptive practices” (the theme of the Spring 2010 issue of *InterED*) may not be enough to fully address the issues presented by some of our students. None of us wants to pull the plug on a young person in distress, but in some cases, we must.

Disenrolling a student is never pleasant. In most cases, there are few local alternatives for those students. Frankly, we international educators rarely have the time or resources to effectively guide parents to a placement that will meet their child’s needs. For many reasons, it is complicated as well as heart-rending!

The Student’s Needs

The issues that adolescents deal with these days are vast both in number and complexity. Psychiatric, psychological, and behavioral disorders often co-exist, resulting in difficult to diagnose and even harder to treat problems. While some students may exhibit their distress openly in the form of oppositional defiance, withdrawal, or self-destructive behaviors, others are remarkably clever in masking problems such as substance abuse or depression.

Usually we at school become aware that a student has an issue when his or her academic performance declines, although sometimes it takes a crisis situation to draw attention to a student who is in trouble. It may be a physical dependency or emotional need that underlies a student’s apparent

“checking out.” For TCKs, life in a foreign land, with demanding and hyperkinetic parents can be overwhelming and lead to risky behavior and poor choices. Some of our students come to us from traumatic situations, and the notion of Post-Traumatic Stress Disorder is very real to them. And, even in the nurturing culture of an international school community, peer pressure, bullying, and the struggle of figuring out who you are can drive teenagers to distract-

**International school
administrators must give
clear guidance to the
parents of the kids whose
needs we cannot meet.**

tion. Discovering the root cause of the resultant academic failure or what triggered the most recent crisis is a job for experienced professionals.

The School’s Response

Schools do the best they can. A recent AAIE Special Needs Survey (Sanders, 2010) reported that 84% of responding international schools have a resource room (although half of those are “only for the elementary school”); issues addressed include ADHD, Dyslexia, Autism, and to a lesser degree, Asperger’s Syndrome, Pervasive Development Disorder, and Down’s Syndrome. And nearly all international schools employ counselors who provide a range of guidance services to students with emotional or behavioral problems. Within the mission statements of most international schools, the commitment to meet the needs of a diverse student body is evident... to a point. The fact remains that most international schools do not have the personnel, expertise, or physical resources to adequately care for significantly disabled or troubled youngsters under their umbrella.

Compounding the situation is the reality that severely troubled adolescents can have an exponentially negative effect on the entire school community.

The Spectrum of Alternatives

Google “Schools for Troubled Teens” and you will be blessed aplenty – there are currently 239,000 entries! Drill down, and you will find a variety of “schools,” and may be categorized by whom they serve, how they operate, and how much they cost (if you can find the figure). They can be roughly grouped into the following categories, although in reality, many are actually “hybrids” of the various models:

Traditional Boarding Schools

There are hundreds of independent schools that board pupils, ranging from the *Etons* and *Exeters* to less well-known private schools. Military Schools, faith-based boarding schools, and specialist schools (e.g., Creative Arts Academies and Sports Academies) round out the list. Each has its own admissions criteria, focusing on a particular type of student. Educational programs vary in quality, but they are generally similar in scope to those of international schools (with the obvious exceptions of the military-, religious-, and pre-professional schools), and follow the academic calendar. Costs range from \$2,000 to \$6,000 per month.

Therapeutic Boarding School

Therapeutic placements generally differ from traditional boarding schools in that they provide a substantial amount of therapy to augment the academic program and they operate year-round. Therapy is provided by qualified professionals in a variety of settings; individual, group, family, or milieu (intentional structuring of the environment). Each school has its own philosophy guiding its program decisions, but generally Therapeutic Schools appear similar to traditional boarding schools in structure and operation with the added component of therapeutic activities woven throughout the student’s schedule. Therapeutic Schools operate under more of a rolling admissions timeline and students frequently return to

traditional school settings after a year or two. Costs are slightly higher than that of traditional boarding schools, ~\$4,000 - \$7,000 per month.

Emotional Growth School

For students whose emotional well-being is the focus, Emotional Growth Schools offer a longer (15-22 month average stay), more structured, usually group-based program. Students might live in "family" groupings, benefiting from the chemistry of an interdependent group of peers and a broader, life-skills type of curriculum. Some Emotional Growth Schools carry students through to graduation. Emotional Growth Schools are similar in cost and admissions to Therapeutic Boarding Schools.

Wilderness Experience/Outdoor Programs

When the root cause of a student's problems is not clear, or the situation is more crisis-ridden, Wilderness Schools are an appropriate intervention. Programs vary in terms of "roughing it," but they have in common the goals of stabilizing struggling youngsters, developing some degree of self-awareness and responsibility, and diagnosing the root of the child's problems. Usually the Wilderness Experience is conducted in

small (6-10 youngsters) groups, for a relatively short length of time (6-8 weeks), and staffed by licensed outdoor educators and certified counselors/psychologists. Formal psychological and educational testing can be obtained within the context of Wilderness Programs. Once the diagnosis is complete, "graduates" are typically placed in a specialized, longer-term therapy setting, according to their needs. Enrollment in a Wilderness Experience Program can be done quickly (in as little as 48 hours), but usually it takes a couple of weeks. Costs can vary from \$5,000 - 10,000 for the session.

Diagnostic Treatment Center

Diagnostic Treatment Centers are another option if the diagnosis process is a priority of if the situation is urgent. The focus is on stabilization and assessment. Diagnostic Treatment Centers typically follow a medical model, employing a regimen of assessments, including psychiatric and psycho-social assessments, family system and health/nutritional assessments, and chemical dependency and leisure evaluations followed by clinically indicated evaluations such as an educational evaluation, vocational testing, neurological evalu-

ation, psycho-sexual risk assessment, etc. Typically, the diagnosis is completed in ~6 weeks and the adolescents either return to their homes or are placed in alternative setting, such as, an Emotional Growth School or a Therapeutic Boarding School. The cost is similar to that of Wilderness Experience Schools.

Residential Treatment Center

RTCs serve adolescents and young adults who may have serious substance abuse issues or be dually diagnosed. They are more apt to be in need of a very structured setting and diagnostic expertise, with the probability high of ongoing therapy. In addition to comprehensive testing and assessment, the RTC experience includes 24/7 staffing, close monitoring of medications, low staff-client ratio, and lots of structure. Many RTCs offer continued therapeutic programs following the diagnostic phase, particularly if the prognosis is for a longer recovery period. Like Wilderness Camps, placement can be done quickly. The average stay is 4-12 months. RTCs are also more expensive than less intensive settings (\$5,000 - \$11,000 per month).

BEYOND OUR WALLS, continued, page 42 ►

Spaces for students to think big.

Perkins+Will has been designing schools since 1935 and offers an unparalleled education portfolio with projects ranging from small additions to entire learning communities, from rural setting to the densest urban sites, from International Baccalaureate to Montessori programs. Our joy lies in inspiring learning, creating sources of community pride and supporting diverse educational missions.

Our K-12 Education Group leads the way in innovative planning and design. We share a collective knowledge that has been handed down through four generations of Perkins+Will architects in locations across the globe.

For more information, visit www.perkinswill.com or contact Steven Turckes, AIA, LEED® AP, Global Education Market Sector Leader at 312.755.4750 or steven.turckes@perkinswill.com.



With 23 offices globally, we have worked with such AAIE schools as:

INTERNATIONAL SCHOOL OF MANILA • BRENT INTERNATIONAL SCHOOL • INTERNATIONAL SCHOOL OF BEIJING • ST. MARY'S INTERNATIONAL SCHOOL TOKYO • SHANGHAI AMERICAN SCHOOL • ATLANTA INTERNATIONAL SCHOOL • NAGOYA INTERNATIONAL SCHOOL

Reflections on Accreditation: A Response to Gil Brown's Article (Fall 2010)

In reviewing Gil Brown's article, "Accreditation of International Schools: Assessing the Quid Pro Quo" (InterED, Fall 2010), I would like to start with some brief thoughts and close with one that is lengthier. At times, I will address Gil directly, as this article is the natural result of friendly dialogue between the two of us.

The early section dealing with the history and development of the accreditation process of international secondary schools was especially valuable. It provided a context and background essential to the understanding of the issues that we are dealing with today.

I'm not sure that Gil explicitly stated the purpose of the accreditation process. It would be helpful to do so. Some apparently think that it is for the purpose of stimulating innovation and others think it is for identifying exceptionally strong programs. Still others think it is to be used as a device to attract students. It is for none of these purposes. I clearly recall a one-to-one tutorial that I received from then Governor Bob Graham. He said, and this is close to an accurate quotation: "Accreditation is not for the schools, or the colleges or the universities. Accreditation in education, and in every other field, is for one purpose, and one purpose only. It is to protect the public interest by ensuring that the people being prepared are able to function effectively."

With reference to your Gross quotation, like it or not, the standards for accreditation are intended to be minimums. They are intended to ensure that the persons being prepared are sufficiently capable to begin to practice in their field. At one time NCATE did consider, and in fact did recognize institutions that excelled in one or more of the standards, but the practice fell into disuse and was not in place long. Teams and institutions were distracted from their primary purpose and it seemed to be an unnecessary complication in the process.

I recall that at Florida we were due for an NCATE visit and in an awkward position. We were in the position of implementing

By David C. Smith

a new innovative teacher preparation program. We had data on the old program, but since the new program was just in the process of being implemented we had no data on it. When we asked if this would present a problem we were told no. They said that they would review the data on the old program and assume that the new program was at least as good as the old program. They further said that to do otherwise would stifle innovation.

On page 36 of your article you assert that "standards are made and approved by the membership." It was not clear to me who you meant by "the membership." I was not sure whether you meant various professional associations or the individuals who participated in the accreditation process. In the case of NCATE and I believe other accreditation bodies, the membership is made up of professional associations that have an interest in the process, not individuals. Thus the NCATE membership is made up of the AACTE, NEA, AFT, PTA, AASA, NAESP, NASSP, the school psychologists association, the school counselors association, and a host of specialty organizations (math teachers, science teachers, social studies, middle school, foreign language, special education, and others). Each of those organizations nominates or selects members of their association to represent them on one or more of the various boards—members and chairs of visiting teams, reviewers of team reports, appeals and so on. The point is that the accrediting agency has no members as such. If one of the boards revises standards the draft standards are sent to each of the member associations for comment before they are adopted. It also results in boards in which there are wide and diverse views and interests.

There is also the matter of visitors or accreditation team members. How are they selected? How are they trained? What assurance is there that there is evenness in the assessment by teams? Put another way, how is one to know that a school rejected by one team might have been accepted by a different team? Or, what assurance is there that

the standards are applied at the same level?

It is important that team members, once selected, go through a rigorous training program. That is essential in order to establish that team members apply standards evenly. It is also important that there be a check and balance in order to assure that there is evenness across teams. To ensure that teams are even across the board a body is required to review the report of each team.

These issues lead to the matter of reciprocity. The truth of the matter is that all sets of standards are not the same; even though they may be generically similar, they are not the same. Even if they were, it does not follow that the various sets of standards would be applied evenly, that the bar is set at the same height. And, it is difficult to ensure evenness across teams, even with the same standards. Obviously reciprocity would imply evenness across teams using different sets of standards and applying those standards at the same level. Not likely, to say the least. There is also the matter of a system not being any stronger than the weakest link. At least one accrediting agency accredits home schools, perhaps a questionable practice. Some accrediting agencies may be philosophically and unalterably opposed to that practice. With reciprocity what would be acceptable to the weakest accreditation agency would be endorsed by all of the other agencies.

You also suggested that accreditation might be done "on-line". That is a possibility; it would save money and time. We could also save money and time if new staff were to be hired on-line with the assistance of SKYPE and video conferencing. That could eliminate all of the time and money spent on recruitment. And we could save money and time if the AAIE conference were done on-line as well. Could we not learn to travel on line and avoid the expenses associated with travel today? Perhaps we could do all of those things—but I'm not sure we should. Might we not lose all of nonverbal, intuitive and qualitative aspects of the process? All those things that separate a real experience from one that is superficial?

The entire discussion of the accreditation

of international secondary schools might be illuminated if the accreditation agencies were separated into the legitimate and the not-so-legitimate agencies. In other words, separate the sheep from the goats. It might be possible to divide the associations or agencies into groups. There are those that are essentially regulatory and they generally carry some power in the sense that if standards are not met there are negative consequences. The regional accreditation agencies and the state departments of education fall into this category. Then there are those whose mission is to foster communication, staff and program development, and the implementation of best practices. These associations are voluntary. In higher education NCATE would fit into the former category and AACTE the later.

The regional accreditation associations were created to serve as regulatory agencies for schools in various parts of the U.S. They were adopted to serve as indicators of meeting a level of quality equal to that of schools in the US by the A/OS as you so aptly describe in your article.

The regional overseas associations were created to foster mutual support, communication, program improvement and the implementation of best practices. The two functions are essentially different; one is regulatory and the other is developmental. The water gets muddy when the roles become blurred and one set of organizations begins to assume the role of the other. There are two reasons that this might occur. One set of organizations is not fulfilling the role for which it was created satisfactorily. Or, one set of organizations has something to gain by assuming the role of the other.

There is another matter that should be directly confronted. There is a fundamental and inescapable conflict of interest in an organization accrediting its members. Presumably all accreditation standards should have sufficient rigor as to distinguish between programs that serve their clients (in this case students and families) well and those that do not. If all schools that apply for accreditation are accredited one might suspect the standards are not meaningful or evaluated at such a low level that they are meaningless. In any event, if everything passes through the sieve why bother? Unless one chose to make the claim that all schools merit accreditation, some member schools would

not be accredited—and that is not in the best interest of the regional school associations. That could create dissension and division among the membership. If an association were to engage in accreditation primarily to generate additional income for the association that further suggests an undesirable motive.

The discussion might be further illuminated by reviewing the charters and mission and goals statements of the organizations involved. That might well be revealing in the sense that it could show which set of organizations were true to their calling and which were wandering about or perhaps being driven by motives other than those consistent with that of serving their membership.

In any case, membership in the regional school associations is voluntary as it is in the regional accreditation associations. As is the case in both sets of organizations, and in all voluntary organizations, the perceived benefits of membership must outweigh the perceived costs. It might suggest that those institutions that seek multiple accreditations “protest too much.”

Finally, I wonder if AAIE could do a service for overseas schools if it could develop a list of those accreditation agencies that it recognized. That should require a blue ribbon panel composed of some people with a rather sophisticated knowledge of the accreditation process and well respected school heads from various regions. They would be well-advised to develop a set of criteria by which their accreditation associations were selected. Of course, such a course of action would certainly generate heat. The question is, would the light generated be worth the heat? ■

Dr. David C. Smith is the Dean Emeritus of the University of Florida. A long-time member of the AAIE Board, Dean Smith once served as our Interim Executive Director. He was elected to the AAIE Hall of Fame in 1991. smith_david_c@hotmail.com

Editor's Note: *It is nice to hear from a recognized expert in the field. Dean Smith also served on the AACTE executive board from 1983 to 1985 and served as AACTE president from 1983 to 1986. He chaired the program committee in 1982 and served on or chaired at least 13 AACTE commissions or committees. In 1992, AACTE awarded him the Edward C. Pomeroy Award. He also served on the executive board of NCATE and as a member of the board of visiting team members (while also chairing teams) for at least six years and on the Specialty Area Studies Board for six years.*

Thank You to our 2011 Conference Sponsors

3Oaks Group

College Board

Frank Crystal &
Company

GBG/TIECARE

George Mason

University

International Schools
Services

KI2

Lehigh University

Merrill Lynch

Passport Executive
Travel

Performance Learning
Systems

Perkins Eastman

Search Associates

TD Bank

The International
Educator

Top School Jobs

University of Alabama

Western Association of
Schools and Colleges

Bridging the 'GAAP' in International School Accreditation: A Fiscal Concomitant

A strong similarity exists between the accreditation process for international schools as conducted by recognized accreditation associations and the frequent, perhaps annual, external audits conducted by qualified auditors of organizations' financial statements and annual reports of public and privately held organizations. Therein may lie some keys to reducing the cost and enhancing the efficiency of the process by which schools obtain accreditation through their in-house-generated 'self study' reports and the review process of large visiting teams.

A review of similarities

In preparing for a financial audit, the accounting department, acting for management, creates certain required documents such as balance sheets, cash flows, statements of operation, budgets, and minutes of the board of trustees meetings. These are made available to the external auditors at the start of their 'visit' or occasionally prior to it. In addition, the management of the organization places at the disposition of the auditors any and all other available documents the auditors may request. These documents include payroll records, billing records, inventory records, bank extracts, issued checks with their 'paper' (or electronic) trail of requisition, purchase order, proof of receipts, voucher, etc., accounts receivable and their 'aging,' accounts payable, documents of legal actions pending against the organization, and any other similar documents that the auditors may request.

The role of the 'visiting' auditors is to verify the accuracy, truthfulness and transparency of these documents by whatever published and limited process is allowed under the standardized rules of auditing.

In preparation for a the visit of a team that confirms the status of a school as 'accredited,' management via its surrogates, including the business and accounting departments, produces a report, invariably called the 'self study,' that also contains documents and personnel reports of the status of the school. This report reviews current situations in mission and philosophy, gov-

By Gilbert C. Brown

ernance, administration, staffing, facilities, finances, curriculum, community relations, stakeholder opinion inventories, student achievement, alumni follow-up, counseling services, peripheral activities such as extra-curricular programs, community involvement, etc.

Similarly, the role of the visiting accreditation team is to verify that all aspects

**The visiting teams
are external auditors
verifying the accuracy of
management's 'self study.'**

of these internally generated reports that compose the 'self study' truly reflect the situation 'on the ground' and that an internal consistency exists between the mission and philosophy as stated and the other sections of the study. Above all, the visiting team is authorized by the accreditation agency to make to it a recommendation as to the 'accreditation' of the school in meeting the several published standards of the agency.

Some differences

The reports of auditors are governed by two major bodies, one that promulgates the limitations of their work, the Financial Standards Advisory Board, (FSAB) and the other that assures qualification of those who carry it out with professional integrity, the American Institute of Certified Public Accountants (AICPA). Only a Certified Public Accountant may be qualified to conduct a valid and official audit report and render an opinion of an organization's accounts.

Certified Public Accountant (CPA) is the statutory title of qualified accountants in the United States who have passed the Uniform Certified Public Accountant

Examination and have met additional state education and experience requirements for certification as a CPA.

In most U.S. states, only CPAs who are licensed are able to provide attestation to the public (including auditing) with opinions on financial statements. The exceptions to this rule are Arizona, Kansas, North Carolina and Ohio where, although the "CPA" designation is restricted, the practice of auditing is not. (www.wikipedia.org/wiki/Certified_Public_Accountant)

The limitations and the conduct of the work of certified auditors is termed, "generally accepted accounting principles," the well-known GAAP. This is often misstated in however a minor way as 'generally accepted auditing principles.' However, GAAP usage is hardly limited to auditors as many organizations inform that their reports are in accordance with GAAP or, occasionally, 'not GAAP.' (For definition of GAAP see: www.investopedia.com/terms/g/gaap.asp or [www.wikipedia.org/wiki/Generally_Accepted_Accounting_Principles_\(United_States\)](http://www.wikipedia.org/wiki/Generally_Accepted_Accounting_Principles_(United_States)))

However, no such standard, examination, or licensing recognition exists for those who compose a visiting team to verify that accreditation standards are being met by the school. As far as can be determined, no reference exists among the many accrediting associations to their individual or collective 'generally accepted accreditation principles.' Each association appears to have its own standards for the verification of school-issued statements. Thus, the resultant is an evident lack of uniformity and reciprocity among the several sovereign associations, perhaps even including a lack of collaboration among them in a process that would seem to have much in common with other types of audits that have become standardized.

No standard requirement seems to exist for membership on a visiting team other than college graduation and past experience as a school administrator or teacher.

Other differences

Auditing teams for organizations as small as international schools rarely have more than three or four members. The length of time that auditors will spend reviewing the management reports may vary but seldom take more than several days, perhaps as few as three. The ethical standards of financial auditors dictate that they may not be entertained or hosted by their clients, nor receive any other remuneration than the contractual fee agreed upon at their retention.

What about accreditation teams? A visiting team for a school accreditation may contain more than ten members. They are housed at the school's expense. Their meals are provided, and especially in the international schools, where visitors may be making a first trip to an exotic location, it is expected that the host will provide some cultural experience to acquaint the visitor with the local environment. It is also a common custom in many locations to provide a small, nominal gift to the visitors for their efforts.

Accreditation visitors are rarely remunerated as auditors are. Thus, the host school often feels the obligation to indicate its appreciation for this pro bono service of a fel-

low professional with some sort of recognition that is not necessarily as financially remunerative to the recipient as it may be costly to the host institution.

A major cost difference

Fortunately for almost all international schools that are required by their bylaws to submit to an annual external, independent, audit of their accounts, qualified CPAs and reputable established auditing firms are usually in plentiful supply in the local area. One does not have to transport auditors from distant locations at great cost that would be further burdened if the auditing fees included time spent by personnel en route.

However, most accrediting associations insist that at least one, and occasionally many more, of the members of a team to visit an applicant international school originate in the United States. Many years ago, one accrediting association insisted that all of the members of the team come from the area of the association, an unacceptably burdensome cost to schools that had to seek alternatives if they wished accreditation. The common practice today is that other members of the team may be

selected from volunteers approved by the association who are in closer proximity to the applicant school. But even these 'closer volunteers' involve significant international travel expense to the school, an expense not incurred in its financial audit.

The difference of 'test basis' for verification

The on-site visit of auditors is limited in time. They cannot check all of the thousands, even tens of thousands, of financial entries that occur during the year of a normal organization's operation. Therefore, an established 'test basis' of samplings of various accounts, ledger entries, and other documents is performed. This sampling gives the auditors ample evidence to make a considered opinion of the accuracy of the information provided by management.

Obviously, if in reviewing certain accounts or documents, discrepancies are observed, a more thorough sampling may ensue. Auditors will duly report the discrepancy, either in the form of a qualified audit or recommended modifications

ACCREDITATION, *continued*, page 34 ►

GlobalEducators

An American-based international recruiting firm specializing in the placement of educational professionals worldwide.

SCHOOL HEADS

Recognizing the unique requirements of the international school market, we focus on the recruitment of highly qualified teaching and administrative candidates. Global Educators will only present candidates with strong professional credentials and the motivation to succeed in overseas work.

EDUCATORS

This is your chance to leave a positive impact on the world while experiencing extraordinary cultures and remarkable people. By contacting Global Educators you are taking the 1st step to exploring a world of exciting opportunities. It is free and easy, and your information will always be kept confidential.

WANT TO LEARN MORE? www.globaleducators.com

ACCREDITATION,

continued from page 33 ►

in accounting practice, perhaps with an admonition to be more accurate in future recording of transactions.

In a normal review of a self-study presented by management, the entire document is reviewed and verified for accuracy. Thus more 'visitors' are needed since the study often includes hundreds of pages and even more substantiating attachments. Rarely is a 'test basis' used for this verification; no protocol or standard exists for establishing such a 'test basis' for the process.

Indeed, many who have served on visitation teams have been enjoined by the team leader to interview all participants and contributors to each section of the study to determine needs or identify omissions. Visiting teams are often requested to also visit teachers in their classrooms to establish the team's interest in each individual on the faculty. This may extend to formal appointments with student groups, as well. All of this is quite time consuming with the results quite unreliable when obtained in such perfunctory and rapid contacts.

The ultimate difference of the 'opinion'

Auditors are technically employed by the stakeholders or shareholders of the corporation. The audit report is directed to them, although it is first shared in draft form with management and perhaps subsequently with the board. In publicly held corporations, the shareholders even 'elect' or approve of the firm that will perform the audit. The auditors are hired to give an opinion of the accuracy of management's statements. (N.B. It is a commonly held belief that auditors are retained to deter fraud. This may be peripheral to the principal purpose of the audit.

Rarely does an audit uncover existing, deliberate embezzlement or illicit displacement of resources. However, notorious instances have occurred in which the auditing firm was negligent in its performance by collaborating with management or approving the misstatement of financial reports. Since the value of an audit firm's services to clients is a direct reflection of its reputation, once unmasked as negligent, unethical, unreliable or inaccurate, such firms lose clients. They face legal actions by shareholders or stakeholders, and ulti-

mately go out of business.)

The audit opinion takes one of several standard forms, the most common of which is the 'unqualified opinion' that may read as follows:

Independent Auditor's Report

We have audited the accompanying Balance Sheets of XYZ International School as of (date), and the related statements of income, retained earnings, and cash flows for the years then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audits.

An accreditation GAAP
is needed,
generally accepted
accreditation principles.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of XYZ International School as of (date), and the results of operation and its cash flows for the years then ended in conformity with generally accepted accounting principles.

The accompanying notes are an integral part of this audit.

A 'qualified' audit may substitute another paragraph for the penultimate above and contain phrases such as, "Certain unreported indeterminate contingent liabilities

could have a material effect upon the accuracy of results as reported by management;" or, "The documents presented by management appear to be accurate but are insufficient for us to offer an opinion if the overall results are in conformity with generally accepted accounting principles;" or, "The lack of adequate verifiable financial records from previous years prevents us from stating a valid opinion;" or, "Several outstanding legal actions are pending against the school whose results may affect the accuracy of the results as shown. Management assures that these actions have no merit;" or other words to the effect of the foregoing examples casting doubt on the documents and reports as presented by management .

No similar standard form of opinion is offered in the report to the school or its stakeholders by a visiting team. It is customary for a final interview to be held by the visitors perhaps first with school administration, and then with the faculty. The visiting team leader may indicate during this interview that it is the intent of the team to recommend accreditation, or its renewal, to the accreditation agency but it is the final acceptance of the team's report by that agency that is the determinant of the desired result.

The final report by the visiting team is seen only months later by the school. It is usual for it to contain 'commendations' and 'recommendations' of material in the self study and accompanying documents, along with the more vital statements of notice by the team of violations, if any, of the published standards of the accreditation association.

The commendations and recommendations are akin to the dicta found within legal opinions of sitting judges having nothing to do with the legal issues of the case at hand but to the peripheral personal opinion of an expert jurist. Since these commendations and recommendations often have little to do with published standards or violations of them, the school is under no obligation to apply or follow them. More often than not, the commendations and recommendations are restatements of the school's own declarations of achievements and needs as elucidated in the self study.

Would it not be better if the visitors, who are indeed auditors verifying something other than merely finances, were to make an opinion, based on a form similar to that

of financial auditors, that would inform the stakeholders, who have right thereunto, of the qualification of the information submitted as worthy of an expert opinion of their accuracy? As follows;

Independent Accreditor's Report

We have audited the accompanying Self Study of XYZ International School as of (date), and the related statements of mission, vision, philosophy, finance, facilities, governance, curriculum, administration, staffing, counseling services, community relations, extracurricular activities, etc., (omit the next phrase if initial self study) for the years since the previous Self Study. These statements are the responsibility of the school's management. Our responsibility is to express an opinion on these statements based on our audits.

We conducted our audits in accordance with generally accepted accreditation standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the statements submitted by school management are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the disclosures, including subsequent planning, contained in the statements. An audit also includes assessing the principles used and significant estimates made by management, as well as evaluating the overall statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the statements referred to above present fairly, in all material respects, the position of XYZ International School for the period from (date) and (current date), and the results of operation and its school performance for the years then ended in conformity with generally accepted accreditation principles. We found no violations of standards required for accreditation.

The accompanying notes are an integral part of this report.

Of course, the visitors can modify that next to last paragraph with similar statements to those of financial auditors who conclude with a 'qualified' audit. Finding adequate cause for a qualified report, the visiting team may conclude with such terms as, "In our opinion, the statements presented by management were insufficient to determine whether school performance was in confor-

mity with generally accepted accreditation principles. Therefore, we can offer no opinion of school operation and performance substantiated by documents presented;" or, "Several violations of standards as indicated in the accompanying notes prevent us from making an unqualified opinion of school performance;" or, "Management's failure to present adequate documentation of the school's position prevent us from offering a valid opinion of the school's operation and performance;" or words to that effect.

This may lead to a recommendation or an opinion of a 'qualified' status of accreditation for the school, such as now exists in what is termed 'warned,' 'probation,' or 'delisted.'

One last similarity

The reader should note that each 'opinion' ends with the statement, "The accompanying notes are an integral part of this report." In the financial audit, the fee paid to the auditors, who are experts in the field of accounting, includes an understood requirement that the auditors will offer suggestions to make the organization's accounting and bookkeeping practices more efficient. The auditors invariably make suggestions under a title, "Suggestions for approved accounting practice." Management may or may not apply these suggestions as it sees convenient since they have little to do with the opinion presented in the audit report.

The visitors of an accreditation team may also include their suggestions, perhaps as "Suggestions for improved school functioning," or, "Suggestions for improved school management." Again, school administration, governance and faculty may adopt or ignore these at their discretion, or peril, since they have little to do with the violation of accreditation standards. Thus, the opinion of the expert visitors may be cast before the school for its betterment and option to implement.

Cutting the cost of the accreditation process

The following recommendations are made to standardize a process of accreditation of international schools similar to the worldwide process that has standardized financial audits. They are based on that model and may require an initial investment to be made by accrediting associations or their clients. The ultimate result will be worth

the resources applied as it will establish a process to be used, perhaps world-wide, that will standardize accreditation, enhancing its reputation among those for whom it is important.

Too many types of accreditation of K-12 international and other schools have emerged in the recent past. Without a standard, the word 'accreditation' loses meaning and importance. One can only imagine the chaos that would result in the interpretation of financial reporting if no universally agreed-upon standard existed, if corporations, organizations, and institutions could select which type of auditing was most convenient for them, most meaningful for the way in which they wished to maintain their accounting systems.

That unfortunate scenario is exactly that of schools. They are able to select which accrediting commission will evaluate them and approve of their practices. With so many accrediting associations functioning simultaneously and concurrently in certain areas, it is easy for observers to wonder at their differences, whether one is more accessible for desired results, or, in fact, whether the process of accreditation has any meaning remaining in it. This is surely not the case with financial auditing where published standards exist, administered by licensed professionals and reported in a recognizable and intelligible form. Above all, the acceptability in the financial world of the report of a reputable auditor is indisputable, except in the rarest of cases. Would this were so for accreditation reports.

The first step in standardization would be for the recognized accreditation associations to establish something akin to the Financial Standards Advisory Board (FSAB). The various associations would have to reconstitute an organization among them that once existed and was called the Council of Regional School Accrediting Commissions (CORSAC). Although the defunct CORSAC never was incorporated as an official collaborative body of the six US regional accrediting associations, its rebirth in some form should be formalized by an agreement of those involved, incorporated as a nonprofit or not-for-profit business group, and capitalized and financed by its members. This new 'CORSAC' could then create its own FSAB, or AASB, Accrediting Standards Advisory Board.

ACCREDITATION,

continued from page 35 ▶

This AASB would recommend to the parent organization generally accepted accreditation standards to be used by all members. It would set standards to require the performance of the accreditation audit to obtain assurance that the statements submitted by school management are free of material misstatement. These standards for an accreditation audit would include definitions of examination on a test basis, evidence supporting the disclosures, etc. It would further define how accrediting auditors arrive at assessing the principles used and significant estimates made by management, as well as evaluating the overall statement presentation. Finally, it would establish a form for accrediting auditors to arrive at a reasonable basis for their opinion.

The final result would be published as a handbook, placed on line for all to see. It would be especially important to those involved in step two.

Step two would follow the AASB with the establishment of a subsidiary akin to the AICPA, the American Institute of Certified Public Accountants. This subsidiary would be responsible to recruit and train professional accreditation auditors, CPSAs, "Certified Professional School Accreditors." It would become the organization's licensing body. It would use the handbook mentioned for its training program. It would create standards of education and experience required for the status of CPSA. It would also create the examination required by candidates to show they have mastery of the techniques and outcomes expected by the handbook. The entire process can be done online, at rather minimal cost to candidates, and to the parent organization. The final result would be a worldwide cadre of licensed, authorized CPSAs qualified to perform a valid and accurate accreditation audit.

Step three leads to significant economies for all. These licensed CPSAs could be located all over the world. Since they are licensed by the collaborative organization of all qualified accreditation associations, their work and opinions will be acceptable to all these associations. These licensed CPSAs may be remunerated for their employment during an accreditation visit. This would surely be more economical than transporting someone from the United States who is unlicensed and perhaps even unqualified.

Since they know the process and how it is done, they are free to select the assistants who will help them, under their careful direction and responsibility, from the current pro bono volunteers list approved by accrediting associations from the local area.

These licensed CPSAs could be today's heads of schools, or principals, or teachers. They could be anywhere in the world, close enough to most schools to arrive at minimal transportation cost. The key is for the reconstituted collaborative association of all accrediting agencies and its AASB to recruit among its membership those highly qualified, respected and reputable school professionals who would make the best accreditation auditors and

Using the 'test basis' common in financial auditing is also desirable in verifying the 'self study.'

convince them to become candidates for the CPSA license. Then, the AASB must create an objective form that can be learned efficiently on line by these qualified candidates with an examination that also can be completed on line in an expeditious manner. All candidates may apply whether invited or not, but must meet the educational and experiential requirements as published by the AASB.

Step four is yet another economy, and probably a very large one at that. Financial auditors are prohibited from auditing or expressing an opinion of those organizations in which they are involved or have an interest. A member of a board of institution 'x,' despite being a CPA and qualified auditor, is prohibited from auditing the financial records of his or her own organization. This is a clear conflict of interest, even though the auditor may be fully qualified, objective and highly experienced. It would be even a more egregious conflict if this 'auditor' were to be remunerated for the service.

(N.B. To avoid appearances of conflict of interest, the AASB handbook of standards may prohibit a CPSA from doing an accreditation audit of the school administered

by a close personal friend or colleague. All such audits should be at 'arms length.')

Yet, current visitors to accredit international schools, and even those in the US, although not receiving direct pecuniary remuneration for the service, do receive transportation, housing, meals, and more often than not many other benefits costly to the school in the form of welcoming receptions, receptions offered by members of the board and administrators, touring visits to local points of interest, local entertainment and libations, a farewell reception, and, more frequently than not, some type of souvenir gift as a memento of their visit.

This bears the appearance of a conflict of interest, if not an outright investment to curry the favor of those whose professional task it is to opine objectively on the qualification of the school for the accreditation it seeks. Under a similar code to that which governs the work of financial auditors, the AASB standards booklet would limit these 'benefits' or 'remunerations of little value' to almost none. The CPSAs working for the accrediting association would know of these limitations, would refuse all such benefits, and probably use the time made available from not participating in these extraneous social functions to meet with colleague 'accreditors' within the visitation team at the end of each day to reach clearer and more objective findings.

Step five suggests yet another possible economy in the practice of accreditation. After the AASB standards establishes the meaning and limitations of what are called 'test bases' for the review of reports submitted by management, it will no longer be necessary to review the entire self study nor all of the documents annexed thereto. 'Test basis' means a reasonable sampling among those documents to be reviewed for accuracy by the CPSAs. Obviously, the school being accredited will not and cannot know which documents will be selected for the test basis. Further, the visitors are not on a witch hunt, they are not attempting to play 'gotcha' by seeking among all documents only those that invite the greatest degree of suspicion. However, once selected, if any document proves to be suspect within a particular category, just as financial auditors would delve further into an affected account, the visitors will inspect additional documents in the identified area for further verification of normal error or possible intent to deceive.

With this method of application of a 'test basis,' the AASB standards may limit the size of the team to no more than three members, a sizable economy, who may spend no more than three days on site, yet another saving. The team need not have an 'exit' interview other than perhaps a perfunctory report to school administration to give some satisfaction as to possible results and opinion, or to allow for a final correction of some misinterpretation. The report of the team is indeed a final audit report with an opinion and recommendation for accreditation status drawn by a licensed CPSA auditor. The AASB may recommend that the final accreditation audit report first be submitted to the accreditation association, although this is not recommended. The audit report is the opinion of the qualified, licensed, experienced and objective accreditation auditor and should be performed for and directly submitted to the stakeholders of the school.

A final word

It should be emphasized that all these recommendations will function more efficiently and effectively if administered through an electronic environment for those parts that refer to publication of standards, application for auditor status, and testing for licensing.

More importantly, the currently active and fast-multiplying accreditation associations should be reminded that not too long ago very few international schools were accredited, nor were they interested in that status. The work of Fox and Stiltner mentioned in my InterED article in the Fall, 2010, issue, "Accreditation of International Schools," indicated how each was able to conclude that accredited schools functioned better than those that were not. Only two or three accreditation associations were involved internationally at the time. Now many more – so many that they defy accurate enumeration – have emerged in the overseas school arena. A competition has arisen that is more than demeaning; it is deleterious. The status quo endangers the achievement of the benefits of accreditation that Fox and Stiltner identified.

If the leading accreditation associations do not collaborate in some viable way through the formation of a unified and unifying association to promulgate these benefits, the process of the accreditation of schools outside the US may come full circle, with fewer international schools seeking accreditation and a failure to achieve the desired goals, caused by unseemly competition for the existing market.

Schools, in that case, will no longer seek meaningful accreditation. Indeed, the word

'meaningful' may have lost its meaning to observers, college admissions officers, board members, administrators, and especially to parent clients, when all accreditations, or for that matter all memberships in regional professional associations – available simply on the payment of dues – appear to be, or worse, may be, equal. Accreditation may fall to the level of the lowest possible 'denominator' in the sense that it will reflect the status of accreditation via the least demanding process. Thus, the lowest 'denominator' will become the norm for all schools to follow, to the detriment of the reputable accreditation associations and the communities they serve.

The common denominator of quality assessment and its resultant accreditation must be of the highest possible value, and not the lowest. To be satisfied with lower value commonalities fostered by marketplace competition can only be detrimental to international schools and to the service of reputable accreditation associations. ■

Dr. Brown is the Editor Emeritus of this journal. 2417gilbrown@msn.com

~ Boston Awaits You ~

AAIE 46th Annual Conference
February 9-12, 2012

Westin Copley Place
Boston, Massachusetts

Register at www.aaie.org

Student Empowerment! Global Issues Network Student Conferences are Circling the Globe

The Global Issues Network (GIN) Student Conferences have created a transformative culture of empowerment. Unique to the experience and membership of GIN is the opportunity for academia and real world experience to join hands. GIN requires a combination of empathetic acuity, educated action, and local partnership. In today's world where divergent thinking and problem solving are vital, GIN provides motivation and develops resolve to continue efforts for positive change while learning from the past and taking action in the present to impact the future.

As a long time international school educator and a developer of the Global Issues Network (GIN) program since 2006, it has been my shared experience that participation in GIN is life changing. A GIN Student Conference serves as a platform for empowerment principled on equity. Students implicitly understand their role within the "GIN Collective" as a fellowship which embraces global citizenry. This extends to every member including: Founders of GIN, Coordinators, Presenters, Students and Activist Outreach Educators, Youth Leaders (all students involved past and present), Mentors and Advisers.

With the collaborative determination of the 'GIN Collective,' Student Newsaction Network and continued support from the Association of Advancement of International Education (AAIE) as well as Washington International School (WIS), GIN membership and participation have skyrocketed! In my role as Director of Program Development for GIN, I look forward to building shared involvement that fosters creativity and innovation with you and your community partners! Please contact me if you would like to discuss the possibilities.

The number of regional conferences is growing! In 2011 there will be seven regional conferences taking place in: Abu Dhabi, Washington DC, Luxembourg, Jakarta, Maputo, Vancouver, and Lima.

The enthusiasm is infectious! This was more than evident at the recent AAIE

Assembled by Linda Sills

GIN presentation. The panel, comprised of heads of schools, was both informative and compelling as they recounted how GIN inspired the students. The presentation was very well attended which indicated high interest! By the end of the presentation everyone in the room seemed ready to take action! This GIN Network News report includes quotes from the Panel as well as reporting from GIN Conference Participants, both Students and Advisers.

For me, as a Head of School,
GIN is among the best
investments in student learning
and in my own learning
that I've made in my career.

~ Tim Carr, Jakarta Int'l School

**GIN Panel: David Randall,
Hosting School Head. GIN,
Beijing 2008**

"GIN is one of the most exciting experiences I have had in an overseas career that has spanned 40 years. It is student driven, focuses on real life issues, relates local challenges to global challenges, imbues a sense of community responsibility - with that community being defined in many ways, brings future leaders together at a critical time in their lives, is focused on helping others and develops global citizenship. Seeing our students do what they do makes me optimistic for the future."

**GIN Panel: Tim Carr, Advisor
for GIN. Beijing 2008, Bangkok
2009, Hong Kong 2010; Hosting
School Head: Jakarta 2011**

"GIN is a gift for students the world over, who become part of the rapidly-growing movement. Students thirst for ways to apply their developing skills and talents for

the betterment of the world. GIN provides just such an opportunity by challenging students to analyze global problems, design a meaningful response to address one, and then implement their service plan, while learning a lot in the process. Real life challenges, students designing much-needed creative responses, making a real difference through their actions while still in secondary school—that is the distinctive learning opportunity that is GIN.

For me, as a Head of School, GIN is among the best investments in student learning and in my own learning that I've made in my career. I treat myself to attending the EARCOS GIN conference every year, where I can witness our students becoming the global activists that we hope they will be."

**GIN Panel: Chris Muller,
Hosting School Head. Global
Issues Service Summit, Lusaka
2010**

"The success of our GIN conference last April, known in Africa as Global Issues Service Summit, lay in the combination of discourse on global issues and practical applications in projects around the city. It was a unique conference that provided an enriching and interactive experience for students and service leaders to discuss the problems and strategies associated with sustainable solutions to local and global needs. With a selection of powerful keynote speakers, and with the support and involvement of NGO's, governmental organizations, service providers and other experts, students looked at questions like: *What are the conditions necessary to promote sustainable development in Africa? How can we alleviate poverty and simultaneously protect our environment? What has worked and why? What are the challenges and how can we meet them?*

The outcomes of the conference have been lasting. Relationships with the local projects are ongoing and interactive. Discussions between students from across Africa who attended the summit are ongoing. The next summit at the start of April 2011 will be hosted by the American International School of Mozambique."

GIN Panel: Paul Poore, Director of AASSA (GIN Lima 2011)

"I am very pleased that we, AASSA, are planning the GIN Conference of the Americas in Lima hosted by Colegio Franklin Roosevelt in October 2011. This is the first GIN conference in Latin America "I look forward to becoming addicted!"

GIN Panel: Russ Jones, Hosting School Head: GIN Lima 2011

"The exciting thing for our school community about participating in the Global Issues Network is the opportunity it provides students to share the ways they are working to solve real-world issues. Our Conference theme "Building New Futures by Breaking Old Habits" really captures the spirit of what is motivating our students to take action."

News from the Regional Conferences

The first two GIN conferences for 2011 were held in Abu Dhabi in January and Washington in February. What follows are reflections from their delegates.

Abu Dhabi's GIN: "Inspire" January 28-30, 2011 Hosted by: American Community School of Abu Dhabi

Reflections by Juman Kekhia

My name is Juman Kekhia. This year I took a part in a significant amount of the planning for the Global Issues Conference at the American Community School of Abu Dhabi. In reflecting on the conference, I just wanted to share a few highlights with you...

After a very crazy few days of rushing to finish things, to finally sit down with speakers from around the world ranging from Robin Wiszowaty of *Free the Children* to Chris Bashinelli of *Bridge the Gap* and Chiara Delaney of "*S-Cape*" was absolutely incredibly inspiring. It was that moment when I stopped myself and thought "wow, these people have made a difference, they have made the change I want to spread and see more of!" It was



then that I realized what was ahead, a weekend packed full of more moments of awe. When Friday morning rolled around and I found myself on stage saying good morning and welcoming everyone, I could feel the energy in the room bursting from the walls! I knew that no matter what happened, I'd meet at least one person who wanted to make a difference.

UPCOMING CONFERENCE OF THE AMERICAS
AASSA Global Issues Network Conference
Hosted By: Colegio Franklin Delano
Roosevelt American School of Lima
Conference Dates October 21 - 23, 2011
Location: Colegio F.D. Roosevelt, Lima, Peru
Organized By: Russell Jones (rjones@amersol.edu.pe)

When Robin started her presentation I sat on the side and just admired her. Aside from her obvious public speaking skills, hearing her actually describe what she was doing made me realize how real global poverty is and how important education is. After Pippa Biddle shared her life experience of becoming the Roots & Shoots youth fellow, I discovered that age doesn't matter, that anyone with a passion and determination can make a difference in this world. However, possibly more important than the speakers were the participants. With students coming from places like Nigeria, Vietnam, Bangladesh, Saudi Arabia and even Israel, a wide range of cultures was mixing together. The diversity of cultures brought together a diversity of ideas and driving forces of what each individual wanted or felt they needed to do. The ideas all came together in the end when a 7th grader from ACS Abu Dhabi said "Well, we're all here for the same reason. We all care about the world and we all want to make

a difference. We have a common goal." To hear this realization, I felt the conference was a triumph! It didn't matter if every single participant left to move mountains, but it was clear that change was happening and inspiration was surrounding us!

Perhaps the most memorable moment of the conference was the Hunger Banquet. After feeding the first 3 groups, the last group who were "living in poverty" and only got rice were outraged. At one point, the "working class" even got up to share their little food with those who were "living in poverty." It showed how badly everyone wanted to make a difference, even if it was just during our simulation. At the very end as everyone was released to get their actual dinner, one 6th grader from Saudi Arabia caught my attention.

I asked "Aren't you gonna' go get dinner?" she replied with a simple answer, "no, tonight I'm going to bed hungry. It's not fair that kids in Africa have to do it every night, I can do it for one night." And that was enough for me to think, the point got across and awareness was raised.

The conference as a whole was a huge success because of the great steps of change that were seen. The feeling of being inspired by the end really settled in when it was all over and everyone had left. My "conference" adrenaline stayed with me for nearly 2 weeks as I developed my own plans to spread change throughout my school and the greater Abu Dhabi community as well as the now international community of the Global Issues Conference.

Reflections by Tasha Krell—Abu Dhabi

My name is Tasha Krell and I am a student at the American Community School in Abu Dhabi. "Inspire" was the theme for this year's Global Issues Conference which was hosted by the American Community School of Abu Dhabi. Over 200 students from around the world—including Nigeria, Vietnam, and Bangladesh—attended, with ages ranging from middle school to university level. Justin

GIN, cont'd, page 40 ►

Bedard and Frank Cohn (Globalhood) represented the JUMP! Foundation and provided tools and skills which empowered the participants to take action and allowed them to go home and implement their “GRRIP” plans. JUMP! was a vital component of the conference, as Justin and Frank were truly inspiring in their tireless energy and enthusiasm for their work. They were involved in many aspects in running the conference, such as the Global Village Sessions, running workshops, and leading large scale activities. They first trained the Global Village Facilitators who then lead a “village” of 8-12 students and then taught to others the recently learned activities in a peer-taught environment. Justin and Frank also lead a large Jumping session with all the participants, which was not only fun (we warmed up to the catchy tune of “how funky is your chicken”) but also allowed us to practice our new taught skills and gain a different perspective while collaborating with participants who we had not talked to before. We concluded the conference by a closing activity run by Justin and Frank which allowed us to reflect and present the initiatives we are starting in our own schools. This activity was truly powerful and inspiring, and many of these projects have already taken considerable shape and action. The conference had a huge impact as we learned how to think bigger about issues beyond our own, and then met new people who also wanted to do something about it. With them, we collaborated and expanded our service initiatives. The effects are long term and life-long friends were made as we developed a lasting awareness for global issues.

**Washington DC’s GIN-DC 2011
February 18-19, 2011**

**Hosted by: Washington
International School**

*Reflections by Kate Meenan-Waugh-
Coordinator*

“The Global Issues Network has as its

mission, ‘to help students realize they can make a difference by empowering them to work internationally with their peers to develop solutions for global issues’. Begun by teachers and students from six international schools in Europe, the program is based upon *High Noon: Twenty Global Problems, Twenty Years to Solve Them* by Jean-François Rischard, former World Bank Vice-President for Europe. Rischard describes imminent issues that can only be solved through global cooperation. Among these are water shortages, global warming, environmental degradation, infectious diseases, poverty, illiteracy, depletion of fisheries, peacekeeping, and the loss of ecosystems (www.global-issues-network.org).

The number of regional conferences is growing.

The seven regional conferences in 2011:

**Abu Dhabi, Washington DC, Luxembourg, Jakarta,
Maputo, Vancouver, and Lima.**

Conferences in Luxembourg, Jakarta, Maputo, Vancouver, and
Lima will be covered in the upcoming Fall 2011 InterED.

Since its founding and first student-led conference in 2006 in Luxembourg, the Global Issues Network has provided a mechanism for like-minded students to take their passions and concerns about global issues to the next level. The conference format provides a venue for students to hear from experts in the field and for students to share with one another actions going on in their own schools. Through networking and showcasing their own successes, students stir enthusiasm and understand the potential of networking and collaboration toward making a more hopeful future for all.

The beauty of the Global Issues Network conference model is its reliance on student networking, the use of social networking tools (the GIN website, www.global-issues-network.org, is built on the NING platform), and the feeling of ownership the students develop as they move into the conference-planning timeline. The adults involved serve as mentors and must be willing to allow students to set the agenda and program based on their own passions. The first student-led Global Issues Network conference in North America was held February 18

and 9, 2011, at Washington International School (WIS). This was a joint-project of students from WIS and from School Without Walls (SWW), a magnet public high school in the District of Columbia Public school system. As the adult on the outside looking in, the initial organizing meetings of the students seemed chaotic but at the same time one could feel the pulse of a body ready and willing to snatch the responsibility for the learning that would go on in the planned conference. Committees were quickly formed to oversee the program, keynote speakers, advertising, break-out sessions, food and a social event to straddle the evening between the two-day conference. The students brainstormed among themselves and shared where they knew

they had like-minded friends in local area schools. The call for conference participants and students willing to lead a break-out session describing a project went on FaceBook and

responses began to trickle in. Ultimately, fourteen metropolitan Washington area schools participated—public, independent, charter and parochial. The fifteenth school, in New England, was represented by a young woman who knew of the GIN network from her experience in a previous, international school. The GIN network was able to link her up with our group and ultimately she attended the weekend event, hosted by one of the student organizers [see her comments below].

In our school, the GIN experience has brought together a group of students who are determined to support the school project in Uganda founded by keynote speaker, John Wanda. They will share his video, the project and possibilities for supporting the school and sponsoring a student to their WIS peers. Knowing that their efforts are happening in other schools, the prospects for collaboration and scaling are limitless as they work to make a difference in the lives of students in rural Uganda. That is the power of the Global Issues Network.

Here are quotes, that were actually pub-

lished in an article on our own school newspaper, The International Dateline:

“...It was inspiring. John Wanda [one of the keynotes] literally made everyone want to travel the world and work with children. It was surprising to see how much students all over DC were getting involved with solving world issues - it also made me realize and motivated to do more.” (Jocelyn Donahue - one of the WIS student organizers.)

“...It was great to see so many people who cared; I think that one of the values of these conferences is the atmosphere. People seemed to have been really inspired to get involved” (Emma Meyers—one of the School Without Walls organizers).

Reflections: Aleksandra Glutzman (Participant Representing Williston), GIN-DC2011

Leaving the beautiful city of Prague after having lived there for fourteen years to come to a prep boarding school in Western Mass has been one of the greatest challenges in my life so far. I was born in Moscow with both of my parents being Russian but moved to the Czech Republic when I was two years old. When I was seven years old my parents decided to give me a great opportunity to go to the International School of Prague. My school always had a lot of diversity but unfortunately it was a gift that many people took for granted, including myself sometimes. It was never seen as something that should be treasured or be thankful for, and moving to a less diverse environment in Massachusetts has made me realize that diversity

and the importance of having the ability to come together as a youth, speak up, and solve global issues should never be taken for granted.

Ever since middle school I have been an active participant in debate clubs and some kind of ‘current event issues’ discussions in my school. Coming to high school I received the opportunity to join a club called the ‘Global Issues Network’. It started out with going to small club meetings and me not really understanding that the youth can make any major differences to the world. I would ask myself: Why should people listen to us? Are we not just silly teenagers who do not understand anything about the world? As I

continued being an active member of this club my opinion about youth not having any power slowly started to change. This absurd opinion finally changed after I attended the GIN conference in Geneva, March of 2010. This was the very first conference I attended and I was absolutely amazed at the level of seriousness that every student had about making a difference in this world. The level of passion and excitement was indescribable and I finally was able to understand that we as students have so much power to help the world be a better place.

Time quickly passed and I still found myself as an extremely active member of the GIN group inside of my school.

This time however, I felt more serious about what we were doing. Whether it was starting a new recycling method at our school or discussing an issue in a far away country I felt confident that every single student in the room could make a difference. As the year came to end, I found myself being somewhat nervous about how things were going to be in my new school. I was afraid that I would not find myself in a diverse environment anymore and most importantly a place where people are not informed about what is going on in our World. Coming to my new school I started to realize that many people are not aware of what is happening in the world around them. With this realization, I understood that I should take advantage of having knowledge about GIN and try to start it at my own school.

As soon as this idea came into my head I started to immediately take action and contact GIN members all over the world. I passionately followed through with my goal of

GIN
GLOBAL ISSUES NETWORK

We've gone
GLOBAL

Student News Action Network
and
Regional Conferences 2011

Abu Dhabi Washington Luxembourg
Jakarta Maputo Vancouver Lima

Mission
To help students realize they can make a difference
by empowering them to work internationally
with their peers to develop solutions for global issues

www.global-issues-network.org
www.studentnewsaction.net

GIN, continued, page 42 ▶

asking around of how to start GIN and finally go to the point where I got invited to the very first conference in North America. It was an honor to attend because I truly went there as someone who is really passionate about starting GIN at my school. With the help of Linda Sills and Emma Myers, I was able to get many great ideas on how to start promoting GIN and came back from the conference very inspired and already managed to present to my school regarding information about this network. I will continue working on this project by presenting it as an official after school club and am confident that next year my new school will attend the conference in South America, in Peru.

GIN strives to continuously develop innovative educational applications to build community through shared experience. This call for innovation was not lost in the planning for the AASA GIN Conference of the Americas. The members attending the Conference will be asked to commit to reading "The Boy Who Harnessed the Wind" by William Kamkwamba. Here are some thoughts from the librarian who has been accredited with the organization and development of creating a shared experience that reinforces the empathetic values of a global citizen.

Reflections by John Kurtenbach—Librarian (Colegio FDR, Lima): What do you think about this... One Book, One Continent?

I am sure that you have all heard of One Book—One Community and I am guessing that many of you do this at your school. At Colegio Roosevelt, we have done One Book for the past several years, as part of our Roosevelt Reads! program. Next year, Colegio Roosevelt will sponsor the Global Issues Network (GIN) conference from October 21-23. The reading committee thought that this might prove a great place for us to encourage the entire continent to read the same book. We wanted to stay in line with the objectives of GIN conferences, so, after a quick, but pretty deep discussion, we decided on "The Boy Who Harnessed the Wind," William Kamkwamba (HarperCollins, 2009).

Library Journal said, "This is the remarkable story of an African teenager who, by courage, ingenuity, and determination, defeated the odds. Born in 1987 in a drought-ravaged Malawi where hope and opportunity were hard to find, Kamkwamba read about windmills in a library book and dreamed of building one that would bring electricity to his village and improve the lives of his family. At the age of 14, Kamkwamba had to drop out of school and help his family forage for food, but he never let go of his dream. Over a period of several months, using scrap metal, tractor, and bicycle parts, the resourceful young man built a crude yet operable windmill that eventually powered four lights. Soon reports of his "electric wind" project spread beyond the borders of his village, earning him international recognition and, with the help of mentors worldwide, he now attends a high school in South Africa. Demonstrating the power of imagination, libraries, and books, Kamkwamba's heartwarming memoir, along with Mealer's (All Things Must Fight To Live: Stories of War and Deliverance in Congo; Macmillan, 2008) contribution, is sure to inspire all readers."

So, we invite you to participate. The GIN ning site will have a section for book discussion. There will be a book talk at the AASSA conference, and there will be a few books for sale if you need one! Give it some consideration and let me know. It would be great if we had a continent wide discussion going on, especially for the students and teachers planning to attend the GIN conference.

Student News Action Network.

The Student News Action Network takes the concept of the school newspaper beyond school walls and the confines of print media, allowing students to work collaboratively on a global level to create an interactive, multimedia-rich student-driven online newspaper. It brings together a network of students in an online peer-driven environment to address issues of local and global significance, such as poverty, the environment, and human rights, in a creative and constructive format that culminates in meaningful efforts to make a positive impact on their world. Contributors bring their unique voices to the discussion, representing their regions and their cultural histories.

BEYOND OUR WALLS, continued from page 29 ▶

Emergency Room/Acute Care Hospital

Life-threatening situations; self-destructive behavior, severe substance abuse, eating disorders, certain types of mental illness, etc., occasionally require immediate placement. Acute Care Hospitals provide a safe haven and diagnostic service for a relatively short "stabilization" period. Costs are high, but are frequently covered by insurance.

The Placement Decision

Determining the most appropriate placement for that child is very challenging, given the variables involved and the emotions generated by a student's disenrollment. Legally and morally, the final placement decision belongs to the parent. Nevertheless, staff at international schools can be critical facilitators. Their involvement can mitigate some of the ill-feeling that a forced disenrollment might arouse, while at the same time setting in motion a process that will ensure an appropriate placement for the student. A protocol for facilitating the placement decision is as follows:

- a. Ensure that the disenrollment decision is sound, properly backed-up by a thorough paper trail, and clearly grounded in school policy.
- b. Communicate the disenrollment decision to the parents and the student in a face-to-face meeting, orally and in writing.

BEYOND OUR WALLS, cont'd pg 43 ▶

[From the Newsaction website].

Reel News.

GIN students from the American International School in Dhaka are presenting "Reel Change", a film festival designed to showcase the service done by students around the world. Please go on our channel to view the criteria for participation, an informative poster, and more details. <http://www.youtube.com/AISDGIN11> ■

Linda Sills is Program Development Director for GIN, the Global Issues Network, <http://global-issues-network.ning.com/> and linda.sills@gmail.com

BEYOND OUR WALLS,

continued from page 42 ▶

ing, with explicit details (effective date, financial settlements, closure for the student, etc.).

c. At that meeting, suggest options based on:

- the reason for the disenrollment,
- alternatives in your location, and
- an overview of the other possibilities described in this article.

d. Urge the parents to explore utilizing a qualified educational placement consultant in their search. The web marketing of many residential programs is excellent, but it is very difficult for a “first-timer” to discern how effective a program will be in meeting the individual needs of a child. Seemingly small differences in programs can have devastating effects on youngsters placed in the wrong setting. The leading consultants spend a great deal of time learning about the child and his or her needs before they suggest options. They have personally visited the schools they recommend, and they provide follow-up service including travel and visa assistance, help with logistics,

and ongoing monitoring of the youngster’s performance. From a pragmatic perspective, the fee of a consultant is not excessive considering the value added by tapping into professional help and comparing it to the total cost of the program. More information about types of programs for troubled teens, guidance for parents on making the decision, and contact information for educational placement consultants in the USA is available through a number of professional associations (see bibliography).

e. Follow-up the meeting with a letter to the parents reiterating the options cited and the recommendation to seek consultant help.

Reflecting on the theme of the Spring 2010 Issue of *InterED*, “Innovative and Adaptive Practices for Exceptional and Diverse Populations in International Schools,” it strikes me that perhaps the most innovative and adaptive practice we as international school administrators could employ would be to give clear guidance to the parents of the kids whose needs we cannot meet. The stakes are high – both in terms of the effect on children’s lives and the resources that

their families can commit to their education. The responsibility of the international school is to ensure that parents know the options and guide them to the help they need. After all, these are our kids, too. ■

Rick Detwiler is a former international school superintendent now working as International Associate for Mason Associates, an Educational Placement Consulting firm. rickdetwiler@masonconsult.com

References

Sanders, K. (2010, Spring). International School Special Needs Survey. *InterED*. Available online: <http://www.aaie.org/intered.lib/items/spring-2010-intered-/InterEd%20Vol%2037%20No%20110%20Spring%202010-entire%5B1%5D.pdf>

Resources for Parents

Boarding School Review: <http://www.boarding-schoolreview.com/>

The Association of Boarding Schools (TABS): <http://www.boardingschools.com/>

The Independent Educational Consultants Association (IECA): <http://www.educationalconsulting.org/>

The National Association of Therapeutic Schools and Programs (NATSAP): <http://www.natsap.org/>

The National Association of Independent Schools (NAIS): <http://www.nais.org/>



**GEORGE
MASON**
UNIVERSITY

FAST TRAIN Programs

WHERE INNOVATION IS TRADITION

Advance YOUR Teaching Career

Advanced IB Studies
English as a Second Language

- Licensure and Graduate Degree Programs
- Online and Intensive Summer Courses

Elementary Education
Learning Support

- In-State Tuition Rates
- Serving International Teachers for 20 Years

703-993-2794

fastrain@gmu.edu

<http://fasttrain.gmu.edu>



NCATE

The Standard of Excellence
in Teacher Preparation

AAIE Treasurer's Report

This report is part of a continuing effort to be as candid and open with our membership as we can regarding the fiscal condition of AAIE. The Board of Trustees believes strongly that you should have accurate and up-to-date information about our finances. You all know how important it is in your organization for you to provide your stakeholders with continuous, valid information not only to control rumors but to build confidence in the organization. AAIE is no different.

Personally this was an easy report to prepare, since our finances continue to be in excellent condition, as they have been for the past few years. We have a healthy bottom line which allows us to provide a wide range of programs and services that are responsive to the needs of our members. We are pleased to report that we have once again achieved our goal of establishing reserves to cover a years' operating expenses (+/- \$300,000), and we have limited funds to deal with off-budget or special short term projects.

The current AAIE budget is balanced with income projected to exceed expenditures. Barring a catastrophic event, it is expected that we will continue that trend in the years to come. We feel comfortable in stating that we have adequate fiscal resources to carry out the activities that make us the "... global family of leaders and learning."

However, a word of caution: as costs continue to escalate and new programs/services are expected from our members, we do find it imperative that we identify new income streams if we are to maintain our fiscal solvency, and Elsa and the Board are focused on that task.

For those of you new to us and for those of you interested in organizational financial history, the following chart gives a summary of the audited end of year net assets of the association from 2001-2010, along

By Ron Marino

with our projections for 2011. The figures should not be confused with cash on hand. These numbers represent our surplus or cash reserves. *It is what we had left over after all obligations were met.*

END OF YEAR BALANCES

2001	\$ 273,407
2002	\$ 65,500
2003	\$ (-29,141)
2004	\$ 31,744
2005	\$ 167,958
2006	\$ 207,381
2007	\$ 294,446
2008	\$ 333,930
2009	\$ 372,894
2010	\$ 372,521

2010-11 BUDGET PROJECTIONS

\$ 576,500	Income
\$ 571,200	Operating Expenditures
\$ 5,300	Income over Expenditures

RESERVES

\$377,821 (Projected to be available)

\$300,000 Operating Reserves

\$ 77,821 Special Project Reserves

\$ 377,821

\$ -25,000 Special Projects
(not yet determined)

**\$ 352,821 TOTAL End of Year Reserves
(projected)**

As you can see, AAIE has experienced both good and bad times. Without reviewing the unpleasant details, it may suffice to say that we had a rocky two or

three years, but our bottom line returned to the black in 2004 and has risen steadily every year since. Our 2010 dollar balance puts us in the enviable position to cover nearly a year of operating expenses, excluding grant activities, which is our policy goal, while still having a modest amount of discretionary funds available for special projects—quite a turnaround.

Our current budget calls for projected income of \$576,500 with expenditures anticipated at \$571,200, leaving a surplus of some \$ 5300. However, we expect to spend down some of the reserves, so our bottom line value will most likely be less than this year. To review our situation:

1. AAIE is debt free and we have no outstanding legal issues.
2. New revenue streams have been created, although **more are needed**.
3. New programs and services have been developed in response to member needs.
4. A number of checks and balances have been put in place, including putting us on an accrual basis of accounting. (Accrual accounting among other things, precludes an organization from enhancing its bottom line at the end of the year by simply not reporting all of its obligations.)
5. Investment policies were rewritten, making them much more conservative. Potential earned interest is less, but we have reduced our risk factor in investments to near zero. We pleased to report that during the current world fiscal crisis, AAIE has lost not a single dollar of its assets.
6. We have completely rewritten our By-laws, Constitution and Board policies and have restructured the governance mechanism of the Association to be

GovNet:

*the go-to-place for information on
international school governance* www.aaie.org/govnet

Thank You to our 2011 Conference Exhibitors

more inclusive and to be more responsive to the membership.

Our current fiscal condition of is the result of three (3) factors. AAIE has benefitted from:

1. ...excellent leadership in recent years. Presidents Vince Ferrandino, Elsa Lamb, Mark Ulfers and Ed Greene have provided leadership to the organization in capable, visionary, and responsive ways. We look forward to that inspired leadership style continuing with incoming President Beth Pfanni.
2. ...frugal money management and community building by former Executive Directors Dick Krajczar, and Everett McGlothlin. These folks worked hard to be sure your money was spent wisely as they helped reshape AAIE and to expand its programs and services. Elsa Lamb is equally committed to growing our membership and services in fiscally responsible ways.
3. ...tremendous support from our valued vendors, sponsors, exhibitors, advertisers, presenters and all of those interested in furthering International Education. We especially thank our friends at Nova University who have offered to house our offices and we continue to be appreciative of the commitment and support of the Office of Overseas Schools (A/OS).

I know I speak for the entire Board when I say that we are humbled by the confidence and trust that you have placed in us. We believe that our new organizational structure which you approved last year is further evidence of our intent to be sensitive and responsive to the membership and we pledge to continue to work diligently on behalf of our "...global educational family of leaders and learning." We look forward to seeing you in Boston next year. In the meantime, we remind you again that "...attitudes are contagious.....make yours worth catching!" ■

Dr. Ron Marino is Treasurer of AAIE. He can be reached at ronaldmarino@comcast.net.

- 3 Oaks Resource Group International
- Amazing Adventures in Education
- ATD-AMERICAN
- Atomic Learning
- AWE, Inc.
- Carney Sandoe & Associates
- Clements International
- Council of International Schools
- Creative Outdoor Designs, Inc.
- DECA Architecture, Inc.
- Eagle Hill School
- Endicott College
- Flansburgh Architects
- Follett International
- George Mason University
- Global Educational Systems
- Global Educators, LLC
- InsightChina Travel
- Insurance Services International
- Interactive Data Partners
- International Executive Service Corps
- International Schools Services
- J. Farrell & Taylor
- Jennifer Nelson LLC
- K12
- Landmark School
- Mason Associates
- Merrill Lynch
- Missoula Children's Theatre
- NBC Learn
- Nova Southeastern University
- Northwest Evaluation Association
- Pearson School Systems
- Perkins Eastman
- PNC Bank
- Raymond James Financial Services, Inc.
- Rediker Software, Inc.
- SAGE Study Abroad
- TD Bank
- Teachers School Supply
- The College Board
- The College of New Jersey
- The International Educator
- The Kildonan School
- TieCare International
- TruexCullins
- University of Nebraska-Lincoln Independent Study High School
- Walden University
- Worldwide School Supplies Ltd



Live and Learn at NSU.

What began with a handful of students, and some very big ideas, has today become one of the largest, not-for-profit universities in the USA - Nova Southeastern University. In just four decades, NSU has grown to nearly 30,000 students, with faculty and staff from over 63 countries.

In fact, NSU continues to receive high rankings as one of the best environments for international students. This diversity is welcomed and we invite international students to consider attending one of NSU's 16 schools, colleges and centers. This includes the largest school of education in the USA with programs on campus, online or in blended instructional formats.

Undergraduate Degrees

More than 40 majors
Dual-Admission Program
Honors Program

Master's Degrees

Teacher Education Programs
Educational Leadership
Teacher re-certification courses

Doctoral Degrees

Doctor of Education Program with
10 concentrations



nova.edu/admissions

888-857-4785

NSU-UG-6488 Inter Ed Ad LO4

News, Commemorations & Noteworthy

Kudos to Judy Drotar and the AST Staff

Congratulations to Judith Drotar, Head of the American School of Tripoli, Libya, for lots of things during these past few months. First, congratulations for the way she handled a difficult situation in getting her teaching staff to the ferry in Tripoli that took them to safety in Malta after a harrowing stay in the Tripoli harbor and a rough sea voyage. Then, congratulations for the fantastic interview with Scott Simon of National Public Radio's Weekend Edition [Available online <http://www.npr.org/2011/02/26/134083560/One-Americans-Escape-From-Libya>, February 26, 2011, later sent via Headnet to all of us. Judy did all of us proud with her cool manner on the day she arrived in Malta, and with the image she portrayed of international school heads' caring for their students, school and staff. Then, congratulations for her yeoman efforts to get her expatriate faculty back to countries of origin from their temporary safe haven in Malta. And then, congratulations on her work and world-wide search to find positions for her now displaced teaching staff after they arrived in Malta. Keep in touch and keep going, Judy, as we all admire and cheer for you. ■

See Sarah Stoner's
Soul-Making Literary Award
performance, reading on
her experience as a TCK, at
[http://www.youtube.com/
watch?v=t8E8CuvI7BU](http://www.youtube.com/watch?v=t8E8CuvI7BU)

Gil Brown Named Distinguished Alumnus of the Year by Cortland (SUNY) Alumni Association

Congratulations to the Editor Emeritus of this journal, Gil Brown, on the honor granted him by the Scholarship, Awards and Recognition Committee of the State University of New York (SUNY) at Cortland Alumni Association, his *alma mater*, as recipient of this year's Distinguished Alumni Award. Brown, a member of the Cortland Class of 1951, will be accorded the award at the Alumni Reunion Weekend in July. The Cortland Alumni Association presents this annual award in recognition of members' careers and achievements. Brown was head of the American School of Rio de Janeiro, Brazil, and of the Lincoln School of San Jose, Costa Rica, during a 28-year career in international education. He is a former President of AAIE and Editor of this journal for seven years after his retirement. ■

Sarah Stoner receives Bay Area Writer's Award

The National League of American Pen Women, San Francisco Bay Area Branch, awarded Sarah Stoner's essay "Finding Center" first prize for Intercultural Essay in its annual Soul-Making Literary Competition. She was invited to give a public reading at the San Francisco Main Library on March 20, 2011 at the official awards ceremony and arts outreach event. In her essay, she describes her experience as a TCK living in her "home" culture for the first time upon moving to the United States for college.

InterED readers will remember Sarah's review of Ettie Zilber's book in

the Fall 2010 publication. They will also recognize her name from the masthead; she is responsible for the layout and design of *InterED*, through her company Swordfern Wordsmithing, Ink.

Many others know her from half a life spent in international schools in Uganda, Morocco, Belgium, and Thailand. According to Sarah, she is now "learning the language of staying put, growing her own food, running a household on solar power, and listening to the creek rush through her front yard." Her descriptive nonfiction has appeared in a variety of local magazines and international journals (including *InterED*). Most recently, she was selected as a featured author for a City of Seattle Office of Arts and Cultural Affairs project, TreeStory, to launch the most recent documentary by film-maker Ward Serrill. Congratulations, Sarah: "Oh, the places you'll go!" ■

College Board Names Director of International Strategy and Business Development

Judith Hegedus has been named as Executive Director of International Strategy and Business Management, a newly created position at the College Board to enhance their international programs and outreach. A native of Hungary, Judith has a strong interest in global education. In her role, Judith is responsible for developing and managing strategic initiatives and ongoing operations for the College Board's International Region. She has served as a Management Consultant for The College Board since 2007. Earlier in her career, she worked as a Management Consultant at Booz Allan Hamilton (BAH) and the United Nations, respectively. ■

VULNERABLE TEENS,

continued from page 26 ▶

References

Biegel, Stuart. (2010). *The right to be out: Sexual orientation and gender identity in America's public schools*. Minneapolis, MN: Regents of the University of Minnesota.

Gay, Lesbian and Straight Education Network. Available online: <http://www.glsen.org/cgi-bin/iowa/all/home/index.html>

Gay, Lesbian and Straight Education Network. (2011). Local school climate survey. Available online: <http://www.glsen.org/cgi-bin/iowa/all/library/record/1985.html?state=research&type=research>

Hall, Lynn. (1972). *Sticks and stones*. Chicago: Follett Publishing Company.

Southern Poverty Law Center. (2010). *Bullied. A Teaching Tolerance Documentary* (www.tolerance.org). DVD and teaching materials available free upon written request on school letterhead. (Teaching

Tolerance/Southern Poverty Law Center/400 Washington Avenue/Montgomery, AL 36104). Resources reviewable online: www.splcenter.org

Potok, Mark. (2010, Winter). Under attack. *Southern Poverty Law Center Intelligence Report*. Issue 140; pp. 26-34.

www.YouTube.com/ItGetsBetterProject. Online support founded by Dan Savage.

Hope you will join us at our future events!

Summer 2011 AAIE Institutes

Brain Research: Its Implications for Teaching and Learning

Consultant: Dr. Patricia Wolfe

June 19, 2011 – June 23, 2011

Miami Residence Inn – Aventura

Miami, Florida

Personalizing Learning in the Global Classroom

Consultants: Bill and Ochan Powell

June 26, 2011 – June 30, 2011

Embassy Suites – Old Town

Alexandria, Virginia

Future AAIE Annual Conferences

46th Annual Conference

February 9-12, 2012

Westin Copley Place

Boston, Massachusetts

47th Annual Conference

February 14-17, 2013

Hyatt Embarcadero

San Francisco, California

Information available at www.aaie.org

