

# InterED

THE JOURNAL OF THE ASSOCIATION FOR THE ADVANCEMENT OF INTERNATIONAL EDUCATION



## 2014 BOSTON CONFERENCE

### Make Your Plans to Join Us in Boston, February 6-9, 2014



The conference closing reception will be held at the Top of the Hub, a Boston landmark that offers sweeping views of the city.

**A** AIE's 48th Annual Conference returns to the elegant and convenient accommodations of Boston's Westin Copley Place. Given last year's Boston snowfall it's reassuring to know that the Westin is connected to a walking mall where attendees will be sheltered from whatever Boston's February weather may bring. The conference closing reception will be held at the Top of the Hub located on the 50th floor of the Prudential building which is connected to the mall. The Top of the Hub is a Boston landmark that offers a magnificent view of the city.

The 48th Annual Conference, *Eyes on the Future: Future Trends and Foresight Education*, promises to be an information-filled and stimulating experience for hundreds of international educators who will attend from around the world, and also for those institutions, organizations, and individuals who support the work of international schools across the globe.

### Three Featured Keynote Speakers

**Jack Uldrich**, globally renowned futurist, keynote speaker, and best-selling author, will open Friday's general session. In his engaging and entertaining keynote

presentation, he will provide an in-depth exploration of how the ten technological trends presented in his latest book, *Foresight 20/20: A Futurist Explores the Trends Transforming Tomorrow* will impact the world of 2020. In addition to speaking on future trends, emerging technologies, innovation, change management and leadership, Mr. Uldrich is a leading expert on assisting institutions and organizations to adapt. His written works have appeared in *The Wall Street Journal*, *Business Week*, *The Futurist*, *Future Quarterly Research*, *the Wall Street Reporter*, *Leader to Leader*, *Management Quarterly*, and hundreds of other publications. He is also a frequent guest of media worldwide—having appeared on CNN, MSNBC and National Public Radio on numerous occasions.

**Dr. Peter Bishop**, author, presenter, strategic facilitator, and Director of the University of Houston's *Continued, page 14* ▶

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AAIE



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

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## executive director's message

Dear Colleagues,

In planning AAIE's 48<sup>th</sup> Annual Conference program, I found a quote by Albert Einstein, "Teachers are messengers from the past and an *escort* to the future." It made me think about how much time teachers dedicate to teaching 'the past' as compared to the time they spend on preparing students for 'the future.' In a world of constant and unexpected change, how can teachers prepare students for the future? And, how can school leaders develop a flexible road map that serves to move schools toward the future when that future is mired in so much uncertainty? The answers to these questions require asking and answering the right questions. The 48<sup>th</sup> Annual Conference has been planned to allow time for conversations about how our schools should respond to emerging future trends and challenges. Please join us in Boston, Feb. 6 -9, 2014, and become part of these important conversations.

This past June the AAIE Board of Trustees began exploring and planning for AAIE's future direction. In doing so, the Board reviewed and revised AAIE's mission statement as follows: *As a global community that connects diverse people, ideas, and resources, AAIE helps international educators lead with vision, mission, and integrity.* AAIE's online Institute for International School Leadership is one of the new initiatives designed to support this mission, [www.aaieinstitute.com](http://www.aaieinstitute.com). There are also other ways in which AAIE can build connections, and support international school leaders, and the AAIE Board is continuing to explore a number of these. One change

that conference attendees will notice is that the 2014 annual conference program has been planned to encourage more interaction. Another is the work that has begun on revising and expanding AAIE's online resource directory. There is more to come, and you will be kept informed as AAIE launches new initiatives. (To see AAIE's revised strategic plan, please go to the drop-down menu under 'About Us', [www.aaie.org](http://www.aaie.org).)



AAIE Board adopts  
new mission statement:

*"As a global community  
that connects diverse people,  
ideas, and resources, AAIE  
helps international educators  
lead with vision,  
mission, and integrity."*

AAIE's flagship publication, the *InterED*, is one way AAIE connects people with each other, and with innovative ideas and resources. I encourage you to take the time to read this issue of the *InterED* from cover to cover. It contains a number of articles on language learning as well as a variety of others that address topics of importance to international schools. Jay Ketterer, the *InterED* editor, is to be commended for the exceptional quality of this publication, and for the diversity of its content. We thank the many contributors to this issue of the *InterED*, and invite those of you who are willing to share your expertise and experience to contribute your writings to future issues. *InterED* standards of submission, past *InterED* issues, and Dr. Ketterer's contact information can be found at [www.aaie.org](http://www.aaie.org) under *Publications*.

See you in Boston, February 6 -9<sup>th</sup>!

Elsa

Elsa Lamb  
AAIE Executive Director  
[g.elamb@nova.edu](mailto:g.elamb@nova.edu)

# AAIE President's Welcome



As we close the first quarter of this 2013-14 school year, it is my pleasure to wish you further successes as you endeavor to manage the intricacies of your individual institutions and shine lights on students and meaningful learning in the halls, classrooms and creative environments of the international school community. There is no more meaningful task than the education that you bring to what we all perceive as the next generation of world leaders.

As you plan and create those environments that make up the ethos of your school I would like to remind you about two issues that were discussed during our 47<sup>th</sup> Annual Conference last year focused on Social Justice and Diversity.

The first is how as institutions we address issues of sexuality, especially the promotion of social justice for bisexual, gay, lesbian and transgender students. The fact that the Supreme Court has ruled that same sex couples are entitled to federal marriage benefits and that more states have legalized same sex marriage since we last met further highlights the exposure that this topic

is having in our societies and the general turmoil of conversation from opposing factions about it. This is no longer a topic for us to hide or run away from, but one that we must address head-on in our schools. Kevin Jennings taught us in his presentation back in February, that tolerance is nothing but postponed rejection and that our choice of words in promoting this conversation on our campuses would be much better suited if we used diversity and inclusiveness. He also pointed out to us that a student's sexual orientation is recognized between the ages of 8 and 11, that their behaviors start between the ages of 13 and 16 and that their identities are formed between the ages of 15 and 17. If we do not promote social justice and inclusiveness for students going through such important sexual identification then we are doing a disservice to all of our students in this rapidly changing environment. Are you encouraging safe spaces and safe dialogues in your school about this subject?

The second issue I would like to remind you about is in reference to a topic we focused on last February in our Sunday Morning Solutions Session, the Future Skills Panel discussion. Our upcoming February 2014 conference is going to focus on this theme: that students receive substantial critical

thinking benefits if they expand their abilities to create or recreate sensations and images that lie in the future...defending and explaining expected alternative and preferred futures. Join us in February in Boston as we explore this Futurist theme in greater depth. And while you are at it, bring someone to the conference of a different generation than yourself so that these major relevant and important themes have an impact on the next generation of school leadership and are carried forward through our mentorship and guidance.

In the meantime, enjoy this edition of *InterED* which focuses on language education, with articles by Gini Rojas, the College Board, the World Language Initiatives, and WIDA.

Looking forward to seeing you in February at our Annual Conference,

Jack

Jack Delman  
AAIE President 2013-2015

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

## AAIE 2014 Summer Institutes

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

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

### What & Who?

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

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

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

*Institute fees include 4 days of hotel lodging plus breakfast and lunch, and all course materials.  
AAIE Members: \$1275 / Non-Members: \$1600*

**How?** Register online at [www.aaie.org](http://www.aaie.org)

intered [www.aaie.org](http://www.aaie.org) 3



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for International School Leadership

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Martin Thomas, Middle School Dean of Students  
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## Dear Colleagues,

**Looking Forward.** AAIE continues to focus on the future. This edition of the *InterED* has a section of nearly 6000 words that might well have been published in the Spring 2013 edition. “The Future” has become a focus in business and industry, as well as in education. We look forward to the presenters at the AAIE Conference in 2014 (Boston) who will focus on this theme. Although we know that we are unable to accurately predict the future, certain trends can, and should be, analyzed. It appears to me that the richest unmined vein is that of predicting social behaviors, like criminality and purchasing patterns, extrapolated from data base information. Poor, loony Phillip K. Dick was right on-target with this one. How this might impact educational practice is a matter of serious speculation.

**Betting on the Future.** James Fallows reports (*The Atlantic*, October 23, 2013) that the technologies to bet on for the future are *battery technology* and *digital health*. In the November 2013 edition of *The Atlantic*, Fallows cites a panel of 12 scientists on the 50 most important innovations of all time. The first ten are:

1. The printing press, 1430s
2. Electricity, late 19th century
3. Penicillin, 1928
4. Semiconductor electronics, mid-20th century
5. Optical lenses, 13th century
6. Paper, second century
7. The internal combustion engine, late 19th century
8. Vaccination, 1796

9. The Internet, 1960s
10. The steam engine, 1712

There may be some disagreement with the remaining 40, but the top 10 seem right on target.

### Certainty & The Authorial Stance.

Friends sometimes ask me how I am able to write with such... certainty... about educational issues. The reader should not confuse the authorial stance with absolute certainty on the part of any author. Simply put, the responsibility of critical review is up to readers. The authorial stance requires an affirmative statement—a substantive, classically structured series of enthymemes (appropriate for non-scientific writing) that may be engaged by the readership. I doubt that most readers have patience with highly contingent, academic writing full of “maybe’s,” “if’s,” and “it could be’s.” The authorial stance requires one to develop and document a reasonable argument—and submit to the better judgment and review of peers. School leaders are frequently called on to be diplomatic. The halting and tentative expression typical of diplomacy, however, is the death of prose. Advice on formal discourse modes: Don’t mistake the message with the messenger.

**Gil Brown’s new publication** is reviewed on page 47. Entitled *Is Your School a Success—The ‘Arrows’ that Point to Improved Performance*, this new publication will be distributed, one copy per school, to the AAIE membership. Additional copies will be available for purchase at the AAIE 2014 Conference in Boston.

**School Profile.** The word “international,” like the word “foreigner,” is a highly relative descriptor. If you are a world citizen—or attempting to be—you almost have to pause and check your surroundings in order to determine how those words apply to you. Dr. Barbara Rountree, well-known to University of Alabama students around the world and a long time international educator (even before her University professorship), directs an international school right in the heart of football country (that’s Alabama). In the profile of the Capitol School (p. 24) she shares the evolution of her school program and the emergence of a leading edge language program. I have observed the higher education paths of many of her former students. Frequently, they graduate from her school and enter the university as sophomores (24 credits or so) with highly developed language and media skills. The international spirit is a function of a vision realized at the operational level. A leader can take it anywhere!

**Theme for Spring.** The Spring 2014 theme will be *Teacher Leadership and Empowerment*. We solicit article which address how to facilitate teacher leadership, and how to lead teachers to the assumption of greater responsibility and control. Related issues might be professional development, hiring practices, and creating a professional community of learners. ■

*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](mailto:jkettere@jsu.edu)*

Upcoming theme for the Spring 2014 InterED:

## Teacher Leadership and Empowerment

*We invite submissions which address the facilitation of teacher leadership, empowerment, professional development, hiring practices, and creating a professional community.*

Submit your writings, musings, and experiences to Jay Ketterer, [jkettere@jsu.edu](mailto:jkettere@jsu.edu)

# A New Year for Board Meetings

There was a cartoon years ago, which said something along the lines of “As we begin this new school year, we have before us a choice: by working together, we can have before us a year that will be happy, productive and enjoyable for all of us.”

“Or, we could have another year like last year.”

If that defines your school, perhaps the start of your new school year is a good time to make some changes, starting with honestly and openly confronting whatever the issues have been.

Dick Chait claims that many boards suffer from excessive politeness, leading to a definition of boards as a group of people able to approve motions that none of them individually believe in, yet vote for because they do not want to offend anyone. (Google “The Abilene Paradox” for details). It’s important for Boards to understand the Tuckman Teamwork Model ([http://www.mindtools.com/pages/article/newLDR\\_86.htm](http://www.mindtools.com/pages/article/newLDR_86.htm)) that many Heads are familiar with. It postulates four phases of development as a group:

## FORMING

*Individuals are still becoming acquainted, dealing with anxieties, and deciding how they are going to fit in. It is mostly a cordial time.*

The focus should be on:

- improving communication skills
- developing trust
- trying to reach some consensus on setting goals and making decisions

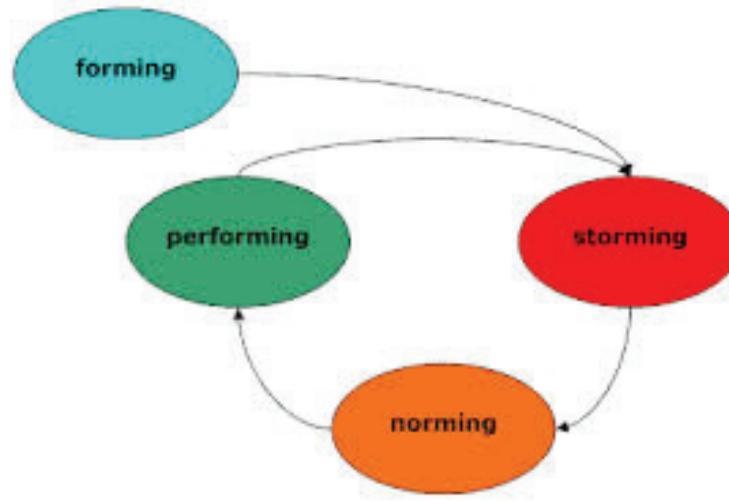
By Jim Ambrose

## STORMING

*Now the real issues start to emerge, and this can be a very trying part. Power struggles erupt, people may be confused about what is happening. Differing skills and abilities surface.*

The focus should be on:

- reviewing expectations
- recognizing that conflict is normal
- using good listening skills and collaborative problem solving to deal with the conflict
- focusing on tasks that relate to the mission and goals



**The Tuckman Teamwork Model of Forming, Storming, Norming, Performing—often re-cycling back into Storming again.**

## NORMING

*The group is now growing as a team, with increased trust, confidence and respect. People have learnt to interact with one another and work together.*

The focus should be on:

- building consensus
- striving for equal participation



- identifying individual strengths and weaknesses

- discussing how performance is related to goals

- identifying ideas on how to improve

## PERFORMING

*There is a norm of team thinking and behavior. Team loyalty is strong, and members display pride in being part of the group.*

The focus should be on:

- growth and improvement
- constant review and assessment
- clearly defined roles

Most people are naturally conflict adverse, so it is not uncommon for board members to be uncomfortable if the ‘storming’ phase involves difficult personalities rather than issues. As a result, they often revert to the ‘forming’ phase and keep bouncing back and forth between forming and storming, never breaking through to perform to their full capacity.

This calls for the leadership of the Board Chair and is a good reason to have someone in the position of Chair who is diplomatic, yet comfortable enough to be assertive in approaching members privately and individually when needed. Is there a board member not playing as part of the team?

Having sidebar or offline conversations tending to create cliques or undermine the board? Is there a member who displays a domineering personality? Someone who will not accept change? Acts without authority?

These are just some of the traits which inhibit a board from reaching its full potential and contribute to high board (and

administrative) turnover. An excellent resource for both board chairs and Heads is the book by Katha Kissman, "Taming the Troublesome Board Member" and available from BoardSource. (She has also written "Trouble At The Top" about dealing with imperfect executives).

\* \* \*

If (hopefully) your board is blessed with good human relations and is in full partnership with your Head, perhaps you've been stuck with the same agenda format forever? A good way to breathe new life into board meetings may be to only hold four traditional meetings annually and schedule another four around special topics or events, either of an informational or planning nature. This could all become part of the annual board calendar. (The astute reader will have seen that four months are unaccounted for, to which many will say "Yeah!" save for those who think every month should include a board meeting, regardless of the amount of business needed to be conducted.)

How often a board meets, or for how long, is a function of many different influences, including:

- At what point is the school on its developmental scale? Schools in the first few years of operation, or going through a major transition, such as a building program or growth, can reasonably expect longer board meetings.
- What is the style of the Chair? Some Chairs are expert at quickly moving things to a conclusion, while others wait for members to reach the point of exhaustion before calling the question to a vote.
- What is the style of the Head? Does he or she prepare succinct materials for the meetings that clearly outline the issues and options? (Wordy memos to the board are less likely to be read.) Does he or she bring matters to the board for discussion that should more properly be dealt with by the administration?
- How 'activist' is your community?

Moving abroad is stressful, especially for first-timers, and parents often harbor guilt over taking their children away from friends and other family members. The school, one of the few aspects of life in the new environment they feel they have some control over, often becomes the focal point for releasing anxiety and if there are not clear lines of communication for how parent issues are handled (preferably at the lowest level of authority, starting with the classroom teacher) they can quickly arise to the board level and result in long meetings. One former Head reports that an unexpected outcome of a voluntary evacuation of many families from post war, when they returned some months later, that almost everyone said "I did not realize until I went home what a good school this is!" Perhaps there is a way to communicate this perception before extreme circumstances occur. ■

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

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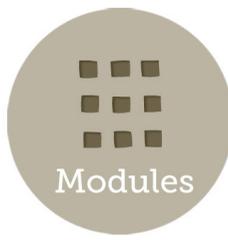
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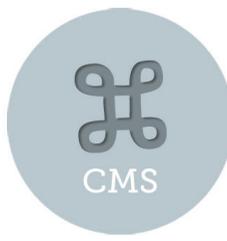
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# Creating and Fostering an Environment of Tolerance and Acceptance in our Schools: *What is the Role of a Head of School?*



By Ben Shifrin

**A**s I begin my 22nd year of school administration and my 12<sup>th</sup> as head of Jemicy School in Owings Mills, Maryland, I reflect upon what I consider a crucial role of a head of school – creating and fostering an environment of tolerance and acceptance in our schools. It is my belief that providing students a safe, risk-free haven in which to learn and encouraging and enabling teachers, rather than constraining them, promotes learning and comprise the key elements to shaping a successful school.

Although there is no formal study, my personal observations over close to a quarter century as a school head, support the following hypotheses, which state that:

- Students in a healthy climate will make academic gains over students in a controlled/fear driven arena.
- Students will create more freely in an atmosphere of respect.
- Teacher engagement and contribution/work productivity will increase in a community of support.

The traditional approach to education, which was behavioristic and reward/punishment-based, is no longer effective. It was believed that students learn best when adults were in control. There has been a tremendous change in the academic culture of schools in the 21<sup>st</sup> century. Education has now become community-based, and it thrives on fostering values like respect, safety, and security. Today's students, it is felt, learn best when they are guided by facilitators in a safe and creative environment.

As I walk through the hallways of Jemicy School, I am consciously aware of the body language of the students I observe along the way. I can best describe what I see as a wonderful joy of learning. The students routinely smile and are eager to come to school. Likewise, I never fail to be amazed by the unrelenting energy and creativity of the teachers, who demonstrate every day that teaching here has become a passion, not simply a job. So, how did we get there?

**E**stablishing an aura of empathy, acceptance, and understanding and then modeling those behaviors must be the head's top priority. It starts with US! To borrow from LtG. Hal Moore (addressing his troops in Vietnam, 1965), *"When we step into the battlefield, I will be the first boots on the field and the last boots off."* An atmosphere free of judgment and negativity provides an optimum setting in which to learn, and at the same time, sets the moral standard necessary to counter the bullying and other social conflicts children experience all too often in today's society. Anxiety turns into confidence and spirits soar.

How does a head make this happen? A leader must acknowledge that these goals can't be accomplished alone. **BUILD A TEAM** of dreamers, utilizing the strengths within the team. **DEMONSTRATE AND MODEL** from top down, all the way around. **PROVIDE STAFF INSERVICE** and communicate real clear expectations. **CREATE OPPORTUNITIES** within the curriculum and within the weekly schedule for the community to coalesce and unify. **ENCOURAGE TEACHERS** to think out of the box. **BE RECEPTIVE** to their new ideas and let them take risks; this will filter down to the students. **ACKNOWLEDGE** staff and student achievements routinely.

**B**e mindful of the way **LANGUAGE** is being used. It can inspire growth or cut one off at the knees. Take, for example, the student eagerly raising his hand to locate for his classmates the capital of a state, let's say Maryland, on the map. He jaunts confidently to the front of the room and points to Baltimore. Think of the consequences if the teacher responds, *"No, Johnny, that's wrong."* *He's embarrassed, his classmates may even snicker, and you can be sure he will be very reluctant to raise his hand again anytime soon. What if the response had been, "Johnny, what an astute deduction you made? Cer-*

*tainly Baltimore is the largest city in the state and the one we hear the most about. It is very reasonable for any one of us to come to the same conclusion you did – largest and most well-known city should be the capital. Other factors aside from size and fame determined capitals. It is tricky, but the map helps us by placing a star symbol on each capital."*

Who got the attention and positive reinforcement? Johnny did. It was a teachable moment about capitals and deductive reasoning, as well as risk-taking, for Johnny and the rest of his class. None of the students in the class will be afraid to attempt to answer a question in the future. It works the same with faculty and staff. Treat mistakes as growth opportunities.

**A**t Jemicy, the faculty and staff are fully invested in community-building activities that provide abundant opportunities to reinforce school values. Jemicy has a buddy program that allows older students to become "big brothers and sisters" to the younger students. Weekly "Today's Hoorays" and "Shout Out" assemblies recognize individual and group accomplishments. Dedicated "spirit times," clubs, athletics, and school-wide trips unite the student body, strengthen relationships, and facilitate cooperative learning.

If a school is to achieve an environment of tolerance and respect, the process must start with the head of school. The head must be the embodiment of the attitudinal change desired and employ whatever it takes to inspire administrators, staff, parents, and students to buy in. Only through a community where each member feels they are a contributing and enhancing component, can these goals be achieved. ■

*Ben Shifrin is the head of Jemicy School in Owings Mills, MD, and a member of the Advisory Committee on Exceptional Children, U.S. State Department, Office of Overseas Schools. He is also an Executive Board Member of the International Dyslexia Association. [bshifrin@jemicyschool.org](mailto:bshifrin@jemicyschool.org)*

# Technology in Multilingual Environments

“For PD this year, the EAL department has designed a day dedicated to second language acquisition and the challenges students and teachers encounter.

*Basically, every class at an International School is an EAL class to some degree. Our faculty & staff will be divided into groups and sit through a lecture on Chemistry in Italian. All native Italian speakers will be asked to answer follow up questions about the lecture in English and the non-native Italian speakers will be asked to answer in Italian.*

*The objective of this exercise is to demonstrate the emotions/learning barriers a student feels every day in the classroom and to work together to discuss solutions to help facilitate relevant student learning and progress in the classroom. I look forward to participating and sharing ideas with my colleagues.”*

This story came from a teacher engaged in a project in facilitating teaching and learning as part of her graduate studies in educational leadership. It is a description of an exercise perhaps repeated many times around the world as educators in international schools grapple with the challenges of understanding multiple languages in the school and the curriculum.

Teachers and parents have shared *A Parents' and Teachers' Guide to Bilingualism* (2<sup>nd</sup> Edition) by Colin Baker (2000), like the exercise above, intended to help parents and teachers identify the problems multilingual children might have. Baker also includes a section on the Internet's potential influence, though admittedly much has happened in technology since 2000. But even with the advent of technology, the common themes of understanding the problems multilingual children and their parents as well as teachers might encounter still emerge. There are some specific ways, however, in which technology is playing a role in language instruction, especially for teachers of bilingual children, as well as some organizational issues to address.

By Barrie Jo Price

## Locating Resources via Technology

Just as parents and teachers turned to books like Baker's, they are also embracing Internet-based sources such as Ask A Linguist, <http://linguistlist.org/ask-ling/biling.cfm>. Teachers and parents typically search the offerings of the Internet to find resources, such this one and, perhaps, even The Encyclopedia of Bilingualism and Bilingual Education (Baker & Jones, 1998) or other printed documents of that genre.

## Digital Sharing

Parents and teachers also seek to share experiences and get answers via technology, often through blogs. These blogs are typically created and maintained by parents of multilingual children; an example is the Baby Bilingual Blog located at <http://baby-bilingual.blogspot.com/> and Raising Multilingual Children, a blog located at <http://www.perogiesandgyoza.com/2013/08/raising-multilingual-children-blogging.html>. Both of these are parental efforts to collect information and to encourage a network of parents of multi-lingual children. There was even a Blogging Carnival held online August 23, 2013 (Raising Multilingual Children Blogging Carnival – August Edition at) with details on the Piri Piri Lexicon (<http://www.thepiripirilexicon.com/p/bloggling-carnival.html>). These and many other blogs have been and continue to be one of the first technology adoptions via the Internet.

## Technology for Direct Instruction & Instructional Support

While seeking information is appropriate and can be very helpful, parents and teachers may, in their zeal to find information for their use, overlook technology and what it can offer directly to their children (students). For example, these websites for teachers have lesson plans as well as activities for students (<http://clevelandmetroschools.org/Page/494>) and Multilingual Chicago (<http://www.multilingualchicago.com/classes/kids.php>) with its activities online and otherwise specifically for multilingual kids. The University of Minnesota's Center for Advanced Research in Language Acquisition (CARLA) (<http://www.carla.umn.edu/technology/>) presents an overview of the process by which teachers and students teach and learn languages online, including specifics on tools, research and strategies. The existence of the center and its information points to the growing emphasis being placed on Internet-based courses and experiences to acquire one or more languages. The growth in virtual worlds (Second Life), online and blended courses, and even Massive Open Online Courses (MOOC) presents additional opportunities to use technology for language support and learning.

Another technological trend is toward mobile devices, a movement finding its way into language instruction and support for multilingual students. For example, there are, of course, also tools that support multiple languages, such as these sites: iPad- iPhone Questions: How do I write in Multiple Languages? (<http://support.iawriter.com/help/kb/ipad-iphone-questions/how-do-i-write-in-multiple-languages>) and Multilingual App Finder (<http://appfinder.lissoft.com/tag/multilingual.html>). And there are specialized interactive tools, such as multilingual, interactive calendars for kids on iPads (<http://www.iosnoops.com/appinfo/my-first-calendar-multilingual-and-interactive-calendar-for-kids-for-ipad/658864638>). All of these support the use of both mobile devices as well as online structured experiences to support the multilingual student. With these mobile tools comes the ability to interact with the device in actual language exchanges as well as having multimedia presentations available on these personalized devices (Bilingual Monster, <http://bilingualmonster.com/teachers-corner/articles/bring-your-own-device-byod-a-growing-trend-among-us-schools>).



## SUMMATION:

### Technology, Language Instruction and Policy

Aside from the above trends in using technology, there is also a growing body of research information about using technology in multilingual education. One of the best examples is in the article by Kim (2013) in Technology-mediated *Collaborative Learning Environments for Young Culturally and Linguistically Diverse Children: Vygotsky Revisited*, in which the author draws on a Vygotskian perspective to focus on the affective and social aspects of learning in a technology-mediated environment. Ultimately the findings supported the use of these environments but recognized the need to assist and support teachers confronting the needs of such students and the need for technology support and training. This article speaks the loudest to international educators because of the access to technology for teachers and students but more importantly to the focus placed on the learning context for students. International schools consist of students and faculty speaking multiple languages, and there is a focus on not only the culture represented by the title of the school (i.e. British, American, Canadian, etc.) but also the hosting culture and the cultures represented within the student body.

The use of technology for addressing the issue of blending various curricular requirements with the challenges of educating multilingual students begins with its use in the early grades (Nemeth & Simon, 2013; Elsner, 2011). But the focus on the technology itself sometimes obscures the need for schools to focus on the issues addressed by Kim (2013): the social and affective aspects of being a multilingual student and of teaching such students. Lam (2013) provided insight into what it means to be a student from another culture speaking a different language in conjunction with the use of technology, urging educators to consider the technologies from that standpoint. The tendency is to view the technology through the eyes of the creating culture or the dominant culture, when, in fact, the social and affect issues surrounding language use also influence the use of technology. The same kinds of differences observed across cultures and within language use apply to technology. It is a different vocabulary but it is also a different set of expectations.

Technology, especially the kind found in today's classrooms (tablets, mp3 players, netbooks) is personalized or customized technology; it is intended for use as an individual learning medium, even if it is still a desktop set up in a fixed location or a laptop shared from a cart. It is still a 1:1 learning tool. This sometimes adds stress to students already feeling isolation (Tour, 2013; Kelly, 2013); it also means that it takes a well-trained educator to combine this individualized tool with the need to meet the social and affective needs of multilin-

factors associated with student growth. The school must address its mission and its views on multilingual education, perhaps even including issues related to native tongue, before beginning to consider technology as part of any solution. And the collateral activity has to be teacher training and support, not just in terms of the technology, but in a coordinated way with instruction for multilingual students. So combining policy, pedagogy and policy seems the best foundation for the use of technology for language instruction. ■

School policy  
must recognize  
the importance of  
connecting teaching  
and learning  
to the culture of  
the school, the child,  
and the community.

gual students. Therefore, it can certainly be said that using technology in multilingual situations requires masterful teaching. That should become the focus of any efforts to use technology for such purposes. Teachers need exposure to the technologies but also to the instructional frameworks that allow the needs of multilingual students to be met (Kim, 2013).

A final note is justified at this point to emphasize that the overarching factor in technology and language instruction: policy. The school's policies have to focus on connecting both of these aspects of teaching and learning to the cultures of the school, the child and the communities of the child (Lopez, 2012). Ignoring the child's linguistic heritage in pursuit of educational goals, no matter how lofty, cannot be cured or circumvented with the use of technology, even the most interactive approaches. Ultimately, the school has to recognize the combined power of all the

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Note: All websites mentioned in this article are available at <http://www.diigo.com/user/emTech> with tags "multilingual", "bilingual" and "children".

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## Language and the Question of School Culture

As international schools proliferate and differentiate, in terms of vision and mission, it becomes increasingly clear that some international schools develop philosophies that embrace national languages and contexts and that others relegate those external realities to positions of secondary or tertiary importance.

The mission and vision statements of American and international schools are fairly fixed in the sense that new employees, including administrators, usually inherit implicit attitudes about language that assign status and priority, even if those priorities are not explicitly addressed in the school's statements of mission, vision, and beliefs. Most schools do not analyze the multiple discourse structures that affect daily school life, and many simply do not attempt to include them in the curricular model they employ.

By John J. (Jay) Ketterer

One might conclude that language is not a significant part of the curriculum in schools where "English Only" is the rule (although these schools might also include "foreign language" instruction). This conclusion would be incorrect.

One would also assume that the multiple discourse structures in the school would be addressed systematically because language context and the multilingualism of students are both determining factors in student learning. In fact, the knotty questions of discourse frameworks, language use, and language objectives are frequently left in the breach. English language instruction is evaluated as if the students were monolingual EL speakers. Speakers of a second language, in classes taught in that language, are evaluated as if the students

were monolingual L2 speakers. Some international schools (admittedly, there are notable exceptions) risk becoming models of cultural disintegration.

A critical component that should be considered here is the culture of the school. School culture may be understood as,

A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid, and, therefore to be taught to new members as the correct way to perceive, think, and feel in relation to those problems" (Schein, 1992, p. 12).

Schein notes that there are 3 elements of school culture:



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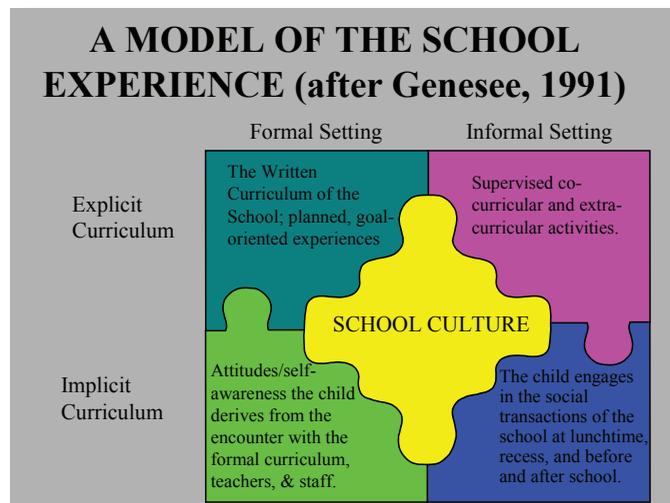
*Artifacts...* The observable manifestations of an organization, its language, products, and artistic creations. Artifacts are easy to see, but hard to interpret without going to deeper levels of analysis.

*Espoused values...* Statements members make about the way things are and what people are supposed to do.

*Basic assumptions...* These are frequently difficult to articulate. They are the assumptions that guide behavior, particularly in times of stress or change.

Schein assists us in analyzing school culture and explaining how international schools can talk global, but remain encapsulated in the bubble. The phenomenon of tension between the *espoused values* (like globalism) and unarticulated *basic assumptions* (about language) in international schools exposes a deficiency in the conceptualization of international (and American) schools in general and in the prescribed curricula that many are adopting.

Another way to conceptualize the school experience is offered by Fred Genesee, whose model of the school experience is reproduced, albeit modified, below.



Everything that occurs in the school setting has an impact on learning. In fact, one may suggest that the “school experience” begins when the child awakens early to prepare for school (with anxiety or eager anticipation) and continues until the homework books are closed and the last skypes or chats with schoolmates in the evening are concluded. Professional staff may experience the school in a fragmented way—effectively separating the “professional” from the “personal.” Students tend to experience “school” holis-

tically. “Children are affected by the total environment of the school” (Schein, p. 176). Clearly, educators tend to know what they think they are teaching, but without the conceptual tools outlined above, they have no constructs for assessing the true extent of student learning (and unlearning).

It should be clear that mother-tongue maintenance is critical to the learning experience.

Cummins argues that for the positive effects of bilingualism to be realized and for “cognitive deficits” to be avoided, that children must reach a threshold level of proficiency in their L1—i.e., a certain degree of academic language or CALP—before academic achievement can occur in the second language. Cummins argues that children cannot achieve this threshold in subtractive or English-only programs. (Cummins, 1981; <http://esl.fis.edu/teachers/support/cummin.htm>)

The importance of a contextualized approach to learning that embraces the identity of the learner and includes it as a design component of the learning experience is rarely questioned among linguists. Research in cognitive linguistics and

semiotics, which emerged powerfully between 1993 and 2005 (and systemic functional linguistics), strongly supports this conclusion.

Learning is a contextual process and the educational system must take this into account. Learning occurs when students perceive a need and have an opportunity to acquire or construct knowledge. Therefore, the starting point of the educational process is a student’s self-under-

standing and his/her understanding of the world and his/her culture and traditions. The social context itself is both an object of instruction and a tool of instruction.

How much of the “whole child” is left out if language context is ignored? One hears that “we can’t deal with the multiplicity of languages found in our schools.” That is certainly true if our concept of curriculum is limited to the explicit, formal experience of the school. Or if the idea of a “teacher” is

limited to the contracted, professional staff.

Some international schools seem to wish to deny this reality as they strive to free themselves from context. They risk the separation of students from self-knowledge and core identity. This subject has been discussed so extensively in the academy and in public discourse that it startles us to note that the discussion is almost entirely absent in the board rooms and strategic planning committees in schools around the world where the mission statement—implicitly exclusive and decontextualized, but *globally focused and cosmopolitan*—is batted about without sensitivity for the cultural or linguistic context.

We make meaning with language. We create an environment full of dynamic and creative possibilities when we positively employ the cultures, pedagogies, and linguistic traditions that are part of the social milieu of the school. Of course, it is a lot of work. School leaders cannot “inherit” this component from previous administrations. It must be made anew as part of the continuing effort of the school team to embrace the creative possibilities—the grace—of space and place.

## Conclusion

International schools should reevaluate their mission statements in the light of research on the learning processes of multilingual populations, and new understandings of the interrelationship of neurocognitive functioning and language use. International schools are demonstrably ambivalent about the role language plays in the learning process, and have left it out of core values statements like *mission, vision, and beliefs*. School leaders should conduct in-depth analyses of their school culture. ■

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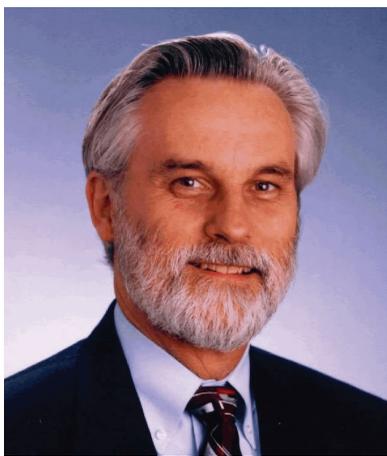
## 2014 BOSTON CONFERENCE: FEBRUARY 6-9, 2014

### CONFERENCE,

continued from page 1 ►

graduate program in Futures Studies will be Saturday morning's keynote speaker. Dr. Bishop specializes in techniques for long-term forecasting and planning. In his keynote, "Preparing Students for the Future by Actually *Teaching* About the Future", he will discuss the need for a new academic discipline, the study of the future, a course of study that will help today's students anticipate and influence change in their fast-moving world.

**Paul Poore**, Executive Director of the Association of American Schools in South America (AASSA), the 2007 International Superintendent of the Year, and a highly respected educator with 28 years of international experience will present a thought-provoking Saturday afternoon keynote, "The Already-Present Future." This keynote will look back at some of the rather



**Dr. Peter Bishop, Director of the University of Houston's graduate program in Futures Studies, specializes in techniques for long-term forecasting and planning. In his keynote, "Preparing Students for the Future by Actually *Teaching* About the Future", he will discuss the need for a new academic discipline, the study of the future, a course of study that will help today's students anticipate and influence change in their fast-moving world.**

intriguing foundations of American education, take stock of our current situation, and look to the already-present future for much-needed direction. It will be followed by a conversation regarding how education might better prepare students for the unforeseen future they will inhabit.

### Special Presenters

Other highlights of the program include a host of special presenters, all of whom bring a rich background of practical educational experience and notable expertise.

**John Littleford** is a consultant to independent and international schools, public school districts, non-profits including cultural and community organizations and foundations, corporations, and privately-owned companies. His clients include over 2,000 board presidents of independent schools and agencies on the topic of head compensation, an additional 1,200 clients worldwide on the topics of faculty compensation and evaluation, over 1,000 clients on board governance topics, and over 600 clients in the areas of executive search, marketing and/or fund raising, financial management, school and community climate issues, and strategic planning.

**Mr. Littleford** will present three sessions: *Ensuring the Board's and Head's Growth: Staying Ahead of the Learning Curve*; *Head Compensation: Knowing Your Head and Your Constituents*; and *Cost Effective Fund-Raising: Mobilizing a Powerful Pyramid of Volunteers*.

**James Stronge** is an educational researcher and consultant, and the Heritage Professor in Educational Policy, Planning, and Leadership Area at the College of William and Mary, Williamsburg, Virginia. Dr. Stronge has presented his research at state, national, and international conferences. Additionally, he has worked extensively with local

school districts and other educational organizations on issues related to teacher effectiveness, teacher selection, and teacher and administrator evaluation.

Dr. Stronge will present two sessions on *Hiring the Best Teachers: What Works and*



**Jack Uldrich, globally renowned futurist, will open Friday's general session with an exploration of how the ten technological trends presented in his latest book, *Foresight 20/20: A Futurist Explores the Trends Transforming Tomorrow* will impact the world of 2020.**

*What Doesn't*, as well as a session on teacher and principal evaluation.

**Michael Furdyk** is the co-founder of TakingITGlobal ([www.tigweb.org](http://www.tigweb.org)), a site which provides innovative global education programs that empower youth to understand and act on the world's greatest challenges. Michael has appeared on the Oprah Winfrey Show, presented at TED, and was named one of Teen People's "Twenty Teens that will Change the World." Over the last decade, he has keynoted over 100 events across sectors, sharing his social media expertise and insights on youth engagement and educational reform to audiences in over 30 countries. He sits on several non-profit boards, including the Re-Inventing Schools Coalition, and on the International Advisory Council for Microsoft's Partners in Learning program

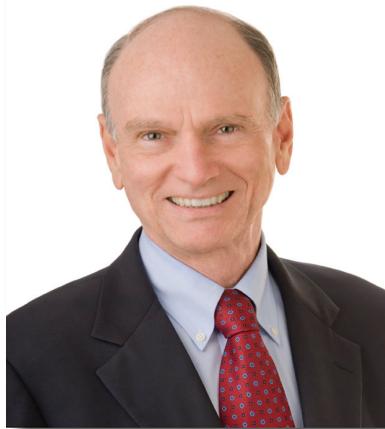
In addition to his Sunday Solutions presentation, Michael will also present a conference breakout session, *Taking Classrooms Global with Collaborative Technology*.

## 2014 BOSTON CONFERENCE: FEBRUARY 6-9, 2014

### Informative Concurrent Sessions & Exhibits

There will also be 32 other sessions offered by colleagues and consultants who will share successful practices and research of benefit to your schools, and your own professional growth. Also in attendance will be 60 -65 exhibitors eager to acquaint you with the helpful services and innovative products they can provide you and/or the schools you represent.

**John Littleford is a consultant to independent and international schools, public school districts, non-profits including cultural and community organizations and foundations, corporations, and privately-owned companies. His clients include board presidents of independent schools and agencies on the topic of head compensation, additional clients worldwide on the topics of faculty compensation and evaluation, board governance, executive search, marketing and fund raising, among other topics. Mr. Littleford will present three sessions: *Ensuring the Board's and Head's Growth: Staying Ahead of the Learning Curve*; *Head Compensation: Knowing Your Head and Your Constituents*; and *Cost Effective Fund-Raising: Mobilizing a Powerful Pyramid of Volunteers*.**



**Paul Poore, Executive Director of the Association of American Schools in South America (AASSA), the 2007 International Superintendent of the Year, and a highly respected educator with 28 years of international experience will present "The Already-Present Future." This keynote will look back at a few intriguing foundations of American education, take stock of our current situation, and look to the already-present future for much-needed direction. It will be followed by a conversation regarding how education might better prepare students for the unforeseen future they will inhabit.**

### Conference Events

The AAIE annual conference remains the only venue where a world-wide group of international educational leaders and the many organizations that support them can gather to share experiences/challenges, to dialogue about shared concerns/interests, and to learn from one another. Please take advantage of the many social events that have been planned for the 48<sup>th</sup> annual conference. Among AAIE's conference social events are the annual welcome reception, a reception for first time conference attendees, an Awards & Special Recognition Ceremony, a Friday afternoon Wine & Cheese Social, a Saturday morning Wom-

en Leaders Breakfast, and a closing reception. One of the highlights of the 2014 AAIE Annual Conference will be a special silent auction to benefit the Children of Haiti Project. Please join us in Boston for a memorable and stimulating professional and personal experience. ■

### 2014 Conference Topics

See page 51  
for a complete listing  
of session topics at the 48th  
Annual AAIE Conference,  
Boston.



**James Stronge is the Heritage Professor in Educational Policy, Planning, and Leadership Area at the College of William and Mary, Williamsburg, Virginia. He has worked extensively with local school districts and other educational organizations on issues related to teacher effectiveness, teacher selection, and teacher and administrator evaluation. Dr. Stronge will present two sessions on *Hiring the Best Teachers: What Works and What Doesn't*, as well as a session on teacher and principal evaluation.**

### LOOKING AHEAD

49th Annual AAIE  
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Hyatt Regency  
San Francisco

50th Annual AAIE  
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**Atlanta, GA, USA:** December 8-10, 2013

**Bangkok, Thailand:** January 3-7, 2014

**Boston, MA, USA:** February 2-6, 2014

**San Francisco, CA, USA:** February 10-13, 2014



## Languages in International Schools— A Child Went Forth...

**T**here was a child went forth every day;  
And the first object he look'd  
upon, that object he became;  
And that object became part of him for the  
day, or a certain part of the day, or for many  
years, or stretching cycles of years. (Whit-  
man, 1855)<sup>1</sup>

*Birthed. Delivered.* A passage of chaotic im-  
pressions—compression and sensory flow,  
and light as liquid—irradiant and filling,  
substantial and ineffable. The first assess-  
ment, an Apgar test.

*Connections.* Beauty. Same and different is a  
binary game. Imagine a culture built on bi-  
nary combinations. Same. Different. Pat-  
tern recognition. Mother warm. The breast is  
a part, and sound is a part, and the moon is  
not apart, and all parts are connected.<sup>2</sup> More  
assessments, I suppose.

*Babble. I. I-babble.* Me. You. When the me  
and the you are disconnected, then reason  
begins. And patterns emerge. The measure-  
ment continues. I believe “those that are  
apart” are trying to communicate with me,  
but their sounds are senseless. Slowly, I cata-  
logue and categorize the significant and the  
senseless.

*Consciousness embedded in flesh.* No self with-  
out body; no mind without sensation.<sup>3</sup> I de-  
pend on “those apart!”

*“His own parents, He that had father'd  
him, and she that had conceiv'd  
him in her womb, and birth'd him,  
They gave this child more  
of themselves than that;  
They gave him afterward ev-  
ery day—they became part of him.*

*The mother at home, quietly plac-  
ing the dishes on the supper-table;  
The mother with mild words—clean her  
cap and gown, a wholesome odor falling  
off her person and clothes as she walks by;  
The father, strong, self-sufficient, manly,  
mean, anger'd, unjust...”* (Whitman, 1855)

*Learning in context,* in all contexts but never

outside of one or de-contextualized.<sup>4</sup> They  
think they know what they are teaching me,  
but do they know what I am learning?

*I-I-you-me-me-mine.*<sup>5</sup>

*Show me and I am bored.* If I think, I do.<sup>6</sup>  
Thinking and doing, this is me emerging.  
More testing as I become strange.

*Centered in a sensory field, building from  
context,* reality constructs itself around me.  
I wonder if it's me or them that's insane.<sup>7</sup>  
Friends teach me the wrong things and I  
learn from the best of them.

*Language is my emotional core,* the center of  
my possible constructs. Ignore it, and I am  
an incomplete human. Reach me through  
language, if I am to be reached at all.<sup>8</sup> I am  
apart.

*“The blow, the quick loud word,  
the tight bargain, the crafty lure,  
The family usages, the language, the compa-  
ny, the furniture—the yearning and swell-  
ing heart...”*

*Wandering the path prescribed for me,* I learn  
to desire success. I risk loss of self as I re-  
shape to accommodate group standards  
and norms. Assessment continues. I have  
a school language of high status; at home I  
speak the drab language of failure.

*“The strata of color'd clouds, the long bar  
of maroon-tint, away solitary by itself—  
the spread of purity it lies motionless in,  
The horizon's edge, the flying sea-crow, the  
fragrance of salt marsh and shore mud;  
These became part of that child who went  
forth every day, and who now goes, and will  
always go forth every day.”*

Build a school without context, and you for-  
get the “I.” Curriculum, like consciousness, is  
embedded. “I cannot say the word eye any  
more... when I speak this word eye, it is as  
if I am speaking of somebody's eye that I  
faintly remember... there is no eye — there  
is only a series of mouths — long live the  
mouths — your rooftop—if you don't already



Rembrandt's *The Virgin and Child*.

know— has been demolished ...”<sup>9</sup>

There are many centers—school, home, my  
country, my social circle. Each center has a  
language. I stand apart, between, and among  
the overlapping centers of my consciousness.  
Freedom and the future lie somewhere in  
the interstices of these contexts. There are as  
many centers as there are masters. The ques-  
tion really is: “Who is to be the master?”<sup>10</sup>

“Remember me, I'm the one who loves  
you.”<sup>11</sup> *Remember me.* ■

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<sup>1</sup> Walt Whitman, *Leaves of Grass*, 1855.

<sup>2</sup> Piaget.

<sup>3</sup> Lakoff, G., and Johnson, M. (1999). *Philosophy in the flesh: The embedded mind and its challenge to western thought*. New York: Basic Books.

<sup>4</sup> Vygotsky, Dewey, Malaguzzi, et al.

<sup>5</sup> Lennon & McCartney, Vygotsky.

<sup>6</sup> Dewey.

<sup>7</sup> Dylan. “Visions of Johanna,” on *Blonde on Blonde*, 1966.

<sup>8</sup> Chomsky.

<sup>9</sup> Dylan, liner notes, *Highway 61 Revisited*, 1965.

<sup>10</sup> Humpty Dumpty.

<sup>11</sup> Written by Stuart Hamblen; first performed by Jimmy Dean.

## A Long Time Learning: Key Principles for English Learner Instruction

By Virginia P. Rojas

English learners in international schools face a double challenge of learning a new language while mastering the same academic content as their English-proficient peers. Fortunately, much is known about how to teach English learners responsively in these contexts. Unfortunately, longstanding beliefs and traditions may prevent *best practices* from becoming reality, even as schools work hard to continually improve their efforts. This article presents how institutionalizing six key principles for instructing English learners can better guide this work. More importantly, it is a call to once and for all put our efforts into creating international-school classrooms that include and serve English learners by recognizing that these principles are wholly in our power to change.

### PRINCIPLE #1:

**Instruction intentionally provides opportunities for English learners to develop the academic language features of each subject area.**

Academic language is defined as “*the specialized vocabulary, grammar, discourse/textual, and functional skills associated with academic instruction and mastery of academic materials and tasks*” (Saunders & Goldenberg, 2010). Simply put, academic language is the language used by students in classrooms to demonstrate content understanding through oral and written tasks (e.g., to *retell* the sequence of a story or historical events in a timeline; to *describe* traits or qualities of different shapes or geometric figures in a math class; to *convince* others of a point of view in a history or English classroom).

In order for English learners to attain full proficiency in academic language, all classrooms and all teachers must engage English learners in the use of complex texts

and challenging tasks with language learning integrated into content. For example, a middle-school science instructor recently wanted students to compare and contrast LED (light-emitting diodes) vs. incandescent lighting. He and the EAL (English as an additional language) teacher collaboratively planned the content and language

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targets, with deliberate *progressions* for the range of English learners in the class (e.g. beginners, intermediates, and advanced). The science teacher focused on the content targets while the EAL teacher planned strategic scaffolding and differentiation strategies so English learners could comprehend and communicate with their peers, not just with the right answer but with ‘*the right answer using the right language.*’

This experience differs from the past in several ways. Neither the task nor the content material was modified or not expected even for the beginning English learners; indeed, all students were expected to conduct the experiments and read the accompanying text. The teachers worked in tandem to guide content understand-

ing and language development with clarity of roles and responsibilities. Replacing any notions that English learners needed foundational or remedial skills before they could actively participate was the purposeful goal of using ‘sheltered immersion instruction’ to tap into what the learners brought to the class; namely, background knowledge in science and academic literacy in their home languages.

### PRINCIPLE #2:

**Home languages and cultures are regarded as assets.**

No other issue than the role and use of home languages is more contentious among international-school communities. Some believe—including many parents of English learners—that the school campus should be an ‘English-only’ zone, reflective of ‘the more English, the faster or better’ the acquisition of English. Contrary opinions—including the position of the IBO (International Baccalaureate Organization)—views the home language as a right in a multilingual setting or as a resource to accelerate language transfer to English-language acquisition. Usually, schools can build consensus through discussions with all involved, including English learners themselves, not so much to debate the ‘either or position’ but more importantly to articulate policies about ‘who, when, where, and why.’

The research is clear: English learners who are academically stronger in their home languages ultimately attain higher levels of academic proficiency in English. The reality is even clearer: the overwhelming majority of parents choose an international school education because they want English *added* as a language and not to be a language which *replaces* their home languages. Whether the home languages are maintained as part of after-school programs or as host-country language programs in

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school, it is critical that schools inform and involve the parents of English learners. Even more critical is that research and not personal ideologies shape the basis of the information and the program design.

From an instructional point of view, there are specific *'look fors'* that this principle implies; most notably, that instruction draws on home languages and cultures as entry points when and where needed, regardless of whether or not teachers speak these languages. Entry points for the aforementioned science lesson included the use of language transfer tools (both electronic and peer), bilingual word banks for subject specific terminology and transitional phrases, and carefully-chosen shadow reading (bilingual materials) for concept exposure as a prelude to the English text. As such, there is no need to *dummy down* the reading material as so often has been the default in the past. As is almost always the case, the students let the teachers know which primary-language tools they needed and which they didn't.

## PRINCIPLE #3:

### **Instruction is linguistically and academically rigorous (i.e. standards-aligned)**

Another historical orientation is the position that English learners are incapable of meeting grade-level expectations and therefore require accommodations, much as do students with identified learning issues. Teachers—and even school leaders—often remark about how English learners *can't* complete basic classroom assignments, *can't* be graded on content knowledge until English is acquired, or *can't* participate in Advanced Placement (AP) or IB courses. The assumption seemingly underlying these statements lies in the age-old perception that English learners are somehow deficient or remedial. Ironically, the potential for acquiring English in mainstream classes where learners have access to challenging content and more-proficient English speakers is significant, especially when deliberate instructional scaffolds support English learners as they *productively struggle*

*gle*' with rigorous curriculum expectations.

In order for English learners to complete basic classroom assignments, be equitably graded on content knowledge, and have access to AP or IB courses, it is imperative that all teachers receive ongoing opportunities for professional development, including traditional as well as blended options. Without a doubt, one of the strongest forms of professional development is to engage teachers in classrooms walkthroughs themselves, using a checklist derived from these six principles. No longer is the English learner the exclusive responsibility of the EAL specialist; in fact, this specialist's

Differentiation  
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and does not mean  
*watering down* instruction...

role shifts so that the knowledge and skills he or she possess becomes a part of daily classroom life throughout a school.

## PRINCIPLE #4:

### **Instruction is designed to meet the different needs of the range of English-language proficiency levels.**

Delivering *one* curriculum to a range of different students requires teachers to be highly skilled with the use of differentiated instruction which is not to be confused with modification, accommodation, or individualization whereby teachers tend to lower expectations, provide 'easier' tasks and materials or grade based more on effort than achievement. Differentiated instruction is

an instructional mindset which starts with curriculum standards and expectations and then plans ways to make materials, tasks, modalities for learning, or students' groupings *different* to ensure multiple paths to learning content and, in the case of English learners, being mindful of language proficiency progression. Differentiation is not an event, but a way of thinking about daily classroom life and one which does not mean *watering down* instruction as some believe it to be.

In the case of the science lessons on LED vs. incandescent lighting, three differentiation strategies were planned. Initially, the students used expert and home jigsaw groups to distribute the material equitably in order to master a section to teach others. All students had to answer the same questions after reading but were allowed to select a choice for the oral reporting of their findings: these RAFT choices included a poster session at a simulated science fair, a debate, and a newscast pointing out the impact of LED lighting to our lives. Teachers deliberately placed students in different groupings of students during the week, some prescribed and some self-selected by students. Evident during the week was that differentiated instruction is good practice for diverse learners, and that diversity is just as apparent in middle-school classrooms where the students are all native English speakers.

## PRINCIPLE #5:

### **Instruction is designed to scaffold instruction with the intent of linguistic progression in oral skills and with academic reading and writing.**

The use of scaffolding strategies to progress English learners' proficiency without diminishing their engagement with complex concepts, texts, or language requires masterful insights on the part of teachers. Scaffolding is based on Vygotsky's model for the 'gradual release of responsibility' as teachers model speaking, reading and writing tasks and then deliberately design ways for Eng-

ELI PRINCIPLES, *cont'd* on pg 20 ►

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## ELI PRINCIPLES, *cont'd from pg 19* ▶

lish learners to practice beyond their current level with the support of instructional scaffolds. Scaffolds are temporary and are planned according to proficiency levels; the craft is not to 'over-scaffold' so that students acquire a sense of learned helplessness—and not to 'under-scaffold' either—rather to 'just-right scaffold' with the intent of achieving progression and, ultimately, autonomy.

Examples for written tasks include providing mini-lessons on the specific language features and styles of different types of writing, the use of mentor texts or examples, and the design of targeted scaffolds for varying English-language proficiency levels; more precisely, text frameworks for beginners, sentence starters for intermediates, and language cues for advanced. Since language acquisition is developmental and writing a reiterative process, scaffolding each step according to what English learners can do *next* is a natural fit. The larger the instructional repertoire of teachers – EAL and classroom alike – the more efficacy they will feel with scaffolding not as expedient *fix-it* strategies but rather as yet another way of thinking about daily classroom life.

## PRINCIPLE #6:

### English learners' academic language is monitored systematically to ensure growth.

This language-growth mindset differs from a fixed-language mindset as teachers stay hyper-mindful of the inevitability of students' attainment of English-language proficiency in an immersion setting. As with any developing performance skill, English learners improve and benefit from multiple feedback opportunities on authentic tasks where not only are they assessed on their current levels of performance but, more effectively, are provided with explicit ways to improve to next levels. As such, an assessment *for* learning approach whereby EAL and classroom teachers co-design formative and summative assessment tasks to collect evidence of academic achievement and language proficiency is ideal. Classroom-based assessments might include informal reading inventories, recorded oral presentations, common writing assessments scored by qualitative rubrics, response logs, journals, anecdotal records, projects, and student self- and peer-evaluations. The ultimate objective is to assemble instructional arti-

facts representing English learners' growth over an extended period of time. English learners and their teachers reflect as well as set goals for further growth, again a way of instructional life focused on the ways in which English learners can continue to be championed by those of us entrusted with their learning. ■



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## WIDA Increasing Efforts to Support English Language Learners in International Schools

**W**IDA has been providing leadership in the education of English language learners (ELLs) for over a decade. WIDA, or World-Class Instructional Design and Assessment, is located at the University of Wisconsin--Madison and has developed innovative English language proficiency standards and assessments that have been adopted by 33 states as well as international schools around the world.

Since pioneering a new way to understand the integration of language and content learning in 2003, WIDA has continued to support ELLs and the teachers who work with them. WIDA was the first organization to develop English language proficiency standards that focus educators' attention primarily on academic language in the content areas. The WIDA English language development (ELD) standards are situated within a framework that describes the specific language skills ELLs need in content areas such as mathematics, social studies, science, and language arts as well as for social and instructional purposes.

**M**ost international schools serve a large percentage of English language learners; broadly defined, this group includes not only students currently receiving English as an additional language (EAL) support but also many students in mainstream classes who have exited or have never been identified for language support (Nordmeyer 2008).

Because of the varied national contexts among teachers and administrators, EAL programs can vary greatly from school to school, and may even lack consistency within the same school. By providing a common metric for describing academic English language development, the WIDA English Language Development (ELD) Standards can provide the cohesion needed to support EAL programs in international schools.

By Anne Katz

The WIDA framework can inform instruction by describing the language that students will need to process and produce in academic contexts. Since academic English skills are tied to content areas, the WIDA framework provides language examples at five levels of language proficiency for topics in math, science, social studies and language arts, helping teachers to see what language development looks like when used within

The WIDA framework  
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a specific context. The framework can help teachers choose academic language learning targets for instructional units, match students with the appropriate level of support, increase teacher collaboration, and identify students in need.

**W**IDA has produced a number of assessment tools that are available for international schools, including the W-APT and the WIDA MODEL assessment kit. The assessments, based on the standards, help teachers to measure progress over time. In addition, some assessment tools, such as the WIDA speaking and writing rubrics, can also help teachers to integrate classroom assessments with the WIDA standards, providing a body of evidence to document students' developing language proficiency. The WIDA standards are powerful tools to provide ELLs access to grade-level content and promote inclusive international schools.

WIDA has recently developed an international version of the resource guide to its standards, scheduled for release by December 2013. A team of experienced international educators oversaw the development process, and educators from international schools were asked to provide feedback on the appropriateness of the WIDA standards for use in their schools.

**A** rapidly growing number of international schools currently use WIDA standards and assessments. Earlier this year, the WIDA International School Consortium (WISC) was launched to build a network of international schools using WIDA assessments, and to support schools in building capacity for the implementation of WIDA standards.

WISC member schools receive discounts on WIDA assessment tools, and gain full access to valuable WIDA resources. This international consortium also provides a discussion platform for sharing common challenges and strategies across international schools.

WIDA consultants offer training sessions on-site and at conferences in conjunction with regional organizations. For more information on scheduling on-site sessions and the WIDA International School Consortium, visit [www.wceps.org/wisc](http://www.wceps.org/wisc) or contact Jamie Quanbeck, [jamie@wceps.org](mailto:jamie@wceps.org). ■

*Anne Katz, an independent WIDA Consultant, has worked for over twenty-five years in second language education with a focus on assessment, curriculum design, and standards development. She led the development team adapting the WIDA Standards Framework for International Contexts. She also teaches courses in learner assessment for The New School MATESOL program. Her publishing has centered on classroom assessment, academic English, standards, and effective classroom practices for second language learners.*

## As 2013-14 Academic Year Begins, AP World Language Redesign Continues

With September marking the start of another academic year, the College Board's Advanced Placement Program® (AP®) continues its release of redesigned AP courses and exams for 2013-14.

Since 1955, the College Board's Advanced Placement Program has enabled millions of students to take university-level courses and exams, and to earn college credit or placement while still in high school. Among the 34 AP courses and exams offered, 6 are world languages and cultures: Chinese, Japanese, French, Spanish, German and Italian. In addition, AP Latin and AP Spanish Literature and Culture are also offered. As part of its ongoing commitment to ensuring that AP courses reflect college-level expectations and progress in each discipline, the AP Program decided to make course and exam changes in world languages, history, and science.

### A Major Transformation

To ensure the world language courses aligned with current pedagogical best practices and accepted standards for world language learning, the College Board decided to restructure the AP World Language program. This included creating redesigned courses, exams, and scoring guidelines that would provide similar learning experiences for all AP language students and hold similar standards for student performance from one language exam to another, with the goal of increasing students' proficiency and cultural understanding.

A cross-language commission made up of high school and university faculty was formed and tasked with designing and implementing the vision for a new suite of courses and exams for AP World Languages and Cultures. The result of this commission was the creation of a plan for the following courses: AP Chinese Language and Culture, AP French Language

By Staff of the College Board

and Culture, AP German Language and Culture, AP Italian Language and Culture, AP Japanese Language and Culture, and AP Spanish Language and Culture.

All AP world language courses, with the exception of AP Latin, align with the instructional goals reflected in the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century*. These standards tie foreign language instruction to the "5 Cs" —

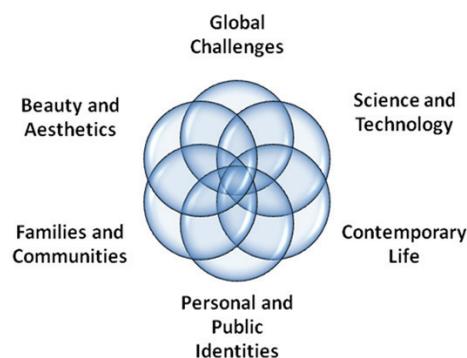
Communication, Cultures, Connections, Comparisons and Communities — to make learning world languages more authentic and aligned to living in an increasingly global community. The AP Latin course is consistent with the goal areas of the *Standards for Classical Language Learning*.

The courses also integrate and contextualize the study of culture, focusing on the products, practices and perspectives of each target culture. Culture is assessed in the same integrated fashion on AP exams, emphasizing cultural comparisons where students compare the culture of their own communities with those of the target language culture to develop cultural understanding while developing students' critical thinking skills.

With regard to revisions to AP French, German, Italian and Spanish Language and Culture, the courses now share six common required themes: 1) Public and Private Identity, 2) Families and Communities, 3) Global Challenges, 4) Beauty and Aesthetics, 5) Science and Technology and 6) Contemporary Life. Each course also includes five to seven recommended organizing contexts to help serve as a way to explore these themes.

### The New AP World Languages & Cultures Framework

When **communicating**, AP World Language students demonstrate an understanding of the **culture(s)**, incorporate interdisciplinary topics (**Connections**), make comparisons between the native language and the target language and between cultures (**Comparisons**), and use the target language in real-life settings (**Communities**).



Revised courses also include clear learning objectives, which help teachers identify what students should know and be able to do across the three modes of communication: Interpersonal, Interpretive and Presentational.

The new exams include two sections: a multiple choice section that assesses print and audio interpretive communication and a free-response sections that focuses on written and spoken interpersonal communication and written and spoken presentational communication. The AP French, German, Italian and Spanish Language and Culture free response sections contain the same four task models: an email reply (Interpersonal Written Communication), a persuasive essay (Presentational Written

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Communication), a simulated conversation (Spoken Interpersonal Communication) and an oral presentation of a cultural comparison (Spoken Presentational Communication).

The new AP world language and culture courses and exams target a range of student performance, with an expectation that students will reach at least the intermediate high to pre-advanced level of performance by the end of the course.

## Changes to AP Latin and AP Spanish Literature and Culture

Until recently, there were two different AP Latin courses, one focused on poetry and the other on prose. A new AP Latin course launched in the fall of 2012, which combines the two previous poetry and prose readings from Vergil's *Aeneid* and Caesar's *De bello gallico*. The redesigned Latin course focuses on cultural and historical contexts of Ancient Rome as presented by both authors. There is also an emphasis on developing student skills in prepared translation and translation based on sight reading, as well as on developing student proficiencies in literary analysis. The new AP Latin exam was first administered in May 2013.

The redesigned course in AP Spanish Literature and Culture is taught thematically and includes a strong emphasis on understanding and analyzing literature through the cultural, historical, geopolitical, socioeconomic and artistic contexts present in each of the works of literature included on the required reading list. The reading list has been shortened to include 38 titles representing key literary works written in Spanish, spanning major historical periods from early literature to the present.

The AP Spanish Literature and Culture course develops students' proficiencies in the three modes of communication: Print, Audio, and Audio-visual Interpretive Communication, Spoken and Written Interpersonal Communication, and Spoken and Written Presentational Communication, and develops students' understand-

ing of the cultural products, practices, and perspectives found in the required literary works. Students also develop an extensive vocabulary used for literary analysis. The exam assesses Print and Audio Interpretive Communication, Written Presentational Communication, the interpretation of embedded historical and cultural contexts, and each student's ability to analyze literature.

## AP World Language Redesign Impact on Students and Teachers

Since the redesign of the AP world language courses, AP teachers have reported to the College Board higher levels of student motivation, and at the end of the course, many students have expressed the desire to continue their language study at university or to either major in the language or combine the language with another discipline. Teachers have also said that seeing their students successfully accomplish real-life communicative tasks in the language is very satisfying and that students are better prepared to engage in real-life communication with members of the target culture.

Brian G. Kennelly, professor in the Modern Languages and Literatures Department at California Polytechnic State University, served as the co-chair of the committee that worked on the AP French Language and Culture course and exam redesign.

"With the redesign of the course and exam, we have ... confirmed the relevance of French within a global and interdisciplinary framework, and convincingly demonstrated how it helps students and faculty reach a more nuanced view of the world in which we live and interact," said Kennelly.

To ease the teachers' transition from previous world language curricula and exam structure to the redesigned curricular frameworks, the College Board provides various resources such as AP professional development workshops, AP Summer Institutes, sample syllabi for each course, Course Planning and Pacing Guides, Curriculum Modules, a Practice Exam, an AP

redesign webpage containing updates regarding redesigned courses, as well as online teacher redesigned communities. The AP Teacher Community (<https://apcommunity.collegeboard.org/>), a website that launched in 2011, provides communication tools and online resources to help teachers connect, especially those who are not able to travel to events or have limited access to colleagues. In addition, the AP Central – Course Home Pages ([http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/index.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html)) offers educators information on resources and professional development opportunities designed to support teachers in implementing course revisions.

Among the 34 AP courses and exams, 10 courses have already undergone revisions, including five of the eight AP world language courses.

## AP World Language Implementation Schedule

- Fall 2011: AP French Language and Culture, AP German Language and Culture
- Fall 2012: AP Latin, AP Spanish Literature and Culture
- Fall 2013: AP Spanish Language and Culture

The Italian Language and Culture course and exam was removed from the AP world language program in 2009 and reinstated in 2011. Its current exam is a hybrid exam that aligns with the free response sections of the other redesigned world language courses. AP Chinese Language and Culture and Japanese Language and Culture will undergo revisions in the near future in order to bring them into full alignment with the redesigned AP world language courses.

*International school educators with questions about AP's suite of world language courses and their implementation should contact [international@collegeboard.org](mailto:international@collegeboard.org).*

## SCHOOL PROFILE

### The Leading Edge: The Capitol School of Tuscaloosa, Alabama

**H**ow did a small private school in Tuscaloosa, Alabama end up with an enrollment of 20% international families? The Capitol School was founded in 1993 as a model to become the state's first charter school but 20 years later, remains a private PK - 12 school still waiting for charter school legislation in Alabama. The Capitol School is organized into six age clusters from its multilingual preschool program to its collegiate-based high school. Lead teachers, Coteachers and Expert Teachers strive to implement Harvard Professor



Howard Gardner's theory of Multiple Intelligences using individualized and small group instruction rather than grade level organization. The Capitol School's mission is to *educate responsible citizens of the world.*

**T**he two founding teachers who started The Capitol School in 1993 were Dr. Barbara Rountree and Margaret Hill. Their goal was to create a school utilizing the Theory of Multiple Intelligence as a foundation for curriculum design. This is their story.

*Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers and speakers are among those recognized as having high linguistic intelligence (Gardner, 1983).*

By Barbara S. Rountree  
and Margaret L. Hill

Upon reading *Frames of Mind*, and hearing Dr. Howard Gardner speak about the Theory of Multiple Intelligence, we knew we had found validation and medical research to support a multiple ability view of children's intelligence. We learned to ask "How is the child smart?" rather than "How smart is the child?" Gardner's theory describes the capacities of the human brain and confirmed our observations of children in the classroom. We had a definition of Linguistic intelligence, but now what were we to do with it? As teachers, we knew many activities for teaching verbal skills in English and for developing writing skills. How could we develop these skills in languages other than English?

Based on observations while consulting in international schools around the world, the Director of Capitol School, Barbara Rountree included components of successful language programs she had observed. Research indicated that language instruction is optimized when it is frequent and when taught by a native speaker. The human brain does not learn a native language in one way and then a second or third language in a different way. The child's brain is wired for language at an early age. Yet, Alabama's public schools began teaching foreign languages (mostly Spanish) at 9<sup>th</sup> grade.

We looked for foreign language standards to begin instruction starting at age 2 1/2. Remember that there was no "Dora, the Explorer" in 1993. We only found foreign language objectives for high school students. The state of Alabama Department of Education provided a general framework for "Languages other than English: Grades 9 - 12". The current version can be found on their website:

<http://alex.state.al.us/standardAll.php?subject=LOE&ccode=ML1&summary=3>

**W**e learned through "trial and error" the appropriate age to introduce content and teach objectives. Teachers struggled to provide instruction beyond the state's objectives such as: "Recognize target language words and phrases spoken in context," and "Compare holidays and celebrations of a target culture with those of the United States." We decided that the best place to start was to teach the same things we taught young children in English: colors, numbers, objects in the classroom, household objects, etc.

Situated in a University town, the Teacher Council had opportunities to hire K-12 certified teachers in Spanish. However, none of these teachers had any experience teaching preschool or elementary or middle school students. All of these Alabama certified teachers had completed their internships in high schools where they had taught Spanish I or II using high school textbooks. Most of their lesson plans during the internship were focused on written communication rather than an emphasis on oral communication.

**I**n 1993, The Capitol School hired two language teachers for Spanish and German. An attempt to hire a Japanese teacher failed due to Visa requirements. Both teachers were native speakers who had received their teacher training and degrees outside the U.S. (in Columbia and Germany). Neither were certified teachers in the state of Alabama. Over the years, we often hired state certified teachers--yet they were not native speakers. One Spanish teacher taught at Capitol School for 11 years and a German teacher's tenure was 9 years. Others stayed 1 - 3 years teaching part-time while earning a graduate degree or while a spouse fulfilled an international business contract. Students have had Spanish instruction over the years from teachers with accents from Puerto Rico, Mexico, Peru, Honduras, Cuba, Colombia and Spain!

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In 2008 and 2009, we hired our first native speaking teachers of Chinese. One had Suzuki violin training and one had earned her master's degree in Early Childhood so she was able to design a curriculum appropriate for children as young as 2.5 years of age. We launched the Chinese program only for children ages 2.5 - 7 with three part-time native speakers of Mandarin and one early childhood intern from Hungkuang University in Taichung City, Taiwan. We have since hosted a total of eight seniors from Hungkuang for their Early Childhood internship during the semester prior to graduation.

Even though Capitol School provided a wireless network, six G3 Mac computers in each classroom and a video phone in 1993, there was not much software to support language learning. We purchased as many children's literature books as we could find in the target languages of Spanish and German. Whenever possible, we bought sets of 6 books for the children to read in small groups/literature circles. Many of these books were translations of familiar books such as *Clifford, the Big Red Dog* or *The Very Hungry Caterpillar* so that students could grasp the meaning as they learned new vocabulary.

The Capitol School serves 180 students ages 2.5 - 18 with a flexible school day from 7:30 a.m. - 5:30 p.m. The flexible school day design requires faculty to teach in small groups and reduces the chance of faculty reverting to the traditional whole group instruction model. The Capitol School operates on a budget based on tuition less than the national or southeast average expenditure per pupil. Nine full-time faculty have Alabama Teaching Certificates and are paid on the state of Alabama public school scale. This pay scale and benefits allows the school to recruit from U.S. and international schools to hire the most qualified faculty. In the past 20 years, teachers have been hired from international schools in England, Mexico, Peru, Honduras, Namibia, Colombia, Ecuador, Paraguay, Italy, France, Morocco, Germany, Spain, China, Taiwan, Venezuela, Latvia, Sweden and India.

Students maintain their native tongue by

participating in weekly International Story Time with readings by native language speakers (usually three per week). The Children's International Library's collection includes books written in 16 languages: Arabic, Chinese, English, Farsi, French, German, Hebrew, Hindi, Icelandic, Italian, Japanese, Korean, Portuguese, Spanish, Swahili and Urdu.

Eleven Expert Teachers and Coteachers teach part-time at The Capitol School. They have earned master's degrees and have expertise in their fields. Students take a variety of classes from expert teachers including art, physical education, library, media/technology, advisory, music lessons (Kindermusik, violin, piano, Orff, recorder, handbells). Students exercise their kinesthetic abilities at community sites during seasonal sports with weekly lessons in swimming, soccer, basketball and tennis. Our visual arts curriculum has a strong emphasis on Drawing with art appreciation/history lessons twice a week. All of the expert classes are taught in small groups of 4 - 12. These lessons are included as part of the tuition—not extra charges.

Capitol's high school students participate in "School to Career" program to work with mentors and shadow them once a week in the workplace to prepare for life in college and beyond. The Capitol School has a 100% graduation rate which is 24% higher than the state graduation rate. An ACT report from a five-year study of almost 188,000 Alabama high school students cited remarkable scores in Capitol School students' mathematics, science and social science scores (19% - 34% higher than the state mean of scores). English scores were at the top with 100% of students prepared for college level course work, compared to the 66% of students prepared statewide.

Capitol School hosts student interns from

Stillman College, The University of Alabama, The University of West Alabama, as well as international interns from Sweden, Germany, Peru, and Taiwan. The international school community provides a welcoming environment for students and families. The Capitol School's model was cited as "twelve who are reshaping public education" by *EDUTOPIA*, the educational journal produced by the George Lucas Foundation. [http://www.edutopia.org/pdfs/mar\\_06/daringdozen2006.pdf](http://www.edutopia.org/pdfs/mar_06/daringdozen2006.pdf)

Over the past decade, new students from 67 countries have enrolled at The Capitol School due to 18 international companies doing business in Tuscaloosa County. The University of Alabama's College of Nursing, Medical School and DCH, a regional hospital, are resources as well. Parents who are transferred back to their home country after 3 - 5 years in Tuscaloosa often write to share how well their child is adjusting to the new school. Even though the child receives praise for an extensive vocabulary and earns high grades in English, the new language teacher (who most likely speaks British English) comments on the "Southern accent" heard when our former student speaks English at the new school. Y'all, we did the best we could! ■



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## The ISS World Language Initiative— Unlocking the Linguistic Potential of Every Student

By Bridget Doogan  
and Virginia Rojas

International Schools Services (ISS) and its esteemed partner Dr. Hanada Taha-Thomure began an uncharted journey in 2008, to better meet the needs of their Arabic language learners. From its emergence five years ago as a two-school pilot program, the World Language Initiative (WLI) has evolved into a multi-faceted collaboration across continents, offering standards-based programs for language learners that incorporate research-based best practices in language pedagogy, engaging resources for students, and comprehensive support for teachers. Currently, the program focuses on Arabic and English as an additional language (EAL), with a goal to expand to Mandarin in the near future. As the program continues to develop and grow, emerging insights are challenging basic assumptions about how international schools address and support the linguistic and cultural needs of their students.

No longer the mono-linguistic, mono-cultural enclaves they once were, international schools have shifted demographically and culturally, resulting in increasing transience and diversity. With this emerging reality have come changing expectations about the language programs schools should offer. Beyond the typical English-medium college preparatory curriculum, international parents generally hold expectations of language learning and cultural engagement. Indeed school missions commonly cite learner outcomes related to internationalism, multi-culturalism, and global citizenship. With an eye on the globally interconnected future of their children, many host-country parents view their local international school as the best option available. Thus local students now form a significant proportion of international school populations. Whereas in the past host-country families may have accepted that an English medium education might come at the expense of a child's mother-tongue proficiency, that is no longer the norm. Parents

increasingly aspire to grade-level proficiency in both English and the language of the host-country for their children. Local education authorities too are assuming increasingly assertive stances with regard to the learning of the local language, both for native and non-native learners. Thus, international schools are under pressure as never before to provide programs that meet these diverse linguistic needs.

In WLI Arabic pilot schools across the Middle East-North Africa region, teachers and administrators are seeking to meet these challenges through their adoption of the Arabic WLI *Qisas (Stories)* and *Hiwaraat (Dialogues)* programs. In doing so, they have committed themselves to a comprehensive framework of components designed to establish, support and sustain critical shifts towards best practices in Arabic language learning for native, heritage and non-native learners.

### Arabic WLI Program Features

The journey is replete with challenges – particularly around issues related to staffing, professional development, resource allocation, placement, assessment and more. Nevertheless, schools are seeing the positive impact of the programs on student learning. A recurring theme is the notion that together the pilot schools are on a collaborative journey in which all stakeholders have a role to play in finding and sharing solutions, and making it succeed. The original two Arabic pilot schools are now in their sixth year of implementation.

In August 2012, two ISS schools opened in China with the majority of their students

<i>A shift in ...</i>	<b>From...</b>	<b>To...</b>
<b>What Students Learn</b>	Textbook based activities Grammatical accuracy Memorization	Modern Standard Arabic Standards based curriculum Engaging content Critical thinking
<b>How Students Learn</b>	Focus on traditional practices Rote learning Passive learning	Active learning Best instructional practices Metacognition
<b>Assessment For Learning</b>	Traditional tests Right/wrong answer Worksheets	Standards-based diagnostic, formative, summative, standardized assessments Authentic performance tasks
<b>Instructional Resources</b>	Traditional textbooks	Standards-based programs Authentic literature Authentic contexts
<b>How Teachers Teach</b>	Sage on the stage Expert Activity planner	Guide on the side Learning designer Coach
<b>How Teachers Learn</b>	Lecture Passive learning	Modeling, coaching, feedback Adult learning principles Gradual release model
<b>Professional Community</b>	Working in isolation Suitcase curriculum	Collaboration Continuous learning Professional teaching standards Networked community
<b>Parental Roles</b>	Reliance on dialect or English Reliance on tutors Reliance on school	Active engagement Ongoing education in providing linguistic support

# & INTERNATIONAL SCHOOLS



having English as an additional language (EAL). Administrators and teachers found themselves grappling with a recurring issue in most international schools around the world: *What programs and practices are most effective to facilitate English-language acquisition and academic achievement at the same time?* Using a framework of effective practices for English learners published by Stanford University, the WLI immediately tackled two age-old challenges in the design of their EAL (English as an additional language) program: (1) shifting away from the historical paradigm of ‘language-as-problem,’ and (2) designing a rigorous, standards-based curriculum with clearly-delineated roles and responsibilities for collaboration between classroom and EAL specialists.

Traditional EAL policies and programs originated from a *deficit* perspective where English learners are perceived as a ‘problem’ requiring ‘fixing’ by specialists and, until that process is complete, are seen as incapable of achieving academically in grade-level classrooms. The ramifications run deep: students’ native languages are seen as barriers to their achievement, sometimes causing highly-problematic messages and myths about English-language acquisition, mother tongue development, and bilingualism among administrators, faculty, and parents. Well-intended teachers modify materials, tasks, and expectations rather than scaffold language acquisition *progressively*,

and differentiated instruction is mistakenly implemented into what is often thought of as a ‘dummied down’ curriculum. Eventually, English learners acquire full academic proficiency. Within the rigorous demands of an academic school setting, however, waiting the ‘problem’ out is not a necessary or viable option.

This language-as-problem inclination often precludes English learners benefiting from the collaborative efforts of classroom and EAL specialists. EAL pull out classes are disconnected from grade-level and subject-area curriculum expectations and, even though EAL teachers work hard to integrate with mainstream curricula, research indicates that separate curricula or special classes leads to a denial of access to the knowledge needed for academic achievement. The marginalized position of such EAL programs produces a makeshift system in which neither the EAL support class nor the underprepared mainstream class is an appropriate instructional environment for learners of the school language since often there is little program articulation between the two. What is needed is the development of partnerships among mainstream and EAL teachers to deliver an articulated, grade-level curriculum accompanied by EAL-responsive instruction.

Pioneer administrators and teachers at the two ISS/WLI-EAL catalyst schools—Nansha College Preparatory Academy (NCPA) and the International School of Dongguan (ISD)—are overcoming these age-old challenges. Embracing a *language-as-resource* stance, they consensually build policies and programs which honor English learners’ mother tongues, multilingualism, and most importantly, students’ linguistic and cultural competen-

cies in twenty-first century schools. Working together, classroom teachers and EAL specialists collaboratively translate these conditions into classroom practices while fostering instructional mindsets which inherently see English learners for what they will do in the future as opposed to what they seemingly can’t do in the present. At these schools, the frequently-claimed mantra, “*all teachers are EAL teachers*,” is becoming a classroom reality.

## Systematic Support for Language Learning

Across both the Arabic and EAL/WLI programs, insights include a growing acceptance that language programs can no longer be viewed as disconnected entities. English, EAL, Arabic and other world language teachers and student support staff are working collaboratively to form a coherent, student-centered system of language teaching and learning across the curriculum.

As it evolves, the WLI will continue to coalesce around the belief that each learner bears a unique linguistic profile that should be valued and nurtured through well-aligned curriculum and instructional practices. Linguistically skilled and culturally competent, the students who emerge can be quintessential 21<sup>st</sup> century communicators and learners. ■

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# LANGUAGE

## A PERSONAL ANECDOTE

### What's In a Surname? Reminisces About Life Among Languages

The field of linguistics is fascinatingly broad. A glimpse of its intricacies reveals an amazing range of findings. On the one end, newspaper articles such as The Telegraph's outline of the most common mistakes when learning a foreign language: Not listening enough, lack of curiosity, rigid thinking, using a single method and fear (Merritt, 2012). On the more detailed end, Ray Jackendoff (2007), from Tufts University, in a paper titled "A Whole Lot of Challenges for Linguistics" acknowledges some of the leading thinkers in the field, Sausurre, Bloomfield, Jakobson, Chomsky, Turing and others. He goes on to describe many of the major challenges facing linguists such as horizontal functionality across frameworks, syntax and lexical rules; refining theories of meaning, including links to animal cognition; the link between linguistics and psycholinguistics; parallel architecture and the simpler syntax, and the closer study of how the brain works. This latest field is progressing very fast and the reader will likely want to consider Stanislas Dehaene's "Reading in the Brain" (reviewed by Ketterer, *InterED*, Fall 2011).

Much of linguistics literature focuses on the education practitioner's work providing guidance to teachers, especially regarding English as a second language (ESL). Thus, cultural linguistics comes into focus as a serious classroom element. Nicole Patton Terry and Miles Anthony Irving end their discussion (Colarusso and O'Rourke, 2010) with a suggested procedure for instructors, suggesting that students bring an item (in a paper bag) representing their culture, that other students then identify which item belongs to whom, and finally that each student describe the item's cultural meaning and discuss its cultural implications with the class.

From a different angle, John W. Oller Jr. (1981) from the Institute for Creation Research, in an article titled "Words: Genetic and Linguistic Problem for Evolution" argues that linguistics is more complex than

By Gianni Bottazzi

genetics and genetics is too complex to be the fruit of evolution and thus supports a creationist view of creation. He uses Lev Vygotsky's writings to support his argument, together with those of my favorite philosopher, Bertrand Russell—a staunch agnostic!

As a trainer in the corporate world, I see that diversity and culture bring a heartwarming light to language from the wonderful kaleidoscope of the global workers and technicians coming through our classrooms. A colleague teaching a group of aircraft maintenance technicians in China with the help of a translator inquired why the word "autopilot" caused such a lengthy translation. The translator, without a specific word available for a 1-1 translation, would describe it as "a machine which guides the airplane in the sky without the help of a person." While teaching autopilot maintenance to technicians in Mexico City, I described the electronic logic used to cause the plane to flare (raise the nose to touch down lightly) before an automatic touchdown; the students had no word in Spanish corresponding to this sense of the word "flare." While we may use metaphor to improve our understanding, there is no assurance that metaphors can pass cultural and linguistic boundaries.

Many of my trainees speak English not as a second, but as a third language (or more). That can be an interesting experience. My grandmother, raised in German, switched to Italian through marriage then to French in Rwanda helping my father raise my siblings and me. We all learned Swahili and English along the way. My grandmother would speak to us in Italian without consciously choosing a language and we would respond in French. When first visiting my family in Italy as a child, my grandmother saw me join other kids on the playground and thought I would not be able to communicate with them. As I conversed excitedly with the other kids she exclaimed

bemusedly, "Gianni speaks Italian!"

Thanks to high school language classes, foreign aid workers, and missionary friends I took pride in my mastery of English beyond the basic Belgian school language classes. In my late teens, on my way to flying school in Texas, I was handed an immigration form that started with a fill-in field for surname, middle name and given name (or first name). I was stumped! In all the other languages I spoke, a family name would be first—and all names were given—the name in the middle would be hyphenated and "surnom" in French means nickname. A few years later, trying to convey deep affection to my wife-to-be, I selected a word that seemed to convey the "heart on fire" intensity of my love—and chose... *Heartburn*. ■

*Gianni Bottazzi is a native of Africa, an internationalist, and a veteran instructor who conducts training of maintenance crews for an international airline. bottazzigianni@gmail.com*

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## A Conversation with Michael Furdyk

*[Ed.]: Michael, for starters would you give us an idea what circumstances led you and Ms. Corriero to launch TIG back in 1999? Specifically, what needs and social potentials were you responding to?*

[M. Furdyk]: Hi John! Back in 1999, Jennifer and I were reflecting on the growth in adoption by young people of the Internet. We saw many young people beginning to actively engage with a variety of web-based tools and resources, and noticed the lack of community, seeing an opportunity to bring them together to foster global learning and active citizenship. We decided to create TakingITGlobal as an organization that would leverage the unique potential of the World Wide Web to empower young people to understand and act on global challenges.

At the same time, an impressive body of research was pointing at the growing challenge of engagement facing public schools in North America. In 2000, the US DOE's *Students in Today's Schools* study showed that less than a quarter of graduating grade 12 students found their schoolwork interesting, and less than a third found it meaningful. Soon after that, the Partnership for 21<sup>st</sup> century skills, a coalition of major employers, declared that "today's education system faces irrelevance unless we bridge the gap between how students live, and how they learn." We were focused on supporting informal learning initially, but within a few years we would begin to see the potential for our work to support the formal education system as well.

*[Ed.]: As TIG began to grow and generate different programs, what types of things occurred that were congruent with your expectations? What happened that you were not anticipating?*

[M. Furdyk]: When we first launched our community and vision for using the web to engage young people to understand and act on social issues, we received a lot of scepticism about the potential of the World Wide

Web to act as a community builder and drive learning and offline action. The rise of Social Networking has been a huge force that brought awareness to the opportunity for leveraging the web for engagement and social change. One particular foundation that rejected an early proposal from us as being "too ambitious" later asked us to help recommend board members and advise on strategy.

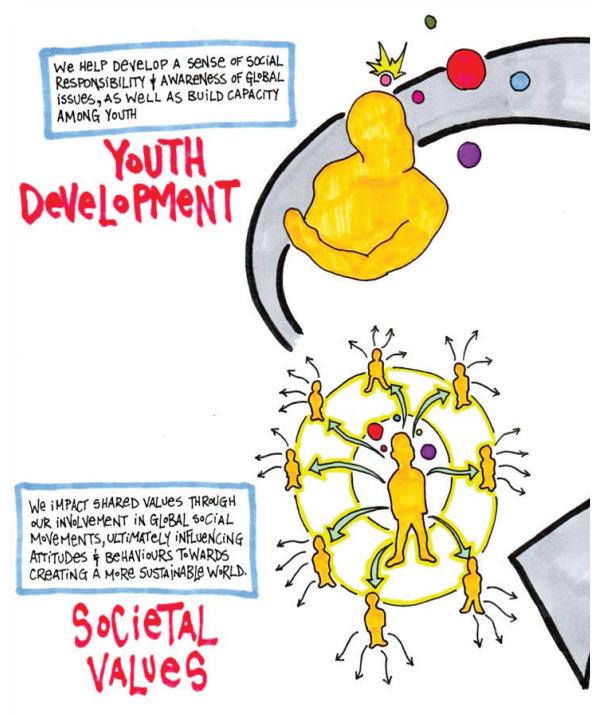
Over the last six years, we've undertaken several studies to understand the impact of on-line engagement with our programs on offline behaviours, and have seen a wide range of positive impact: 66% report increasing their volunteer activity, 89% increased their cultural awareness, and 82% say they now talk more about local and global issues with their friends and family.

*[Ed.]: The TIG website notes that Ken Wilber's Theory of Change has influenced the TIG approach. Could you outline that for us, and what it means in reference to a specific program that TIG sponsors?*

**[Editor's Note: TakingITGlobal, also known as TIG, is a charitable non-governmental organization focusing on global issues by promoting awareness and engagement among global youth. It was founded in 1999 in Toronto, Canada by Jennifer Corriero and Michael Furdyk, who are the Executive Director and Director of Technology respectively. TIG has effectively used social networking and educational communities to promote student awareness and engagement with an entire range of social, political and cultural issues. The TakingITGlobal online learning community reaches over 4 million visitors each year, with membership by registered users now exceeding 450,000.**

**Future Friendly Schools (<http://www.futurefriendlyschools.org>) is a network and certification program newly founded in 2013 by TIG to promote the values of global citizenship, student voice, and environmental stewardship, particularly through the use of project-based learning and information and communications technology.**

**The following is a synthetic conversation with Mr. Furdyk, arrived at through a process of trading questions via email. An attempt has been made to remove the usual halts and pauses in authentic conversation without losing the substance of Mr. Furdyk's ideas and projections.]**



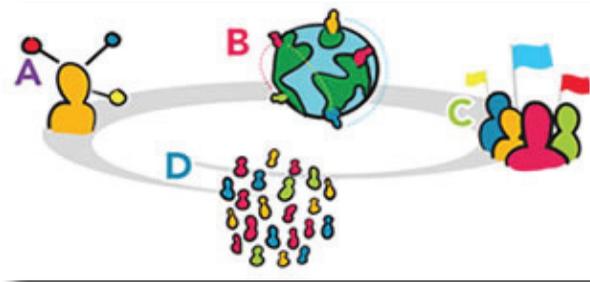
# Our schools: COMING YOUR WAY SOON

[M. Furdyk]: Our Theory of Change is all about moving from individual to collective understanding and action. For example, an educator might take one of our professional development courses on Project-based Learning for Global Citizenship, developing a driving question to engage her classroom in inquiry around an environmental challenge. (Youth Development). Her students might participate in a Global Encounters video conference with a climate scientist or a young activist to gain more context, and then use our Climate Change Guide to Action or Commit2Act mobile app as a way to develop a project that engages peers in an interactive exploration and in-depth understanding around cause and effect (Youth Action & Participation).

Our YouthMovements.org platform aggregates youth-led action and development projects from more than 25 partner non-profits and UN agencies, helping to showcase and raise the profile of youth-led initiatives, and our UN accreditation enables us to offer students and youth opportunities to participate in official United Nations Events. For example, a Canadian student attended the UN Conference of Parties Climate Change conference in Doha last year, presenting a student whitepaper developed

through a video conference between schools to government leaders (Social Movements). Finally, by enabling compelling learning experiences, raising the profile of young people as innovative problem-solvers, and offering opportunities for them to develop global leadership skills, we can create a positive shift in societal values.

I've included a sketch of our Theory of Change here to illustrate:



[Ed.]: Do you have any specific, tangible results to point to?

[M. Furdyk]: In addition to some of the research results I shared above, there are a wide variety of program outcomes I'm very proud of. We've had more than 11,000 educators register to access our free global education resources, resulting in over 800,000 downloads. A recent research study on our professional development e-courses showed significant increases in educator capacity across our focus areas of global citizenship, environmental stewardship, and student voice – there was a 78% increase in the number of educators who felt able to create a culture of global leadership, in which students are empowered to engage in controversial global issues and create social change.

Our social innovation programs, anchored by our Sprout e-Course supported by the Pearson Foundation, have trained nearly 400 young, ambitious changemakers to launch their projects. Nearly two dozen have received funding and mentorship as part of the Pearson Fellowship for Social Innovation.

[Ed.]: It appears that the enormous success of TIG with school populations—and notably with international schools—was a guiding force in the founding of Future Friendly Schools. Could you describe how that program differs from ongoing programs more closely related to TIG?

[M. Furdyk]: We created Future Friendly Schools to offer a roadmap for increased student engagement, connecting the growing interest in our focus areas of global citizenship, student voice, and environmental stewardship with the momentum behind project-based learning and the immersive use of technology in schools. The program offers a certification, based on indicators and principles that were crowd-sourced from more than 4,000 stakeholders (administrators, educators, students, and parents) across the globe, and also aims to build a network of schools who are collaborating and sharing practices with one another. We've built a financial model that will allow us to offer the program at no charge to schools in developing countries, who will be matched up with participating independent and international schools, providing rich opportunities for cross-mentorship and joint projects.

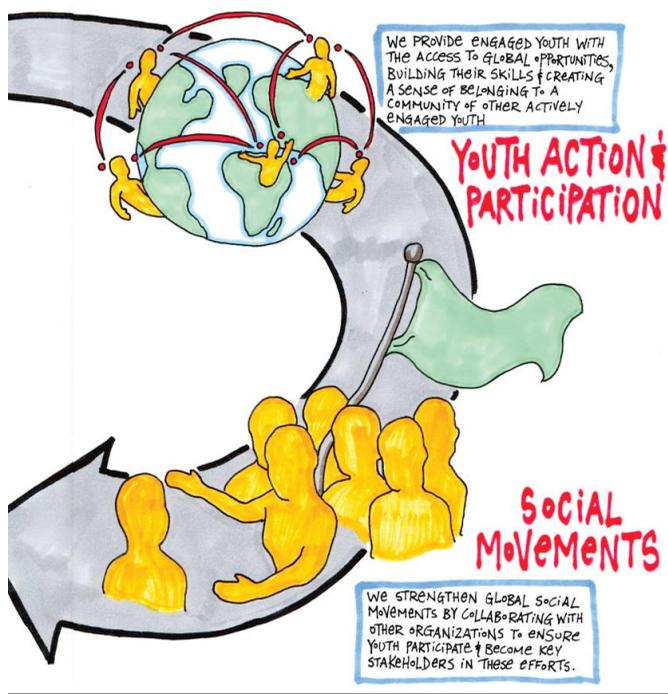
[Ed.]: What are some of the activities of schools certified as future friendly?

[M. Furdyk]: For each of the certification value areas, we've defined five core principals that define a Future Friendly School. For example, around Global Citizenship, schools commit to Community Engagement and School Partnerships, building collaborations with local or global organizations to inspire student learning, and ensuring connections across the world for peer-linked learning. All of these principles are published online, with video examples of school activities to demonstrate existing ideas and examples.

[Ed.]: I notice that there are three levels of participation that accompany the application for accreditation as a future friendly school.

FURDYK, cont'd, pg 32 ▶

intered www.aaie.org 31



**FURDYK**, cont'd from pg 31 ►

*The entry level “Global Leader” category involves what appears to be a donation to “sister schools in the developing world” on a sliding scale—depending on school population and public or private status—from \$1000 to \$5000. Are those schools listed on the website, or are participating future friendly schools given alternatives of choice? This is a logical question from the point of view of an international school.*

[M. Furdyk]: We’re very excited about this aspect of the financial model, which will help us ensure the program is available to schools in countries with fewer financial resources. We are working ourselves to identify high-potential schools across the globe, and will help identify schools upon request. However, we know many schools have already developed school relationships in connection with their service-learning trips, and in this case we highly encourage them to support their existing partner schools with this opportunity as a way to strengthen their existing collaboration.

[Ed.]: *The other two categories of participation—“Global Village” and “Global Lighthouse”—include additional advantages at higher costs. The “Global Lighthouse” school category offers “access to the online community of practice, accredited e-courses at 20% off, a web-based or in-person keynote and workshop, and 8 60-minute online coaching sessions for a team of 3 people at your school” (Participation Options, <http://www.futurefriendlyschools.org/join/options/>). How do you recommend that schools get started with this imposing social network? Has it been*

*your experience that educators start with TIG, become enthused with the advantages of the networked community of purpose, and then move on to other levels of commitment. What is your vision for this new component of the TIG concept?*

[M. Furdyk]: We developed these more comprehensive packages to support schools who want to build whole-school capacity across their team to develop new pedagogies to drive deep learning across our three value areas. At the Lighthouse level, we also offer an in-person or online keynote and workshop (to share our vision and engage the entire staff), and as importantly, a series of 8 coaching sessions to support the team at the school that is responsible for the program. We’ve found that individual coaching can make a big difference in supporting the success of global initiatives, especially as they get off the ground. Whether it’s helping to connect an educator to one of our young leaders in a country they’re learning about, identifying the ideal partner school, or providing advice on school policy, we’ve got an amazing team of educators and a powerful global network that can help to support nearly any request we’ve had (so far!)

[Ed.]: *What are some of the successes you can point to, if it is not too early to describe them, of the Future Friendly Schools initiative?*

[M. Furdyk]: We’re just kicking off the founding program year, but a key component of the program that I’m particularly excited about is the online portfolio each Future Friendly School receives to display all of the evidence that the school submits as part of their certification process. Schools commit to Creative Commons

licensing for these resources, encouraging others to build upon and further improve each others’ practices. I look forward to these portfolios acting as knowledge and collaboration hubs, empowering schools to proudly showcase their efforts and make connections with those that follow in their footsteps. I invite all of your readers to explore our site at [www.futurefriendlyschools.org](http://www.futurefriendlyschools.org), and look forward to meeting many of you in Boston!

[Ed.]: *Finally, Michael, what does your schedule look like for the coming months, vis-à-vis international schools and venues? Where might we look for you to turn up?*

[M. Furdyk]: I will be in Boston at the AAIE conference in February, where I’m looking forward to leading the Solutions Sunday session with an exploration of what being a Future Friendly School means in this rapidly-changing world. In March, I’ll be speaking at the Consortium on School Networking conference, along with the AASSA Educators Conference in Sao Paulo. In October, I’ll be speaking for the Tri Association Educators conference in San Jose, Costa Rica, and then heading to Nairobi where I’m excited to be working with the AISA network of schools across Africa! Of course, my team and I would love to visit any of your readers’ schools (in person or virtually) to help them along their journey to becoming a Future Friendly School! I’d love to hear from them at [michael@furdyk.com](mailto:michael@furdyk.com) and @mfurdyk on Twitter!

[Ed.]: *Thank you, Michael, for engaging the imagination of young people through international schools. Good luck! ■*

## MINDFULNESS, continued from pg 33 ►

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## Mindfulness in Future Schools

By Marie Brown Berg

**M**indfulness practices evoke present moment awareness and cultivate inner resilience in a time where students face copious pressures and distractions in the 21st century classroom. Students around the globe are susceptible to the growing pressures of a fast paced, technology driven, globalized school and work environment and often find themselves within a complex web of social pressures and stress. While the global community is getting smaller, and a deeper sense of interconnectedness is becoming a reality through international-classroom-collaboration and social networking, students are invariably becoming disconnected with the present through their diminishing attention spans. Future schools, national and international, that aspire to deliver a holistic, complete education, should consider offering students opportunities to increase personal wellbeing through mindfulness integration in the classroom. Students merit the right to learn the basic skills, which foster inner resilience and wellbeing alongside those required to be adept in an increasingly globalized world. In the technological age of hyper-connectivity and keen social networking, mindfulness practices may just be the missing link to help bring students back into balance.

**I**ntegrating mindfulness practices in the classroom as a means to fostering wellbeing and increasing success in educational outcomes is becoming a widespread practice at educational institutions around the globe (Brady, 2007; Broderick & Metz 2009; Hart, 2004; Haskins, 2010; Morgan, 2011; Thomas, 2008; Van Rheenen, 2011; Wisner, Jones, & Gwin, 2010). These practices help students connect with the present moment, increase focus, attention, concentration and awareness, and arrive in a timely manner supported by an increase of technology in the classroom. Decreasing levels of concentration, focus and on-task behaviors are a problem in schools across cultures, and have inspired various school-based studies and research inquiries into the use of mindful-

ness as a holistic response to this contemporary challenge (Benson et al., 2000; Peck, Kehle, Bray & Theodore, 2005; Sedlmeier et al., 2012; Slovacek, S., Tucker, S., & Pantoja, L., 2003).

**M**indfulness practices can be any activity that places emphasis on present-moment awareness alongside basic kinesthetic movement and breathing techniques. These practices offer students inner peace and could potentially lead to the development of coping skills needed to self-regulate stress and anxiety. Mindfulness practices can also increase concentration and focus, while promoting emotional and behavioral stability. The benefits of such practices are invaluable to the classroom and crucial for any future school looking to increase student success. Implementing an integrative, mindfulness program within the classroom could be easily achieved by any teacher, even those with minimal mindfulness training. Facilitating 1-5 minute mindfulness activities in the classroom as little as twice per day, can yield balanced, focused and resilient students. The following is an example of a mindfulness activity that can be used in a K-8 classroom: Ask students to stand tall next to their desks, with their feet together and arms resting by their side. Ask them to make their legs strong and their backs straight. Once the students feel balanced, they can close their eyes. Ask them to take a few deep breaths through their noses and to watch their breath come in and watch it go. Then ask the students to think about their own inner strengths and stability. After a few minutes, they can open their eyes and return to their desks and their academics. Likely, students will return to their studies more aware, focused, calm, and ready to learn.

Students who have a heightened sense of focus and composure are more able to make positive choices and connect deeply with themselves and others, which inevitably

yields' favorable results in the classroom and community. Schools of the future realize their shared responsibility to educate the whole student, which includes fostering inner wellbeing and resilience. Leaders in schools and those who believe in the value and importance of educating the whole child are currently producing research that links student wellbeing with academic success (Fullan, 2007; Lantieri & Nambiar, 2012; Roffey, 2012). Future schools can integrate wellness practices into the daily lives of students as a means towards expanding on achievement and academic growth. In a time of escalating technology and declining attention spans, mindfulness is the solution to maintaining balance in the classroom as well as in the lives of every student. ■

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## FCD: Prevention of Substance Abuse Works

**[Editor's Note: The Mission of FCD might well be summarized as an effort to involve the "entire educational community of a school with the guidance and training necessary to implement comprehensive, effective approaches to substance abuse prevention" (<http://www.fcd.org/>). An overview of FCD perspectives follows.]**

By David Sherrell  
and Kari Yuen

efforts. Every member of the international school community can play a role in maintaining school healthy by keeping the following in mind:

### A Health Perspective

An effective approach to prevention addresses alcohol and other drugs from a health perspective by informing students of the physical, social, and emotional health impacts of use, and by ultimately empowering young people to make healthy choices about their own use or non-use of substances. No matter our cultural identification, citizenship status, or personal beliefs, protecting the health of young people is a concern that all schools undoubtedly share. Putting the question, "Is it healthy?" in the forefront as we consider the rules, limits, boundaries, allowances, and expectations we place on our students and their use or non-use of substances helps to prioritize prevention.

### Importance of Delayed Use

When discussing reasons to delay use, it is important to remember that the adolescent brain is not fully developed until the twenties, and use of alcohol and other substances at earlier ages can greatly interfere with healthy growth and development. Studies consistently show that countries with more permissiveness around drinking have higher rates of teenage binge drinking than those countries with higher drinking age limits and more restrictions on alcohol use.<sup>1</sup>

### Accurate Social Norms

The assumption that all kids, anywhere in the world, will at some point use alcohol or other drug is false. Consistently, national data trends in Europe, Latin America, and other regions with teenage drinking ages

have shown that the majority of students never get involved with alcohol and other drug use at the rate we perceive. A powerful way to help teenagers understand what is going on with substance use is to present actual data. Often, students will overestimate risky behaviors by others and underestimate healthy ones. When young people believe that a large number of peers are drinking alcohol, they are more likely themselves to engage in that behavior.<sup>2</sup>

### A Warm Welcome

International school staff can help familiarize new students and families with the local environment and substance use laws. Is the local police force relatively trustworthy? Are there particularly friendly areas of the city or some that pose safety risks, especially when it comes to alcohol and other drug use? Answering these questions serves to orient international families to risk and protective factors in the environment.

### A Healthy Farewell

Like a warm welcome, international students benefit from supported transition periods to college or other school programs. Some international students worry that their experiences in multiple countries and cultures will set them too far apart from peers in new settings. Formal and informal advisories that address such fears can prevent students from seeking alcohol and other drug abuse as an escape from social anxieties.

### Boundaries

Students learn boundaries from adults and, in a school community, every adult can clarify student understanding of the rules. In international schools, students may arrive expecting the boundaries to align with previous cultural experiences; faculty and staff are essential in helping students make healthy adjustments to new expectations, including the non-use

Effective prevention engages the whole community. Successful prevention programs are inspired by the head of school, endorsed by the board of trustees, and supported in word and deed by faculty, staff, parents, coaches, group activity advisors, counseling and health care staff, peer leaders, and students. FCD can help school communities organize for successful prevention of substance abuse.

### What Does Prevention Look Like in International Schools?

As a young child, I attended St. Michael's International School in Kobe, Japan. I remember the playground and spending most of my time with my best friend Irene. I felt safe and happy. I felt safe because the staff was extremely kind and supportive. There weren't any dangerous occurrences around me. I guess that was the school's way of preventing substance abuse around us - by shielding their youngest students from any harm. I can tell you that the best part of going to St. Michael's International School was the extremely caring nature of the staff. As a small child, this environment helped me to remain a healthy international school student and person overall.

- Adrita Arefin, FCD High School Intern

International schools provide a powerful sense of community for students and families by placing high value on acceptance and diversity. These strengths can be invaluable assets in a school's prevention

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of substances and the respect of others' healthy decisions.

## Consistency

Students don't need to know every facet of each disciplinary case, but it is helpful for them to recognize that the adults in their community are serious about the rules. Knowing what may happen if students get caught breaking rules is a powerful protective measure against use. On the *FCD Student Attitudes and Behavior Survey*, students who report feeling that their school is making a sincere effort to address student substance abuse are also likely to report feeling valued at school.

## Non-Disciplinary Support

International school staff can effectively use on-campus systems for students who may be struggling with substances. Knowing who handles concerns on campus and feeling encouraged to make appropriate referrals are vital aspects of the staff role in prevention. Pooling concerns about students within a non-disciplinary system can develop a complete picture from several incomplete perspectives and help students before use becomes a larger health or discipline problem.

## Healthy Role-Modeling

International school staff members protect students by modeling, expressing, and endorsing healthy attitudes. This may include stating true, healthy social norms; expressing disapproval of students' glamorization of risky behavior; or sharing "healthy highs" with students through advisory roles in clubs or sports. Just as important, modeling healthy stress management, civility, and self-care throughout the school day helps students learn healthy, pro-social strategies.

## Connecting with Families

Keeping healthy lines of communication

open with families may mean creating opportunities for parents to explore campus or sending an email to let them know how their child is excelling. Facilitating communication when things are going well ensures healthy communication if concerns arise. Encouraging parents to communicate with one another, especially across cultural boundaries, can also serve as a prevention aid by increasing understanding, clarifying boundaries, and promoting respect for the ways in which others choose to raise their children.

## Connecting with Kids

Continued engagement with different cultures provides students with the best opportunity to avail themselves of the protective factors with which their peers were raised, especially when engagement is fostered by caring adults in their community. This same engagement helps students to identify risk factors endemic to both their own culture and the value systems of others.

## Curriculum

Opportunities to include prevention-oriented messages exist in every curriculum. English teachers may lead a discussion on the role of substance abuse in classic novels like *The Catcher in the Rye* or in currently popular fiction like *The Hunger Games*. History teachers may point out examples of substance abuse and addiction in notable world figures, while Music and Art teachers can explore the same in artists past and present. Math teachers can use survey data to engage their students in an analysis of the differences between perceived and actual student use of alcohol and other drugs.

## Community Prevention Partners

Most school communities have at least one particularly beloved adult, someone students especially trust. This person is not always the school counselor; in one FCD community, students identified the school

receptionist as their confidant, referring to her as "Mama." These adults are uniquely positioned to help promote student well-being, as they often hear stories that students are less likely to share with other adults. These confidants can express concern over risky behaviors without validating rumors, with a simple statement like, "Wow, I hope that story isn't true. If someone I cared about did something like that, I'd be pretty worried."

## All of Us

International schools are vibrant communities that offer many unique opportunities to their students. Your schools embody protective factors against student substance. International school staff can raise their profile as prevention assets by developing an understanding of prevention and taking advantage of every opportunity to encourage student health. ■

*David Sherrell has experience as a chemical dependency counseling intern and a mental health worker, in addition to certification as an alcohol and drug studies specialist. He has worked at schools in 15 countries on three continents since he joined FCD in 2009.*

*Kari Yuen has worked in wilderness therapy programs for teens and young adults who are struggling with substance abuse and other behavioral disorders. She is involved in a variety of community activities, including Bridging the Gap, which helps individuals transition from treatment facilities into home environments. Since she joined FCD in 2009, Kari has traveled to 22 countries on five continents to provide FCD's services. <http://www.fcd.org/> email: [schools@fcd.org](mailto:schools@fcd.org)*

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## FORESIGHT: Students Developing Essential Skills for Responsible Participation in an Increasingly Con

**T**hroughout the US and international education community there is growing recognition that students need to graduate from high schools with skills that, regardless of future educational specialization or employment, will equip them to understand and manage the long-term implications of very complex issues and rapid change.

The *Foresight* program, developed by Willis Goldbeck and piloted at La Jolla Country Day School (LJCDS,) and the UN International School in NYC, is now being deployed among international schools supported by the US Department of State Office of Overseas Schools (A/OS,) and is designed to be a model for the teaching and learning of those needed skills.

Almost none of the major issues of today (or of recent years) have been or can ever be adequately addressed with immediate and short-term analysis and action. *Foresight* can provide a skill development platform to enrich the explorations undertaken by the students participating in such programs as Model UN, UNIS-UN, or the Global Issues Network.

**M**any in the international business community have recognized the value, even the necessity, of investing in futures programs. National governments (UK, Finland, and South Korea, for example) have done the same. The US Congress has passed legislation requiring a long-term futures assessment for all new legislation (albeit, not well implemented) and for many years hosted the Congressional Office on the Future.

Every step our students take in education, employment, and general life management will benefit from developing the analytical skills that can be grouped under the heading of “futures,” or “futurology” as it is called in much of Europe. In our program, we use the term *Foresight* as representative of the direction we are looking and the mind-set/

By Willis Goldbeck  
and David Cramer

culture we are trying to encourage.

Skills that will be emphasized include:

- Gathering information, which includes source selection/evaluation
- Evaluating and synthesizing a wide spectrum of (often conflicting) information

Understanding  
the dynamics of change  
is a central skill in  
futures work.

- Projecting information forward to logical conclusions
- Identifying choices, implications and consequences
- Using systems presentations (oral and written, computer graphic supported)
- Identifying and challenging the assumptions of others
- This project can be seen as a focused exercise where the integration of these skills is essential.

### **Foresight Tools/Skills**

During the course, students work with a number of tools:

- Scanning (weak signals of change BEFORE they become apparent)
- Trend analysis (cross referencing emerging issues/items of potential importance from multiple information sources including print, electronic and personal interviews with experts)
- Scenario development (at a minimum, extension of the current condition or most likely future, a collapse or negative future, and a preferred or transformational future): consider the possible impact of wild cards
- Imagining and designing various alternative futures

**U**nderstanding the dynamics of change is a central skill in futures work. As Professor Peter Bishop of the University of Houston’s futures program has said, “*the future is a constant source of fascination and anxiety.*”

*Foresight* tools help prepare students to provide long-term forecasts of expected and plausible change.

This entire project should make a contribution to critical thinking, particularly in reference to:

- Identifying assumptions about expected futures
- Creating alternative futures (the scenario approach)
- Gathering and analyzing supporting evidence
- Building the case for the preferred future

### **Tracking Trends**

Throughout the project, students will track six major trends:

1. Demographics

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## nnected, Dangerous and Complex World

2. Economics
3. Government/politics
4. Technology
5. Culture, with specific attention to social media
6. Environment, natural and man made

### When Is Our Future?

We are currently working towards the year 2040. All work will forecast world conditions in 2020, 2030 and then 2040. The goal is not to find the “right” future. There is no such thing! Students will learn to research and imagine alternative futures.

### Progress Report: Overseas Schools & Regional Associations

The following Foresight activities have been initiated since the June, 2012 teacher training program sponsored by the US Department of State Office of Overseas Schools.

- The Central and Eastern European Schools Association (**CEESA**) included a Foresight presentation and discussion (W. Goldbeck) during its Fall Directors meeting in Prague.
- International School of **Prague**: will include Foresight in its 11th grade Physics course; it will offer individual foresight projects and recently hosted, with CEESA, a teachers’ foresight program in March 2013.
- International School of **Brussels** will have several Foresight pilot programs: Grade 10 Humanities “instead of researching a past event, students will have to analyze a present issue and write scenarios for the future.” Also, a middle school Foresight program is being designed for 7<sup>th</sup> grade issues course. Foresight will be added to upper school English. And, Foresight is

now included in the High School Art program. Overall, Brussels finds Foresight aligning especially well with new curriculum components “Connection To the Natural World,” “Communications Systems,” “Sustainable Production and Consumption,” and “Systems for Problem Solving and Prediction.”

- International School of **Latvia** will add Foresight/Future Thinking in grades 11 & 12.

### The term *Foresight*

[is] representative of

the direction we are looking

and the mind-set/culture

we are trying to encourage.

- The American School of Asuncion, **Paraguay**: Has started “Project 2023” to help students explore educational and career goals/options (scenarios) ten years ahead. The 12th grade course in Comparative Government is using Foresight this year. Also, a special course using Foresight--“The Role of Paraguay in the 21<sup>st</sup> Century”--explores alternative futures for Paraguay in 2032.
- **Bucharest**: Students are conducting a pilot program for middle school “gifted and talented” this year and plan to provide Foresight as a major project for all 8<sup>th</sup> Grade students next year.
- **Skopje**, Macedonia: AP Human Geography

- **Manila**: 8<sup>th</sup> Grade “Changing Our World” Social Studies. Also, a student “futures” team has been assigned responsibility for developing, with faculty and Board participation, one of the school’s priority goals (concerning sustainability.)
- **Kaohsiung**: Foresight in Spring 2013 as a “future trends of global issues” project in US History; also incorporated into 10<sup>th</sup> grade history.

### 2013 Teacher Training & Related Program Developments

- The Second (Annual) Foresight Teacher Training program was hosted by State A/OS in Washington, DC June 23-26.
- AAIE dedicated a portion of its Sunday program to Foresight with the target audience being heads of schools. This program was held in February, 2013 in San Francisco, led by David Cramer, Peter Bishop and Willis Goldbeck. Kathy Stetson, Director of CEESA, and Dr. Arnie Bieber, Head of School in Prague, joined the panel.
- The March, 2013 educators conference, held by AASSA in Argentina, included two Foresight workshops by Willis Goldbeck.
- International School of Brussels, in its Fall Institute in September, 2013 will host a Foresight 2 day institute that will be conducted by Willis Goldbeck. ■

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By Linda Sills

**H**aving the opportunity to write for the *InterED* provides for a time of reflection. There are many positive things to share. Our conferences are evolving and expanding.

Asia/EARCOS is hosting three events in the next few months.

- The International School Beijing will soon host High School convocation, and must close registration at 500 because of the enormous popularity of the programs.
- Jakarta International School is hosting a Middle School a few months later.
- Hong Kong has had a large local conference every year since the Regional Conference was hosted there in 2010.
- In addition, Quito, Accra, Santo Domingo, Luxembourg, Washington DC, and Rutland, Vermont will all be hosting in the coming months.

Recently, I had two meetings with Jean Francois Rischard in Paris to discuss a variety of topics. In our first meeting, I began by giving him updates on GIN and the impressive stories of substantive student engagement with critical issues, and the resulting empowerment they experience.

Rischard continues to view this development as one of the most positive and effective consequences of his original vision. As we concluded our discussion, I asked him to make a film for us. Receiving his assent, we returned and filmed him talking very candidly about how he sees the future and what he clearly states must happen for our world and us to survive and thrive. Mr. Rischard began with a quote from Dickens

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## GIN Conferences 2014

### AISA – GISS February 13-15, 2014

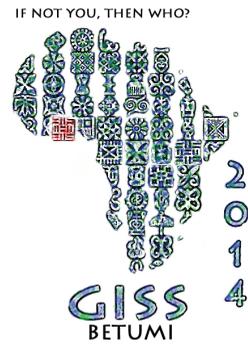
This year in Africa the AISA-Global Issues Service summit is being organized by the students of Lincoln Community School (<http://www.lincoln.edu.gh/>) in Accra, Ghana on

February 13-15, 2014. The AISA-Global Issues Service Summit (AISA-GISS) is a unique conference that combines the ideals of the successful Service Summit Africa 2009, initiated and hosted by the International School of Uganda (Michael Lees, Service Summit founder & coordinator) and the Global Issues Network (GIN) conferences hosted around the world. This unique conference builds both local and international students partnerships across the African continent and beyond. It provides an opportunity for students and educators alike to share best practices and learn new ideas for sustainable solutions to global issues and strategies to promote service and service learning.

After two days of being informed, inspired and equipped to make a difference, students will devote the final day of the three-day conference to act and work together on sustainable service projects around the hosting city.



The ISK Global Issues Service Summit 2013 leadership team (24 students, two teacher advisors, three JUMP! trainers).



### Jakarta International School Middle School GIN Conference February 14-15, 2014

‘Dare to Care’ at next year’s unique, middle-school-only GIN Conference. Hosted by the Jakarta International School, students from all over the globe are invited to participate in a variety of student-led activities and workshops, building on the themes presented by UWC GIN-SING last year. Attending delegates will be collaborative, active participants as they find their passion and take action in order to create sustainable solutions for global issues. Motivational speakers include: Zach Bonner (Little Red Wagon Foundation) and Austin Gutwein (Hoops of Hope).

### GIN for Teachers EARCOS Conference February 14-15, 2014

In conjunction with the MS student GIN conference “Dare to Care” Jakarta International School will host an EARCOS workshop titled “Dare to Care for Educators”. The conference will feature speakers and breakout workshops designed to enable teachers and schools to continue to facilitate learning focused on global issues. Specifically, the conference will provide hands-on opportunities for teachers to further their understanding regarding service learning, project based learning, independent projects, service trips, service clubs, student led events, and environmental education. This will be open to teachers who accompany their students to the GIN conference as well as other interested delegates. Motivational speakers include: Cathy Berger-Kaye and Thom Henley.

### GIN 852 – Hong Kong

Living in a city of rich local culture as an international school student is often a challenge. Every day, in the bustling city of Hong Kong, I encounter the city’s unique personality, people, and issues; yet, we international school students easily feel excluded from the big picture and are seen by

## GIN NOTES

many as outsiders. For this I am grateful that the Global Issues Network (GIN) has provided opportunities for me to address issues rooted in Hong Kong. I attended my first East Asia Regional Council of Schools (EARCOS) Global Issues Network conference at Jakarta International School (JIS) during my freshman year and have since been inspired to take action towards making positive changes to my local community. (Submitted by Rachele Ng)

dress different global issues within the city. Building on the Chinese International School's effort to host the first GIN852 conference last year, we plan to expand the scope of this conference, inviting more schools and gathering more students from both international and local schools.

With the wonderful speakers and organization involved, I believe participation in GIN852 conference will impact many students. However, our goal



Today, in my fourth year of participating in GIN, I take on a very different task – organizing a local GIN conference in my hometown, Hong Kong. Currently, a team of students from the International Christian School (ICS) meets every week to plan for the GIN852 Conference happening on March 1 and 2, 2014.



A GIN 852 Conference planning session.

852 is Hong Kong's international dialing code and represents our hope of applying GIN's motto in the solution of local issues in Hong Kong. This year, our conference theme is "Sustainable Planning, Immediate Action." Through keynote speakers, student-led workshops, and interschool interactions, GIN852 strives to equip students with the tools to effectively ad-

dress different global issues within the city. Building on the Chinese International School's effort to host the first GIN852 conference last year, we plan to expand the scope of this conference, inviting more schools and gathering more students from both international and local schools.

is to extend beyond the two short days of the actual conference. GIN852 assigns each school the responsibility of researching, raising awareness about, and taking the initiative in solving a particular issue all year long. Participating schools will be invited to become leaders of the conference. A GIN852 pre-conference is scheduled on November 16, 2013 that will allow students and teachers involved to further collaborate, plan and prepare for the conference. To encourage continued interaction and involvement between schools, there will be weekend service trip activities open to all participating schools after the conference. Each detail and arrangement represents our team's wish for GIN852—the vision that it will motivate students across Hong Kong to come together and initiate long-term projects to meet the urgent needs of our city, as other GIN conferences have so successfully accomplished in the past.

For more information about the GIN852 Conference, please visit our website: <http://global-issues-network.org/gin852/> or <http://global-issues-network.org/gin852/>. ■

## GIN NOTES, continued from pg 38 ►

to describe the future: "It will be the best of times and the worst of times." Technology, in his view, will have a generally positive impact, counteracting the "worst of times" scenarios resulting from increasing population density, modern lifestyles, and poor stewardship of the earth.

Rischarad posited two challenges that must be met. Humanity must:

1) **Reinvent national politics.** Countries must begin to work together despite the difficulties.

2) **Reinvent the current international system.** It is a compliment to all of us involved in GIN that he sees us as being able to meet these challenges with innovative and sustainable solutions, to change the course of history to impact our future in a positive way.

Rischarad is optimistic about our ability to determine our future.

AAIE is also focusing on the future at the upcoming conference. AAIE and GIN are focusing on congruent paths to a better future. We must discuss ways to meet these challenges in Boston.

### "The way to predict the future is to create it."

Where do we begin? To enable you to share ideas, make suggestions and collaborate join our forums on the newly created website, <http://global-issues-network.org>

We must collaborate in order to address the many daunting challenges of the future. We have long understood the importance and power that comes from collaboration and partnering. Creativity abounds!

TakingitGlobal-TIG, National Association of Independent Schools-NAIS Challenge 20/20, Foresight, Studies Abroad Global Education-SAGE and Plastic Pollution Coalition have all begun to work directly with us. In addition, we are beginning to carve out partnerships with World Savvy and O-MUN.

See you in Boston! ■

intered [www.aaie.org](http://www.aaie.org) 39

## In Review: GIN, Costa Rica—Spring 2013

Country Day School in Costa Rica hosted the inaugural Tri-Association Global Issues Network Conference in the spring of 2013. Hundreds of students traveled to our campus to share their ideas, values, and ways of changing the world. Our theme for the conference was “Younity” and how individuals can make a difference. The conference meant more to us than just the long weekend spent at Country Day School. It changed us in fundamental ways and opened our eyes to a whole new set of opportunities.

As a teacher, I saw my students rise to the occasion. Our school has hosted many other events for international cohorts, but this time the adults stepped back and students stepped up! Students were booking hotels, arranging transportation, planning menus for a variety of dietary needs, and conferencing with people around the world. The apprehension they felt so many months prior was quickly forgotten when they realized they had the potential and ability to create and lead the conference itself.

Miranda: “Working on my own school’s GIN conference has taught me lots about leadership and working skills. I learned to be assertive in order to get something done, to stay on top of deadlines, and how to plan effectively. I also learned more collaborative skills. All of these skills are helping me take a leadership role in the organizations that I am a part of in my school.”

Sidney: “The GIN conference was something that only seemed like a dream. Our school had never hosted anything that large before, and in all honesty, I never thought the administration and students would pull through with it...I decided the GIN conference was a dream worth fighting for and I took it upon myself to help everyone make it happen. Luckily, I wasn’t alone; we had the student body motivated and ready to help. I’m not going to lie, it was a long and arduous process to get things ready... It was all worth it. During the conference I didn’t have much time to enjoy many of the activities, but I had the honor to be a master of ceremonies. When I stood in front of all the GINers and saw their smiling faces,

By Paul Fandre

I thought, “We did it.” When they came, they were just a group of strangers that were going to spread their ideas about saving the world. But, as I looked into their eyes, I realized we had become more. They were no longer the strangers from other schools but we were one... I was told that GIN was



going to change me and it did. I learned that when you feel you aren’t accomplishing your small projects locally, you can be [confident that] there will be hundreds of others like you doing the same [making the same effort]. We are all fighting for our causes. GIN was truly special. Projects were created, groups networked, and more importantly, life-long friendships were made. If you are reading this as a GINer, trust me when I tell you it will be worth it. I used to be a very cynical man about the world, thinking that community service was too small of a scale to ever change much. GIN made me eat my words, which made them so much more savory. If I could ever do another GIN conference, I wouldn’t hesitate for a second.”

Paws-’n-Claws: “The GIN conference allowed us to meet and exchange ideas and concepts with people from all around the globe...It also allowed us to share our own points of view on world issues, and spread awareness of our particular issue, Animal Overpopulation and Cruelty. We were able to pass on the seed of our ideas to many other young minds. It was an unparalleled networking experience that allowed vital flow of ideas from mind to mind. As much as we gave, we received, in the form of information, solutions, awareness on issues we

might not have even realized were problematic, and invaluable personal connections with people who could help us achieve our goals of a better tomorrow for our companion animals.”

The setting sun the final day greeted Country Day School with a silence the campus had not felt for days. All the booths, classrooms, hallways, tables, and computers sat mutely, as if exhausted. The school had been filled with excitement and ideas, many of which were new to us. The chance to change became a reality. The Country Day School GINers sat around quietly talking with each other until one girl yelled, “WE DID IT!”—and they had. The tent echoed with our excitement, but the triumph belonged to the students.

To this day they carry with them the changes they made. Leadership is something more than the team captain. Change is something more than spending a weekend helping out. Presenting is something more than a PowerPoint for a school project. Each of the students displayed qualities and characteristics that sculpted them into confident leaders capable of presenting their ideas about change. The school has been energized about how to impact the world and our community. There are many new groups forming, a process that continues without undue adult supervision. Visits to hospitals and orphanages are occurring, students are actively working towards building a windmill, ideas from other students during the conference are being used, and our students are still conferencing with leaders in specific fields around the globe. To me this shows that the experiences they shared during those days empowered them to believe in themselves and the abilities they have. From the Younity conference in 2013 we have evolved into a community that seeks change and empowers us to unite in that change. ■

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# Mad About Sex: A Case Study

## Introduction to the Problem

The provision of sexuality education (Sex Ed) in public schools is a topic of religious, moral and political dispute in many parts of the world (IPPF Network European Network, 2011; McGrath, 2013; Mellal, 2012; UNESCO, 2009; UNESCO Bangkok, 2012; Walker, 2011; West, 2012). Not surprisingly, international schools, with their diverse multicultural communities, are often engaged in similar debate when exploring this broad and multifaceted issue. With added pressure coming from influential parents paying high school fees, this issue can become particularly complicated in the international school, especially when administrators attempt to mandate sexuality education programs.

Article 3 of the UN Convention on the Rights of the child, states that “the best interests of children must be the primary concern in making decisions that may affect them” (UNICEF, 2013, p.1). For the international school, the difficulty arises when the school’s view of what is best for the child is contrary to what the parents feel is best for their child. Some international school mission and mandate statements claim to focus on the development of the whole child. For some of these schools, sexuality education (Sex Ed) is inevitably seen as essential to the social, physical, emotional and ethical development of the student. By including sexual education as part of their curriculum, school leaders may feel they are equipping their students with the knowledge and skills to make responsible and healthy life choices. In doing so, they think they are acting in the best interest of the children in their care. However, even though they may feel strongly about the subject, the reality is that some international schools are reluctant to mandate sexuality education for fear of angering and alienating parents and losing valuable school fees.

Some parents arrive at international schools with strong views about school-based sexuality education. Often their concerns are based on false information or worries about the effectiveness of Sex Ed programs. In

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By Catherine Main

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the last two decades, significant global research has been generated in support of school-based sexuality education. The findings revealed that a strong Sex Ed program does not hasten early sexual activity or promote promiscuity among teens (UNESCO, 2009). Quite the opposite, researchers found that students that had comprehensive sex education were more knowledgeable about risks, values and attitudes; were more likely to abstain from or delay the debut of sexual relations; had better communication with partners and parents and had better skills to make informed decisions with regards to their sexuality (Collins, Alagiri, Summers & Morin, 2002; UNESCO, 2009; Wellings & Parker, 2006). Some international schools advocating for mandated sexual education may choose to cite evidence-based research when making their argument to oppositional parents. These schools see sexual behavior as a developmental and public health issue and not a topic for moral and religious debate.

Laws regarding school-based sexuality education programs differ from country to country. In Singapore, Estonia and France, for example, sexual education is a legislated part of the curriculum and guidelines have been established for minimum standards for provision (UNESCO Bangkok, 2012, Wellings & Parker, 2006). Similarly, in Cuba, Austria, Norway and Denmark, where sex education is nationally mandated, parents are prohibited from taking their children out of lessons (Cevallos, 2006; Wellings & Parker, 2006). Prompted by soaring STI infection and teenage pregnancy rates, legislators in the UK went so far as to threaten parents with fines and prosecution under anti-truancy laws if they withdrew their 15-year-old children from Sex Ed programmes (Clark, 2009). While there are some countries that actively support and sanction school-based sexuality education, other countries with more conservative cultures like Pakistan and Iran take a strong stance against its provision, feeling that it may encourage young people to behave in an immoral way (Maqbool,

2011; UNESCO Bangkok, 2012). Clearly, national regulations in favor of or against sexuality education are another consideration for international school administrators contemplating mandated sexual education.

Religion presents a formidable force for international schools debating the pros and cons of mandating sexuality education. Strong pressure from religious families and the religious culture of the host country can greatly affect policy decisions. In countries such as Poland and Italy, the strong influence of the Roman Catholic Church with its belief that sexual activity “properly belongs only to marriage and the formation of a family” has made open discussion about sexuality education difficult (Wellings & Parker, 2006; Wooden, 2011). Similarly, in cultures where virginity is considered a virtue and sexuality is a sensitive topic, religious fundamentalists offer fierce opposition to schools attempting to implement and mandate sexual education (McGrath, 2010; Orgocka, 2004). In many parts of the world, religious conservatives are so influential that they have essentially driven the direction of some school-based sexuality education programs, favoring abstinence-only curriculums. According to Berne and Huberman (2000), for the past 30 years the Religious Right in the US has led the abstinence-until-marriage movement by securing federal funding and placing supporters everywhere from school boards to state legislatures. In their teachings, some religions give permission to followers to withdraw their children from sex ed. classes. *The Truth and Meaning of Human Sexuality: Guidelines for Education within the Family*, a document released by the Catholic Church in 1996, expressly states that parents should withdraw their children from any form of sexual instruction imparted outside the home “whenever this education does not correspond to their own principles” (as cited in Whitehead, 1996). Article 14 of the *United Nations Convention on the Rights of the Child* gives all children the freedom of thought, conscience and religion, yet recognizes and “respects the rights and duties of parents in providing religious and moral

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## MAD ABOUT SEX, *cont'd from pg 41* ▶

guidance to their children” (UNICEF, 2013, p.2). Families from religious backgrounds could argue that international schools that mandate sexuality education are essentially forcing them to go against the teachings of their faith, which is in direct violation of their human rights.

In the discussion about school-based sexuality education, oppositional parents may question the knowledge, training and experience of the teacher delivering certain aspects of the curriculum. Often parents do not object to the scientific aspects of sexuality being taught by a biology teacher, or health and hygiene taught by the school nurse, but have concerns about the teacher delivering the more holistic elements of sexuality including the social, cultural and ethical aspects of the subject. In many schools, the provision of sexuality education is led either by the school nurse, the biology department, an outside organization or left to the mentor or homeroom teacher, who often has little or no training in the subject area (Donovan, 1998; Wellings & Parker, 2006). While more liberal countries like Denmark and Sweden include sexual education courses in their teacher education programs, specialized training for the average teacher is rare (Wellings & Parker, 2006). It is equally rare to find a teacher hired expressly for the purpose of teaching Sex Ed. In their International Technical Guidance on Sexuality Education document, UNESCO (2009) states that it is the responsibility of school management to create the right climate in which to implement sexuality education. Without well-trained and supported teachers, international school administrators could have trouble garnering support for their sex education programs.

Considering the sensitive and sometimes controversial nature of sexuality education, it is particularly important for international school educators to consider all sides of the issue before making significant policy decisions like mandating Sex Ed.

### Setting the Stage: Background to Case

The setting for this case is a non-profit and partially state-funded international school in the south of Germany. The school is an accredited International Baccalaureate (IB) World School that offers the PYP, MYP and DP to students ranging in age from

4-19. Although the school population is comprised of students representing 45 different nationalities, more than half of the students are from affluent German families. Most of the world religions are represented in the student population, but the majority of faith-practicing students come from Catholic families. The school has a small number of students from conservative Christian and Islamic backgrounds.

The school board is comprised of parents elected by the parent community. Apart from making major financial decisions and hiring the leadership team, they have little involvement in school curriculum issues. The school has recently appointed a conservative new director and upper school principal. The Parent-Teacher organization (PTO) is very active and influential and parents tend to be very involved in their children's education. There is a small minority of vocal parents who attend every parent information evening and always arrive armed with questions and complaints.

In spite of the strong Catholic presence in southern Germany, Germans typically view teenage sexual behavior as a normal and healthy part of human development (Berne & Huberman, 2000). Sexuality education in German schools is mandatory from age 9, and is required to be taught in a holistic manner, addressing emotions and relationships as well as scientific aspects (Wellings & Parker, 2006).

The school has a comprehensive sexuality education program that covers scientific aspects in the Science curriculum and more holistic elements within Wellness and mentor classes. Along with the science teachers, the school employs a sexual health nurse and a trained teacher to deliver the program.

### Description of the Problem: The Case

The school is proud of its forward-thinking, scientifically grounded sexuality education program which has been included in the curriculum for the past decade. Parents have never been given the option to withdraw their children from these classes although they are not officially mandatory. Each year in an optional sex education information evening, parents are informed of the methodology and content that will be explored during lessons. The sexual health nurse, Middle School principal, and

the teacher responsible for delivering the majority of the Sex Ed program lead the evening. Usually only a few parents turn up at these meetings to air concerns and worries, but this year's info night was different. Over forty parents, including half the PTO, were in attendance and they were hopping mad. Apparently in Sex Ed classes the year before, the teacher, also a qualified secondary school counselor, discussed 'rainbow parties' with a class of 14-year-old students. Rainbow parties are oral sex parties where each girl is given a different color of lipstick and the boy with the most colors at the end of the night is the winner (Lewin, 2005). While the teacher felt that she was presenting a talking point for students, many parents felt that sharing this information was 'giving them ideas' and promoting sexual activity. Some questioned the teacher's training and qualification to teach the subject. The religious families, who were well represented, were horrified. Many had lost confidence in the school's program, which they felt taught concepts and ideas that were contrary to their family's faith, values and beliefs. At the end of the information evening, several families informed the principal that they would be withdrawing their children from all future sexual education classes. The following questions emerged in the discussion and subsequent review of the situation.

### Guiding Questions

*How could the legal requirements or regulations of the host country impact the school's decision-making, policies, and curriculum design?*

*Are there any school policies that should be considered? Who should be involved in the creation of these policies?*

*What makes a teacher or instructor qualified to deliver a sexuality education curriculum? What is the impact of country and culture on their qualifications?*

*Under what criteria should parents be allowed to withdraw their children from any subject?*

*What is the responsibility of the school to keep parents involved and informed?*

*Which international bodies have policies on the provision of sexual education in schools?*

*What has the school done to address issues around cultural diversity in sexuality education?*

*Are there any specific actions that should be considered in terms of school-community communications prior to instituting such a curriculum?*

## Conclusion

Situations such as the one discussed in this case study are probably not rare. Parents' uncertainties and inherent fears for the well-being and moral education of their children should move administrators and staff to consider these questions prior to the implementation of a human sexuality program rather than wait for an unfortunate circumstance to precipitate a confrontational meeting. These discussions should include a review of content as well as other questions of course delivery. ■

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# International Cooperation in Higher Education: A Case Study of a Dual Master's Degree Program

By Juana Alejandra Parra

The phenomenon of globalization or the “economic, political, and societal forces pushing 21<sup>st</sup> century higher education toward greater international involvement” (Altbach, 2007, p.290) has had an impact on higher education and its institutions. Globalization “breaks down national borders, reduces national power and blurs the differences between societies” (Urry, 1998, p.1). As a result, universities around the world cannot continue to work in isolation, so they have set out “to form linkages with each other...to be able to compete in this globalized market and succeed in the implementation of innovative international programs” (Chan, 2004, p.33).

One such program was explored in this qualitative case study that looked at the process that two universities, one in the United States and another one on Ecuador, went through to adapt to internationalization and globalization, and how they worked together to establish an international model of cooperation: a dual master's degree in Teaching English as a Foreign Language (TEFL).

This case study considered Rogers' (2003) diffusion of innovations theory within organizations to guide its research and data analyses. Participants in this research project included the administrators and professors at both higher education institutions directly involved in the initiation and implementation of this dual degree program. Data was gathered through semi-structured one-on-one interviews in person with participants from the United States and online through Skype with the participants from Ecuador. In addition, program documents and promotional materials were analyzed to further inform this study.

There were four questions that guided the study. The first one explored the understanding that the partner institutions and its members had of the phenomena of globalization and internationalization, the second one looked into how these two organizations worked together in the conceptualization of the collaborative program, the third one inquired about the process of creation, design and implementation of the

program; and finally, the fourth question asked about the perception that the participants in this research project had of how the two organizations worked jointly to sustain this collaborative model.

The participants' detailed answers to the four research questions, and the analysis of program-related documents outlined the way the two partner universities viewed the phenomena of globalization, its resulting internationalization, and the impact both of the phenomena had on higher education. In addition, the information obtained through the interviews and follow-up questions revealed the process followed to establish the collaborative dual degree program, and how these two organizations worked together to establish an international dual degree program.

The participants in this research project considered globalization as integration, an instrument for the transmission of knowledge and the path to a borderless world. They see the resulting internationalization as a vehicle that drives higher education institutions towards cooperation, increased enrollment, international prestige and students who possess a feeling of global citizenship. Although they see internationalization as the promoter of student mobility, improvement in education and cross-cultural understanding; they also see challenges in the process, such as brain drain, loss of national identity, and academic as well as financial challenges.

The information obtained in this research study also outlined the way the two universities involved in the dual degree program worked together to create, design, implement and try to sustain the program. At the initial stage, both parties demonstrated an interest in establishing a partnership as a result of a need to have a graduate program to prepare English language teachers at a higher level. This need had been established by a government mandate in Ecuador that had the objective of enabling their youth to become bilingual, and therefore there was a natural need for more professionally pre-

pared English language teachers.

The stages followed to establish the collaboration and to implement the program were first, the definition of the collaboration between the two universities, and second, the establishment of the program characteristics. Throughout these two stages it was also found that the existence of key individuals who were instrumental during the creation, design and implementation of the dual degree program was a crucial element in the process.

Unfortunately, and although there was an obvious interest at both institutions in working towards the sustainability of the program, there were external influential factors that prevented this program from continuing into the future. These factors were the changes at administrative levels of both institutions, and governmental changes at the higher education administration levels in Ecuador.

This research project and its results, though not generalizable, suggest the need to continue exploring the following areas:

1. Based on the fact that collaboration among international organizations is becoming more common, there needs to be further research on the success and sustainability rate of these initiatives.
2. Although Latin American institutions are interested in pursuing internationalization, there needs to be further research as to the strategies they can develop to implement the process.
3. More research needs to be conducted in order to allow for the creation of effective strategies that will prevent countries from losing their citizens to other countries, or to capitalize on the knowledge power that those academic diasporas possess, thus benefiting the mother country and transforming brain drain into brain gain.
4. This study demonstrated that as a result of negotiations between these two partner institutions that were working together, the course validation and transfer of credit be-

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# Creating the Future Performance of Our Schools Together Through the Evaluation Process—Are You Up For It?

By Anna Rose Sugarman

Why should we evaluate teachers? For what purpose? If evaluation does not weigh collection of evidence against a standard for performance which is then translated into attainable goals for which teachers can aspire to achieve, then we are missing the opportunity to build our profession and our schools. Evaluation of teachers is at the forefront of mainstream education as well as within the international schools for a good reason: to help us evaluate where we are and define where we are going. Our schools are defined by the progress we are making not only with students, but with our teachers and administrators, for we are all interdependent. This presents all of us with the challenge to improve our methods of observation, evaluation, reflection and ongoing monitoring to improve our collective efficiency.

Over the last ten years, work has been done through the Regional Education Associations and through various collaborations to identify best practices and develop evaluation systems. Having the systems in place is just the beginning of the process. Other challenges exist, e.g.,

- training our administrators how to collect evidence without bias or interpretation during observation/
- assigning a value to the various areas of performance using a research-based model including inter-rater reliability and
- assisting teachers in the growth process and monitoring teacher growth over time as they move from school to school.

Some administrators have had little, if any, training during their administrative pre-service programs and question themselves as to the consistency and fidelity in their process. Others have read about evaluation, attended some workshops and tried to practice consistently but lack the practice and support of other administrators with whom to review their work. There are some who have had extensive training in teacher

evaluation with practice and examination of their accuracy against experts evaluating the same teachers. Over time, these administrators have been able to evaluate teachers consistently on evidence collected that provides accurate and informative feedback to teachers with the goal of improving performance.

While international schools have always held teachers and students accountable for positive achievement gains in a private school setting, teacher performance through examination of and reflection on classroom practices creates an opportunity for teacher growth and achievement. An ongoing relationship between administrators and teachers with a focus on observation, reflection and practice increases the likelihood for better performance with administrators, teachers and students. As administrators and teachers converse about evidence of performance around indicators of success, both become more aware of what best practice looks and sounds like in the classroom. Both can set growth goals to achieve. This process is similar to how a teacher uses formative assessment with a student as learning progresses – observe behavior, assess, offer feedback through conferencing, re-establish targets for learning. If everyone is involved in a similar process, a culture of continuous improvement starts to establish itself.

Much research has been done by leaders in the field to investigate what these best practices are. Dr. James Stronge, from the College of William and Mary, has presented at many AAIE conferences and has shared his research and its applications. His book, *Qualities of Effective Teachers* (2007), is a wonderful tool for administrators to use with beginning teachers to address the characteristics of effective teachers and provides Teacher Skills Assessment Checklists of evidenced based behaviors to use in classrooms. More recently, he has developed a number of assessment tools with three-point to five-point rubrics to help both administrators and teachers with the process of enhancing teacher effective-

ness (Evaluating What Good Teachers Do, 2010). Charlotte Danielson has improved her four-point rubric, the Danielson Framework for Teaching (2011 revised), which provides performance indicators, critical attributes, and examples of evidence that might be witnessed in classrooms. Through Teachscape, training is available for administrators to help them improve in their inter-rater reliability with evaluating teachers using the rubric. The Framework for Teaching Proficiency System is available online for a fee at <https://proficiency.teachscape.com>. *The contributions by these leaders in the field offer a foundation for administrators from which to work to increase knowledge and practice with best practices and observable performance indicators.*

Marzano (2012) argues that in the past “Teacher evaluation systems have not accurately measured teacher quality because they’ve failed to do a good job of discriminating between effective and ineffective teachers and teacher evaluation systems have not aided in developing a highly skilled teacher workforce.” He suggests that three components are necessary to support teacher development through this process: Providing a comprehensive and specific system which includes a developmental scale, and acknowledges and rewards growth. Both Stronge and Danielson offer a framework for the first two components that Marzano identifies; the next piece is left to administrators to continue the work.

Once administrators have provided feedback through the process, it is necessary to continue to support the teacher, as one would a student, to reach the next benchmark. Providing time for additional ongoing dialogue, mentoring and peer observation with feedback to facilitate continued development is crucial. Some teachers require additional support in the review of and revision of their planning process or collaboration with other teachers to learn effective active learning strategies to incorporate into their teaching. Others require the use of video-taping of lessons to review peers or administrators to improve their teaching and increase student learning.

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tween the two universities was a seamless process. However, there is still a need for a regulatory body for this process in general in Latin America, and for the creation of policies and a seamless credit transfer process that can potentially encourage more international collaborations in the area.

Although the case study approach of this study limits its generalizability, it is hoped that its findings will be helpful in the design and implementation of future similar programs around the world. ■

## EVALUATION, continued from page 45 ▶

How are we to do this in the international schools when sometimes our teachers are short-term?

In some schools, many teachers only stay for a two or three year assignment. If the evaluation process begins immediately, then progress can be made in each school during that tenure to identify the need and then begin the process of improving instruction and learning. If action is taken early, the possibility exists that some progress can be made and the new “capital” can be transferred to the next placement. If we understand the deeper implications of our interconnectedness then we realize our

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obligations to each other to improve not only those within our charge but within the larger workforce.

How can we monitor this ongoing growth and reward it? Would it be possible to create a data collection system that could be used to record progress of any teacher who works in the international schools? How would this benefit and enable us to help teachers as they grow professionally as they move around the globe? How would this benefit our schools? These are the questions that if answered and progress is made will define us and move us toward a greater common good and continuous, targeted progress in our schools. The final question is who will do it? Will you? ■

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# Targeting the Data: Gil Brown on Systematic School Assessment

**[Editor's Note: I am reprinting here my Foreword from Gil Brown's most recent book. It is probably a fair observation that I am a favorably-biased reviewer. However, time constraints made it impossible to pass the buck, so to speak, and I encourage school leaders to 1) read the book; and 2) summarize this information for Board Members and the School Community.]**

There are few educators associated with American overseas schools who possess the breadth of field experience, scholarship, and leadership sensibility to have written this book. Scholar, editor, university professor, former President of AAIE and AASSA, consultant, Head of School and Trainer of Boards and Directors—Gil Brown has demonstrated an ability to integrate the theoretical and the practical in models of effective management and administration with school boards and school directors all over the world.

Dr. Brown employs a directional metaphor—that of *arrows of quality*—and the cluster of associations that attend it for the simple reason that no simple path is a guarantee of quality in an organization as complex as an international school with its multiplicity of contextual, cultural and assessment restraints. Strategically speaking, school leaders must have a full quiver of carefully tailored shafts aimed at the vast array of disparate targets identified by the instructional and management teams.

In my opinion, Dr. Brown has been building to this book incrementally—as a review of the past several editions of the *InterED* will reveal—in reviewing the quality concerns of school boards and their shareholders and the quality indicators that are most frequently implemented as part of the accountability reporting of international schools. In doing this, Dr. Brown has been moved to review accreditation, auditing practices in financial management, and auditing practices applied by analogy to the identification of quality performance at

Reviewed By John J. Ketterer

all levels of school life. He has clearly attempted to sling his arrows systematically at carefully chosen targets. A one-size-fits-all quality review, devoid of context and based on absolute measures, is not the broadly conceptualized bull's-eye he has aimed for.

## BOOK REVIEW:

*Is Your School A Success?—*

*The 'Arrows' That Point To Improved Performance.*

by G.C. Brown (2013).

Association for the Advancement of International Education:  
Vital Printing Corporation.

## Scope and Application

I hope that readers will perceive that the chapters of this book are structured in a logical sequence. It would be an injustice to the author to read the chapters as independent essays, not recognizing that they represent a sequential argument that conducts the reader through a logical progression as the argument, in the rhetorical sense, builds to his concluding chapters. *Argument*, in the classical sense, is built on the use of definition, division, comparison, relation, circumstances, and testimony.

Similarly, it is hoped that readers will not “cherry-pick” the 11 indicators of quality offered as illustrations in Chapter 4. Although the author notes that they are illustrative of an even wider range of possible data-driven indicators, his choice of these 11 is indicative of the scope of proper program assessment. They employ performance outcomes related to longitudinal, community, extracurricular and academic

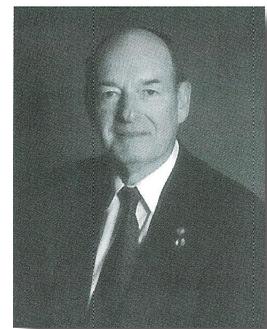
performance data. Dr. Brown's purpose is to broaden the scope of traditional program assessment and include quality factors that frequently have been ignored.

## Unique Focus

Dr. Brown's unique achievement is that he has set a standard for program assessment and accountability that will allow practitioners to conceptualize and embrace the dimensionality and complexity of the international school. Schools are complex social environments and standardized tests and punctuated assessments are designed to reflect only a certain aspect of their quality and achievement. Dr. Brown encourages us to raise our aim.

All too often, school boards and leaders begin to collect data according to the cyclical demands of accrediting associations and without regard for the unique environment of the particular international and social context of the school. Dr. Gilbert C. Brown has written this book to continue a professional habit that has distinguished both his scholarly and managerial career—to train a younger generation of international educators and leaders to see their multifaceted institutions more clearly. Now, that's a target we can all aim for! ■

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



**Dr. Gil Brown is author of *Is Your School A Success?—The 'Arrows' That Point To Improved Performance* and is Editor Emeritus of the *InterED Journal*.**

## 2013 National Distinguished Principals

The U.S. Department of Education and the National Association of Elementary School Principals honor two international school principals.

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

For 2013, the two award winners from the Department of State-assisted schools are Catriona Moran, Elementary School Principal at the Taipei American School, Taiwan, and Faraday Burditt de la Camara, Lower School Director at the American School of Madrid, Spain.

Catriona grew up in Ireland and earned her Bachelor's degree in Education at the University of Limerick, a Masters in Education (with distinction) at the University of Southern Queensland, Australia, and a Doctorate in Educational Leadership Studies at the University of San Diego. She worked as an elementary teacher in Ireland for seven years before embracing the American and international education system overseas in 1989. She became an administrator at Nishimachi International School in Japan where she played a major role in implementing a language policy across the school. She became principal of the 760 student elementary school at Taipei American School in 2003.



**Catriona Moran,**  
Elementary School  
Principal at the Taipei  
American School,  
Taiwan.

Catriona has worked with faculty in Taipei to align curriculum, develop common assessments, and set rigorous goals for student achievement and professional development. Her vision for the school includes strong curricular programs and an equally strong character education program. She has built partnerships with parents through parent coffees, and workshops as well as involvement on committees.

She is frequently sought after to consult with other overseas schools in Asia and to chair visiting committees for the Western Association of

Schools and Colleges (WASC). In addition, she presents on literacy development and assessment at East Asia Regional Council of Schools (EARCOS) conferences as well as Education Records Bureau (ERB) conferences. She and her husband, Gerry, have two sons; one has graduated from Taipei American School and one will be a junior there next year. Gerry is the Director of the Taipei Youth Program Association.

Faraday Burditt de la Camara is currently Lower School Director at the American School of Madrid, where she works with more than 400 students from the United States, Spain, and many other countries. She has worked with the staff to develop the Lower School Learner Profile that focuses on the important attributes and attitudes that students need to be successful now and in the future.

She joined the faculty of the American School of Madrid in 2001. Faraday has worked at the Project Zero Summer Institute held at Harvard's Graduate School of Education, where she is a study group leader. The focus of this program is to work with other educators from the U.S. and



**Faraday Burditt de la  
Camara, Lower School  
Director at the Ameri-  
can School of Madrid,  
Spain.**

around the world to collaboratively develop plans of action. Two other significant accomplishments the development of a culture of professional learning through the presentation of best practices and the introduction of student-led conferences for elementary school students that have helped hundreds of students become reflective, responsible learners.

Prior to coming to Madrid, Faraday was a principal at the In-

ternational School of Brussels, as well as principal at the Bilkent Laboratory and International School. She also served as a differentiation coach at The Anglo American School of Moscow. In addition to these leadership roles she has been an elementary school teacher at American or international schools in Spain, Morocco, the United States, Belgium, Turkey and Russia. Faraday is originally from New York, and she is married to a Spanish Diplomat who is an Ambassador. They have four grown children.

Catriona Moran and Faraday Burditt de la Camara, along with the other honorees, will receive their awards on October 25, 2013, during a formal banquet and award ceremony at the Capitol Hilton Hotel in Washington, D.C. The festivities also will include a reception on October 24 in the Reception Rooms at the U.S. Department of State, which will be hosted by the U.S. Department of State's Assistant Secretary for Administration, Joyce Barr. ■

# News & Noteworthy

## ECIS Announces New Executive/CEO

*Kevin Ruth Named New Executive Director of ECIS*

The ECIS Board recently announced the appointment of Dr. Kevin J. Ruth as the new Executive Director of ECIS. The announcement comes after an extensive, international search conducted by Carney, Sandoe, and Associates.

Dr. Kevin Ruth is currently the director for strategic initiatives at Tower Hill, a leading independent school in the state of Delaware in the US. He has also played a pivotal role as a director for philanthropy and grants in that school. His academic background is in comparative literature (with degrees from Penn State and Rutgers University, as well as a year of study at the University of Strasbourg and the University of Regensburg). He has also completed post-

doctoral studies in Advanced Project Management and Strategic Decision Management at Stanford University. In addition to his school-based leadership, Kevin has served as a consultant at the prestigious Santa Fe Leadership Center and has presented at numerous conferences on topics ranging from school culture, digital texts, design thinking, and philanthropy. Kevin and his wife, Amy, who is a corporate attorney, have two young daughters.



Dr. Kevin Ruth.

down as of July 1, 2014, following more than five years of exemplary leadership of the organization. ECIS expressed its gratitude (October 10, 2013) to her for her leadership and wishes her great happiness as she begins a new chapter in her life and career.

Jean Vahey, the former Executive Director/CEO of ECIS, will be stepping

ECIS noted that Dr. Ruth was notably “a high energy, talented, compelling and strategically brilliant individual.” Under Dr. Kevin Ruth’s guidance—and benefitting from his good humor—ECIS expressed confidence in the future of their organization. ■



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# News & Noteworthy

## AAIE Summer Institute 2013: In Review

### *Professional Fellowship in a Comfortable Setting*

**F**orty-six international teachers from 26 countries attended AAIE's Summer Institute hosted in Ft. Lauderdale by Nova Southeastern University during the last week of June, 2013.



Intensive seminars were conducted in the following areas: *Reach and Teach all Students: How to address*

*Diverse Educational Needs*



(Dr. Yvonne Bui, University of San Francisco), *Meeting the*



*Social and Emotional Needs of International Students* (Dr. Pamela Ward, International Educational Consultant), and *Translating Brain Research into Effective Language and Literature Instruction* (Dr. Virginia Rojas, ASCD Faculty Member and Consultant).

**I**n addition to the pleasures of intellectual engagement, the teachers developed personal relationships based on shared commitments and professional dispositions. At mid-week, they were treated to an excursion to South Beach, where they blended in quite well with the art-deco diversity of South Beach in full evening splendor. For a number of the participants (25%), this first time experience in the U.S. also included visits to U.S. schools (and shopping centers).

AAIE's Summer Institute was held in Nova Southeastern's beautifully appointed and highly functional Alvin Sherman Library, thanks to an ongoing relationship with NSU, coordinated by Dr. Anthony DeNapoli, Executive Director of International Affairs, and Dr. Alejandra Parra, Associate Director of International Affairs.

**A** AIE's tradition of partnership with Nova Southeastern University has been an essential component of the success of the Summer Institute and a significant contribution to the advancement of international education. Departing teachers remarked that the first-time experience of a U.S. university campus at NSU set a very high standard and expressed the desire to return in the near future. ■

**Dr. Yvonne Bui, University of San Francisco; Dr. Virginia Rojas, ASCD Faculty Member and Consultant; Dr. Pamela Ward, International Educational Consultant.**

## We Remember...

### **JOE HOUSTON WALKER**

Joe Houston Walker passed away on October 8 in Tucson, Arizona, following a virus infection to which he succumbed after cancer treatment of chemotherapy and radiation. He is survived by his wife, Lizz, and sons, Jay and Joseph. Joe served international schools for 38 years as teacher, principal and school head at Colegio Jorge Washington, Cartagena, Colombia; Costa Rica Academy in San Jose; American School of Las Palmas, Canary Islands, Spain; International School of Curacao, Netherlands Antilles; Colegio Nueva Granada, Bogota, Colombia; International School of Curitiba, Brazil, and Colegio Internacional de Carabobo in Valencia, Venezuela, from which he retired in June after nine years as school head. In lieu of donations, the family requests that schools continue with their humanitarian and community services efforts, always very important to him.

### **DIANNE ZEMICHAEL**

Dianne Zemichael, kindergarten teacher, later Elementary Principal at the International Community School, Addis Ababa, Ethiopia, became Director, Banjul American Embassy School, The Gambia, from 2007 to 2012. She served on the board of the Association of International Schools in Africa. In 2010, Dianne was recognized as National Distinguished Principal by NAESP and the U.S. DoE. She was a leader of the AISA program supported by grants from AISA and OSAC producing *Hands Across Africa: Recipes for Success*, a book of suggestions integrating the host country into the curriculum. She also worked for three years for USAID as a Development Outreach and Communications Officer in Ethiopia and Afghanistan. She is survived by her husband, Fekade Zemichael, and children, Michelle Fekade and Andy Fekade.

**Editor's Note: The policy of InterED is to limit notices of the passing of AAIE members and other friends of our Association to a limit of 125 words. Additional descriptions of their lives and honors can be found at the site indicated, if available.**

# 2014 AAIE 48<sup>th</sup> Annual Conference

## Overview of Conference Topics

### Keynotes & Sunday Solutions Session

- “Foresight 20/20: Ten Trends Transforming Tomorrow” (*Jack Uldrich, Global Futurist, Keynote Speaker and Best-Selling Author*)
- “Preparing Students for the Future by Actually Teaching About the Future” (*Dr. Peter Bishop, Author, Presenter, and Director of University of Houston Futures Studies Program*)
- “The Already-Present Future” (*Paul Poore, Executive Director, the Association of American Schools in South America*)
- “Future-Friendly Schools” (*Michael Furdyk, Co-founder of TakingItGlobal, TED Presenter, and Keynote Speaker*)

### International School Governance: Strengthening the Board—Head Relationship

- “Ensuring the Board’s and the Head’s Growth: Staying Ahead of the Learning Curve” (*John Littleford, Independent and International School Consultant*)
- “Head Compensation: Knowing Your Head and Your Constituents” (*John Littleford,*)
- “Strategic Governance: Aligning Mission and Performance at the Board Level” (*Lee Fertig, Graded School, Sao Paulo, Brazil*)

### Leading and Managing Schools for Results

- “Be Prepared...Feel Secure: 21st Century Crisis Planning for International Schools” (*Michael Johnson, President, Clearpath Global*)
- “Boomer and Millennial Women: Effectively Supporting and Mentoring Aspiring Women Leaders” (*Jennifer Abrams, Educational Consultant*)
- “Cost Effective Fundraising: Mobilizing a Powerful Panel of Volunteers” (*John Littleford, Independent and International School Consultant*)
- “Hiring the Best Teachers: What Works and What Doesn’t” (*James Stronge, Educational Consultant*)
- “Navigating the Head of School Search Process: Important Lessons” (*Joe Cornacchio, Council of International Schools*)
- “Strike Accord— Working With Conflict” (*Chris Bowman, International School of Luxembourg, and Nikki Gundry, The International Educator*)
- “Effective Teacher & Principal Evaluation Instruments” (*James Stronge, Educational Consultant*)
- “The Changing Face of International School Recruitment” (*Diane Jacoutot, Managing Director, Edventus*)
- “The Future of Accreditation” (*Peter Mott, Director NEASC/CAISA*)
- “The Role of the Head of School: Fostering an Environment that Creates Tolerance and Acceptance of All Students” (*Ben Shifrin, Head of Jemicy School, Maryland*)
- “Who Wants to Be a Millionaire? Building a Sustainable Culture of Giving in Your School” (*Lee Fertig, Graded School, Sao Paulo, Brazil*)
- “Women & Conflict: Building Capacity to Be Compassionate and Assertive in Challenging Situations” (*Jennifer Abrams, Educational Consultant*)

### Leading for Staff and Student Learning

- “Designing Learning Spaces, Defining Learning Spaces” (*Kevin Bartlett, The International School of Brussels, and Randall Fielding, Council of Educational Facility Planners International*)
- “Exploring Our Common Ground” (*Kevin Bartlett and Gordon Eldridge, The International School of Brussels*)
- “Global Issues Network: Empowering Students to Create a Sustainable Future” (*Linda Sills, Global Issues Network, Director of Program Development*)
- “Long Time Coming: Preparing All International School Teachers to Teach English Learners” (*Virginia Rojas, ASCD Faculty*)
- “New Services for International Baccalaureate Schools” (*Siva Kumari, International Baccalaureate, Operating Officer*)
- “Overview of WIDA Standards and Assessments” (*Jesse Markow, Wisconsin Center for Educational Research, University of Wisconsin*)
- “Teach-Now: A Global Innovative Online Program for Teacher Preparation and/or U.S. Teacher Certification” (*Emily Feistritz, President, Teach-Now*)
- “The AAIE Institute for International School Leadership: The First Year” (*Michael J. Horning, Vice President, PLS 3rd Learning*)
- “The AP Capstone Diploma Pilot: Discoveries, Outcomes, and Next Steps” (*Brian Hartman, College Board*)
- “Transform Your School Culture By Designing a Professional Growth System” (*Fran Prolman, Senior Consultant, The Learning Collaborative, and John Gates, The Walworth Barbour American International School in Israel*)

### 21st Century Digital Tools

- “Global Online Learning: Meeting the Future” (*Tim Carr, Jakarta International School, and Michael Nachbar, Global Online Academy*)
- “Taking Classrooms Global with Collaborative Technology” (*Michael Furdyk, TakingITGlobal Co-founder*)
- “The Digital Age: Using New Literacies to Enhance Student Learning” (*April Mattix, George Mason University*)
- “The Future of Learning: Smartphones in the Classroom” (*Dana Burnside, Wilkes University*)
- “Relevant Website Strategies: Ensuring a Satisfactory Web User Experience” (*Vincent Jansen, Educational Consultant, fnalsite*)

### Personal Growth: Useful Info for Heads Anticipating a Return to the U.S.

- “Health Care Reform and Taxes: The Good, the Bad and the Ugly” (*Rick Gray, CEO Global Tax Service*)



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**Summer 2014 AAIE Institutes**

**21st Century Recipes for Success: Unleashing  
Student Creativity and Critical Thinking Skills  
Consultant: Judith Fenton**

**Using 21st Century Digital Tools to Advance  
Teaching and Learning  
Consultant: J. Troy Robinson, Ed.D**

**Strategies for Engaging All Learners: Teaching  
Optimum Topic Exploration  
Consultant: Belinda Karge, Ph.D**

**Monday, June 23 - Friday, June 27, 2014**

**Nova Southeastern University, Davie Campus**

**Fort Lauderdale, Florida**

**Details and registration at [www.aaie.org](http://www.aaie.org)**