

THE EARCOS TRIENNIAL JOURNAL

A Link to Educational Excellence in East Asia SPRING 2015

Featured in this Issue

EARCOS Teachers' Conference 2015

Theme: "Language for Life"

EdThought

- *Challenging Assumptions: How well are international schools preparing students to succeed in an interconnected world?*
- *Personalizing Learning and Teacher Expectations*



East Asia Regional Council of Schools

The EARCOS JOURNAL

The ET Journal is a triannual publication of the East Asia Regional Council of Schools (EARCOS), a nonprofit 501 (C)3, incorporated in the state of Delaware, USA, with a regional office in Manila, Philippines. Membership in EARCOS is open to elementary and secondary schools in East Asia which offer an educational program using English as the primary language of instruction, and to other organizations, institutions, and individuals.

Objectives and Purposes

- * To promote intercultural understanding and international friendship through the activities of member schools.
- * To broaden the dimensions of education of all schools involved in the Council in the interest of a total program of education.
- * To advance the professional growth and welfare of individuals belonging to the educational staff of member schools.
- * To facilitate communication and cooperative action between and among all associated schools.
- * To cooperate with other organizations and individuals pursuing the same objectives as the Council.

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Letter from the Executive Director



Dear Colleagues:

The end of the school year is near, and 2014-2015 has flown by. I hope everyone will have a smooth end of school. This is the time of year when so much is expected and workload is pushed to the limit. Breathe and try to stay relaxed during Mad May!

The Spring Heads' Institute in Vientiane, Laos, will have 40 school leaders in attendance, which is a good turnout for this retreat! We strive to increase attendance at this event each year and hope that next year will be even better.

The 2015 EARCOS Teachers' Conference (ETC) had 1100 registered delegates. Sutura Harbour in Kota Kinabalu, Sabah, Malaysia, proved to be a great venue for this year's event. Once our delegates arrived in KK it was a wonderful venue. Our keynoters John Wood, Anne Sibley O'Brien, and James Stronge were well received. We had a host of excellent presenters including presentations from our own teachers. A total of 175 presentations! Please see the conference write-up in this issue.

We continue to support Neil and Ferdi of Jakarta Intercultural School. A vigil was held during the conference to show teacher and EARCOS support.

Our EARCOS staff of Bill, Elaine, Vitz, Ver, Robert, and Edzel should be thanked for their tremendous efforts in organizing thousands of details.

We hope you all have a great break this summer (northern hemisphere) and have time for family, friends, travel, and reflection. Our board and staff continue to work to make EARCOS a caring, supportive, and dynamic community of international schools. Please check out our website <<http://www.earcos.org>> to see all our sponsored events and read about my travels throughout the EARCOS region. Please visit E-Connect, the EARCOS blog, initiated by our own Bill Oldread. Happy Holiday!

Dick Krajczar
Dick Krajczar
Executive Director

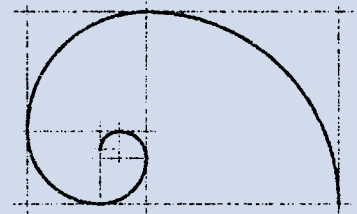
Check out our updated website at www.earcos.org and read our E-Connect blog at earcos-connect.tumblr.com



(L-R) Robert Viray, Dick Krajczar, Edzel Drilo, Rod Catubig, Bill Oldread, Ver Castro, Vitz Baltero, and Elaine Repatacodo

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Front cover photo

Sunset at the Pacific Sutera Harbour

Photo by Inover De Jose Castro, EARCOS IT Coordinator

EARCOS and CIS - Institute On Higher Education Admission and Guidance

EARCOS and CIS are pleased to announce the first INSTITUTE ON HIGHER EDUCATION ADMISSION AND GUIDANCE in Bangkok. October 2-3, 2015

Shangri-La, Bangkok, Thailand

visit www.earcos.org

The EARCOS Action Research Grant

In an ongoing effort to implement the EARCOS Strategic Plan, specifically Strategy E, to conduct, communicate, and archive relevant data and research to identify and enhance exceptional educational practices, grants will be made available to encourage our teachers, administrators, and professional staff to conduct action research to improve educational practices for the purpose of enhancing student learning. Action research is a reflective process, conducted in the school setting, to solve a real problem, or to improve and enhance the instructional process. This research may be undertaken by an individual, or by several people collaboratively.

It is our belief that the results of such research will impact not only the researchers' practices but also those of others with whom they share their findings. To that end, grantees will be expected to publish their findings, which will be made available to all EARCOS members on the website. Some researchers may elect to present their work at a subsequent ETC, ELC, or publish it in the EARCOS Journal. Please visit the EARCOS website for more information. www.earcos.org

Contribute to the ET Journal

If you have something going on at your school in any of the following categories that you would like to see highlighted in the Fall issue please send it along to us:

Faces of EARCOS - Promotions, retirements, honors, etc.

Service Learning

Campus Development - New building plans, under construction, just completed projects.

Curriculum - New and exciting curriculum adoptions.

Green and Sustainable - Related to campus development or to curriculum efforts.

Community Service

Student Art - We showcase outstanding student art in each edition.

Student Writing

Press Releases

Thank you for your help in allowing us to highlight the great things that are going on in EARCOS schools.

Spring 2015

Inside back cover: **On the Road with Dr. K**

Back cover: **Approved EARCOS Weekend Workshops SY 2015-2016**

EARCOS Teachers' Conference 2015

“Language for Life“

Can you think of a more inviting location to hold a conference for 1100 teachers than the Sutera Harbour Resort in beautiful and enchanting Kota Kinabalu in Sabah, Borneo? The weather was outstanding, with not a drop of rain, and the hospitality shown by the staffs of the Pacific and Magellan Hotels was exemplary.

The theme of the 2015 ETC, “Language for Life,” focused on literacy, esl, library, special needs, counseling, and technology. For the first time, the Special Education Network in Asia (SENIA) collaborated with EARCOS to fold their annual conference into the special needs strand. This blending of special needs practitioners with literacy and early childhood teachers allowed for discussion and collaboration in areas of mutual concern.

Our three keynote speakers, John Wood, Anne Sibley O'Brien, and James Stronge energized audiences with passionate stories of their life work enhanced with personal insights. John Wood is the founder of Room to Read, an organization that believes world change starts with educated children. John left his position as director of business development at Microsoft to found Room to Read, raising \$350 million from a “standing start” and reaching ten million children by 2015.

Anne Sibley O'Brien is a third-culture kid who grew up in South Korea as the daughter of medical missionaries, graduating from Seoul Foreign School. She has written and/or illustrated 31 books dealing with diverse children and cultures. Anne shared her wonderful insights into cultural identity and her own personal journey.

Our final keynote presenter, James Stronge, educational consultant and distinguished professor at the College of William and Mary, shared research data that empirically demonstrates a direct, measurable link between teacher effectiveness and student success. He insisted that the question we should be asking is not whether a teacher is highly *qualified* but whether a teacher is highly *effective*.

In addition to the powerful keynote speakers, 160 workshops were on offer, presented by excellent special presenters and teacher practitioners. The conference provided excellent in-depth professional development opportunities to the more than 1000 teacher delegates.

As always, the warmth, hospitality, and responsiveness of the Sutera Harbour staff was exceptional. We are very grateful to Deputy CEO, Gerard Tan, Lian See, General Manager of the Magellan, Yeow Hock Siew, General Manager Pacific, and Nora, Arleen, and Fina.

We look forward to seeing many of you at next year's ETC to be held at the International School Manila where we will highlight physical education, visual and performing arts, design technology, technology, film, counselors. See you there!

Bill Oldread
Assistant Director



Keynote speaker Anne Sibley O'Brien.
Keynote title: The Formation of Racial and Cultural Identity, Our Own and Our Students.



Candlelight vigil for Neil and Ferdi and the JIS cleaners.



Over 1,000 delegates attended the first day of conference opening keynote of John Wood.



Keynote speaker John Wood. EARCOS Donated \$1,500 to Room to Read.

"My new favorite acronym is GSD – all day long! I almost quit my job to join Room to Read after John's inspirational presentation, but then remembered that I wasn't a Microsoft big wig..." Pete Kimball, Taipei American School



*Keynote speaker James Stronge
Keynote title: What Makes Great Teachers Great.*



Greg O'Connor preconference on Using mobile technology to support students struggling with the literacy requirements of school.



EARCOS gifts— a coffee table book for all presenters. Discovering Sabah by Wendy Hutton.



Bonnie Singer preconference on Brain Frames: Graphic tools for Language, Literacy, Teaching, and Learning.

13th EARCOS Teachers' Conference 2015



EARCOS teacher representatives meeting.



Pete Kimball from Taipei American School talking about the Operation Smile Foundation.



Stephen Shore workshop on Including Students with Autism and other Disabilities in the Music Curriculum → Practical solutions



Doug Goodkin workshop on Think of a Rhyme and Say it on Time: Language Arts and Music.



Jon Nordmeyer workshop on Collaboration: Co-teaching, Co-planning and Co-assessing English Language Learners.



Joel Presti workshop on A Great Global Conversation: The Redesigned SAT and What It Means for EARCOS Schools.

Theme: Language for Life



Matthew Glover workshop on Using Mentor Texts In Writing Workshop attended by almost 100+ delegates.



Inspirational talks from Carolina Minton-Frias, a grade 10 student of the Western Academy Beijing and winner of the SENIA Student Award 2015..



Dick Krajczar with teachers from International School Suva at the welcome reception.



EARCOS teacher's band rocking the night at the closing reception held at the The Magellan Grand Ballroom.



ImaGINation 2015, The Middle School Global Issues Network Conference in Asia is a rousing success!

By Brian Ossmann, Secondary School Humanities Teacher

Last month, twenty-three schools from around Asia and over 225 students participated in the third annual Middle School-oriented Global Issues Network conference held at Stamford American International School in Singapore.

The Benitez family, the youngest keynotes at the event at 12, 14, and 16, explained the need they saw in and around Manila and decided how they could help and be most effective. Their story inspired many people during the conference.



The annual event was a culmination of student work and an opportunity for 225+ middle school students to demonstrate their ideas, projects, & solutions to like-minded, engaged students (and adults) from places as far away as Bangalore & Dhaka to Seoul & Tokyo. It was also an opportunity to have these young minds be inspired by others and encouraged to continue their work and projects!

ImaGINation 2015 included four wonderful keynote speakers over two days. Each keynote speaker addressed their different passions and solutions that they have been working on within their own communities. They gave advice to students about how to proceed with their own plans. The advice given by all was to stay focused, find something you believe in, and to continue with your goal even if others are telling you “no.”

Students heard from Librery Organization who told them about their current library building & education projects in Manila, Philip-

ines. The Benitez family, the youngest keynotes at the event at 12, 14, and 16, explained the need they saw in and around Manila and decided how they could help and be most effective. Their story inspired many people during the conference. In the afternoon participants heard from Pandoo Foundation. A favorite action from their keynote was when they decided that they wanted to combine forces with what they were doing for the conference (having students learn about their environmentally-focused game, Pandoo Nation) and turn it into an opportunity to start a grant for Librery Organization. Pandoo Foundation was so inspired by Librery Organization’s story that they wanted to participate in helping them as well! Students played a portion of Pandoo Nation and earned “badges” which ultimately equated to real-life funds to support Librery’s projects in the Philippines! The sixth through eighth graders generated over \$SGD 1400.00 for Librery Organization in about an hour.

Two of the most impactful events from the conference were the activities that students took part in on Day 1 and the presentations that they made to students from other schools on Day 2.

Middle school students were not exempt from raising awareness, participating in service-learning and fundraising for great causes while they visited Singapore. The Friday “off-campus” events offered them fifteen different options of activities and learning that occur right here in Singapore. Students participated in everything from water collection and protection of beach and mangrove environments to community building through lantern-making as well as food distribution. Students learned about Singapore-specific problems like migrant worker mistreatment and animal welfare in the region.

On Day 2 of the conference, students were treated to a energetic speech by Spencer West who traveled from Toronto, Canada, to be with us and share his story of inspiration. Spencer connected with the students and was a very positive influence for all of the participants as they geared up to figure out solutions and present their own during the student-led presentations later that afternoon. After



presenting, students returned to hear Salva Dut speak about his experiences in Sudan as a boy. He spoke about how those experiences helped shape his desire to help his countrymen by supplying fresh, clean water to them by building wells throughout South Sudan. He founded Water for South Sudan and is the subject of a book called *A Long Walk to Water*. Salva felt so strongly about the goals of the conference and inspiring youth that he traveled all the way from his home in South Sudan to be with us for ImaGINation 2015.

level of empathy and the conference was a great way for the adults in their lives to see and effectively channel their strengths to demonstrate positive change.

Furthermore, I saw our school faculty and administration come together in a way that we often don't get the chance to see. Teachers from every division were able to participate and lend their time and show their unique talents around an event that built a great community spirit and had many positive long-lasting outcomes. We had over 65 adult volunteers participate with their time and over 75 student organizers. Finally, it gave the adults in the region another way to reach out to our teacher colleagues as well. The chaperones who attended these students from each school were highly energized, excited and willing to participate to make their students' experience the best it could be.

Students at this age are capable of so much and we only need these events to demonstrate what they can do and then, get out of their way!



The conference was an amazing way to connect with students and help them recognize the value of the work that they have been doing. Middle school students are naturally predisposed to a unique

Reflection on ETC 2015: *Language for Life*

Written by Paul Bawden, in collaboration with the SENIA Board



Kota Kinabalu was the fabulous setting for SENIA 13 and it was a wonderful opportunity for SENIA (Special Educators Network In Asia) to join forces with EARCOS to help spread the SENIA message to a much wider audience. Each morning as the delegates gathered the theme of "education for all" was reinforced by Dr. Dick Krajczar's messages, the SENIA Board presentations and all three of the keynote speakers.

Throughout the conference there were many opportunities for all participants to gather ideas on how they could make a difference for every student in their class. Through formal and informal modes, everyone had the chance to be inspired and many conversations took place about how they would implement their newfound knowledge back in their classrooms upon completion of the conference.

The week began with the Pre-Conference Workshops presenting a wide range of topics that were all fully prescribed. There were a number of sessions sponsored by SENIA and the board would like to thank Lori Boll, Greg O'Connor and Bonnie Singer for their dynamic and versatile presentations.

On Day One of the Conference the board presented the third annual SENIA Student Advocacy Award. All of the nominees for this award were formally recognized, followed by the announcement Carolina Minton-Frias from the Western Academy of Beijing had won. Unfortunately Carolina wasn't able to join on the first morning, but a day later the attendees were all able to hear Carolina's inspiring story. Her humility shone through as she downplayed her own difficulties, thanked everyone who had supported her on her journey and looked at ways we can all help each other.

The second morning saw the presentation of The SENIA Advocacy Award. This year's winner was Penny Robertson, founder of the Australian International School in Indonesia and a prime mover in raising awareness of Down Syndrome all around the world. Accepting on her behalf, Rovanna Bawden spoke of the great work teachers do on a daily basis supporting students who have difficulties with their learning. She also congratulated EARCOS and SENIA for promoting inclusive practices and advocating for all students.

The Keynote speakers all played their part to inspire and get everyone thinking about *what* we do and *why* we do it. John Wood began the conference with his wonderful story of bringing literature to the developing world. Anne Sibley O'Brien spoke about forming racial and cultural identity and James Stronge completed the keynotes with his talk on what makes great

teachers great. The three together combined to reinforce the message that everyone has the capacity to make a real and positive difference in the lives of others.

Following the keynotes each day, delegates were spoiled for choice, as more than 140 different workshops were presented over the ten workshop sessions. With a wide range of topics on offer, many participants had a difficult time choosing which session to attend. Again many thanks go out to all of the presenters, but especially those who were sponsored by SENIA. It was inspiring to see large crowds at each session; particularly those that empowered teachers with strategies they could use to support all learners. To quote Susan Shand, ISKL Elementary Learning Resource teacher, "Through the selection of exceptional educators as presenters at SENIA/EARCOS 2015, I was provided with an outstanding selection of choice and expertise, to enhance my knowledge and skills in the area of special education."

During the final morning of the conference the SENIA board shared the history of SENIA, explaining how it developed in China and has now permeated into many of the countries in Southeast Asia in the form of local SENIA chapters. Sharing this conference with the friends at EARCOS has given SENIA a great opportunity to spread the message further. SENIA is excited about the inclusion journey that many schools are on and is looking forward to SENIA 14, which will be hosted by the International School of Kuala Lumpur February 25-27, 2016.

Conferences such as ETC15 provide great learning opportunities for participants and not all of this happens in the workshops. The informal gatherings are equally as important and a big thanks to the team at EARCOS and the Sutera Harbour Hotel for their wonderful hospitality throughout the conference. The cultural night and the closing reception were spectacular and provided a chance to share with colleagues and make new friends.

Finally, on behalf of the SENIA Board and all SENIA delegates, a big thanks goes out to Dr. Krajczar and his team at EARCOS for their wonderful support during the collaborative planning process and throughout the conference. SENIA looks forward to building on this experience and doing it all again in a few years time.

To stay connected please visit the SENIA website (<http://www.senia.asia/>), follow us on Twitter at https://twitter.com/SENIA_ASIA, or like us on Facebook at www.facebook.com/SENIA.ASIA.

Faces of EARCOS

Jon Nordmeyer appointment to WIDA >>



WIDA announces the appointment of Jon Nordmeyer as the new International Programs Director. Jon comes to WIDA with more than 20 years of experience teaching at international schools in China, Ecuador, The Netherlands, Taiwan, Turkey, and most recently, Thailand.

Jon's role will be essential in guiding the expansion of WIDA's work in international contexts. The mission of WIDA is to advance academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators. WIDA is part of the Wisconsin Center for Educational Research at UW-Madison and provides English language standards and assessments around the world.

Dr. Robert Brewitt Retiring >>



Dr. Rob Brewitt will retire as superintendent of ISE International School at the end of this school year. He began his education career as a guidance counselor at Triton School in Massachusetts and then moved to Stavanger, Norway where he was the school counselor, taught Psychology and Sociology and served as Athletic Director. Rob also worked in Vienna, Austria, and finally Thailand, and was instrumental in the founding of ISE in 1993/94 and other development projects.

He received his Bachelors and Masters Degree of Education at Springfield College in Massachusetts. and his Doctorate of Education degree from Washington State University in 1994. Dr. Brewitt has been a strong supporter of WSU/USF's ISLP program and taught within their program for several years.

He was a strong supporter of EARCOS serving as both president and board member. He also was very active in the International Schools Association of Thailand.

Rob plans to move to Florida with his wife Tara to be closer to their family.

International School of Kuala Lumpur Building on 50 Years of Excellence: 1965-2015 >>



Robert B. Gaw former ISKL Headmaster: 1970-1978 signs moments for an enthusiastic group of students. The theatre at ISKL is named after him. A great honor to have him attend.

Dr. Richard Krajczar former ISKL Headmaster: 1989-1996 with Sherry Krajczar, Zan Khairuddin 93, Mia Pearce 92, Michael Sawkins 92 at ISKL Welcome reception.



The Margaret Sanders Scholarship Winner >>



KIM-SA TRANG NGO received the Margaret Sanders Scholarship award. She attends Saigon South International School (SSIS) where she participates to the fullest and brings spirit to her community. From being an organizer in the Global Issues Network Saigon Conference for 300 students to being a teacher assistant at SSIS summer camp, Kim-Sa has channelled her energy into giving back to society. One of her most impressive works is founding a program to teach English at a Vietnamese local school, where she dedicates her time into planning the lessons to conduct them effectively.

Furthermore, her commitment to Mai Am Mai Tam, a shelter for children affected by HIV/Aids, is motivating. As an officer in this club at SSIS, she aims to fundraise for their medication, visit the children, and arrange events for the children to enjoy. Likewise, her position as Vice President of the National Honor Society also gives her the opportunities to advocate for her projects to positively impact her school. Kim-Sa also enjoys creating films; she has won a film competition at SSIS two years in a row.

Remembering James Marvin Koerschen (1946-2014)



A memorial service to honor the life and memory of Dr. James Koerschen was held on February 24, 2015 at Concordia International School, Shanghai where Jim formerly served as head of school. The service was attended by family, clergy and friends from the international school community. Jim died at his home in Brighton, MI on July 17, 2014.

Jim retired as head of school from Concordia International School, Shanghai, China where he also served as president of the board of the Association of China and Mongolia International Schools (ACAMIS). After retirement he served as Executive Director of ACAMIS. During his long educational career Jim served in varying administrative positions at several Concordia Universities in the U.S.

Jim Koerschen will be remembered for his love of family as well as his leadership, generosity, hospitality, and warm friendships.

Curriculum >>

Laboratory work versus online demonstration

By Jozef Bendik, Head of Science Department, j bendik@chatsworth.com.sg
Chatsworth International School - Orchard Campus



With the new syllabus in Group 4 - Experimental Sciences there have been some changes in the content and also – the whole approach to the internal assessment has been changed. One of the most interesting things for me was the shift of the laboratory work towards using online simulations and demonstrations. These can actually be used in the internal assessment submission without performing the experiment in the laboratory. There has been already some discussion whether it is really important to have the students do the hands-on experiment in the lab or whether we can provide highly cognitive learning through watching (using) simulations online. Many international schools spend a lot of money on fully equipped laboratories; others invest a lot of cash into laptops and technology. Is one way better than the other?

A common experiment on Diffusion of particles across a semipermeable membrane is a good example for this discussion. There are times when I go and prepare all the items for the practical work and spend 1.5 hours with my students working in the lab. Some other time I go for a simple simulation online where the same concept is done in around 10 minutes. The decision is based on certain facts discussed here.

Even though there has been found no significant difference between the two different styles of teaching science, there are some other ways of looking at the debate.

Laboratory activities appear to be helpful for students rated as medium to low in achievement on pretest measures (Boghai 1979). Some reports show that laboratory instruction increased students' problem-solving ability in physical chemistry and that the laboratory could be a valuable instructional technique in chemistry if experiments were genuine problems without explicit directions.

There are certainly specific objectives that can be achieved by the use of the laboratory in science classes:

1. skills - manipulative, inquiry, investigative, organizational, communicative
2. concepts-for example, hypothesis, theoretical model, taxonomic category
3. cognitive abilities - critical thinking, problem solving, application, analysis, synthesis

4. understanding the nature of science - scientific enterprise, scientists and how they work, existence of a multiplicity of scientific methods, interrelationships between science and technology and among the various disciplines of science

5. attitudes - for example, curiosity, interest, risk taking, objectivity, precision, confidence, perseverance, satisfaction, responsibility, consensus, collaboration, and liking science (Travers, ed., 1973, p. 119).

Many teachers started the discussion whether the use of simulations can appropriately prepare students for the science courses later on in the tertiary education. The sensomotoric nature of the experimental work should contribute positively to the learning and give the student a different experience of the scientific content. However, there are many opposing opinions stating that one afternoon lab session can not simply illustrate a course lecture. Many argue that most scientific theories are based on a large number of very sophisticated experiments. So if lecture topics are to be illustrated, this should be done through the use of audio-visual aids or demonstrations. Another argument to support the use of audio-visual help in the class is that many skills that students learn during the laboratory work are obsolete in the science careers.

When talking about the role of laboratory, it is very important to look at the approach involved: inquiry vs. verification. It has been assumed that proponents of laboratory activities are interested in having students inquire and in having them work with concrete objects. A research studying science education (Comber and Keeves) in 19 countries shows, that in six of those countries where 10-year-old students made observations and did experiments in their schools, the level of achievement in science was higher than in schools where students did not perform these activities.

Lott (1983) reported on meta-analysis on the effects of various instructional techniques showed positive support for inquiry teaching. An effective science classroom was characterized as one in which students had opportunities to physically interact with instructional materials and engage in varied kinds of activities. There are also lots of indicators showing that the inductive approach appears to be more useful (than the deductive) in those situations where high levels of thought, learning experiences, and outcomes demands are placed upon subjects (1983, p. 445).

Generally, in my classes I use both approaches to the experimental work. It is clear that there is no winner in the discussion on the laboratory use versus online demonstrations. The decision whether to go with the lab or online resources depends on the topic and the students in my class. Most probably, the question should be "For what purpose should be the lab used, under what conditions and with what students?"

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Curriculum >>

International School Manila - Where Safety Comes First

In today's world, with the growing population and increase in natural disasters, it has never been more important to know and understand how to take care of yourself and others in emergency situations. Being able to properly administer first aid is a valuable life skill for adults and children, and can be needed at a moment's notice. At International School Manila, it is a belief that all teachers should be aware of the international standards for first aid and CPR and should be provided annual training to remain current in their skill level and understanding of the actions necessary during an emergency. Teachers, coaches and building administrators are often with groups of students both on and off campus and are the first point of contact should an emergency arise. In these situations, it is important for teachers to be prepared should anyone in their care need immediate medical assistance.

Beginning in August of 2014, International School Manila, in cooperation with the American Heart Association and the Global Training Organization, partnered to provide first aid and CPR/AED training for all faculty, administration, and necessary support staff. Training sessions are run by licensed professionals who guide participants through the modules giving them access to all the necessary equipment to properly perform the skills. Courses include international certification, and all participants who complete the training receive AHA certification cards that are recognized globally. Thus, those trained in this program are prepared and certified to perform basic life-saving skills no matter where they may be in the world. Not only does this give ISM employees peace of mind and confidence for handling emergencies, but it is also a fulfilling accomplishment that they achieve with their peers in a friendly and supportive environment. It is time and money well spent.

In January of 2015, ISM went one step further by surveying parents in the community to gauge their interest in training family members as well as household support staff. The response was overwhelmingly positive, leading the school, AHA, and GTO to create specially designed courses for parents and their children (ages 12+) to take together. In addition, course were also created to be administered in Tagalog, the national language of the Philippines, so that the drivers, nannies, and household helpers of the ISM students could also have access to the training. This training is now a part of the ISM community and it is an exciting new addition to the learning environment.

Classes range in size from 12-18 participants, are presented in a comfortable classroom setting, and are administered with trained personnel who deliver a consistent product through the use of energizing videos, hands-on practice, and guided reading materials. It is quality training, done in a timely fashion, to give the participants the skills they need to better support their friends and family should an emergency arise. ISM's partnership with AHA and GTO this school year has been very positive and this proves to be a priority for the school for years to come.

By Sam Cook, ISM Coordinator for Student and Faculty Learning
cooks@ismanila.org



AHA instructors demonstrate the heimlich maneuver for participants.



ISM student practices CPR with an AHA course instructor.



Participants practicing skills during the full-day First Aid and CPR/AED course.



Curriculum >> Successful Middle School Science - Project Based Learning Action: a Team Effort

A collaborative article by Joel Bourque, Karen Chan, Ken Rohrs, Geoff Moulton, Ian Wylie, Luann Fragale, Mason Gordon, Barbara LeMond, Dean Lea, and Maureen McCann

As a teacher librarian in a dynamic international middle school, my heart beats wildly when I attend curriculum-planning meetings, and a unit of inquiry is the hot topic of discussion. While teaching at Hong Kong International School, I have witnessed an increase in student learning during many types of inquiry projects across the curriculum.

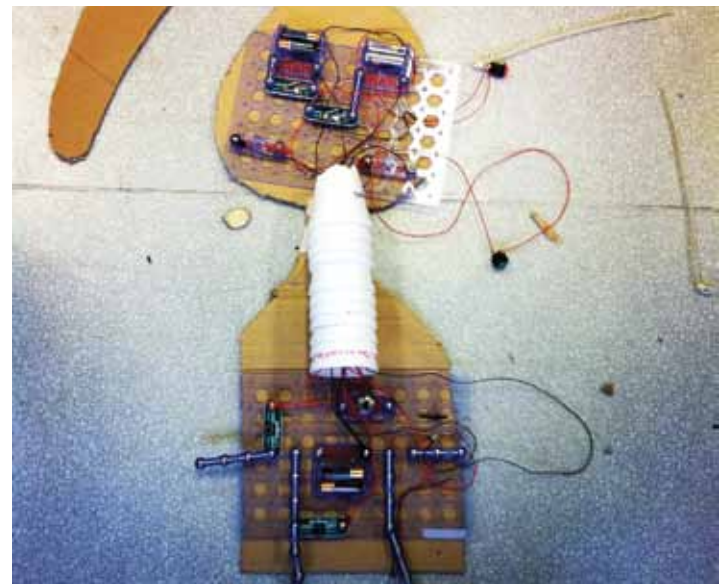
Over the past three years, our science teachers have remained tenaciously wedded to the idea of refining Project Based Learning (PBL) projects to increase student learning. Success resulted because our science teachers were responsive to reviewing each year's projects and then working as a team to improve the projects the following year. The other key ingredient that enhanced student learning was the collaborative nature of the projects that invited more players to join the science team to assist in student learning support.

Grade 7 and 8 science teachers truly created the magic recipe for optimizing learning for their students this year. Grade 7 students focused on human body systems, and the grade 8 students focused on energy transfers. What follows is a big picture description of what happened in our MS during an academic quarter, including our students' reflections on their learning during the PBL unit.

Background

Students worked in groups to brainstorm then create working models of specific human body systems that relate to a student's personal health in

grade 7. In grade 8, students designed and construct energy transfer machines that could effectively transfer energy and be related to a real world "problem." Science teachers supplied most building materials like tubing, wires, fasteners, and hot glue guns, but students were encouraged to use a majority of recycled materials. Student learning during project work sessions happened in the science classroom under the supervision of the teacher who acted as facilitator. Students chose their group members and their specific topic.



Planning

Teachers began discussing the PBL's far in advance of the start of the unit. They collaboratively clarified the project work and timeline. Students received explicit skill instruction from the technology coach on blog creation. Design work and regular self-reflections were documented in a blog that included text and image and video. Additionally, science teachers provided lessons on background content information and then invited the teacher librarian into class to teach note taking, paraphrasing, and bibliographic citations using the tool EasyBib Student Edition. Students were required to read several nonfiction texts on their topic, take notes, and then synthesize their learning in a short piece of research writing. When the hands-on work sessions began, frequent formative check-ins using Google docs supported students in setting realistic goals and meeting deadlines. Students had opportunities to make mistakes, make corrections, and learn. Students presented their projects to their class, and applying effective communication strategies, then displayed the projects and explained them in a nearby public space to parents during our parent teacher conference times. Projects that failed were proudly displayed next to those that succeeded. Process was valued over product.



Team Effort

The science teachers took the lead on creating and assessing the PBL unit and should be nominated to the middle school learning Hall of Fame if there is one! The learning specialists assisted all students during the classroom work sessions and checked in on progress. Learning specialists were able to co-teach summary skills in small groups with the science teacher. Differentiation happened. Some students on learning plans were thrilled to be able to learn in a

hands-on, kinesthetic environment that required learning with peers. Gifted students could soar as far as they were able by creating clever videos and innovative products. The technology coach provided explicit instruction and ongoing support for blog creation. Meanwhile, the teacher librarian ensured that students were ethically using credible sources of information by teaching the CRAAP test (credibility, relevance, authority, accuracy, purpose) and assisting students to put information into their own words to demonstrate their learning. Science teachers followed through by assigning this research work in manageable chunks and providing formative feedback during the research and work process time.

Student Reflections

"The PBL Project has been a really great experience. Throughout the past month, my group and I have seen great successes and extreme failures too. Overall, I'm really pleased with how our model came out, and I'm glad that we got the opportunity to create something so great!" G7 student



"I understand that you need to think in many different ways including the opposite of what you wanted before. You have to be very creative. You also need to be strong and not irritated if something doesn't work the first time. You have to collaborate together so that the work can get done on time and so that you don't get overwhelmed by the workload." G8 student

"During this project, we've faced lots of failure as well as success. While constructing, we realized that our original bleach and food coloring model did not work as effectively as we thought it would. This problem had occurred because we didn't know that the bleach took around a week to mix into the food coloring, therefore, making the water clear again. We solved this problem by researching more. We discovered that if we mixed vinegar into the bleach, it would take away the food coloring almost instantly." G7 student

"This project certainly required creativity; you need to have an idea you are genuinely interested in to start with, and you wouldn't be able to make it your "own." Anyone can follow a guide and make a thermoelectric fan, but making it to your own design is much harder. Resilience and patience are also very important in this project. If you expected it to work on the first try, and it doesn't, you couldn't just give up. Scientists don't just magically invent light bulbs and air conditioners and things on the first try. You need to keep going at it, because every failure is a lesson, and with every failure, you are closer to success." G8 student

By Maureen McCann, Teacher Librarian



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Curriculum >> Seven Ways to Support Your Curriculum Coordinator

by Ruth Poulsen, Seoul International School
poulsenr@siskorea.org



In my previous job—four years as curriculum coordinator at an international school in Asia—I loved my work and was convinced that our curriculum initiatives made a real difference for our students. After all, as Marzano and others keep reminding us, having a guaranteed and viable curriculum is the key factor in improving student achievement. However, no matter how worthy the curriculum initiatives were, change was often slowed or even stymied by factors outside my control. At first I thought those factors were specific to my particular school, but as I attended EARCOS job-alikes and started having conversations with other curriculum leaders, I found that international schools throughout the region have many of the same challenges.

In order to investigate this further, I interviewed ten curriculum leaders (or former curriculum leaders who have since moved on to other positions) in schools around Asia. From the overlap in these interviews, I gleaned seven tips for school leaders on how to support your curriculum coordinator so that they can make positive changes to benefit your students' learning.

1. Choose the right person for the job, then equip them with leadership training.

In each of my interviews, I asked the curriculum leaders what personality trait was most important for them to be successful, and "interpersonal skills" was the most frequent answer by a large margin. Motivating diverse groups of teachers to collaborate requires strong people skills—so choose a curriculum coordinator who works well with many kinds of people. In fact, Heather Purcell claimed that as a curriculum coordinator, "if you don't have relationships, you're dead in the water." Organization was the second trait most often mentioned by my interviewees, since curriculum coordinators often have lots of balls in the air at once, working with different teams and levels. Fortunately, these two skills can be honed, so make sure your curriculum leader is attending professional development regularly.

2. Make sure that the administrative team has a shared vision for the curriculum.

One of the biggest obstacles for curriculum leaders that emerged from my interviews was political infighting within the administrative team—not a pretty picture, but sadly, all too common. Several curriculum leaders dis-

cussed at length the impossibility of being effective with "three principals with different visions for the scope and sequence of the curriculum" and even "teachers who don't know whom to listen to since they're hearing different directives from different administrators."

Curriculum coordinators simply can't improve student learning if the leadership team does not have a shared vision of what that learning should look like. McTighe and Wiggins put it best in *Schooling by Design*: "Academic leaders face really only one essential question: What does 'mission accomplished' require of me as a leader and us as a school?" (173). In order to be effective at improving student learning, the leadership team must come to a shared understanding of those questions of vision and mission. McTighe continued: "A consensus [within the leadership team] has to emerge: having such a vision is the only way to minimize political infighting." This consensus is crucial to the effectiveness of your curriculum leader—and really, to the effectiveness of your school as a whole.

3. Clarify each administrator's responsibilities—don't let them wonder who makes which decisions.

Having a leadership team with a common vision will not make a difference, though, if no one is sure who is in charge of each decision. More than half of the curriculum leaders I spoke to mentioned not being sure where they were on the organizational chart or what decisions they were empowered to make. Several asked questions such as "How much do I have the authority to ask from teachers?" Clearly, curriculum leaders cannot be effective if they are constantly second-guessing themselves.

Bambi Betts spoke to this issue in her recent article "For Effective Leadership, New Job Descriptions:" "Many an important learning decision that might truly benefit learners has been sacrificed to this "decision black hole"—no one seems clear on exactly who is charged with making the decision" (1). Thankfully, this frustration with vague job descriptions is a relatively simple one to rectify.

4. Limit your goals, and don't jump from one to another too quickly.

Another tip for school leaders that emerged from my interviews is this: limit the number of school initiatives that you introduce each year. McTighe gave this same piece of advice in his article "How to Kill UbD—by Design." He warns that one of the ways you'll fail in introducing Understanding by Design is if you "attempt to implement too many initiatives simultaneously." In other words, do less, but do it better: your curriculum coordinator will be much more effective and your students will ultimately benefit.

On a similar note, be careful of jumping from one initiative to another too quickly, or you will end up with cynical teachers. One of the curriculum leaders I spoke with told this story: "We had to scrap the curriculum maps from the previous year. Then it was hard to get teachers on board for the next initiative after their hard work from the last year was thrown out." Ann Straub, international advisor to the Council of International Schools, offered practical advice on how to avoid this: "Plan out your action plan over a number of years, all the work that needs to be done and who is affected, so one group is not unfairly targeted (i.e. ES teachers)." You'll end up with much greater teacher buy-in.

5. Communicate to teachers why the curriculum initiatives are important.

Several of my curriculum coordinator interviewees expressed frustration

that their principals didn't see curriculum as part of the principal's job, so just left all the communication about those initiatives to the curriculum coordinator. Though well-meaning, this choice can end up undermining the initiative if teachers perceive that only the curriculum coordinator cares about that goal, especially since the curriculum coordinator is usually not the one doing their teacher evaluation.

In this situation as in previous points, gaining consensus is key. Ann Straub explained, "Sufficient rationale must be communicated again and again as to why the curriculum is being changed/adopted and how it is going to be done." Although much of this communication is rightly the job of the curriculum coordinator, the whole leadership team should also use every opportunity to show teachers that they are on board with the curriculum work. As Madeleine Bystrom put it, "Everyone is responsible for the curriculum—it's a team effort." In other words, don't leave all the explaining to the curriculum leader.

6. Build a culture of collaboration within your faculty.

One way to build a collaborative culture is to clearly communicate to teachers not just the "why" of the curriculum initiatives, but also the "how." Repeat key expectations, policies, and procedures for teachers' collaborative curriculum work. McTighe posited that the leadership team must clearly communicate to teachers the answers to the following questions: "Where must we agree to agree? And where can we happily agree to disagree?" (29). For example, Ross Brown explained that with turnover of staff it's important to "keep revisiting expectations about unit planning, about the framework we use, what inquiry-based learning is all about." Another curriculum leader, Christie Kieffer, agreed: "Sometimes even though policies exist, saying it once doesn't mean that teachers know." Repeating key expectations and processes is key to supporting your curriculum coordinator.

Another practical piece of advice for creating a collaborative culture is to hire people with the explicit mandate that they'll be working together on curriculum. Peter Kahl put it this way: "Your collaboration will be 'preloaded' if you hire teachers with that expectation before coming to the school!"

7. Make the schedule serve learning, and not the other way around.

A final frustration that several curriculum coordinators mentioned in their interviews was never having enough time. This can particularly be a challenge if you are introducing a new initiative. One curriculum leader told

me that many of the teachers complained, "I had this hour free last year!" Several of my interviewees agreed that teachers saw the curriculum initiatives as taking away from "their" time. In response, Peter Kahl emphasized the importance of creating a schedule with space for teacher collaboration around curriculum: "Time needs to be built into the day, and teachers need to know that when they take the job." Ann Straub added the following advice: "Time and resource barriers must be anticipated and removed ahead of time [before beginning a new initiative." Real collaboration to address fundamental issues of curriculum design takes a great deal of time, and your curriculum coordinator will struggle if the collaboration time built into the schedule does not match the scope of the initiatives that you are attempting. Clearly then, these few concrete steps that school leaders can take to support their curriculum coordinators can really make a difference. Implementing these ideas will not only help your curriculum leader be effective, but also help your curriculum initiatives to overcome inertia and succeed so that your student learning can improve.

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Note: all other quotations come from ten interviews with curriculum leaders in international schools in Asia, some of whom elected to stay anonymous

>> Submit an Article to *The EARCOS Journal*

We are currently planning the Fall issue with a submission deadline of September 15, 2015. As you can see from our previous issues, we have moved to more of a magazine format with regular features. We invite you to share the great things going on at your school with the other schools in the EARCOS region.

Deadline for the following ET Journal Issues

Fall Issue - September 15, 2015

Winter Issue - December 1, 2015

Spring Issue - April 10, 2016

Contact Us

Bill Oldread, boldread@earcos.org

Edzel Drilo, edrilo@earcos.org

What can be contributed?

Here are some of the features in the Fall issue:

Welcome New Member Schools, New School Heads, Principals and Associate members.

Faces of EARCOS – Promotions, retirements, honors, etc.

Community Service Projects

Campus Development – New building plans, under construction, just completed.

Curriculum Initiatives – New and exciting adoption efforts, and creative teacher ideas.

Green and Sustainable – Related to campus development and/or curriculum.

Student Art – We will highlight HS art in Fall issue, MS art in Winter issue, and ES art in Spring issue.

Student Literary Work – Short stories, poetry, scholarly writing.

Action Research



Curriculum >>

Becoming a Particle Physicists in Two Days Through Accelerated and Authentic Learning

By *Jeremy Schuitman, Mathematics and Physics Teacher*
Concordia International School Shanghai



This past March, high school students from international schools around Shanghai had a unique opportunity to explore the world of quarks, bosons, and Z particles when they took part in a Physics Masterclass at Concordia International School. The class, which spanned two days and consisted of lectures, labs and a visit to a local particle accelerator, gave students the chance to take part in the types of cutting-edge experiments and analyses that actual physicists perform on a daily basis. Students with virtually no prior knowledge of particle physics were able to analyze real world data and share their discoveries with their peers and professionals in the field from around the world. The opportunity for collaboration and accelerated learning boosted the level of student engagement and the understanding of nature through the creations, collisions and discoveries of elementary particles.

For five years, Concordia has offered the Physics Masterclass in collaboration with the International Particle Physics Outreach Group (IPPOG), a network of scientists, science educators and communication specialists from around the globe. Over the past eleven years, IPPOG has brought together over 10,000 high school students in over 40 countries to help them develop a deeper understanding of particle physics. The IPPOG program provides students with actual data from experiments that take place at the European Organization for Nuclear Research (CERN) in Switzerland and the Fermi National Accelerator Laboratory (Fermilab) in the United States. After performing their analysis, students have a videoconference with particle physicists from either facility to compare and contrast their findings and ask pertinent questions based on the results. Concordia physics teacher Joel Klammer, who has worked for both Fermilab and CERN, recognizes the masterclass as an invaluable authentic learning experience for students, which gives them an opportunity to not only “experience the excitement of working with real data” and collaborate with others but also allows them to see “that their results are valued by the researchers.”

Engaging students and increasing understanding

This year Concordia welcomed over 50 students and teachers from across the city to take part in the masterclass. Klammer gave a series of lectures covering the purpose, construction and the discoveries associated with particle colliders and particle accelerators, and he conducted demonstrations to show how some of the theories are applied. Students witnessed the process of superconductivity using magnets and liquid nitrogen and saw how new particles are built from the elementary pieces through the Quark Puzzle. After coming to a basic understanding of where the new particles came from and what made them, students explored the Standard Model, which deals with the interactions of elementary particles and is used to recreate the amount of energy it takes to produce different particles. This is where particle collision truly comes into play.



The first day of class ended with a visit to the Shanghai Synchrotron Radiation Facility, an active particle accelerator where experiments like the ones they had just been introduced to take place on a daily basis. The questions and discussions that stemmed from the visit revealed just how much the students' understanding had progressed. In fact, the director of the synchrotron was so impressed with their interest and enthusiasm that he offered to run an experiment at the facility for students to participate in the future.

For homework, student groups had to work through data from CERN using iSpy software, and on the second day of class they joined students and teachers from the Punahou School in Honolulu and the University of Auckland in New Zealand in a videoconference to evaluate everyone's findings and discuss the implications. Two scientists from Fermilab moderated the discussion and addressed student questions.

Putting simple principles in to action

Just by applying the principles and theories found in simple high school physics, such as the concept of conservation of momentum and vector diagrams, students were able to perform labs to find

the top quark from the Fermilab collision data. They also evaluated data from an experiment at CERN, which required them to find the mass of the Z boson using the principle of mass conversion. Students were fascinated that concepts and practices they had been using were the same ones physicists at CERN used when they first uncovered the Higgs particle, the newest particle to be discovered and the biggest breakthrough in the world of physics in recent memory.

Connecting with the scientific community

Collaboration is how scientists validate their findings. No discoveries or conclusions are announced definitely until they are corroborated by scientists in multiple locations. With this in mind, the videoconference added an element of authenticity to the classroom experience, as it introduced students to the protocols that actual scientist adhere to. In her reflection on the her masterclass experience, Concordia senior, Elizabeth Brandt wrote, “The opportunity to speak with other schools around the world gives us an idea of how actual physicists work with other nations to make and confirm new discoveries.”

Gaining new perspectives on the world

The concepts and abilities that students master in a class such as this are exciting and profound. In two days, they explore the laws and principles of physics that lead to a solid conception of the basic building blocks-- not just protons, electrons and neutrons-- but of all matter. Concordia senior Andy Tan, was excited to participate in the masterclass, as he plans to pursue a degree in physics and recognizes the advantage this experience offers. In his reflection, he wrote, “This class delved into material that would not be readily accessible in a standard classroom setting, allowing for some unique insight into the workings of the world.”

Sparking interest in discovery

Concordia's Physics Masterclass offered students an exciting glimpse into the mysterious world of elementary particles. Some students were amazed to see how particles spontaneously appear after the collision occurs due to the high energy imposed on them. Others were fascinated to learn that certain particles could exist in two places at once. But perhaps one of the most exciting parts of the experience for the students was the realization that new scientific discoveries are made by applying some of the very principles they are using in the physics classrooms. Just a few years ago the Higgs particle was only a theory, and now it's a fact. What will the next discovery be? Could these students be apart of it?



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Service Learning >> Developing a Service Culture



It is widely recognized in international schools that service should not be seen as an add-on to an activities list or, even worse, a marketing tool to give prospective families an impression of caring or global awareness. In most schools service is now accepted as an integral part of the learning programme and something that students should be involved in. It has found its way into IB descriptors and CIS accreditation requirements and it is something that students and teachers expect to see and be involved in. But how do schools envelop it into their culture?

Yokohama International School has long had an active service programme. However, in recent years we have come to feel that it could be made stronger and a more recognised part of our school culture. With the support of the board of directors we made service a key area of focus for us as a school. We went back to the building blocks of our service programme and created a definition of service as well as a structured model to guide how we think about service at YIS and how we could build it into our learning programme. Although this was championed by a few, the design and creation of the model involved the whole faculty. This structure allowed us to look critically at what we were doing in our school and how we could develop and more thoroughly integrate it into the learning programme and culture of the school.

Our model for service is organised around specific roles and types of service, a cyclical process for engaging in service, and communities of interaction. The model is a way for us to ensure that the depth and integrity of the programme are at the highest possible level, the breadth of the programme provides opportunities for all members of our community to be involved, and, not least, we are addressing a real need in an authentic way.

The following points are things that have guided us in developing our service programme and which might be of help to you as you consider your school's service programme:

1. Service is a K-12 programme; it is no longer the domain of only the older students in middle or high school. Students should be involved in service from the very start of their school career, so by the time they reach the older grades they have a good understanding of what service means and how they can be involved.
2. It must be integrated into the curriculum so it is seen as part of the learning programme. Our job as a school is to facilitate learning and if stu-

dents are not learning from their service experiences then the service programme is not working.

3. Create a definition of service for the school; make sure everyone in the school community understands what service means to the school and how they can be part of it.

4. Service is not just posters and fundraising. Create an understanding that awareness, research, and advocacy are important, but action is the ultimate goal.

5. Get everyone in the community involved: include teachers, parents, neighbours, and local community groups. Service is a window to the greater community and a perfect vehicle to get outside people involved in the school and excited about what is happening there.

6. Service should be student-led wherever possible. Students will create real passion and drive for service projects, and their desire to take a lead will motivate the student body and develop leadership to a new level.

7. Create a service framework for the school that allows you to manage service in its different forms and also brings it into all facets of the school culture.

8. Ensure administration support; without this the programme will fall apart and will essentially be seen as an addition rather than a part of the school culture.

9. Ensure that any service is addressing a real need. It is easy for us to think we are doing something to help without really knowing the facts, so it is important to do your research and ask the right people.

10. Wherever possible, work with respected local non-governmental organisations (NGOs) rather than multinational charity groups. It is important that any service activity allows access to the people on the ground so you can do your research and due diligence, but also so your students are able to ask questions, see where the fruits of their labour is going, and, if possible, actually take part and provide active support.

11. Ensure a hierarchy of skills and expectations through the service programme. Tools such as Hart's Ladder and Oxfam's Levels of Complexity for Service can help in asking questions and guiding expectations of students. It is okay for a grade 1 class to want to do something to help the local stray cats, but there should be higher expectations on older students to not only do research in finding real needs but also understanding the causes and effects, and taking action to provide a solution.

12. Find a champion. Service is something that will create a groundswell in your school and once it is part of the culture, everyone is involved, but you need a champion to lead the way.

Service is a powerful element of any school programme and many international schools have invested time and energy into creating a programme for their community. However it is even more important that if you are going to have a complete and integrated service programme, then it is done not merely with the best intentions, but with the integrity that it provides your students with a rich learning opportunity while addressing identified real needs that exist all around us if we look carefully enough.

*By Craig Coutts, Head of School
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10 TOP TIPS

for designing modern learning environments

Furnware is a designer of innovative furniture for learning environments. Our research based and consultative approach ensures we create the best learning environments reflecting your pedagogy.

I spend most of my time working in and with schools helping them make the transition from structured classrooms to spaces where modern pedagogies thrive. Having helped design hundreds of spaces, I have put together a list of my top 10 tips to help you think deeper about your spaces.

1 Modern learning spaces often reflect the way the students want to learn rather than traditional models of how teachers want to teach.



Giving students' choice in where they learn is a great way to help increase engagement

4 Start with a core table system that is flexible enough to adapt to the activities and group sizes you require.



An innovative table design helps dictate how much movement you allow in the learning space.

5 Use specialised designs like the Kidney Table, Standing Height Tables and Kneeler Tables.



These designs provide work surfaces for specific activities at different heights.

8 Whiteboard table surfaces add incredible value to your learning spaces changing the way students learn and teachers teach.



Furnware's whiteboard tops can be designed to fit any table shape, size and height.

9 Use efficient mobile storage systems to help define spaces. A whiteboard/pinboard on the back is useful as a teaching or display space.



Storage systems should not be bulky or restrict flexibility in your spaces.

2

Yes, you can create a modern learning environment in traditional, single cell spaces.



MLE design actually increases the usability and value of these spaces.

3

Take note of where your students prefer to be in your existing spaces.



Do they like to lay on the floor, stand at a bench, work by themselves, or work in a group?

6

Once you have selected key pieces for the formal spaces, adding soft furniture will create more informal spaces providing fun, color and texture.



Make sure some of these soft furnishings also work with the tables, giving you ultimate flexibility.

7

Consider replacing your teachers' desk with a Teachers Pod. It's a mobile teaching workspace, storage, teaching and conversation post.



A Teachers Pod can increase the area of your learning space by up to 15%.

10

Choosing the right color system will help set the tone of the learning space.



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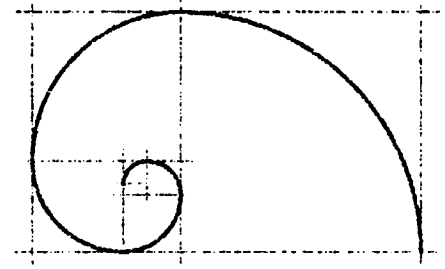


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create the space to learn and grow

Service >> Global Issues Network: Dialysis Chapter



Breakfast Sales by the Fundraising Team

All my life, I had been scared of going to the hospital, whether it was to visit a doctor or an unwell relative. However, this changed when I met Pastor Kim—a dialysis patient and a missionary in the Philippines who is financially and spiritually supporting dialysis patients in Baguio City—who gave me the opportunity to an eye-opening experience through the many hospital visits to the local dialysis patients. I first met Pastor Kim coincidentally on a bus ride to the airport. I did not know at that time that my curiosity in his protruding veins on his arms and a single question about it could totally change my perspective. Through careful research via the local insurance companies and frequent meetings with Pastor Kim, I learned more about dialysis and the current situation of the local dialysis patients and decided that I should take part in helping them.



researching and discussing during a meeting with the Awareness group

I first took action to support the local dialysis patients by founding the Global Issues Network: Dialysis Chapter Club in my school. By doing so, I was able to reach out to the entire school population—all teachers, students, and staff—and raise awareness of dialysis. Furthermore, many of my fellow students joined the club to help raise funds, awareness, and to docu-

ment all of the club's activities. The members and I made hospital visits once a semester to provide the patients with small snacks and mental comfort; we interviewed them and asked them questions regarding their financial status and their level of satisfaction with their treatments in the hospital. We learned that while it is recommended for a dialysis patient to receive up to three dialysis sessions per week, the patients are unable to go through all three or even two because of their low income status. Most of these patients are in their late 50's and 60's so they are retired and do not have enough money to pay 2000 to 3000 pesos per dialysis session. Moreover, filters are supposed to be disposable and used only once; however, because they cost 1000 pesos each, the patients have no choice but to reuse them up to eight or nine times. This is unhygienic and may lead to the diagnosis other diseases for the patients. Because of the high costs that burden the patients and their family members, our club decided that we would mainly focus on raising more awareness of dialysis in the city through various projects and handing out brochures, so that we could gain more support when carrying out fundraising activities.

Divided into three groups (Fundraising Team, Raising-Awareness Team, and Media Team), the Dialysis Chapter Club holds meetings at least once a month to plan about prospective projects and discuss about previous projects. While these meetings are held separately per group, we also hold general meetings wherein all three groups gather to write a reflection about how and what they felt during the hospital visit and to share this with the entire group. This semester, each group has done at least one project: the Fundraising Team held the 'Breakfast Sales', in which the members sold breakfast menu at the school cafeteria and earned about 4000 pesos and sold awareness bracelets, the Raising-Awareness Team made a brochure which the members handed out to the local community during a bazaar sale, and the Media Team made a campaign video that was uploaded to the club's Facebook page. During the rest of the school year, we plan to raise more awareness of dialysis and to hold fundraising projects that would allow us to raise enough money to donate filters to the local patients.

Every hospital trip was a new learning experience for me. At first, I was reluctant to even go inside the hospital itself; as a child, I never really liked the gloomy and eerie atmosphere. I was also very scared because I did not know what to expect. However, I was touched by the way that the patients welcomed me, and that made me unaffected towards the mood and atmosphere inside the hospital building. I was touched by their unconditional optimism as they welcomed me with smiles on their faces. Seeing this, the club members and I felt even more determined to do better and strive to contribute in every possible way for the patients. As we proceed to help the local dialysis patients, we also hope to eventually raise more awareness of dialysis not just in the city, but also in the country and other communities outside of the Philippines.

By Kyu Ri Hong, 12th Grade, Brent International School Baguio

Community Service >> Cebu International School, Philippines Liter of Light

By Chae Eun Lee (Grade 5)



Hi my name is Chae Eun Lee. I used to be a grade 4 CIS student (I am currently in grade 5) and I am going to tell you about my experience with our Liter of Light project because I think it was a really special opportunity for our class.

For one of our field trips the Grade 4 and 5 students visited a museum that was a former monastery house that the Spaniards built when they came to the Philippines. The special thing was that this historical landmark was located in a hardware supplies warehouse! The garden of the former house was now full of construction supplies and people were still working there. The yard looked pretty dirty because it had construction materials lying around it, but inside the house it was really neat. Another interesting thing was that in a little space in the corner of the yard there was a little office, which was the Liter of Light office. If you don't know what a Liter of Light is, it is a foundation that teaches people who don't have jobs how to make light bulbs by using recycled 1.5 liter PET bottles, such as Coke bottles. Not only does it give people a chance to make money, they also recycle their waste. We got to make some too! While some of our classmates learned how to make the Liters of Lights the rest of us did a treasure hunt around the museum in groups.



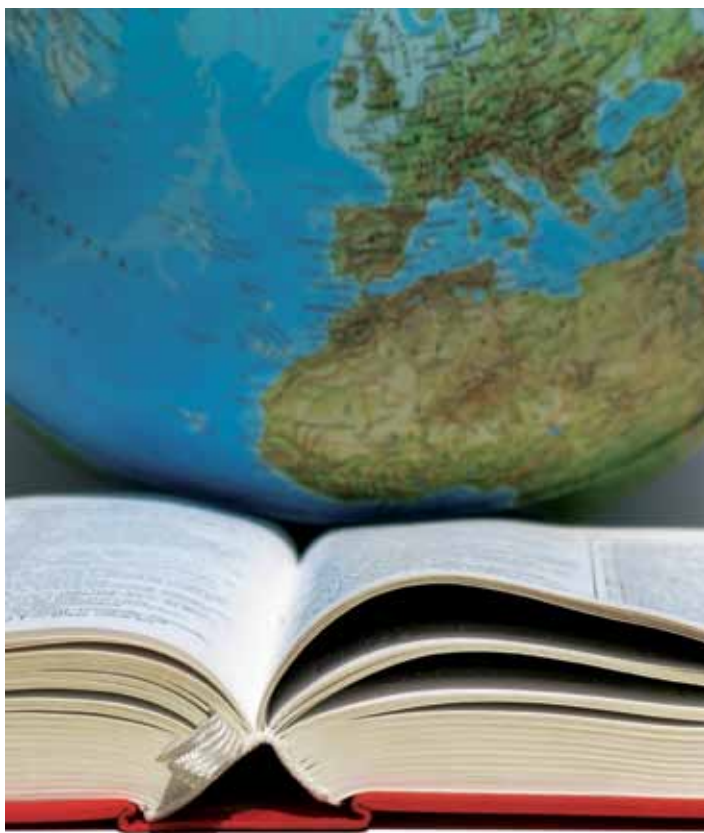
After we visited the museum in the warehouse we decided to raise money for the materials to make the bottles so we could help people in our school's neighborhood. In The Philippines, electricity is very expensive and many people cannot afford it. In order to be able to make the Liters of Lights, we needed to collect lots and lots of PET bottles and we had to raise the funds to pay for the materials. We earned the money by doing chores at home like washing dishes, cleaning the house and doing many other jobs. Some of our friends even took care of their neighbor's pets. Lastly we held toy sale we called the Bizarre Bazaar. First, the grade 4's collected old books, toys and old stationery. After that my classmates and I stuck flyers about our bazaar throughout the school. Following, we announced the event and did class announcements the day before our bazaar. It was a success! Many people came and bought things. At the end of our Bizarre Bazaar we had about 25,000 pesos!!! The other half of the money was raised by the Grade 5 students. Our grade 5 teacher told all her students if they brought 1000 pesos each, they would not have homework for a week; neat isn't it? The next day some students even brought more than they needed to!!! We had enough money to light up 50 houses in our school's neighborhood, Pit-os, and still have money left! Now all there was to do was to set up for our actual field trip.

The day before our fieldtrip came, I was dreaming about the next day. Finally, the following day, group A went to the roof deck to make the actual Liter of Light bottles and group B went to the homes in our neighborhood to install the bottles. When we went to the roof deck, we met some of the Liter of Light workers and the fun began. All the materials were neatly set up at the tables. We divided ourselves in two groups, the boy and girl group. All we had to do was follow the instructions of our own student teachers. Our students that were trained at the Liter of Light office the week before now were teaching us how to make an actual Liter of Light! We all took turns in soldering and sticking and when we were done, guess what, it actually lit up! It was a success!!! At that moment, I felt very proud of myself. After that we ate lunch together then we switched our schedules. This time our group went to the Pit-os neighbors. After we arrived there, we interviewed a grandmother about how she felt about having a Liter of Light bottle installed in her house and after we interviewed her and her neighbors, we went inside of one of the houses to observe it and the house was in really bad shape.



We didn't get have a chance to install it because it was too dangerous to climb on the roof for us, but watching it was enough for me. I even made great friends in the time we had together. It was sad to part with our neighbors when we had to go back to school. But, we still had Saturday to look forward to when we were invited to install the other 46 bottles that day. After that day, I considered it to be the best field trip I've ever had. Not only did I have fun but I also learned something within my heart.

EdThought >> Challenging Assumptions: How well are international schools preparing students to succeed in an interconnected world?



The international school in Seoul, South Korea where I serve as University/College Counselor will hold its first graduation ceremony this year. The twenty-seven members of the class of 2015 are competing with students from around the world for places at universities in a dozen countries, and they will spend their careers working in a globalized, interconnected world. For this year's graduates, the ability to shift cultural perspectives and adapt to cultural differences will contribute greatly to their educational, professional and personal lives. But to what extent is their international school experience equipping them with these vital skills?

There has long been an assumption among international educators that in schools in which "an international curriculum is in place, then the attitude of the teaching staff and management practices in those schools will be in accord with the promotion of intercultural understanding" (Hill, 2006). But how valid is this assumption? To ensure that their students are outfitted with the knowledge, skills and attitudes necessary to effectively negotiate cultural differences, intercultural perspectives and competencies must be an integral part of the curricular and co-curricular programs offered at international schools. But how well prepared are teachers to implement these aspects of their schools' programs? That is one of the questions that was raised as a result of research I conducted at an international school in Southeast Asia as a part of my doctoral study at the University of Minnesota's College of Education and Human Development.

Intercultural competence can be defined as "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes" (Deardorff, 2008). This idea figures prominently in the mission statements of international schools and international education organizations (IEOs). The first objective of EARCOS is "To promote intercultural understanding and international friendship through the activities of member schools" (EARCOS, 2010), while the mission statements of EARCOS member schools include similar declarations. Intercultural understanding is also at the forefront of the mission of the International Baccalaureate Organization (IBO) ("About the International Baccalaureate®," 2011), and the Council of International Schools (CIS) is piloting an International Certification designed, in part, to provide "guidance in developing and implementing plans to improve intercultural learning opportunities in the school community" (Ranger, 2014). While intercultural competence and related concepts have been at the heart of the missions of international schools and IEOs for decades, these concepts have gained increased emphasis in recent years.

However, the extent to which international schools and IEOs have been successful in fulfilling the intercultural aspects of their missions is very much open to debate, as I would discover in the course of my research. I set out to determine teachers' views regarding the ways in which the intercultural competence of students was developed at an international school in Southeast Asia. The school, which counted students from over 70 nationalities among its student body of several thousand, employed experienced teachers from dozens of countries. As a school that offered the International Baccalaureate Primary Years, Middle Years, and Diploma Programmes as well as British and North American qualifications and was accredited in its host country, it put internationalism and a "world-wide family" ethos at the center of its mission. Teachers at this school were in an outstanding position to provide insight into what helps students develop intercultural competence.

What I found was that teachers believed that students at the school gained intercultural competence in four main ways: 1) by spending time with students of other nationalities, 2) through how teachers enact the curriculum in their classrooms, 3) through a school environment that is supportive of cultural diversity and 4) by becoming proficient in English (Hornbuckle, 2013). However, teachers viewed the first of these as by far the most important, emerging clearly from both interview and survey data. Responding to a survey, 95.7% of teachers indicated that it was important for students at the school to develop intercultural competence and rated time spent with students from other nationalities as the most important way this happened, and time spent with students from their own nationality as the least important. When asked what had the most impact on a students' intercultural competence, the most common theme to emerge from teachers' responses was "interaction between students of different cultures". As one teacher said, "It's just the fact that you've got seventy different nationalities peppered in rooms around the campus and it's almost happening by default" (Hornbuckle, 2013).

This outlook is not unusual. These teachers' views mirror the "immersion assumption" that is common among international educators as well as business and political leaders who assume that spending time with people of different nationalities is enough for intercultural competence to develop,

and that facilitating this kind of interaction is all it takes (Vande Berg, Paige, & Hemming Lou, 2012). However, a growing body of theory and research indicate that students' intercultural skills do not develop "by default", but that competent cultural mentoring is necessary (Vande Berg, et al., 2012). The results of this study and others indicate that while teachers often believe that they possess the intercultural skill-set required to play that role, in reality they may not well equipped to do so.

As a part of the study, nine teachers agreed to take the Intercultural Development Inventory®, which assesses intercultural competence (M Hammer, 2011; M. Hammer, Bennett, & Wiseman, 2003). The IDI is based on the Developmental Model of Intercultural Sensitivity (DMIS), which includes three ethnocentric stages (Denial, Defense/Reversal, and Minimization) in which the experience of one's own culture is central to all reality, and three ethnorelative stages (Acceptance, Adaptation and Integration) where other cultural values are viewed as viable and best understood in their own context (M. Bennett, 1993). According to Bennett, "It is the construction of reality as increasingly capable of accommodating cultural difference that constitutes development" along this continuum (M. Bennett, 1993). The results of the IDI indicated that these nine teachers had ethnocentric world-views, with five falling within Defense/Reversal and four falling within Minimization (Hornbuckle, 2013). This is consistent with other studies that have investigated the intercultural competence of teachers around the world, including those conducted in international schools, which found that teachers' Developmental Orientations fell within the same ranges (Fretheim, 2008; Helmer, 2007).

However, studies investigating the intercultural competence of students in international schools using the IDI found that students tended to fall into Minimization, Acceptance and Adaptation on the DMIS (Straffon, 2001; Westrick, 2002). In fact, the research in this area points out a puzzling situation: "the majority of teachers – those we make responsible for advancing [the] knowledge, skill and attitudes of young people – appear to be stuck on the ethnocentric side of the [DMIS] continuum, while their students show evidence of being more sophisticated in terms of intercultural development" (Cushner, 2012). If it is the case that teachers have a critical role to play as cultural mentors, while operating from largely ethnocentric world-views, what accounts for the intercultural competence development that seems to be taking place among students in international schools?

More research needs to be done in this area, so the answers to this question are not yet clear.

However, one possibility is that what teachers were observing was a reduction in prejudice among students who attend the school. This is consistent

with the "intergroup contact hypothesis", which states that under certain conditions, contact between different groups of people reduces prejudice (Pettigrew, Tropp, Wagner, & Christ, 2011). However, prejudice reduction does not automatically lead to intercultural competence, as intercultural competence is more than the diminishment of prejudice (J. Bennett, 2009a). It requires the ability to shift cultural perspectives and adapt one's behavior in culturally appropriate ways. Also, studies have shown that intercultural competence levels as assessed by the IDI are higher in younger students (Straffon, 2001). What is clear is that teachers, leaders, parents, and most importantly, students in international schools would benefit from a better understanding of how best to facilitate intercultural competence development in international schools.

Based on what is known about intercultural competence development, I have three recommendations. First of all, it is time to take another look at the intercultural missions of international schools and IEOs in light of current research. Stakeholders in international schools are often working under the "immersion assumption", believing that the presence of more than one nationality on campus and the adoption of an "international" curriculum are sufficient for students to develop intercultural competence. There is an opportunity for an ongoing conversation to begin about the ways intercultural competence can best be developed in an international school setting.

Secondly, teachers in international schools are clearly in a position to facilitate and guide the intercultural development of students. But how can we better equip them to be more effective cultural mentors? While they do not have to become intercultural experts, providing teachers with opportunities to become familiar with intercultural concepts and theories and gain knowledge of how intercultural development happens is a place to begin (Paige & Goode, 2009). Research shows that professional development programs in which the DMIS and IDI serve as process models can be effective in developing teachers' intercultural competence (Dejaeghere & Cao, 2009).

Most importantly, however, school heads and board members must work to develop their own intercultural skillsets – which are key to successful leadership in 21st century organizations - to more effectively serve their diverse communities (Dimmock & Walker, 2005; Meyer, 2014; Moodian, 2009). In the process they will be better able to effectively guide the increasingly complex organizations that international schools are becoming.

Gavin Hornbuckle, Ed.D.
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Development of Intercultural Sensitivity					
Experience of Difference					
Denial	Defense	Minimization	Acceptance	Adaptation	Integration
Does not consider the existence of cultural difference	One's worldview is polarized into us/them distinctions	Elements of one's own culture are experienced as universal	One's own culture is experienced as one of many equally complex and viable cultures	Ability to shift frames of reference adapt behavior to the cultural context	Internalization of two or more cultures, moving fluently back and forth between cultures
Ethnocentric Stages			Ethnorelative stages		
(J. Bennett, 2009b; M. Bennett, 1993; Paige & Goode, 2009)					

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EdThought >> Personalizing learning and teacher expectations

William (Bill) Powell and Ochan Kusuma-Powell consider how teacher expectations can get in the way of personalizing learning



During a visit to a large international school in Europe, a middle school humanities teacher asked Bill to observe her lesson and give her feedback on her questioning techniques. The teacher had set work for the class and then called students to her desk for individual conferences. Bill sat next to the teacher, recorded the students' names and the teacher's questions. At the conclusion of the class period, Bill coached the teacher through a reflecting conversation. After she had summarized her impressions of the lesson and her questions, Bill asked if she would like to see the data. He then handed her the script of her questions.

Within minutes Bill watched the blood drain from her face and there was a prolonged period of silence. Finally she sighed and shook her head. "The questions match exactly my estimation of the students' ability." Tears formed in her eyes. "This isn't what I intended. The bright, capable students got interesting, challenging open-ended questions. The struggling students got closed questions that required little more than rote memory. I know this isn't the way it should be, but I wouldn't have known it if you hadn't recorded my questions."

This teacher had a very important revelation: every day, teachers construct beliefs about the intelligence and ability of their students. These implicit beliefs can be positive or negative, expansive or limited. However, generally these are not articulated, are usually held at an unexamined, subconscious level, and have a very powerful influence on teacher behavior and decision-making.

Personalized learning is providing each and every student with an invitation to interact with a meaningful curriculum. It starts with how teachers construct their expectations of individual students.

The power of teacher expectations

As a profession we have known the power of teacher expectations for many years. The classic research on expectancy theory in education was undertaken by Rosenthal and Jacobsen in what has subsequently been referred to as *Pygmalion in the Classroom*. The researchers told teachers in a San Francisco elementary school that some of the students they were

about to receive for the new school year had been tested and identified as high-achieving "bloomers". The teachers could expect these children to make accelerated achievement gains during the year.

In fact, the students had been selected entirely at random with no testing. However, as the year passed, these students did make significant achievements, outperforming their peers. Rosenthal and Jacobsen attributed the accelerated progress of these students to teacher expectations and their differential treatment as supposedly gifted students. Out of this study came the notion that there is a strong correlation between what teachers believe about students and how students actually perform.

Ability versus readiness

When we talk to teachers about personalizing learning for students, we will often hear comments about the specific student's ability. This is a cause for concern. Ability is about the power to perform – the quality of being able to do something – a natural or acquired skill or talent. The American Heritage Dictionary lists teachability as a synonym. This suggests to us that when we construct our expectations around perceptions of student ability, we are engaged in forecasting future potential. From our experience, many – if not most – teachers are very poor at such crystal ball gazing.

What we are pretty good at as a profession is knowing what an individual student may be ready for at any given point in time. We observe students in the classroom, we monitor their skill mastery, explore their levels of conceptual understanding and arrive at an estimation of what the individual student needs next. This is personalized learning.

Sometimes, in our workshops, a teacher will ask if personalized learning doesn't stigmatize students. It is an excellent question. The research is abundantly clear that learning is negatively affected when students are placed in so-called low ability groups. Student self-esteem is atrophied and teacher expectations are lowered. There is also no expectation of escape.

There is, however, no evidence to suggest that students are stigmatized or adversely affected by readiness groupings. The constellation of students may be exactly the same; the difference is in the teacher's perceptions and expectations. For example, a student who is placed in a beginners' group will be expected, with practice, to move into an intermediate group, and from there into an advanced group. The perception of teachers is critical to personalized learning.

Teacher expectations and mindsets

Carol Dweck identified two mindsets: fixed and growth. These mindsets have to do with what we perceive as the cause of our success or failure. If we attribute our success or failure to factors outside our direct control (natural talent, inherited intelligence, luck, or task difficulty) we will tend to develop a fixed mindset. We hear fixed mindsets when students announce: "Calculus is just too hard" or "I'm just not athletic". This can lead to a sense of learned helplessness.

What we know

* Personalizing learning begins when teachers know their pupils at deep levels as learners.

- * Teacher expectations can have a profound influence on the mindset of their pupils.
- * Learning is negatively affected when pupils are placed in low-ability groups.

Contrast a growth mindset in which the individual attributes success or failure to forces within his or her direct control, such as practice, effort, time management and perseverance. Here we have the belief that life holds multiple possibilities; for example, if Ochan were to begin playing the violin tomorrow, she might never become a concert violinist, but with practice and determination she can get better:

Teacher expectations can have a profound influence on the development of student mindsets and future openness to learning.

Fixed mindsets in the seventh grade

In the seventh grade (Year 8) Bill was offered a choice of studying French or Spanish as a second language. He chose French and struggled through the year, ultimately earning a "D". The teacher, an extremely empathetic and kind-hearted individual, called Bill in for a conference at the end of the year. She explained that she didn't think Bill had an ear for languages and that her advice was for him to transfer to Spanish in the eighth grade as Spanish was more phonetic and he would find it easier. Fifty years later, after spending a good portion of his adult life in France, Bill is still ashamedly monolingual – perhaps as a result of a fixed mindset set in motion in the seventh grade.

Albeit well-meaning, such comfort-oriented feedback is insidious. It carries the message to the student of low teacher expectations; it is demoralizing and inhibits future learning.

Teacher expectations and neuroscience

Recent research in neuroscience suggests that when we make accurate predictions we are rewarded with a hit of dopamine – the "happy neurotransmitter." This makes evolutionary sense. When our ancestors predicted accurately where the edible roots and tubers were located, they were rewarded not just with food but also with a mild sense of euphoria courtesy of dopamine.

Expectations are a form of prediction. A teacher, who expects a student to do well on a test, feels elated when the student does so. Dopamine is at work. That's the good news. Unfortunately, we suspect the opposite may also be true. When a teacher has low expectations and the student "lives down" to them, the teacher may also encounter a hit of dopamine. "See, I told you Johnny wasn't capable of higher level physics."

Teacher expectations are constructed

There are a number of ways in which teachers can construct positive expectations (or amend negative ones) for students:

- * Explore explicitly our assumptions about students. Where did they come from? How did we develop them? Am I prematurely judgmental?
- * Reframe these assumptions. Are there other ways of interpreting the data? What else might be going on here? What are some good questions about this student?
- * Expel the word "ability" from our professional vocabulary.
- * Practice using the word "yet", especially when a student announces that they are not good at something.
- * Assess our own mindsets. A teacher with a fixed mindset about his/her own talents and intelligences may unknowingly cause students to develop similar fixed mindsets.

Conclusion

Personalizing learning begins when teachers set out to know their students at deep levels as learners. They suspend judgment. They observe them and attempt to triangulate data so as to frame meaningful questions. In this way they deliberately construct expectations that enhance learning for all.

About the authors

William (Bill) Powell and **Ochan Kusuma- Powell** are veteran international educators and currently serve as consultants for Education Across Frontiers (powell@eduxfrontiers.org). Their most recent books include: *How to Teach Now: Five Keys to Personalized Learning in the Global Classroom*, *Becoming an Emotionally Intelligent Teacher*, and *The OIQ Factor: How to Raise the Organizational Intelligence of your School*.

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An Ode to Coding

by Jason Ohler (2014)

Back in the day, when computers were new,
There wasn't a lot, they could actually do.
There was almost no software, you could buy off the shelf
To make your Apple IIe work, you had to program it yourself.

Then along came data bases, spreadsheets and more,
Suddenly everywhere, there was software galore.
Why were we programming, when we could be processing words?
Coding became something only for misfits and nerds.

What we missed in this move, to use programs we bought,
Were the habits of mind, that programming taught;
Mental gymnastics, and structured creation,
That gave birth to new worlds, of creative imagination.

For behind every program, that we love to use,
Is a team of coders', creative muse.

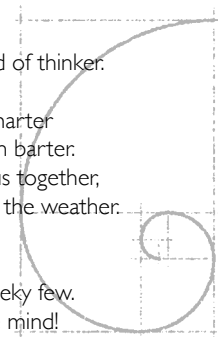
Coders love to design, create and tinker,
Allowing anyone to become, a special kind of thinker.

Coders make smart phones that much smarter
They help 3D printers make things we can barter.
They make the Internet go, and connect us together,
They tell us about our futures, each other, the weather.

In fact there is little, a coder can't do,
And it's open to everyone, not just the geeky few.
So code, yes please code, it's good for the mind!
But after coding awhile, please go play outside.

Dr. Jason Ohler, digital humanist // www.jasonOhler.com
Professor Emeritus, Educational Technology, University of Alaska

Poem



Press Release >>

Helping to Save Mongolia's Heritage



In July 2014, stolen fossils of over 20 Mongolian dinosaurs were ceremoniously handed over by the U.S. government to the Mongolian government in New York City. While visiting New York last summer, Ms. Julie Pitzen, ISU teacher and Dino Club facilitator had no idea she would be asked to help repatriate these important fossils. Ms. Pitzen has facilitated the ISU Dino and Natural History Club since 2012. During the past few years, Ms. Pitzen had been in touch with Mrs. Bolortsetseg Minjin, a Mongolian paleontologist, about the ISU Dino club and developing Museum Education programs in Mongolia. Bolor

had been doing research at the American Museum of Natural History and was called upon by the Mongolian government to organize the return or repatriation of many stolen dinosaur fossils that had been seized by the U.S. government.

"We were supposed to meet at the American Museum and look at the dino exhibits for our school's dino club and talk about public education. When I arrived in NY, she said she was really busy because she got a call that she had to inventory and prepare the shipment of these dino fossils that were being returned. Then she called me back and asked me if I wanted to meet her at the packing facility. She knew I had prior museum and collections management experience, but I never expected to be packing dinosaur fossils!"

What a treat and honor to be asked to help with the return of Mongolia's National Heritage. It was an experience I shared with my students, and one that I will never forget."

Just before Christmas, Ms. Pitzen received an envelope in the mail with a special award from the Mongolian government thanking her for assisting in the return of the dinosaur fossils.

For more information about the case of the stolen dinosaurs: <http://edition.cnn.com/2014/07/10/world/dinosaur-skeletons-mongolia/>

Press Release >>

Rivers of Words

By Lynda Rolph, President and Head of Community

Traidhos Three-Generation Barge Program in collaboration with EarthMatters hosted the first Asian teacher workshop for River of Words in January. Participating teachers travelled from Oman, India, Vietnam and from around Thailand. The workshop provided a platform for participants to learn about watersheds and the different issues and tensions that exist within any watershed whilst exploring the Chao Phraya River.

River of Words originated in America and holds an annual competition with an international category, to encourage young people to respond to an experience outside the classroom, finding out about their watershed, through art or poetry.

So often issues to do with watersheds are confined to the science class, yet the answer to many of the problems facing water management and land use may well be found through more creative thinking, as is offered by River of Words.



Traidhos Barge Program and EarthMatters plan to promote River of Words and celebrate the creative achievements of young people in Asia by hosting a regional competition for art and poetry.

For further information contact rowseasia@gmail.com

Press Release >>

Ruamrudee Int'l School Opens New Doors to the World

Seelos Hall, The Residence @ RIS, opened its doors with eight students in 2012. In two short years, The Residence has grown to its capacity of 34 by adding additional students from Bhutan, China, Japan, Korea and Thailand as well as 2 students from the United States on a year study abroad program. During this time, the study hall and common area were expanded and a beautiful new dining room was constructed.

The Residence is a model of our vision "to be known globally as a hallmark of international education", and of our mission "to provide an interfaith and

inclusive community". In order to welcome more international students and thereby enhance the inter-cultural experience of all students at RIS, the construction of a 5th floor was undertaken in September 2014. Two short months later the floor is complete offering the ability to serve a total of 44 students in grades 8 through 12 beginning January 2015.

Efforts are underway to expand the study abroad program, as well as to offer yearlong academic exchange opportunities worldwide.

Press Release >>

Taipei American School Middle School Dance for Kindness



Character: (n) Moral or ethical quality. The Taipei American School 8th Grade Student Character Council is a group of representatives, two from each homeroom that promotes the TAS Values amongst its peers. Every few weeks, the representatives are called together for a meeting to come up with a plan of how they can help manifest true character and really make it a part of everyone's lives. They might generate a lesson to share during Wednesday character discussions, or choose a video that

involves a theme that compels others to think about how it relates to their daily lives and the TAS Values. And so far, the projects have been successful, especially the extraordinary Dance for Kindness that was accomplished on November 10th, 2014 during the middle school lunch period.

In October, the Grade 8 Character Council and teachers Mr. Fox and Mr. Thornberg presented the idea of Dance for Kindness 2014. The Life Vest Organization coordinates a Dance for Kindness annually across the globe; this project was created in order to celebrate World Kindness Day on November 13th. Every year, just a few days before November 13th, people all around the world perform a flash mob that is dedicated to kindness; the best part about this flash mob is that everyone participating follows the same choreography.

The Character Council was thrilled to participate and represent Taipei American School, as well as all of Taiwan. Students volunteered to serve as

photographers, flag wavers, enthusiastic audience members, and of course to dance. MS dance teacher, Mr. Hall, helped to teach the choreography. Then, the big day came. All the students were ready. All participants wore student-made bright orange shirts with the text "#DFK2014". The tables and chairs were cleared out of the cafeteria, the sound system was brought in, and the entire middle school was waiting for what was going to happen. Right before the flash mob, students from the Character Council, the MS dance class, and Mrs. Johnsen's third grade class demonstrated acts of kindness, such as hugs, handshakes, helping others off the ground, and picking up items. They posed in silence for three minutes. Then the lower school students cleared the dance floor.

"FIVE! SIX! SEVEN! EIGHT! BAM!" Middle school students shot their hands up in the sky with a unified striking pose. It was extraordinary to see so many students celebrate kindness. The middle school crew bumped and knocked into each other with every twist and turn. They soon realized the carved out space in the cafeteria was smaller than the MS dance room where they practiced. However, it just added to their joy. The crew received a standing ovation from students and teachers from all divisions. What a wonderful experience!

It was an incredible opportunity to take part in Dance for Kindness with thousands of others around the world. The Character Council hopes this project has a lasting impact, and that next time anyone thinks of committing an unkind act or deed, they think twice and remember the importance of kindness and the difference it can make in the world.

By Jacquie Miao, TAS Grade 8 Student and Mr. Chris Fox, TAS MS Social Studies Department Chair and Teacher

Press Release >>

ISE Student Awarded Top Prize in Junior Dublin Literary Contest

On Thursday, April 2nd 2015 Justin Potisit, a ninth grade student at ISE International School, was selected as the Bangkok/Central Regional winner in Thailand's largest English-language essay contest that attracted over a thousand submissions under the theme "Two Worlds". *The Junior Dublin Literary Awards* which provides winners scholarships as well as a publication medium for student writing marked their tenth anniversary this year. The anniversary event celebrated the accomplishments of student authors with a gala dinner and awards ceremony at a prestigious Thai hotel.

The Irish Ambassador, Brendan Rogers, presented the awards and spoke of his support for the literary contest as it strengthens ties between the two countries with an educational focus. Potisit's essay entitled "A Superficial Schism" explored an extended metaphor of his journey as an international student in Thailand with an American mother and a Thai father.



*Justin Potisit, Grade 9 Student
International School Eastern Seaboard*



Press Release >> Developing Leaders Who Make a Difference around the World: The International School Leadership Program (ISLP)

As the world continues to become more globalized, the number of international schools is increasing dramatically. According to International School Consultancy (ISC) Research in the UK, there are now 6,400 international schools worldwide; by 2024, that number is expected to almost double. In addition, almost 75% of the international educators express a need for professional development. The International School Leadership Program (ISLP) is preparing the next generation of leaders for the complex challenges that will confront these international schools.

Washington State University (WSU) and the University of San Francisco (USF) have a long-standing partnership to meet the professional development needs of EARCOS educators and their schools. Since the early 1980s, WSU has placed student teachers at EARCOS schools and provided on-site courses for administrators. More than a decade ago, WSU and USF launched the International School Leadership Program (ISLP), a two-year cohort program leading to Principal Certification in Washington State. ISLP students also have the option of receiving a Master's Degree in Organizational Leadership from USF by completing a master's project or thesis.

Today, ISLP graduates provide leadership for international schools around the world—from members of EARCOS to members of the Association of International Schools in Africa (AISA), the Mediterranean Association of International Schools (MAIS), and the Near East South Asia Council of Overseas Schools (NESA).

The ISLP is unique in that the entire program is delivered through a combination of on-site classes during the fall and spring EARCOS conferences and online learning activities. A current student, Elizabeth Hoang, Curriculum Coordinator at Yangon International School, explains the benefits of the Program:

The value-added of the ISLP is that you can build relationships with other future leaders in EARCOS schools and what you learn at the table cannot be taught through independent study. This is one of the most powerful aspects of the program. The discussions we have at EARCOS bring the coursework to life and are always fantastic. And, the professors are very understanding of our roles and schedules as educators/leaders.

Heather Naro, recently appointed Superintendent of the International School Eastern Seaboard near Bangkok, explains what drew her to the ISLP:

As a lifelong learner, this was the ideal program for me. The educational theories and methods discussed were both current and relevant for an international school setting. The professors are true mentors who work with each student to help them grow as an administrator. The other students in the program remain close friends as we have forged a bond together. I would highly recommend this program.

ISLP students take seven classes for a total of 21 credit hours, along with six credit hours of internship. In practice, this amounts to two classes per semester, with five days of on-site, face-to-face instruction per semester at the fall and spring EARCOS conferences.

The Washington State Principal's Certificate is recognized throughout the United States and is aligned with the latest standards from the Interstate School Leaders Licensure Consortium (ISLLC). In addition, the ISLP is specifically designed to provide students with the advanced knowledge and analytical skills needed to address the following critical areas of international school leadership:

- Preparing for accreditation
- Governance in diverse, competitive international school settings
- Strategic planning
- Head and director searches
- School start-ups and investor management
- Financial modeling planning and management
- Crises Management
- Conflict Resolution
- Curriculum development and implementation aligned to IB and AP standards
- Performance management
- Information communication technology (ICT) in a global context
- Facilities design, development, and management
- Leadership development and team building
- Cross-cultural training.

The ISLP is now accepting applications for fall 2015. For complete information about the Program and application procedures, contact Ms. Krenny Hammer at WSU's College of Education (khammer@wsu.edu).

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Press Release >> NIST Concert Choir to Perform at Lincoln Center in New York



NIST International School's Concert Choir will take to the stage in New York City on Monday, 13 April when Distinguished Concerts International New York (DCINY) presents Ring of Fire: The Music of Southeast Asia at Avery Fisher Hall, Lincoln Center. With a range of traditional and new compositions, the concert program will showcase the magic and mystique of six different Southeast Asian countries – from Indonesia, Malaysia, and the Philippines, to Singapore, Thailand and Taiwan – all conducted by Grammy-nominated producer Anthony Giles.

The music in Ring of Fire includes: Dumbele by award-winning Manila-based composer Rodolfo Delarmente, portraying a ritual to honor the rain god; Potong Padi by Singaporean choral conductor Nelson Kwei, an arrangement of a Malay traditional song and depicting the sights and sounds of the rice paddy during harvest; Diu diu dang a, a pentatonic folk song of the I-Lan county area of northeastern Taiwan by Chien Shan-Hua; and Janger, a traditional Balinese song and dance characterized by jagged rhythms and a quick tempo, arranged by Budi Susanto Yohanes, among others.

Anthony Giles is Director of HS Choirs and HS Fine and Performing Arts Chair at International School Bangkok where he has served since 2010. Previously, he was Director of Choirs at Kentridge High School and Director of Music Ministries at First Evangelical Presbyterian Church, near Seattle. The ensembles featured in Ring of Fire include the International School Bangkok Chamber Choir, The British School Jakarta, International School of Guangzhou, Mark Morris High School Vivace Treble Choir and Advanced Mixed Ensemble, and NIST's own Concert Choir, led by Director Nicholas Trebesh. This DCINY concert also features orchestral and wind ensemble music from Washington State's Ingelmoor Symphonic Band and Orchestra, under the guest direction of Ted Christensen and Jim Rice.

Founded by Iris Derke (general director) and Jonathan Griffith (artistic director and principal conductor), Distinguished Concerts International is driven by passion, innovative vision, a total belief in its artists, and unwavering commitment to bringing forth unforgettable audience experiences. DCINY is a creative producing entity with unmatched integrity that is a talent incubator, a star-maker, and a presenter of broadly accessible, world-class musical entertainment. For more information about upcoming DCINY musical events around the world, please visit www.DCINY.org or contact Shira Gilbert at Shira@DCINY.org.

The first and only full, not-for-profit IB World School in Thailand, NIST International School was established in 1992 with the guidance and support of the United Nations. The school now welcomes over 1,500 students of over 50 nationalities and provides all three International Baccalaureate programmes.

In addition to its rigorous academics, NIST provides students with an expansive World Languages Programme and more than 300 extra-curricular activity options. With its graduates attending the best universities in the world and going on to become community leaders, NIST International School has become recognized as one of Asia's leading learning institutions.

Student Writing >> Angela with Straight Black Hair

By Elena Jiang



ISB student Elena Jiang Gr. 4 (right) receives first prize for Best Short Story in the 9 years and under category at the 2015 LittleStar YCIS Short Story awards ceremony in Shanghai on March 28.

The following is an excerpt from *Angela with Straight Black Hair*, a story written by Elena Jiang. Elena, a Grade 4 student at the International School of Beijing (ISB), was awarded first prize in the 2015 LittleStar YCIS Short Story competition for her heartwarming story that explores a blossoming friendship between two girls with a cultural connection:

It was the first day of my new school year. Our family moved to a remote American town. I missed my old friends and was anxious about making new friends. When I stepped into my classroom, I had butterflies in my stomach. Away from my classmates with blonde, wavy, curly hair, my eyes caught sight of a single girl with straight black hair and brown eyes, just like me. Unlike other classmates mingling in groups, she sat alone.

"Good morning boys and girls, I am Ms. Curtis and I will be your homeroom teacher this year," a lady with blonde hair and blue eyes greeted us. "To make new friends, please form pairs and introduce yourselves to your partner," Ms. Curtis announced. I turned to watch the other Asian girl and, coincidentally, she turned to me. I walked over to her and introduced myself.

Her straight, black hair dangled around her shoulders, revealing a dejected look on her face. Her washed jeans and cropped hoodie made one think of an American girl, but her hairband and clips with a bamboo-and-panda design reminded me of China. She hesitated for a moment and then looked down.

"Just call me Angela," she said.

"I'm Chinese born in San Francisco. How about you?"

"I am Chinese, too."

To break the ice, I suggested we draw pictures using crayons.

"How about we draw our families?" I proposed. "I will draw first."

I drew my family on vacation at Mount Emei in Sichuan province, my parents' hometown in China.

"Can you draw your family?" I asked Angela.

She paused and then nodded slowly. First, she drew a rippling wave of bamboo on a mountain. "My hometown is in Bamboo Sea in Sichuan," she said as she portrayed an adult man, both his sleeves and trousers rolled up. He bent down with a bunch of bamboo on his shoulder.

"My father," she said with a slightly sorrowful tone.

Then, she drew a lady wearing an apron and piggybacking a young boy. Both the boy and the lady had straight, black hair like Angela. The lady had a tired look on her face, but the boy seemed very cheerful.

"My mother and younger brother," she said. Finally, she drew herself, lifting the bamboo at the other end.

"What a close-knit family," I said, still gaping at the sketches.

"I miss my family," she said with a bittersweet smile across her lips. I was bewildered, but I didn't ask the reason. After school, Angela and I walked down the corridor where parents were waiting for pickup. Many children passed us, running into their parents' arms. However, Angela walked slowly.

When we got to the end of the corridor, I tried to spot Angela's parents in the crowd but failed to find anyone with black hair other than my parents. "Where are your parents?" I asked.

She paused awkwardly and pointed at an American couple with fair hair and blue eyes.

"Them?" I asked, trying not to sound surprised.

She slowly nodded as her cheeks reddened.

As soon as I jumped into my parents' car, I told them all about Angela.

"I'm glad to hear that you already made friends. Is she nice?" my mom asked.

"Yes, but her parents look Caucasian," I replied.

"Angela's parents, Mr. and Mrs. Schuster, are my friends from when we worked in China. They adopted Angela when her family had suffered an accident. Like our family, they moved back to the States one month ago," she explained.

I was tongue-tied all the way back home. At dinner, I asked mom if I could invite Angela over for a play date.

"That sounds great. I will contact Mrs. Schuster tomorrow," she smiled as she refilled my bowl with rice.

Finally, the play date came. Angela entered my room, her face radiant with a smile. We spoke Chinese and watched the movie *Kungfu Panda*. My mom prepared spicy Sichuan food for us. Even though the pepper bit Angela's tongue, she still kept on eating.

The day flew by and Angela's parents came to pick her up. When she left my room, she whispered to me, "Can I tell you a secret? My Chinese name is Mei Mei. Whenever I miss my Chinese family, I will come to your house."

Since then, we have become best friends. At school, I call her Angela. At my house, she will always be Mei Mei.

Student Writing >> A Superficial Schism

I stand between two trees in the dead of winter. Both trees stand tall and proud. Two island worlds in an unending sea of oblivion. They used to be intertwined, but nowadays they grow apart, barely protecting me from the unforgiving winds.

The first tree had sprouted two years before its kin. The first tree had always been the spicy one. Beautiful groves of velvet and auburn graced its sides, glowing with vibrant energy. It had always stood closer to the path and had its fair share of adventure. Standing near to it always gave me new and exciting surprises. The first tree absorbed the blood and sweat from all my adventures, caring for me when I needed it most.

Now in the dead of winter, it stands undisturbed.

The second tree had always stayed under the first. Far more sheltered, the tree stands with life and green energy flowing out of every pore. Spangled stars popped up around the tree. The promise of a new life always excited me. But I always stood wary of that tree as the dead pinecones always gave its nasty bite. But in the dead of winter, it held more leaves than the first tree.

But for now, as it always has, it stands undisturbed.

Winter is a quiet time of balance for most, in which the clever creatures thrive while others suffer a quiet prolonging of death. The snowflakes fall one by one, contributing to a silence of their own as they smother the forest underneath them. If one listened long enough, and stilled the chattering of their teeth, they would eventually hear the silence broken by the crunch of a footstep or the cry of an animal.

But for now, I stand in perpetual silence.

Suddenly, the serene stillness is interrupted by a tree.

It started very gradually at first as the first tree was gently weakened by the unforgiving wind of the outside world. It creaked and slowly bent away from its neighbor to the west. It continued leaning despite the audible warning from its outermost layer: The sound grew in volume as the highest branches of the woody sentinel drew nearer to the ground. A moment had not yet passed when the point of no return was reached. The tree snapped near its base, and it crashed to the ground, the snow cushioning its fall.

The break was not definitive, and some of the bark clung together; the once vibrant tree dying of starvation, longing for either time or an axe to finish the job.

The second tree remained standing, concerned for both itself and its fallen friend. The wind blew eagerly through the space now available, howling just enough to prevent the silence of winter from returning. It brushed against the tree still standing, providing a calloused reminder of the buffer that was now lost. In that moment, the beginnings of texture began in its bark. Perhaps now it would become the target of hunters and wolves eager to mark their territory. Perhaps now, it would be seen.

I knew that there was time to save my dear tree. I could hold it on my shoulder, she sheltering me from the wind and me, bearing its weight upon my shoulders, just as Atlas did in antiquity. I knew that it was time to decide which tree I would seek in. But I, like the second tree, stayed unmoved with apathy towards our fallen partner already being buried.



One tree stood tall, but unsure, while the other lay low and unsatisfied on the ground. But both, I knew, were intertwined at the root. The roots of my trees would always be my salvation. They would never leave me unprotected no matter what. The roots will always be alive, and perhaps with time new life will emerge from its forsaken trunk, but for now it lies dying, muted screams drifting among the wailing, silver winds.

Two worlds had separated and one had emerged victorious. I sat upon the lowest hanging branch of the second tree, warming up in the leaves of the tree that had stood strong. I gazed upon the oblivion that was beyond and sighed remorsefully.

Long ago, my Thai father and American mother had planted the seeds that would become me but they had planted them apart. Father said to me when I was young, "Boy, you shall grow up to admire both of these trees here as they are part of you and are within you." As I look upon the buried visage of the tree, I felt disappointment and profound sorrow. Today I had lost a part of me. Perhaps in the spring I may be able to grow past this but for the time being, it is no longer there.

I leap down from the branch and sit down on the frozen ground, pondering my existence. My mother appears beside me. She whispers in my ear, "Life is just a constellation of vital phenomenon: organization, movement, growth, adaptation and reproduction." She takes a seed from her pocket and puts it into my hand, gripping my hand with hers. I dig a hole with my bare hands and place the seed in it. I cover it up again and sit up against the tree. My mother sits right next to me. She says, "Now we wait for spring."

Neither of us made a sound and the snow drifted gently down around us.

*By Justin Potisit
International School Eastern Seaboard
Junior Dublin Literary Contest, Top Honours, 2015 with his essay 'A Superficial Schism'*

Green & Sustainable >> Onwards and Greenwards



4R team selling hand-made paper made from recycled paper at the Earth Hour event

At Nanjing International School, we are constantly working towards 'an environmentally sustainable environment' and "an environmentally conscious campus" as stated in our mission document and strategic plan. This involves a two-pronged approach—the school as an institution seeking ways to reduce the environmental impact of the buildings and systems and the school community developing strategies to reduce the human carbon footprint by raising awareness and taking action.

The number of teachers and students who are passionate about protecting the environment has grown over the years. With more people involved, issues are highlighted more effectively and momentum is gathering. One initiative is the launch of a student-led Eco Team, comprised of students from Grade 3 to 12. This team meets regularly either in its entirety or in sub-groups, depending on the purpose of the meeting. The Eco Reps convey ideas, concerns and suggestions for action, between the Eco Team and their homerooms. The students from Grades 10 to 12 are responsible for communicating with students in Grade 2 and below, to ensure that even the youngest children are involved.

The Eco Reps form part of a larger community-wide committee, involving representation from Student Council Sustainability Officers, interested teachers, parents, administration, the cleaning company and the school catering company. Issues such as energy waste, paper and plastic waste, inefficient use of buses and littering are discussed and a response is decided upon. Much of the action resulting from these meetings is student-driven.

In addition to the Eco Team, we also have several After School Activities with a green theme. The 4R project has been a student-run activity for several years, aimed at reducing paper waste and minimising the use of paper throughout the school. The project involves a system of coloured boxes in all the classrooms—orange for reusable paper, blue for paper that is used on both sides and green for used paper that can be used for printing. Some paper is shredded and ends up in the garden's compost bins or is used to make new paper for arts and craft projects. We also promote the paper as bedding for small pets. Paper waste has become a sub-committee which will continue to manage the 4R project. The Eco Reps in each class are responsible for encouraging both students and teachers to think carefully before printing and to print on used paper where possible. Good practice has been identified amongst the teaching body and held up as an example

of alternatives to printing. These include digital work being submitted or the use of document cameras to project on to the Smartboard rather than printing for all students.

Gardening has always been undertaken by a small group of students and teachers, but it is becoming even more popular as a community activity with several families or individuals preparing and planting vegetable or flower patches at school. The Green Team led by Chemistry teacher, Charlie McBride, continues to encourage students to be involved in gardening and develop their skills and knowledge in this area. Home-grown organic vegetables can be found on sale in the school foyer. Another activity, the Trash Buster team, is a voluntary activity where students go out into the community to clear areas of litter and to promote caring for our environment.

This year, NIS held its first Earth Hour (<http://www.earthhour.org/>) event which was extremely well-attended and successful. This involved different groups in the community providing eco-friendly arts and crafts, musical and dramatic performances by candlelight, games in the dark, picnics of 'nude food', sales of eco-friendly goods and, of course, the lights being switched off for an hour at 8:30 pm along with millions of other people around the world. We're about to start planning the next one for March 28th 2015 and expect it to be even more successful in raising awareness.

Obviously, these activities rely on the energy and commitment of staff and students to be successful. Establishing habits and systems which make it easier to make a good environmental choice is demanding of time and effort, but well worth it in the long run. Students gain skills, knowledge and experiences that might set them on the path towards a future in a field that is growing in importance as people search for solutions to the serious problems we face.



From left to right: Earth Hour activities included painting a reusable shopping bag, a full and varied programme, making lanterns from recycled food cans

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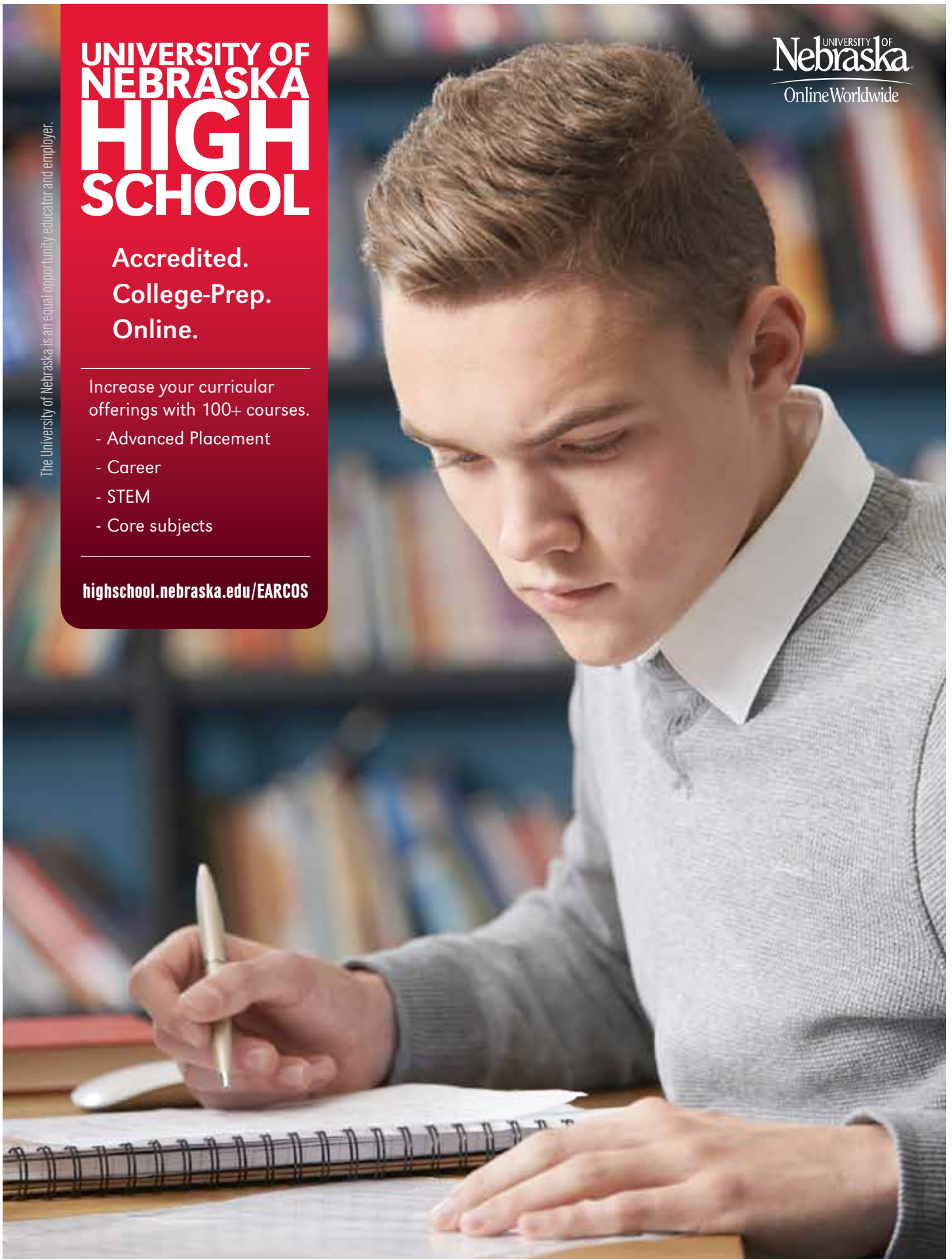
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Elementary School Gallery



International School of Ulaanbaatar
Natural Art by Grade 5 group work



International School Beijing
Grade 2 Clay Face Vase



Beijing City International School
Grade 1 to 5



Kaohsiung American School, Taiwan
Kindergarten Sheep, Kindergarten



NIST International School
NIST Year 4 Calligraphic Lines



Concordia International School Shanghai
ES composite artwork
International Dot Day, Grade K-4



Osaka International School, Japan
Art installation. Inspired by the Tower of
London remembers, Pre K-Grade 5



International Christian School, Hong Kong
Cut Paper
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Campus Development >> New Performing Arts Center at Shanghai American School's Pudong Campus

In the fall of 2015, Shanghai American School (SAS) will be unveiling a new Performing Arts Center (PAC) at its Pudong campus. The facility will encompass more than 7,000 square meters spread over four stories, and will include a 750-seat theater; a Black Box theater; a Green Room; several classrooms, support spaces, as well as offices.

One of the core values at SAS is the belief that, as global citizens, everyone has a duty to care for the earth and its inhabitants to ensure the wellbeing of humankind. Staying true to this belief, the design implements water conservation and sustainable energy practices into the building plans. For example, the PAC will be built and outfitted with green building materials: sustainable floor materials, such as bamboo and cork, carpet and fabrics with a National Sanitation Foundation rating of 140, as well as low Volatile Organic Compound paints and coatings are an integral part of the school's efforts to stand behind its core values.



Further, a building of this size would normally consume a significant amount of energy and water but SAS used sustainable design elements like LED light fixtures, solar thermal hot water heaters, and a high COP (coefficient of performance) heat pumps, all of which will help the school to lower its carbon footprint and conserve energy usage. Installation of water-saving bathroom facilities

is also planned and SAS currently projects that it will save hundreds of thousands of gallons of water each year. The new PAC will also have a multi-level air filtration system. Particularly important in China, this modern air filtration system will include Energy Recovery Ventilators (ERV) technology that will directly lower PM 2.5 and CO2 levels for the health and safety of the school's students and staff.

The facility will be, without a doubt, one of the largest, most modern and energy efficient performing arts centers at a school in China. However, that was not the sole purpose behind building the new PAC. Shanghai American School's themes and priorities as a school are continuing to advance

educational excellence, investing in its community, and building futures. SAS believes that the PAC embodies these priorities. This new center will help ensure that students at Shanghai American School continue to excel in 21st century educational skills, such as critical thinking, cross-cultural understanding, communication, creativity, innovation, collaboration, curiosity, and risk-taking. The Performing Arts Center will be an active, vibrant learning space for every student at SAS, and will offer teachers and students alike broader and richer educational experiences.

While artistic performances will be held in the PAC, it is not solely intended as a performance center but also as a laboratory for everyone on campus to engage deeper in 21st century educational skills and practices. Shanghai American School's desire is to continue to build upon a culture where a student can choose to be an academic, an artist and an athlete, without fear of mutual exclusivity that can naturally occur between these facets of student life.

SAS also believes that the new facility will help continue to build its community of students, parents and educators. Not only will all come together to enjoy watching student-led and professional performances but the school also plans to further foster its community through cross-divisional engagement. This will come in many forms and include collaborative performances of all divisions and educational instruction amongst students of all ages.

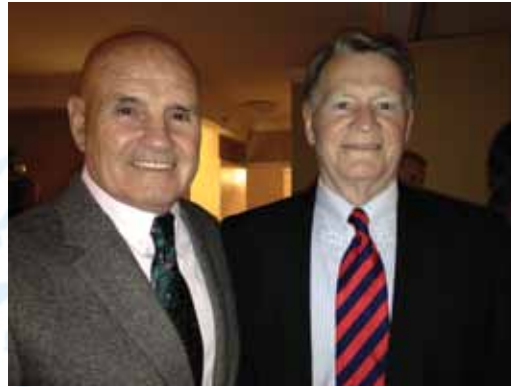
Shanghai American School takes pride in its history and is excited about its future. The new Performing Arts Center will contribute to ensuring that SAS remains at the forefront of international and innovative educational practices.



On the Road with Dr. K



Regional Executive Directors meet in Washington DC. L-R Paul Poore, Dick Krajczar, David Chojnacki, Peter Bate-man, Sonia Keller, Kathy Stetson, Kevin Ruth, and Reina O' Hale.



Dick Krajczar and Everett McGlothlin at Regional Director meetings in Washington. Everett was sitting in for Elsa Lamb of AAIE



L-R. Charlie Gallie and Dr. Connie Buford were hosts at the USA State Department.



Reunion at AAIE in San Francisco with former Associate EARCOS director Linda Sills and her daughter Ashly. Linda is working with GIN and Ash is her assistant.



ACAMIS Spring Conference 2015. President of ACAMIS Laurie McLellan of Nanjing International School welcomes delegates.



Bernadette Carmody Director of ASIG and host for the ACAMIS Spring Conference 2015.



Rob Mockrish Headmaster of Raffles American School Johor Baru. (Applying School). RAS new campus due to open in January of 2016. (46 acres)



Katherine Brewer Head of Honggiao Shanghai Community International School Visit



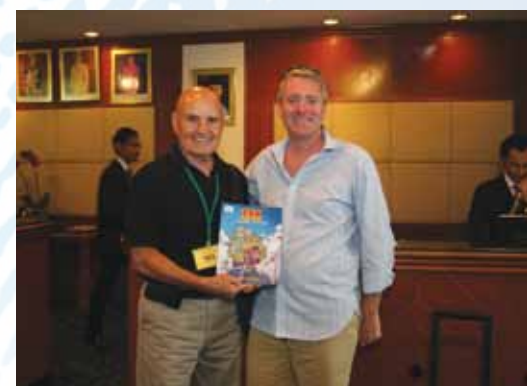
Visit to Vientiane International School. Davidson Primary Principal



Gregg Pinick, Laurie McLellan, Steve Winkelman Concordia Hanoi, Vietnam, and Jenni McLellan. Memorial Service for Dr. James Marvin Koerschen (1946-2014) at Concordia International School Shanghai



Canggu Community School, Bali, Indonesia (Applying School) (L-R) Canggu Community School Director Beccy Fox and CCS Board Chair and owner Tom De Jong.



Dick Krajczar and John Wood. EARCOS donated \$1,500 to John Wood Room to Read.

Approved Weekend Workshops for SY 2015-2016

One of the services EARCOS provides to its member schools throughout the year is the sponsorship of two-day workshops and institutes for faculty and administration. The topics for these workshops are determined according to the needs of members. Workshops are hosted by EARCOS schools.

DATE	NAME OF SCHOOL	CONSULTANT	TITLE
AUGUST			
Aug. 22-23	Korea International School	Megan Smith / Kara Parker	Proficiency Based Learning in the World Language Classroom
SEPTEMBER			
Sept. 5-6	American Int'l School of Guangzhou	Stevi Quate	Reading Non-fiction across the curriculum in MS/HS
Sept. 5-6	Saigon South International School	Kim Cofino	Transforming Student Learning
Sept. 5-6	St. Mary's Int'l School, Tokyo Japan	Martha Kaufeldt	"Think BIG, Start Small: Daily Differentiation in a Brain-Friendly Classroom"
Sept. 11-12	Morrison Academy	Stevi Quate	Introducing Reading & Writing Workshop at the Secondary Level
Sept. 12-13	Shanghai American School	Amy Lauren Smith / Leah Hefte	Designing a health and wellness program to meet the unique needs of the international student.
Sept. 12-13	Int'l School Eastern Seaboard	Scott Riley	From Basics to Blast-off: Getting Going with Writing Workshop
Sept. 15-16	Brent International School Subic	TBA	Practical Assessment in K-12
Sept. 19-20	International Christian School	Kirk Robbins	Next Generation Science Standards
Sept. 26-27	Tokyo International School	Mignon Weckert	Inquiry Mathematics: Research Based Strategies Which Maximize Student Learning
Sept. 26-27	NIST International School	Teresa Tung / Mike Johnston	Compass Education Level 1: Thinking, Learning and Acting for a Flourishing and Sustainable World/ Level 2: Applying Systems Thinking for Sustainability School Transformation
OCTOBER			
Oct. 3-4	American School in Taichung	Scott Riley	Writing Across the Disciplines: Frameworks and Flow
Oct. 10-11	International School of Bangkok	Vicki Zakrejewski	Social and Emotional Learning in Schools
Oct. 10-11	Ruamrudee International School	Madeleine Bystrom	Creating Strong Writers with the 6+1 Traits of Writing - An Introduction
Oct. 17-18	Concordia Int'l School Shanghai	Mare Sullivan	Incorporating scientific and engineering practices in the science classroom: POGIL (Process Oriented Guided Inquiry Learning) strategies
Oct. 17-18	Shanghai American School	John Everett / Karen Kinsale	A Proactive Approach to Child Protection in International Schools
Oct. 17-18	International School Manila	Kevin Hennah	Cultural Weeding - Library Innovation
Oct. 24-25	Cebu International School	Dr. Virginia P. Rojas	Collaborating for Integration and Differentiation
NOVEMBER			
Nov. 6-7	Taipei American School	Dr. Candace Aiani	Tech-Integrated Libraries: Building the Future One Service at a Time
Nov. 7-8	Shanghai Community Int'l School-ECE	Matthew Glover	Early Years Literacy
Nov. 13-14	Taipei American School	Greg O'Connor	Using Technology to Effective Reach Every Learner
Nov. 14-15	Ruamrudee International School	Sara Garrett	Foundations in Math: Developing Mathematical Thinking and Conceptual Understanding in Grades Kg-2
Nov. 21-22	UWCSEA	Mike Johnston	Education for a Sustainable Future
Nov. 21-22	NIST International School	Andy Dom, Rick Hannah, Graham Harper	Service Projects from Needs Analysis to Completion
Nov. 21-22	International School Manila	Bambi Betts	Leading Learners
Nov. 21-22	Thai-Chinese International School	Sean Thompson / Brady Cline	Elementary innovation: transforming every lesson with digital media
Nov. 28-29	Suzhou Singapore Int'l School	Richard Bruford	Giving Effective Feedback to your Students
JANUARY			
Jan. 15-16	American Int'l School of Guangzhou	TBA	Mobile Devices in the Classroom
Jan. 16-17	Shanghai American School	Shaun McElroy	Flourishing in Schools: Utilizing groundbreaking research and tools from positive psychology to improve student's wellbeing.
Jan. 16-17	Brent International School Manila	Faye Brownlie	Elementary Assessment
Jan. 16-17	Int'l School of Kuala Lumpur	Cathryn Berger Kaye	Service Learning
Jan. 16-17	Thai-Chinese International School	Wesley Przybylski	Leveraging technology and Innovative strategies in the Math Classroom
Jan. 16-17	Yokohama International School	John Rinker	Using Maker Spaces to Build a Culture of Design Thinking
Jan. 23-24	Shekou International School	Holly Reardon	Inquiry and Assessment for Learning, Pre-K through 2
Jan. 23-24	International School of Beijing	Mark Church	Making Thinking Visible
Jan. 23-24	Brent International School Manila	Faye Brownlie	Assessment in Middle School and Upper School
Jan. 23-24	International School of Bangkok	Bronwyn MacLeod	Gifted education and reaching highly able learners
Jan. 23-24	Ruamrudee International School	Madeleine Bystrom	Creating Strong Writers with the 6+1 Traits of Writing - Advanced
FEBRUARY			
Feb. 13-14	Bali International School	Deirdre Fischer and Kenny Peavy	Growing Global Citizens
Feb. 13-14	Korea International School Jeju	Carolyn Coil	Differentiated Activities and Assessments Using the Common Core Standards
Feb. 20-21	Bandung Independent School Indonesia	TBA	Inquiry-based Maths learning and teaching in the Primary Years
Feb. 27-28	Busan International Foreign School	Virginia Rojas	Supporting Language Learners through differentiation
Feb.-April	Seisen International School	Doug Goodkin	MYTHS AND FAIRYTALES: Drama and the Orff Volumes
Feb.-April	Concordia Int'l School Shanghai	Bob Bain	Challenges of Teaching and Learning History
MARCH			
Mar. 19-20	International School of Beijing	Jill Bromenshenkel	Putting Language at the Center of Your Instruction to Support Language Acquisition
APRIL			
April 9-10	UWCSEA	Chris Spetzler	Engaging Youth with Decision-making and Leadership
April 23-24	Teda International School	Kim Cofino	Making The Shift Happen
MAY			
May 2-3	International School Suva	IS Suva teachers	Themes in Education

Note: These are the partial list of approved weekend workshops for SY 2015-2016. More will be posted on the earcos website at http://earcos.org/ww_approved_1516.php

