Shekou International School (SIS) in Shenzhen, China, has long been at the forefront of international education for expatriate children in the region. From the humble beginnings of a school created in 1998 out of necessity to provide education to the foreign staff of four oil companies (CACT, Arco, Philips and Amoco), SIS has grown from an enrollment of four to close to 1000 students, representing almost 40 different countries and employing 145 world-class faculty and staff from 15 different countries.

(continued on page 7)

NATIONAL DISTINGUISHED PRINCIPALS 2018

Congratulations to Tim Messick and John Smithies

Tim Messick, elementary principal of the American School of the Hague (ASH), The Netherlands, was selected as one of two international school educators for the 2018 National Distinguished Principals Award. John Smithies, elementary principal of The American School of Bombay in India, was selected as the second International School educator.

The U.S.-based National Association of Elementary School Principals established the program in 1984 to recognize and celebrate elementary and middle level principals in the United States, who set high standards for instruction, student achievement, character, and climate for the students, families, and staff in their learning communities.

From the beginning of the Award program, two outstanding principals have also been selected from international schools that are assisted by the Office of Overseas Schools of the United States Department of State. Messick was nominated by the Head of School at the American School of The Hague, Richard Spradling, and selected from among several nominees.

Mr. Messick is a graduate of the Concordia University where he earned a Bachelor’s degree, and a graduate of the University of Oregon where he earned a Master’s Degree. Mr. Messick has served as the Elementary Principal at the American School of The Hague since 2007. He previously held the position Lower School Director.

(continued on page 8)
COLLECTION BUILDING made simple.

Our Content Alignment Services team of former educators will handpick the most relevant books for your school. Just tell us about your curriculum objectives, subject areas and budget, and we’ll do the rest. Let us do the research so you can spend more time with your students.

**We can build lists to support library collections for:**
- New schools or library renovations
- Grade and year-level
- Curriculum targets
- Theme, subject or skill
- And more!

**FREE SERVICE for educators!**

“In my role as a K-8 Literacy Coordinator and Coach, I am constantly contacting Follett with requests! The team quickly and effectively put together book lists based on any specification we’re looking for – F&P levels, genre, topic, etc. These lists have turned into fantastic classroom libraries for our K-5 students.”

**JENNY K.**
K-8 Literacy Coordinator and Coach
Barcelona, Spain

Email us at international@follett.com or call +1.708.884.7124 to learn more.
NEW POWER

By Liz Duffy
ISS President

This summer, the ISS senior staff read New Power by Jeremy Heimans and Henry Timms. The book is an extension of a 2014 Harvard Business Review article that they wrote and that we used to shape part of ISS’s 2016 strategic plan, namely our goal to foster co-created communities among ISS educators, those who use our services, and other interested international school educators.

Heimans is a lifelong activist and the co-founder and CEO of Purpose, which builds and supports social movements around the world, and Timms is the president and CEO of the 92nd Street Y in NYC and the co-founder of GivingTuesday, which has become an international day of philanthropy.

The major thesis of their book is that people now want to be co-creators and co-producers of products, services and experiences rather than merely consumers of them. Such a transformation has been made possible by Web 2.0 and other social tools and platforms and will continue to evolve both as the technology become more developed (think virtual reality, augmented reality and blockchains) and as we become more sophisticated and discerning users of them.

While Heimans and Timms are clearly advocates for the potential and importance of new power, they are by no means Pollyannas. In particular, they recognize both that old power is still appropriate in certain contexts and that new power can be used for both good and bad purposes.

Probably the most extensive use of New Power at ISS can be seen in the vibrant #issedu and @issedu communities on Twitter, Instagram and Facebook. Using those social tools, teachers at ISS schools across the globe and at other international schools are connecting to share what they are doing in their classrooms, pose questions to other teachers and educators, and point each other to helpful resources of all sorts. Participants also often share tips and insights about living overseas, developing a career at international schools, and raising third culture children.

For me, following #issedu has been a fun and easy way to keep abreast of some of what is going on at our schools and other international schools. It’s striking that I now know more about what is happening in classrooms thousands of miles away than I sometimes did of teachers across campus at the school I led, because for some teachers who post frequently on Instagram or Twitter (I’m not a Facebook user), I get to “visit” their classrooms daily and regularly see their students’ work. I myself use Twitter to repost articles that I think might be of use to school leaders and teachers not only from educational sources, but also from other sites that I follow, including design thinking, management, sustainability, diversity and international relations sources—all interests of mine that I have found often have relevance to education. Some popular #issedu Twitter hashtags are featured below. I encourage any of you who would like to not only follow #issedu, but also to use the hashtag on your own posts. You don’t have to work at an ISS school to be part of the community; you merely have to be interested in international education and if you want to post, willing to open your classroom door and share with colleagues across the world what you are doing.

In addition to our regular social media feeds, we also periodically host webinars and Twitter chats to encourage further dialogue and collaboration. Earlier this month, we ran our first Twitter Chat of the year focused on sharing our dreams, and better supporting other educators around the world. On November 7, we will host the second chat on contemporary learning spaces. I hope to see many of you online and thank you in advance for embracing new power and helping to co-create a vibrant community of international educators.

On October 10, we hosted an #issedu twitterchat and asked our community about hopes and dreams for the upcoming school year. Here’s a snapshot of the popular words and hashtags generated from the event.

Popular Words:
challenge  school  highlight  forward  fun  lots  idea  time  real  time  excited  learning  students  school  teachers  standards  community  curriculum

Popular Hashtags:
#newpower #school #forward #highlight #students #school #teachers #standards #community #curriculum
#happy #learning #year #work #create #learn #school #students #teachers
#happy #learning #year #work #create #learn #school #students #teachers
#newpower #school #forward #highlight #students #school #teachers #standards #community #curriculum
#happy #learning #year #work #create #learn #school #students #teachers
#newpower #school #forward #highlight #students #school #teachers #standards #community #curriculum
#happy #learning #year #work #create #learn #school #students #teachers
#newpower #school #forward #highlight #students #school #teachers #standards #community #curriculum
#happy #learning #year #work #create #learn #school #students #teachers
#newpower #school #forward #highlight #students #school #teachers #standards #community #curriculum
#happy #learning #year #work #create #learn #school #students #teachers
#newpower #school #forward #highlight #students #school #teachers #standards #community #curriculum
#happy #learning #year #work #create #learn #school #students #teachers
#newpower #school #forward #highlight #students #school #teachers #standards #community #curriculum
#happy #learning #year #work #create #learn #school #students #teachers
#newpower #school #forward #highlight #students #school #teachers #standards #community #curriculum
#happy #learning #year #work #create #learn #school #students #teachers
#newpower #school #forward #highlight #students #school #teachers #standards #community #curriculum
#happy #learning #year #work #create #learn #school #students #teachers
#newpower #school #forward #highlight #students #school #teachers #standards #community #curriculum
#happy #learning #year #work #create #learn #school #students #teachers
#newpower #school #forward #highlight #students #school #teachers #standards #community #curriculum
#happy #learning #year #work #create #learn #school #students #teachers
#newpower #school #forward #highlight #students #school #teachers #standards #community #curriculum
#happy #learning #year #work #create #learn #school #students #teachers
#newpower #school #forward #highlight #students #school #teachers #standards #community #curriculum
#happy #learning #year #work #create #learn #school #students #teachers
#newpower #school #forward #highlight #students #school #teachers #standards #community #curriculum
#happy #learning #year #work #create #learn #school #students #teachers
CO-CREATE AUTHENTIC CHANGE

By Luke Meinen
LEVEL 5 Coordinator, Riffa Views International School, Bahrain

We were recently given the opportunity to create a second LEVEL 5 at Riffa Views International School in Bahrain. For those not familiar with LEVEL 5, it’s an innovative space that hosts events for students, educators and the wider community (www.thelevel5.org).

After reflecting on the development of our first location at Shekou International School, we realised how integral the community had been to each stage of development. Even though our engagement process had been largely informal, the volunteers emerged from everywhere to assist with the design, fit-out and operation of LEVEL 5.

So for round 2, we decided to intentionally formalise a co-creation process for the development of our facility in Bahrain. We knew that by engaging the community in a true co-creation experience, we’d spark action, engender support and unearth new ideas.

1. Clarify scope

Knowing who to include in your co-creation exercise requires clarity of intent and empathy for those involved. It’s important to not only have the right mix of skills and experience but to also ensure the team is representative of the larger community.

For LEVEL 5 Bahrain, we engaged PK12 educators for their pedagogical expertise, parents for their links to the wider community and students for their creative spirit and out-of-the-box thinking.

2. Craft a call to action

Once you’ve identified your scope, you need to create a call to action that’s tailored to each specific sub-group. For example, messaging that might engage parents could potentially have an adverse impact on student participation. Spend time thinking about “why” each different audience would want to be involved and then craft a short and compelling elevator pitch for each. No-one wants to read a wall of text.

3. Unleash your collective capacity

Face-to-face events are a great way to kick-start co-creation and rapidly build relationships.

For LEVEL 5 Bahrain, we hosted a series of events targeting students, teachers and parents. Using design thinking as a framework, we assisted participants in generating and pitching ideas for the design of the space.

Strategies that we found useful included:
- Interviewing others about their “Dreams and Gripes” to garner empathy;
- Uncovering new possibilities by developing and asking How Might We? Questions;
- Synthesizing our ideas via Affinity Diagrams;
- Developing STAR proposals to assist participants with generating and pitching comprehensive proposals;
- Leveraging Futures Wheels to determine potential impact.

We were also cognisant to activate social media during these events to ensure the wider community could engage in the co-creation process.

4. Synthesize the wisdom

Once your event(s) is completed, set aside time to pour through the solutions, challenges, and ideas that have been generated. Use affinity diagrams to group similar ideas and then discuss findings with your core team to ensure there is a collective understanding.

Don’t hesitate to reach back out to individuals to clarify suggestions and discuss further. This is a simple way to show you’re continuing to value their input through the co-creation process.

Finally document everything for ongoing reference. You can never have too many pics.

(continued on page 7)
The Association for the Advancement of International Education (AAIE) and International Schools Services (ISS) forged a tighter relationship at the start of the 2018–19 academic year, when AAIE relocated its central office to the ISS headquarters in Princeton, New Jersey. In addition to shared space, ISS will provide business office and logistical support to AAIE as part of the arrangement, and AAIE's Mark Ulfers will provide programmatic support to ISS.

"We are both important organizations within the international school community," says Mark Ulfers, Executive Director of AAIE. "This critical friendship will allow our independent organizations to work together more closely to improve and grow international education. The fact that we can use space at ISS and leverage their technology and accounting infrastructure means AAIE can then redirect some of its limited resources to place more emphasis on our people and programs."

Over the past two years, ISS has formed several formal collaborations with different organizations as part of its strategic plan to create meaningful partners to better serve the international school community. Liz Duffy, President of ISS, initially approached Ulfers with the idea of an AAIE and ISS collaboration. "At ISS, it's all about Win-Win-Win arrangements," says Duffy. "We win; the other organization wins; and most important, the international community wins. To truly be a great collaboration, all three must exist. The critical friendship between ISS and AAIE has the potential to do really great things for international educators and the students they serve."

Looking ahead, both organizations have exciting plans for the upcoming year. AAIE is creating its full lineup of learning events, including its flagship Annual International Leadership Conference and Expo 2019, which will be held in San Francisco, CA. In addition to its full suite of services for international schools, ISS is preparing for the launch of ISS-Schrole Advantage, a revolutionary change in global recruitment for educators and schools. ISS-Schrole Advantage will feature reimagined technology, enhanced job fairs, and a major expansion in the number of recruiting schools and job-seeking candidates.

AAIE's Mark Ulfers sums up the collaboration with ISS thoughtfully, "In many ways, the behavior of ISS and AAIE is consistent with what we strive for in our schools: more collaborative leadership."

Both organizations are excited for this novel relationship and expect to learn from each other. ISS and AAIE will continue to be separate organizations, focused on their individual nonprofit missions, and will find ways to work together for the betterment of the international community. For more information contact info@iss.edu or mark@aaie.org.

Every Student. Future Ready.

We challenge and inspire each student to achieve their dreams and to become a passionate learner prepared to adapt and contribute in a rapidly changing world.

Founded in 1966, ASD is an independent, not-for-profit, Pre-K through Grade 12 U.S. curriculum school educating close to 1,900 students from more than 75 countries.

Live and work in Dubai—the global business and cultural hub of the Middle East.

American School of Dubai
P.O. Box 71188, Dubai, UAE
T +971 4 395 0005
www.asdubai.org

Accredited by Middle States Association of Colleges & Schools - U.S.A.
Be part of the 2018-19 ISS-Schrole Advantage job fairs:

Atlanta, GA  
Dec 9-11, 2018

Bangkok, Thailand  
Jan 4-7, 2019

San Francisco, CA  
Feb 7-10, 2019

iFair®  
Mar 16, 2019

All these recruiting events are available to ISS-Schrole Advantage Premier member schools and candidates with completed, active profiles — no special invitations needed!

Learn more at iss.edu/job-fairs
5. Remain transparent

Post event, share a synthesis with stakeholders and invite them to be part of a continuing feedback loop. You can also use social media platforms to share ideas further afield with industry, experts and others in your PLN.

We used this Padlet to showcase the ideas generated and engaged a wider audience on Twitter through a variety of hashtags (#agilespaces #issedu #edreform #designthinking #designsprint #makered). This continued to bring in a range of valuable ideas from people all over the world.

Even though we’re still in the early stages of developing LEVEL 5 Bahrain, the value of engaging in co-creation has been undeniable. There’s a palpable sense of excitement in the community, and our workspace has become a constant buzz of visitors, volunteers, new ideas and big picture thinking. The conversation continues online too.

Ultimately, co-creation has significantly altered our design process, helped us better understand the community we serve, and fundamentally impacted our final product, for the better.

The ownership and management of SIS was handed over to International School Services (ISS) in 2004, a recognized service provider for schools overseas, headquartered in Princeton, New Jersey. Today ISS remains involved in many aspects of SIS school life. Through providing the latest in instructional materials, assisting in the hiring of top tier teachers, enabling the most current staff development, and guiding the growth of the schools’ expansive facilities ISS ensures that the quality of learning experiences is unmatched in the Shenzhen area.

Set on two campuses in an area of China known for its innovation and vibrancy, SIS provides students with a rigorous education in a caring and nurturing community, inspiring each student to become a principled, innovative contributor in an ever-changing and transforming world. SIS students participate in a variety of program enrichment opportunities beyond the classroom, allowing them to become the best representatives of the school as they enter renowned universities and achieve success in a wide array of contexts.

This year, as SIS celebrates 30 years of offering quality international education in Shenzhen to expatriate students, the city of Shenzhen also celebrates 40 years of growth from a small fishing village to an international metropolis with an economy equivalent to that of Hong Kong. Shenzhen is currently at the forefront of China’s economic growth, with its goal to become a sustainable global innovative city by 2035. With this unique partnership between SIS and its host city Shenzhen, and with the continued growth of both entities, the future of education in the region looks very promising.
at Providence Day School in Charlotte, North Carolina. He also served as an Associate Principal at the Hong Kong International School in Hong Kong, was the Director of St. Paul’s in Wenatchee, Washington, and was the Vice Principal and taught at Life! Lutheran in Eugene, Oregon. He also serves as an Adjunct Professor teaching graduate level courses for the College of New Jersey at their Bangkoku campus.

Mr. Messick has many notable accomplishments. Tim advocated for the learning support program at ASH resulting in an expanded program and a self-contained elementary class for students with severe needs. During his tenure, a new campus for the Early Childhood part of the elementary school was created. Tim works at both campuses, going back and forth with ease. Messick purposefully refers to both campuses as “the Elementary School”, sharing the same communication with both campuses, alternating staff and parent meetings on both campuses. Tim’s tagline for this? “Two campuses, one school.” Messick also worked with his staff on the cultural shift from “me” to “we” resulting in a student centered focus. This shift helped to forward a number of initiatives which helped produce an increase in standardized testing results across all curriculum areas.

Mr. Smithies is a graduate of the Tasmanian State Institute of Technology where he earned a Bachelor of Education. He earned his Master of Education degree from Deakin University in Victoria, Australia. Mr. Smithies taught Physical Education and Primary Science in George Town and Sydney, Australia. He was the computer Coordinator at a school in Tasmania and then served as the computer coordinator at the American Community School in Cobham, United Kingdom and at the American School of London (ASL) in the United Kingdom. From 2002 to 2013, John was the Lower School Assistant Principal at ASL. Mr. Smithies has been the elementary school principal at the American School of Bombay since 2013.

Mr. Smithies has many notable accomplishments. He spearheaded the drive towards inclusionary practices and adaptations of programs to better serve a neurodiverse student population. As one person said of John, “…some of my most memorable conversations with John have been concerning his dedication and commitment to supporting those children…whose challenges may have meant they were excluded from being accepted at other international schools.” He also worked with his staff to create a strong alignment of practice on the elementary campus with focus, as John says, “As educators, what practices do we align across our campus to set our students up for learning success every single day?” Smithies has also emphasized curricular decision making based on the school’s mission with a focus on building on talents, interests and passions within the context of a standards based program.

In October, two days of activities were held in Washington, DC to honor and bring well-deserved recognition to the elementary and middle-level educators chosen by the states, the District of Columbia, and private and overseas schools.

Criteria for selection of the principals require that the honorees are active principals of schools where programs are designed to meet the academic and social needs of all students and where there are firmly established community ties with parents and local business organizations.

The U.S. Department of State Office of Overseas Schools supports 196 overseas schools around the world. The Office of Overseas Schools maintains close ties with the metropolitan Washington, D.C.-based National Association of Elementary School Principals and its 20,000 members worldwide.

“Principals create the necessary conditions for providing students with the well-rounded education that they need.” said Dr. L. Earl Franks, CAE, NAESP’s executive director.

ASSOCIATE DIRECTOR, PUBLIC RELATIONS

NAESP

The core of ISS’ success has always been its employees. To recognize their contributions, ISS honors its employees for every five years of service. Each employee receives an award brochure and selects an award of their choice.

Please join us in celebrating the following employees:

DEB JEPSON
Accounting Manager
20 years
(November 1998)

LISA LUPICO
Compliance Coordinator/GRT Coordinator
10 years
(November 2008)

MATT SAUTTER
ERP Specialist
10 years
(December 2008)

JANINE FECHTER
New Media Manager
10 years
(December 2008)

Also congratulations to Vicki Merlo on her upcoming 35 year anniversary.
See full article on p14.
Announcements

AMERICAN EMBASSY SCHOOL—NEW DELHI, INDIA

Ylva Kovacs,
Director of Admissions

Ylva, a Swedish national, was working at the Singapore American School for nearly 20 years in various departments, of which the last 10 years was as an Admissions officer. She has experience across the school in supporting families with their transitions, and is passionate about education, compassionate with people, and a life-long learner. She holds a Bachelor of Science degree in Early Childhood Education from Wheelock College, Boston. Ylva is accompanied by her son, Jonas (Grade 11).

MIKE LIVINGSTON IS THE NEW SCHOOL DIRECTOR OF YANGON INTERNATIONAL SCHOOL

Yangon International School is pleased to announce the appointment of Mike Livingston as the school Director beginning in July 2019. Mike holds a Bachelor of Education from the University of Regina, a Masters Degree in Education Leadership from Michigan State University, and is currently working on a Doctorate of Education in Kindergarten to Grade 12 Leadership at the University of Calgary.

Mike comes to YIS with 26 years of international school experience. His teaching background includes experience in elementary, middle and high school classes. Mike has served for the past eleven years as a school leader, most recently at Shekou International School in Shenzhen, China where he is currently the Secondary School Principal. Accompanying Mike to Yangon will be his wife, Gaylene Livingston, who is an elementary librarian and classroom teacher. Mike and Gaylene have one daughter, Alejandra, who will begin her university studies in the fall of 2019.

Anthea Clifton
Middle School Principal

Anthea comes to AES with 21 years of experience. Before moving to Delhi, she was serving as the Middle School Vice Principal at the Jakarta Intercultural School. She also taught Science/Health at JIS. Her prior overseas experience includes teaching in Sekolah Cita Buana and South Australia. Anthea has a BEd degree in Science, Social Studies and PE from University of South Australia. She also has double Masters; Master of Education from the University of New England and Master of Arts from Deakin University. Anthea is accompanied by her husband, Wayne Kelsey, who will be teaching high school social sciences.

JANE THOMPSON HEADS THE AMERICAN SCHOOL OF PARIS

Jane Thompson is the Head of School of the American School of Paris (ASP) as of July 1. With 15 years of international school leadership, she comes to ASP from the Istanbul International Community School in Turkey. She is also a member of the Board of Governors of the Educational Collaborative of International Schools (ECIS).

In announcing her appointment in May 2017, the school’s Board of Trustees stated, “Jane Thompson is a passionate educator who gives students voice in their own education and ownership over their learning. Her experience, strong leadership capabilities, and future-focused, student-centered approach to education complement ASP’s mission to prepare students to achieve academic and personal excellence and to thrive in a global society.”

“I am inspired by the chance to lead an organization, already outstanding in so many measures, toward a future that redefines the concept of what it means to be an exceptional school,” says Thompson. Prior to her time in Istanbul, Thompson headed the British International School in Budapest.

INTERNATIONAL SCHOOL OF BELGRADE WELCOMES NEW PRINCIPALS

The International School of Belgrade welcomed a new Lower School Principal in August, 2018—Warren Bowers has joined the Lower School at ISB. Warren has international experience as a classroom teacher in Cambodia and Singapore, as well as a principal in Vietnam and Indonesia. His secondary schooling was carried out in New Zealand and the United States and he holds an undergraduate degree from Auckland University and a Master of Educational Leadership from Deakin University, Australia. All of these experiences have given him a broad base for professional practice.

In August 2018, ISB also welcomed the new Upper School Principal, Kristine Greenlaw. Prior to joining ISB, Kristine held the position of Secondary Vice-Principal of the International School of Tanganyika in Tanzania. In over 17 years of her experience as an international educator, she served as the DP Coordinator and the Head of Science at The German European School as well as The Canadian International School, both based in Singapore. Kristine obtained her Bachelor’s degree in Education from the Queen’s University in Kingston, Canada, and her Master’s degree from the University of Calgary, Canada. She has been certified by the Ontario Principal’s Council and the Ontario College of Teachers.
With international school hiring season just around the corner, many teachers are dusting off their resumes and shining their webcams to prepare for securing their next adventure. There are some things that you can do to stand out among other candidates (and, maybe more importantly, some things you should NOT do in order to avoid disappointment). Below are our top ten tips for landing your dream international school job.

Getting the Interview
1. The resume. Save it as a PDF, do not send a Word doc! Sending a PDF will make sure that your painstakingly completed formatting stays and your edits don't show. You don't want the interviewer to be able to go back and see that you changed your ideal position sought to match a school's opening. Name your resume something other than "How is it possible that every teacher in your system is in the top 10% of all teachers in all categories?"

This is the question many principals, heads of school and HR staff asked us about the numerical referencing system in the Schrole recruitment software. They were right. It appeared that more than 80% of our teachers sat in the top 10% of all teachers. Clearly, impossible. The problem lay with our old systems. But it wasn’t just us. The more we looked, the more we realized it was a common issue with the ranking approach used by most recruiting companies. When we looked at the data, we also noticed a pattern based on the nationality of the reviewer, further undermining the reliability of the traditional rankings. American educators tended to give higher ratings, British reviewers generally gave the lowest ratings, and Canadian, Australian and other referees were usually in between. So, the ratings in many cases reflected the nationality of the reviewer more than the qualifications and strengths of the candidates.

When ISS and Schrole joined forces to provide combined recruitment services, we wanted to help schools recruit teachers who would transform students' lives. To do that we needed to come up with a way of identifying these transformative teachers. We had a vision for an innovative and evolving software platform that helped schools choose the best teachers. But how do you achieve this when all the simple reference ratings end up skewing teachers into the top 10%?

When researching how we should change, we started thinking about how students and Schrole joined forces to provide combined recruitment services, we wanted to help schools recruit teachers who would transform students' lives. To do that we needed to come up with a way of identifying these transformative teachers. We had a vision for an innovative and evolving software platform that helped schools choose the best teachers. But how do you achieve this when all the simple reference ratings end up skewing teachers into the top 10%?

When researching how we should change, we started thinking about how students and Schrole joined forces to provide combined recruitment services, we wanted to help schools recruit teachers who would transform students' lives. To do that we needed to come up with a way of identifying these transformative teachers. We had a vision for an innovative and evolving software platform that helped schools choose the best teachers. But how do you achieve this when all the simple reference ratings end up skewing teachers into the top 10%?

When researching how we should change, we started thinking about how students and Schrole joined forces to provide combined recruitment services, we wanted to help schools recruit teachers who would transform students' lives. To do that we needed to come up with a way of identifying these transformative teachers. We had a vision for an innovative and evolving software platform that helped schools choose the best teachers. But how do you achieve this when all the simple reference ratings end up skewing teachers into the top 10%?

When researching how we should change, we started thinking about how students and Schrole joined forces to provide combined recruitment services, we wanted to help schools recruit teachers who would transform students' lives. To do that we needed to come up with a way of identifying these transformative teachers. We had a vision for an innovative and evolving software platform that helped schools choose the best teachers. But how do you achieve this when all the simple reference ratings end up skewing teachers into the top 10%?

When researching how we should change, we started thinking about how students and Schrole joined forces to provide combined recruitment services, we wanted to help schools recruit teachers who would transform students' lives. To do that we needed to come up with a way of identifying these transformative teachers. We had a vision for an innovative and evolving software platform that helped schools choose the best teachers. But how do you achieve this when all the simple reference ratings end up skewing teachers into the top 10%?

When researching how we should change, we started thinking about how students and Schrole joined forces to provide combined recruitment services, we wanted to help schools recruit teachers who would transform students' lives. To do that we needed to come up with a way of identifying these transformative teachers. We had a vision for an innovative and evolving software platform that helped schools choose the best teachers. But how do you achieve this when all the simple reference ratings end up skewing teachers into the top 10%?

When researching how we should change, we started thinking about how students and Schrole joined forces to provide combined recruitment services, we wanted to help schools recruit teachers who would transform students' lives. To do that we needed to come up with a way of identifying these transformative teachers. We had a vision for an innovative and evolving software platform that helped schools choose the best teachers. But how do you achieve this when all the simple reference ratings end up skewing teachers into the top 10%?
Shanghai Community International School operates independent, not-for-profit, co-ed day schools for students from Nursery through Grade 12. There are over 1600 students from more than 60 countries enrolled in our two schools in Shanghai. The majority of our teachers come from the United States, Canada, Australia, the United Kingdom, New Zealand and South Africa. All of our campuses are purpose-built and include state-of-art facilities. All campuses are authorized to offer the IB Primary Years Programme (PYP), IB Middle Years Programme (MYP) and IB Diploma Programme (IBDP) and are accredited by the Western Association of Schools and Colleges (WASC).

Recruiting for all campuses is ongoing as long as positions remain available. Please visit our website as www.scis-china.org to learn more about our openings at SCIS. Candidates should submit a resume with recent photo to Mr. Daniel Eschtruth, Director of Schools, at teach@scis-china.org.

“One of the many reasons I chose to teach at SCIS is because of the strong community support between teachers, staff, families, and students. Being in an international setting as diverse as SCIS, bring opportunities to create lifelong learning both in and out of the classroom. The SCIS teacher community opened my eyes to teaching as it should be—a network of people focused on collegiality and open mindsets to grow together as colleagues, educators, and friends. This spirit continues to build as we pull together to continue to add layers of culture, perspectives, hopes, and dreams from which to learn.” - Julie Fehn, SCIS Hongqiao ECE Campus Kindergarten Teacher
are assessed in schools. We realized that the answer lay in developing rubrics to help better understand teacher performance. Once we settled on this, we found that many educational systems had adopted similar types of rubrics to help develop teacher standards.

We set up a range of standards from developing to lead. This was to recognize that all teachers are at different stages in their careers and that it is ok for teachers to be developing in some areas, proficient or accomplished in others. We also recognized that it would be very hard for someone to be a lead in all areas. What we wanted to do was use these references to present a true picture of the strengths of each candidate and their opportunities for growth. We also wanted to assist schools in hiring teachers who had skills that complemented the abilities of their current teachers.

What does this mean for the school leaders who are completing our ReferenceRubrics? It is a paradigm shift. It is no longer a case of making everyone a 10. What we ask educators to do is to think carefully about every teacher’s skills. Do they truly deserve a lead in all areas? Or does their teaching in some areas more closely resemble the accomplished or proficient descriptions in the ReferenceRubric?

We are excited about how our innovative new system will assist the school in identifying transformative teachers and those who fit the needs of each school. We are also excited for how it can be used by schools to continue to develop the teachers they have hired. We can only be successful with this new system with the help of those who are completing the ReferenceRubric. Educators will be familiar with rubrics when assessing students. We are asking that all educators apply the same consistent criteria to our new ReferenceRubrics.

Once we all get used to really applying the defined standards, we can only get better at using good quality data to make those all-important hiring decisions.
Awards season has come early this year for a recent American School of Milan (ASM) graduate. It was announced earlier this month that Seoyeon Kim’s film, The Blind Date, won the Audience Award and was nominated for the Grand Jury Award at the 2018 European Student Film Festival. Kim, who graduated from ASM in 2018 and is currently attending Durham University, directed the seven-minute film as part of her coursework in IB Film at ASM, which currently has the only in-house IB Film program in Italy.

The short film addresses issues that teenagers in particular grapple with on a daily basis: friendship, dating, and social media. “I’m an avid viewer of Korean dramas, which usually involve romantic relationships of some sort, and they inspired me to create a love triangle between the three characters of the film: Suzy, Chan, and Joon,” Kim says.

In the film, Suzy meets Chan on a blind date, which she later recounts dreamily to her friend Joon. Suzy and Chan begin dating, but the relationship soon becomes more about Instagram likes than a genuine connection. “Social media addiction is a major social problem among the younger generation these days. I based the dysfunctionality of Suzy and Chan’s relationship around this, as the intended audience—millennials—are people privy to such actions,” she says.

Moreover, I wanted to show the audience that they should appreciate the love that your close family and friends are giving to you,” she continues, “and never forget them over the new people you meet.” In the end, Suzy breaks up with Chan because he doesn’t remember her birthday, whereas her old friend Joon greets her that evening with a cake to celebrate.

“We did not attend the festival this year but were invited to submit one entry to the competition, so I opted for The Blind Date because of its overall professional quality and the reception it had received amongst peers,” explains ASM’s IB Film teacher, Paul Rickwood. “Seoyeon decided to focus on something contemporary and place this story within a style and context she knew well. The world of social media and potential repercussions for relationships is familiar territory for most teenagers but placing this in a Korean setting with its own cultural associations and issues added another layer of interest. The film holds up very well and is testament to a great deal of hard work, technical awareness, and a developed sense of film language.”

Kim originally decided to take IB Film because she was interested in cinema and post-production effects,” he adds. Kim’s seven-minute film was her Higher Level IB submission in the principle role of director. “I really enjoyed being the director of a film because I never got the chance until this point. I had distinct ideas and images of the film in mind which I wanted to make in my own style,” she says. And she got that chance thanks to ASM’s in-House IB film course, the only one available in Milan—and Italy—at present. “Students have access to professional filming equipment, a lighting studio, and industry standard editing software. In short, they have the tools to produce high-quality work and the chance to familiarize and grow in a range of disciplines,” Rickwood says. The IB Film course is an advanced elective in grade 10 to develop student understanding of scriptwriting, cinematography, and post-production effects.”

“Like Seoyeon, many students take the IB Film course with no aspirations to enter the film or television industries but do have interests in technology, media, journalism, game design, and other fields that closely tie into it,” Rickford says. “There is an opportunity to develop transferable skills that will serve [them] well moving forward into higher education and the sectors they are interested in. Companies around the world seem to be calling out for the same things: internationally-minded collaborators, creatives, and tech-savvy individuals. The collective bread and butter of the IB Film course.”

You can watch The Blind Date here: [https://youtu.be/2MGm9Vq6-Os](https://youtu.be/2MGm9Vq6-Os)
AN INTERVIEW WITH VICKI MERLO

In July 2019, Vicki Merlo will celebrate her 35th Anniversary with ISS. Our Marketing and Communications team recently asked Vicki some questions about all of the changes she’s seen.

How did you get started in this career?
I graduated college in December 1983 and was looking for a job. Two of my neighbors, Stella Taylor and Hilda Szmutko, worked for ISS at the time and needed help in the Purchasing department. I was initially hired as a temp and I quickly realized I loved working here. I got to know what ISS was all about and I believed in its mission. I stayed because I loved the work and feel I am doing something worthwhile to help overseas schools. Plus, it’s such a great work environment and great people.

How did you typically process an order back then compared to what you do today?
There were no computers when I started. When we finally became computerized, it was the AS/400 and we had one computer for the whole department at first. After the AS/400, we upgraded to an Oracle system, and finally, now, to NAV.

Today everything is electronic and we are completely paperless. Orders get emailed and are acknowledged almost immediately. Back when I started it took about two weeks for us to receive an acknowledgement card in the mail, which we attached to our orders and requested to have returned.

When I started we had just gotten a fax machine and were amazed that we could send a piece of paper through this machine and a copy would come out in another location. It was how we communicated with our warehouse.

In 1983 the warehouse would hand write on a sheet of paper all the receipts that they logged in that day. At the end of the day, or the next morning, they fax that sheet to us. Part of my job was to manually write up every receipt as individual “warehouse tickets” (we had special pads made for this purpose) so that we could attach each warehouse ticket to the appropriate order. Special hand-written notes were made in the files to keep track of order status.

When it was time to ship, we would go through every folder for every order and physically pull documents to add to our shipment. The warehouse tickets would all be in a pile and the pertinent receipt information from each warehouse ticket was typed on a shipment list. We would partner up and double-check that we typed the list correctly—one person would check the list while the other read the receipt information from the warehouse tickets. The totals from the vendor invoices would also have to be manually added using an adding machine (twice to verify accuracy). For a large shipment, this whole process could sometimes take up to a week.

Now the warehouse logs in freight directly into NAV and our account reps can see what’s arrived in real time. With NAV, most of the work is already compiled in the computer ahead of shipping. Depending on the size of the shipment, preparation can take anywhere from a half hour up to a day, unless there are special paperwork requirements, which may take a little longer.

How many different schools have you worked with through the years? Are there any standout stories?
At one point, I know we were handling around 200 schools. I honestly can’t say how many schools we’ve handled since I started. Some have left our service and come back a few years later. Some schools have closed, many more have opened. There have been hundreds of schools that we’ve handled over the years.

We’ve ordered lots of items over the years, but the ones I remember are the ones with great stories behind them. One that always stands out for me is the time we had to order a school van for a school in Taipei. It had to be driven into the container and it was a close fit. The only person who was thin enough to be able to get out was Art Flowers (who later became our warehouse manager for several years). As thin as he was, the only way he could get out of the van was to crawl out the window, climb off the top of the van and slide himself out of the container.

There was another order I’ll never forget. One of our schools had ordered frogs, but we thought they were preserved frogs for dissection. Instead we received LIVE frogs. Our warehouse manager (Don Kramer at the time) called
TOP TEN TIPS FORLANDING AN INTERNATIONALSCHOOL TEACHING POSITION

(continued from page 10)

recruiter’s mouth if you ever do want to apply for a position that is a better fit.

Nailing the Interview

4. Know what you believe in. Be clear about your educational guiding principles, what you use to inform the moves you make in your classroom and guide conversations with kids and interactions with colleagues and parents. If your philosophy and the school’s aren’t a good match, better to let that be known upfront and not get the job, than to fake it and be miserable once you arrive in your new country.

5. Prepare. Anyone can regurgitate theory, or, conversely, talk about what they did that was cool, but recruiters are looking for someone who can take theory and turn it into action! Give specific examples of the amazing work you do in your classroom AND tie it back to the theory that informs it.

6. Prepare more. You can’t anticipate specific questions, but you can anticipate themes. Find five or six examples from your experience that you think highlight your skills in a variety of areas like differentiation, establishing relationships, assessment, etc. Know the details of those examples, and what they say about theory and your approach to teaching. Practice! If you have a few things you really want the interviewer to know, make sure you’ve said those phrases out loud a few times so you aren’t stumbling for words when you are nervous.

7. The one-way video interview. Yes, it’s a thing. It’s awkward. And more schools are using it, so get used to the idea. You’ll get an email prompting you to record your responses to a handful of questions. We use it to sift a candidate pool from a dozen who seem to be a good fit, to a final few who will get an in-person interview. Honesty really plays well in these settings—if you feel awkward, mention it! Calling it out will actually calm you down. If you’re given two minutes for an answer, be sure your answer isn’t less than one. If you can’t talk about something educational for the time allowed, it will appear you don’t have the depth of experience and knowledge to draw from. You’ll have a bit of time to plan for each answer, so make quick notes and refer to them. Be sure you are answering the question asked. Don’t leave anything on the table or unsaid—the video may be your only opportunity to impress.

8. Skype: The new job fair. Since a lot of international school interviews no longer take place in the calm, common confines of a hotel room, a new variable has been added: setting. Choose the location for your Skype carefully. You don’t want anything in the background to distract the recruiter from what you’re saying or to raise any questions unrelated to you as an educator. Elevate the laptop so it’s at eye level. You don’t want the recruiter to look up your nose the entire time. Be sure the background is clear and not distracting. We’ve seen it all in the background: dirty clothes, half-finished renovation projects, naked dressing mannequins, distracting artwork. If you talk with your hands, be sure to keep them down (the elevated laptop will help with this) or they will appear to be massive if they pop up between you and the laptop. Center yourself on the laptop. Adjust the lighting, adding a lamp if you are hiding out in your dark basement. And make sure that your house is quiet—while your kids are adorable, having them run into the interview in their pajamas won’t help you focus on the task at hand. If it happens, acknowledge it and try to refocus. Establish ahead of time what you’ll do if the internet (yours or the recruiter’s) isn’t working properly. Send your phone number to the recruiter just in case. Also, be ready five minutes early, and don’t lose your mind if the recruiter is five minutes late. School administrators have unpredictable days, and you don’t know what might have popped up to delay them. Sending multiple Skype text messages while an administrator is trying to get a distraught teen out of their office won’t make them get to you any faster.

9. Do your homework. Read as much as you can about the school in advance, including checking out their social media presence. Make relevant references to things you learned and themes you noticed from your research during the interview. Be specific if you want to compliment the school’s reputation or programs, as generalities can come off as manipulatively insincere. The interviewers likely know about their school’s strengths and shortcomings and are looking to hire you to help them get better. Highlight those skills you bring that you think they might need.

10. Ask good questions. Having no questions for the recruiter is a red flag. Prepare a few questions that aren’t about salary or benefits. Maybe focus on the school culture, how new teachers are brought into the fold, or challenges the school is facing. Don’t get too far into the weeds; you can always seek out more specifics if you’re offered a position. Having the recruiter explain the structure of the timetable may be interesting to you, but isn’t relevant if you’re not going to be offered the job. You can dig into specifics more with a current teacher or administrator after you have your contract in front of you.

Good luck with your search and have fun in the process!
Every ISS school start-up or management project is assigned a specific ISS Senior Leadership Executive (SLE), who guides the entire project, coaches the head of school, and advises the board. SLEs are experienced former heads of school with extensive knowledge of school governance, teaching and learning, recruitment, accreditation, marketing, finances, and facilities. These are all key functions essential to the development of well-respected, sustainable international schools that achieve growing enrollments, strong student outcomes, healthy teacher retention, and positive financial bottom lines.

PAUL JOHNSON
Paul has served as Senior Leadership Executive overseeing ISS school start-up or re-opening in four different countries. His extensive experience includes 42 years in education—37 of those working internationally. Paul has taught in three countries, and served in school leadership/administrative positions in eight countries. He has his Doctorate in Educational Administration and a Head of School Certification, his Masters in International Human Services Administration and Principal Certification, and a Bachelors in Education and Teaching Certification. Paul also brings significant accreditation experience to ISS, having conducted accreditation visits for MSA and CIS at seven schools, and accreditation self-study for WASC and MSA for four schools. He has also conducted board training for ISS in several countries, helping boards and their school administrators improve their relationship and overall effectiveness.

BRUCE McWILLIAMS
Bruce recently retired as Executive Vice President at ISS and has a proven track record developing and opening new schools. He has been an overseas teacher, principal and head of school in nine countries on four continents. He holds a Bachelor's Degree in Secondary Education, a Master's Degree in Elementary Education and a Master of Business Administration Degree. Steve was recognized as Coach of the Year by the Grand Bahama Amateur Basketball Association, received Recognition for Service to the Community by the Addis Ababa City Administration, and was cited by the Bahamian Ministry of Education for Outstanding Teaching. Steve's wife, Susan, also an international educator, taught at every grade level from PK through 12th.

ROBERT STEARNS
Graduating with an Honours B.Sc. in Biology, Robert began his career as an agricultural researcher studying animal diseases. His drive to share his passion for science and discovery ultimately led him from the laboratory to the classroom. After earning his B.Ed. at Queen's University in Ontario,
AN INTERVIEW WITH VICKI MERLO

(continued from page 14)

What advice would you give to someone who is ordering school supplies for the first time?

International shipping has its challenges, so don’t be afraid to ask questions; no question is a dumb question. Check on the receiving country’s import requirements, because it’s better to know up front if there are items that have restrictions or license requirements for import so there are no surprises when it’s time to ship. Also, plan ahead. A timeline for ordering needs to be established by working backwards. When do you need the goods on site? How long does customs clearance normally take? From there we can determine when the goods need to arrive at the port, transit time, time allowed for consolidation of goods at ISS from the vendors, and finally, when the orders are needed to be emailed to ISS to begin processing.

Anything else you want to share?

One thing that has never changed in all the years I’ve been here is the dedication of the ISS staff. People here really do take pride in what they do and I think that’s why so many people have worked here for many years.

BELOW

MEET THE ISS SENIOR LEADERSHIP EXECUTIVES

(continued from page 16)

LORY THIESSEN

Lory became Senior Leadership Executive, ISS Southeast Asia, in August 2017. Lory received her Master’s degree in Education Administration from the University of Hawaii, and her B.Ed. and B.A. from the University of Saskatchewan. Lory taught in Canada for 10 years, with five of those years in administration. She has been an administrator for all of her 26 years in International Schools in seven different countries. Most recently, Lory served as Director of Schools in Sumatra, Indonesia and Atyrau, Kazakhstan. Lory and her husband Norm Flach are excited about Lory’s new position supervising ISS schools in Southeast Asia. They will be living in their home in Thailand.

STEM & STEAM Solutions

Science, Technology, Engineering, Arts, and Math for Grades K-12

At School Specialty, we’re driven to support your unique vision for STEM and STEAM education and help you inspire students to develop an appreciation for the natural and designed world in which they live.

Providing you the supplies, resources, curriculum and furniture to create safe and innovative learning environments that foster the development of 21st century skills – collaboration, critical thinking, communication, and creativity – and prepare students for the careers of tomorrow.

To learn more, contact your ISS Sales Representative or visit us at www.SchoolSpecialty.com/ISS
Come Teach with Us!
Best Practices, Great Location, Exceptional Kids

- U.S Common Core, standards-based
- Rigorous academics-AP Capstone school
- Research-driven, English immersion and extensive EAL support
- Vibrant co-curricular programs
- Diligent, engaged, involved students
- All expat faculty and administrators
- Purpose-built campus in a picturesque designated ‘green zone’
- Easy access to Hong Kong, Guangzhou and Macau

Contact: Dr. Michael Cyrus, Director
mcyrus@ncpachina.org

Yangon International School

Yangon International School was founded in 2004. Located in Yangon, Myanmar, YIS has grown to a student body of more than 550 students. YIS is a private, college-preparatory school that utilizes an American, standards-based curriculum culminating in an impressive AP program.

Graduates have been admitted to top U.S. and international universities.

Students range from age 3 to 18. They represent more than one dozen nationalities. The school’s mission guides expected student learner outcomes that each individual becomes a lifelong learner who is academically well-prepared, socially responsible, culturally sensitive, and personally fulfilled.

YIS has an additional Early Childhood campus for Pre-School to Grade 2. Ongoing construction will complete an extensive classroom, multipurpose, and common area expansion project.

Teacher housing is completely furnished and within walking distance from the school.

The staff is international, well-qualified, and experienced. Please check the ISS and school website for vacancies.

www.yismyanmar.com/

SHARE YOUR SCHOOL’S STORIES

WINTER 2019 NEWSLINKS
Article Deadline: Dec. 10, 2018
Ad Agreement Due: Dec. 1, 2018

SPRING 2019 NEWSLINKS
Article Deadline: Mar. 19, 2019
Ad Agreement Due: Mar. 14, 2019
Dostyk American International School

DAIS is a family focused school committed to making a difference in the lives of our students as global citizens.

We are inviting teachers who are adventurous, flexible, and tech-savvy to join our team of professionals.

Dostyk American International School is ISS-managed, offering Preschool to Grade Eight, located in Western Kazakhstan with approximately 80 expat students.

Join our team and help students develop into the future leaders of the world.

Contact: Lory Thiessen
Dostyk American International School
TCO, Dostyk Village • 37 Vladimirskaya Street
Atyrau 060011 • Republic of Kazakhstan
Phone 7 7122 209 236 • lthiessen@daiskz.org • www.daiskz.com

- Dedicated - Multi-Talented - Creative - Student-Focused -
Since 1955, International Schools Services (ISS) has met the diverse needs of schools, including recruiting the world’s best educators, providing professional learning opportunities, sourcing essential supplies, stewarding school foundations, and founding and managing student-centered, future-oriented schools.

FOLLOW, SHARE, ENGAGE  ISS.edu  thelevel5.org

@InternationalSchoolsServices  @ISSCommunity  #issedu  @IntlSchoolsSvcs
I have big dreams, let's get started.

RVIS teachers:
- Inspire Compassion
- Love Children
- Engage in Agile Thinking
- Embrace Adventure

CONNECT WITH US
- Twitter: @rvisbh
- Instagram: rvisbh
- Facebook: rvisbh
- LinkedIn: rvisbh
- Phone: +973-1656.5000
- Email: www.rvis.edu.bh
- Email: humanresources@rvis.edu.bh

JUST SOME OF THE REASONS TO ATTEND
Shekou International School

Meet Anna
At SIS since grade 6, Anna has narrowed down her long list of university acceptances and is heading off to the University of Pennsylvania.

Meet Michelle
Seoul National University is in Michelle's future. Good luck to Michelle who has been at SIS since grade 5.

Meet Jaro
Jaro applied to just one school, NYU's Stern School of Business. Jaro, who has been at SIS since grade 6, received early decision.

Learn more about these and other seniors and how SIS has helped them reach their goals. Visit SIS-Shekou.org or call 2669 3669.

See what’s different at
Shekou International School

Join us in building a
Learning Ecosystem
in Shenzhen, China

• The first comprehensive U.S. style dual language immersion school in Southern China for Chinese nationals
• Action research on paradigm shift from results focused learning to process driven learning
• Professional Development, Housing and Relocation Benefits

For Employment Opportunities
Contact:
Ms. Emily Cavn, Director
exams@NCIS-Immersion.org or
hr@NCIS-Immersion.org

Thai Sikh International School
Two campuses, one community, in the heart of Bangkok.

Education for Life.

Please visit us online to watch ISS's latest school renew its 32 year history and re-design its future.

www.facebook.com/TSIS.school/
admissions@thaisikh.ac.th
Dalian American International School and the Huami Academy at DAIS

Nestled in the beautiful Golden Pebble Beach National Resort Area, Dalian American International School provides challenging programs that bridge the educational experiences of both international and Chinese national students.

We are seeking innovative educators to...

Join a culture of professional learning
- Collaborative planning and teaching
- Job-embedded professional development
- Teacher leadership opportunities
- Technologically integrated campus
- Eco-friendly sustainable school

Contribute to a rich and rigorous school program serving 29 nationalities
- Pre-K through Grade 12
- SS managed school
- Accredited by WASC, CIS, NCCT
- Breadth range of IB offerings
- Literacy-based elementary program

DAIS offers a competitive benefits package that includes tax-free salary, newly constructed Western-style housing, annual round trip airfare, medical and dental insurance, professional development stipend, retirement plan and more.

WHERE EVERY LEARNER ACHIEVES

Ambatovy International School is searching for one Early Elementary (either PreK/K or Gr1/2) Teacher for the 2019-2020 school year.

If you have experience at these grade levels and are interested, please contact-
- Brad McClain, Head of School: AIS@ambatovy.mg
- Keith Cincotta, ISS Senior Leadership Executive: keincotta@iss.edu

ISD: Inspire, Succeed, Dream

The International School of Dongguan is an ISS-managed school in southern China conveniently located between the international hubs of Guangzhou and Hong Kong. The school provides a collaborative professional environment for pioneering educators who are passionate about creating an innovative 21st-century program. ISD has established a strong supportive culture of learners and distributed leaders who strive for excellence by applying a continual improvement model. ISD is a member of both ACAMS and EARCOS, is authorized to deliver the IB Diploma Program and is accredited by the Western Association of Schools and Colleges.

Positions anticipated 2019-2020
- Teaching Positions: English Teacher, Lower School, ELL Teachers, MS Humanities Teacher, MS Biology/Chemistry Teacher, IB DP
- Administrative Positions: Secondary School Principal

Each ISD educator has a profound impact on the lives of their students and the school community. We are seeking passionate, qualified and experienced teachers interested in being part of a dynamic setting with substantial opportunities for making their mark. Please forward your resume and current references to Dr. Kelly Kramer, Director (kkramer@isd-dg.org).

Corvus American Academy, a modern, state-of-the-art educational institution, established with the singular mission to impart world-class and holistic education for boys and girls from grades 6 to 12.

Our first-of-its-kind curriculum integrates the Advance Placement (AP) High School Diploma with a rigorous sports program.

Our facilities are designed to create a conducive environment needed to unleash every child’s potential and turn them into Scholar Athletes.

# SCHOLAR ATHLETE

info@corvusamericanacademy.com www.corvusamericanacademy.com

www.corvusamericanacademy.com
In addition to working with more than 500 international schools around the world each year, ISS directly operates and/or owns nearly 20 distinguished international schools. Our family is growing and we are currently partnering with additional emerging schools. ISS is proud of our schools’ strong reputations and even prouder of their successful, globally-minded students who are ready to thrive in universities around the world.

View Our Schools

Ambatovy International School
Toamasina, Madagascar
Middle States Association of Colleges and Schools

Founded in 2011 as an ISS-managed school, Ambatovy International School (AIS) is located in a rural area on the east coast of Madagascar, where it serves children of the sponsoring Ambatovy mining enterprise composed of three companies (Canadian, Japanese, and Korean). AIS capitalizes on both the multi-cultural as well as the intimate nature of its learning community. Within a supportive and inspiring environment, AIS equips students Pre-K to Grade 12 to contribute to the global society. The school’s supportive and inspiring community empowers students to maximize their potential for success. Despite its modest enrollment, AIS provides a remarkably rich academic program supplemented by extracurricular activities.

American English Academy (AEA)
Sofia, Bulgaria
Accreditation International / Middle States Association
http://www.aeasofia.com/

AEA was founded in 1992 to serve the international community in Sofia. Originally a school following a religious curriculum, it now provides a US common core and Advanced Placement program. The school serves a population from over 30 nationalities along with a significant number of host country nationals. AEA is unique in offering a dual-strand program offering both US and Bulgarian curricula, and seeks to prepare students for post-secondary education both within Bulgaria and internationally. It is located on a new, purpose-build campus between Sofia and the mountains. The school is characterized for its caring and supportive community, and the academic success of its students. While not a new school, it is now an ISS managed school undergoing a significant, yet exciting transition.

Cayman International School
Grand Cayman, Cayman Islands
Middle States Association of Colleges and Schools
http://www.caymaninternational.org/

Cayman International School (CIS), purchased by ISS in 2002, serves Nursery to Grade 12 students from more than 30 nationalities. Cayman International School students achieve academic and personal excellence and prepare for higher education within an international environment that inspires learning, character and service. The thirteen-acre campus, including swimming pool, gymnasium, tennis courts, first-rate athletic field, arts venues and state of the art technology, is the finest in the Caribbean. Students in the CIS community are engaged in an exceptional educational experience that prepares them to be 21st century learners, encourages creativity, promotes problem-solving, inspires innovation and instills integrity. CIS is an IB World School, inspiring students to be active contributing members in a global society and advocates for positive social change.

Corvus American Academy Opening September 2019
Maharashta, India
http://corvusamericanacademy.com/

Corvus American Academy, located on the outskirts of Mumbai, is a modern, state-of-the-art educational institution, established with the mission to impart world-class, holistic education and sports skill development for boys and girls from grades 6 to 12. The first-of-its-kind academic program and sport facilities are designed to create the conducive environment needed for the nurturing of Scholar Athletes. With an equal focus on academics and sports, Corvus provides a U.S. accredited academic curriculum taught by international educators, professional level coaching and access to unrivalled facilities for academics, boarding and seven sports (soccer, basketball, tennis, golf, squash, swimming and cricket). The Corvus American Academy not only prepares Scholar Athletes to excel in the sport of their choice but also prepares them to win the ultimate competition of life.
Dalian American International School
Dalian, Liaoning, China
Council of International Schools, Western Association of Schools and Colleges, and the National Center for School Curriculum and Textbook Development (China Government)
http://www.daischina.org/

Since its founding in 2006, Dalian American International School (DAIS) has grown to include students from over 25 nationalities. DAIS provides challenging, collaborative and responsive experiences that engage learners in developing intellect and character. At DAIS, every learner achieves personal excellence and contributes to the global community. In this resource-rich learning environment, all students are afforded the very best in academic and co-curricular programming. These ingredients ensure that DAIS provides challenging, collaborative, and responsive experiences for all learners—students and teachers alike. In 2010, DAIS launched an exciting new high school division, the Huamei Academy, which serves Chinese national students on the same campus in a boarding environment.

Dostyk American International School
Atyrau, Kazakhstan
Middle States Association of Colleges and Schools
http://www.daiskz.com/

Dostyk American International School (DAIS) is a small but vibrant Pre-K to Grade 8 school in western Kazakhstan, serving Chevron families posted to Tengizchevroil in Atyrau, Kazakhstan. With a small student-to-teacher ratio and in partnership with parents, the school motivates and inspires students to become well-rounded, lifelong learners and positive contributors to a global society. DAIS provides an enriched American curriculum with a global perspective. The school's teachers are creative and flexible professionals who work hard to provide an enriched learning environment, where technology is leveraged to enhance student learning and develop problem solving skills. The school facility is modern, resource-filled, and technologically advanced.

Independent Schools Riau
Pekanbaru, Riau, Indonesia
Western Association of Schools and Colleges
http://rumbai.isriau.org/

Independent Schools Riau (ISR) is located in the province of Riau in Sumatra, Indonesia. ISR is a coeducational day school sponsored by Chevron Pacific Indonesia (CPI). Although founded in 1953, ISR is a fairly recent addition to the family of ISS-managed schools. ISR is a diverse community formed by a partnership of students, educators and community members. We empower every student with knowledge, skills and values to adapt and succeed academically, socially and emotionally. ISR inspires, prepares, and challenges our students to live meaningful lives and to make a positive difference as leaders and global citizens. ISR is bustling school community where students, parents, and teachers live, learn, and play together. Living in close proximity, teachers and parents partner to empower students to live meaningful lives and to make a positive difference in tomorrow’s world.

International School of Aruba
ISA is the only school in Aruba to be accredited by both the AdvancEd external review organization, and the Dutch Department of Education.
http://www.isaruba.com/

Founded in 1929, and purchased by ISS in 2004, the International School of Aruba (ISA) has a rich history on this unique and beautiful Caribbean Island. ISA is an educational leader in the region for innovation and applied learning by implementing projects such as the manufacturing of prosthetic limbs for local youth using 3D printers and restoring the reefs of Aruba with the ISA initiated “Scubble Bubbles” foundation. These projects exemplify ISA’s mission for our students to impact our world by learning to apply leadership, character and community service in real life, unpredictable situations. Students transition from a Montessori approach in the Children’s house to an American standards-based curriculum until they earn an accredited High School diploma using Advanced Placement classes that allow students to qualify for university credit while still in high school. Both the 2018 AdvancEd accreditation visit and the 2016 Dutch Education Worldwide Inspection commended ISA both for using current, quality educational practices, developing self-directed independent learners and for our supportive and respectful school environment.
The International School of Dongguan (ISD) is one of the most recently developed schools managed by ISS. Located in Southern China in an urban setting, ISD serves pre-K through Grade 12 students. The mission of the ISD is to provide a comprehensive and challenging academic program, and to enable students to continue their learning with the knowledge, abilities, and understanding gained from their experience living abroad. The school provides a collaborative professional environment for pioneering educators who are passionate about creating an innovative 21st century program. ISD has established a strong supportive culture of learners and distributed leaders who strive for excellence by applying a continual improvement model. ISD is authorized to deliver the International Baccalaureate Program (IB) for students in Grades 11 and 12.

Nansha College Preparatory Academy

Guangzhou, Guangdong, China

Western Association of Schools and Colleges


Founded in 2012, Nansha College Preparatory Academy (NCPA) is the first comprehensive US-style secondary boarding school for Chinese nationals in Southern China. The school is a joint venture of ISS-ULink. NCPA is a learning community that empowers students to achieve academic and social excellence. NCPA offers a college preparatory program that supports students in becoming independent and collaborative learners through active observation, research, negotiation, evaluation and planning. NCPA believes success is defined by strong character based on self-discipline, responsibility, integrity and respect for differences. It combines the best elements of Chinese and Western education with the most innovative education practices of the 21st Century. NCPA has adopted the US Common Core curriculum as well as the Advanced Placement courses of College Board. The centerpiece of school’s curriculum is its unique English immersion program that follows the ISS World Language Initiative (WLI).

NCIC-Immersion School

Shenzhen, Guangdong, China


The school is a joint venture of ISS-ULink. NCIC-Immersion provides a holistic education that balances social, emotional, academic and physical success through a challenging and progressive learner-centered program. We seek to nurture our learners to become skilled negotiators, collaborators, inquirers, and complex thinkers in a changing world. Located in Shenzhen, China, the NCIC-Immersion School is providing a Kindergarten to Grade 2 lower elementary program in its founding year. Additional grade levels will be added in subsequent years through Grade 8. NCIC-Immersion will use a standard-based curriculum, adopting the Common Core States Standards for its framework. The school promotes a dual language immersion model based on current language research and is committed to action research as part of the ISS World Language Initiative for English as an Additional Language (EAL).
Yangon International School

Established in 2004, Yangon International School (YIS) is an ISS-managed college preparatory school serving grades PreK-12. The school seeks to foster the development of the whole child as a participating global citizen and lifelong learner: one who is academically well prepared, socially responsible, culturally sensitive, and personally fulfilled. YIS promotes a well-rounded educational program of academics, activities, and athletics. The YIS school program is based on academic excellence, social responsibility, cultural sensitivity, and personal fulfillment. YIS offers a US standards-based curriculum with Advanced Placement courses available at the high school level. In addition, the school offers a program in local Myanmar culture and language and encourages members of the community to share national customs and traditions from around the world.

Shekou International School

Through its association with ISS over the past two decades, Shekou International School (SIS) has grown from a small school to a true ‘ISS School of the Future!’ SIS provides a rigorous education in a caring community and inspires its students to become principled, innovative contributors in a transforming world. Key features of SIS programs are a focus on standards-based learning and reporting, cutting edge eLearning, literacy (employing the Columbia Teacher’s College model), and strong learning experiences for EAL students. The Early Childhood Learning Center, Elementary School, Middle School, High School, and the Section Française programs contribute to the school’s reputation as a leader in international education. A rich mix of academics, athletics, and activities, delivered by a world-class faculty, ensures maximum learning for students.

Thai Sikh International School

Thai Sikh International School was founded in 1985 by the Thai Sikh Foundation, a registered body under the Royal Thai Government. It is a charitable and non-profit making institution. Thai Sikh International School has a campus of 13 acres in Bangkok city. The school is accredited by the Council of International Schools (CIS). This non-profit organization is located in two locations. The elementary school is located in the heart of the city while the middle and high school campus is at eastern edge of Bangkok city on the Bangna campus. The Middle School, High School and Advanced Level Programmes are structured on the strong International Foundations of the Cambridge Syllabus; and these are further enriched by the unique Total Student Development Programme (TSDP) and Co-Curricular Activities (CCA) which transform our students into world class citizens. In order to facilitate the education and total development of the student, TSIS offers extensive sports and recreational facilities.

Riffa Views International School

Founded in 2005, the intention behind Riffa Views International School (RVIS) has always been to ensure that Bahrain’s time-honored values and traditions are blended with the best curricular practices from around the world. RVIS is a non-profit, college preparatory school committed to implementing the best educational practices from around the world, while being sensitive to local cultural values. Every student at RVIS learns the Arabic language in a manner appropriate to their heritage and background. The RVIS college preparatory program actively engages every student in academics, athletics and the fine arts. The latest in educational technology is at the fingertips of all students, at all times, in all classrooms. Riffa Views International School prides itself on being authorized by the IB organization to offer the International Baccalaureate Diploma Program.
International Mindedness with a Bulgarian Heart

Accredited American International School | PreK-Grade 12 | Two Streams: International and Dual Language Programs

www.isaruba.com

ISA students will impact our world by learning to apply leadership, character and community service in real life, unpredictable situations.

International School of Beihai
Beihai City, Guangxi, China

The International School of Beihai (ISB) is a co-educational, non-sectarian Grade 1 through 8 school, established through a joint partnership of multinational Stora Enso and International Schools Services. It provides a quality, college preparatory educational program through an international curriculum employing highly effective teaching strategies. ISB endeavors to provide each student the opportunity to achieve his or her personal best within an international educational environment that encourages and inspires leadership, character and community service while embracing cultural diversity. ISB teachers guide inquiry-based, student-driven learning, and nurture our students to achieve their personal best. The ISB curriculum, modeled on the Primary Years Program (PYP) of the International Baccalaureate, supports students’ successful transition to other international schools or back to their home country. ISB inspires its students to explore and embrace their international experience as they develop academic skills and a global perspective.

Cayman International School
#cisinspires
BASIS International Schools

Embark on a career with one of the highest performing academic networks in the world

What makes a career with us different?

Freedom & Flexibility in Teaching
Our teachers are trusted with the flexibility they need to maximize student engagement. Share your passion how you see fit, and bring new ideas and content into the classroom.

Successful & Growing Network
As a BASIS Curriculum Schools teacher, you are a part of a successful and growing global network of schools. This means opportunities for career growth and advancement as we bring the BASIS Curriculum to new locations around the world.

Academic Culture
The BASIS Curriculum is rigorous and demanding. We foster a system of high expectations as we raise the bar in international education.

6 International Schools
• BASIS International School Shenzhen
• BASIS International School Guangzhou
• BASIS International School Hangzhou
• BASIS International School Park Lane Harbour
• BASIS International School Nanjing (opening 2019)
• BASIS International School Bangkok (opening 2019)

Career Opportunities available for Education Professionals committed to fostering an exceptional learning environment, in the roles of:
• Early Education
• Primary Teaching
• Secondary Teaching
• School Leadership
• Dean of Students
• ELL Specialists

Learn more at our careers website
Jobs.basisinternationalschools.com | Careers@basisinternationalschools.com
Seoul International School is a Pre-K–12 co-educational college preparatory school offering an American curriculum to 840 students. SIS was the first international school licensed by the Republic of Korea and is fully accredited by WASC. We offer a rigorous academic program with an AP focus at the high school level and a robust curriculum at both the elementary and middle school levels. The school provides faculty with modern furnished apartments within a 5 to 10 minute walk to the school as well as an excellent salary and benefits package.

Please check our website www.siskorea.org under “Employer” for job listings.

“Seoul International School develops inquisitive, independent thinkers and collaborative learners, who acquire the essential knowledge necessary to be caring and creative contributors to the world around them.”

Michael Colaianni, Director of School
Seoul International School
Songpa P.O. Box 47, Seoul, Korea 05661
Tel: (82-31) 750-1325
Fax: (82-31) 759-5133
Email: colaiannim@siskorea.org
Visit our website: www.siskorea.org

LEVEL 5, China invites you to come expand your professional learning horizons alongside other educators, students, and the wider community.

Learn more and register for events at thelevels5.org/china

LEVEL 5, Bahrain is opening to you in early 2019! This agile space will host innovative learning events for the Gulf region.

Follow progress and tell us what you want to see at thelevels5.org/bahrain

LEVEL 5, China upcoming events:
WOMEN IN LEADERSHIP
November 24-25, 2018

INCLUSIVE LEARNING: EMPOWERING ALL LEARNERS TO SHINE
December 1-2, 2018

SERVICE SUMMIT
January 12-13, 2019

BUILDING COMMUNITY THROUGH STORYTELLING
January 19-20, 2019

EMAIL YOUR RESUME: resumes@wayamericanschools.com
WAY AMERICAN SCHOOLS
www.wayamericanschools.com
AIS, located in Mandalay, Myanmar, is fully accredited by WASC. We follow a US-based curriculum and serve students between the ages of 3 and 18 in a college-preparatory program. 100% of our graduates have been accepted into Western (mostly US) colleges.

We seek teachers with positive attitudes and healthy lifestyles for all grade levels.

Contact Dr. Gary Robson, Head of School, at gary.robson@ais.edu.mm
The American School of Kuwait seeks enthusiastic, dedicated, and passionate educators who will play an integral role in fostering excellence and a sense of community within a student-centered learning environment.

The American School of Kuwait enrolls close to 2070 students in a large PreK-12 tri-campus facility complete with 135 classrooms, first-class library/media centers, recreational areas, including an indoor pool, a fitness center, gymnasiums, and a large multipurpose auditorium. Our commitment is to provide a rigorous education, while promoting high standards in an English language preparatory school. We prepare our multi-national student population for success in the best American and world-wide universities.

The American School of Kuwait offers a generous salary and benefits package, including furnished two or three bedroom apartments. The American School of Kuwait is anticipating vacancies in a number of areas for the 2019–2020 school year. Certified applicants with preference of two years teaching experience, willing to sign a two year contract, please send a resume, a current photo, letters of recommendation, credentials, and two current references to:

Rebecca Ness, Superintendent
The American School of Kuwait
P.O. Box 6735 Hawalli, Kuwait 32042
Tel: (965) 2265 5172
Fax: (965) 2265 0438
E-mail: ask@ask.edu.kw

To learn about ASK, we welcome you to visit our home page: http://www.ask.edu.kw and/or contact us by e-mail: ask@ask.edu.kw
Come Teach with Us and Impact the Future!

www.QSI.org
teach@qsi.org

One of the World’s Largest Families of International Schools!
37 Schools in 31 Countries