Coming Together
By John Burns
ISS Chief Innovation Officer

If 2020 has a theme for schools, it’s that in every crisis there’s an opportunity. In the face of significant adversity, international schools have risen to the challenge and rapidly developed fluid modes of online learning to support their respective communities. We’ve seen educators reimagining their craft, students demonstrating incredible resilience and flexibility as they engage with this ‘new normal’, and parents working with schools as true partners in learning often under trying circumstances. But perhaps what has been most striking during this time has been the ignition of a global, grassroots commitment to educational transparency, co-creation of content, support and empathy like we’ve never seen before.

In less than 24 hours of schools moving to online learning, educators immediately began sharing resources to support not only their own communities but others around the world. Twitter chats, WeChat groups, FaceBook pages, shared Google drives and more sprung into existence with a plethora of content being shared, modified and republished for the benefit of all. Nothing was too sacred, too secret, or too wrapped in IP to be opened to the world. Policy documents, communication plans, parent guidelines, contemporary pedagogies, scheduling samples, early years strategies, online platforms, technical tips and more were all shared freely and openly. Even mentorship groups formed with those at the coalface of significant change making time to provide insights and strategies to those yet to begin. Educators worldwide were collaborating and sharing in unprecedented ways, fanned by a true sense of what was right and beneficial for the global community. And at the heart of every decision, every milestone, every reflection, was a laserlike focus on empathy, wellness, and support for those in their care.

Online Learning at Shekou International School #sisrocks

“How might we make life easier for working parents?” “What are we doing to ensure students aren’t overwhelmed?” “How are we keeping our teachers connected and supported?” These questions were met with solutions faster than they could arise. Online meetings were activated to ensure face-to-face connections were maintained, passion based projects sprung up to increase students’ engagement and sense of connection, and parents working with schools as true partners in learning often under trying circumstances. But perhaps what has been most striking during this time has been the ignition of a global, grassroots commitment to educational transparency, co-creation of content, support and empathy like we’ve never seen before.

In less than 24 hours of schools moving to online learning, educators immediately began sharing resources to support not only their own communities but others around the world. Twitter chats, WeChat groups, FaceBook pages, shared Google drives and more sprung into existence with a plethora of content being shared, modified and republished for the benefit of all. Nothing was too sacred, too secret, or too wrapped in IP to be opened to the world. Policy documents, communication plans, parent guidelines, contemporary pedagogies, scheduling samples, early years strategies, online platforms, technical tips and more were all shared freely and openly. Even mentorship groups formed with those at the coalface of significant change making time to provide insights and strategies to those yet to begin. Educators worldwide were collaborating and sharing in unprecedented ways, fanned by a true sense of what was right and beneficial for the global community. And at the heart of every decision, every milestone, every reflection, was a laserlike focus on empathy, wellness, and support for those in their care.

Resources Available for Online Learning
By ISS Communications Team

To support K–12 schools during their switch to 100% online learning environment, ISS has created this curated list of online resources in regards to policy, technical operations, teaching and learning a communication wellness.

In addition, a new free webinar series has been launched, Educators Supporting Educators: Transitions to Online Learning, where ISS brings together educators who can share their insights and experiences as they have adapted their classroom teaching to new learning environments.

Learn More: iss.edu/Online-Learning

Reflections
By Laura Benson
ISS Director of Curriculum and Professional Development

In times of big feelings, especially the heavy hearted kind, especially when wounded and confused, especially now, I turn to poetry as a reader and as a writer, too. I often turn to the poetry of Georgia Heard, Ralph Fletcher, Mary Oliver, Billy Collins, and Sara Holbrook, Jane Yolen, Kwame Alexander, Michael Salingar, Gary Soto, Derek Walcott, and my own Naomi Shihab Nye. And Nikki Giovanni, Amy VanDerwater, Lee Bennet Hopkins, Eloise Greenfield, Nikki Grimes, and Kristin O’Connell George at these times of distress finding wisdom in their words and often joy, too. There is another poet I often lean on. A poet whose words I seem to recite to myself constantly now to find my way from fear to peace...or at least to soothing meditation—Maya Angelou.

Thinking about the educators I work and learn from, I keep returning to Ms. Maya’s Still I Rise. Finding out that as they would have to create whole new learning journeys for their students by moving to online instruction platforms, educators from every inch of the globe swiftly and lovingly rose up to these shocking and daunting challenges. So many times over the last nine weeks, teachers and administrators around the world had to make these changes with just hours of notice and often no time or opportunity to say goodbye to students or one another really. Families are charting new sojourns, too, in shepherding their children’s learning while working to hold onto to their own jobs or losing their work all together from a stealth vicious ghost called COVID-19.

Like many of you, as a writing teacher I share mentor texts with growing writers to study, reveal, and explore writing ideas, techniques, and possibilities. So, in complete and humble honor of my mentor Maya Angelou, I built this gratitude, Still We Rise, from her giant words to say thank you to all educators and every school community around the world. I love you, believe in you, and respect you with all my heart.

(continued on page 2)
My yoga teacher began an online class in late March with a quote by philosopher and anti-war activist Rosa Luxemburg (1871–1919): “We will be victorious, if we don’t forget to learn.” This quote is certainly relevant today as we continue to adapt around the world to the considerable changes caused by the global pandemic.

Amidst all the suffering are rays of hope as this crisis illuminates many of humanity’s best instincts—our desire to connect, to collaborate, to be of service, and to learn. While I know that there are many lessons that we have all learned from this pandemic and from teaching online, there are four principles that I would highlight. These principles are not new, but I believe our current circumstances have underscored their importance and their power.

COLLABORATION—It has been inspiring to see so many educators generously share their experiences and expertise as the coronavirus and online learning has spread around the world. While in recent years, many educators have used social media to de-privatize their practice and open their classrooms up to the world, the scale and scope of that collaboration has increased multifold as teachers share materials, advice, and encouragement in unprecedented numbers.

PERSONALIZATION—As they went online, most schools and educators quickly discovered that trying to recreate traditional schooling didn’t work particularly well. Instead, many settled on a combination of flexible, asynchronous lessons that could be tailored to each child’s particular interests and context and interspersed with opportunities where possible to synchronously connect to classmates and teachers. This need to personalize learning has been particularly essential in international schools with students and faculty sometimes spread across multiple time zones and locations.

AUTHENTICITY—Some of the most effective online classes I’ve seen have focused on questions on the top of students’ minds. What does it mean to flatten the curve? How can I express what I’m feeling through art? What is a virus? How is what we’re experiencing similar and different to the situation in this book? Why is hand washing effective? Particularly enduring I suspect are those online learning opportunities that have enabled students not just to learn about, but also, in ways small and large, to address the situation: the drawings and thank you notes sent to first responders, the care packages for quarantined teachers, the hand-sewn masks, the student-designed public service announcements, the 3D-printed face shields for health care workers. Students thrive when they know that what they’re learning and producing is relevant, consequential, and benefits others.

ENGAGEMENT—Effective online learning, particularly for younger students, has required significant assistance from families. While most schools, even before the pandemic, welcomed parental engagement, seldom have parents been so intimately involved in teaching and learning. Parents have also played an important role in maintaining a strong sense of community, including for teachers as they endure uncertainty, quarantines and illness, often far away from home, and sometimes in countries in which they don’t speak the native language.

Once this pandemic abates and teachers and students return to their classrooms, we will be victorious, if we don’t forget what we’ve learned. We will be victorious, if we don’t shut our classroom doors, but rather continue to see ourselves as part of a collaborative, global learning community.

We will be victorious, if we adopt the best of online learning to our face-to-face, in-person instruction, and find ways to personalize learning by giving students more choice and voice in what and how they learn.

We will be victorious, if we help students authentically connect what they’re learning in school to the broader world by addressing issues that matter to them and enabling them to apply what they’re learning to benefit others.

We will be victorious, if we see parents as educational partners and find ways to continue to genuinely engage them in their children’s learning.

We will be victorious, if we take the lessons we’ve learned through weeks and months of online learning and use those lessons to make schools more collaborative, personalized, authentic and engaging places for students, faculty, staff and parents. May we not forget to learn.

Reflections (continued from page 1)

Enjoy this poem from Laura Benson (March 24, 2020)

Still We Rise

We are no longer in our classrooms nested in our schools.
A virus crept into our land threatening health and hope.
We are now dispersed.
Still we rise.

We were told to move from in person learning and teaching to online studies.
We set up new connections and dove into platforms.
Still we rise.

We find ways to capture and nurture the community we spent months growing with our students.
A new normal born from necessity and courage, too.
Still we rise.

We take on teaching our students and have our own children’s learning to shepherd and guide.
Still we rise.

We have sick relatives needing our company and care, calls from our worried parents and aunts imploring us to return to our other country home.
And sit with no flights or no funds to get back.
Still we rise.

Some of us come home or take safe haven refuge to be spit at like lepers as if the virus came with us or was because of us.
Still we rise.

We soothe fears with the grounding of morning meetings, personal messages of care at 2:00 AM, and even crazy hair day traditions complete with virtual disco dancing parties.
Still we rise.

We reach out to each other building groups of sharing and innovation.
One week 200 people and the next we are over 100,000 souls!
Still we rise.

We are no longer in our classrooms nested in our schools.
We are one school all over the world loving and learning with our children and with one another.
Still We Rise.
Still We Rise.
We Rise.

Still We Rise.
With 300 face shields already fabricated through 3D printing, Pieter Verduijn, Makerspace and Technology teacher at ISS school International School of Aruba (ISA), has shown what innovation and generosity look like in times of adversity. As Dennis Willeford, Head of School at ISA, writes “Pretty cool that ISA is having a direct impact helping with the crisis here. Pieter is trying to help prepare for the wave. He is donating his time and ISA is donating the materials. We are all grateful.”

Learn more from Pieter about the collaborative shield-printing initiative, how students have responded, and his thoughts for other educators in these times.

How did the initiative begin?
A friend of mine who is a house doctor asked me if I could make her a face shield to keep her safe. I asked her how many she wanted and started 3D printing right away. The people from the Makerspace of the local library asked me if I could help them out too, so we decided to join forces. Right now, we are making face shields for the whole health care system of Aruba. We’ve fabricated 300 face shields already together.

Please tell us more about the project.
The face shields are an idea from Jozef Prusa, a 3D printing icon from Czechia. He already used his company to provide many for the Czechian Healthcare system, and he provided the files online so that everyone could print them. When my house doctor friend asked me if I knew how to print these designs, it was an easy job for me to pick up. However, I needed to use the printers from school, and it was already closed because of the virus. I asked the Head of School, Dennis Willeford, if I could take the printers and the filament home to commit to flexibility and understanding during a period of significant change for families.

Perhaps, more than ever we are living and breathing the essential skills and dispositions we know are critical for students to develop. The capacity to deal with ambiguity, co-create asynchronously, demonstrate empathy, reflect on failure and truly innovate are being embraced by educators in every single day. And while it can often feel overwhelming to develop these experiences at the same time as delivering them, at no stage have schools shirked their responsibility or backed down from the challenge. If anything it has been the opposite. Educators have embraced a “whatever it takes” attitude and embodied the mantra that “there’s always a way”. We are witnessing something very special. What was once a sense of collegiality between our institutions has now spun into a global movement focused on transparency and collaboration that has never been seen before. There has been no organiser, no one person, and no one school that has driven this change. Instead, a spark that started with schools in China has ignited a flame around the world.

While it is difficult to predict what the future holds we can take the opportunity to reflect, and in particular, recognise the many great achievements to date. The international school community has led a charge of monumental scale that is now informing governments and educational jurisdictions around the world. They’ve challenged the very essence of how schools operate and brought into existence new innovations and practices that will evolve for years to come. So it’s important that all of us take a moment to reflect on the significance of this period because, if there is one prediction about the future we can make, it’s that “school” will never quite be the same again.

If you’d like to learn more about about global efforts in regards to online learning please see ISS’s curated snapshot here: iss.edu/Online-Learning (continued on page 16)
New Facilities Design Guide Available for School Leaders

By Dr. Dick Moore, ISS Vice President, and Yael Cass, ISS Senior Leadership Executive

Have you ever wondered why school construction projects don’t come with instruction manuals?

In response to that same question, ISS is pleased to announce that it is publishing a Facilities Design Guide for Heads of Schools, School Owners, Architects and Project Managers. This idea was the brainchild of Dr. Dick Moore who undertook the initiative shortly after beginning his new role as ISS Vice President School Start-Up and Management. With a background in engineering, project management, and school administration, Dr. Moore found himself committed to developing a comprehensive facilities design and construction guide and making it readily available to the international school community.

ISS Senior Leadership Executive for Operations and Facilities Management, Yael Cass, later joined Dr. Moore as co-author of the guide. Her experience as a design architect and international school administrator has complimented Dr. Moore’s experience and expertise.

The Facilities Design Guide will enable school leaders to acquire relevant knowledge and gain confidence before diving or being thrown into capital investment projects. Ms. Cass explained that “a better understanding of the international school design and construction process enhances a Head of School’s ability to ask the right questions, minimize mistakes and minimize disruptions to the school community.” Understanding the magnitude and complexity of design and construction may eliminate some of the risks associated with capital projects, such as choosing the right professionals, approving contracts, initiating bidding processes, procurements and complying with building standards and zoning requirements.

The guide will help school leaders understand and navigate the procedures and processes construction entails in general. It will provide specifics about the ways leaders can make the process smoother from conception through occupancy for the school’s staff, students and school community as a whole.

The Facilities Design Guide is divided into three mini-guides, each addressing a distinct group of stakeholders. The first mini-guide is devoted to school leaders - school owners and heads of school. It covers useful information from project inception to building operations, synthesizing the knowledge and experience gained by ISS’s many years of building and operating schools. The School Leaders mini-guide dives deep into the stages of design and construction and provides extensive information about educational specifications. It also contains explanations and suggestions on project personnel roles and responsibilities, best practices for risk management, communications and project management, recruiting construction professionals and initiating bid processes.

The second mini-guide was created with construction professionals in mind: architects, engineers, project managers and other specialist consultants. This Design-Construction Guide includes more technical information and data, and it deals less with the construction process rather the education philosophy and the link between pedagogy and facilities. It also encompasses more detailed educational specifications and standards.

The third mini-guide is an expansive glossary with terms, references, links, measurements and other relevant information.

Construction and renovation projects are complex, expensive, and require a solid knowledge base. ISS is on a mission to provide school leaders with the tools and training to successfully address the challenge of school operations, facilities management, project planning and school construction. The Guide will be published in Summer 2020.

The ISS Facilities Design Guide is the foundation for a series of professional development opportunities available to current or aspiring Heads of School and facilities management professionals beginning with the 2020/2021 school year. In an effort to assist Heads of School and school owners to create a safe learning environment, ISS is developing school operations and facility management tools and audits in order to improve efficiency and effectiveness and reduce risks. The audits are designed to identify needs and to provide schools with the right tools to improve their operational systems, followed by comprehensive, tailored training programs to address gaps and enhance the knowledge and capabilities of the school’s operations and support staff.

Dr. Moore explained “we are excited about what these new innovative services can do for the international school community. We encourage and welcome you to watch this space, social and professional media and the ISS website for announcements on the availabilities of these services as they come online.”

Authors

DR. DICK MOORE
ISS Vice President
School Start-Up & Management

Dick has amassed 18 years of experience in international school administration before coming to ISS. His overseas career took him to Singapore, Pakistan, South Africa, India, and most recently southern China where he was the Head of Nansha College Preparatory Academy. Prior to working overseas, Dr. Moore was the Director of Capital Projects in one of the fastest growing communities in the State of Washington. Dr. Moore received a Bachelor’s degree in Civil Engineering from Washington State University, a Master’s degree of Public Administration, and a Doctorate in Curriculum and Instruction from Seattle Pacific University.

YAELE CASS
ISS Senior Leadership Executive
Operations & Facility Management

Yael Cass has over 17 years of management and leadership experience in both the business and the non-for-profit sectors. Ms. Cass has served as a school board member and Vice Principal in Ethiopia and a accreditation team member for Middle States Association of Schools and Colleges. Ms. Cass is currently co-authoring the ISS Facilities Design Guide and developing Facilities and developing courses in school operations and leadership. She holds a Diploma in Architecture and is currently completing her PhD in Built Environment and Project Planning at the Royal Melbourne Institute of Technology.
Seeking Great Teachers for Our Great Students

Interview this summer with QSI for 2021-2022
www.QSI.org teach@qsi.org

One of the World's Largest Families of International Schools!
37 Schools in 31 Countries
STEPPING TOWARDS A SUSTAINABLE FUTURE

23% of our daily power from 958 solar panels
LED bulbs in 93% of all classrooms
15% Less Power Consumption

Energy

Waste

Paper cups per year
Since the 2018 student-led plastic ban, we have saved...

Water

Rainwater used per year for horticulture
Treated sewage water repurposed for flushing and gardening
80%
Pacific Prime Simplifying Insurance Case Overview for International Schools

As an established insurance specialist for over 150 international schools and their staff across multiple countries, Pacific Prime provides clients with health concierge services that go far beyond what traditional insurance policy brokers offer. Today, we are sharing a real-life example on how insurance can protect educational institutions as well as their most valuable asset, their staff.

A teacher at an international school in China was heartbroken when she found out that her infant was suffering from hearing loss, and that the treatment would cost her as much as RMB 500,000, even though her school provided employer-sponsored insurance.

The school wanted the insurer to cover the costs, so after presenting different options and its effects on the school, we went on to negotiate and made an agreement topped with a treatment guarantee. We also assisted the teacher in finding a specialist facility in her home country for her newborn to receive the treatment.

Pacific Prime is a leading international employee benefits brokerage with offices across the globe, please visit https://www.pacificprime.com/ipp-iss/ to find out more about how we can help your school and faculty members.
At the February 2020 AAIE Conversation, ISS had the honor of sponsoring keynote speaker Firoozeh Dumas, a New York Times bestselling author, Thurber Prize for American Humor finalist, and Spirit of America Awards recipient. “My stories are about being an outsider,” Firoozeh explained, “and who has not experienced that?” With a multicultural lens and knack for expressing the joys and quirks of shared humanity, Firoozeh’s books are already used in classrooms around the world. We are excited to share her writings with the international education community, especially seeing how her drive for embracing diversity and inclusion resonates with global citizens of all ages and backgrounds.

As a young elementary student in 1972, Firoozeh moved with her family from Iran to Southern California. In 2001, with no prior writing experience, Firoozeh decided to recount her stories as an Iranian immigrant in America as a gift for her children. These stories developed into the memoir Funny in Farsi, published in 2003 and featured on the San Francisco Chronicle, Los Angeles Times, and New York Times bestseller lists. It has also become a beloved part of middle and high school curriculums worldwide. Firoozeh’s published another best-selling memoir, Laughing Without an Accent, in 2008. In 2016, she released her first book of children’s historical fiction for elementary and middle school students, It Ain’t So Awful, Falafel.

During her AAIE keynote, Firoozeh celebrated how “everybody has a story to tell, and everyone’s story counts.” In that spirit, we’re sharing an excerpt from her debut novel Funny in Farsi. Adapted from the chapter Hotdogs and Wild Geese, this section is just one of many memories that humorously and poignantly capture what it feels like to be a child (or adult) navigating multiple cultures, languages, and expectations.

An excerpt from Funny in Farsi, by Firoozeh Dumas, shared with permission Published 2003, Random House

My mother soon decided that the easiest way for her to communicate with Americans was to use me as an interpreter. My brother Farshid, with his schedule full of soccer, wrestling, and karate, was too busy to be recruited for this dubious honor. At an age when most parents are guiding their kids toward independence, my mother was hanging on to me for dear life. I had to accompany her to the grocery store, the hairdresser, the doctor, and every place else that a kid wouldn’t want to go.

My reward for doing this was the constant praise of every American we encountered. Hearing a seven-year-old translate Persian into English and vice versa made quite an impression on everyone. People lavished compliments on me. “You must be very, very smart, a genius maybe.” I always responded by assuring them that if they ever moved to another country, they, too, would learn the language. (What I wanted to say was that I wished I could be at home watching The Brady Bunch instead of translating the qualities of various facial moisturizers.) My mother had her own response to the compliments: “Americans are easily impressed.”

I always encouraged my mother to learn English, but her talents lay elsewhere. Since she had never learned English in school, she had no idea of its grammar. She would speak entire paragraphs without using any verbs. She referred to everyone and everything as “it,” leaving the listener wondering whether she was talking about her husband or the kitchen table. Even if she did speak a sentence more or less correctly, her accent made it incomprehensible. “W” and “th” gave her the most difficulty. As if God were playing a linguistic joke on us, we lived in “Vee-tee-er (Whittier),” we shopped at “Veetvood” (Whitwood) Plaza, I attended “Leffingwell” School, and our neighbor was none other than “Valter Villiams.”

Despite little progress on my mother’s part, I continually encouraged her. Rather than teach her English vocabulary and grammar, I eventually decided to teach her entire sentences to repeat. I assumed that once she got used to speaking correctly, I could be removed, like training wheels, and she would continue coasting. I was wrong.

Noticing some insects in our house one day, my mother asked me to call the exterminator. I looked up the number, then told my mother to call and say, “We have silverfish in our house.” My mother grumbled, dialed the number, and said, “Please come right a–vay. Golfeesah all over dee house.” The exterminator told her he’d be over as soon as he found his fishing pole.

A few weeks later, our washing machine broke. A repairman was summoned and the leaky pipe was quickly replaced. My mother wanted to know how to remove the black stain left by the leak. “Y’all are gonna hafta use some elbow grease,” he said. I thanked him and paid him and walked with my mother to the hardware store. After searching fruitlessly for elbow grease, I asked the sales clerk for help. “It removes stains,” I added. The manager was called.

Once the manager finished laughing, he gave us the disappointing explanation. My mother and I walked home empty-handed. That, I later learned, is what Americans call a wild-goose chase. Now that my parents have lived in America for thirty years, their English has improved somewhat, but not as much as one would hope. It’s not entirely their fault. English is a confusing language. When my father paid his friend’s daughter the compliment of calling her homely, he meant she would be a great housewife. When he complained about horny drivers, he was referring to their tendency to honk. And my parents still don’t understand why teenagers want to be cool so they can be hot.

I no longer encourage my parents to learn English. I’ve given up. Instead, I’m grateful for the wave of immigration that has brought Iranian television, newspapers, and supermarkets to America. Now, when my mother wants to ask the grocer whether he has any more eggplants in the back that are a little darker and more firm, because the ones he has out aren’t right for khoresht bademjun, she can do so in Persian, all by herself. And for that, I say hallelujah, a word that needs no translation.

To learn more about Firoozeh and her work, please visit her website at www.firoozehdumas.com

Free Teacher’s Guides are available here: http://firoozehdumas.com/educational-resources/
HIS offers...

- Highly competitive faculty compensation/benefits and savings potential
- True diversity with students and faculty
- An excellent IB PYP, MYP, and DP Curriculum
- Model community-focused transition support for all
- Respectful students who love their school and teachers
- Committed parents actively engaged in supporting HIS
- Teachers who are empowered to focus on their craft
- A strong commitment to collaboration and staff appreciation
- A location within a safe, dynamic, cosmopolitan yet ancient city
- Plenty of scope for travel and adventure
- Varied PD opportunities and expat clubs/activities in the city
- A brand-new purpose-built campus completed in December 2020

Hangzhou International School

is an independent, non-profit, co-ed day school for over 700 students from more than 50 nationalities in Nursery through Grade 12. HIS is an authorized IB World School, accredited by WASC, and a member of the regional associations ACAMIS, EARCOS, ECIS, ISA, and NAFI.

We are accepting applications for positions for the 2020-21 school year. Candidates should submit a cover letter and resume with recent photo to:

Mr. Jeffry Stubbs at careers@his-china.org

Hangzhou
International School

The International School of Choice

www.his-china.org

“ICS BRINGS OUT THE BEST IN YOU. THIS IS A FRIENDLY AND CONSTRUCTIVE ENVIRONMENT, WHERE WE SUPPORT ONE ANOTHER AND HELP EACH OTHER GROW.”

Matthew Purser, Science
Ms. Elizabeth Martinez — Founding Head of Sias International School

Ms. Elizabeth Martinez has her Bachelor and Bachelor of Education, combined in instructional leadership and teaching. She worked for over 27 years in United States of America and Germany as an expert in K-12 education as a school and district administrator, coach and teacher. As the Director of Curriculum and Professional Development, she managed 91 schools with 72,000 students. As the Assistant Superintendent, she supervised 21 Elementary School Principals, was a Principal in 6 different K-12 schools and a teacher for 7 years.

Mission

Ms. Martinez’s goal is to educate and inspire students to be well-balanced with a strong work ethic and spirit, prepared for academic excellence and innovative participation in an ever-changing, interconnected and technologically world.

Cayman International School

ACTive LEARNERS NEED ACTive TEACHERS

Modern, well-equipped campus in Tokyo Japan. K-12 school specializing in the education of boys for over 60 years.

St. Mary’s International School

ONLY

RECRUITING SERVICE

FOCUSED EXCLUSIVELY ON LATIN AMERICA & CARIBBEAN

www.AASSA.com

Thai Sikh International School

Two campuses, one community, in the heart of Bangkok.

Proudly managed by ISS since 2017

• Modern, UK Curriculum for children aged 2-18 years.
• Over 600% growth in enrolments in less than 2 years.
• Some of Bangkok’s best 2018-2019 IGCSE results.
• Personalised attention for every student.

www.tsi.ac.th

contact@tsi.ac.th
Schools with supportive professional development opportunities

“SCIS gives us the opportunity to teach and learn in a truly international community. Centrally located in the heart of dynamic Shanghai, SCIS attracts students from across the globe. Emphasis is placed on teaching the whole child and maintaining a balanced lifestyle. The friendly, collaborative culture creates an ideal work environment and a nurturing setting for our own children to inquire, learn, and grow. As soon as you step on campus, you’re a part of the family.” – Corinne (Learning Support Specialist) & Jared Lorenz (Lower School English Language Teacher) at SCIS Hongqiao Campus

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 at 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.
International School Manila is a community composed of 2,400 students from over 100 nations, 400 multicultural faculty, and thousands of alumni across the world. With the school celebrating its hundredth birthday on March 4, it is fitting to look back on its rich history and look forward to its future.

**Humble Beginnings**

In 1920, a group of American and British expatriates living in Manila sought to establish a school for their children comparable to the top private schools in the US, with the added cultural education of life abroad. Thus, the American School began at 606 Taft Avenue, a loaned church building, with just eight teachers and fifty students from Grades 1–12. A few loaned Spanish-style houses later, the School opened the doors to its own campus on Donada Street in 1936, today home to Arellano University.

1942 brought with it the beginning of the Japanese occupation, which forced citizens of allied countries into internment at the University of Santo Tomas till war’s end in 1945. Through a combination of resourcefulness and dedication, thirty-four students managed to fulfill graduation requirements during this time.

The middle decades of the School’s history were characterized by growth—enrollment records were topped year after year—and diversification, as expats from across the world were drawn to the elite education the School offered. As such, a bigger campus was opened in the metropolitan Bel-Air area in 1961. The American School then changed its name to International School Manila (ISM) in 1970 to reflect the growing student diversity on campus. With the move to Bel-Air came the institution of a Filipino Scholarship Program. Almost sixty years later, the Program has helped launch hundreds of careers, from entrepreneurs to humanitarians, lawyers to doctors, and everything in between.

**Today**

ISM is a school continuously searching for ways that will enable it to be better. With a focus on sustainability in recent years, the school cafeteria, Kantina has been overhauled. Next year will bring about extended solar paneling as well as the addition of a teaching kitchen and an International Baccalaureate option in Food Science. Sports and Fine Arts facilities see enhancements each year. Additional facilities have been added for younger learners, while a Learning Support Center provides the optimal environment for those who need specialist attention from skilled educators to help them in their growth.

**Integrity, Service, Merit**

David Toze, who celebrates his 19th year as Superintendent, now the longest-serving in School history, speaks to the values behind an ISM education. “Integrity, as behaving to the highest expectations—even when no one is watching what we do; Service, the recognition of how lucky our community is, and how it behooves us to give back to those who are in need; Merit, the quality of getting what you deserve—of having to work for success rather than having it handed to you on a plate. Not everyone models these every day. But the more our students understand their significance, the more likely they are to become the kind of people our world needs so badly.”
Instructional Supply Teachers

Attention Teachers
Do you want short term, substitute teaching opportunities abroad?

IST provides short term teaching opportunities in the best international schools.
Are you a qualified and experienced teacher? Do you have the flexibility to travel at short notice, without dependants, for periods of between one and ten months?

If so, you are eligible to join IST’s Register of Teachers, with opportunities to teach worldwide.

Attention School Heads
Ever need to find a qualified substitute teacher-fast?

IST provides personally screened, qualified and experienced teachers to fill your emergency and temporary vacancies. IST teachers are experienced in teaching a variety of curricula across all grade levels and subject areas and have the flexibility to travel at short notice and without dependants. We can help you maintain your high standards and give you the breathing space you need to find another permanent teacher when you have that unanticipated vacancy.

Find out all about us and apply online at www.teachersonthemove.com or
e-mail: ist@teachersonthemove.com
Fax: +44 (0) 20 7681 2190

Endless Opportunities

KAS seeks experienced teachers who are adventurous, enthusiastic and committed.

Positions Open for the 2020–2021 School Year
Will be reviewing All Openings K–12

KARACHI AMERICAN SCHOOL
KARACHI, PAKISTAN

Apply to: superintendent@kas.edu.pk
Dr. Peter Peluso, Department of State-Karachi
5150 Karachi Place, Washington, DC 20521-8150
Website: www.kas.edu.pk
Fax: 92-31 3464-7363

NCPA
NANSHA COLLEGE PREPARATORY ACADEMY

Come Teach with Us!

Best Practices, Great Location, Exceptional Kids

- U.S. Common Core, standards-based
- Rigorous academics-AP Capstone school
- Vibrant co-curricular programs
- Research-driven, English immersion and extensive EAL support
- 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
michael@ncpachina.org

I have big dreams, let’s get started.

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

Ignite Passions
Personalize the Journey
Impact through Action

April 2020 NewsLinks • Page 13
Distance Increases our Connection

By Tara Waudby
Head of School at Riffa Views International School, Bahrain

School Leaders strive to be in classes, if not daily, then at least weekly for despite the myriad of priorities we manage, we are still teachers and student learning is our primary goal and our greatest joy. However most of us are probably lucky if we get into classes every week, and at times we struggle to find even five minutes in a day for class visits.

At RVIS, Virtual School has shifted this tension, and while we are facing many challenges during this worldwide pandemic, our team has found joy in our increased connection with our community. We find that we feel more connected to teaching and learning. Rather than meeting with our teams every 2 to 3 weeks for half an hour, we’re meeting with our teams weekly, having rich conversations about learning and assessment. We are laughing, we are talking, and we are learning together.

And the student connection... Wow! Teachers and students. Parents and students. And our Leadership Team. We are able to drop into multiple classes in an hour as we join synchronous face-to-face meetings on Hangouts Meet and check in with kids either via the backchannel chat or via email. It is wonderful seeing them in action—their questions, discussions and learning products. In terms of ‘walkthroughs’ and collaboration, it is like a continuous perfect week where we are able to join classes, meet with teams regularly and feel deeply connected to teaching and learning not just from the student learning side by being in ‘classes’ but also from the planning side by meeting with teams. So while Virtual School has created greater distance, it has also increased our connection with one another, and this is only one of the many benefits that we have encountered.

What more?
More connection as a community. We closed schools early, so before social distancing became a priority, we organized community walks, hosted a garden party, and went on community bike rides, and these are things we will continue into next year. We’ve had successful Virtual Faculty Meetings with breakout groups that have been inspiring and supportive. We’ve stayed connected with our entire community ensuring that we are present and supportive, not only for staff, but also for parents and students. We’ve posted silly video messages. Made communication a priority. And we’ve carried on with all of the meetings that we normally would have hosted for parents, and with these, we have resurfaced a long forgotten tool: the backchannel.

Some may recall the early days of tech integration, when at professional learning events, the most innovative presenters would use Today’s Meet as a backchannel in their presentations. Today’s Meet is no more but the backchannel has allowed for increased engagement and connection in parent meetings, faculty meetings and synchronous class meetings. Students are using the backchannel to help one another, showcase their learning and answer questions for their peers. Teachers use it for whole class response, to showcase student learning and for formative assessment. And in meetings, we are able to be responsive and answer questions in real time. This begs the question, why don’t we use the backchannel for all meetings, live or virtual, and this is something we are committed to continuing when we resume school on campus.

(continued on page 16)
Join Us!
www.sis-shekou.org

EDUCATION THAT MATTERS TOMORROW
MAKE A DIFFERENCE – JOIN US

Learn more:
www.unitedlisbon.school

TEACH IN MADAGASCAR!

Ambatovy International School provides PreK to Grade 12 students a rich multicultural learning environment in a small school setting. The school’s supportive and inspiring community empowers students to maximize their potential as learners and citizens of the world.

AIS teachers are passionate educators who will Act to support others. Insist on their best and have a desire to Stretch their boundaries.

@ybsow
@yangoninternationalschool
www.ysmymar.com

Ambatovy International School
AmbatovyIS
Distance Increases our Connection

(continued from page 14)

Mission
Very interestingly, Virtual School has created a greater connection to our Mission. As another way of remaining connected, and because we are in such awe of what our students and teachers are doing online, we started showcasing all of the great learning via the three tenets of our mission: ignite, personalize, impact. Not only are we highlighting wonderful learning, we are also gaining great data on how much our learning is tied to our mission, virtual or live, and this has been a wonderful and inspiring surprise. Check out our mission showcase here: https://virtualschool.rvis.edu.bh/pages/distance_learning

What have we gained
• More connection to teaching and learning;
• More connection with one another
• More connection & engagement via the backchannel
• More connection to our mission
• A deeper appreciation and sense of compassion for one another, as an entire community

So while Virtual School has presented many challenges and while a Virtual Book Club is no replacement for being together and being with our students every day, we have gained a whole new appreciation for one another and we have found creative ways to solve our challenges of connection. Ultimately, we have shifted education because we will keep many of these strategies even when we return to school, which we know we will, hopefully very soon. Transformed for the better. Grateful to see one another. Connected in many more ways.

Resources
Leadership Team Community Connections:
https://www.youtube.com/watch?v=SdQXEuWNnjg
HoS Community Connections #3:
https://www.youtube.com/watch?v=rF_FuOz_vr0
Community Connections Presentation:
https://docs.google.com/presentation/d/1DEuc0kF7k4D7RF9t1RZD42AZnsE6QK66DvhDrDwUV/edit#slide=id.p

3D-Printed Face Shields for the Aruban Community

(continued from page 3)

produce the face shields. He immediately thought it was a great idea. I had green light to do what was needed, and ISA donated the filament needed for those prints. I printed 10 pieces for the doctors office and they were super happy with them.

After we made a Facebook post on the page of our school, things started moving really quickly. The post got shared a lot and tons of reactions came in. More people on Aruba who also had 3D printers responded that they wanted to help. And their help is needed. Aruba’s Health Care System had an outstanding order for those shields in the Netherlands. But since the crisis has struck hard in the Netherlands too, those promised face shields weren’t coming anymore. So 15 people on Aruba with 3D printers, including me, are now providing for all Aruban Health Care foundations.

Only 1 of us is driving around and picking up our prints. We put them in a bag at our mailboxes to be picked up, sorted, and brought to the foundations. In order to reduce the risk of contamination, the prints go straight from the printer into a ziplock bag. They are only to be taken out by the health care professional. In between patients, the doctors clean their mask with alcohol. But after a day, they are worn out with sweat and other stuff on them, so they are thrown out. That’s why a lot of them are needed.

What has the experience of this initiative been like?
First of all, I wanted to do something as I felt really powerless just watching this horror unfold. This way, I’m contributing a tiny bit in the fight against the virus. But what also meant a lot to me was how the students online responded; they were very proud and supportive. I really had no idea that my little action would have such an impact. I always try to teach the children in my makerspace classes that there is always a way and to search for creative solutions. One of my students — who couldn’t manage to understand that before — said to me he finally understood what I meant, that he understands the importance of thinking outside of the box.

What encouragement or insight would you offer to other educators navigating these times?
When I meet with my students online, I notice that they want some of that old safe feeling back. It’s hard to do when teaching STEAM and makerspace classes online, but we’re managing it so far and creating some really awesome products. Also, by doing this for the community of Aruba, the students see an example of our three core values of ISA: Community, Character and Leadership. Teaching is not only wanting the students to show their skillset; sometimes as teacher, you have to show them yours.

Follow Pieter on twitter for other updates and resources: twitter.com/pieter_verduijn

Dr. Doug’s Daily Show with CIS

Especially in this time of community need, we’re excited to spotlight the daily show of Doug Murphy, Secondary Principal at Cayman International School (CIS).

Read the story: www.iss.edu/blog/dr-doughs-daily-show

April 2020 NewsLinks • Page 16
Reader Zone

BUILD Readers!

Reading programs that fit today’s families

Reader Zone is an app-based system that manages amazing reading programs. Reader Zone will increase participation in reading programs, improve reading skills and help students of all ages build positive reading habits.

Learn More Today
ReaderZone.com

THE CHOICES PROGRAM
BROWN UNIVERSITY

U.S., World History, and Current Issues Curriculum Available in Digital Editions

- 38 curriculum units, frequently updated
- Top scholarship and up-to-date historiography tell an inclusive, responsible history
- Print format available as well as digital
- Digital Editions: ideal for online school; no student logins; no student data collected; integrates with Google Classroom, Schoology, Canvas, and more; go paperless or print selected materials; licenses for individuals or sites
- Curriculum unit topics include immigration, the Russian Revolution, the Middle East, climate change, the French Revolution, Mexico, the Civil War, genocide, colonization and independence in Africa, the Cuban Missile Crisis, the Syrian Civil War, South Africa, and more

Perspectives from history. Choices for today.
www.CHOICES.edu
Use the code ISS20 to receive 20 percent off your order by 5/31/2020.
On March 11, 2020, the #MyFreedomDay campaign calls students around the globe to a day of action against human trafficking. We are proud to spotlight ISS School Ambatovy International School (AIS) students’ initiative, message, and global reach. They have not only done amazing awareness work around #MyFreedomDay in their community; they have also been selected by CNN to be interviewed and featured, amplifying their advocacy worldwide.

AIS middle and high school students have been creatively driving conversation around modern slavery, from displaying their thoughts in school hallways to encouraging the community to spread awareness on social media.

Over the past few weeks, they prepared for their March 11 school-wide assembly and What Freedom Looks Like art showcase. Check out the inspiring video the AIS Student Service group has put together for the day, asking students a simple and important question: “What makes you feel the most free?”

The student’s work also has the incredible opportunity of being selected for a feature by CNN. “We are excited to be able to participate in bringing awareness to this issue on such a large scale,” wrote AIS teacher Shamsi Tower, who helped guide the initiative and submitted the AIS plans to CNN. On March 11, AIS 10th grader Windy was interviewed by CNN host Zain Asher and appeared in a segment alongside two other advocating students, one from Pakistan and one from Greece. This segment aired on Wednesday, March 11th during the CNN International live show.

Follow Ambatovy International School for more updates and great student work!
Qatar
Foundation
Schools

Leading Learning

For over two decades, Qatar Foundation (QF) has been nurturing young minds, driving innovation, fostering social development, and reshaping educational practice. At the heart of our work is the knowledge that our future lies in unlocking the most precious resource of all—human potential.

As a non-profit organization comprising more than 50 entities, we have created a unique ecosystem that includes schools, universities, research centers, international forums, community programs, and much more. Together, our initiatives address pressing challenges, create global benefit, and empower people to shape both the present and the future.

Today, we are looking for inspiring educators. Educators capable of leading learning within our unique group of schools. If you think you have what it takes, then we would like to hear from you.

View our current job vacancies at:
iss-schrole.com/qatar-foundation

qf.org.qa
ISS SCHOOLS

In addition to working with more than 500 international schools around the world each year, ISS directly operates and/or owns distinguished international schools. Whether it is a day, boarding, or American international school, our aim is to benefit the school’s community as much as possible. Our family is growing and we are currently partnering with additional emerging schools. View All ISS Schools »

Ambatovy International School

Toamasina, Madagascar

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

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

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.
**Dostyk American International School**  
*Atyrau, Kazakhstan*

Dostyk American International School (DAIS) is a small but vibrant Pre-K to Grade 8 school in western Kazakhstan, serving Chevron families posted to Tengizchevron 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.

**Dalian American International School**  
*Dalian, Liaoning, China*

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.

**Corvuss American Academy**  
*Maharashtra, India*

Corvuss American Academy is the first-of-its-kind boarding school in India for student athletes. Corvuss is committed to helping girls and boys talented in sports develop their skills, pursue an internationally recognised academic degree and leverage their athletic abilities for academic advancement in colleges around the world. Borrowing from best practices of US prep schools and academies in Europe, Corvuss has developed an integrated program, which combines academics, elite sports and life skills training for students from grades 6 to 12. Students will pursue the US high school curriculum and have the option to take Advanced Placement (AP) courses in the higher grades. The school will provide training programs in seven elite sports—Basketball, Cricket, Football, Squash, Swimming, Tennis, Track and Field—which have been developed under the mentorship of our internationally renowned sports partners. The 44-acre, state-of-the-art campus is located in Karjat—close to the cities of Mumbai and Pune in Maharashtra and aims to be an engaging and diverse school community.

**GTIIT Affiliated International School**  
*Guangdong Province, China*

GTIIT (The Guangdong Technion-Israel Institute of Technology) Affiliated International School is a private, co-educational day-school located adjacent to the GTIIT campus, in Shantou, Guangdong, China. The school is managed by ISS-ULink, an ISS joint venture in China. The school will house two programs: an for children of Chinese nationals. The international program will open in August 2019, offering an US-style, English medium curriculum for Pre-School to Grade 6 in its first year of operation. Additional grades will be added in subsequent years through Grade 12. A new Campus is scheduled to open in September 2021.
Independent Schools Riau

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). Founded in 1953, ISR is one of the oldest 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 a 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

Oranjestad, Aruba

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.

International School of Beihai

Beihai City, Guangxi, China

The International School of Beihai (ISB) is a co-educational, non-sectarian early childhood through Grade 10 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.

International School of Dongguan

Dongguan, Guangdong Province, China

The International School of Dongguan (ISD) is 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.
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).

Nansha College Preparatory Academy  
Guangzhou, Guangdong, China

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).

Riffa Views International School  
Riffa, Bahrain

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.

Shekou International School  
Shekou-Shenzhen, China

Established in 1988, Shekou International School (SIS) is a private, co-educational, not-for-profit school, managed by ISS, located in the People’s Republic of China. SIS serves students in Nursery School through 12th Grade (ages 2-18). The school currently enrolls close to 1000 students representing more than 40 different countries and employs 145 world-class faculty and staff members hailing from 15 different countries. At SIS students are provided with a well-balanced, rigorous education that provides challenge, depth and variety across all disciplines. SIS students participate in a number 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. A rich mix of academics, athletics and activities ensures maximum learning for students.
ISS SCHOOLS

Sias International School
Opening in August 2020
Zhengzhou, China

ISS is teaming up with Sias International University to create a new K–12 international school, scheduled to open August 2020 in Zhengzhou, Henan Province. Sias will provide English-language Western education to foreign students (including boarding students) and an academic curriculum adapted from the US Common Core, integrated with the LeaderInMe program, and blended with the best of Eastern pedagogy. The school will emphasize rigorous education, innovation, creativity, and the comprehensive development of all learners. With indoor and outdoor learning spaces, two swimming pools, double-court gymnasium, first-rate athletic field, performing arts venues and state-of-the-art technology, the 6+ hectare campus will be a striking example of the quality that underlies every aspect of Sias.

Thai Sikh International School
Bangkok, Thailand

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.

United Lisbon International School
Lisbon, Portugal

The United Lisbon International School, a new world-class international school in central Lisbon, next to the Park of Nations. United Lisbon is opening doors in September 2020 for students in Early Childhood (from 3 years) to grade 9. United Lisbon is a modern and innovative international school, offering English-language academic programs from Early Childhood (as of three years) and to grade 12, with a challenging curriculum based on US-standards and leading to internationally acknowledged university-preparatory programs. ULIS offers education that matters tomorrow: a school providing education inspired by and fit for the 21st century; an international education founded on rigorous standards of excellence, seamlessly integrating technology into the learning environment. ULIS students will embrace the opportunities created in tomorrow’s world.

Yangon International School-Mandalay
Opening August 2020
Mandalay, Myanmar

Yangon International School-Mandalay is a private, Preschool through grade 12 college preparatory school. The school seeks to foster the development of the whole child who is a participating global citizen and a lifelong learner: one who is academically well prepared, socially responsible, culturally sensitive, and personally fulfilled. YIS-Mandalay will open in August 2020 on a beautiful new campus featuring state of the art design which will foster 21st Century learning. YIS-Mandalay will seek accreditation from the Western Association of Schools and Colleges (WASC).
Yangon International School

Yangon, Myanmar

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.

Highlights from the #ISSedu community

There are so many stories that connect, inspire, and support our community shared across #ISSedu. Enjoy some recent posts.

Kevin O'Sha  (Wear a mask and wash hands)
@MadForMaple

My son enjoying some morning yoga with his PE teacher, @RobElliottPE ! #onlinelearning #wellness is important these days! #SiStrocks @SiSPSrocks @ISSCommunity

Chad McG
@ChadMcG

Home learning began at 8am for both teachers and families at CIS Cayman. Love that I’m in a family where I get to play both roles. Here’s what our new combined school and workplace looks like. #issedu #cisinspires #NewNormal #homelearning #HeadHandsHeart

LEVEL 5 Bahrain
@level5bahrain

Another 35 #PPE face shields ready to go to the @MOH_Bahrain. Glad to see that these are already being used by medical professionals fighting #COVID19 in #Bahrain! #issedu #makered @rvis_bh @stchrisbh #rvisionaries

Nicole Cerro
@nicolec89

Loving these famous painting recreations by #RVisionaries 😊👌🎨🎥🎬 #ISSedu #art #arteducation #arted #artteacher

Continue to follow #ISSedu and post your own stories. Sign up for our blog at iss.edu/sign-up to stay connected to the community.