There’s a Chicken on the Playground!

By Melody Meade
Early Childhood Principal, Cayman International School, Cayman Islands

With the arrival of that first chicken on our new playground, I knew that we were finally moved into our new Early Childhood School. To design, finance and construct a school building to support our philosophy of education for our youngest learners feels like both a long and short journey. What I learned in this process is that the power of connection between people within a school community is at the core of a school’s culture.

Three years ago the Early Childhood teachers and administration at Cayman International School (CIS) began to brainstorm and design a new Early Childhood school building, as part of a growing campus for students in Nursery through graduation in grade 12. The simple goal was to create a flexible purpose-built learning space, dedicated to the needs of our youngest students. Teachers collaborated on what is most important in a play-based program, where exploration and inquiry are the foundations for learning. Through each iteration of the design process, it was clear that CIS’s definition of learning within an Early Childhood context was at the core of the design.

After designing, prototyping, and researching best practices and beautiful images of leading Early Childhood schools around the globe, CIS’s Early Childhood teachers had drawn out and written down every detail of their big

(continued on page 11)

National Distinguished Principals 2019

International Educator Paola Torres de Pereira
Among the Best K–8 Principals

Paola Torres de Pereira, elementary principal of the Academia Cotopaxi American International School, in Quito, Ecuador, was selected as one of two International School educators for the 2019 National Distinguished Principals Award. The U.S.-based National Association of Elementary School Principals (NAESP) 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 been selected from the international schools that are assisted by the Office of Overseas Schools of the United States Department of State. Torres de Pereira was nominated by Madeleine Maceda Heide, Director of Academia Cotopaxi American International School, and selected from among several nominees.

Ms. Torres de Pereira is a graduate of Barry University in Miami, Florida where

(continued on page 4)

International Educator Rebecca Jobes
Among the Best K–8 Principals

Rebecca Jobes, elementary principal of International School of Panama, was selected as one of two International School educators for the 2019 National Distinguished Principals Award. The U.S.-based National Association of Elementary School Principals (NAESP) 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 been selected from the international schools that are assisted by the Office of Overseas Schools of the United States Department of State. Jobes’ nomination was supported by the Director of the school, Viki Stiebert, at the International School of Panama, and selected from among several nominees.

Dr. Jobes is a graduate of the University of Denver where she earned a

(continued on page 4)
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For the past few years, ISS has been integrally involved in the Diversity Collaborative, a voluntary association of now more than 100 international educators committed to increasing the diversity of leadership in international schools. In order to deepen my own understanding of diversity, equity, inclusion and justice, I spent the past summer reading some of the latest books on this topic. Two concepts were pervasive in the literature: unconscious bias and privilege. Both concepts help to explain why inequities persist even in fields like education.

In her book Biased: Uncovering the Hidden Prejudice that Shapes What We See, Think and Do (2019), Stanford Professor Jennifer Eberhardt succinctly describes, my brain would almost instantly make assumptions about people based on their gender, race, socioeconomic status, and more. Trust me, reading that textbook was extremely disorienting because, as Eberhardt describes, our brains and the disparities in society influencing our perception, our attention, our memory and our actions—all despite our conscious awareness or deliberate intentions.

Reading Biased, I was reminded of an experience I had at business school. A law school professor taught a course on business law, in which she wrote the textbook. To highlight implicit biases in the law, she intentionally used atypical gender roles throughout her textbook. So, most of the judges were females, as were most of the criminals. Whereas the nurses and social workers were predominantly female, the doctors and law professors in her book were mostly male. Trust me, reading that textbook was extremely disorienting because, as Eberhardt describes, my brain would almost instantly make assumptions about a person’s gender based on their position or role without even realizing it, until I read a subsequent pronoun that conflicted with my assumption.

For those who are curious about what are some of the implicit biases you may have, there is a quick way to find out. Project Implicit at Harvard curates a series of online Implicit Association Tests (IATs) that measure the strength of association between concepts (e.g. males and evaluations) and stereotypes (e.g. primary wage earners). The purpose of the tests is to surface associations that lead to biases that you may not know that you have. If you don’t think you have any implicit biases, fair warning before you take the tests, there is a name for people who can see biases in others but not in themselves: the blindspot bias.

One of the results of implicit bias is that different groups in different contexts enjoy varied levels of privilege. NYU Professor Dolly Chugh explores the notion of privilege in her book, The Person You Mean To Be (2018): “Our intersectional identities create unique forms of headwinds and tailwinds for each of us...What makes ordinary privilege ordinary is that it’s not something that makes us stand out as an elite or feel special. What makes ordinary privilege a privilege is that it usually brings some influence not easily given to those who lack it. If you want to find the tailwinds in your life, find the ordinary privilege.” A thought-provoking exercise that we have begun to do with educators who attend Diversity Collaborative workshops is to explore the headwinds and tailwinds in our lives and in our schools. Interestingly, for international schools, what is a tailwind in one country, may be a headwind in a different context.

So, why does recognizing our implicit biases and privileges matter? Because if we want to create more diverse, equitable, inclusive and just schools, we need to be aware of how implicit biases and privileges operate in our schools, so we can better understand the experiences of all the students we serve and all the staff and educators with whom we work. Such understanding is essential to ensure that students achieve their full potential and similarly that the adults in our schools develop into the teachers, colleagues and leaders they strive to become.

Learn more about the Diversity Collaborative, including how to join: iss.edu/DiversityCollaborative. All are welcome and encouraged to participate.
NATIONAL DISTINGUISHED PRINCIPALS 2019

“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.

Paola Torres de Pereira
(continued from page 1)

she earned a Bachelor’s in Elementary and Early Childhood, and a Master’s of Science in Exceptional Student Education. Ms. Torres de Pereira has spent most of her career at Academia Cotopaxi, serving as the Director of Admissions and Outreach, the Lower School Assistant Principal, and the Early Childhood Principal.

Ms. Torres de Pereira has many notable accomplishments. She led the design of the expansion of Academia Cotopaxi’s Inclusion Program to include services for students with moderate to intense needs. Ms. Torres de Pereira established a child-centered culture where inquiry drives learning, where learning engagements are designed based on the needs of students and those are aligned across her school division. She also led the creation of a new program in the school to primarily address the needs of young children of expat and local families. One of Ms. Torres de Pereira’s colleagues describes her as “a thoughtful decision maker and visionary. She thoroughly considers what is best for student learning, as well the implications of decisions for all community members.”

In October, Torres de Pereira traveled to Washington, D.C., for two days of activities planned 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.

Rebecca Jobes
(continued from page 1)

Bachelor of Psychology and Journalism. She earned her Master of Educational Psychology degree the University of Northern Colorado. Her PhD in Education Psychology is also from the University of Northern Colorado.

Dr. Jobes worked as an Adjunct Professor at the University of Northern Colorado. At High Point Academy in Colorado, Dr. Jobes ran response intervention, served as the Director of Academics, and was the Assistant Principal in charge of the entire program.

Dr. Jobes has many notable accomplishments. She was recognized both as the Outstanding Faculty Member and for an outstanding dissertation at the University of Northern Colorado. At the International School of Panama, Jobes led the transition from a traditional grading system to Standards Based Guiding and Reporting. Dr. Jobes implemented a Parent Advisory Council to get feedback, share ideas and hear concerns from the parent body. She also revamped structures to protect and enhance time efficiency. This revamp included 15 minute stand up meetings revisions of early release professional learning that includes less sharing from the front and more of teachers working together, as well as dedicating certain weeks throughout the year for in depth inquiries. One of her colleagues wrote of her work, “Like a pebble dropped into a pool of water, Dr. Jobes’ influence is felt throughout the school community and beyond. Her legacy of excellence, for staff, for herself, but most importantly for her students is legendary.”

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Survey results from the inaugural Diversity Collaborative Survey (DCS) were released in September 2019, creating one of the first baselines of information on international school leadership and diversity. The research study was initiated in spring 2019 by the Diversity Collaborative, which partnered with ISC Research and the Center for International Education at George Mason University to design and administer the survey and analyze the responses. The survey was sent to 2,676 accredited international schools around the world.

According to Maddy Hewitt, Executive Director of the Near East South Asian (NESA) Council of Overseas Schools and a co-chair of the Diversity Collaborative, “This survey is significant because our International School community may now use concrete findings to drive positive change.”

The research summary includes eight key findings and presents an Integrated Organizational Framework to help international schools and organizations serving them become more intercultural. In addition, the report provides both school-level and global recommendations to increase DEI-J leadership in international schools. The study defined DEI-J as:

- **Diversity**: the presence of difference
- **Equity**: ensuring everyone has access to the same opportunities
- **Inclusion**: embracing and valuing differences
- **Justice**: systems, policies, and practices that ensure DEI

Dr. Beth Pfannl, Vice President, Administrative Searches and Governance Services for International Schools Services and a co-chair of the Diversity Collaborative, said, “Over the years I have seen more attention given to diversity in leadership positions around the world; however, there continues to be a lot of room for growth in this area. Beverly Shaklee, Director of the Center for International Education and Professor of Curriculum and Instruction at George Mason University, helped to lead the survey development and analysis and expects this work to continue. “The study of diversity of leadership in international schools is not a ‘one and done’ report,” said Dr. Shaklee. “It is a continuous commitment to elevating the conversation around issues of equity, diversity and justice, first at the leadership level and then throughout the entire community.”

Dr. Shaklee continued, “International schools have the opportunity to mirror the best of world-wide practices. My hope is that we will continue to gather information, inform practice and provide support for those who make this life-long commitment to the students, families, teachers and community that we serve.”
International Schools Services (ISS) is pleased to announce that Dr. Thomas L. Hawkins will assume the role of ISS Vice President of School Start-Up and Management, effective August 2020.

Tom brings more than thirty years of experience as an educator to this important role. He began his career in the U.S. public school system and has held several international school leadership positions throughout Europe and Asia. Since 2015, Tom has served as the Director of the American School of Doha (Qatar). Tom also served as Head of School at the International School of Beijing (China) and St. John's International School (Belgium); and he has held administrative positions in Turkey, Norway and the U.S. among his leadership assignments.

“I am thrilled to be joining ISS,” says Tom. “As an educator looking to make a bigger impact in international education, it is very exciting for me to be joining a dynamic group of educational thought leaders committed to building a global community through service to schools. I look forward to the opportunity to work with the ISS team and reach out to ISS partners and ISS schools around the world in the coming years.”

Tom received both his Doctor of Education degree in Educational Leadership and his Master of Arts in Educational Policy and Administration from the University of Minnesota. He holds a Bachelor of Arts in English, with a minor in Speech Communications from St. Thomas University. During his career, Tom has held board membership positions in several organizations, including AISH, ECIS, and EARCOS. He is also an active member of NESA.

Tom shared that international education has been a big part of his family experience. His wife, Marcia Carlson, is a high school English and journalism teacher who has worked alongside him in international schools. Their four children are all graduates of international schools. Tom and Marcia anticipate residing in southern Europe or northern Africa, where Marcia will seek a teaching position. They will be joined by their Doha-adopted dog, Sasha.

Tom will succeed Dr. Dick Moore. Dick and his wife, Janet, will return to Seattle, WA, so they can be closer to their daughters and extended family. As an engineer by (early) trade and later a recipient of his Doctor of Education degree in Curriculum and Instruction, Dick found his way to international education via Singapore American School, where he served as a Project Director. He has been a prominent and active member of the international community for decades, including holding leadership roles at international schools in Pakistan, South Africa, and India as well as in China, where he was the Director of Nansha College Preparatory Academy, an ISS-ULink school. Dick joined ISS in 2016 and has been instrumental in many school openings, as well as in assisting countless international schools to flourish. After the transition, Dick will continue to provide value and leadership to ISS schools in an ISS Senior Leadership Executive capacity.

The role of ISS Vice President School Start-Up and Management is critical as it supports approximately 20 international schools throughout the world that are owned and/or managed by ISS, while also overseeing a global team of Senior Leadership Executives. With the growing demand for international education, this role also works closely with many individuals and entities who are interested in opening and operating high-quality, international schools.

Liz Duffy, President of ISS commented, “Although Dick will leave large shoes to fill when he steps back from full-time work, I am confident that Tom, who is a strategic thinker and gifted educator, will be able to build on the strong foundations and systems that Dick has established during his distinguished tenure leading ISS’s school start-up and management department. We very much look forward to welcoming Tom to ISS in 2020.”

Leading the way

Congratulations, Ms. Joelle Basnight!

Our High School Principal was chosen as one of two International Principals of the Year 2019 by the U.S. Department of State for building community and implementing large-scale change.
ISS ANNIVERSARIES

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.

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ANNOUNCEMENTS

DANA WATTS JOINS ISS LEADERSHIP TEAM

In June 2019, Dr. Dana Specker Watts joined ISS in the newly-created role of Director of Research and Development. Dana will support ISS School Start-Up and Management services, which continues to grow as the demand for new, high-quality international schools increases worldwide. She will be developing new school startup and management tools, expanding training programs, and increasing overall service offerings. Dana will also work closely with ISS President Liz Duffy on strategic initiatives and professional learning programs, including the Mary Anne Haas ISS Women’s Symposium and the Diversity Collaborative.

Dr. Dick Moore, Vice President of School Start-Up and Management, said, “I am excited to have someone of Dana’s experience and wisdom join our team. She is really one of the great thinkers of international education.”

Dana joined ISS from Hong Kong International School, where she was the Schoolwide Curriculum Leader. Previously, Dana worked at American Embassy School in New Delhi as Technology Coordinator, and held various teaching roles at the International School of Bangkok and in the U.S.

She earned her Doctor of Philosophy in Educational Sciences from the University of Kentucky, a Master of Science in Multidisciplinary Studies: Digital Literacy from State University of New College at Buffalo, and a Master of Science in Secondary Education: English from Canisius College in New York.

Dana has a broad school background in curriculum, technology, innovation, and educational leadership. She served as Executive Director of WLead, and as the Director of Innovation at 21st Century Learning International (Hong Kong). 21st Century Learning International was formed in 2008 by educators in Asia to provide professional development for teachers throughout Asia. Dana has also been a COETAIL Instructor, an Apple Distinguished Educator, a Google Certified Teacher, and ISTE Certified Trainer. She is the proud mother of three teenagers.

Dana is located in the ISS Princeton, NJ headquarters and said, “I am thrilled to be joining the ISS family and hope to continue to empower international educators throughout our global community.”

AMERICAN EMBASSY SCHOOL ANNOUNCEMENT

In July 2019 Iftekhar Syed became the High School Principal at the American Embassy School in New Delhi. Mr. Syed joined AES in July 2016 and previously served as the High School Assistant Principal. His interests and expertise as a teacher and a leader in IB/AP programs, Inclusion and Standards-Based Education will continue to strengthen our community of international educators in Asia.

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The WIDA International Institute is an introductory overview of WIDA assessments and resources. Educators who take advantage of this opportunity work with other international teachers and share ideas for implementing strategies and practices that work within the context of the international community.

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More Information
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This past spring, ISS put out a call for 60-second videos showcasing innovative projects or ideas from ISS schools—you did not disappoint! Take a deep dive into innovative practice and learning from across ISS schools with ISS BEST. You’ll find amazing spotlights on student-run communities, robotics and coding, reimagined professional learning, and so much more.

View the video collection of ISS BEST

These videos are made to inspire and connect educators around the world, so feel free to reach out to those involved to learn more. Have an idea or project you’d like to share with students and educators around the world? Check out how you submit your own snapshot here, and join the daily conversations on #ISSedu. You don’t need to be at an ISS school to participate!

Thank You!

Shoutout to these educators and teams who have already contributed windows into their school’s innovation and learning with ISS Best. We appreciate you sharing your time and incredible work!

Ambatovy International School, Madagascar: Brad McClain and Yona Rasolonjatovo

Dalian American International School, China: Sarah Applegate, Chris Boyle, Eddie Bruce, Josh Carter, Marsha Faires, Anna Liu (student), Rowena Liu, Joel Sparks, Wagner Pierre, Tim Sim, Kevin Stofocik, and Rachel West

Dostyk American International School, Kazakhstan: Eimear Bonner, Nicole Dickson, Autumn Callender, Seamus Marriot, Ryan Krisch, Trey Littleton, and Tam Truong

International School of Aruba, Aruba: Theresa Montenarello and Pieter Verduijn

International School of Dongguan, China: Elizabeth Baker, Thomas Kerrigan, and Gordon Radcliffe

Nansha College Preparatory Academy, China: Katie Foster, Nina Gross, Matt Kelsey, James Manley, Trish Merewether, Lidiya Reese, Amber Ruan, Yosef Tewolde, Jake Wines, and Sarah Xie


Shekou International School, China: Jamie Bacigalupo, Sheri Banner, Eddie Bywater, Rob Cormack, Charles Denson, Rob Elliot, Carlos Galvez, Ceci Gomez, Peter Hennigar, Tosca Killoran, Faye Krouse, Jess Kuehmerlin, and David Sheppard
ideas and blue-sky thinking. They detailed teacher collaboration rooms, lofts in classrooms, flexible spaces with moveable walls, outdoor teaching areas complete with mud kitchens, water pumps from cisterns, dry and wet play areas, music gardens, and trike tracks that would run over a man-made hill with underground storage.

The next phase was to incorporate as many of these ideas as possible into the architectural and landscape design. With the management of expectations and ongoing communication about the progress of what design elements were included and which got “cut”, the EC team’s spirits remained high about the prospect of a new state-of-the-art building with 23,000 square feet dedicated to children ages 2-5.

Fast forward to the Fall of 2018.

On the building site, there was a clearly demarcated area cordoning off boulders and branches; dusty sand blew when winds kicked up, or muddy puddles formed with each downpour. Our grand opening was just 12 months away. The timeline seemed improbable, considering how many things can, and do, go wrong on an island, where all resources are shipped in. As the construction went into full swing, there was hopeful talk that no hurricanes would re-route ships filled with large containers, no political issues or tariffs would stall furniture arrival or materials, and of course, during hurricane season no weather issues would impact the construction workers, who were on a seven-day week work schedule.

Our building grew almost like a time-elapsed photo. The ground was cleared, the area was roped off. Students in our Early Childhood classes would go to the top of our main library and look at the cranes, dump trucks, pulleys raising large beams and windows into the sky, and the orange construction vests, hard-hats and clipboards of the builders as they moved about the blocked-off site. Our students wrote class stories about building, materials, and the sounds of construction. Students drew pictures and researched the Cayman parrot (the national bird) and white-winged doves who had all moved to another part of our campus. Walls went up, windows went in, large palm trees from an island nursery were trucked in, their branches bobbing as cranes lifted them into large holes in the ground.

Fall 2019

Construction fences were removed, plants were watered. We unloaded dozens of containers of furniture and checked off pages of inventory representing hundreds of boxes. We moved in, we set up. It was beautiful and one would think we wouldn’t look back to our former EC wing—but we did! While we are only a two minute walk from our previous location, everyone was missing the easy community connections of literally crossing paths with colleagues and students in different divisions.

Don’t get me wrong.

We love our building and everything it represents for young children and learning. The rooms are filled with natural light perfectly positioned to meet the hot Caribbean sun. We love the wide shaded teaching terraces, which create a symbiotic connection to outdoor and indoor learning spaces. We love imagining how our playground will become a natural green canopy to play and explore under. We love the lofts in our classroom, the nooks and crannies built into the...
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Change

The Early Childhood School has always been an integral part of our full campus. Just twelve months ago almost everyone knew each other and work-life was filled with meaningful and easy collaboration across the grades. Friendships were made, siblings saw each other, the rhythm of the day from morning drop-off to after school activities were mostly predictable. Newly hired teachers learned from returning teachers. Now with the changes everyone was learning and creating new systems together. Our core philosophies were the same, our mission Connect Inspire Serve was the same, but everything else was different. I worried about the teachers; they were incredibly invested and while everything worked, it felt like a particularly challenging start of the year. I could see that some heavy lifting was needed to honor our past, while also growing our culture and maintaining that can-do spirit always present in the Early Childhood team.

And so it began

We got our new systems in place, we organized where things belonged, we figured out the kinks in our pick-up and drop-off schedules, we began to build connections with our growing teaching team. With these things in place, the magic returned. Signs of documentation and student-centered learning began to appear on the walls. “Meet our Class” self-portraits smiled at us through the windows onto the playground. A teacher stuck painters tape on the floor of a long corridor in zigzag formation for students to glide, jump, slide and roll through. Wall dividers between rooms were opened up and teachers broke out of their classrooms, fully using the school’s flexible spaces. Buddy classes from the Elementary division began to connect and come over for reading, science, math and play buddies. High School teachers and students were planning meetings about the environment and sustainability. The divisions were connecting again!

Clean Slate

Open spaces and clean walls look beautiful as a testament to the building and architecture, but it is the life that the students, teachers, and parents breathe into the building that make a place a true community of learners. From those first high moments when we entered our building and took in how extraordinary our teaching and learning space is, we continue to build a sense of belonging and community.

Chickens and roosters are common in the Caribbean, yet it was only with the first seeds that dropped from our new playground foliage, that the chickens began to appear. It was beginning to feel like home.
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Dostyk American International School

Dostyk American International School is ISS-managed, offering Preschool to Grade Eight, located in Western Kazakhstan with approximately 120 expat students.

DAIS provides an enriched American curriculum with a global perspective. With a small student-to-teacher ratio and in partnership with parents, the school will motivate and inspire students to become:

- Academically Engaged
- Socially Responsible
- Culturally Sensetive
- Personally Mindful

A teacher’s dream... Terrific students, a wonderful learning environment, a strong team of colleagues and a generous salary/benefits package are all on offer at DAIS.

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Dostyk American International School
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“ICS IS A PROGRESSIVE SCHOOL, WILLING TO QUESTION TRADITIONAL EDUCATIONAL THOUGHT. TEACHERS ARE TRUSTED TO EXPLORE STUDENT AGENCY IN THEIR CLASSROOMS.”

Rashi Jirachwood
English and Language Professor

#ThisIsICSAddis
After completely transforming this space at Riffa Views International School (RVIS), we are thrilled to share the new LEVEL 5 Bahrain is in action!

“It’s been phenomenal working with both the RVIS and the wider community to design, fit-out and build the schedule of events for LEVEL 5 Bahrain’s opening. Without their support and help through the process, we wouldn’t have this beautiful space and the passionate educators and student that have already been filling it!” – Luke Meinen, Manager of LEVEL 5 Bahrain

LEVEL 5 Bahrain joins the original LEVEL 5 China in sparking creativity and innovation with agile floor plans, an eclectic range of design tools, and professional learning that’s like no other.

Register today for this season’s LEVEL 5 workshops and unique learning experiences!
The days of traditional classroom seating may be behind us. Flexible environments have begun to gain more acceptance as the learning landscape changes, teachers become more innovative and schools evolve. Twenty-first century learning requires a shift from decades-old practices of didactic teacher-led instruction, and instead should favor a more constructivist approach. Advancement of the digital age allows teachers to be more innovative in their engagement with students and it enables students to initiate learning (Kariippanon, Cliff, Lancaster, Okely and Parrish, 2016). With these changes, schools also need to adapt by allowing teachers to seek creative solutions to meet learners’ needs.

Fortunately, the administration at Dostyk American International School (DAIS) has encouraged me to be innovative in order to meet the needs of the

(continued on page 18)
twenty first century learner. I have found that incorporating furniture such as couches, ottomans, wobbly chairs, standing desks, coffee tables and smaller break-out areas for quiet work encourages me to move through the learning environment versus being the focal point of it. My classroom enables students to work in teams and thus facilitates collaboration while at the same time provide learners with a place for quiet self-reflection when needed. There has been research on the benefits of flexible learning environments. I have found that the use of flexible seating promotes student-centered learning, student engagement and improves learner wellbeing. However, this is not without challenges for both the teacher and the learner.

Student-Centered

As many schools are making a shift in pedagogy from teacher-led to student-centered approaches, I have observed a few benefits of flexible seating that support student-centered learning including improved self-regulation and collaboration. At the beginning of each lesson I prompt the learners with questions that help them to self-determine where (depending on the learning experience) they will work most effectively. Once seated, the flexible layout and changes to learner proximity encourages learners to collaborate with different people. Continuous changes in the environment enhance opportunities for critical thinking, and the sharing of varied perspectives. Students have indicated that flexible learning spaces not only improve self-regulation and collaboration but can also increase motivation and engagement (Kariippanon et al., 2018).

Engagement

I have observed greater levels of engagement as students are empowered to take on responsibility and make their own choices. Kariippanon et al. (2018) observed increased motivation, a more positive attitude towards learning and greater enthusiasm. Student ownership of the learning space encourages learners to not only engage with each other and ask more questions but to take responsibility for their shared space (Barrett, Zhang and Barrett, 2011). I have observed that students become more self-reliant by making the right choices and by keeping each other accountable.

Wellbeing

Classroom design impacts learners’ social, emotional and physical wellbeing. Flexible seating puts students in different proximity to their peers and allows for more free movement than traditional seating where the students sit in rows. This affordance of movement breaks down barriers and drives connectedness and high-quality relationships between students in the classroom.

Space in a room delivers a silent message to students, where the flow and shift of distance between people is a large part of the communication process. (Duncanson, 2003; Hall, 1959 cited in Tanner 2009).
students and teachers, which ultimately contributes positively to their social wellbeing (Kariippanon et al., 2018). Paying attention to a learner’s physical space—including aesthetics like colors, light, air quality and plants – positively impacts emotional wellbeing. Incorporating furniture with different functionality, textures and sizes improves the comfort and therefore the physical wellbeing of the students who spend long hours in the classroom. I have found the benefits of flexible seating to be numerous. However, this is not without challenges for teachers and students and it requires teacher development to be implemented successfully.

Teaching and learning challenges

As noted, I am a supporter of flexible classroom design. However, as I have implemented this in my classrooms I have encountered several challenges including: new distractions, noise levels, implementation of new classroom expectations and potential physical space constraints. Increased levels of collaboration between students also presents new challenges. Early primary learners often do not have the self-discipline to stay on topic for extended periods of time and may become distracted by the environment. An increased focus providing autonomy and discussion also leads to increased noise levels that need to be managed. Flexible seating arrangements therefore require a different set of essential agreements to guide behavior. These include a need for cooperative learning strategies to ensure accountability. An important component for flexible seating to be effective is movement and circulation of students and teachers. This requires additional physical space and a lack of the required physical space can create a confined feeling (Tanner, 2009). This needs to be kept in mind when planning the layout of your classroom. These challenges are not insurmountable, but they do suggest...that there are evolving new approaches to understanding teaching and learning and that these are requiring new conceptualizations of professional learning and teacher leadership. (Campbell, Saltmarsh, Chapman and Drew, 2013, p. 221)

Summary

Research indicates that students desire more interaction with the physical landscape of the school. Increased attention to the physical design of the classroom indicates to learners that the school is supportive of them (Barrett, Zhang and Barrett, 2011). Other research indicates that group-based or student-centered learning encourages students to collaborate and take accountability, and that flexible seating arrangements support this (Campbell et al., 2013). Various elements that improve engagement levels were also mentioned. However, one important element, that of ‘fun’, also comes to light in this kind of seating arrangement. Tanner (2009) indicates that school designers and school leadership need to consider all these different elements when renovating or building new schools to support learners’ needs.

As with all advancements there are challenges with adopting this approach. It is critical for administration to support the gradual integration through professional development, mentorship, empowerment, acceptance of failures and celebrations of success. I am pleased that my DAIS leadership and colleagues have supported my journey to flexible seating arrangements.

Sources:


This week, 148 students from across ACS International Schools’ four campuses received their final IB Diploma results, allowing them to accept a range of offers to attend world-class universities in the UK, US and around the world.

16 percent of ACS International School Cobham students, over a third of ACS International School Egham students, 13 percent of ACS International School Doha students and nine percent of ACS International School Hillingdon students were awarded 38 points or above, equivalent to 236 UCAS points. To put this into perspective, 3 A* grades at A Level are worth 168 UCAS points.

Tim Cagney, Chief Executive at ACS International Schools, commented: “Across all four of our ACS International School campuses in the UK and Qatar, we’ve seen an entire class work exceptionally hard to produce an impressive set of academic and personal results. I am very proud of every student this year, as I know all our teachers are—and I commend the Class of 2019 for their hard work and commitment to studying.

“I know that they will all go on to enjoy great success at university or in the workplace, and I look forward to hearing about the progress you make after graduating from ACS. Congratulations to all students and staff!”

Nearly a quarter of the 2019 class at ACS Cobham completed bilingual diplomas alongside 17 percent of the ACS Egham class and 23 percent of the ACS Hillingdon graduates, reinforcing the international mindset of the IB.

ACS Cobham student Bethan Holloway-Strong, who received an offer from Cambridge University to read English Literature, said: “Being at ACS has prepared me for university because of the opportunity to take the IB. I knew that the fast-paced, one year AP courses didn't suit me and A Levels didn't offer me a broad enough range of subjects, so the IB was the perfect opportunity for me to explore what I liked and decide with confidence what I wanted to study at university.”

ACS Hillingdon and ACS Doha also achieved a remarkable 100 percent pass rate this year.
The renewal of Thai Sikh International School (TSIS) in Bangkok is well and truly underway. At the end of TSIS’s 2nd year of management by ISS, Year 11 students achieved some of the best iGCSE results among all of Bangkok’s international schools.

At a glance, the 2019 Year 11 students achieved the following grades (based on a percentage of all grades achieved):

- A* = 24%
- A* - A = 54%
- A* - C = 91%

These truly commendable results are a VERY encouraging sign for the TSIS community. We look forward to hearing of more successes from that school!
IN MEMORIAM

KERRY ANNE LANGTON
July 10, 1953–June 14, 2019

Kerry Anne Langton passed away peacefully on the evening of June 14, 2019 at her home on Vashon Island, Washington with her family at her side. For the previous three and a half years, Kerry had faced metastatic lung cancer with extraordinary strength, courage, and grace. She remained forever grateful for the love of her family and friends and the gift of each new day.

Kerry grew up in Klamath Falls and Corvallis, Oregon, and Salt Lake City, Utah. She graduated with a B.S. in Education in 1975, and later earned an M.Ed. from Trenton State University. Teaching would become Kerry’s life-long passion and the professional medium through which she would touch lives around the world.

Kerry spent thirty years living and traveling abroad with her husband and family. In Southern Sudan, Kerry opened a branch of the American School of Khartoum and taught a multi-grade classroom of international students, revealing her ability to create an oasis of learning from scratch. Kerry taught or served on the board of international schools in Kenya, Bangladesh, Sri Lanka, the Philippines, Nepal, and India. She was a creative, energetic, and compassionate early-learning teacher whom parents fought for and students loved.

Kerry is survived by her husband Nick Langton of Vashon; their children Tashi Langton (Catherine) of Tacoma, Farah Powell (Connor) of Renton, and Mercedes Langton of Vashon; their grandchildren Mosaic Langton-Gleizes and Rylan Powell; mother Mary Anne Megale of Boise, Idaho, father Donald Megale, Jr. (Cindy), Mike Megale (Kim), and Rich Megale (Lori) of Boise, Idaho, Tony Megale (Jennifer) of Philomath, Oregon; and Laura Faes (Pat) of Phoenix, Arizona. While Kerry will be forever missed, those she touched will always be buoyed and inspired by her love of life, grounded wisdom, enduring faith, and infectious laugh.

You may send a message to the family through: https://www.caringbridge.org/visit/kerrylangton/journal.
The International School of Dongguan is an ISL-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. ISL has established a strong supportive culture of learners and distributed leaders who strive for excellence by applying a continual improvement model. ISL is a member of both ADECIS and EARCIS, is authorized to deliver the IB Diploma Program and is accredited by the Western Association of Schools and Colleges.

Each ISL 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 (kellykramer@isls-d.org).

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Tel: 86-769-2882-5882
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www.isls-d.org

Ms. Elizabeth Martinez — Founding Head of Sias International School
Miss. Stanley Mercier, Head Teacher and Director of Education, worked in International 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 51 schools with 10,000 students. As the Assistant Superintendent, she supervised 20 Elementary School Principals, was a Principal in Elementary K-12 schools and a teacher for 7 years.

Sias International School
Ms. Elizabeth Martinez – Founding Head of Sias International School
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Schools with a culture of collaboration and collegiality

There were so many reasons I chose to teach at SCIS, but the instant feeling of community I got was truly the cherry on the top. This feeling of community occurred instantly within the staff and I was surprised by how fast it formed with students and parents as well. Through this collaboration with parents, staff, and students, I have grown to be a better teacher who strives to be the most effective educator I can be. There is so much knowledge being shared from all sides that there is never a lack of encouragement. The wealth of expertise and collegiality every staff member brings to the campus is inspiring. The diversity of the campus brings such great learning opportunities and the students are inspired to use all that is around them in their learning. I cannot imagine working at a more open, diverse, and collegiate campus. – Leanne Kried, SCIS Pudong Campus Grade 1 Teacher

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.
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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.
Corvuss American Academy
Opening September 2020
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 Kajrat—close to the cities of Mumbai and Pune in Maharashtra and aims to be an engaging and diverse school community.

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.

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.

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). 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 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

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

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

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.

See where ISS can take you and your school.

Whether developing and managing world-class international schools, staffing schools, ordering equipment and supplies, performing accounting functions, or supporting best-in-class teaching and learning approaches, International Schools Services (ISS), provides the full range of services necessary for your school to thrive and deliver an outstanding global education to your students. Learn more at ISS.edu

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#ISSedu
The American International School–Duhok

Duhok, Autonomous Kurdistan Region of Iraq

The American International School–Duhok (AIS-D), located in the Autonomous Kurdistan Region of Iraq, was founded under the auspices of the American University of Kurdistan to serve as a model of modern, progressive American/international education in the region. In September 2018, it opened its doors to 75 students from Pre-Kindergarten through Grade 1 and will eventually serve students through Grade 12 in permanent facilities located adjacent to the University. It is expected that AIS-D will be the first school in Kurdistan to be accredited by one of the major US-based accrediting agencies.

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

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.

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).
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.
Seeking Great Teachers for Our Great Students

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