ISD ROBOTICS: USING THE DESIGN CYCLE TO IMPROVE THINKING

By Gordon Radcliffe
Maker Space Manager, International School of Dongguan, China

At ISD we have had a bit of a Robotics overload recently: competitions both here at ISD for the Middle School and away in Tianjin for the High School. I want to reflect back to the trip to Tianjin and the effort that the High School students put into ISD's first attempt at the full VEX Robotics Challenge.

ISD took 8 students and fielded 2 Teams, both with quite different solutions to this year's challenge. There were 16 Teams taking part in the competition; only ISD and the team from Wuhan were ‘rookies’—We learned a lot! Unfortunately, 87878A had an early catastrophic failure of the gear system in the double-reverse 4-bar arm that they had designed. However, they managed the problem and did not miss one qualification game—well done! 87878B had to make some early tweaks to their programming to make their robot work in the competition (continued on page 3)

SCUBBLEBUBBLES UPDATE

By Carlos Luis Cano, Grade 11 student and Nichole Danser, Math Teacher
International School of Aruba

The Scubblebubbles of the International School of Aruba have been very busy.

First, much energy has been put into planning and designing a new coral nursery. Part of the planning involves preparing a presentation and petition for permission to touch coral. Students will present their petition to the government office in charge of environment, DNM (Directeur Natuur en Milieu) to approve our new nursery.

Every weekend a group of students spend their Sunday morning tending to the coral nursery. Things like the current, depth, sunlight, marine life and many other logistical problems make gardening the coral no easy feat. The feeling of accomplishment once everything is finished and set up makes it all worth it. Not only because you just finished a (continued on page 5)
Teachers Without Borders

Our mission is to graduate global citizens who are “at ease beyond their borders.” Since we opened Avenues New York in 2012, our teachers there have shared that aspiration. Today, many of them are teaching at Avenues São Paulo, Brazil and Avenues Shenzhen, China—and we are developing many more campuses around the world. So, if you’re a teacher without borders, Avenues’ growing network may be your home.

To learn more about growing with us, visit avenues.org/careers.
WILL YOU DANCE?

By Liz Duffy
ISS President

Just over two years ago, at the 2017 AAIE leadership conference in New York City, a group of educators met to discuss the relative lack of gender and ethnic diversity among international school leadership and to develop a coordinated plan to address that under-representation. What resulted from that and subsequent conversations was the Diversity Collaborative, a voluntary network of international educators committed to creating a more diverse, inclusive, equitable and just environment among the leadership of the international school community.

My favorite metaphor for “diversity, inclusion, equity and justice” is one that Jennifer Beckwith, founding director of the American United School of Kuwait, shared at the Fall 2018 NESA leadership conference and the Winter 2019 AAIE conversation. She described a school dance, something all educators are familiar with not only because we have often chaperoned school dances, but also because we attended them as students ourselves. As Jennifer so compellingly explained:

• Diversity is making sure that everyone is invited to the school dance.
• Inclusion is making sure that everyone who attends is invited to dance.
• Equity is playing everyone’s music.
• Justice is putting systems, policies and practices in place to ensure that all school dances are diverse, inclusive, and equitable.

While diversity, equity, inclusion and justice are relevant and important concerns for all the constituents of a school, we chose to focus the work of the Diversity Collaborative on school leadership, both for practical reasons and because we posited that when the board and leadership team of a school embrace diversity, equity, inclusion and justice, that tends to affect all aspects of a school, from recruitment to student learning, from professional development and promotion to community and staff relations.

The Collaborative aims to utilize the talents of leaders in international education to create lasting changes in the way we engage, support and promote educators who encompass a broad range of identities. To date, the Diversity Collaborative has piloted a number of initiatives to raise awareness about the importance of diversity, equity, inclusion and justice, including workshops and presentations at many regional associations on topics such as women in leadership patterns, the leadership pipeline (see the related article in this edition of NewsLinks), and diversity and recruitment. We are also working with ISC Research and others to gather data on the topic so we can establish a baseline, identify critical barriers and track progress. If you’re interested in being part of the Collaborative, please contact Anna Santori at asantori@iss.edu. We welcome educators from all backgrounds to participate.

ISD ROBOTICS: USING THE DESIGN CYCLE TO IMPROVE THINKING

(continued from page 1)

environment, but from there on made an excellent contribution to the competition. The team finished 5th in the Skills Challenge rankings.

The students have reflected on their experience and are now in the process of creating new robots which will perform better in the challenges. One aspect of learning in the Maker Space which is consistent throughout the Grades is adhering to the Design Cycle. All students learn the process of coming up with solutions, testing these and then improving their work in a cyclical fashion. These High School students have plenty of new ideas and improvements that they will demonstrate before the end of the year!

Now on to the Grade 1 Sound Project!
What if we could easily browse the assignments, activities, questions, and multimedia work of hundreds of other teachers? What might we create if we could gather feedback on our own work from teachers around the world? What could we do as teachers if we could organize and engage a robust professional knowledge base?

These are the questions at the heart of the Athena Summer Fellowship, a six-week professional development workshop currently focused on the humanities. From anywhere in the world, on your own schedule, for about 5–7 hours per week, Athena Summer Fellows share curriculum (assignments, questions, activities, projects, and media) and give and receive feedback on each others’ work. It’s flexible, practical, meaningful, and inspiring.

Made possible by an intuitive online platform for sharing curriculum and feedback, the Summer Fellowship groups participants into cohorts of 8–10 teachers from around the world. Since professional development is best when customized to teacher needs, cohorts are designed around emergent professional goals, including: new teachers seeking exposure to diverse curricula, mid-career teachers seeking new ideas, designers of new courses seeking feedback on their work, experienced teachers seeking to share their favorite or best practices, and any teacher in search of community around topics of particular interest.

The Athena Summer Fellowship is in its third year of connecting teachers online around curriculum, and feedback from previous years has been superlative. 100% of participants in both the 2017 Summer Fellowship (n=14) and 2018 Summer Fellowship (n=44) said that they think their colleagues at school would find the Athena platform useful. 97% of these participants described the Summer Fellowship as a valuable professional development experience.

Teachers wrote of their experience:

• Athena is putting into action what I've been seeking as a teacher for years - a place to share and find resources, questions, and best practices for teaching across the humanities. –Kellyann Connors, St. Andrew’s School, Summer 2017
• This is a game-changer. –Kate Wade, Fenn School, Summer 2018
• I haven’t had a more authentic and rewarding professional development experience as a teacher. –Eric LaForest, Loomis-Chafee School, Summer 2018
• Athena is the best experience I have had in terms of connecting with other teachers online. –Delano Copprue, Deerfield Academy, Summer 2017
• Easy, enjoyable, and rewarding. The connections with colleagues that budded were meaningful. –Max Gordon, St Paul’s School, Summer 2017

From the practical to the principled, the Athena Summer Fellowship is part of a strategy to address a sector-wide challenge: that the field of education lacks a comprehensive professional memory. While doctors have thousands of years of diagnostic and treatment practices recorded and searchable, and while lawyers have hundreds of years of case precedent to refer to, teachers reinvent the wheel everyday.

Practically, this means that 10,000 teachers might teach Homer’s Odyssey, but essentially none have any idea what the others are doing. And, great veteran teachers retire, and with their retirement evaporate decades of knowledge and skill. In the age of the internet, this isolation and cyclical forgetting is a crime. Athena is designed to address this gap in the education landscape.

What if you could easily find and browse dozens of ideas for how to teach what you teach? What might a robust professional knowledge base look like? What if you could gather creative feedback from ten or more other teachers on how to improve your assignments, activities, and questions? What if you could do this on your own schedule during the summer, from anywhere in the world?

To learn more about the Athena Summer Fellowship, visit http://teachathena.org/summer-fellowships

Participants in the 2018 Athena Summer Fellowship

Amanda Lucas joins the Athena Summer Fellowship from Middlebury’s Bread Loaf program; Trinity Thompson participates in the summer fellowship from a beach in Hawaii; Edrik Lopez contributes from Choate Rosemary Hall; Emily Richardson participates during a week away in the Dolomites.
project, but because you know you are making a change in the declining lives of corals.

Protecting the reefs is a challenging task because it involves increasing the number of corals, monitoring their health, and stopping their decline. This is a worldwide issue that is affecting everyone without them even knowing it. For example, when corals bleach and die, the fish leave because the coral can not fulfill the requirements of their symbiotic relationship, therefore resulting in lower food quantities for the rest of the food chain. This can dangerously modify how the ecosystem works.

When not busy cleaning the current nursery or outplanting coral onto the reef students are doing monthly reef clean ups, fundraising, and recruiting new members to join the team. The ScubbleBubbles team now has students from multiple local schools and have raised money to offer scuba scholarships to local youth who are not be able to afford the training on their own. It is a great feeling to be a part of a group that is doing something positive for our environment and for the community.
Social engagement among young people is increasingly a headline issue, as the teenage climate change activist Greta Thunberg has vividly demonstrated. Yet many schools still struggle to create an authentically inclusive learning environment, as a survey by the Association for the Advancement of International Education last year highlighted.

**Empowerment**

Stories that Move taps into both needs: empowering students to think critically and helping teachers provide safe spaces for difficult discussions. By using the personal stories of other young people learners are challenged to reflect on the choices they themselves make when faced with inequality and hate. Since its launch in 2018 hundreds of teachers have signed up for this free online tool, which helps students identify and discuss discrimination in its many forms.

**Treasure trove**

The toolbox—a treasure trove of images, film clips and lesson materials in seven languages—is the result of two years of research and three of development and testing, involving the Anne Frank House, eight partner organisations and countless classrooms. What began as a youth conference and pieces of paper spread over the floor, pored over by educators and young people working side-by-side, is now attracting the attention of schools internationally. In 2018 we were proud to be awarded the Comenius EduMedia medal for educational materials.

**Difficult conversations**

“As far as I am aware there is not another tool like this,” says Cherry Siddall, a teacher at the International School of Amsterdam (ISA), where students and teachers helped test the tool and the pedagogical support (details of teacher training course below). “While teachers are trained to create and teach lessons about their subjects, these difficult conversations [about identity and discrimination] are often not part of their training. It is also hard to find materials about people who are not part of their everyday life. What the materials here have done is provide a framework for these conversations, but also a rich variety of experiences.”

She said: “It has also helped us to challenge some students’ giggly reaction to people who are different to them, and to deal with this in a safe environment. Why are you laughing? How do you think this person would feel if they were in the room? How might you feel?”

The Stories that Move online tool consists of five learning paths packed with information, assignments and real-life stories. In a structured way, students can choose for themselves which stories they want to explore.

Another teacher at ISA, described how a German student of colour had muttered “yessss!” as her class watched one of the videos about Nued, a boy who grew up in Germany, speaks German fluently but is reluctant to identify himself as German—as he found other people didn’t. White German students in the class could not easily accept that their fellow student identified with Nued. “It sparked a good discussion.”

**Understanding media**

As well as testing the tool and providing feedback, learners at ISA have used it for their Creativity, activity, service (CAS) programme. Leilani and Rania were among four students who built on Stories that Move to set up a media-focused club. “While there are many amazing student-led CAS clubs at ISA, very few of them seemed to address the human issue of understanding media, or our own identity and biases, and so filling this gap seemed important,” said Leilani.

**Parents**

They are now preparing a parent workshop. “We hope to open up Stories that Move to a new kind of user—parents looking for a constructive and thoughtful way to foster conversations about discrimination with their children,” said Rania. “Through a series of activities similar to those in the tool, we want to make
As part of a new tradition of recognition of service at Shekou International School (SIS), Head of School, Greg Smith, was privileged to recognize some long-serving faculty and staff for their outstanding service to the SIS community. 63 employees were awarded a 5-year pin in recognition of their service. Five years is a significant tenure in international schools. 18 employees were awarded a 10-year pin in recognition of their service. 15 employees were awarded a 15-year pin—that’s at least 50% of the schools’ existence. Remarkably, an additional 6 employees were given a pin in recognition of more than 20 years of service to SIS. “SIS is honored to be able to call these individuals employees,” conferred Greg, “they are the soul of our school and a major reason we have a strong and vibrant community. I am very proud to work alongside them to continue the journey of our school.”

With 30 years of excellence in service to the community, SIS has a bright future as the most trusted international school in Shenzhen, China.

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ISS ANNOUNCES LEADERSHIP CHANGES IN ASIA-PACIFIC OFFICE

International Schools Services (ISS) will change its leadership structure in the Asia Pacific Office, effective in the 2019–2020 academic year. Dr. Dale Cox will step down from the ISS Vice-President, Asia Pacific role to assume a faculty position at Utah Valley University in the U.S., where he will help create a new graduate program in educational leadership. Beyond the professional opportunity, the move allows Cox to return to his former hometown, near his children and grandchildren. Liz Duffy, President of ISS, commented, “I have deep respect for Dale as an educator and as a person. Under his leadership, the ISS AP Office has flourished and we are so grateful for all of his contributions. Thankfully, in international education, connections transcend time and place, so I know Dale will remain a valued friend and partner to ISS.” While at Utah Valley University, Cox anticipates continuing his relationship with the ISS Asia Pacific Office as a board member and advisor in support of ISS’s schools in the region.

Greg Smith, Head of School at Shekou International School (SIS), Shenzhen, China, will assume the leadership role for the ISS Asia-Pacific Office when Dr. Cox steps down. Smith will also continue to serve as Head of School for SIS. “Over the past year, Greg has solidified our efforts in the Asia-Pacific area, built relationships, and led some impressive initiatives at SIS,” said Duffy. “His dual role will benefit SIS, the ISS Asia Pacific Office, and most importantly the communities we serve in Shenzhen, China and the greater Asia Pacific region.” To support these changes, a Deputy Head of School will be added to SIS’s administrative team, starting in the 2020–2021 school year. For the 2019–2020 school year, Bob Stearns, who previously served as interim Head of School for SIS, will become interim Deputy Head of School, ensuring that the transition to this new leadership structure is seamless.

For more information contact info@iss.edu or visit iss.edu.

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RECOGNITION OF SERVICE AT SIS

By Michelle Collin
Director of Advancement, Shekou International School, China

As part of a new tradition of recognition of service at Shekou International School (SIS), Head of School, Greg Smith, was privileged to recognize some long-serving faculty and staff for their outstanding service to the SIS community. 63 employees were awarded a 5-year pin in recognition of their service. Five years is a significant tenure in international schools. 18 employees were awarded a 10-year pin in recognition of their service. 15 employees were awarded a 15-year pin—that’s at least 50% of the schools’ existence. Remarkably, an additional 6 employees were given a pin in recognition of more than 20 years of service to SIS. “SIS is honored to be able to call these individuals employees,” conferred Greg, “they are the soul of our school and a major reason we have a strong and vibrant community. I am very proud to work alongside them to continue the journey of our school.”

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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.

Please join us in celebrating the following employees:

LAURA BENSON
Director of Curriculum and Professional Development
5 years (August 2014)

KEITH CINCOTTA
Director of School Services/Senior Leadership Executive.
Managed Schools
10 years (August 2009)

SHERI HARHIGH
Accounts Payable
5 years (June 2014)

VICKI MERLO
Assistant Director
35 years (July 1984)

JOAN RAMOS
Senior Educational Representative
30 years (May 1989)

DAVE RANDALL
Senior Leadership Executive,
Governed Schools/Administrative Searches
10 years (July 2009)
TEDx REDUX: 12 TIPS FROM THE FRONTLINE

In 2009, TED.com created TEDx, a program of local, self-organized events that bring people together to share a TED-like experience. This February 23, ISS proudly sponsored a TEDx event called TEDxYouth@Jingshan, where x = independently organized. LEVEL 5 in-kind donated the venue for the day, which was filled with youth and adult speakers, innovative breakout sessions, thought-provoking videos, and more designed to inspire and inform.

We’re still applauding the many students, teachers, volunteers, and wider Shenzhen community members that made this day possible. Special thanks to Tosca Killoran, Director of LEVEL 5 Shenzhen, TEDx Organizer, for her initiative and hard work bringing the event together! The following article (adapted from Tosca’s original post on Medium) gives an inside look at the recent event and offers tips for carrying through your own TEDx event. Visit the TEDx-YouthJingshan website for more information about upcoming events, links to videos, photos, and to meet the team.

In 2011, I organized my first TEDxYouth event. Since then, I have founded three events (TEDxYouth@BIS, TEDxYouth@NIST, and TEDxYouth@Jingshan). From my successes and failures I have learned enough to give some tips to schools who want to start an event within their communities. In 2012, I wrote two books specifically for organizing TEDx events. One comes with a free website full of resources. A link is provided at the end of this post.

TED stands for Technology, Entertainment and Design. It began as a small conference in California but has grown to become a worldwide community, many million strong, focused on exchanging and spreading ideas. The people at TED understand that if people are inspired by a TED speaker’s ideas, and if that sparks an action—all those little sparks will create a roaring fire of change. TED is made up of events that people attend in order to watch people talk or perform. Those talks and performances are taped and put on the TED website for everyone around the world to view. TEDx talks are a little bit different; they are local, in your city or town, and are organized by people just like you. TEDx organizers want to find people with clever, interesting ideas and give them a place to share those ideas with people who can help them turn the ideas into reality. They want people to hear what you have to say, what your thoughts and ideas are, and how you can engage other people around the world. Think! If you could inspire just one person to make a change in the world, what impact could that have?

Here are 12 tips to help you make your first (or next) TEDx event a success:

1. Create a Team

Part of organizing a successful event is the people you will choose to be part of your team. Although the event is managed by many smaller mini-teams, in the end, it all coalesces into this amazing production. Being able to compartmentalize the organization of your event leaves you free to oversee the event as a whole. Some schools it will take growing the event in the first year and having a small team. You are going to do a lot as an organizer! This year we had a small core team of six that took care of everything from signage to speakers. When working with youth we have found that creating a club is a successful way to up-skill youth in event organization and create sustainability of the event. We recruit teachers, parents or professionals from our learning community to mentor students in such things as accounting, video production, web design, and the like in order to have those students be proficient to teach future students the skills in subsequent events.

Inquire! Start getting to know the skills of those around you. Start crowd sourcing by making personal connections with others and asking: “What are your hidden talents?”

2. Speakers

Inviting, mentoring, and coaching presentation literacy for both adults and kids takes time and planning. Consider body language, tech capacity, memorization of talks and more! In your school you will need volunteers to run a club or after school activity so you have the time to devote to this process. Myself and three teachers volunteered their time to help organize TEDx workshop sessions with the students. We met twice a week for over six months in order to nail their talks. As it was our first year, and TEDx was largely unknown within the community, we put out a call to primary teachers asking them to suggest a few students from every grade level that they thought would love the TEDx experience. Those students then were coached by Dave Sheppard and Alice Cheung twice a week on volunteer time. For the older students we offered an after school workshop in which Peter Hennigar supported on Mondays and I supported on Wednesdays. Later, students met with mentors to get another perspective on their talks.

In those sessions, having real conversations about ideas was what mattered most. Giving critical feedback and curating a line up that is fresh, confident and creative is key. Adult speakers need critical feedback too. I use Google docs to share ideas, comments, and edits. I try to meet with adult speakers at least three times face to face before the event.

3. Rehearsals

All speakers have to attend the dress rehearsal but you will stage mini-rehearsals for many months, over and over again. Peer review rehearsals and feedback is empowering for youth to take charge of their ideas, challenge others, and look at each themselves through a critical thinking lens.
4. Slide Decks

TEDx has specific rules about decks, ensure your speakers know the rules! This year our speakers blew us away by illustrating many of their own slides. Slides can be complex or incredibly simple. Ensure they match the talk, and remember less is often more. I create a pdf for students and adult speakers that outlines the theme, expectations, calendar, and waivers, and provide it very early on in the process.

5. Venue

Where will you host your event? If your license is under a hundred people, consider that a gymnasium or auditorium may be too big and daunting for speakers and the audience. Where can you create a warm inviting space that engenders conversations between people? Although the event videos you will make are showcased on TEDx Youtube or on the TED website itself, the truth is—the most important moments from the event will be the real-time connections you make with others. It will be the satisfaction of the speakers watching people listen, really listen, to their ideas.

6. Photos

Finding a photographer that will capture your speakers as well as the event is necessary for the longevity and global connection your event will have. Find someone who will take just the right shot!

7. Manage Multimedia

It is important to remember that part of the beauty of TEDx is that you are creating a sustainable event that is not only shared once, but also archived in video and shared with the entire globe. For that reason, you must record all original stage content, such as live talks and performances on video. After your event, you must make this video accessible to TED and the public.

Getting the technical details of your event set in advance will save time, give speakers confidence in their presentations, and make the event run smoothly. However, no matter how prepared you are, something always goes wrong! For that reason have a plan A, plan B AND a plan C. Be able to roll with the errors. This year our audio cues kept being missed. It was a lost in translation moment. No worries, we would just invite speakers to the stage to redo that short clip. That is the magic of editing. Capture, capture, capture.
8. Breakouts

All good presentations or events have flow. TEDx talks are thematically related, so ask yourself, “What is my passion? What will drive my theme?” It needs to be broad enough to let a variety of people speak or perform. Be sure to format your event carefully with a variety of powerful, short talks, each focused on a single topic or idea. Break outs are the time for the audience to connect, create and potentially collaborate!

Provide a substantial amount of time for breaks to allow for the conversations that matter. Usually, it takes 5–10 minutes for people to use the bathroom, 15 minutes for people to eat and make introductions, 10 minutes for them to feel confident enough to engage in conversations or ask questions and then 20 minutes to explore ideas, brainstorm solutions, and engage in meaningful conversations. A big part of creating a successful break is to facilitate spaces and activities that provide opportunities for people to share their own ideas, and converse or document their ideas to be fed forward later in the event.

Break Out Session by MG Space. Photo Credit: Charles Denson

Break Out Session by Brittan Aebishcher. Photo Credit: Dave Sheppard

Break Out Session by MG Space. Photo Credit: Charles Denson

Break Out Session by Rebecca O’Brien. Photo Credit: Dave Sheppard

(continued on next page)
TEDx REDUX: 12 TIPS FROM THE FRONTLINE

(continued from page 10)

9. Catering and Promoting Your Event

A lack of food is often the biggest critique a TEDx event will get, so make sure attendees are properly hydrated, cupcaked, and fed during breaks!

Social media is not a ‘new’ way of conversing with the world anymore, it is part of being a 21st century citizen. So get out there! Facebook, Twitter, blogs, and your personal event website are all available to pump your event and connect you with others around the world that are talking about TEDx.

It is important to remember to keep your tweets and posts focused on your event, the speakers, and the hype up to the event. You will need posters, Wechat messages, Instagram posts, Tweets, Facebook and more! Use those amazing photos taken by the photographer to your advantage. Be sure to credit the photographers in all marketing posts.

10. Meet with Sponsors

To help cover the cost of organizing a TEDx event, you may need to approach sponsors. The challenge is getting corporations, which usually think in bills and coins to understand the open-source, non-biased, non-paid stance of TEDx. Indeed, your job is to educate sponsors that even though their brand logo or agenda is not represented on the stage, or splashed all over your social media, they are in fact benefiting from a partnership with you. It takes companies willing to take on a paradigm shift and involves a real understanding on your part of what sponsorship means to TEDx.

Really the most amazing support you can receive is in the form of in-kind donations of time, expertise and services. Gift bags are a big part of the TED experience—they’re actually kind of famous. At a TEDx event, you aren’t required to give a gift bag, but it’s always a fun addition. Attendees feel great if they’ve received something made just for them, or items that have some relevance with the speakers. Sponsors can also contribute to gift bags.

11. Talks

When looking for speakers and curating your talks remember that a TEDx Talk is a showcase for speakers presenting great, well-formed ideas in under 18 minutes. There are several different types of talks. TED outlines a few:

• The big idea: The talks that make one or two very strong points, and it’s important.
• The tech demo: An onstage look at some clever new invention that the speaker was a part of creating.
• The performance: Music, dance, magic, puppetry, or some other performance to captivate your audience.
• The artist’s statement: In these talks, artists showcase their art and explain the meaning and process behind what they create.
• The “dazzle with wonder” These talks are mainly about the amazement of science and discovery.
• The small idea: These talks are not about one big, world-changing idea, but instead a very engaging take on an interesting topic.
• The “issue” talk: These talks expose your audience to an issue that they may not otherwise know much about.

Be sure to create a diverse panel of speakers!

12. Say Thank You

Most of what organizers do relies on the kindness of volunteers. Events simply could not run without an army of people that work long hours, dedicate their time, knowledge, skills and abilities to the team and event. Acknowledgement and giving credit where credit is due is an important and invaluable skill in all walks of life, but especially when it comes to event planning. Buying a bottle of wine for 100 people who have helped out quickly adds up, but have no fear! Saying thank you can get creative, funny, touching or memorable, and free using online technology and tools. And don’t forget, that after all the technology, there is still power in a simple handwritten note.

Ponder! What is your place within the community you have created? Don’t forget to thank yourself too. You deserve it.

So, imagine a day filled with brilliant speakers, thought-provoking video and mind-blowing conversation. By organizing a TEDx event, you can create a unique gathering in your community that will unleash new ideas, inspire and inform.

Inspired? For a comprehensive guide through the journey of organizing your own TEDx event, download Tosca Killoran and Jeff Hoffart’s book and access the complimentary website. For full TED rules and to apply for a license, visit TED.com
Schools with a strong vision for learning

"I chose to teach at SCIS because of the balanced approach that the community has towards students. The school's vision of providing a nurturing environment is reflected by the inquiry-driven approach to learning, in conjunction with developing fundamental skills and character traits. The international community, along with the extensive resources available, provides a rich learning experience." — John Gaul, SCIS Hongqiao Campus Individual & Society teacher

Shanghai Community International School operates independent, non-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 Eschrich, Director of Schools, at teach@scis-china.org.
The "leadership pipeline" is a construct used by many researchers to track the development of people of varied backgrounds in the workplace and to diagnose critical obstacles in leadership progression. A quick survey of some of the leadership pipeline literature demonstrates the power of the construct for accessing the leadership development of various groups and also illustrates a few pipeline patterns typical of many sectors.

The Leaky US Corporate Pipeline

Starting in 2015, Lean In and McKinsey & Company have conducted an annual study of Women in the Workplace. In 2018, 279 companies employing more than 13 million people shared their leadership pipeline data and completed a survey designed to explore their experiences regarding gender, race, opportunity, career and work-life issues. Since 2015, the key finding of this annual study has largely remained the same: In corporate America, women fall behind early and continue to lose ground with every step in the pipeline, and women of color are particularly disadvantaged.

The 2007 data reaffirmed some perceptions about women and leadership and undermined other common assumptions. On the one hand, perhaps as expected, the study found that women have fewer high-level sponsors and mentors, that more of the childcare/household responsibilities still fall to women, that women get fewer promotions and raises than their male counterparts, and that women are less optimistic than men that they can reach the top of their professions. On the other hand, many of the perceived reasons for those differences were not supported by the research. For example, according to the 2017 survey, women asked for raises and promotions more often than men do, women did not leave their companies at a higher rate than men, and very few women planned to leave the workforce to focus exclusively on family.

A Lack of International School Data

Arguably even more relevant to international schools may be the data that the National Association of Independent Schools (NAIS) has tracked on leadership at their membership schools since 2000–2001. As shown in Figure 2, despite efforts by NAIS and others, over nearly two decades, the percentage of NAIS women heads of school has only increased from 33% to 36%, and the percentage of NAIS heads of color has only increased from 3% to 8%.

The Gender and Color of Leadership in NAIS Schools, 2019

At least in the case of women, the issue seems to be more of a "glass ceiling" than a "leaky pipeline" problem. In 2018–2019, women comprise 68% of teachers at NAIS independent schools and 69% of senior administrative positions, but only 36% of heads of schools. Strikingly, the only senior leadership role that has more men than women, other than head of school, is the head of the upper school (see Figure 3).

A Glass Ceiling at US Independent Schools

Arguably even more relevant to international schools may be the data that the National Association of Independent Schools (NAIS) has tracked on leadership at their membership schools since 2000–2001. As shown in Figure 2, despite efforts by NAIS and others, over nearly two decades, the percentage of NAIS women heads of school has only increased from 33% to 36%, and the percentage of NAIS heads of color has only increased from 3% to 8%.

The Gender and Color of Leadership in NAIS Schools, 2019

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A Lack of International School Data

Unfortunately, there is little systematic data on the leadership pipeline in the international schools sector. To rectify that situation, the Diversity Collaborative, a voluntary network of international school leaders committed to creating a more diverse, inclusive, equitable and just environment among international school leadership, has worked with ISC Research and the George Mason University Center for International Education to develop and distribute a voluntary survey about the obstacles and successes of increasing leadership diversity at international schools. At the same time, the Diversity Collaborative is in the process of collecting and analyzing the limited pipeline data that exists at various regional associations and triangulating that data to at least establish a baseline for the international school sector. We will share our findings with the international school community early in the next school year.
Most school leaders follow a similar pipeline:

By analyzing the data at your own school by whatever identifiers are of greatest interest to you and your school community—gender, ethnicity, nationality, etc.—you can quickly determine whether and at what stage(s) different types of people fall behind and therefore what intervention(s) would be most effective. Do you struggle to recruit teachers from all backgrounds or do teachers of some backgrounds not get promoted as quickly or as often as teachers of other backgrounds? Do the trendlines start to disperse at the teacher leader level or further along the leadership pipeline? Understanding your particular leadership pipeline pattern is the first step to ensuring equitable promotion opportunities for all international educators and for strengthening the decision making and performance of our schools. Creating a diverse, inclusive, equitable and just leadership pipeline will also ensure that we as international schools create the types of communities to which we aspire that our students will someday belong and help lead.

Sources:
- The Diversity Collaborative https://www.iss.edu/services/professional-development/diversity-collaborative
1. Writable surfaces everywhere

*Provide opportunity for the rapid sharing of ideas.*

- Create large writeable surfaces by installing multiple whiteboards vertically, edge to edge, instead of horizontally. Also makes the space more accessible to children.
- Whiteboards too expensive? Try white MDF panel board, melamine, white steel sheeting (works with magnets) or dry-erase paint.
- Apply the same materials to desktops to create collaboration surfaces.
- Low ceiling height? Install ceiling struts (top right) so you can hang and slide whiteboards. High ceiling? Try rollable whiteboard walls (bottom left) to create new spaces.
- Glass and windows work well with whiteboard markers and post-its.

2. Mobilise

*Let the space reflect the learning.*

- Casters are cheap and can be attached to nearly anything.
- Custom furniture fabrication is as easy as sketching a prototype and sharing it with a local contractor. Let people use it extensively for a few weeks, garner feedback and then iterate.
- The Periodic Table (top left) from Make Space is a great all-rounder for ages 10ish+
- Roll out carpets out to activate the floor, particularly for younger children.

*7 PRINCIPLES OF AGILE SPACE DESIGN*

By John Burns
ISS Chief Innovation Officer

---

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3. Let the light in
   Daylight brings feelings of health & well-being.
   • Maximise the amount of light where possible with both interior and exterior glass.
   • Use variable blinds to control light as needed.
   • Consider installing LED lighting in the 7500K ‘daylight’ range. TCO is cost effective compared to other solutions.

4. Plan for storage; lots of it
   Storage should account for 30% of space.
   • Retrofitting a space? Plan for adjustable shelving behind sliding whiteboards.
   • Install running benches along windows or around columns for storage of frequently used items. Doubles as a ‘perch’ point for individuals or small groups.
   • IKEA Trolleys can be used for all sorts of equipment and can even be sealed to create agile planters.
   • Hooks can hang bags, coats, umbrellas, cleaning equipment and much more.
   • Make space for junk—it’s always useful!

(continued on next page)
5. Amplify what’s important   
**Minimise what’s not.**

- Install perforated acoustic panels on unusable wall space.
- Tile carpeting is sound absorbing, cheap and easy to replace if damaged.
- Rugs and bean bags can be used to quickly reduce noise and reshape a space.
- Hang materials like particle-board or acoustic foam from the ceiling to absorb sound.

7. Improve air quality   
**Indoor air quality can play a major role in academic performance.**

- Purchase air-purifying plants. NASA has identified those that reduce the volume of Volatile Organic Compounds (think formaldehyde) in the air.
- Ensure custodians have access to quality cleaning materials that do not contain VOCs.
- Buy an air quality monitor and regularly assess your spaces.
- Safety gear whenever necessary!
- Consider installing HEPA filters.

6. Ditch the projector, smart board, whatever ...and buy an LED TV!

- Cost effective in comparison to projectors and bulbs.
- Works well in any lighting conditions. No need to shut the light out.
- Reclaim throw space / dead space that occurs when using a projector.
- Buy a trolley so you can mobilise your TV.

Would you like to know more? Read these.

- Nanotecture: Tiny Built Things by Rebecca Roke
- Make Space: How to Set the Stage for Creative Collaboration by Scott Doorley
- The Third Teacher by O’Donnell Wicklund Pigozzi and Peterson
- The Language of School Design: Design Patterns for 21st Century Schools. Revised 3rd Edition by Prakash Nair

LEVEL 5 is a creative space in China (and soon Bahrain) that hosts professional learning events for educators and school leaders. Experience firsthand what it’s like to work in an agile environment at any of the upcoming events. Visit www.thelevel5.org for more information.
Strange way to begin an article, but I want to start by saying this article didn’t turn out the way I had originally intended.

I was the founding Director of Riffa Views International School (RVIS) in Bahrain. I currently provide management services to the school on behalf of ISS. A few weeks ago a member of the school’s Board of Trustees brought the Emmy nominated docudrama, *The Sultan and The Saint* to my attention. *The Sultan and The Saint* is narrated by Academy Award winner Jeremy Irons and produced by Unity Productions Foundation. Arcapita Bank, the company that originally created RVIS and who continues to support the school, provided generous financial support for the creation of the film. Arcapita has been a significant benefactor to UPF, for over 15 years. UPF is a non-profit whose mission is the promotion of peace through religious tolerance and understanding and these aims are congruent with Arcapita’s view of its corporate responsibility.

In describing the film PBS stated, “Eight hundred years ago, Francis of Assisi and the Sultan of Egypt met on the bloody battlefields of the Crusades. The Crusades resulted in four generations of escalating conflict that was directed at Muslims, Jews, Orthodox Christians in the East, and eventually other Western Europeans. The conflict seemed to have no end until Francis of Assisi took one of the bravest risks in the history of peacemaking by crossing enemy lines to meet with the Sultan. The Sultan responded with one of the greatest humanitarian acts in the history of warfare by saving the Crusaders from starvation after the flooding of the Nile trapped their army of 50,000.

Based on new research and scholarship about that fateful meeting, *The Sultan and The Saint* tells one of the great, lost stories from history as two men of faith fought against a century of war and distrust in a search for mutual respect and common ground.”

I was very impressed with the film and thought my article would be a great way to use the message of the film to illustrate the global mindedness, mutual respect and appreciation found at Riffa Views International School. RVIS was founded on these core principles and has promoted them consistently in its philosophy, programs and school culture since its inception. The RVIS community is composed of a rich mix of different religious faiths, ethnicities and cultures that work together recognizing that their commonalities are much greater than their differences.

I procrastinated for a few days and finally made the commitment to myself that tomorrow would be the day I would write my article. I would get up, have my morning coffee, and start work on my piece. That tomorrow was March 15th and while drinking my morning coffee I switched on CNN to learn of the horrific terrorist attack in...
As a hub of news, announcements, stories, reflections, and celebrations from schools around the globe, NewsLinks brings the international community together. Send your school news to newslinks@iss.edu.

2019/2020 Article Deadlines
November / Fall Edition: October 25, 2019
February / Winter Edition: December 4, 2019
April / Spring Edition: March 12, 2020

STORIES THAT MOVE, TOOLBOX AGAINST DISCRIMINATION
(continued from page 6)

parents aware of their own media habits, their children's, and the impact these habits may have on their understanding of the various prejudices present in our world today.”

From its inception, Stories that Move has been a collaborative project, bringing together young people and experts. It was designed for secondary school students aged 14 to 17. However, feedback from educators shows it is being used far more widely, from museums and universities to a Roma settlement, and in a range of curriculum subjects.

Stories that Move was presented at the AAIE conference in San Francisco in February 2019 by Karen Polak and Michael McGlade, director of educational technology at ISA.

A Professional Development Seminar in Amsterdam on 27–28 September 2019 will introduce the toolbox to teachers. https://www.storiesthatmove.org

About the Author
Karen Polak is a historian and senior member of staff at the Anne Frank House in Amsterdam who is currently coordinating Stories that Move. Toolbox against discrimination—an international project supported by the European Commission and the Foundation Remembrance, Responsibility and Future (EVZ). It was launched online in seven languages in 2018. She has worked extensively in education and publishing for many years. She sits on the international advisory board of the Memorial Site House of the Wannsee Conference in Germany, and was a member of the Dutch delegation to the International Holocaust Remembrance Alliance (IHRA) 2001–17, including chairing the IHRA committee on the genocide of the Roma.

KIS INTERNATIONAL SCHOOL BANGKOK EXPANDS FACILITIES
by Linda Belonje
Director of Marketing and Development, KIS International School, Thailand

KIS has added two new buildings to its spacious campus. The first, the Arts & Design Building, has been in use since the beginning of this academic year and allows for expansion of the school's Design programme. The Arts & Design Building features art studios, a black box drama room, a multipurpose hall, a design center and a design workshop, as well as a school shop and offices.

The second, a new Sports Building, opened in January 2019 to accommodate the growing school’s PE classes as well as the competitive sports teams. The Sports Building includes an indoor gymnasium with two full sized courts and an additional competitive swimming pool.

The new facilities will support the students in their development and learning. KIS looks forward to many new creative and sporting achievements.

About the Author
Karen Polak is a historian and senior member of staff at the Anne Frank House in Amsterdam who is currently coordinating Stories that Move. Toolbox against discrimination—an international project supported by the European Commission and the Foundation Remembrance, Responsibility and Future (EVZ). It was launched online in seven languages in 2018. She has worked extensively in education and publishing for many years. She sits on the international advisory board of the Memorial Site House of the Wannsee Conference in Germany, and was a member of the Dutch delegation to the International Holocaust Remembrance Alliance (IHRA) 2001–17, including chairing the IHRA committee on the genocide of the Roma.
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**SHENZHEN INTERNATIONAL SCHOOLS FRIENDSHIP**

By Michelle Collin
Director of Advancement, Shekou International School, China

Shekou International School (SIS) in Shenzhen, China, was honored to host the first Shenzhen International Schools Friendship (SISF) event on behalf of the Shenzhen government. The event, which was hosted in December 2018 on SIS’s Primary campus, brought together 12 international schools from the region for a winter concert celebration, showcasing student performances from a variety of cultures and backgrounds. Learning from each other and building community. No judgement or competition. What a great example of collaboration between local government and schools.
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April 2019 NewsLinks • Page 21
After having attended the Global Issues Service Summit (GISS) in Johannesburg, South Africa, Cairo American College students Hana Ghazi and Zeina Azab were motivated to start their own project at CAC. The summit, which tackles global issues, featured different delegates from all over the world, discussing several topics including projects founded and led by those delegates. There, Hana and Zeina were lucky to have had the chance to meet students from different parts of the world who shared with them their own experiences in turning innovative ideas into actual businesses.

One presentation in specific, done by students of Madagascar International School, caught our students’ attention. This project was particularly interesting to the CAC students as it seemed to have a great deal in common with their community in Cairo. The project in Madagascar was inspired by the fact that while few students are lucky enough to be receiving an international level education, giving them great future opportunities, not everyone around them is lucky enough to receive the same privilege. In Egypt, the situation is similar in that the level of illiteracy is relatively high, and CAC students are in fact, among a select few who are lucky enough to be receiving such high-quality education.

It was from this presentation that Zeina and Hana found the inspiration they needed to start a very similar project at CAC. This is when Dayretna GSS was born. Dayretna is a student-founded and student-led project that aims to provide English, Arabic writing & reading, and IT tutoring to employees at CAC, while building strong relations between all members of the CAC community. Hana explains; "The whole concept of 'Dayretna' which translates into our circle', is that we are bettering our community and the circle of people all around us. "It's isn't only us teaching them, but in many cases, they are teaching us," she adds.

Today there are over 20 volunteers working in this project, from student volunteers to teachers and staff as well. All members of the CAC community are invited to volunteer if they can. The volunteers are asked to choose whether they are willing to provide English, Arabic or IT tutoring. Because of the diverse nature of (continued on next page)
DAYRENTA GSS: THE CIRCLE OF GIVING BACK; A TEACHING INITIATIVE LED BY CAC STUDENTS

(CAC community, it is crucial for anyone working within the community to be able to speak and understand English. A big number of the janitors and technicians, who form a vital part of CAC community, have not had the luxury of learning another language, and some of them can’t even read or write in Arabic and have no IT knowledge. This is where Dayretna comes in. The volunteers provide tutoring for employees who sign up, thereby giving them an opportunity to develop new skills, and more so, allowing them to pass on this learning to their kids, which in turn is benefitting the whole community, as was the objective of this project.

Hana and Zeina further took part in the Warsha Youth Service Conference; a conference organized and led by Hayah Academy International School in Cairo, Egypt. The conference provides a series of workshops relating to community service. Dayretna, which was running against two other competing projects, won the “The Next Big Thing” award at the conference. This award, which was of great sentimental value to the Dayretna team, also provided 10,000 EGP. “We have already started investing this money in the project. We bought students supplies, notebooks, translation books etc,” Zeina explains, for the upcoming year.

The students also have established contacts with other international schools in Egypt because of international conferences hosted at CAC, like CACMUN. Their plan is to start teaching out to these schools by next year to further expand Dayretna to be a national project across Egypt, born at CAC. This is just the beginning of the project. “We would like to expand this project beyond CAC and we hope to start branching out next year and contacting other schools. We have already started working on a curriculum and a manual for that purpose,” Zeina explains. When asked what will happen to the project after the two founders graduate, Hana had this to say, “A lot of freshman students are a part of this project, so we are focusing on teaching them all there is to know, so as to hand it down to them, and we hope that they do the same before they leave, so that Dayretna can always continue.” Zeina added, “We made it a team effort, rather than just having one main person in charge, so that everybody can do it and it won’t have to end when someone leaves.”

CAC takes pride in bringing up students who are constantly looking for opportunities to give back to their community and who are always looking for new ways to improve the overall social conditions of the community in which they live.

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For more information, please contact:
Brad McClain, Head of School: ein@ambatovy.org
Kelly Caccetta, SIS Senior Leadership Executive: kconcetta@sis.edu

Inspire Succeed Dream

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

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- SS Counseling/College Advisor
- Secondary School Principal

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

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Cayman International School
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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.

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Advanced Education Academy  Opening Fall 2019

Advanced Education Academy (AEA) will open in Shenzhen, a modern metropolis that links Hong Kong to China’s mainland. The AEA campus is in the heart of the newly renovated traditional Chinese heritage area of Shenzhen and within five minutes of the vibrant and modern Prince Bay Harbor. This location provides an innovative learning atmosphere that blends rich Chinese experiences with international connections, boasting some of the most influential companies, creative arts facilities and innovative practices of the 21st century. At its opening, AEA will provide an elementary program in Grades 1 and 2, and a middle school program in Grade 7. Each year the school will expand to ultimately serve students in Grades 1–9. AEA students will complete the Chinese national curriculum and follow a US based curriculum design while learning in a Chinese-English bilingual environment. Students will complete the program prepared to take the Chinese national exam and fully ready to attend either a Chinese or international high school program. The school will foster a collaborative professional atmosphere for educators, employ inquiry based learning for students, and integrate world class strategies that promote innovation and creativity for all learners. AEA commits to a strong supportive culture of learners and distributed leaders who embrace and inspire life-long learning.

Ambatovy International School

Toamasina, Madagascar
Middle States Association of Colleges and Schools

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

American English Academy (AEA)

Sofia, Bulgaria
Accreditation International / Middle States Association
http://www.aeasofia.com/

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

Corvus American Academy
Opening September 2019
Maharashtra, India
https://corvusamericanacademy.com/

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

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

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

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

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

Independent Schools Riau

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

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

International School of Aruba

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

Founded in 1929, and purchased by ISS in 2004, the International School of Aruba (ISA) has a rich history on this unique and beautiful Caribbean Island. ISA is an educational leader in the region for innovation and applied learning by implementing projects such as the manufacturing of prosthetic limbs for local youth using 3D printers and restoring the reefs of Aruba with the ISA initiated “Scubble Bubbles” foundation. These projects exemplify ISA’s mission for our students to impact our world by learning to apply leadership, character and community service in real life, unpredictable situations. Students transition from a Montessori approach in the Children’s house to an American standards-based curriculum until they earn an accredited High School diploma using Advanced Placement classes that allow students to qualify for university credit while still in high school. Both the 2018 AdvancEd accreditation visit and the 2016 Dutch Education Worldwide Inspection commended ISA both for using current, quality educational practices, developing self-directed independent learners and for our supportive and respectful school environment.
International School of Beihai

Beihai City, Guangxi, China

http://www.bhisedu.com/contactenglish

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

http://www.i-s-d.org/

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.

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).
**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).

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**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.

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**Shekou International School**

Shenzhen, 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.
Yangon International School

Yangon, Myanmar
Western Association of Schools and Colleges
http://www.yismyanmar.com/

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.

Thai Sikh International School

Bangkok, Thailand
Council of International Schools (CIS)

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.

The Sultan and The Saint

(continued from page 18)

Christchurch, New Zealand that killed 50 Muslim worshippers and injured many more while they attended their Friday prayers. I quickly learned that like all terrorists, the perpetrator had developed an elaborate hate-based credo that dehumanized anyone with beliefs different than his own.

The religious scholars and historians interviewed in The Sultan and The Saint explain clearly in the film this process of creating “the other” in the minds of those soon to become the Crusaders. History tells us that for violent extremism to grow and flourish all it takes is a focus on what divides us and sets us apart. ISIS, Al Qaida, the KKK, the white supremacists in Charlottesville, and the racist down the street all share one thing in common, they see the world through the lens of us versus the other.

Where does that leave us as international educators in a world in which the mindset of “the other” is clearly on the rise? We are uniquely positioned in our school communities to foster a different world view based on compassion, the celebration of differences and the common connections that bind us all. We have promoted global mindedness for years in international schools, but perhaps now is the time to think about the depth of our commitment and reexamine our school cultures, programs and policies to ensure that they reflect the current, rapidly changing political environment we find ourselves in. The ever-present once-a-year International Day celebrations are wonderful, but do they promote the deep discussions and rigorous thinking needed to really wrestle with the issues our students see daily in the news and will continue to face in the years to come? Have we thought enough about the ever-increasing impact that social media, shock jocks and 24/7 news channels have on our students? Are we doing enough to mitigate the negative impacts they generate? Finally, and most importantly, are we as educators adapting to current realities?

The Sultan and The Saint could be an effective starting place to begin meaningful dialog in schools on these important issues, but certainly not the only way. I believe it behooves us, in each of our schools, to find the right way for our communities to positively engage in these important topics.

The Sultan and The Saint is available on Amazon Prime and teaching materials to support the film can be found here: https://www.sultanandthesaintfilm.com/education/
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