Every school wants to be innovative. But what does that really mean? Innovation is contextual bound, to our learners, our teachers, our resources, our parent community and mostly, in all of our readiness and willingness for change.

So what do we do to be ready and willing? As educators we start with ourselves and reflect if we are caught in attitudes or attributes that are killing innovation in our practice, our schools, and our lives.

Fear of change.

Our early human brains were programmed to seek consistency in food sources, shelter and community. We resist change because it poses a threat to our survival. But a modern fear of change can lead to a closed mindset in which we fail to innovate. Teaching is hard, demanding, and has long hours. It is a craft in which we possess less social capital than other professions, and yet are still under a lot of pressure to be successful. I get it, a change that leads to failure can reduce that power and increase criticism. However, no matter what stage you’re at in your educational journey you’ll have to find ways to embrace and harness innovation and advancement because the only constant is change.

Ask yourself: What about this change is an opportunity?

Support the Third Annual #MYFREEDOMDAY

By Veronica Plaut McDaniel
Atlanta International School, USA

Schools around the world are gearing up for the third annual #MyFreedomDay on March 14th, 2019. Last year’s #MyFreedomDay was a tremendous success, with students taking action all over the world on this global day of action in order to raise awareness of human trafficking.

#MyFreedomDay was created by CNN as a call to action for students on campuses worldwide to come together on one single day to raise awareness on human trafficking, and to stand up for freedom collectively. AIS partnered with The CNN Freedom Project to spearhead the initiative in 2017 by contacting heads of schools, educational organizations, students, and teachers around the globe. As a result of the 2018 initiative, every inhabited continent had a school taking part in the campaign. These events were televised Live by CNN International. According to CNN’s Mike McCarthy, in 2018 there were students from more than 100 countries involved, and the hashtag #MyFreedomDay made 1.4 billion impressions on Twitter.

The campaign itself attracted celebrities, which was also a powerful experience for our students. They saw celebrities from Manchester United soccer players, rap artists, Hollywood actors, to producers, politicians, and even a prime minister. Seeing their messages spread across the world and sharing messages with these celebrities further proved to the kids that their work was truly impactful and international in breadth.

What was most inspiring was the commitment, dedication, energy and passion these students showed throughout the campaign. These events were televised Live by CNN International. According to CNN’s Mike McCarthy, in 2018 there were students from more than 100 countries involved, and the hashtag #MyFreedomDay made 1.4 billion impressions on Twitter.

Ask yourself: What about this change is an opportunity?

(continued on page 6)
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BUILDING CULTURE ONE RELATIONSHIP AT A TIME

By Liz Duffy
ISS President

Last year, I joined a group called the Next Big Idea Club, which four times a year sends you two non-fiction books mostly about organizational development topics, and also offers ongoing e-learning opportunities related to the chosen books. The books are selected by four authors, whose books I have read in the past and admired—Malcolm Gladwell, Susan Cain, Adam Grant and Daniel Pink.

One of the most popular books of the past year was, The Culture Code by Daniel Coyle. Coyle reviews the relevant academic research and shares compelling case studies from a wide range of fields to illustrate the three critical skills for creating strong cultures—build safety, share vulnerability and establish purpose. Although only one of Coyle’s case studies is an educational institution, the KIPP schools charter network, his findings very much relate to not only school cultures, but also classroom groups. Perhaps not surprisingly whether you’re nurturing a culture among middle school students or Navy SEALs, high school teachers or international jewelry thieves, kindergarteners or NBA basketball players, school leaders or movie animators, the same skills apply and the most essential skills are relational.

Coyle’s book reminded me of one of my favorite education books, The Students Are Watching: Schools and the Moral Contract by Ted and Nancy Sizer. In that book, the Sizers also focus on relationships, in this case on the interactions among all the schools’ constituents, including students, teachers, staff, parents and the broader community. As the Sizers write:

“...to find the core of a school, don’t look at its rulebook or even its mission statement. Look at the way the people in it spend their time—how they relate to each other, how they tangle with ideas. Look for contradictions between words and practice, with the fewer the better. Try to estimate the frequency and the honesty of its deliberations. Though it will always want to spruce up for visitors, its hour-by-hour functioning is what is important. Judge the school not on what it says, but on how it keeps.”

Reading Coyle’s book and rereading the Sizers’ book, I was struck not only by the similarity of their core theses, but also by both of their emphases on learning and growth. Coyle stresses that culture is the result of deliberate strategies and skills, not a fixed group trait. Similarly, the Sizers chose verbs rather than nouns—modeling, grappling, bluffing, sorting, shoving, fearing, thinking—as the titles of their chapters to emphasize that a school’s culture is an ongoing journey, not a static destination.

That sense of growth and development seems especially appropriate at this time of year when many people around the world pause to reflect on the past year and make resolutions for the year ahead. In the spirit of Coyle and the Sizers, may all of our years be filled with deepening relationships, ongoing learning, and strengthening cultures.

ISS AND CGC JOIN FORCES IN SUPPORT OF LEARNING

Two leading educational nonprofits sign agreement to promote shared principles and a common learning language at international schools

International Schools Services (ISS) and The Common Ground Collaborative (CGC) have just signed an agreement to improve the quality of learning and school leadership in international schools.

The agreement will give access to the CGC Learning Ecosystem to all ISS-managed and governed schools. The Ecosystem provides tools and samples for a school to define, design, deliver and demonstrate all aspects of learning, leading, teaching and assessing. The Ecosystem also provides approaches to other key aspects of school leadership, including mission design, governance, strategic planning and job definitions and descriptions.

“CGC is an ideas generator: we create them, we connect them, we share them,” says Kevin Bartlett, Co-Director of CGC. “Working with ISS, the process of sharing good ideas will become more effective and efficient, with more students, teachers and schools benefiting.”

Liz Duffy, President of ISS says, “CGC builds learning cultures that involve all learning stakeholders in an authentic process of co-creation. That is something we value deeply at ISS. We believe the CGC frameworks will provide a valuable addition to the ISS toolkit for existing schools and school start-ups.”

CGC and ISS will also work together and with CGC and ISS schools to continue to co-create and develop the CGC Learning Ecosystem and associated products and workshops. School educators who are interested in learning more about the Common Ground Collaborative can participate in a CGC Pre-Conference on February 3rd in San Francisco at the annual AAIE Conference. This will be led by Kevin Bartlett from the CGC, along with Emily Cave, Michael Boots, Mike Johnston, Mike Martell, Jeremy Moore and Ben Calisbeek, all leaders in CGC schools and/or CGC/ISS schools. Registration details about the pre-conference workshop can be found at www.aaie.org.

From June 28-30, 2019, ISS will host the second CGC Leadership Summit, focused on solving the “content dilemma” in curriculum design. All CGC and ISS/CGC schools will be invited to participate.

About The Common Ground Collaborative (CGC)

The Common Ground Collaborative (CGC) is a nonprofit, global community of sense-makers, innovators, educators and partners who share a common goal to co-create a compelling alternative to traditional ‘curriculum’ designs: a coherent Learning Ecosystem that connects learning, teaching, assessing and assessing into one simple, systemic approach. Through its Learning Ecosystem, the CGC helps to define, design, deliver and demonstrate learning, which helps to get learning organized. The CGC was born at the International School of Brussels. There, with the full support of a forward-thinking Board, Kevin Bartlett, then the ISS Director, and Gordon Eldridge, still the Director of Curriculum, collaborated with other teachers and leaders to create a systemic approach to all aspects of learning, teaching, assessing, leading and community building. With the departure of Kevin from his role at ISS, the Board signed the intellectual property for the CGC over to its founders who registered the Collaborative in Brussels as a non-profit company. In September 2016, the CGC opened School Membership to the public and had 20 founding members. Today, more school members have been added to the roster; and the CGC is led by a small team with decades of experience of sustained work to improve learning, particularly in international education. To learn more, please visit: https://commongroundcollaborative.org

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For advertising information:
contact: advertising@iss.edu
The ISS-Schrole Advantage Job Fair in Bangkok attracted the highest attendance levels in several years with 200 candidates onsite and 124 schools participating. The December in-person event in Atlanta and November iFair® likewise achieved record attendance compared to the previous recruiting season, up by double-digit percentages.

“The momentum around ISS-Schrole Advantage is extraordinary,” said Laura Light, Director of Global Recruitment for International Schools Services (ISS). “Overall, we’re hearing that recruiters and candidates really like what we’ve done—and during the fair, we also collected great feedback and suggestions for the future.” Since its introduction in September 2018, the ISS-Schrole Advantage team has released several new features and updates to the platform, and a robust development schedule is planned for the future. “We want to make everything as user-friendly as possible, while always keeping our welcoming, helpful stance,” said Light. “We’re about the people!”

During the ISS-Schrole Advantage job fair, held January 4–7, 2019 in Bangkok, participants from 45 countries were extremely active with Whova, the popular event app. The number of session views doubled since last year, and satisfaction with the app climbed from 82% to 100% this year. Through the multi-day event, attendees could participate in networking receptions, information sessions, and interview signups, with many job offers being extended. “The app has added a new, exciting twist to the fairs, really facilitating conversations throughout the entire event,” according to Laura. “All of the fairs this year have had such energy and great connections. It’s exciting to watch.”

The final in-person event will be the San Francisco job fair (February 7–10, 2019), which will immediately follow the annual AAIE conference. A March iFair® is also planned.

Registration is currently open for the San Francisco fair. Individuals must be an ISS-Schrole Advantage Premier member school recruiter or ISS-Schrole Advantage paid candidate with a completed, active profile to participate. No special invitations are needed, but space is limited—interested parties should sign up for membership and register for events at iss-schrole.com/advantage.
ANNOUNCEMENTS
Cairo American College, Egypt

Niall Williams

Niall Williams is now Curriculum/IB/AP Coordinator at Cairo American College. He has worked internationally for over ten years and previously worked as Head of Secondary (Curriculum) in Bratislava, Slovakia. Niall has also taught in Ukraine, Russia and the UK.

Cynthia Davis Hall

Cynthia Davis Hall moved this year to Cairo American College as Director of Advancement. Prior to coming to Cairo, she was Director of Advancement at Lincoln Community School in Ghana and has spent over 28 years living and working in different countries within the European Union.

Clarion School, Dubai, United Arab Emirates

Seeks: Early Years & Elementary Educators
Effective: August 2019

Overview of School
Clarion School, located in Dubai, is the only progressive American school in the Middle East. Built off the Bank Street College of Education framework, Clarion offers a PK-Grade 5 education with an additional grade added every year culminating in the IB/High School Diploma. Staffed by class teachers who all have a Master’s Degree in Education, the school seeks to redefine educational excellence in the region. The current cohort of the school is 260 students expanding to 390 students next year. The school caters to over 50 different nationalities with the largest population being North American.

Mission & Values
Our vision is to be the leading educational institution in the region, nurturing each student’s potential so that they may take full advantage of life’s opportunities as collaborative, productive and responsible members of a global community. Our core values are Achievement, Character, Service.

Application
To learn more about the position and benefits, please send your CV with a cover letter to Christina at hr@clarionschool.com.

Please visit our website at https://clarionschooldubai.com.

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

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American School of Dubai

www.asdubai.org

Accredited by Middle States Association of Colleges & Schools - U.S.A.
Support the Third Annual #MYFREEDOMDAY campaign and on March 14th, 2018. It is evident they feel they can really make an impact in this world, and they want to be change makers.

Here is a glimpse into what this day looked like in 2018.

www.cnn.com/videos/world/2018/12/12/my-freedom-day-promo.cnn

Last year’s results surpassed the inaugural year’s, and the campaign hopes to continue to expand the success in order to create a truly massive global student movement. On March 14th, 2019, CNN will be asking individuals, organizations, students, cities and countries to participate in this day of action as prevention to modern day slavery. They need the help of schools and communities to make this happen. Interested parties can become part of this by filling out the

Google Form here, and can spread the word about the initiative to any teachers, supervisors or students that might be interested.

Students and anyone interested are encouraged to start using social media to spread the word, and start answering the question, “What does freedom mean to you?” and/or, “What is something we could do to make sure everyone lives in a free world?”

With the help of our communities around the world this will continue to become a growing and impactful, worldwide campaign that will make a lot of noise in order to see prevention and change happen against modern day slavery!

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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:

**SYLVIA BUTLER**
20 years (March 1999)

**SONA KRUTKA**
Executive Assistant to the President
10 years (March 2009)

**CATHY ROPARS**
Educational Account Rep.
10 years (March 2009)

**LAQUAIL SCOTLAND**
Educational Account Rep.
10 years (January 2009)

**MEGAN SKROBACZ**
Technology and School Membership Coordinator
5 years (January 2014)
After a sixteen-hour flight and a multi-day stop at our busy ISS-Schrole Advantage job fair in Bangkok, I was finally ready to begin my tour in China of four international schools that are part of the ISS family. When I arrived at Shekou International Schools (SIS), I was greeted by the familiar teal and green ISS logo at the front of the Asia-Pacific Office. Red lanterns dotted the shady street and peals of laughter could be heard from the nearby playground. From the library to the track, to watching high schoolers involved in thoughtful classroom discussions, it was clear that every aspect of the school was designed to support the whole child. There were college banners and trophies recognizing achievements, but one of my favorite sights was a haphazard pile of backpacks. It was a great reminder that kids are kids everywhere; and those kids were all off doing something “important,” as only high schoolers can do. While on campus, I finally actually stood in Level 5, our learning and innovation hub, after hearing so much about it. There are so many amazing workshops held in this agile space throughout the year. I wish every educator could partake in one! I also was delighted to meet some of the faculty, including Miss Amy Atkinson, Secondary Visual Arts. Through her regular Instagram posts (@sissMISSA_ArtClass), I had started to create a mental picture of the school and some of the activities from afar, but it was great to see it all in person. We all know the importance and value of co-creation; and issedu is a far-reaching way to bring the expansive international community close together. Some educators are prolific and others are just starting out in their social sharing, but for every educator who posts a video or photo, it is a truly a powerful way to invite other educators and learners to see all of the wondrous things happening in a vibrant, international school. Thank you to all for your posts!

The next stop on our trip was NCIC-Immersion School. NCIC is a joint venture of ISS-ULink and provides a dual language immersion program for primary and middle school students. During our visit, some older students were busy outside, collaborating on how to measure physical education (PE) trials, while younger ones worked on fine motor skills. The library proudly displayed recent machines built by students, complete with their stories about teamwork and things that went well (and what didn’t). True life lessons! I was lucky enough to be outside just as it was break time. Students dashed around, laughing and jumping; and were enjoying their friends (and a yummy banana snack, too). The energy was captivating. Just before we left, three middle-schoolers with bright smiles came up to greet our small group and the Head of School, Emily Cave, simply excited to say hello to their school’s guests.

My journey continued to Nansha College Preparatory Academy (NCPA). This school is also a joint venture of ISS-ULink and is the first comprehensive US-style secondary boarding school for Chinese nationals in Southern China. I spent time with Head of School, Michael Cyrus, and heard about students who were getting first-hand experience in entrepreneurship and business management by working on the opening of their brand-new school store. It was an impressive operation! Kudos to those students and advisors. I saw elaborate AP Physics models of roller coasters and caught glimpses of classroom discussions, while students in another corridor practiced trumpets and other instruments. I even got a peek at NCPA’s brand-new innovation hub, which was especially fun, since I had watched the grand opening (and closing) of the big garage door entrance as it went up and down over and over again, flanked by cheering school staff, on issedu a few months ago!

From there, I was off to the International School of Dongguan (ISD). This school is managed by ISS and serves pre-K through Grade 12 students. I immediately saw a proud, new school banner that adorned the entire front of the building. Inside, each floor featured a different school color on the walls, which provided excellent navigation! Head of School Kelly Kramer and Principal James Anderson gave us a tour of the vibrant and busy school. Middle schoolers were deep in conversations, making group discoveries on their tablets. An art gallery, plus various collages throughout the building, showcased student creativity from all ages. We were charmed by a multipurpose area that featured a giant fabric crane decorated with handprints. It was so
inviting! A special treat was meeting some of the ISD faculty members. Over and over, we were invited into classrooms, with teachers eager to show what their students were working on. The level of enthusiasm was quite high as we saw new ceramic kilns and robotics projects, not to be outdone by the most elaborate cityscape, built with blocks by some of the smallest pre-K students during playtime.

While each ISS school that I visited during the tour was unique, they all shared a deep commitment to student-centered learning; a desire to foster global citizenship through a vibrant environment and authentic student engagement; and a thoughtful, sometimes ingenious, vision by school educators to use every possible nook and cranny of the school in innovative ways to help the students grow and thrive. There were a lot of school facility projects and renovations going on!

While I only had an opportunity to visit four schools during my trip, it was clear that ISS schools are able to customize each site to provide a robust international education, while infusing both culture and community into their schools. I encourage all educators to post, post, post photos and videos of what’s happening in your school to share the continuum of learning. I especially thank those at the ISS Asia Pacific Office and all of the leaders, faculty and students at SIS, NCPA, NCIC and ISD, for my first “feet-on-the-ground” tour! There is nothing like “being there.”
In 2009, www.ted.com created a program called TEDx. TEDx is a program of local, self-organized events that bring people together to share a TED-like experience.

This year, ISS/LEVEL5 sponsored a new TEDx event called TEDxYouth@Jingshan, where x = independently organized. At this event, TEDTalks video and live speakers are combined to spark deep discussion and connection in a small group.

Sponsors such as ISS, LEVEL5, Tencent, SIS Parent Support Association, MG Makerspace, FLFS Media, and many more, have come together to help create a world class event within the community.

The theme for TEDxYouth@Jingshan 2019 is Invisibility. There is so much that happens around us that is invisible. The influences of culture, politics, body language, neuroscience, feelings—all these seem invisible. But there is also the other type of invisible, being invisible in a room full of people, in a school full of children, in a book full of faces. This invisibility has profound effects on the way we interact with each ourselves, others, and the world around us.

This year we invited eight adult speakers who are pursuing innovation in their particular field of study, and sixteen youth speakers who have a passion for making the world a better place. This event will focus on how we balance what we do for the betterment of humanity not just with scientific and design thinking but with empathy and connection to the global community. This powerful group of people want to share their ideas to INSPIRE others to make change!

License holders choose to host youth events particularly because TEDx provides a global platform for youth voice. Tosca Killoran, the License holder for TEDxYouth@Jingshan has been with the TEDx organization since 2011. Tosca is always amazed at the dedicated team of people who come together to volunteer to make the events happen. Every year she is excited by the unique kinetic energy of these events and the creative ways that students view their world.

Events that provide platforms for student presentation literacy are a fundamental part of contemporary teaching and learning. Youth that have ideas and can share them are at the core of our confidence in the future of the planet. Learn more about the event by joining us on February 23, 2019 at 1PM.

Tickets and information can be found at: TEDxYouthJingshan.com
Fear of failure.

Remember that super cheesy thing that went around at conferences awhile ago? FAIL: First Attempt In Learning? We've told kids failure is good, and necessary, and productive. However, for some reason as a coach in schools I often hear educators state that failure is a threat to job security, to collegial status, school power, and parent relationships. Those fears are valid, especially if a school culture doesn’t model and support innovation forward failure. However, fear of failure is also based in ego. If we fail, we believe that all those who doubted us will have been right. Instead, reflect on two things, What areas of possibility might this open? And if you do fail, what’s the worst that can happen? With a calculated risk, you have strategized each step of the way. You move incrementally toward your goal, carefully assessing where you are at. Calculated risks are key to every success. Reframe the possibility of failure as the opportunity to try something new. After all, aren't we supposed to model the behaviour we want to see in our learners.

Ask yourself: What was one new thing you did this year and how did you share that learning with your school community?

Fear of the unknown.

There is a common misconception that the unknown is equal to losing control and being unable to manage potential outcomes. It may sound silly, but you don’t know what you don’t know. We all have gaps in our knowledge, or blind spots in our educational acumen. That is why we develop strong networks of people to collaborate with. Welcome to the 21st Century, yo. You don’t have to know everything, but you do need to be connected and passionate to tap into the resources around you. Allowing ourselves to take a massive leap into the unknown is liberating for education, innovation and life. And really, your unknown is not everyone’s unknown. When educational leaders de-silo practice and network learning they suddenly realize that the fear of the unknown is really about the fear of coming to terms with our fragility around constructing assumptions and misconceptions. We cling to those belief structures because as we read in point one: change is scary.

Ask Yourself: Who is in my network? How diverse and interdisciplinary are my connections?

Fear of discomfort.

Educators push students into uncomfortable learning experiences every day, because we know right at the edge of the discomfort zone great learning happens. However, many educational leaders and teachers play their own learning journey safe. With practice we can become comfortable pushing ourselves outside our comfort zones. But it won’t happen without getting into a fear of discomfort.

Ask yourself: What was one new thing you did this year and how did you share that learning with your school community?

Credit: Peter Hennigar LEVEL 5 China

Credit: Tosca Killoran, Mongolia

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the right mindset and prepping to take on this challenge. This means engaging in meaningful dialogue with all constituents in our communities. Listening to disparate ideas leads to great innovation.

Ask yourself: Who have I listened to today? What have I learned that challenged my beliefs and values?

Fear of losing power.
We live in an era where distributed models of leadership abound, and current organizational structures are being examined as flawed. As educators we want the best for our learners, we want to ensure an amazing planet for them, we want to help them be incredible leaders, we want them to have strong networks and powerful communities. Power and control in schools are the number one killer of innovation.

Ask yourself: Does power reside in the ability to make decisions, in holding titles, or a corner office? Or is power in having a community supportive of your ideas?

So how do Educators mitigate the fear that stops innovation?
1. Get to know yourself. Name your fear. Name your assumptions.
2. Get to know others. Give voice and value to the wisdom of people and celebrate the power of context.
3. Build systems. Design time to celebrate failure, to recognize innovation, to assess equity, to encourage interdisciplinary collaboration, to reflect on self, to breathe joy, and to imagine, dream and play.
4. Make learning public. What goals are you working on? Post your journey both digital and analogue for your community to see the ways in which you work through challenges.
5. Be vulnerable. Say those three little words that mean the most, I don’t know. They are liberating. As an educator ask yourself what you can learn from each person around you. Not what you want to gain or give to them... but what is the knowledge and wisdom that each individual holds.

My educational leadership philosophy is based in a paradigm of hope, an agenda of equity, and a celebration of the unknown. Tell me more about your journey.
Teens and Nicotine

Surprising or not, the data read clearly: teen tobacco use is at historic lows. Information about the health consequences of tobacco products is well-established, and with it, teens are making healthier choices!

Yet, a relatively new product has sought to fill the space left by “traditional” tobacco use—electronic cigarettes. Also known in their various iterations as e-cigs, vaporizers, and most commonly “vapes,” the ENDS (Electronic Nicotine Delivery Systems) market expanded by 40% and brought in $1.6 billion in 2017. Vapes are inconsistently regulated, heavily marketed, and a major potential health risk for teens.

In this article, we’ll explore what vaping is, how it impacts teens, and how you can talk to kids about vapes from a health perspective.

What are vapes?

According to the United States Food and Drug Administration, vapes are “ENDS,” or Electronic Nicotine Delivery Systems. The name explains exactly what these products are intended to do: electronically deliver nicotine into the body. ENDS are comprised of chamber of liquid chemical “juices,” including nicotine in solution, and a heating mechanism that converts the liquid into aerosol for inhalation.

What do vapes look like?

Vape appearance varies widely among brands to suit current fads and consumer preferences. Many mimic other small personal electronics, like USB drives, while some look more like traditional cigarettes. Often, vapes are designed for discretion, fitting cleanly in the palm of the hand and looking like a pen or other benign object. Vape “mods” or modifications may change both a vape’s look and functionality, allowing the owner to use the device to deliver other substances or to perform tricks with the device’s aerosol clouds.

How do vapes work?

Vapers use the product by placing it at the lips and inhaling its chemicals as the product’s heating mechanism converts its solution from liquid to aerosol. This aerosol is made of tiny droplets of chemicals. Vape chemicals are inhaled into the mouth, throat, and lungs of the user and released into the environment around the user, coming to rest on nearby surfaces. Their chemicals enter the bloodstream via the lungs. The effect on the brain is felt in seconds. Depending on the concentration of nicotine or other chemicals in the e-liquid, the user may feel lightheaded, dizzy, or experience a nicotine “rush,” setting off cravings for more nicotine.

Which chemicals are in vapes?

While regulation of e-cigarette sales in various countries ranges from open to banned, manufacturers of e-cigarettes and e-liquids are not currently required to anyone reveal what is in their products. As a result, youth and adults who vape cannot fully understand what they are putting into their bodies and their environments when they do so. Independent studies by several health organizations find that even products marketed as nicotine-free often contain nicotine in varying quantities. These studies have found a variety of other compounds, including known carcinogenic chemicals and metals, in e-cigarette aerosol. A diverse list of these chemicals is available through the Stanford Tobacco Prevention Toolkit.

How many young people are using vapes?

Globally, vaping is a trending—but not a majority—behavior among teens. In 2017, international grade 6–13 database data from the FCD Student Attitudes and Behavior Survey showed us that around the world, less than 10% of 8th graders, 25% of 10th graders, and less than 40% of 12th graders in hundreds of FCD schools (continued on next page)
Vaping in its many forms is a drug use practice that poses physical, emotional, and social health risks to young people. The first step to preventing teen vaping is to educate ourselves and have health-based conversations with teens.

Please join co-presenters Stacey Wisniewski, a Prevention Specialist with FCD Prevention Works, and Dr. Bonnie Halpern-Felsher, Professor, Founder, and Executive Director of the Stanford Tobacco Prevention Toolkit, as they introduce you to the facts about vaping.

This 90-minute webinar, specifically tailored for parents and caretakers, will interactively explore:
1. what vaping is
2. how much vaping occurs among teens compared to use trends for other drugs
3. what vaping does to the young body and mind
4. what addiction to vaping looks like
5. how to have a conversation about vaping with teens
6. how parents and caretakers can prevent vaping before it starts, effectively identify and intervene on warning signs of use, and/or support children and teens who want to quit vaping.

The workshop will show you how to use the data-informed Stanford Tobacco Prevention Toolkit, a resource for educating teens about vaping and other forms of nicotine use.

This FCD Prevention Works Prevention Source webinar will take place at 7pm EST, Thursday, February 7, 2019.

Register here for this made-for-you opportunity!
This October, Cairo American College celebrated the 40th anniversary of CACMUN. First established in 1978, CACMUN began as a one-day conference whose purpose was to prepare the students for the Hague International Model United Nations (THIMUN) conference. After a successful start, it became an official THIMUN-affiliated conference that hosts local as well as international schools for a three-day conference.

For CACMUN’s 40th anniversary, the Advancement Office connected with Mrs. Barbara Johnson, who founded the first CACMUN conference, and was also a previous teacher, principal, and superintendent at the school. Barbara was excited to connect back and had a few great memories and insights to share. She founded the CACMUN program in 1978 during her time in Egypt. “In 1979 I took the students to the Hague for 7 consecutive years. We won best delegation a lot!” Barbara noted “So many of those former students went into international relations and public service which is so wonderful. We were shaping the leaders of the future,” she added.

Mrs. Johnson believes that one of the main reasons that CAC delegates were always so good in the conference was because they already had a large diverse background in school. She considers CAC students to be global citizens and international learners who “will not stay silent,” she affirmed.

CAC senior, Seif Hikal who is the secretary general of CACMUN this year, was so excited to be a part of the 40th anniversary during his last year at school. Students have been coming back to the conference for a three-day conference since the beginning. “We’ve had students come in from schools all the way from Beijing to Johannesburg over the years,” noted Seif, emphasizing how today this has become the biggest conference of its kind taking place in Cairo.

This year, the conference had students coming from Beirut, Lahore, and numerous other local private schools from all around Egypt. “In the past years we’ve had many prominent politicians and public figures attending, including previous advisor to the President, Dr. Osama El Baz, former Secretary General of the Arab League and Minister of Foreign Affairs Mr. Amr Moussa, and well known Egyptian businessman, Naguib Sawiris, as well as several US ambassadors,” added Seif.

On the 40th anniversary of CACMUN, CAC was honored to host Dr. Moushira Khattab as keynote speaker at the opening ceremony. Dr. Khattab is an Egyptian diplomat, and Former Ambassador of Egypt to South Africa. In her address at the opening ceremony, she noted, “The fact that you are celebrating 40 years means that this is a place of leadership. It means that CAC realized earlier on the crucial role of youth as constituencies as well as watchdogs of the United Nations.”

Seif’s father, Omar Hikal, is a CAC Alumni who was Chairman of the Political Committee at THIMUN over 30 years ago. Seif explained, “My father’s accomplishments at THIMUN inspired me to pursue MUN in the eighth grade. Last January, I was honored to Chair the First General Assembly at THIMUN using my father’s gavel from 1986.” Seif explained, “I’ve always been amazed by the quality of the debates that take place in committees. Students come together and debate such relevant global issues, all while building long-lasting friendships that transcend borders.” Seif is not the only student at the conference who felt that being a part of such a unique conference has had great, positive implications on the choices he has made as a young adult.

All members of CACMUN had something positive to share about the overall experience. One student, Abdullah Shamsi, had this to say when asked what he learned from this experience, “Starting CACMUN from a young age truly helped me come out of my shell. Gradually making me more confident in discussing global topics, I became more aware of what was happening around the world, it is an experience that I know will benefit me for the rest of my life, especially that I am hoping to pursue a career in international relations and diplomacy. It is very similar to what actually happens at the UN.”

A conference of such magnitude has the ability not only to raise awareness about some of the most important topics around the world, but also to shape the students’ perspectives on global issues. Whether they are planning to pursue a career in a similar field or not, being a part of CACMUN has definitely played a major role in CAC students’ learning process. The same applies to all members of the conference, not only the ones who are hoping to pursue a career in politics. Many members and students from CAC see this conference as a means of learning the art of debate, and more importantly learning how to welcome diversity, think globally, and to accept different points of view. All this, while building strong friendships with students around the world. In the end, CACMUN serves as the perfect model for students to learn while having fun.
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Scientists have predicted, “By 2050 there will be more plastic than fish in our oceans.” (Source: The New Plastics Economy: Rethinking the future of plastics. Ellen MacArthur Foundation.)

Rather than reading a fact like that and succumbing to hopelessness, people all over the island are choosing to take action instead. From community composting to aquaponic farming to monthly beach cleaning, the residents of Grand Cayman Island are already implementing eco-friendly practices, displaying both resourcefulness and environmental awareness.

The newest initiative on the island is centered on the collection of one little thing: plastic bottle caps. The Cayman Bottle Cap Drive is running at essentially every single school on the island. Students are collecting plastic bottle caps from both home recycling and beachcombing. Local vendors like Lucky Slice and Cayman Creperie as well as the Marriott Beach Resort are participating too. VIVO, JUNK, the National Gallery, the National Trust, and the Art Nest are also partnering in this island-wide project.

On March 23rd, Cayman International School will be the meeting spot for the Grand Cap Clean. On this day, student and community volunteers will come together to clean, sort, and upcycle the caps into a large, eye-catching, and vibrant public mural.

Local artists including John Broad, Kaitlyn Elphinstone, and Marc Laurenson will be part of the mural design and installation. If you would like to join in on this exciting movement, please visit @CaymanBottleCapDrive on Instagram or email CIS Art teacher and organizer, Jessica.Mittelman@cis.ky.

(continued on page 22)
“At SCIS there is the opportunity like no other to work with people from all walks of life, and to use your own passions and skillsets to reach the children in the most profound ways possible; this is why I continue to teach here. It is unlike any school I’ve ever seen, and I am proud to be part of the team.” — Steve Lawrence, Upper School Individual and Societies teacher at SCIS Pudong Campus.

Shanghai Community International School operates independent, not-for-profit, co-ed day schools for students from Nursery through Grade 12. There are over 1600 students from more than 60 countries enrolled in our two schools in Shanghai. The majority of our teachers come from the United States, Canada, Australia, the United Kingdom, New Zealand and South Africa. All of our campuses are purpose-built and include state-of-art facilities. All campuses are authorized to offer the IB Primary Years Programme (PYP), IB Middle Years Programme (MYP) and IB Diploma Programme (IBDP) and are accredited by the Western Association of Schools and Colleges (WASC).

Recruiting for all campuses is ongoing as long as positions remain available. Please visit our website at www.scis-china.org to learn more about our openings at SCIS. Candidates should submit a resume with recent photo to Mr. Daniel Eschtruth, Director of Schools, at teach@scis-china.org.
Shekou International School (SIS) in Shenzhen, China, celebrates its 30th anniversary this year. Located in an ever-growing metropolis city of only 40 years, SIS has spent the majority of its time growing with the host city, and it continues to develop strong partnerships with Shenzhen and the local community.

For many years, SIS has built relationships with several local primary schools and enjoyed fun school visits learning about different cultures. This year we wanted to strengthen that relationship for students and teachers by focusing on a core group for a year. Luckily for us, Grade 2 at SIS partnered with Grade 3s at a local school called Yucai Primary No. 3. One of our goals were for students to learn how to build and develop relationships through pen-pals, which we think would eventually lead to more authentic and collaborative opportunities as we develop units of inquiry. As a PYP candidate school, we know that creating opportunities for children to develop empathy and learn about different perspectives is important. And this small step is a start for all of us to learn how to be more caring, tolerant, and internationally-minded.

The pen-pal letters started rolling in at the beginning of the school year and there was much anticipation and (continued on page 21)
When Lincoln Community School first opened its doors in 1968, the city of Accra, Ghana and the campus looked very different. 50 years later, as the skyline, industries, and population of the city have changed into this bustling metropolis, so has the buildings, faculty, and students of LCS. International schools have a symbiotic relationship with their host cities and countries. It is only natural then, that when celebrating 50 years of instruction, there must also be a celebration of 50 years of shared growth with our host community.

For LCS, community is not just in the name; it is an integral part of its identity. Being a connected school means showing appreciation and gratitude to its host country. To celebrate this relationship, the school held a Ghanaian cultural event to demonstrate how this country has influenced the culture of the school. Parents, students, and staff were all clothed in Ghanaian fabric, specifically designed by students, in honor of the school’s 50th Anniversary. With Ghanaian fabric covering the platform and a full drum set waiting by, the stage was set for an exciting gathering.

In traditional Ghanaian culture, rulers welcome their subjects in events called durbars. During this ceremony, there is an honoring of ancestors, a rekindling of the bond among the people, and a focus on unity. At Lincoln Community School, a cultural event like a Durbar is an apt opportunity to celebrate the legacy of the school community and stand unified for the goals and plans ahead.

To capture this moment in time, students from each grade chose objects to place in a 50th Anniversary time capsule. Connected to the International Baccalaureate unit of inquiry, “Where We are in Place and Time”, students reflected on what objects truly represent their class’s current identity. In 20 years, LCS community members can look back at what were defining objects for this generation of Lincoln Learners. Pre-K students created art work of their footprints as they walk into the next stage of their life. Middle school students included texts that resonated with their personal experiences and the school’s collective culture: The Long Walk to Water will lie next to a compilation of memes. 4th grade students urged future- and current-students to reduce, reuse, and recycle with helpful tips for living a greener lifestyle written on recycled paper.

“The time capsule will be open in 20 years,” says the MC of the event, a LCS high school student from Ghana. “This way, when my kids are in LCS, they will be able to see what it was like when I was there.” It certainly was a celebration of multiple generations, with music from the 80s, dance performances dedicated to the 90s, and finally a culmination of where we are in time and space. The final performance was one of gratitude with two senior high school students reminding us with “Thank you” a song to show appreciation for the school’s diverse community, parent partnerships, and dedicated staff. It was truly an example of how a school representing 60 different nationalities, spanning over 5 decades can still live and breathe its mission to stay connected, not only to its dynamic and evolving host country, but also to everyone in our community.

All Photos: ©Leticia Gaidon Bradford Photography
This November, students at Thai-Sikh International School celebrated Loy Krathong. The celebrations included traditional Thai performances, ‘Krathong’ making and of course floating the krathongs in the swimming pools. Enjoy these photos from the Junior and Senior School campuses.

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Hangzhou International School

is an independent, non-profit, co-ed day school for over 650 students from more than 50 nationalities in Nursery through Grade 12. HIS is an authorized IB World School, accredited by WASC, and a member of the regional associations ACAMIS, ECIS, ISA, and NAFI.

We are accepting applications for positions for the 2019-20 school year. Candidates should submit a cover letter and resume with recent photo to:

Mr. Jeffry Subb as careers@his-china.org
In September 2018, after many months of planning and construction, Beacon Private School opened the doors to its spacious new facilities. Wherever you walk in the building you will notice the openness, the light coming in from all sides, and the warm and welcoming atmosphere.

Doors are open everywhere and the classrooms seamlessly spill into the multipurpose corridors, common areas and indoor gardens. The Early Years students are located in a separate building in an age appropriate surrounding with an indoor play area as well as a natural garden play area outside the building. The flexible classrooms and agile furniture at Beacon Private School elevate student engagement, empower student choice and improve student participation. Students learn anywhere and everywhere. Flexible classrooms can be easily reconfigured to support student needs.

BPS uses the framework of the Common Ground Collaborative which bonds schools together by a set of values (continued on page 33).

Excitement each time a package full of letters came to Mr. Frederick’s classroom, the Grade 2 team leader. Of course, the pen-pal activities provided meaningful context for teachers to teach about writing genres, spelling, and grammar. It also gave students a relatable context to compare and contrast, acknowledge differences, and discuss different perspectives. In December, the week before holiday (half a year in waiting!) the pen-pals got to meet face to face. Yucai No. 3 students got to spend half a day learning alongside with their SIS friends. Because students already developed a bond for half a year, the children naturally became instant friends. The day ended with many smiles, gifts, and of course, the next letter to be read.

Now that students have met in person, both teachers from SIS and Yucai No. 3 are thinking about the next steps to collaborate in a stronger way using our existing relationship to tie in global/local context into the curriculum. One next step is to adopt the idea of pen-pals but with a twist, where groups of students would compose different parts of a fictional story back and forth, with one another. Another idea is identifying similar units where we would inquire together through research and excursions. Whatever it may be, the idea of focusing first on developing relationships is a step that we were glad to not have overlooked. SIS is looking forward to collaborating with Yucai No. 3 and other schools in our local community in years to come.

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CAYMAN BOTTLE CAP DRIVE
(continued from page 16)

Participation can mean collecting plastic caps and/or donating food or raffle prizes to the Grand Cap Clean. Grand Cayman is a beautiful island. If we want to protect our island home, we need to build new habits as a community. You are officially invited to join us as we make small daily changes and collect small plastic caps.

Cap Collection: CIS’s first collection container filled very quickly.

Beach Cleanup–Lovers Wall: Plastic caps collected in just 15 minutes from the Lover’s Wall Beach cleanup.

Dostyk American International School

DAIS is a family focused school committed to making a difference in the lives of our students as global citizens. We are inviting teachers who are adventurous, flexible, and tech-savvy to join our team of professionals.

Dostyk American International School is ISS-managed, offering Preschool to Grade Eight, located in Western Kazakhstan with approximately 80 expat students. Join our team and help students develop into the future leaders of the world.

Contact: Lory Thiessen
Dostyk American International School
TCO, Dostyk Village • 17 Vladimirskaya Street
Alytau 050013 • Republic of Kazakhstan
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that create a shared picture of the future of learning that is distinctly different from anything else “out there”. In this we use the Three C’s as a focus of learning: Conceptual Learning; Competency Learning; Character Learning.

This academic year BPS started with classes from Early Childhood to Grade 4. Next year Grades 5 to 8 will be added, and Grades 9 to 12 the year after, including the IB Diploma Programme.

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

Meet Michelle
Seoul National University is in Michelle's future. Good luck to Michelle who has been at SIS since grade 9.

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

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

See what's different at Shekou International School
Dalian American International School and the Huamei Academy at DAIS

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ISA students will impact our world by learning to apply leadership, character and community service in real life, unpredictable situations.
In addition to working with more than 500 international schools around the world each year, ISS directly operates and/or owns nearly 20 distinguished international schools. Our family is growing and we are currently partnering with additional emerging schools. ISS is proud of our schools’ strong reputations and even prouder of their successful, globally-minded students who are ready to thrive in universities around the world.

Advanced Education Academy  Opening Fall 2019

Shenzhen, China

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

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.
Dalian American International School

Dalian, Liaoning, China
Council of International Schools, Western Association of Schools and Colleges, and the National Center for School Curriculum and Textbook Development (China Government)
http://www.daischina.org/

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

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 Dongguan

Dongguan, Guangdong Province, China
- Western Association of Schools and Colleges, and the National Center for School Curriculum and Textbook Development (China Government)
- 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
- Western Association of Schools and Colleges

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

Shekou-Shenzhen, China

Western Association of Schools and Colleges (WASC), the IB World Organization, and the National Center for School Curriculum and Textbook Development (Chinese Government)

http://www.sis-shekou.org/

Through its association with ISS over the past two decades, Shekou International School (SIS) has grown from a small school to a true ‘ISS School of the Future’! SIS provides a rigorous education in a caring community and inspires its students to become 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).

Riffa Views International School

Riffa, Bahrain

Council of International Schools (CIS) and Middle States Association of Colleges and Schools (MSA)

http://www.rvis.edu.bh/

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.

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).
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.

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.

UPDATE FROM ISS ASIA PACIFIC OFFICE

November was a busy month for the ISS Asia Pacific Office. Dale Cox, Vice President Asia Pacific, spoke at two conferences/expos in Guangzhou and Zhuhai, and served as a panelist and advisor to a third (Shanghai). Greg Smith, Head of School at Shekou International School, was a panelist and speaker at a fourth conference in Shanghai. Carlene Hamley, Director of School Development, and Hailan Zhou, Director of External Affairs & School Development Advisor, also attended the conference in Shanghai.

Additionally, Greg and Carlene conducted strategic reviews/planning with Dalian American International School and International School of Dongguan in November 2018.
International Mindedness with a Bulgarian Heart

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

Inspire Succeed Dream

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

Positions anticipated 2019-2020
Teaching Positions:
- ES Homeroom Teacher, Lower School
- ES ELL Teacher
- MS Humanities Teacher
- SS Biology/Chemistry Teacher, IBDP

Administrative Positions:
- SS English Teacher, IBDP
- SS Counsellor/Collage Advisor
- Secondary School Principal

Each ISS 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 Klammer, Director, Kelly.Klammer@iss-d.org.

International School of Beihai
Beihai City, Guangxi, China

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

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

What makes a career with us different?

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

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

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

6 International Schools

- BASIS International School Shenzhen
- BASIS International School Guangzhou
- BASIS International School Hangzhou
- BASIS International School Park Lane Harbour
- BASIS International School Nanjing (opening 2019)
- BASIS International School Bangkok (opening 2019)

Career Opportunities available for Education Professionals committed to fostering an exceptional learning environment, in the roles of:

- Early Education
- Primary Teaching
- Secondary Teaching
- School Leadership
- Dean of Students
- ELL Specialists

Learn more at our careers website: Jobs.basisinternationalschools.com | Careers@basisinternationalschools.com
American School of the Hague
NURTURE CHARACTER
INSPIRE CREATIVITY
EXPERIENCE LEARNING

www.nido.cl
Nido is now hiring for the 2019-2020 school year. View current vacancies at www.nido.cl.

The International School Nido de Aguilas offers an English language-based, liberal arts education, influenced by U.S. and Chilean thought and tradition, that prepares students to be eloquent communicators and impactful stewards of a rapidly changing world.
Santiago, Chile | www.nido.cl

American Overseas School of Rome
www.aosr.org

Teach with NICS
visit nics.org for more information
Network of International Christian Schools

Mahidol University International Demonstration School

At an international school, MUIS (Thailand)
encourages students to study in a multicultural environment.

Relocation Assistance
1. 12,000 baht after completion of probation.
2. Round-trip economy class airfare for employee and dependent(s) at the beginning and end of employment in addition to a self-contract, round-trip ticket for spouse.
3. 60,000 baht travel and health insurance.
4. 30,000 baht for family, dependent and entertainment activities.
5. 15,000 baht for book and supplies.

Additional Benefits
1. Social security.
2. 0.5 months salary in the 3rd year of contract for international teachers.
3. Health and Accident insurance.
4. 30,000 baht for business travel and entertainment activities.
5. 30,000 baht for family, dependent and entertainment activities.

Network of International Christian Schools

Keystone Academy
11 Ai Fu Street, Haidian, Shunyi, Beijing.

Because great teaching matters
www.keystoneacademy.cn
Teaching Opportunities in Beijing

Keystone Academy offers a unique educational environment, an American-based, pre-K through grade 12, campus. The school’s program supports the diverse learning traditions in Chinese, American and international education. Keystone offers both Chinese and international programs, and has quickly established itself as a highly regarded boarding and day school in Beijing. It is a non-profit, philanthropic women’s private school of women.

The school continues to recruit and retain the best academic and non-academic personnel for these positions:

- MYP/DP dual English-acquisition teacher
- MYP/DP Science/Chemistry/Physics teacher
- MYP/DP Chinese language and Literature teacher
- MYP/DP Math teacher
- MYP/DP History teacher
- MYP/DP English teacher
- MYP individual and feeder school teacher, Middle School History/Chinese
- TOEFL English teacher
- Chinese Visual Arts/Teacher
- DP Computer Science/Teacher
- French, Spanish, Japanese, Spanish, Japanese
- English, Chinese, Japanese
- Korean
- Library, Media
- Library

Keystone Academy
11 Ai Fu Street, Haidian, Shunyi, Beijing.