



THE INTERNATIONAL EDUCATOR

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The Marketplace for International Education

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Doha School Heads East, Gets a Taste of Sichuan

By Chi-Yan Shang

Theory of Knowledge, or TOK as it is known to IB students, is a class that strives to serve up alternative viewpoints. It is designed to challenge students' (and instructors') pre-conceived notions of the world, forcing both into alternative perspectives.

Ideally, students question their world views through experience; in the IB paradigm, they also attempt this through CAS—Creativity, Action and Service. IB Students at the American School of Doha

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With rapt attention, a group of Sichuanese schoolchildren follows the action as their new mural comes to life, courtesy of the American School of Doha and its corporate partner Honeywell China (photo: ASD).

ISC Points Up Global Growth Sectors

The forecast: continued, healthy growth in the international schools market

By Anne Keeling

The 2013-2014 academic year looks set to see continued healthy growth in the international schools market around the globe. According to ISC Research, the only organization in the world that tracks the entire international schools market, as the new school year begins there are currently 6,717 international schools, employing over 315,000 staff and meeting the learning needs of almost 3.4 million students between 3 and 18 years of age.

The continued expansion of the international schools market remains consistent with the strong growth of the past five years, and is predicted to stay that way for several years to come. In line with such an expanding market is an

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The British Are Coming!

Cambridge International Examinations launches a partnership with Florida's Miami-Dade school district

By Tiffani Razavi
TIE Staff Writer

Following the award of the Broad Prize for Urban Education last year for improving student achievement, raising the graduation rates of minority students, and increasing the percentage of minorities reaching advanced levels on state exams, Miami-Dade, the fourth-largest school district in the United States, began in August the roll-out of a three-year collaboration with Cambridge International Examinations, part of the University of Cambridge.

Cambridge International Examinations is the world's largest provider of international education programs and qualifications for 5- to 19-year-olds, recognized by universities and employers around the world. Cambridge programs including Cambridge IGCSE, Cambridge International AS and A Level and the Cambridge AICE Diploma Program are already offered in 270 schools in the U.S., but Miami-Dade is the first major American school district to establish such a relationship.

Miami-Dade County public schools serve nearly 350,000 students, around 90 percent of whom are from African-American or Hispanic backgrounds. For 21 percent of students, English is not their primary language, and 74 percent are

eligible for free or reduced-price lunches, considered a key indicator of poverty. The district has instituted a number of reforms in recent years, including using student achievement data to guide decisions about the best way to teach students, and on which areas to focus; and last spring announced the ground-breaking partnership with Cambridge.

At the launch of the program, Michael O'Sullivan, Chief Executive of Cambridge International Examinations said, "We know that schools in the U.S. and around the world want to provide their students with the best preparation for the next stage of their education, university and beyond. I am therefore delighted that we have established this agreement with Miami-Dade, which I am confident will benefit students and teachers in schools across the district."

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Introducing... 2013's National Distinguished Principals



Catriona Moran and Faraday Burditt de la Camara (photos: NAESP).

By Connie Buford

The U.S. Department of Education and the National Association of Elementary School Principals (NAESP) have once again sponsored the National Distinguished Principals Award Program, which recognizes outstanding educators who ensure that children acquire a sound foundation for lifelong

learning and achievement. Each year this program honors exceptional elementary and middle school principals, including from U.S. Department of State-assisted international schools.

For 2013, the two award winners from the Department of State-assisted schools are Catriona Moran,

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A New Take on Grade Inflation

By Natasha Broman
TIE Staff Writer

A report released late last year suggests teachers have a tendency to inflate the grades of female and socio-economically privileged students, to reflect "certain student characteristics" that are unrelated to learning and ability.

The PISA report, based on the results of the international school survey by the same name conducted by the Organisation for Economic Co-operation and Development (OECD), made the first systematic attempt to examine students' performance in school jointly with the expectations they had for their own educational future. Out of the 75 countries that took part in the survey, 17 participated in an additional, closer look at the way teachers grade students.

Possibly one of the most crucial findings of the report is thus that even when compared to boys and socio-economically disadvantaged students who performed equally well in internal assessments and showed similar attitudes and behaviors, girls and students from

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Sustainability, Partnerships Grow in Wake of AISA Annual Service Summit

By LeeAnne Lavender

This year's Association of International Schools in Africa (AISA) Global Issues Service Summit (GISS), hosted by the International School of Kenya (ISK), was the fifth event of its kind in Africa. And as the summit gains momentum, each year sees new and exciting growth and development.

Of particular note this year were partnerships with Nairobi-based NGOs, a new plan for creating a sustainable approach with the Golden Hearts scholars, and a carbon offset program that resulted in a minimal carbon footprint for

the event. This was a major feat considering that just over 240 people traveled to Nairobi, many from far-flung points in Africa and the Middle East.

In planning for AISA-GISS 2013, conference coordinators brainstormed ways to partner with local NGOs. One major perk of hosting the conference in Nairobi was the access to so many talented and experienced people for the summit's expert panels, and many NGOs and UN groups were represented.

Me to We, an amazing Canadian NGO with an office in Nairobi, partnered with the ISK team to lead a full-group simulation, and



ISK students, enthusiastic about sustainability? You bet (photo: ISK).

two workshops to provide participants for an expert panel.

The Golden Hearts program is a further special component of the African GISS. Each year, the host school accepts applications from local students who are mak-

ing a difference in their (disadvantaged) communities to attend the summit. The host school selects a number of applicants to attend the summit, and participants receive full sponsorship to participate and attend. ISK selected 17 local Ken-

yan students to participate, and based on a unique partnership with the Jump! Foundation these students were able to participate in special leadership sessions before and after the summit.

Another sustainability initiative for 2013 has been the introduction of a carbon offset program. The ISK team determined how many carbon credits would be needed to offset the footprint of the summit, and a corporate sponsor, Total Gas, then provided enough seedlings to balance the equation. The trees were planted by ISK students and teachers last May, at a school attended by... one of the Golden Hearts.

This year, we have taken the GISS mandate and vision a step further. It will be wonderful to see how this continues to develop in the years to come! ●

The British Are Coming

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Passionate about education and positive about the value of involvement with Cambridge, Alberto M. Carvalho, Superintendent of Miami-Dade County Public Schools, commented: "A Cambridge education will give Miami-Dade County public schools students an international advantage, helping to prepare them for college and careers in our increasingly global marketplace."

Cambridge International Examinations reports that over the next three years, Miami-Dade County Public Schools will introduce 80 Cambridge programs in 70 schools, including the Cambridge Primary Program in elementary schools, the Cambridge Secondary 1 Program in middle schools, and the Cambridge International General Certification of Secondary Education (Cambridge IGCSE) and the Cambridge Advanced International Certificate of Education (Cambridge AICE) Diploma Programs in senior high schools.

These new Cambridge Program schools will complement the 20 existing Cambridge programs currently running in 16 Miami-Dade schools.

With the expansion of Cambridge Programs, Miami-Dade

County public schools will offer a rigorous academic continuum that emphasizes analysis, problem solving, and communication skills. Students who earn the Cambridge AICE Diploma can be awarded college credit or advanced standing at the university level, in addition to the Florida Bright Futures Scholarship. In addition, Miami-Dade County Public Schools will offer face-to-face professional development for teachers at the elementary, middle, and high school levels over the next three years as well as online teacher training and curriculum support.

The development of the partnership with Cambridge highlights the Miami-Dade District as a U.S. leader in K-12 international programs. At the high school level, Cambridge AICE Diploma Program students from the district have already earned distinction for achieving at the highest level in the United States on Cambridge AICE examinations.

Underlining the potential gains for future students, Cambridge International Examinations cites the example of student Ricardo Gomez from Miami, who achieved a Top in World Outstanding Learner award in AS Level Spanish Language. The expansion of the program to more schools in the county will allow increasing numbers of students throughout the District to reach this level of international distinction. ●

A Taste of Sichuan

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(ASD) were privileged to have as a guest speaker to their TOK class, Ms. Paola Nobrega, a pioneer in grass roots development in Mozambique. Donna Paola, as she is known there, related her efforts to work with AIDS orphans, and also to help improve the quality of life for abandoned domestic animals through the NGO Vets for Africa.

Through sheer determination, many of her projects flourished with the support of local communities working in partnership with corporations like Tongaat Hulett, as a part of their Corporate Social Responsibility (CSR) programs.

ASD students have collaborated annually with Tongaat Hulett since 2011 to renovate and improve school infrastructure in schools in the rural areas of Xinavane, Mozambique. ASD students provide the labor and fund-raise to pay for a portion of their development project at a school and Tongaat Hulett provides the logistical support for the project and has funded any shortfall in construction budgets.

Since this positive experience with Tongaat Hulett in Mozambique, ASD has been actively pursuing opportunities that allow students to work with corporations in their CSR initiatives, and to foster their growth as positive, active, global citizens.

Last spring ASD partnered with Honeywell China, noted for its influential CSR initiatives around the country. Collaborating with Honeywell China, and with the direct assistance of Honeywell China President Stephen Shang and Honeywell Communications Director Lydia Lu, Honeywell hosted a group of ASD students and staff, inviting them to work at two of its rebuilt schools in Sichuan Province (rebuilt by Honeywell after the devastating 2008 earthquake).

Over 90 students and staff from ASD worked to make the Honeywell Schools more "student centered" at the request of their respective headmasters. ASD students built new desks for the schools and for donation to the homes of students to create study areas.

Murals designed by ASD student Caite Canfield were painted at the Honeywell United School and stand as a monument to ASD's and Honeywell's commitment to

this partnership. ASD students also delivered presentations about their home countries to local students over the course of their stay.

In many cases, the ASD group was the first group of foreigners that many of the students (and the community) had been exposed to, evidenced by the large number of visitors to the schools on the days of the ASD visit.

Honeywell (China) President Stephen Shang, ASD HS Associate Principal Justin Walsh and IB CAS Coordinator Chi-Yan Shang expressed enthusiasm for this joint collaboration between ASD and Honeywell, and all looked forward to furthering this relationship with a subsequent service trip in April of 2015.

From TOK to the world via CAS, these partnerships with large international corporations are a part of ASD's commitment to social responsibility in collaboration with its corporate partners under the auspices of Dr. Philip Stroup, ASD's Director of Development and External Relations. ●

Chi-Yan Shang is IB CAS Coordinator at the American School of Doha, Qatar.



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Sharing Expertise: a Professional Development Model for International Schools?

By Ania Driscoll-Lind and
Jennifer Towleh

In international schools, we strive to stay up to date with current research in best practice and invest in ongoing professional development. Delivering on-site professional development has certainly been effective in building the learning community at The American School in London (ASL).

Yet working in international schools, which are frequently remote from each other, can become insular. As a result, schools often reinvent the wheel instead of seeking out assistance from another school that may have valuable expertise to share.

International schools around the world were shocked to receive the news in September 2012 that the American Cooperative School of Tunis (ACST) was looted following an attack on the nearby U.S. embassy. A building, which housed six elementary classrooms and the elementary library, was lost to a fire.

Along with schools around the world, ASL began fund-raising to support rebuilding the library and replacing the 12,000 books lost. In mid-March 2013 ASL also sent three teachers to Tunis, to provide two days of professional development on science learning. ASL Lower School Principal Julie Ryan was supportive of the initiative:

"ASL was delighted to continue our support of ACST through this professional development effort. Our teachers saw first-hand how the September riots had affected ACST. It is easy to become isolated in our international school world, and this was a reminder that we should all be visiting and sharing more!"

The schedule included teacher workshops, model lessons, and meetings with grade-level teams. The Grade 2 model lesson immersed students in learning about the properties of substances, the design process and key physical science concepts. To prepare for the Grade 4 lesson, teacher Danielle Bedard read *Go with the Flow*:



ASL's visiting teachers, enjoying a few Tunisian extracurriculars (photo: ASL).

A New Take on Grade Inflation

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socio-economically advantaged backgrounds are more likely to receive higher grades.

In addition to rewarding performance and the set of behaviors and attitudes PISA measured, the report suggests many teachers also reward other behaviors and attitudes, which girls and advantaged students are more likely to adopt, despite their having no direct relationship to learning.

Examples of these attitudes and behaviors that teachers favor include positive views about student-teacher relationships, and behavior promoting a calm learning environment that allows teachers to "keep things moving." Teachers may also reward behaviors valued in the labor market and other social environments.

The report goes on to highlight the danger of inequalities in grading practices possibly leading to inequalities in educational expectations—and attainment, and later, labor-market outcomes. It says, "This practice could have far-reaching—and long-lasting—effects for two reasons: students often base their expectations of further education and careers on the results they receive in school; and school systems use these results to guide their selection of students for academically oriented programs and, later, for entry into university."

The report named disadvantaged boys as the group most likely to be negatively affected by grading practices and their potential impact on their opportunities for social mobility. The conclusions have been used as support for the UK Government's plans to cut down on teacher-marked coursework and internal assessments in favor of end-of-year tests, thus limiting the potential discrepancies.

Under the Conservative Government's new proposals, from 2015 GCSEs (the examinations taken by all 16-year-olds in the UK) students will be assessed almost entirely through examinations sat at the end of the two-year course. Currently, GCSE assessments are a mix of internally graded coursework and examinations.

Last summer saw girls overtake boys by the widest margin since the GCSEs were introduced in the late 1980s. While 24.8 percent of girls' examinations were graded A* to A, the figure was a mere 17.6 percent for boys.

Professor Alan Smithers, Director of the Centre for Education and Employment Research at Buckingham University, said successive governments had failed to get to grips with the continuing lack of progress made by boys relative to girls, particularly in English.

The PISA report highlights the role that grades play in shaping the expectations of students, parents and teachers; these of course go on to impact performance in, and access to, later education.

With this in mind, the report makes several recommendations with regard to grading practices and in order to increase their effectiveness in enhancing learning.

Primarily, it recommends that schools use an integrated assessment and grading policy, which outlines grading practices that are objective and criterion-based, giving teachers clear levels of mastery to base grades on (rather than on performance relative to a student's peers).

Quantitative assessments should also be accompanied by in-depth qualitative evaluations, giving students the tools to help develop the skills in question. The report adds that "School systems should thus promote research that provides a complete picture of the assessments used in their school system, their purpose, and what schools, teachers and students are doing with this information." ●

Ms. Broman is an integrative child psychotherapist.

Making Models of Streams by Josey Baker to her students. The model lesson culminated with students gaining an understanding of how pollution can spread and contaminate the groundwater.

There were also meetings with each grade level, to discuss their current science program as well as strategies and resources for how to integrate more literacy. The workshops and model lessons were well received, and the teachers and administration were extremely appreciative. "The visit by the three teachers from ASL was a wonderful professional development experience for us," said ACST Elementary Principal Lesley Tait. "Everyone is so appreciative of this amazing gift. We valued the teachers' time and expertise, which was given so generously."

The benefits of on-site professional development cannot be underestimated! The two schools continue to share resources and expertise, and build a cross-cutting professional learning community. ●



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AISH Leaps Ahead

By Bambi Betts

Big things happened this summer in Munich. The AISH board convened in July in an 'Advance'—the AISH version of the now-outdated 'retreat.'

With now 400+ members of 48 nationalities, the board, in an electric atmosphere, quickly and passionately made some decisions that will take AISH to an entirely new level.

While retaining those features clearly valued by the membership, the board is strategically

positioning AISH to become a much more influential catalyst for both the profession of the headship as well as for advancement of international learning and leading through the role of the head.

Watch for new partnerships, new levels of advocacy, and strong attention to how a school head not only can be, but should be a major player in shaping international education. AISH encourages all those leading international schools in the role of 'head' to join this effort as we move the profession forward.



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Search Associates Appoints New President

By Jim Ambrose

With enthusiastic support of all 18 Senior Associates and the Executive Management Committee (EMC) of Search Associates, Jessica Magagna was appointed President of the company effective 15 September 2013. Former President Jim Ambrose, who decided to step down, will continue to be an integral part of Search Associates focusing on Head of School searches and Board Consulting.

Ms. Magagna started with Search Associates in 2002 as a Senior Associate working with candidates from the Northeast. Prior to accepting this position, she had a long and very successful career as senior management in the retail industry, specializing in recruitment and training of high level management candidates. This experience has allowed her make a smooth transition into her role as Senior Associate.

In 2009, when the Executive Management Committee (EMC) was formed to manage Search Associates, Ms. Magagna was ap-



Jessica Magagna
(photo: Search Associates)

pointed Vice President and then Executive Vice President in 2011. During her time on the EMC, she was solely responsible for the development and project management of the company's new website, which launched in 2011.

Ms. Magagna continues to be in charge of all web development, and was recently responsible for a new searchassociates.com website that was unveiled last month. In addition, she has been instru-

mental in overhauling all company marketing efforts as well as numerous improvements to the company's policies and procedures.

A "third culture kid," Ms. Magagna was born in Morocco while her father was head of the American School of Tangier. After spending five years in Morocco, the family returned to the United States and later moved to Iran, where she attended the American Community

"My goal is to make sure that Search Associates sticks to its core value, which is to provide outstanding service to our candidates and schools through continuing to give exceptional personal attention to all."

School in Tehran. She has traveled extensively through Indonesia and Singapore, while her father was head of Jakarta International

School, as well as through Europe, the Middle East and parts of South America.

When asked to comment on her new role as President, Ms. Magagna had this to say: "I feel very honored and excited to be such an integral part of a company that has unparalleled success in what it does. With this appointment, I also carry a deep sense of commitment since my father started this

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ISC: New Growth Sectors

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increasing presence of investors, developers, and commercial organizations responding to the needs of the sector.

Currently, ISC Research is receiving particular interest for market data and analysis related to business development opportunities in Malaysia. The country is experiencing significant expansion opportunities since the recent release of government restrictions for local children to attend international schools.

For future potential, ISC Research predicts that China will be a particularly exciting market over the next few years. Chinese nationals are currently not permitted to attend foreign-owned international schools in China. However, as a result of China's expanding middle class, an increasing number of parents are looking for ways to access an English-speaking education for their children and gain access to the best higher education opportunities.

In response to this demand, many Chinese developers are seeking to create schools that are Chinese owned and run, that cater to Chinese students, and that deliver learning (entirely or in part) in English. To provide visibility and credibility for these schools, many developers are associating with prestigious foreign educational

institutions, including some of the most prominent schools in the UK.

Nicholas Brummitt, Chairman of ISC Research, explains this new development further: "Some of these schools will be bilingual, others will teach totally in English; some will be part Chinese curriculum and part international, others will follow an international curriculum (such as the IB) completely. The vast majority of the teaching staff will be fully qualified, skilled, expatriate English-speaking teachers.

"These Chinese international schools will be aiming to meet the huge demand for an English language education from the burgeoning Chinese middle class, who want to see their children receive the best possible education in order to gain access to the top universities worldwide. This looks likely to be the future for many Chinese children."

In addition to new market developments in Malaysia and China, the international schools market in the Middle East continues to boom. In Abu Dhabi and Dubai for instance, demand continues to exceed supply, and Saudi Arabia is anticipated to see extensive growth this year. ●

ISC Research is the only organization that supplies data and market analyses covering all of the world's English-medium international schools. The latest market updates plus individual school information, news, statistical overviews, and country reports are all available from <http://www.iscresearch.com>.

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By Justin Hardman

Students in international schools are some of the most digitally connected young people in the world. They enjoy strong support from their parents, who can afford to buy them the latest technology devices, and their schools, which often provide sophisticated technology infrastructure.

Expectations from stakeholders, including students, parents and school boards, are often high and both teachers and schools are required and expected to demonstrate that they are purposefully leveraging the technological skills that come so naturally to these students by supporting them with authentic, technology-enabled learning.

This is a major paradigm shift in the delivery of education and is an increasing challenge for all teachers and schools. Responding to this challenge, a group of Hong Kong educators developed an innovative educational technology conference, "The 21st Century Learning Conference," which was held for the first time in February 2009. The conference was designed to provide an opportunity for educators

to collaborate on improving learning by exploring and sharing how technology could be leveraged to support learning. There have been four conferences since, with more than 1,500 educators from 30 countries participating.

Previously hosted in Hong Kong schools, the 6th Annual 21st Century Learning Conference (12 to 14 December 2013) will take place at the Hong Kong Convention and Exhibition Centre this year. Educators can also attend the co-located Learning & Teaching Expo, Asia's largest trade exhibition for teaching and learning products, at the same time.

Although the conference has grown in size and scope, the majority of presentations are still delivered by outstanding educators from around the world. And to help recognize, support and encourage good practice, 21st Century Learning have recently launched two awards for Teacher and School of the Year!

The awards, which are being sponsored globally by Pearson, will be presented at the December conference. The winners will be flown to Hong Kong to receive the awards in person. ●

Distributed Leadership, Beijing Style

By Kate Ferrier

At the International School of Beijing (ISB), curriculum development and student learning are placed in the hands of those who understand them best: the teachers.

For the past six years, UbD committees, strategic plan committees, and the strategic plan "Design Teams" have been comprised of teachers. Most recently, ISB's administration has affirmed a commitment to a more fully developed distributed leadership model through the creation of divisional curriculum-based teacher leadership positions.

Each division's Curriculum and Professional Learning Coordinator (CPL) now works with Curriculum Area Leaders (CALs) to tailor the broad curriculum message to the needs of specific disciplines and grade levels. Classroom teachers in turn work with CALs to develop their expertise on specific areas of the curriculum.

This distributed leadership model ensures that decisions reflect the needs of the staff and students in each department, division or grade level. ISB's Curriculum and Professional Learning Coordinators come to their roles from a teaching perspective and, through their work with CALs and



The International School of Beijing's teacher leadership team: Rob Gold, Kyle Wagner, Mary Wenstrom, Matthew Merritt and Greg Thomas (photo: ISB).

classroom teachers, ensure that curriculum decisions are workable within the target discipline and age group. Greg Thomas, CPL for the high school, believes that the best ideas for a given learning environment are more likely to come from teachers: they know what is right for their students.

Matthew Merritt, CPL for the Elementary School, views ISB's distributed leadership structure as a flattening of hierarchy. Strategies and ideas are shared laterally, rather than from administrators down. Mr. Merritt believes that roles like his allow teachers to learn from one another, and empower them to inform school leadership.

In short, distributed leadership allows a school to remain committed to its vision and to continue to progress in spite of turnover in teaching staff and senior leadership. Such continuity is particu-

larly relevant in an international context.

At ISB the distributed leadership model continues into the Office of Learning. In its strategic plan, ISB has committed to project-based learning (PBL) as a foundational approach. Mary Wenstrom, ISB's Experiential Learning Coordinator, stresses that "learning should be exciting, connected, and rigorous in new ways." Kyle Wagner, in his first year at ISB, is leading the development of a dedicated project-based learning academy within the existing ISB structure. The academy will be completely project-based in its approach to teaching and learning.

Through its commitment to teacher-led curriculum development, distributed leadership, and project-based learning, ISB aims to empower, develop, and motivate both students and faculty alike. ●

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Activities Conferences: a Primer, Etiology, and How-To

By Bobby Fagogenis

As international schools keep opening around the world, they will need to create or become part of an activities conference to meet the extra-curricular needs of their students and community. In this article, readers will be introduced to several different types of activities conferences that already exist, as well as helpful points for those schools that are considering building a new conference.

Activities conferences provide international schools and their students opportunities to participate, with others, in a variety of activity dimensions including academic and athletics activities, musical events, and performing arts. The scope of these conferences varies considerably.

Geographically, the scale of these activities conferences can differ and can be divided into three general types: multi-country, national, and regional/local.

Below are examples of each type of activities conference, which can be used as potential templates for newer schools.

Multi-country activities conferences

The largest scale of international school activities conferences include the Association of China and Mongolia International Schools (ACAMIS), and the Federation of British International Schools in South East Asia and East Asia (FOBISEA), which include schools all across Asia. In Europe, examples include the Central and Eastern European Schools Association (CEESA) and the International

Schools Sports Tournament (ISST).

Many of these examples offer several types of activity dimensions, with schools often flying students and faculty members internationally to tournaments and similar events. These types of conferences often offer several different athletic divisions, providing a structured platform for more established schools and defined guidelines for newer ones.

National activities conferences

On a slightly smaller scale, national conferences do not focus on international travel but still use domestic flights to attend conference events. The Saudi Arabian Inter Kingdom Activities Conference (SAIKAC), with 13 participating schools, and the newly formed Korea International Schools Activities Conference (KISAC), with 16 participating schools, are two examples of activities conferences that serve international schools.

Regional activities conferences

By far the most common type of activities conference, this one was created to service a major city or geographic hub with a large concentration of international schools. These conferences are usually created to serve the activity needs of elementary, middle, and high school students because they do not rely on extensive travel. What is more, they can establish a format that allows for a regular "season" to be established in athletics or activities, culminating in a season-ending tournament.

Examples include the Shanghai International Schools Activities Conference (SISAC), the Korean-American Interscholastic Activities Conference (KAIAC), and Athletic Conference Singapore International Schools (ACSIS).

Starting an activities conference

Whatever the case may be, many international schools have decided to take it upon themselves to create a new activities conference to meet the needs of their students and community. Taking on such a task can be extremely rewarding for participating schools, but can also be filled with pitfalls.

Those schools that decide to take on this task may want to keep the following in mind:

1. Determine internally what your community is looking for in an activities conference, and to what extent major stakeholders, such as administration and parents, are willing to support those needs *before* contacting other schools.

2. Find like-minded schools (whether established or new) that are looking to participate in similar activity dimensions. In many cases, it begins with one dimension, which helps to establish a network of participants. From that

network, other extra-curricular dimensions can emerge.

3. Discuss a common collaborative, technological platform (beyond email) that will help connect the main contacts from each school. It could be Facebook, Google, Edmodo, Wikispaces or a host of others out there; the point is that it is much easier to have a communal, online location for meeting minutes, rules, and general conversations.

4. Determine seasons and calendars that are similar to those of existing international activities conferences or schools. It is difficult to start an activities conference when one school is on a completely different yearly calendar! This can often undermine the continuity of activities that schools are looking for. It is also advantageous to operate in parallel with existing local conferences, in order to facilitate cross-conference opportunities.

5. Establish, early on, what is the most reasonable payment structure for all participating schools. Three of the most common payment structures are "host and divide the cost" (probably the easiest); "host and be invited to others for free"; and "yearly dues" (probably the most challenging initially). The key is to determine what works best for the participating

schools, and to form an internal body that can follow up and implement the preferable structure.

Conclusion

Extra-curricular activities play a huge role in international schools, and the learning that occurs beyond the classroom during practice, games, and performances is of vital importance.

As such, for both established and newly founded international schools, the need to participate in or even create an activities conference becomes critical in order to ensure that the extra-curricular demands of the students are met.

With a thoughtful and deliberate plan, an international school can create an activities community that reaches out beyond the school, city, or country, thereby enhancing the quality of the educational experience for its students. ●

Mr. Fagogenis is Director of Athletics at Chadwick International School in Songdo, South Korea and has been involved with several activities organizations over the last 10 years. He is currently a board member of the newly formed Korea International Schools Activities Conference (KISAC).

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- <http://dyslexiaaction.org.uk/international-programmes>

Level 4 CPD Award in Developing Literacy Skills in Learners with Dyslexia (DAAWD52)

- Developing Reading Skills in Learners with Dyslexia
 - Developing Writing Skills in Learners with Dyslexia
 - Developing Spelling Skills in Learners with Dyslexia
- <http://dyslexiaaction.org.uk/international-programmes>

Level 4 CPD Award in Curriculum Wide Support for Learners with Dyslexia (DAAWD53)

- Supporting Study Skills in Learners with Dyslexia
 - Assistive Technologies to Support Struggling Readers
 - Developing Mathematical Skills in Learners with Dyslexia
- <http://dyslexiaaction.org.uk/international-programmes>

Level 4 CPD Award in Supporting Mathematical Development for Learners with Dyslexia (DAAWD54)

- Developing Mathematical Skills in Learners with Dyslexia
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Cost – 3 unit Award £785 (2 unit Award £525)

Please note – Individual Units are available at a cost of £275 each

*Terms of discount

1) The 5% discount is offered for International Award DAAWD51 only for October 2013 or January 2014 (consists of 3 units)

2) You must enter discount code 'fivepercent' when completing the online registration/booking form to receive 5% discount (the discount can only be given of time of booking)

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News in Brief

● ADEC: Up to 100 New Schools Needed in Abu Dhabi

Up to 100 new private schools will be required in Abu Dhabi over the coming seven years to cope with increasing demand, according to a spokesman for ADEC, Abu Dhabi's education regulator. At present there are 183 private schools in the emirate, attended by around 185,000 children; 70 percent are currently oversubscribed (source: ISC Research, 08/04/13).

● Ireland Faces Over-Supply of Primary Teachers

Ireland is predicting an ongoing surplus of primary school teachers, meaning that many education students are training for jobs that will not exist. The issue has led Education Minister Ruairi Quinn to reach out to the teachers' union in an effort to help enact better forecasting procedures (source: *The Independent/independent.ie*, 29/04/13).

● STEM: a Natural Fit in the Middle Grades?

The middle grades are an opportune time to engage students in lessons in science, technology, engineering, and mathematics (STEM), says Anne Jolly, a former middle-grades teacher and author of the MiddleWeb blog STEM Imagineering. Ms. Jolly suggests giving control of learning to students, fostering curiosity and collaboration, and accepting failure and drawbacks (source: *SmartBrief*, 25/03/13).

● International Baccalaureate Expands its Footprint

The International Baccalaureate (IB) has become increasingly popular in the Asia-Pacific region, with a 55 percent increase in schools offering the program since 2008. That mirrors similar growth worldwide, with Africa, Europe and the Middle East reporting a 34 percent increase (source: *South China Morning Post*, 15/07/13).

● Australian State Focuses on Teacher Quality

A set of reforms released in New South Wales, Australia, establishes minimum standards for students to be admitted into teacher-education programs. The standards call for teacher trainees to score at least 80 percent in three subjects, and pass a literacy and mathematics test. New South Wales has also launched a review of teacher-education programs (source: *The Australian*, 06/03/13).

● Khan Academy Comes to Idaho

The U.S. state of Idaho is launching a pilot program to become the first state to partner with the Khan Academy to provide free, online access to mathematics, physics, and history classes. The program, to be implemented in 47 schools across the state, is funded through a US\$1.5 million grant from the J.A. and Kathryn Albertson Foundation (source: *AP*, 28/02/13).

● On the Use of Apps, Games to Drive Learning

In a recent SmartBrief survey, 40 percent of educators reported that online applications and games are the most effective way to engage students. Persuasive Games for example includes a variety of games used to teach students about everything from the flu virus to debt. Vocabulary.com seeks to improve students' word skills (source: *U.S. News & World Report*, 04/02/13).

● Why Do U.S. Students Struggle with Science?

Lagging science performance by U.S. students is attributable to numerous complex factors, from inadequate teacher training to poverty and attitudes about learning, experts say. Experts say a common misconception that students' innate ability, rather than hard work, determines science performance also contributes to the problem (source: *Pittsburgh Post-Gazette*, 20/03/13).

● UK Teachers Try to Limit Classroom Time

The National Union of Teachers in England is seeking to ease teachers' workloads by restricting classroom time to 20 hours per week. Under a proposed contract, full-time teachers would work 35 hours each week, with 20 hours to spend with students, 10 hours for planning and assessment, and five hours of "non-contact duties" (source: *The Daily Telegraph*).

● HK\$10m to Have a Chance?

An international school's request for a whopping HK\$10 million debenture for student admission is causing shock waves, and raising questions. The Kellett School, the British International School in Hong Kong is asking for the record debentures after opening its HK\$200 million Kowloon Bay Campus last month (source: *F. Broman/The International Educator*, 09/09/13).



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Search Appoints New President

... continued from p. 5

company almost 25 years ago, and has worked tirelessly to make it what it is today. My goal is to make sure that Search Associates sticks to its core value, which is to provide outstanding service to our candidates and schools through continuing to give exceptional personal attention to all."

Although Ms. Magagna will be taking on a full set of responsibilities as President, she will continue to work with candidates as well as manage the Cambridge job fair.

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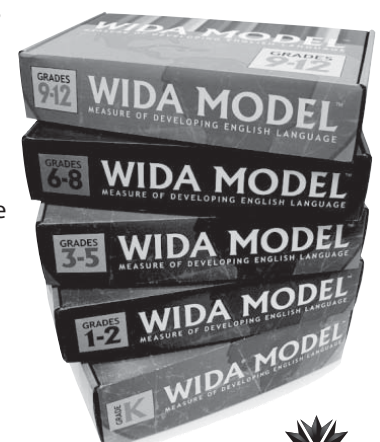
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- 2-8 July Instructional Supervision and Evaluation: Planning, Assessment and Student Results • Leadership and Team Dynamics
- 10-16 July Curriculum Leadership in the International School (2nd offering)
Instructional Supervision and Evaluation: The Teaching Process

LONDON

- 16-22 June Instructional Supervision and Evaluation: The Teaching Process
- 24-30 June Assessment Leadership in the International School • Creating an Effective School
- 2-8 July Leadership and Team Dynamics • Technology Leadership
- 10-16 July The Effective Principal: From Theory to Practice • Curriculum Leadership in the International School

WATCH FOR THE NEXT PTC 'EXPERIENCED PRINCIPALS' SUMMIT IN 2014

This event, introduced in summer 2013, brings together PTC graduates and other experienced international principals to explore the latest thinking on leadership and systemic change. Watch for details on www.ThePTC.org.



MIAMI

- 15-19 June EAL Strategies for the Mainstream Classroom • Skillful Teaching for Early Childhood Educators
- 21-25 June Curriculum Design for International School Teacher Leaders
Leadership Tools for Department Heads and Grade Level Leaders

LONDON

- 30 June - 4 July Inquiry Based Learning in the International Classroom • Special Needs Learning in the International School
- 6-10 July Teaching and Learning with Technology • Personalizing Learning for Your Students

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Congratulations to PTC 2013 Graduates

Miami Graduates



PTC Graduates Week 1: (top left clockwise) Michael Urquhart, Patrick Hurworth, Frances Rivera, Laura Bradshaw, Robert Sinclair, Shauna Feeney, Robert Malasic (BTC), Hannah Hartman, Birgitta Sandström Barac (BTC), Elmer Reyes, Raquel Gebara, Jeff Richardson, Alain Poiraud (not shown)



PTC Graduates Week 2: (top left clockwise) Shauna Feeney, Rachel Jonathan, Jose Oms, Melvin Jones, Barbara Boyer, Jane Macmillan, Susan Taylor, Jennifer Munnerlyn, Jean Rivard, Jessica Schultz, Marlene Nicolas, Dinora Murillo, Julia Tokatlidou, Travis O'Neel, Heikki Soini, Eva Lamadrid, Vail Ellen Hilbert, John Horsington



PTC Graduates Week 3: (top left clockwise) Daniel Kerr, Forrest Broman (PTC Founder), Payson Bullard, Christina Torrenco, Craig Ortner, Eric Kriekhaus, Rob Gohr, Maurilio Baron-Toaldo (Advanced Graduate), Nicki Crush, Sarah Clover, Gustavo Sever, Lorena Celis, Aneka Berumen Gorostiaga, Teresa Tung, Paola Torres de Pereira, Carla Winkelmann, Taizu Wold, Simohamed Sarhane (not shown)



PTC Graduates Week 4: (top left clockwise) Elizabeth Cho-Young, Maria Inarra, Stephen Bajc (BTC), Shireen Appana, Kimberly Cullen, Harold Ott, Laurie N. Clark, Dilek Dirim, Randal Eplin, Grace Kerscher, Courtney Malone, Mario Sylvander, Erin Thomas, Maria Sweeney, Colette Rogers, Steven McNutt, Abram Cosby, Colin Powell

The PTC recognized its first graduates in 1991. By the year 2006, the number of PTC graduates passed the 500 mark. This year, that figure topped one-thousand, with 95 educators taking PTC courses in Miami and London earning the PTC 'Certificate of International School Leadership.'

The PTC leadership certificate is earned by completing four PTC courses selected from a menu of offerings in four categories that ensure a well-rounded experience. The certificate program assists practicing and aspiring educational leaders to sharpen essential leadership skills and to become candidates for leadership roles in international schools.

Congratulations to these newest PTC grads!



PTC Advanced Graduates 2013

Johanna Bambridge, Elementary Principal at St. Johns International School in Belgium (pictured left above with PTC London coordinator Carol Crittenden), tackled the PTC Law course in London this past summer to earn her PTC 'Certificate of Advanced International School Leadership.' Maurilio Baron-Toaldo (pictured right above), Assistant Principal at International School Bangkok in Thailand, is the only other 2013 attendee to earn the advanced certificate, after he completed the PTC Technology course in Miami. The certificate requires the completion of eight PTC courses.

London Graduates



PTC Graduates Week 1: (left to right) Kirsty Wilkinson, Francis van der Hoeven, Angelo Coskinas, Joy Isa, Neeltje de Ruitjer



PTC Graduates Week 2: (left to right) Gillian Ashworth, Philip Bowen, Edwin Bryson, Bart Dankaerts, Grant Dawber, Arden Tyoschin



PTC Graduates Week 3: (left to right) Mike Wing, Pepijn van den Toorn, Maha Sarraf Shehadeh, Cheryl Palamarek, Jarrod Dale, Palmira Mariz Seiler, Murray Hodgson, Jessamine Koenig, Douglas Teter, Janice Boucher



PTC Graduates Week 4: (top left clockwise) Tekin Baransel, Martha Began, Nilufer Gunergin, Andrew MacLachlan, Dulce Gomez, Joseph Leonetti, Lawrence Jackson, Joseph Welch, Paul Fradale, Matthew Tyrie, Abe Lahmidi, Christine Smith, Johanna Bambridge, Chiat Arslan

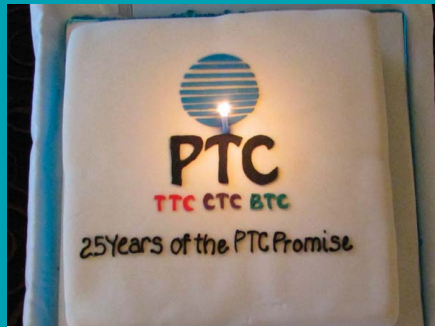
14 International School Counselors Feel Ready to Excel in Their Demanding Jobs

The Counselor Training Center (CTC) awarded fourteen graduate certificates in summer 2013: (CTC Miami - top, left-to-right) Pamela McDonald Hyndman, Binta Mayaki, Nanami Komaki, Hiro Komaki, Michael Smith, Heather Cronk, Stephen Markham; Joan Frazer (not shown) graduated in the Miami TTC2 session; (CTC London - lower, left-to-right) Cristiana Cavalcanti, Vikki Keulers, Sonali Hutshison, Veronique Laspreses Mathy, Juliana Viola, Steven Ayling



2013-2014 Training Centers

Bambi Betts, Director
www.ThePTC.org



KEEPING THE PTC PROMISE

The Principals' Training Center marked its 25th anniversary during the 2013 summer institutes, celebrating with commemorative cakes, special presentations and memories shared by some of the people who helped spearhead the concept of cutting edge professional development for international educators.

Since it was founded in 1989, the PTC has grown from just 55 participants taking two courses in its first year, to 830 registrants taking nearly 1,000 classes in the latest summer sessions in Miami and London. And true to its promise to be the gold standard in international education, the PTC is looking to the future with plans for exciting new endeavors.

They include the start of 'Teacher Leader Institutes' - intense two-day training programs held in convenient locations for teachers in formal leadership positions or aspiring to a leadership role. The first TLI institute planned for October 2013

in Dubai sold out within weeks, and another is in the works in Europe and/or Asia next spring.

A new CTC course is under development for 2014 designed for the teaching counselor working with students, parents and the community in a classroom setting. PTC is also refining its 2014 schedule to better serve the needs of hundreds of international educators we had been unable to accommodate, by offering seven of the PTC's eight core courses at both the London and Miami sites. Some new online training experiences will also be in the offing. Join us!



On its 25th anniversary in July in Miami, PTC Director Bambi Betts is awarded a U.S. State Department Certificate of Commendation by Connie Buford (Office of Overseas Schools) as PTC founder Forrest Broman looks on.

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TTC CONGRATULATES 21 GRADUATES IN 2013



Miami Session 1
Aymara Regalado-Gil, Michelle Hibbert



Miami Session 2 (top left clockwise) Cynthia Bullard, Monika Stoldt Arnell, Luisa Margarita Capuccio, Ewing Green, Lisa Arsenault, Henrietta Twumasi-Ankrah, Carole Rowlands, Keyla Urbina, Joan Frazer (CTC), Regina Mangeot, Brad Mangeot, Sarah Bailey, Patricia McDougall, Julie Lavender



TTC London graduates (top left clockwise) MeLinda Tatum Kaiser, Ebou Jammeh, Jeffrey Woodcock, Melissa Watson, Michael Bishop-Obbin, Matthew Gayne

National Distinguished Principals

... continued from p. 1

Elementary School Principal at the Taipei American School, Taiwan; and Faraday Burditt de la Camara, Lower School Director at the American School of Madrid, Spain.

Catriona Moran grew up in Ireland and earned her bachelor's degree in Education at the University of Limerick, a Masters in Education (with distinction) at the University of Southern Queensland, Australia, and a Doctorate in Educational Leadership Studies at the University of San Diego.

She worked as an elementary teacher in Ireland for seven years before embracing the American

and international education system overseas in 1989. She became an administrator at Nishimachi International School in Japan, where she played a major role in implementing a language policy across the school.

Ms. Moran became principal of the 760-student elementary school at Taipei American School (TAS) in 2003, and has worked with faculty in Taipei to align curriculum, develop common assessments, and set rigorous goals for student achievement and professional development. Her vision for the school includes strong curricular programs and an equally strong character education program. She has built partnerships with parents through parent coffees, workshops, and involvement on committees

Ms. Moran is frequently sought after to consult with other overseas schools in Asia, and to chair

visiting committees for the Western Association of Schools and Colleges (WASC). In addition, she presents on literacy development and assessment at East Asia Regional Council of Schools (EARCOS) conferences as well as Education Records Bureau (ERB) conferences.

She and her husband, Gerry, have two sons; one has graduated from TAS and one is currently a junior there. Mr. Moran is Director of the Taipei Youth Program Association.

Faraday Burditt de la Camara is currently Lower School Director at the American School of Madrid, where she works with more than 400 students from the United States, Spain, and many other countries. She has worked with the staff to develop the Lower School Learner Profile, which focuses on the important attributes and attitudes that students need

to be successful now and in the future. She joined the faculty of the American School of Madrid in 2001.

Ms. Burditt de la Camara has worked at the Project Zero Summer Institute held at Harvard's Graduate School of Education, where she is a study group leader. Among her other significant accomplishments, she lists the development of a culture of professional learning through the presentation of best practices, and the introduction of student-led conferences for elementary school students that have helped hundreds of students become reflective, responsible learners.

Prior to coming to Madrid, Ms. Burditt de la Camara was a principal at the International School of Brussels, as well as principal at the Bilkent Laboratory and International School. She also served as a differentiation coach at The An-

glo American School of Moscow. In addition to these leadership roles she has been an elementary school teacher at American or international schools in Spain, Morocco, the United States, Belgium, Turkey, and Russia.

Ms. Burditt de la Camara is originally from New York, and is married to a Spanish diplomat. They have four grown children.

Ms. Moran and Ms. Burditt de la Camara, along with the other honorees, will receive their awards on 25 October during a formal banquet and award ceremony at the Capitol Hilton Hotel in Washington, D.C.

The festivities also will include a reception on 24 October in the Reception Rooms at the U.S. Department of State, which will be hosted by the U.S. Department of State's Assistant Secretary for Administration, Joyce Barr. ●

Going Solar in Kingston, Jamaica—a Hemispheric First

By Devaro Bolton

An earlier version of this article was published in *The Jamaica Observer*.

Boasting 400 250-watt solar panels, covering 7,000 square feet, in addition to five Schneider-Electric 20-kilowatt grid-tied inverters, the American International School of Kingston (AISK) has become the first school in Jamaica with a

system of this size. Project Manager Paul Stockhausen says it will greatly reduce the school's carbon footprint, and save it approximately 48 percent of current electricity requirements.

Incidentally, with the Jamaica Public Service Company (JPS) recently implementing a net billing service, the AISK installation could not have come at a better time. Net billing allows customers who own renewable energy generators

to save on cost, in addition to "selling" excess energy to the light and power company at prices set by the Office of Utilities Regulation.

For AISK, the savings alone will translate to about US\$60,000 per annum. In addition to its cost-cutting feature, the project serves as a further extension of AISK's modern approach to education, which facilitates global classrooms, enhances life-long learning and the use of technologies and multi-



The pride of AISK: a grid-tied photovoltaic system, ready to go (photo: AISK).



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Atlanta, GA, USA: December 8-10, 2013 • **Bangkok, Thailand:** January 3-7, 2014
Boston, MA, USA: February 2-6, 2014 • **San Francisco, CA, USA:** February 10-13, 2014

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media, and creates a sustainable, "green" environment.

Having already started campaigns related to recycling, re-using water, and creating a paperless network, the latest initiative serves as an advancement of AISK's "go green" philosophy.

The project was the brainchild of the AISK board, headed by Chairman Peter Melhado with consultation from Mr. Stockhausen, an engineer with decades of experience. The group was forced to re-evaluate the school's energy profile, given high electricity consumption stemming from the use of projectors and air-conditioning units in every classroom.

The concept has been in the pipeline for some time, Mr. Melhado said, but it was catapulted into reality with a loan from the Development Bank of Jamaica (DBJ), which finances large, strategic development projects in a number of sectors including (luckily, for AISK) energy/alternative energy solutions.

Mr. Melhado told *The Jamaica Observer* that the project is a great long-term investment, which was albeit quite costly in its initial stag-

es. The DBJ loan compensated for approximately 70 percent of the capital needed to get the project off the ground, a contribution he counts as invaluable.

Another invaluable contribution will be the impact of the school's most important asset—its students. Even before the final touches were made, students from Grades 2 to 11 got a demonstration of how the PV system works; it will stand as a practical example for years to come. "This provides the opportunity for them to have a practical representation of alternative power in use," said Sylvia Browne, curriculum coordinator.

According to Byron Ward, business manager of Alternative Power Sources Ltd., AISK is the recipient of the very first installation of the Schneider-Electric Conext TL-20000, three-phase 415V grid-tied inverter in our hemisphere, which includes the Caribbean and Latin America!

A remote monitoring system has now also been installed, which will allow persons to see real-time numbers regarding the energy-saving initiative. ●

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Lessons in Learning

With Gordon Eldridge

How Playful Should an Early Childhood Classroom Be?

Just how much “direction” or ‘guidance’ to give students is one of the quintessential questions of our profession. What should be delivered through direct instruction? What should be learned through a process of inquiry? And just how structured, or guided, should that inquiry process be?

There is certainly growing evidence that a clear learning purpose is an important starting place for effective learning. But what does this mean in the context of early childhood classrooms, where many would argue that play is one of the cornerstone pedagogies supporting learning?

Some see the evidence supporting a clear learning purpose as an argument in support of more direct instruction in early childhood classrooms. In a more nuanced view, Deena Weisberg, Kathy Hirsh-Paske, and Roberta Golinkoff argue that one of the most effective ways to achieve specific learning goals with young learners is through “Guided Play.”

In their recent article in *Mind, Brain and Education*, they review the research base and give some guidelines for what it means to use guided play as a pedagogy.

What does the research say?

- In a review of 164 studies, Alfieri, Brooks, Aldrich and Tenenbaum (2010) found that “assisted discovery approaches trump the kind of learning that emerges from more unassisted pedagogies” (Weisberg *et al.* p. 105).

- In a study where preschoolers participated in interactive reading activities designed to support them in learning new vocabulary, one group received 30 minutes twice a week of a reading protocol. The other group received 20 minutes of the reading protocol and then 10 minutes in which they engaged in guided play related to the new vocabulary items. Despite equal time spent overall on the tasks, the group that had the 10 minutes of guided play significantly outperformed the other group (Han, Moore, Vukelich and Bell, 2010).

- The use of direct instruction when students are faced with a novel situation may limit the ways in which children approach the situation, and therefore the amount they can learn from it. Two groups of young children were given a new toy. One group was shown one of the toy’s hidden functions. With the second group, the instructor pretended she did

not know anything about the toy and then accidentally discovered one of its hidden functions. The first group did less experimenting with the toy, spent more time on the function that had been demonstrated, and discovered fewer of the toy’s hidden functions (Bonawitz, Shafto, Gweon, Goodman, Spelke and Schulz, 2011).

- In general, the evidence seems to suggest that playful approaches that incorporate adult scaffolding are more likely to lead to academic learning outcomes with very young learners than either direct instruction (where the teacher explicitly tells students to do things) or free play (where there is little or no adult guidance).

So what does “guided play” look like in practice?

In general, when guiding play, adult scaffolding may include initiating the play situation, constraining the play context in a way that is more likely to achieve the learning goals, and maintaining a focus on these goals “even as the child guides his or her own discovery” (Weisberg *et al.* p. 105).

In particular, this may include adopting strategies such as:

- Preparing the environment
- Co-playing together with the children
- Commenting on children’s discoveries
- Introducing new vocabulary in the context of play
- Asking open-ended, probing questions
- Drawing children’s attention to the consequences of actions they have taken
- Exploring materials in ways children may not have thought of

The authors suggest that the reason guided play is such a successful pedagogical approach is that it helps the child narrow down what they need to pay attention to, so that they can focus more on the elements relevant to the particular learning goal. At the same time, the play situation allows the child to be more actively involved and direct much of their own learning.

The teacher can therefore build on the directions the children themselves are taking and guide and constrain the play in ways that help the children focus on the elements relevant to the learning goal. This reduces distractions which can hinder learning.

The debate at the early childhood level often focuses around the extremes of direct instruc-
... *continued on p. 37*

Can Classroom Culture Breed Success?

We all intuitively recognize the importance of classroom culture for the success of our students, but it is sometimes less obvious exactly which elements of classroom culture contribute to student success, and how they actually do this.

Rebecca Givens Rolland from Harvard University has recently conducted a meta-analysis of 49 studies investigating certain aspects of classroom culture in classrooms from Grades 6 through 12, and their impact on student achievement. Ms. Givens Rolland was particularly interested in the following two factors and their impact on achievement:

1. Classroom goal structures: to what extent did students perceive the goals of the classroom to be performance-oriented (where students perceive they are expected to demonstrate competence) or mastery-oriented (where students perceive they are expected to develop competence through an iterative learning process)?

Within performance-oriented goal orientations, recent research has distinguished between performance approach goal orientations, where the demonstration of competence relative to other students is emphasized, and performance-avoidance orientations, where the culture leads students to attempt to avoid “negative appraisals of their abilities” (Givens Rolland, 2012: 397).

2. Teacher support: to what extent did students perceive the teacher as supporting them and their achievement? The various studies in the meta-analysis defined the construct of teacher support as including concepts such as trust in the teachers, teachers’ competency, teachers’ social-emotional involvement, level of cognitive support etc.

What were the results?

1. Classroom Goal Structures
 - Studies that included Grade 6 students showed positive correlations between mastery goals and student achievement (measured both on standardized measures and by teacher-allocated grades). No relationship was found for students above Grade 6.

- Studies that included Grade 6 students showed negative correlations between performance goals and student achievement (measured both on standardized measures and by teacher-allocated grades). No relationship was found for students above Grade 6.

- Studies that included Grade 6 students showed a negative relationship between the performance and mastery goal structures in the classroom, suggesting that for Grade 6 students, these structures were somewhat incompatible.

- Students’ own personal goal orientations were correlated with the perceived goal orientations of their classrooms. This correlation was even stronger for Grade 6 students.

- One longitudinal study reported an increase in self-reported cheating when students moved



Gordon Eldridge is the Curriculum Director at the International School of Brussels, Belgium.

from high to low mastery-oriented classrooms, and a decrease when students moved from low to high ... *continued on p. 37*

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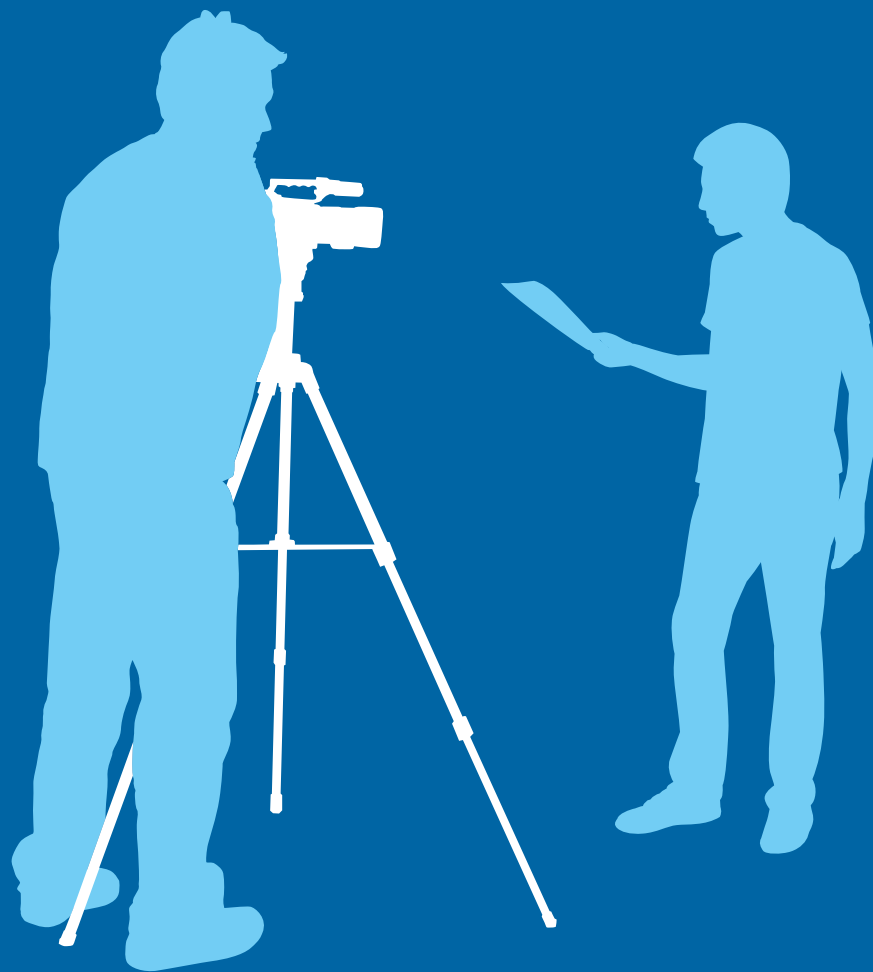
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THIMUN Qatar and Northwestern University in Qatar are encouraging high school student films through a documentary film festival from April 17-19, 2014 in Doha, Qatar.

Educational opportunities and prize money are offered for winning entries.

The film submission deadline is February 14, 2014.

Details can be found online at
<http://qatar.thimun.org/film-festival>



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"Ground Control, There Is a Needle in the Haystack!"

By John Mikton

All of us are engaged daily in the process of looking for information on the Internet, or "searching." Sometimes, we search for clarification, facts, confirmation, while other times our searches help us broaden our views or come to terms with a concept.

This is now part of our daily digital diet: a quick hop onto our device and off into the Internet to "search" for information. Now consider this...

- 51 million: the number of websites added during the past year.
- 1.2 trillion: the number of searches on Google in 2012.
- 43,339,547: the number of gigabytes sent across mobile phones globally every day.
- There are 5 million tweets per day, enough to fill the *New York Times* for 19 years.
- 58: the number of photos uploaded every second to Instagram.
- 5 billion: the number of times, every day, that the "+1" button on Google+ is used.
- Bloggers post 900,000 new articles everyday.

• 1.3 exabytes: the estimated global mobile data traffic per month in 2012.

• Over 210 billion emails are sent daily, which is more than a whole year's worth of letter mail in the USA.

• Around 200,000 videos are uploaded daily to YouTube; it would require over 600 years to view them all.

(Sources: *The Economist*, "The World 2013"; Royal Pingdom's "Internet 2012 in numbers"; and *Science Daily*, "How much information is there in the world?")

As a human race, we cannot actually view, analyze, or keep track of all the information we generate without third-party digital tools and softwares. We now defer to sophisticated algorithms and intelligent softwares to store, track, synthesize, and deliver information in amounts we have the time and capacity to digest. And most of us now expect to have this available non-stop, over multiple devices.

Information overload, information stress, information pollution, and information anxiety are part of the narrative of the digital age.

With the amount of information increasing at accelerated speeds, we have relinquished any control we once had over its exponential growth; and as we embed ourselves in this vast information landscape and strive to remain critical thinkers, we need to be ready to retool ourselves:

Come to terms with the "filter bubble"

This is where information is processed and delivered through algorithms based on what our viewing and search habits are, thus filtering information to our perspectives and not providing alternative views and information. The balance of information is vital to building a broad understanding of different views. Nowadays however, through the "filter bubble," this balance is being diluted. We need to understand this and be able to counter it.

Develop a strong searching expertise

We need to understand the capacity of search engine tools, their variables, and their limitations so as to refine and sift information in a manageable way.

Be able to aggregate

Learn how to leverage news aggregators, real-time syndication, social media, micro blogging, and social bookmarking sites. These tools can help in sorting different formats, culling large amounts of information, and delivering it in digestible portions.

Engage in connectivism

Connectivism is a learning theory constructed on the idea that we can learn with digital, social, and cultural connections, and from this interchange build individual and/or collective capacity to gain knowledge and understanding. Through our social and professional connections, we can create networks of expertise, knowledge, and understanding to support learning. The "cognitive surplus" we have available in our groups will increase our own knowledge and help us create, communicate, produce, and share effectively.

Learn, unlearn, relearn

We need to develop the strategies and methodologies that allow us to engage effectively in this process of "learning, unlearning and relearning" daily. In tandem, we need to ensure that everyone has the opportunity, support, and resources to do this.

From this point forward, there is not going to be any less information—that is a fact. As the world moves into a state of constant change, and the pace accelerates, we have a responsibility to ourselves, our peers, and our communities to make the process of learning, unlearning, and relearning permanent.

If we do not, we could potentially lose our ability to participate as critical thinkers and ultimately to control the information landscape we live in. ●

Learn more at <http://beyonddigital.org>.

THIMUN Qatar Northwestern Film Festival

Encouraging international students to make a difference

Special advertiser content

By Ann Rogers

Each year students from around the world submit short documentaries advocating change on important local and global issues. The event was created to encourage high school students to use film as a tool to advocate for social change and development.

In the four years since the film festival opened, students have submitted films on a wide range of issues. The film festival is designed to allow the participant to make a film on any topic in which they wish to make a difference, or have seen others making a difference.

Most of the directors create their films independent of a school project, but last year saw a trend in students submitting films created as part of their film studies program.

The result has been the production of powerful advocacy films on topics such as the impact of over-fishing on a village in Ecuador, problems with land development in Beijing, awareness about albinism, child labor in Lahore, orphans in Sudan, and community service projects, to name a few.

As Cameron Janzen, Head of THIMUN Qatar explains, "This festival is important not only because it gives students a chance to contribute to dialogue on critical issues for society; it also helps create students who want to be ac-



A presenter at last year's festival (photo: THIMUN Qatar).

tive national and global citizens." The annual event is sponsored by Northwestern University in Qatar (NU-Q) and Qatar Academy's THIMUN Qatar program.

The entire event is organized and administered by a student leadership team. Students wishing to participate in the film festival submit films by 14 February of each year in order to attend the April event. Films are then short-listed, and nominated student directors receive invitations to attend the three-day festival where they take part in workshops with Northwest-

ern faculty, industry leaders, and social activities. The festival culminates in an Oscar-style gala awards ceremony.

The 2013 winner, Suleima Abed was interested in taking part in the festival because she saw it as a chance to make her voice heard. Her film *Yaqeen* features a Palestinian woman and man sharing their stories about growing up in the West Bank. It was inspired by her family's own experience in dealing with issues of displacement and difficulties with education.

"I rediscovered my own identity through film," added Ms. Abed, who spent 10 days filming in Palestine. THIMUN Qatar Film Institute Coordinator Noor Al Thani reiterated the power of film in effecting social change: "I was previously involved in debate, but I find film much more compelling because you are able to transmit emotion through the screen, and if you can create empathy through your film, you can have a wider audience for change." ●

Past films nominated for awards at the festival can be viewed on the THIMUN Qatar YouTube channel, THIMUNQatar-FilmFest; contact THIMUN Qatar at thimunqatar@qf.org.qa for further information.

Ms. Rogers is THIMUN's Coordinator.

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Taking the LEED in Mexico City

By Sharmila Sachdev

There are garden spaces on the campus of The American School Foundation (ASF) in Mexico City that provide a home to some four dozen native plant species, and cover 1,400 square meters.

Yet many students, parents, staff members and visitors, going about their normal routine on campus, may never see these impressive green areas. That is

because these garden delights are up on the roofs—some atop the Jenkins Foundation Wellness Center, and most adorning the recently opened “green roof” of the Ángeles Espinosa Yglesias Fine Arts Center.

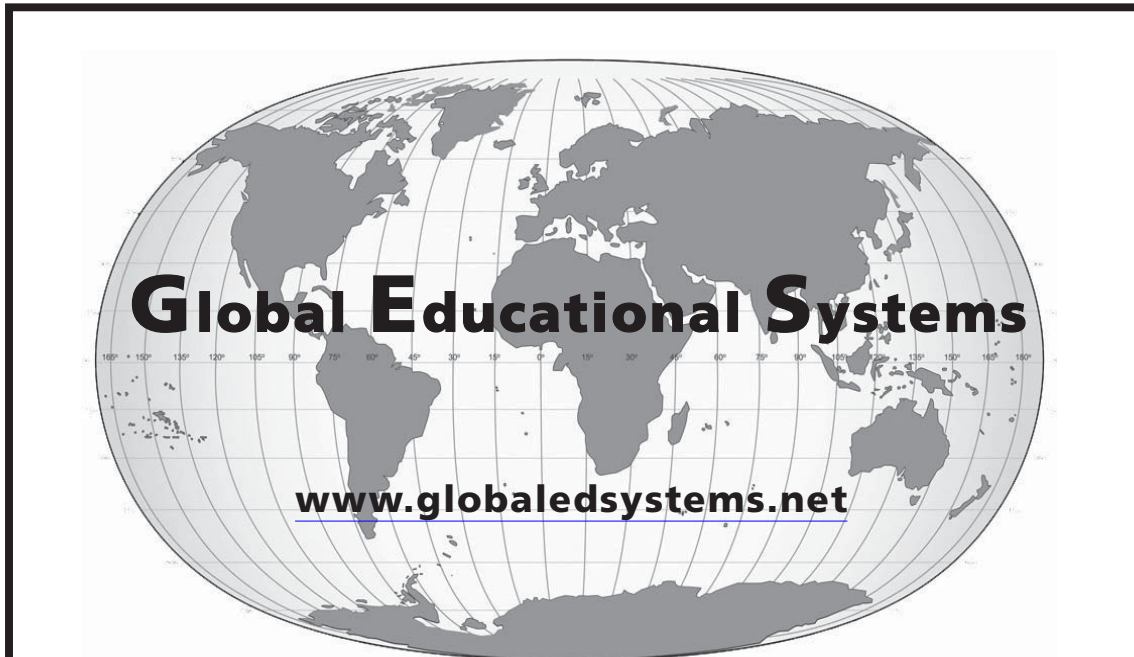
These rooftop green spaces are lovely, tranquil, and welcoming. In neatly arranged plots of random shapes, the low-lying plants are outlined by smooth stones in various shades of gray, beige, and

white. Gravel walkways encompass the gardens, which are easily accessible by elevator or stairs. The Wellness Center garden, with much space taken up by tennis courts, lends itself more for casual viewing or to sit down on a bench, while the Fine Arts Center green roof offers more to ponder and can be used for many purposes.

One of those purposes is of course didactic: the Fine Arts Center green roof is a botanical



Biologist Jerónimo Reyes, from the Universidad Nacional Autónoma de México, checks up on the indigenous plants covering an ASF green roof (photo: ASF).



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garden of native Mexican plants. The two genera most represented are Echeveria, including the largest species, Echeveria gigantea, which resembles a large rose, and Opuntia, which includes the nopal species seen in Mexico's coat of arms. There is also the golden ball cactus, which is endangered in the wild. A special section includes succulents native only to the Pedregal de San Ángel section of Mexico City!

There is more to ASF's green roofs than educational gardens atop new buildings. Several years ago, ASF embarked on an initiative to bring its infrastructure in line with “green building” and “green spaces” standards. The requirements are demanding, and the certification process is complex.

What does “green” really mean in the context of infrastructure? It means that ASF has committed itself to ensuring that all new construction and other campus improvements have a minimum negative impact on the environment, and a maximum positive impact on the health of students and employees.

Determining whether those goals are met falls to a body called the U.S. Green Building Council, or USGBC. It grants the Leadership in Energy and Environmental Design (LEED) certification, one of the most prestigious certifications in building planning, design, and construction. And the degree of difficulty in obtaining this certification is high.

This is not lost on César Buenrostro ('85), the ASF Board of Trustees member who chairs the Buildings and Grounds Committee. “The USGBC is one of the world's most highly regarded organizations,” he said. “LEED certification enforces integral, sustainable policy beginning with the planning process, which may include meeting criteria for site selection.” In fact a long list of criteria is examined, down to very specific details. Those criteria and many more are evaluated in the aggregate. “Points are earned based on measures taken for sustainability and positive environmental impact,” Mr. Buenrostro said.

ASF's implementation of its sustainability initiative began with the renovation of the Upper School Building and Sheila Rafferty Ahumada Administration Building that was completed in 2009, its first “green” building. It earned LEED certification—the first known school building in Latin America to do so. The effort was further rewarded in 2012 when the office of Mexico's then-President Felipe Calderón presented ASF with the Eco CIHAC Award for sustainable reconversion.

A few examples of the sustainability efforts that ASF makes to meet LEED guidelines include energy-efficient lighting, water conservation through high efficiency urinals and toilets, on-campus sewage treatment and rainwater collection tanks, recycling opportunities, and much more. And now we can add green roofs to the list!

“This project allows us to learn more about Mexican biodiversity, and witness how some plants in this ecosystem work and breed,” said one student. “Once we know about these plants we can learn how to take care of them.” ●

Visit ASF at <http://www.asf.edu.mx>.

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The Marshall Memo

With Kim Marshall

Dealing with a Foul-Mouthed Kindergarten Student

The article: "A Principal's Job Is also to Teach" by Karen Poplawski in *Responsive Classroom Newsletter*, Fall 2013; <http://www.responsiveclassroom.org>.

In this charming article in *Responsive Classroom Newsletter*, Karen Poplawski describes how she, as a novice principal, handled Devin, a boy who was repeatedly sent to her office for using profanity. The boy had lost privileges, his parents had been called, and he had even been suspended for a day, but nothing seemed to work. Other students' parents were calling, and the pressure was on Ms. Poplawski to come up with a solution—which was assumed to involve consequences.

The next time Devin arrived in the office holding a referral sheet and looking remorseful, Ms. Poplawski suddenly remembered Word Cemetery, an approach she had used as a classroom teacher to help students avoid bland, overused words in their writing.

She cut a piece of paper into strips and said to Devin, "Tell me all the words that keep getting you in trouble." He nervously muttered each profanity, and Ms. Poplawski wrote it on a slip of paper, showing no reaction.

"All the words we just wrote down are now dead," she said, "and we are going to bury them." Ms. Poplawski took a spoon from her cabinet and they went outside. On the way, Devin noticed a dead cricket on the ground and asked if he could bury it with the words, and she agreed. Devin dug a hole with the spoon, and Ms. Poplawski said, "Today, we are saying goodbye to *#!^," and read the word on the first slip. They continued until all the words had been buried—and then interred the cricket.

Back inside, Ms. Poplawski said, "Now that we cannot use those words, we need to think of other words to use. What else can you say to the kids in your class?" Seeing Devin's blank stare, she ... *continued on p. 36*

How to Help Students Develop "Grit" in Mathematics Classes

The article: "Developing Non-Cognitive Skills: A Math Teacher's Perspective" by Alison Wright in *Education Week*, 21 August 2013; <http://bit.ly/12mlcT2>.

In this thoughtful *Education Week* article, Kentucky teacher Alison Wright describes how two students in her Algebra II class reacted when they got back a quiz on which each had the identical score: 6/10.

The first student looked at the grade, rolled her eyes, threw the paper on the floor, and loudly complained that the test was not fair and should not count. The second student read Ms. Wright's comments, reworked the problems to figure out her mistakes, and talked to her after class to set up an after-school meeting to go over the questions and discuss her study skills.

"This scenario is troubling to me," says Ms. Wright. "Multiply this incident by how many classes the students take, by how many as-

sessments they will have in each class, by how many years they are in school—the possible ramifications are staggering."

After doing some research, Ms. Wright came up with approaches she is going to implement in her classes this coming year:

- Teach students that wrong answers are a helpful part of the learning process. "Over the years, I have seen so many mathematics students shut down because they are so afraid of having the wrong answer and 'failing,'" says Ms. Wright. She wants her students to be adventurous, to take control of their own learning, and not let fear of bad grades get in the way of learning.

A helpful tool in this regard, she says, is Leah Alcalá's Teaching Channel video, "My Favorite No" (<https://www.teachingchannel.org/videos/class-warm-up-routine>).

Ms. Alcalá has students write their answers to a math problem on 5x3 cards at the beginning of class, then quickly sorts the correct and



Kim Marshall, an experienced teacher and administrator, is the author of *The Marshall Memo*, a weekly online newsletter summarizing the best ideas and research from 44 education publications.

incorrect answers and displays her "favorite" wrong answer (without mentioning the student's name) and discusses with the whole class what was right and what was wrong. Ms. Alcalá believes this is superior to using "clickers" because the teacher can make a judgment call on the most interesting and informative wrong answer—plus, it's cheaper.

... *continued on p. 36*

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Letters to the Editor

Selamat Idul Fitri from Jakarta

By Timothy Carr

Dear Editor,

Selamat idul fitri from the most populous majority-Muslim nation on the planet! The last fireworks were spent a few weeks ago and an auspicious peace reigns throughout the city.

One day following Eid al-Fitr, I joined about 25 of our 64 new teachers and we crossed the expanse of virtually traffic-free Jakarta on bicycles, saw some of the wonders of this wacky metropolis, and gained new appreciation of our chosen habitat here in the tropics. What interesting lives we lead as international educators!



All smiles: Timothy Carr (photo: Jakarta International School).

Like many of my international school colleagues over the holidays, I had several occasions to explain our rather unusual choice

of lifestyle and profession to many who inquired, "You live where? You do what? You have been overseas for how long?" Yes, and we would not have it any other way.

And, by the way, I think I have one of the best jobs in the world. Really.

Actually, I will admit that I am addicted to it: the steep learning curve, the daily reminders of what I do not know, the constant fascinating cultural twists, the talented adventurers with whom I get to work, the motivated learners that greet us each day, the smiling staff that take great care of us, and the challenge of making the most of this positive situation.

It is indeed a privilege to be stewards of such rich learning environments. And, as we preach to our students, with such advantages comes responsibility. Rather than think about this in isolation, I wonder if we could try to think and act more collectively. I wonder if we can shed, and maybe shred, the sense of competition that has underpinned my experiences in international schools on several continents.

It seems clear to me that we are all trying to figure out what contemporary, post-industrial learning should look like. Learning commons, design studios, and futures academies are all cool ideas, and there are many more. Let us share them, openly and often.

Associations such as the Academy for International School Heads (AISH), the Association for the Advancement of International Education (AAIE), and the regional bodies all collaborate with other organizations in their missions. Let us help them to live that aspiration more fully.

Another question this summer was, "Don't you miss family?" Yes, I do. Yet, we also have a big surrogate family in international education. When a diverse set of international school heads decides to share ideas all the more, we will probably help transform education for the world. I believe we have begun to do just that. ●

Mr. Carr is Head of Jakarta International School (JIS), Indonesia. Visit JIS at <http://www.jisedu.or.id/>.

On Doubt and Passion

By Bob Mallett

Dear Editor, dear all,

To all of you, whose passion for your school, your people and your mission drives you, I send my best wishes for your success this year, however you choose to define it. That is one of our secrets, isn't it—that our success rises from our passion for this paradoxical and uncertain process of educational leadership.

The fact that we lack a guiding template serves not to discourage us, but rather to fuel our passion and gives us the courage to doubt (ourselves most of all!). So we constantly grow and adapt and, we

hope, become worthy of inspiring our students. If students are inspired by us, and I believe they are, it is not because they admire our grasp of ever-changing technology, or our depth of specialized academic knowledge, or our grasp of curriculum theory.

We inspire students because they see us doing what we ask them to do: to doubt, and to challenge uncertainty with courage and passion. I was reminded of the importance of this recently when one of my students from 30 years ago tracked me down via LinkedIn and came to visit me.

After catching up on the intervening years, he paused, then said ... *continued on p. 21*



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Opinion and Commentary

The Lessons of Experience

Two seasoned international school heads, Gunther Brandt and Eric Spindler, reflect for *The International Educator* on their careers

By Gunther Brandt

After an eventful youth and pre-university education in Germany I took the adventurous road to the United States, taking on the study of history—in no small measure because as a young German, the search for understanding in an international sense seemed a good path to take.

Along the way I earned a BA and Ph.D. in history in the early 1970s, and took initial teaching positions at American boarding schools. My wife Janice and I returned to Germany in 1974, in time for the soccer World Cup final in Munich.



Dr. Brandt (lower left), with students at Universal American School (photo: UAS).

By Eric Spindler

Observing “the dance” from my chair for the first time in 30 years, I have been fascinated by the variety and breadth of my fellow heads’ experience and current situations. I feel proud to call them my professional colleagues, as they work to advance cultural understanding and develop the world’s future leaders.

Considering the challenges before us for the coming year, a few common themes stand out. The first (witness growth in enrollments, waiting lists, and building projects) is the overwhelming demand throughout the world from expatriates and locals for the kind of education we provide in international schools. The second is that our students, because of their multilingual, multicultural education and upbringing, really do represent one of our best hopes for the future.

I remember sitting spellbound as an undergraduate at Rutgers University during the lectures of renowned anthropologist Yehudi Cohen as he described the importance of “boundary role-players” between civilizations: those individuals who lived in the spaces between nations and empires, as the grease of international cooperation between the gears of imperial interests and aspirations. As I wrote a paper for Dr. Cohen about the Aztec “boundary role players,” the Pochteca, I knew I wanted to be one of them—interacting with others in the dynamic spaces between nations.

While teaching in Newark, New Jersey, I applied for the Foreign Service and made it through the rigorous test and interview process, only to be eliminated from consideration because of my daughter’s pre-existing medical conditions. I now view that as good fortune, because I was to be far more fulfilled as head of school than as a diplomat or international businessman.

One important avenue to fulfillment I have found in international education is helping to develop other Pochteca through education, professional development, and mentoring. And I feel fortunate that my children were able to receive this type of education.

While most individuals are limited by their particular circumstances (language, culture, location), we Pochteca really do have a start in developing mutual understandings and the skills to translate those understandings to each other and to our respective constituencies.

I recently left my employment of 13 years as Headmaster of the International School of Monagas in Eastern Venezuela, but I hesitate to use the term “retirement.” I will always be a Pochteca and plan to continue to educate, develop, and mentor other boundary role-players.

Un abrazo y sigan adelante! ●

Dr. Spindler can be reached at ejspin@hotmail.com.



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After a few short years teaching in public schools in Germany and working for the U.S. Information Agency, the board of trustees at Hamburg International School offered me the headship in 1977.

With a superb, mainly British faculty, we introduced the IB with great fanfare and idealism. Those were halcyon days, rugged and filled with a passion for that international-mindedness and sharp critical thinking that has since become the trademark of most international schools.

The 1980s and 1990s: CAC in Egypt, Washington International School, Country Day School in Costa Rica, and Graded in São Paulo, until another return to Germany (Frankfurt International School, 1998-2004).

I subsequently spent five great years at a private school in Puerto Rico, the Baldwin School, where I thought my journey was to conclude. That was until Walid Abushakra, a friend of many years, asked me to take on the Universal American School in Dubai; I committed to an initial two years, which turned into four.

Full retirement is not to be, at least not just yet. I am now honored to have been asked to stay with Educational Services Overseas Ltd. (ESOL) in an advisory capacity... I am delighted to stay “in the business,” due to great working relationships with Mr. Abushakra and his sons Bassam and Tammam.

Along this entire journey Janice has been a steady companion, always appreciative of the challenges, satisfactions, and insights that life in international school communities affords.

Countless colleagues and students have provided both inspiration and support along the way. I could not have asked for a better *beruf* (job), or better yet, *berufung* (calling). ●

Doubt and Passion

... continued from p. 20

he wanted to thank me. I was lost. I could not recall anything I had done important enough for him to remember all these years, or to travel 800 km to tell me.

He said two things: that I had believed in him enough to hold him passionately, at times loudly accountable for his responsibilities as captain of the school’s rugby team, and that (unbeknownst to me at the time) he had lost his father in his final year of high school.

Seeing me agonize over, and then make, some difficult decisions had later helped guide him in making his own. I had no idea I had become a mentor. All I had done is what I am sure you do every day: try to understand, support, and do what is right. After 30

years I discovered I had made a difference in his life.

We all have heard or will hear a similar story. And we never stop; our passion and our capacity for doubt continue. So this year, I would like to share two thoughts, expressed by poets more eloquent than I.

The first, from Gabriel García Márquez: “I would give wings to children, but I would leave it to them to learn how to fly by themselves.”

The second, from Leonard Cohen: “Love’s the only engine of survival.” ●

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Google Summits: International Schools Are in the Lead

Special advertiser content

By Dan Taylor

A recent study of Google in Education Summits and training events has found that over 80 percent are taking place at international schools.

Google Summits are community events, supported by Google, which are hosted by schools. They take place over two days, and have multiple sessions on all topics relating to Google technologies such as Google Apps, Chromebooks, Google+, Maps, and Earth in an education context. Summits have up to 50 sessions, many of them led by Google staff and Google Certified teachers and trainers.

Since Google started offering Google Apps for Education, adoption of its free suite of email, document sharing, and collaboration tools has always been high among international schools.

The first Google in Education Summits in Asia and Europe took place at international schools, the first European one at the International School of Prague (ISP). ISP's IT Director John Mikton commented, "We have always been an early

adopter of technologies, and in particular cloud technologies. We are now in our third year of running the European Summit at our school and we have seen it grow to be a truly pan-European event."

Wayne Bowring, from the American School of Bangkok, the host of the Thailand summit, added, "We hosted a summit for two main reasons; to get our teachers and staff up to speed on Google technologies, and to help establish a Google community across both Thai and international schools—in Bangkok and beyond."

As Dan Taylor, a Google summit organizer, explains, "Schools wishing to host a Google certification event or summit apply to us; more than 80 percent of current summit applications are from international schools. We have also noticed that with our 'Google Apps Certification bootcamps,' which help prepare school staff to become Google Apps EDU Certified trainers, the trend is even more pronounced: close to 100 percent are hosted by international schools!" ●

Mr. Taylor is Director of AppsEvents. Find international schools at <http://www.appsevents.com>.



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What if You... ?

Strategies for Teaching Second Language Learners

By Bonnie Billak

Teaching second language learners is an integral part of international school teaching, and can be a huge challenge depending on the level of training and/or experience of the teachers. What strategies can teachers employ to effectively meet the varying and seemingly unending needs of these students?

As a starting point, what if you make a concerted effort to create a community of learners in your classroom, in which everyone is happily working and learning together?

Then, before teaching each lesson, you prompt the students' prior knowledge of the material and build on that foundation while making your lessons as visual as possible: classroom displays with pictures, charts with key vocabulary labeled, books on the topic on display, etc.

What if you go a step further and make your lessons more interactive and hands-on, and become even more daring and let the students take an active part in teaching the lessons?

If you use these strategies you can create a strong community of learners, in which students are not afraid to take language risks and there will be a feeling of everyone working together and helping each other to learn.

Your second language learners will learn much faster, and the lessons will be easier for all students to understand, whether they are higher functioning or beginner-level language learners or even native English speakers.

Also, students will most likely find the lessons more fun and interesting, thus generating higher student engagement. These changes should lower student frustration levels and eliminate behavior problems, thus producing more learning.

For optimal success when teaching second language learners, pay very close attention to the teaching strategies you use and to the overall environment in your classroom, keeping in mind that children remember 10 percent of what they read, aloud or alone; 15 percent of what they hear; 30 percent of what they see and hear; 40 percent of what they discuss with another person; 70 percent of what they explain to another person; 80 percent of what they experience first hand; and 90 percent of what they experience and explain to another person (Gansei, 2001).

Also, research has shown that we cannot learn if we are scared or extremely stressed. In fact, it was found that people will actually forget information or skills they

previously possessed if they are exposed to high levels of stress (Jensen, 2005).

The second language learners in your classroom already have high levels of stress when they walk in the very first day: the stress of moving to a new country, of learning a new language, of having to find new friends, etc. Care should be taken to avoid adding more stress to their lives.

By creating a strong community of learners, building on prior knowledge, and scaffolding learning you will be helping to raise your students' levels of self esteem and creating conditions to optimize learning.

When teaching second language learners, what you do as the teacher—level of empathy, choice

of teaching strategies—is as important or, in some cases, more important than your knowledge of the content material, and may be the determining factor in the success or failure of your students. ●

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Ms. Billak is an ESL Specialist at International School Nido de Aguilas in Santiago, Chile. She also does consulting work in the field of ESL teaching and program design/evaluation.



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College Counseling

With Martin Walsh

Let us think of the university application as a pie. The pieces of the pie include the transcript, test scores, student essays, activities, and recommendation letters from the faculty. And at this point in the process, it is important for the counseling office to provide guidance to teachers working on the letters of recommendation.

Based upon experience, this piece of the application “pie” tends to get neglected. Students are too busy writing essays, preparing for class, and studying for their last round of standardized exams to provide their teachers with much guidance.

As for the teachers, well, their fall workload is often so taxing that

they often do not have the time to really focus on letters of recommendation. Therefore, I strongly encourage the college counseling office to step in and provide a brief workshop for all recommendation writers.

First and foremost, before teachers begin writing their letters of recommendation they must understand that many universities in the United States employ a committee system, meaning a team of admission officers will be evaluating the application.

The committee process requires that portions of the application be read out to all committee members as the admission officer tries to present a lively and accu-

rate picture of the applicant. Based upon my experience, the teacher recommendation letters are, without any doubt, the most common source of vital information a committee turns to when trying to get some context to the report card.

I have found that once teachers understand that these letters are being read—and SHARED—in a group setting, well, I no longer have to fight for their attention.

Now for the hard part; once you have the attention of the teaching staff, you must provide them with concrete, time-tested suggestions. Personally, I begin all of my presentations with a “DON’T” list; or as I like to say, the seven deadly sins of recommendation writing.

1. Don't be negative!

First, there is the sin of negativity. Always remind your teachers that their job is to recommend, not evaluate. There should be a huge difference between report comments and the content of a teacher recommendation letter. If a teacher feels compelled to address a student's weaknesses, the letter must also take the time to show the applicant's growth and willingness to change.

2. Don't wander!

Next, there is the sin of wandering. Teachers are expected to write primarily about the academic qualifications of the student. They are the expert, and the only one who can communicate this information. A teacher recommendation that talks about the applicant's skills as a basketball player or talent as a singer is wasting precious real estate covering information that can be found in other parts of the application.

3. Don't be boring!

The sin of boredom is also a common error teachers make. Boring letters of recommendation spend an inordinate amount of time covering the content of the course or the background of the teacher. Anything more than one or two sentences on these topics smacks of a form letter and you may lose the reader quite quickly. (A quick side note: most readers are trying to evaluate these applications in under 25 minutes. Once you lose them, well, the application often ends up in the “Deny” pile.)

4. Don't hit from the baseline!

Moreover, “boring letters” often focus on “presumed,” not “exceptional,” qualities. To explain, letters that tell the reader that the applicant is “nice,” “respectful” or “honest” really add little to the reader's ability to evaluate the applicant. At all the universities I worked at, we assumed the applicant was a nice,

honest, hard-working kid. If he or she was not, then please do not write the letter!

5. Don't succumb to filler!

Many teacher recommendation letters are also guilty of the sin of filler. By that I mean the letter includes a laundry list of the student's activities. The student will provide this information in the activity section of the common application, and the counselor's letter will comment on the applicant's level of commitment. Again: a teacher recommendation letter must stick to classroom contributions.

6. Too much information!

Next, there is the sin of too much information. Occasionally teachers reveal sensitive information that has little to do with the application. The focus of the letter should not be on the family or anything personal. What the college wants to know from you is how the student functions academically. Without that information, personal difficulties or high school growing pains merely create a sad case, not a compelling one.

7. Sharpen the message!

Finally, there are those pesky sins of structure and number. As mentioned, the reader must get through the application in about 25 minutes. It should take no more than five minutes to evaluate the two letters of recommendation. The letter should be between 400 and 500 words, and help the admission officer quickly assess the applicant. In other words, the letter should never be one, long, block paragraph.

So, enough about sin. What should a great teacher recommendation letter include? From experience, I think it is important for a college counselor to provide teachers with specific content suggestions. From my perspective, a teacher should write about a student's

- Creativity
- Curiosity
- Initiative
- Commitment
- Growth
- Independence of mind
- Interpersonal skills
- Character and integrity
- Writing or research skills

Most importantly, the teacher recommendation must provide the reader with concrete examples to support all assertions. And, I might add, all Grade 10 and 11 teachers must be encouraged to keep a running file documenting student achievement in the classroom.

Writing a letter of recommendation should never be a last-second



Martin Walsh is currently College Counselor at the Harker School in San Jose, California.

event for a teacher. Rather, they should enter each class assuming they will be writing letters for all students in attendance. In other words, long-term preparation will save time come the application season and will, without any doubt, produce better letters.

While on this topic, I would like to address the issue of time and compensation. Specifically, should teachers with particularly heavy writing loads be compensated? If so, what is the form that the compensation, and what is the writing threshold needed to be rewarded?

I must say, I am a huge fan of rewarding teachers for their efforts. But I am not a fan of giving teachers monetary compensation or gifts. After speaking with literally hundreds of teachers from all corners of the globe, I have found that the one thing that most teachers really want is quiet, uninterrupted time to compose a great letter.

Therefore, for those teachers writing a large number of letters, a personal day is in order. In fact, I feel that for every five letters a teacher has to write, they should be allotted one personal day to work at home. While gifts like chocolate or coffee are nice, what most teachers really need to produce quality work is time. Giving teachers a free day off to write will go a long way in reducing stress and making the application process a bit more fun and—I hope—successful!

Related to this issue is, of course, the one of limits. Specifically, should a school limit the number of letters a teacher can write? Once again, I am a huge fan of placing caps on the number of letters a teacher can write. This will prevent one teacher from writing far too many letters and will insure that all members of the community recognize that they are vital players in the application process. ●



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Coming to Terms with Digital Authorship in Education

By Michael Peters

What is blogging, really?

One of the barriers to a meaningful conversation about blogging in the classroom is a pervasive confusion about what blogs are, both generally and in the educational context.

Blogging crosses many traditional “forms of writing” that teachers have long become accustomed and comfortable with.

Out in the “real world,” blogs can be expository, narrative, or descriptive. They can be fictional, factual, or satirical. Often they are an expression of a single person’s voice, but they can also be developed by a community. Blogs can be carefully crafted formal writing, or highly personal and idiosyncratic.

If we expand our notion of digital authorship to include platforms such as Twitter, or others that are

almost entirely visual (Tumblr, Pinterest), we end up with a definition that seems impossibly broad.

And this presents almost limitless educational possibilities! The great challenge is developing an understanding of blogging that can both accommodate this diversity and provide a framework of policies, practices, and pedagogy to support working teachers.

In some ways, blogs resonate closely with traditional teaching

practices. After all, journaling is a time-tested classroom strategy. However, as educational blogging advocate Anne Davis stresses, “it is not just a matter of transferring classroom writing into digital spaces.”

Defining the “right” way to use blogs in the classroom is thus a complicated question.

Once again—what is blogging?

Blogging is publishing

The primary characteristic that sets blogging apart from simple journaling is the act of publishing. In many ways, blogging can be viewed as a democratic revolution in publishing. Anyone with basic access to the internet can be a blogger. You do not need a tenured university position, or a publisher, or a paid column in a newspaper to express your opinion and attract an audience.

Much has been written about the motivating power of authentic writing for an audience. While most blogs allow private or semi-private posts, and educational blogging platforms are usually capable of operating within a “walled garden,” my sense is that this is fighting against the nature of the medium.

Blogging is community

Blogging is about audience, but not a static, silent audience. On many blogs, much of the excitement happens when readers start adding their comments. Community is also developed by connecting blogs and bloggers who share common interests.

Also, studies show the positive educational applications of community-developed blogs, where students collectively share responsibility for producing content.

Blogging is personal

While blogs can host formal academic activities, it is not possible (nor desirable, I think) to escape the personal nature of blogs. Young people often struggle in defining and expressing their personal identity. Even within the context of school-administered educational blogs, it is important to allow students freedom to express this voice and take ownership of their digital footprint.

Blogging is linking

One skill that is absolutely fundamental to blogging is the ability to create hyperlinks. Often links serve as informal citations that readers can follow for more information. Linking can also connect to other student-created content as well, such as videos or other multimedia. There are a huge number of web-based services that can be used to embed all sorts of content.

In effect, the blog becomes a dead-simple platform that allows students to host a huge variety of audiovisual material in a single dy-

namic, multimedia document.

In getting it right, what strategies must we consider?

1. Create a meaningful connection between student blogs and the classroom.

Blogging should not be a one-on-one conversation between teacher and student. Students should be connecting to, and commenting on, the work of their peers. Online discussions should be continued face-to-face, and should inform classroom activities.

2. Develop norms and expectations

With no single, widely understood formula, it is essential that teachers define the goals and expectations for blog-based activities. What is the learning goal? How will the task be assessed? Behavioral expectations, such as respectful commenting and awareness of one’s own digital footprint, should also be discussed.

3. Require linking and multimedia

Digital authorship is not just about text. Images, media, and links are essential components of the medium and should be blended seamlessly together in digital texts. Teachers and students need to be taught the technical skills to accomplish this, and the referencing and citation skills to do it responsibly.

4. Read some blogs!

To be comfortable with any medium, you must become familiar with its language and features. If “publishing for a global audience” is too much to ask initially, a logical first step would be to begin reading more blogs.

In conclusion, schools must keep pace with changing notions of literacy. We must guide our teachers and students to take advantage of their unique possibilities, while navigating the potential pitfalls. Both teachers and students must develop the knowledge and skills to evolve past the mere replication of traditional activities in an online environment. ●

Mr. Peters is Upper School Digital Learning Coach at the International School of Prague, Czech Republic.

Don't forget to check out TIE's own blogs, at <http://blog.tieonline.com>. Current bloggers include Jen Munnerlyn (UAE), Daniel Kerr (China), Stephen Dexter (Switzerland), Barry Mernin (Hong Kong), David Penberg (USA), Kailie Nagrath (Philippines) and many others.

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A Special 2013-2014 in Kaohsiung

By Thomas Farrell

The Kaohsiung American School (KAS) in Taiwan will be celebrating its 25th anniversary, and breaking ground for an entirely new facility, designed for 900 students, in 2013-2014.

Construction of the new buildings began in September, and will be completed in August 2015. The facilities will include a state-of-the-art theater to seat 400, an indoor swimming pool, gym, weight and dance rooms, a media center that will be the center of the school, a lecture hall for 100 people equipped to provide simultaneous translation, and science laboratories and classrooms nearly double the size of the current ones.

The campus will include two courtyards, a separate building for athletics, an academic building (including an art wing), and a separate building to serve as the school restaurant and store.

The completion of this facility will make a 25-year KAS dream come true, and for the next two years our campus will be a true



2015 here we come: a digital rendering of KAS' new campus (image: KAS).

learning community that allows its students to be "hands-on" learners during this project.

Architects and construction engineers will be teaching students about building schools, budgeting, protecting the environment, safety, the mathematics of angles, shapes, and sizes, and many more topics of educational importance.

There is much to celebrate in the first 25 years of KAS. The school has grown from 12 students in 1989 to more than 560 today (with a waiting list). KAS began in the basement of a local hospital, moved to a shared facility with a local public school, and today is

located on a prime piece of property in the northern section of our city. The fourth iteration of KAS will have facilities that will make all of Kaohsiung proud!

We are very thankful to our City and Central Governments for giving us so much support in making this dream a reality.

Our 25th anniversary celebration will begin in the fall and continue throughout the 2013-2014 school year. We thank all who have worked for, graduated from, or sent children to Kaohsiung American School, and we are all proud to be a part of such an outstanding institution. ●

Supermodernity and the Third Culture Kid



CHRISTINE FANG.

(Illustration: Christine Fang)

By Jasmine Chia

"Third Culture Kid" is a term coined in the 1950s, to describe a person who has grown up in an environment that is not of his or her parents' culture, one who builds relationships with all the cultures he or she has been exposed to but possesses full ownership over none.

By virtue of reading this, you perhaps are one... a global nomad, existing in a mishmash of Western history and Eastern culture, with the added flavor of the values of whatever country (countries?) from which you happen to hold a passport.

The world is yours in all its multitudinous facets, from the dumplings you learned to make during Chinese New Year, to the candles you lit during Divali, to the Spanish nouns you learned travelling in Europe, to the Thai dress you wore for Loy Kratong; and yet, you belong nowhere.

The feeling manifests itself in the nowheres of airports and long flights, in the placelessness of jet lag, the suspension of time in immigration lines. It is a separate plane of reality where, despite changing cultures of food and language, the landmarks of your own values remain fixed.

The Internet becomes your best friend, simply because it is a constant among cultures. Yet more than the Internet age, ours may be the age of third culture ennui. The idea of occupying a space that exists as a "nowhere" on the historical, physical and cultural spec-

trum can be easily reinterpreted as modernist alienation.

The paradox of "home" being difficult to define, when "continent" (or "globe") can be considered as an alternative perspective, creates a sense of loneliness. But French anthropologist Marc Augé has called this placelessness a form of "supermodernity," the very essence of what it means to live in the 21st century.

The urban nomad defines modern progress, and so it seems strange that such alienation should exist when a whole community can be born from transcendent cultural values, which create an all-encompassing yet fluid sense of "home." What if "home" gradually becomes less a place than a concept?

Fashion designer Hussein Chalayan explored this idea in his Spring 1999 collection, *Geotropics*, which spoke to a narrative of existence through travelling. The collection featured a resin dress fastened to a chair; as the model moved down the runway with her arms on the armrests it seemed she was perpetually sitting down, yet moving at the same time.

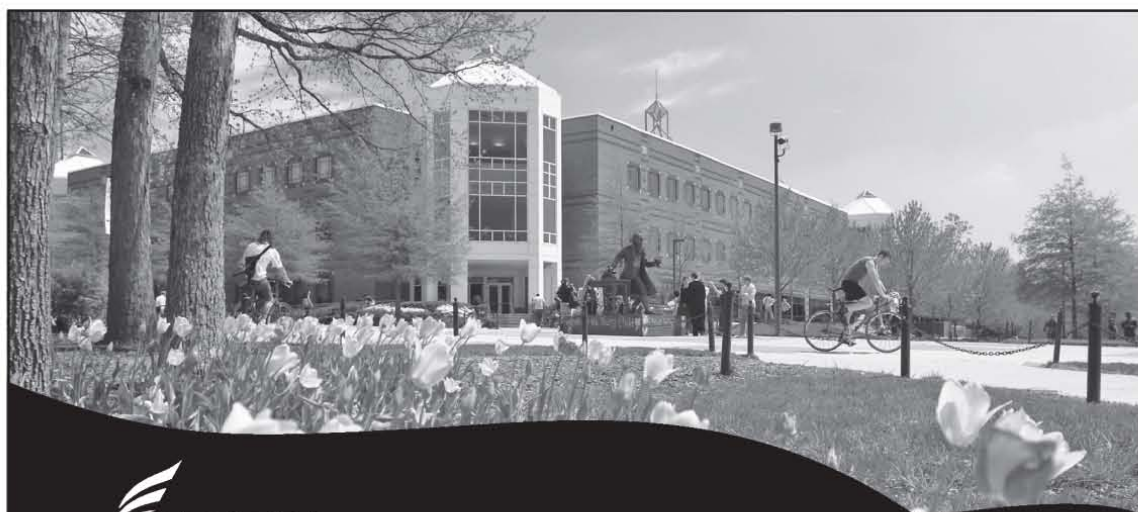
It was a brilliant statement on the nowheres—the airports, airplanes and borders—and on travel as a permanent state of being, as much end as means.

The chair was also larger than the model, with a subtly asymmetrical shell that created a cavity around her body as she walked, like a protective cocoon. This seemed a personal nation of sorts, an adaptive form of protection against alienation; that concept is familiar to any Third Culture Kid (TCK).

Mr. Chalayan's chair-dress and the TCK's creation of the perpetually mobile "home" are constructs, made possible through a separation of identity from materiality. Physical space thus has receding importance in defining "home," and it is ironic that, in an age heralded as materialistic, we may be heading in a direction that is anything but.

We are arguably no less superficial; but with much of who we are no longer defined by the tangible world, materialism is perhaps no longer the most relevant perspective. ●

Both Ms. Fang and Ms. Chia are students at Bangkok Patana School, Thailand. Ms. Chia is an avid fashion blogger, and a regular contributor to the Bangkok Patana School newsletter.



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News from Schools

Eco-School, not Old School, in Kuala Lumpur



ISKL students help the grown-ups with the campus tree inventory (photo: ISKL).

By Laurence Myers

In 2011, the International School of Kuala Lumpur (ISKL) embarked on a journey along side the Eco-Schools program, setting its sights on the prestigious Green Flag Award by 2014.

As directed by the student-governed Green Council, this year we are prioritizing nature and biodiversity. Our participation in the Eco-Schools program has meant paying closer attention to the connections between curriculum and student engagement, and the results suggest that ISKL students are engaged in nature and bringing it into our school more than we had realized!

Our Prep classes (3-4 years old) were recently seen meandering the grounds of Zoo Negara in small groups of three. They roamed the zoo identifying the types of animals they saw, how they move, what they eat, and all sorts of interesting things!

Grade 1 put on an impressive show, aptly named "Habitat, Habitat" and featuring an amazing array of colors and beautiful songs. The dialogue showcased deep understanding of the relationships between the flora and fauna in a habitat, impressing parents and friends alike.

Grade 3 recently completed a unit on ecosystems, visiting a wetland area for some hands-on learning. In addition, they enjoyed a visit with Reef Check, a local NGO that monitors the health of local reef ecosystems.

Grade 4 managed to sneak out of town for a night, spending qual-

ity time in nature. Among other things, students visited an indigenous village; we are hoping this will develop into a long-term partnership and in meaningful service learning opportunities.

Recently the Boy and Girl Scouts joined two botanists from the Forest Research Institute of Malaysia in conducting a tree inventory. We hope to use the data in determining appropriate species and locations for our proposed new campus.

"Among other things, students visited an indigenous village; we are hoping this will develop into a long-term partnership and in meaningful service learning opportunities."

Other causes for celebration are the on-going projects that involve the Green Earth Club and the Root & Shoots club, both of which cultivate a recognition, appreciation, and engagement in environmental issues. The Green Earth Club is often seen outdoors planting and taking care of our school grounds while Roots & Shoots focuses on social and environmental issues on a larger scale.

Grade 7 does a good deal of work with earth science and they have participated in two day-long field trips. Both trips included a variety of engaging opportunities to see nature up close, and to participate in observations, data collection, and environmentally themed experiential learning.

The ISKL middle school's Malaysia Week (MW) program is ... *continued on p. 33*

A Sneak Preview from Nairobi

International School of Kenya celebrates a "creative marriage"

By Pamela Pappas

After much anticipation, we at the International School of Kenya (ISK) are happy to have finally moved into The Commons, as its opening completes the first stage of our facilities expansion.

Through the creative marriage of dining areas, library functions, and state-of-the-art technology, the Commons will reflect ISK's ability to stay abreast of the trends in today's best teaching and learning environments.

On the afternoon of Wednesday 14 of August, we marked this important milestone in ISK History by having a ribbon cutting ceremony that was attended by U.S. Ambassador Robert Godec and Canadian High Commissioner David Angell. ISK Staff, faculty, students, and parents watched on with excitement as both digni-



The International School of Kenya: a new angle on things (photo: ISK).

taries cut the ribbon to officially open The Commons.

Look out for an article and photos, celebrating this major milestone in ISK history, in the December issue of *The International Educator*. ●

Ms. Pappas is Community Relations Coordinator at the International School of Kenya (ISK). Visit ISK at <http://www.isk.ac.ke>.

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Uzbekistan: the Ultimate Classroom without Walls



TIS' Grade 7 students get to grips with the Old City of Khiva, western Uzbekistan (photo: Erik Peterson).

By Angie Cairns Kuschel

The slow, methodical thump, thump, thump of the camel's hooves hangs in the hot, desert air, interrupted only by his snorts and grunts and the brush of an occasional breeze.

The weight upon his back is new, yet familiar; a wiggly, smaller-sized passenger who has never been atop a camel before and is both terrified and delighted by the experience. The camel is the largest animal he has ever seen, and the thrill of riding a live camel across desert dunes is something he would never find in his home country.

For a few brief moments, the boy forgets where and who he is. The small passenger imagines for a fleeting second that he is really part of a large, ancient caravan

making its way across the hidden desert highway, an endless sea of sand in the steppes of western Uzbekistan.

It is just another day of school for this student, who normally attends his studies in the comfort of a classroom at Tashkent International School (TIS), far from camels trails, caravans, and the fleeting ghosts of the Silk Road. Titled Week without Walls (WWW), this experience is a regular part of the TIS curriculum for all secondary students in Grades 6 through 12. For five school days at the beginning of every school year, students and their teachers jump into the living classroom that is Uzbekistan.

The entire experience is designed to take students away from their traditional learning experience.

In 2012, Grade 6 traveled to a village near Nuratau, where students and teachers visited two local schools and participated in traditional Uzbek dancing at the home of a local family. They also visited a nature reserve in the area.

For many of the Grade 7 students who traveled to Khiva, Urgench and the desert camps, this was the first time they had traveled this far into Uzbekistan, or away from their parents back in Tashkent.

Students from Grade 8 spent WWW in Parkent. During the day they visited an old silver mine, the Physics of the Sun Institute, and a mosque; they also hiked a nearby national park, which challenged them both physically and mentally.

Historic Bukhara was the destination for Grade 9, and with three full days of activities, the students

were able to do a lot of exploring and learning! They visited a master potter, and used traditional tools to create ceramic figures and pots in local styles. They also tried their hand at block printing, silk-thread embroidery, and miniature painting. "The kids loved it. Even the boys," said Susan Waterworth, a trip chaperone.

Grade 10 visited ancient Samarkand, where students learned about that city's colorful past; studied the mathematical concepts found in the geometric mosaics on historic buildings; visited Registan Square, the Shahi Zinda Mausoleum, and Mirzo Ulugbek's observatory; and took tile-making lessons at the Samarkand craft center. They also made silk paper from mulberry pulp, and visited a local village near Urgut where they sketched pictures of local scenes.

Students in Grade 11 had a slightly different experience: they

visited the local *mahalla* office and learned about the neighborhood system used throughout Uzbekistan. They participated in helping in the *mahalla*, by passing out food packages to needy families and sweeping up leaves, and painting in an apartment complex.

The focus for Grade 12 was also different: an interdisciplinary field study embracing history, economics, biology, chemistry, and physics. For this Grade 12 students traveled to Yangiobod, a former uranium-mining town outside of Tashkent, where they carried out their research studies.

As TIS teacher Siobhan Buckman observed, "Standing out in the desert where the sky is 180 degrees all around, you feel so removed from the other parts of the world, but so central to the truth. You have this feeling that this place is at the center of where things started." ●

In Khartoum, a Night to Remember



Khartoum International Community School's Class of 2013 (photo: KICS).

By Nancy Loga

Last spring, Friday 26 April was a night to remember for the graduating class of Khartoum International Community School (KICS), Sudan.

This year's ceremony was set in the beautifully lit John Bodourian Garden, on the banks of the Blue Nile. Over 200 guests enjoyed drinks and canapés as they were entertained by a singing and dancing troupe representing the different regions of the Sudan.

Just as the guests were ushered to the dinner tent, the full moon began to rise. The staging, flowers, lanterns, and candles all provided a fitting setting for a wonderful evening, showcasing the pride and happiness of parents, grandparents, siblings, teachers, and students.

After the formal presentation of diplomas, guest speaker Dr. Anwar Dafalla spoke passionately to the 2013 graduates, urging them to seize the moment, show initiative, and make a difference within their

community. The graduates and their guests then enjoyed a delicious buffet dinner, provided by chef Regan Bresler of Khartoum's own Ozone Café.

A generous and lighthearted vote of thanks from Rami Khidir and Sanna Faisal preceded the announcement of KICS' Valedictorian for 2013: Iman Maowia. The evening then really took off with the wonderful rapping of KICS graduate Pierre Mvono (with shout-outs to all of his classmates!).

For the remainder of the evening disco music rang out as parents, staff, and students took to the floor in a celebration of a wonderful group of young people moving on to the next stage of their education, and indeed their lives. ●

The success of the evening was a result of the huge efforts of the KICS staff, led by Ahmed Makkawi, Sally Abdelmoneim and Nancy Loga. Special thanks to DG catering, Dr. Wasfa Younan, and all the staff of MSU.



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You've Got Mail!

By Noah Flesher

The Kindergarten Postal Service is a fun-filled educational project that our Kindergartners engage in here at Saigon South International School, and this past school year marked our second annual Kindergarten Postal Service (KPS) project/event.

The KPS project is a great activity that creates excitement throughout the school and encourages students, teachers, staff, parents, and siblings to write and send mail to students and people who work in the Early Childhood/Elementary School.

The Kindergarten students and their teachers are busy prior to the scheduled week, preparing their post boxes, mail hats, mail baskets, and large mail graph. During the week of delivery, each Kindergarten class has a mail route and delivery zone. They empty their corresponding post box, hand stamp-cancel, and look over the pieces of mail before sorting them by room number into that classroom's mail basket.

Last but not least, they also count the number of pieces delivered to each class each day, and update the wall mail graph.

SSIS' Kindergarten Mail Carriers often begin the week on the shy side, and deliver in small teams;



Too busy to turn around and smile for *The International Educator*, two SSIS Kindergarten Mail Carriers get down to business (photo: D. Nguyen/SSIS).

but this quickly fades as they develop confidence and excitedly boom, "YOU HAVE MAIL!" as they enter classrooms for deliveries.

The kindergartners provide a service to the school, reinforce their number recognition, sorting, and graphing skills, and also learn more about their school, their building, and the people they share it with.

It is a very real activity, which makes for lasting lessons and fond memories. During the 2013 "mail season," Kindergarten Mail Carriers delivered 1,855 pieces of mail during the week! ●

Mr. Flesher is a Kindergarten teacher at SSIS.

In Praise of the IB, Technology

By Sunil Cherian

Kuwait Bilingual School (KBS) in Al-Jahra is the second school in Kuwait to adopt the challenging and rewarding IB PYP program. "It is the second year now since we started making PYP happen at KBS," explains Rebecca Hawtin, PYP coordinator. "There are some struggles there... It's a lifelong journey. Creating a springboard from which learners can jump into international mindedness with responsibility is not easy, but in the past year we made a big leap."

Technology played a large part in getting students into the program. Last year the school bought 29 Smart Boards, and upper graders now also do their mathematics and science principally on laptops. The library is equipped with 14 more laptops, used for research and e-reading, and also has a section of audio books.

In conjunction with enhanced technology, assignments based on discovery learning, hands-on, experiential, and project-based approaches have triggered a research mindset; the information and communication technology corner in an IB classroom is not quiet anymore. Learners decide what they want to learn and take responsibility for, and that includes teachers and parents.



Grade 1 students at KBS, getting a shot at the big time (photo: KBS).

Al-Jahra's parent community, like its teachers, are good facilitators too. Last spring some parents arranged for doctors, nurses, and firefighters to visit the school when the Grade 1 students stud-

ied "community helpers" as their unit of inquiry. The result, as the photograph shows: pure learning pleasure. ●

Luxembourg's Math-Meisters



Team ISL, lining up for the post-competition photo op (photo: C. Starr/ISL).

By Chris Starr

While many of their peers were enjoying Easter Break and time away from school last spring and summer, nine students from the International School of Luxembourg (ISL) departed for Vienna to represent ISL in the International Schools Mathematics Teachers Foundation (ISMTF) Middle School Mathematics Competition.

Over 140 students from around the world participated in the prestigious competition in teams of three, and ... a trio of ISL students

returned as the victors! The first place team of Ben Faulkner, Kohki Horie, and Mabel-Louise Prendergast are a fine tribute to the mathematics program at ISL.

ISMTF is a non-profit foundation whose purpose is "to provide support in the enrichment of teaching and learning of mathematics at international schools, to nurture exchange of experiences among mathematics educators, and to help generate interest in and enthusiasm for mathematics among students of these schools."

As a significant milestone for ISL, the school will be hosting the 2014 ISMTF Middle School Maths Competition next year. Although ISL has participated in the competition since its inception, this will be the first time ISL hosts the event, which promises to bring over 100 students and teachers from around the world to compete and learn about the wonderful country of Luxembourg! ●

Mr. Starr is Communications and Marketing Specialist at the International School of Luxembourg.

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Michael Adams is now Superintendent of the American School Foundation of Monterrey (ASFM), Mexico. Dr. Adams was previously Director of Colegio Jorge Washington, in Cartagena, Colombia.



Daniel Anderson has been appointed Elementary School Principal at Gyeonggi Suwon International School (GSIS) in South Korea. Mr. Anderson comes to GISS from Good Shepherd Catholic School (USA).



Liz Andrews is the new Secondary School Principal at Canadian Academy in Kobe, Japan. Prior to this Ms. Andrews was Interim Secondary School Principal at the International School of Tanganyika.



David Bair has been appointed Upper School Principal at the American School of Brasilia in Brasilia, Brazil. Prior to this Mr. Bair was High School Assistant Principal at Graded School in São Paulo, Brazil.



Jay Barton is now Director of Instruction (Elementary) at QSI in Kiev, Ukraine beginning. Mr. Barton was previously an assistant elementary principal in Southern Tioga School District (Pennsylvania, USA).



Teresa Belisle has been appointed Curriculum Coordinator at the International School of Prague (ISP), Czech Republic. Ms. Belisle comes to ISP from the International School of Bangkok, Thailand.



Alba Carollo is the new Middle School Principal at the American International School of Bucharest (AISB), Romania. Formerly Ms. Carollo was a principal at the International School of Tianjin, China.



Hamilton Clark is the new Head of the American Community School of Beirut, following a 26-year career in the United States leading two elite day schools; at Episcopal Academy, Mr. Clark raised US\$100 million.



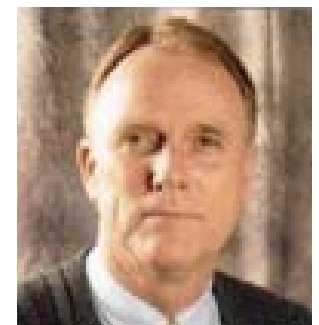
Craig Couatts has been appointed Head of Yokohama International School, Japan. Mr. Couatts was previously Primary Principal, East Campus, of United World College of South East Asia (UW-CSEA) in Singapore.



Jarrod Dale is now Vice Principal (Secondary) at Tashkent International School, Uzbekistan; prior to this Mr. Dale was Secondary Vice Principal at the International School of Tanzania for five years.



Tanja Dawber is the new Deputy Principal at Vienna International School, Austria. Previously Ms. Dawber was Grade Level Leader, also at Vienna International School.



David Deuel has been appointed Director of Santa Cruz Cooperative School in Santa Cruz, Bolivia. For the past five years Mr. Deuel headed a private school in Southlake, Texas.



Rania El Garbeed is the new Vice Principal, K-12, of Green Hills International School in Jeddah, Saudi Arabia. Ms. El Garbeed comes to Green Hills from Jeddah International school.



Robert Elser has been appointed Director of QSI's school in El Tigre, Venezuela. For the past three years, Mr. Elser was Director of Colegio Americano del Sur in Guatemala.



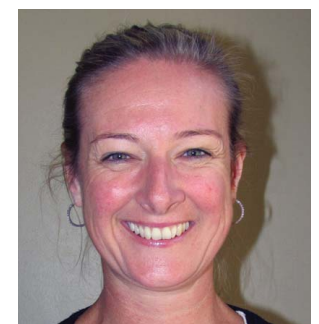
Sairah Fazil is now ICT Educational Coordinator at Lahore American School (LAS), Pakistan. Ms. Fazil has worked as an ICT teacher and integration specialist at the American School of Kuwait and most recently LAS.



Colm Flanagan has been appointed Head of Seoul Foreign School, Korea, starting August 2014. Mr. Flanagan is currently Headmaster of the Grange Preparatory School in Santiago, Chile.



Teresa Foard is now IB DP Coordinator at Vientiane International School, Laos. Previously Ms. Foard was Community Service Coordinator at Bonn International School, Germany.



Carolyn Gedling has been appointed K-12 Curriculum Director at Franconian International School. Prior to this Ms. Gedling was Seniro Curriculum Coordinator at Khartoum International Community School (KICS).

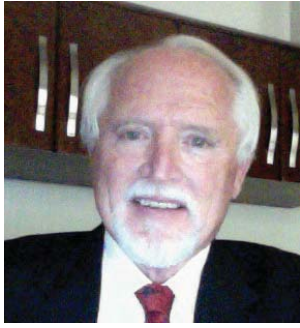
Justin Fischer is now Director of QSI in Malta. Mr. Fischer has been an assistant principal at John F. Kennedy School in Phoenix, Arizona, and has also taught Grade 4 and Grade 6 since 2005.

Mikey McKillip is the new Vice-Principal at the Anglo-American School of Moscow, Russia. Previously Mr. McKillip was ICT Coordinator at the International School of Tanganyika in Dar es Salaam, Tanzania.

Robyn Schilling has been appointed Middle School Principal at the United Nations International School in New York. Ms. Schilling comes to New York from the American International School of Johannesburg.

Kristy Wilkinson is now MYP Coordinator at Westlake Academy, Texas. Previously Ms. Wilkinson was IB Coordinator at the KAUST School in Saudi Arabia.

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John Godwin is back in China, as Headmaster of Xiamen International School. Mr. Godwin served as Headmaster of Xiamen from 2005 to 2010, and returns after working for three years in Mexico.



William Graham has been appointed Director of Advancement at the International Community School of Addis Ababa, Ethiopia. Mr. Graham comes to ICS Addis from the international aid sector.



Colin Haddow is now Assistant Principal at Okpo International School. Prior to this, Mr. Haddow was a Year 6 teacher and Upper School Team Leader, also at Okpo International School.



Monti Hallberg is the new Superintendent of the American International School of Jeddah (AISJ), Saudi Arabia. Mr. Hallberg began his international school career at 30 years ago, as a teacher at... AISJ.



Darryl Harding has been appointed IB MY Program Coordinator at Gyeonggi Suwon International School (GSIS) in Suwon, South Korea. Mr. Harding has been at GSIS since 2009.



Lorraine Izzard is the new Head of Tokyo International School, Japan; for the past six years she served as Deputy Head of School. This is Ms. Izzard's 20th year in international schools, in Beijing, Hong Kong and Tokyo.



Jessica Johnson is the new K-8 Coordinator at Kodai-kanal International School in India. Ms. Johnson has worked in India since 2009, and previously served as PYP Coordinator at Kodai-kanal International School.



Jeffrey Jones is now Director of Education at K International School, Tokyo (KIST) where he taught from 2005 to 2008. Prior to returning to KIST Mr. Jones was the Principal of Doshisha International School, Kyoto.



Peter Kahl has been appointed Administrator for Instructional Services at Seoul International School. Mr. Kahl was previously High School Principal of Regional High School 1 in Bath, Maine (USA).



Brian Kissman is the new Head of Bali International School; for over 30 years, Mr. Kissman has served as a teacher, principal and curriculum director in Qatar, China, Malaysia, Spain, Switzerland, Japan, and Liberia.



Jessamine Koenig is now High School Assistant Principal at Shanghai Community International School (SCIS); she is the SCIS IB Coordinator, and previously taught high school English, also at SCIS.



Greg Ladner has been appointed Middle School Associate Principal at Hong Kong International School (HKIS). Mr. Ladner returns to HKIS, where he taught mathematics for five years, from Perth, Australia.



Robert Landau is the new Deputy Superintendent of Singapore American School (SAS); capping a 40-year career in Europe, Asia and the USA. Mr. Landau comes to SAS from Phnom Penh, Cambodia.



Michael Lees is Founding Director of the ISS International School of Dongguan in southern China. Prior to this Mr. Lees has worked in Côte d'Ivoire, China, Uganda, and Saudi Arabia.



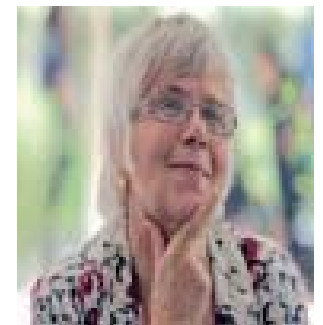
Andrew MacLachlan is now Middle School Principal of Como International School, Italy. Previously Mr. MacLachlan worked at Prem Tinsulanonda International School in Chiang Mai, Thailand.



Donn Maier has been appointed Director of QSI's school in Cotonou, Benin. Prior to this, Mr. Maier served as the Executive Director of Portland Lutheran School (since 2006) in Oregon, USA.



Jason McBride has been appointed Head of School at GEMS IB World Academy in Dubai, UAE. Previously Mr. McBride was Assistant Head of School at GEMS, and formerly an elementary division principal.



Becky Ness is the new Superintendent of the American School of Kuwait. Ms. Ness began her career in education 44 years ago, and has lived and worked in Kuwait since 1996.



John Newton is now Director of QSI's school in Almaty, Kazakhstan. Prior to this Mr. Newton was Head of School at Mountain Lake Christian School in Mountain Lake, Minnesota from 2005 to 2012.



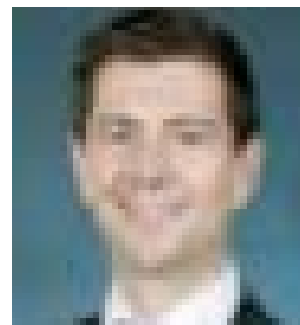
Bill O'Hearn is the new Head of Beijing City International School (BCIS), and Superintendent of YueCheng Education. Mr. O'Hearn was formerly Secondary School Principal of BCIS.



Tico Oms has been appointed Deputy Middle School Principal at Singapore American School (SAS); Mr. Oms previously taught in the SAS high school, and has worked in Germany, the USA and Japan.



Selina Peay-Colins is now Head of Learning and Instruction at the English Modern School - Qatar. Previously, Ms. Peay-Colins was Literacy Coach, also at the English Modern School.



James Penstone has been appointed as Cross Campus Principal for School Development at Bangkok Patana School, Thailand. Mr. Penstone has worked at Bangkok Patana for eight years.



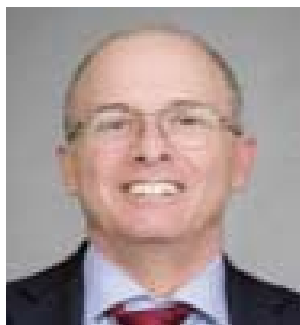
Santhosh Punnoose is the new High School Coordinator at Kodaikanal International School, India. Prior to this Mr. Punnoose was IB Diploma Coordinator at Kodaikanal International school.



Alexandra Querales has been appointed Elementary School Principal at the International School of Curaçao (ISC). Previously Ms. Querales was ESL Coordinator and a teacher, also at ISC.



Greg Rayl is the new Superintendent of the American International School of Lagos, Nigeria, starting in August 2014. Mr. Rayl is currently Superintendent of the American Cooperative School in La Paz, Bolivia.



Brian Roach has been appointed Director of the International School of Kigali, Rwanda, moving from the American International School of Bucharest where he was Middle School Principal.



Daryle Russell has been appointed to yet another interim position. Mr. Russell is now Interim Director of the Universal American School in Dubai, United Arab Emirates.



Maziar Sabet is now Chief Advancement Officer at Hong Kong International School. Mr. Sabet was most recently a Senior Advisor with the World Bank in Washington, DC.



Charles Sachs begins a new chapter in Songdo, Korea, after his recent appointment as Headmaster of Chadwick International School. Mr. Sachs' career as an educator spans over 30 years.



Fred Schafer has been appointed Assistant Middle School Principal at the International School of Beijing (ISB), China. Mr. Schafer comes to ISB from the American Community School of Abu Dhabi, UAE.



Dina Taher is the new Assistant High School Principal at the American International School in Egypt's Main Campus. Dr. Taher was previously Deputy Chief Examiner for IB economics for the IBO, from 2008 to 2013.



Brian Taylor has been appointed Assistant Principal, Cross Campus Curriculum Technology Integrator at Bangkok Patana School, Thailand. This is his eleventh year at Bangkok Patana.



Timothy Thomas is the new Deputy Head of Munich International School, Germany. Mr. Thomas was formerly Assistant Principal and IB Diploma Director of Studies at Dresden International School.



Jane Thompson is now Head of Istanbul International Community School (IICS), starting 2013-2014. Ms. Thompson is currently Head of The British International School, Budapest (Hungary).



Gwyn Underwood has been appointed Head of Beijing BISS International School, China. Dr. Underwood has been in education for 17 years, including in New Zealand, Japan and now China.



Simon Vanderkelen joins Bonn International School (BIS) this year as Secondary Principal, after leading the implementation of the IB DP at the Australian International School of Singapore.



Leila Walker is now Assistant Head of Sixth Form at the British International School of Ho Chi Minh City, Vietnam. Ms. Walker comes from the British International School of Jeddah, Saudi Arabia.



Lynn Wells has been appointed Director of Advancement at the International School of Kenya (ISK). Mr. Wells comes to ISK from the American International School of Bucharest, Romania.



April Yetsko is the new Headmaster of the International School of Monagas (ISM) in Maturín, Venezuela. Dr. Yetsko is currently the CEO and Director of Vida Charter School in Pennsylvania, USA.



Gulden Yildiz is now Assistant Principal of The Koç School in Istanbul, Turkey. Prior to this Ms. Yildiz was Head of Mathematics, also at The Koç School.



Dan Young is leaving GEMS World Academy - Dubai, to become Founding Head of School at GEMS World Academy - Singapore in 2014. Mr. Young has over 37 years' experience as a principal and school head.

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In Memoriam

Martin Latter, Switzerland

By Geoffrey Tomlinson

To those who knew him, it was no surprise that over 300 people attended an event held at the Theatre Casino in Zug, Switzerland on 10 June 2013 to celebrate the life of Martin Latter. Martin had died a few weeks earlier, after bravely battling cancer for almost two years.

The event featured music, played and sung by friends and ex-colleagues, and inter-spaced with joyful memories of his life and many achievements.

Martin was born and educated in Shrewsbury in the United Kingdom. He attended Goldsmiths' College in London, and qualified as a teacher. After working in London he moved to the Inter-Community School in Zurich in 1973.

In 1984 he moved to Zug Anglo-American School as Headmaster, and in 1987 purchased the school and changed its name to the International School of Zug. Over the next 21 years the school prospered and grew; it moved to Walterswil, currently home to the Primary and Middle sections of the school. In 2006 Martin then founded the International School of Luzern, now an integral part of the International School of Zug and Luzern. In 2008, when Martin decided to retire, he agreed to a merger with the Riverside School.

Martin was renowned as a leader with a heart, which endeared him to students and employees alike. He was determined and enthusiastic. His maxim was that the school was there for the children,



Martin Latter
(photo: G. Tomlinson)

and although high academic and behavioral standards were a must, there should also be a place for spontaneity and fun. He insisted every child learn to play a musical instrument, and time was set aside every week when an army of specialist teachers would arrive at the gates. Each child received a birthday stone on his or her special day, usually delivered in person. All these actions added to the tangible, caring society he fostered.

Martin was a keen performer with the Zurich Comedy Club, and appeared regularly in many of their dramatic productions. He was also a strong supporter of the Swiss Group of International Schools (SGIS).

Martin was an inspired educator, a man of integrity, a loving father and a true friend to many; he will be sorely missed. Heartfelt condolences have been offered to his wife, Antonia, daughter, Sophie, and sons Kyran and Alister. ●

vegetables and greens) introducing citronella as a natural insect repellent, and creating thematic gardens.

The high school's Global Action Program also provides opportunities for our students to be in the outdoors in a variety of settings across Asia. Several of those trips specifically involve environmental service projects.

This is only a glimpse of the many things that ISKL does to reconnect students to nature. ISKL's use of a systematic process provided by the Eco-Schools program, in addition to our on-going Education for Sustainable Development curricular standards and ever-growing environmental engagement, mean that we are well on our way to ensuring that our students make positive change on campus and in everything they do.

Our participation in Eco-Schools is a chance to make every week Earth Week! ●

Eco-School, not Old School

... continued from p. 27

the signature experience in getting directly involved with nature. Time and time again students return from their MW sites with scratches, bruises, leech bites, and very broad smiles! There is something warm and wonderful about helping students to overcome, in nature the experience will be empowering and filled with discovery about their surroundings and as well as their inner strength.

At the high school level, the Green Council has focused on planting trees on our campuses. One such event, spearheaded by our Earth Club, involved students planting Frangipani, Santol, and Hibiscus around the campus. Other related initiatives include the creation of a hydroponics garden (allowing our cafeteria to use the

Ellen White, Singapore

By Vanessa Spier

Ellen White, a former Director of Admissions at Singapore American School (SAS), passed away last May after battling brain cancer. Ellen was a vibrant and respected member of the SAS faculty, joining SAS in 2000 as a Social Studies teacher. She also served as a Mandarin teacher for the Intermediate School, and led a broad range of clubs and activities before eventually moving to the Admissions team.

Ellen was a passionate ambassador for SAS, and was widely recognized as a friend and mentor to students, parents, alumni, and colleagues. She will be greatly missed by the many people that she touched.

SAS Superintendent Chip Kimball adds: "Ellen's son, Luke, was holding her hand when she passed away and she was surrounded by



Ellen White
(photo: SAS)

family and friends. Ellen had been fighting brain cancer for previous 15 months."

A memorial service was held on 7 May at the International Baptist Church in Singapore, and widely attended by SAS faculty and community members.

For those who knew her and would like to leave their thoughts or comments about Ellen, please note also that a Facebook page was posted in her memory. If you are a Facebook user, simply search for "Ellen White Memorial Page" and you will be able to connect to the page.

"Ellen was a passionate ambassador for SAS, and was widely recognized as a friend and mentor to students, parents, alumni, and colleagues."

Ellen's family has asked that in lieu of flowers, any gift of condolence be made in her name to the Free Schools World Literacy Project, care of Geri Johnson at Singapore American School. ●

Ms. Spier is Director of Communications at SAS; she can be reached at vspier@sas.edu.sg.

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DoDDS News and Events

Dr. Linda Curtis Selected as DoDEA Pacific Director

By Frank O'Gara

Alexandria, Virginia—Marilee Fitzgerald, Director, Department of Defense Education Activity (DoDEA), recently announced the selection of Dr. Linda Curtis as DoDEA's new Area Director for the Pacific.

As the Director of the Department of Defense Dependents Schools-Pacific and the Domestic Dependent Elementary and Secondary Schools/Guam (DoDDS Pacific/DDESS-Guam), Dr. Curtis will have oversight of the 50 schools located in Japan, Okinawa, Korea and Guam that serve more than 23,500 children of U.S. military and eligible Department of Defense civilian personnel families stationed throughout the Pacific theater.

Prior to this assignment, Dr. Curtis was assigned to DoDEA's Domestic Dependent Elementary and Secondary Schools and the Department of Defense De-



Linda Curtis (photo: DoDEA).

pendents Schools-Cuba (DDESS/DoDDS-Cuba), headquartered in Peachtree City, Georgia, serving approximately 26,000 students in 65 schools in seven U.S. states and Cuba. She served as the DDESS/DoDDS-Cuba Deputy Director for Curriculum, Instruction and Assessment from July 2009 to August 2013 and as the Interim Di-

rector from May 2011 to October 2012. Her efforts and knowledge in curriculum attained increased student achievement for DoDEA's domestic schools.

Dr. Curtis has served in DoDEA for more than 27 years and has worked at nearly every level of the school system. She began her career with DoDEA in 1986 at Smith Elementary School in Baumholder, Germany where she taught first grade. Dr. Curtis became a school administrator three years later at Spangdahlem Elementary/Middle School, where she served as the assistant principal from 1989 to 1996. She continued to serve as an administrator at SHAPE Elementary School in Belgium, where she was the school principal from 1996-2000. During this time, SHAPE Elementary School was recognized with a Blue Ribbon School award.

In 2000, Dr. Curtis was selected as the Assistant Superintendent of DoDEA's Brussels District and one

year later became the District Superintendent. In 2002, she became the Superintendent of DoDEA's Isles District where she supervised and provided educational support to schools in England, Iceland, the Azores, Bahrain, Belgium, Germany, and the Netherlands.

From 2006 to 2009, Dr. Curtis served as the Deputy Director of DoDDS Europe, overseeing DoDEA's school operations throughout Europe, serving 36,000 students in 81 schools across Europe. DoDEA Director, Ms. Marilee Fitzgerald, commented on Dr. Curtis' experience and background with DoDEA schools.

"Dr. Curtis truly understands the DoDEA school system and has in-depth experience with the unique educational needs of military connected students," she said. "Dr. Curtis is a forward-thinking education leader," Ms. Fitzgerald added. "Her support and efforts to embed a strong focus on Science, Technology, Engineering, and Mathematics (STEM) across the curriculum in all of our domestic schools are an example. She was also an early proponent and

strong advocate of digital learning, e-readers, and other research-based practices that promote high student achievement for all students," Ms. Fitzgerald said.

Dr. Curtis is excited about her new opportunity, especially the chance to promote 21st century teaching and learning environments and practices.

"It is indeed an honor and a privilege to have the opportunity to lead the DoDDS Pacific and DDESS Guam schools," said Dr. Curtis. "Through the years my commitment to the students of our military families has always been my professional and personal priority. I look forward to incorporating 21st Century Skills and STEM into our schools in the Pacific and all DoDEA schools as well as increasing partnerships with the military and various universities. I am confident that with our Pacific staff's continued commitment and dedication we will strengthen and promote the partnership with our military families and provide a world class education to each student." ●

On Raising Bilingual Children

By Kimberly Yoneda

Yokosuka, Japan—One of the greatest gifts parents can give children is teaching them to be bilingual. Children are much better at learning languages than adults. However, children are also more vulnerable to losing language skills, and this can result in poor skills in both languages (semi-bilingualism vs. bilingualism).

You can raise a successful bilingual child! However, you need to understand some critical points of child language development and make a plan for your child to master both languages.

Critical Bilingual Language Development Stages:

Babies' very first year of life is the time that their brains are "mapped" for how to understand the sounds of each language. Infants need to be talked to (and read and sung to) often by an adult who is a native speaker of each language. This is how babies' brains learn to understand the sounds of each specific language.

Preschoolers are just beginning to truly discover what words and sentences are, and how to combine and manipulate words into real sentences. It is critical that preschool children continue every day to hear the language(s) they heard most in the first of year of life.

If children's first language is removed and replaced with another language during the preschool years, they may miss important concepts of communication that



Ms. Yoneda addresses a Grade 4 class at the Sullivans School in Yokosuka, Japan (photo: S. Parker).

will harm their future development of any specific language.

Children can learn a second language without any accent even if they do not start learning the language until they are in elementary school. However, it takes at least five to seven years to truly master a second language, even for children; so expect some challenges as your child goes through the process. When a child first starts learning a second language, you can expect a "silent period" in both the new language and the native language. This is the time when the child will not speak much in either language, while the brain concentrates on understanding. This may last just a few weeks, but can continue for a year or more in younger children.

Questions to consider in Rais-

ing a Bilingual Child:

- How will we maintain good native input in both languages during deployment, separations, and when we PCS?

- How will we maintain peer interactions in both languages?

- What language will the child use at school? If it is not the language of the child's infancy, how can we support the child in learning the school language?

- How will the child develop literacy skills in the language not learned at school?

- How can we support the child's feelings of being proud of both languages and cultures, instead of having identity confusion? ●

Ms. Yoneda is an assessor and bi-lingual educator at The Sullivans School.

DoD Adopts New Physical Education Program

By Rachael Ballard

Do not let the name fool you: the Department of Defense is taking the Offense in the fight against childhood obesity. During the past two years, Department of Defense Education Activity (DoDEA) has been vetting quality Physical Education (PE) programs for potential adoption.

The DoDEA issued a solicitation in June 2012 for curriculum materials for four PE courses—Comprehensive PE Grade Level K-8, Grades 9-12 Lifetime Sports, Personal Fitness Grade Level 9-12, and Grades 9-12 Physical Activity and Nutrition. After a lengthy research and review process, DoDEA recently announced that SPARK, provider of the world's most researched and field-tested PE programs, was awarded the four contracts.

SPARK's Executive Director Paul Rosengard comments, "It was wonderful news to learn DoDEA chose SPARK for all four PE adoptions. We are honored and excited for the opportunity to work with hundreds of physical educators who serve tens of thousands of students and their parents around the world."

SPARK, a public-health organization that began at San Diego

State University, will be providing their research-based instructional materials for teachers, as well as online learning modules and webinars. SPARK will also provide layers of follow up support to ensure the program is effectively implemented and sustained in a variety of environments.

Katie Fenton, one of SPARK's leads on the project adds, "SPARK has been shown in over 50 peer-reviewed articles to improve a variety of student health-related outcomes, some of which include activity levels, fitness, motor and sport skills, and enjoyment of the PE experience. Additionally, students that spend more minutes in SPARK PE did as well or better on their standardized tests than students in control groups. The data show healthy students are better prepared to learn, and SPARK PE makes every minute impactful on a child's health."

Aaron Hart, who wrote much of the SPARK High School program added, "We're particularly anxious to work with DoDEA physical educators on our latest innovations and technologies. For example, they can download all SPARK program components to an iPad, tablet, or smart phone." ●

Pull up a chair and listen to the TieCare story



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Accreditation News

NEASC/CAISA News, Initial and Continued Accreditations

Special advertiser content

By Peter Mott

The Commission on American and International Schools Abroad (CAISA) congratulates these schools on having earned initial or continued accreditation after a rigorous Self-Study and a Team Visit by peers:

- Abdul Rahman Kanoo International School (Bahrain) - Initial

- Al Ittihad Private School, Jumeirah (UAE) - Initial
- Al Ittihad Private School, Mamzar (UAE) - Initial
- Al Nahda National School for Boys (UAE) - Continued
- Al Nahda National School for Girls (UAE) - Continued
- American International School of Riyadh (Saudi Arabia) - Continued
- Bishop MacKenzie International School (Malawi) - Continued

- British International School, Istanbul (Turkey) - Initial
- British School of Boston (USA) - Initial
- Collège Alpin Beau Soleil (Switzerland) - Continued
- Copenhagen International School (Denmark) - Continued
- Dubai National School, Al Twar (UAE) - Initial
- GEMS American Academy (UAE) - Initial
- Harrow International School Beijing (China) - Initial
- International Academy Amman (Jordan) - Initial
- International School Augsburg (Germany) - Initial
- International School of Amsterdam (Netherlands) - Continued
- International School of Havana (Cuba) - Continued
- Leysin American School (Switzerland) - Initial
- Pechersk International School (Ukraine) - Continued

- Qatar Academy (Qatar) - Continued

- Tashkent International School (Uzbekistan) - Continued

During 2012-2013 CAISA's family of candidate and accredited member schools grew by almost 20 percent, a trend that is expected to continue this school year and at tests to the worldwide recognition enjoyed by NEASC accreditation.

NEASC/CAISA has also entered into a partnership with the educational authorities in Dubai (KHDA), to launch a ground-breaking project that synchronizes NEASC Preliminary and KHDA Inspection visits to schools designated as "American" in the emirate.

This year's CAISA Workshop took place on 26-28 June at Endicott College, with 60 educators participating in two days of spirited discussion and reflection on the theme, "Accreditation: Catalyst for Change." The workshop examined the rapidly changing landscape of

education, and focused on how accreditation might shift from a compliance-based to a transformational model. Jonathan Costa (author of *Digital Learning for All, Now*) and Patrick Newell (co-Founder of Tokyo International School) facilitated the workshop. More to come on this topic!

Finally, please note that the fall workshops for training prospective team members and team Chairs/co-Chairs will be held in Burlington, Massachusetts (USA); Kolkata, India; Rome, Italy; Mexico City, Mexico; Accra, Ghana; Kathmandu, Nepal; Bangkok, Thailand, and Amsterdam, Netherlands.

We have a growing need for—not a few—but many good men and women to serve as peer visitors on accreditation teams across the globe! ●

Dr. Mott is Director of NEASC/CAISA.

"Grit" in Mathematics

... continued from p. 19

Use cooperative group work as often as possible. Wright gets groups working on Math Design Collaborative assessments (<http://map.mathshell.org/materials/index.php>) and finds this helps them grapple with the content and think about their own learning processes. "Not only are students developing social skills necessary

for teamwork," she says, "but they are also constructing arguments and providing valuable feedback to each other in a non-threatening environment."

Use "A" and "Not Yet" as the only two possible grades. Wright believes this might have helped the first student in the scenario above address her math learning issues rather than throwing a tantrum about her grade. ●

Summary reprinted from Marshall Memo 499, 26 August 2013.

Foul-Mouthed Kindergarten Student

... continued from p. 19

realized that he actually did not know acceptable ways to speak to his peers. She had not asked herself the most important question: Does this child know how to do what we expect him to do?


Principal and student started brainstorming a list of conversation starters: "What is your favorite thing to do at recess?" "Do you want to play?" "I like your shoes." and made a poster of the new phrases with picture clues. They practiced a few, and Devin, en-

couraged by his teacher, decided to hang the poster near his desk as a reminder. In the next few weeks, every time Ms. Poplawski made her daily rounds, Devin pointed to the poster and beamed.

"Working with Devin reminded me that while consequences may stop a problem, only teaching—making sure the child knows how to do what we are asking him to do—can solve it," Ms. Poplawski concludes.

"Devin buried his words that day, and I buried my notion that an administrator's role is merely to enforce consequences. I am, first and foremost, a teacher." ●

Summary reprinted from Marshall Memo 497, 12 August 2013.




WASC

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WASC accredits pre-K–12 schools and has been working with international schools in Asia since the late 1960s. WASC closely collaborates with EARCOS, including the training and support for international schools.

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Play and the Early Childhood Classroom

... continued from p. 15

tion vs. free play. At other levels of schooling the same extremes can dominate debate in the form of direct instruction vs inquiry ap-

"It is much more helpful to ... focus our energy on considering the level of guidance that is appropriate in a particular context, and the form that guidance should take to be most helpful."

proaches.

It is much more helpful to view these issues on a continuum and focus our energy on considering the level of guidance that is appropriate in a particular context, and the form that guidance should take to be most helpful. ●

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Classroom Culture

... continued from p. 15

mastery-oriented classrooms (Anderman and Midgley, 2004).

- Students who perceived their classrooms as having a higher mastery focus, on average, had higher levels of self-efficacy and self-esteem.

2. Teacher Support

- For students above Grade 6 there was a positive correlation between teacher support and student achievement. No relationship was found for Grade 6 students.

- Students who perceived their teachers as being more supportive reported higher levels of mastery goals.

- Students who perceived their teachers as being more supportive also had higher feelings of self-efficacy and greater expectations for success.

What might this mean for our classrooms?

As Ms. Givens Rolland notes, her study suggests that early adolescence may be a critical period. Grade 6 was the only grade to show significant correlations between goal orientations and student achievement. She suggests the possibility that young adolescents may be more vulnerable to perceptions of competition in performance than older students. This idea is strengthened by the fact that Grade 6 was also the only grade where mastery goals and performance goals were seen as being incompatible.

Somewhat counter-intuitively, the Grade 6 students seemed to rely less on teacher support. Ms. Givens Rolland suggests that it may be possible that younger learners derive more support from parents or peers, and so are less reliant on teacher support; or alternatively, that teacher support may play a different role as students develop.

In general, although only Grade 6 students increased their achievement significantly as a result of classroom mastery goal orientations, there was a strong correla-

tion across all grades between mastery goals and students' feelings of self-efficacy and self-esteem.

In contrast, performance goals, and particularly those in cultures where performance-avoidance is common, can lead to maladaptive behaviors such as cheating and a reduction in help-seeking.

This finding is echoed in other studies, though Ms. Givens Rolland's reading of the overall evidence is slightly more nuanced. She suggests that personal performance goals as such may not always be maladaptive. Rather "the combination of such goals with low levels of mastery may be what predicts decreases in adaptive functioning over time" (2012: 422).

"The findings serve as a good lens through which to carefully examine the cultures of our own classrooms, and the possible impact they may be having on our students."

It seems quite possible that we are not even consciously aware of some of the things we do that encourage our students to interpret our goal orientations in certain ways, or perceive us as more or less supportive. The findings of this study could serve as a good lens through which to carefully examine the cultures of our own classrooms, and the possible impact they may be having on our students. ●

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The most important thing that schools can do is to make people aware that understanding the world is very much part of the requirement of being an educated person.

Fareed Zakaria



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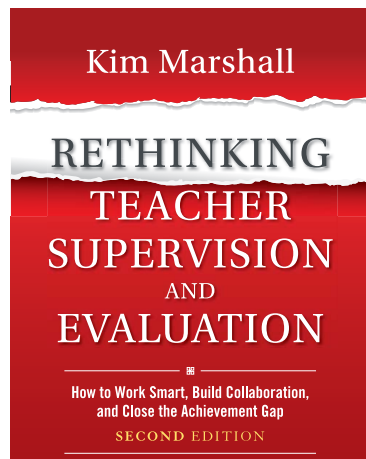
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Book Releases and Reviews

Books with International Appeal—for the Young Ones...

By Daniel Lincoln

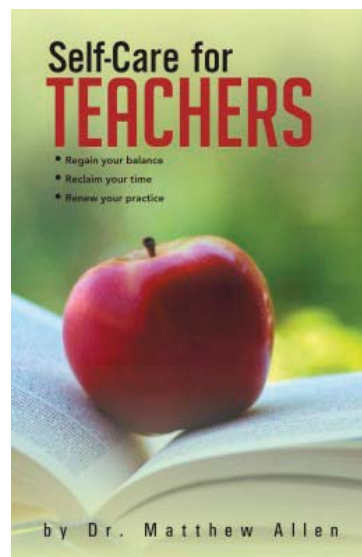


Rethinking Teacher Supervision and Evaluation, Second Edition, by Kim Marshall. In this thoroughly revised and updated resource, education expert Kim Marshall reveals why principals should reject the typical and often ineffective evaluation approaches in which they use infrequent classroom visits or rely on standardized test scores to assess a teacher's performance.

As an antidote, Mr. Marshall offers a time-tested framework for supervision and evaluation that enlists teachers in improving the performance of all students.

The book focuses on four strategies principals can take that make a real-world difference in the classroom: making short, unannounced classroom visits followed by one-on-one feedback conversations; participating much more actively in the curriculum unit-planning process; working with teacher teams to analyze and follow up on interim assessment results; and using rubrics for end-of-year teacher evaluation.

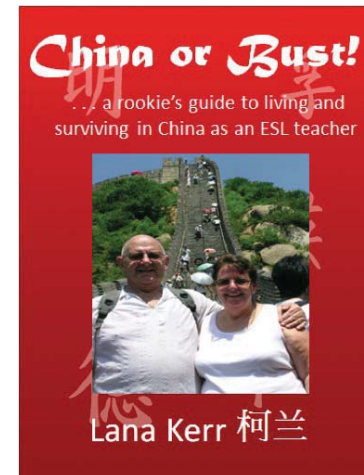
This new edition includes 12 key success factors for mini-observations, a deconstruction of the time management challenge that all principals face, a new chapter on the superintendent's role, and "clicker" questions for professional development. Mr. Marshall serves up expert advice for using supervision and evaluation practices to promote and encourage professional development.



Self-Care for Teachers, by Matthew Allen. In Dr. Allen's words, "This is a book I wish someone had written for me when I started teaching 25 years ago, and I recommend *Self-Care for Teachers* to any of you who want to promote balance and wellness in your schools."

Although the title specifies teachers, *Self-Care* applies equally

to administrators, and Dr. Allen's hope is that it will prove a helpful staff resource in international schools; the book includes individual and group activities for that purpose.



China or Bust: a Rookie's Guide to Living and Surviving in China as an ESL Teacher, by Lana Kerr. This book tells the story of a semi-retired couple studying for TESOL qualifications and going to China

to teach English. It highlights the quandary they found themselves in when they could not speak one word of Chinese, and the inventive and often hilarious methods devised to deal with this.

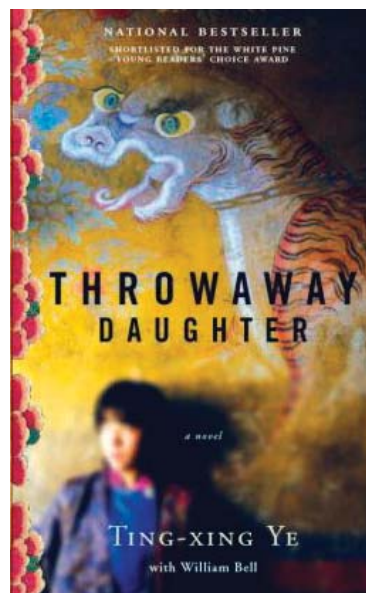
The book is also a heart-warming story of the deep bond that grew between these foreign teachers and their students, and how cultural differences melted away through friendship.

The book contains everything you need to know about how to live there when you cannot speak the language, and Ms. Kerr covers topics such as how to find a job, visas, how to read and understand a teaching contract, money and shopping, how to use the complicated bus and rail systems when you cannot speak Chinese, personal safety, how to never get lost, and so on. As the author explains, "This is a 'living guide' rather than a 'travel guide.'"

China or Bust is currently being translated into Chinese, for bi-lingual release through Xiamen University Press later this year. ●

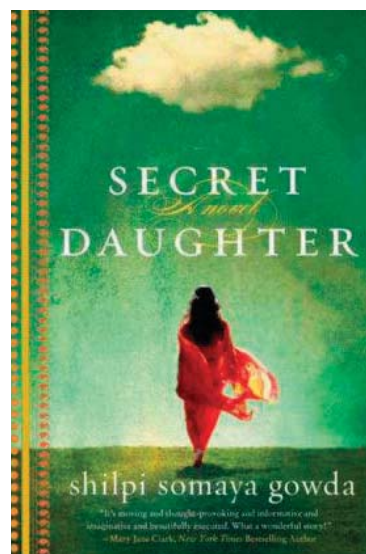
And the Younger Ones...

By Margriet Ruurs



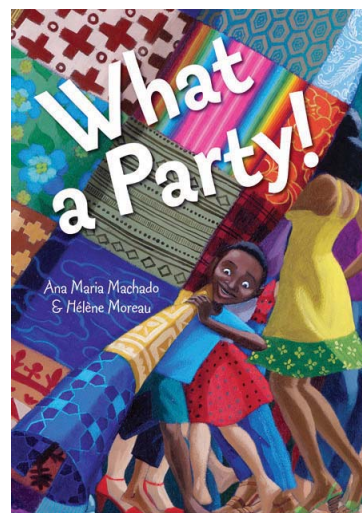
Throwaway Daughter, by Ting-xing Ye and William Bell. This is an impressive YA novel, which tells the moving story of Grace Dong-mei Parker, a typical Canadian teenager until she witnesses the Tiananmen massacre on television. Horrified, Grace sets out to explore her Chinese ancestry, only to discover that she was one of thousands of infant girls abandoned in China after the introduction of the one-child policy, strictly enforced by the Communist government. Grace was one of the lucky ones, adopted by a loving Canadian couple.

With the encouragement of her adoptive parents, Grace studies Chinese and travels to China in search of her birth mother. She manages to locate the village where she was born, but at first no one is willing to help her. Grace perseveres and is finally reunited with her birth mother, discovering the truth of what happened almost 20 years before (ISBN 0385659520).



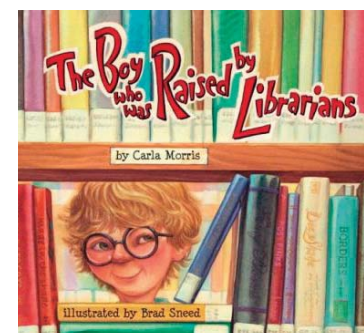
Secret Daughter, by Shilpi Somaya Gowda. This is a book for adults but suitable for YA, and can lead to great discussions in high school. In a remote Indian village, Kavita gives birth to Asha. But in a culture that favors boys, the only way for Kavita to save her newborn daughter's life is to

give her away. Halfway around the globe, Somer, an American doctor, decides to adopt a child after discovering that she will never have one of her own. Interweaving the stories of Kavita, Somer, and Asha, *Secret Daughter* explores issues of culture and belonging. Moving between two worlds and two families, one struggling to survive in the slums of Mumbai, the other grappling to forge a cohesive identity, this is a story suitable for young adults in high school (ISBN 9780061974304).



What a Party! by Ana Maria Machado, illustrated by Helene Moreau. We all know what might happen if you "give a mouse a muffin"; but if you give a party, and your mother says you can invite anyone, watch out! You might

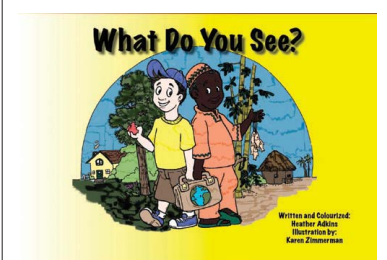
end up with many international friends, who bring everything from mangos and sushi to ackee and spring rolls. There might even be salsa dancers, or a reggae band! This book is a joyous celebration, filled with international sounds and flavors (ISBN 978-1-55498-168-7).



The Boy Who Was Raised by Librarians, by Carla Morris, illustrated by Brad Sneed. I love this warm, wild tale of a boy who practically lives in the library. He was curious, and those three wonderful librarians knew just how to help him. He learned to research, and to learn as he grew. The wild illustrations add a tremendous dimension to this book, which has a fun twist at the end. A great read-aloud! (ISBN 13: 9781561453917). ●

Margriet Ruurs is the author of 27 books for children. She lives in Canada and conducts school visits around the world. Learn more at <http://www.margietruurs.com>.

What Do You See?



By Heather Adkins

As a child, and even as an adult, I have often been asked, "What is it like to grow up in Africa?" It is hard to answer this question when you do not find anything strange about swimming in the Indian Ocean, climbing Mt. Kenya, or roaming tea fields. How to describe what was "everyday normal" for me? This book is my adult answer. It takes a look at the similarities and differences that mark a childhood in Africa, as compared to a childhood in the West. Children are the same the world over. Love grows them, curiosity defines them, and experience propels them.

The book looks at the world through the eyes of two little boys, from opposite sides of the world. What they see is remarkably different and yet, remarkably similar.

I am pleased that my book has been used as a tool to teach children from all over the world about our common humanity, and how our world view can change with each new experience. ●



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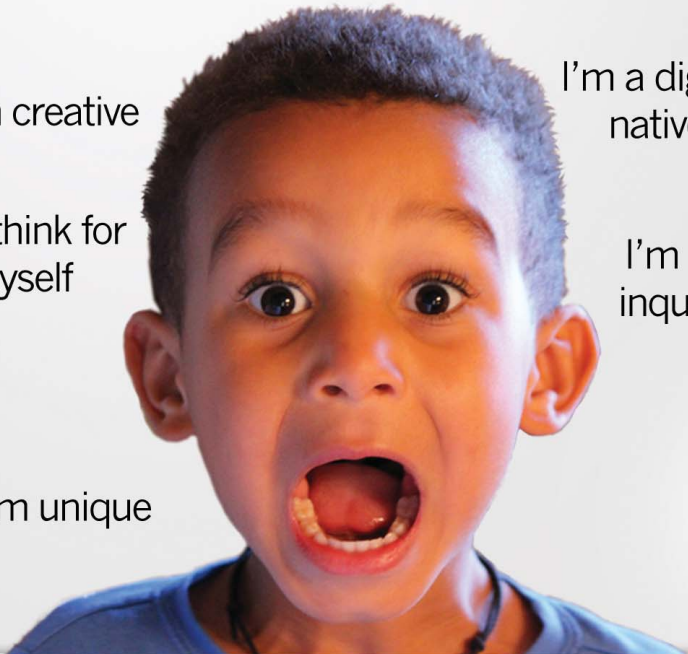
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Teachers must be native-English speakers with strong communication skills. We look for talented teachers that are risk-takers, lifelong learners, collaborators and love to have fun! IB/AP experience preferred.

Candidates should email a letter of interest, curriculum vitae/resume with self photo, and include 3 current professional references with complete contact information (email, address and phone numbers).

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The first IB International School that accepted Chinese students in Guangdong, County Garden School was founded in 1994. It is a co-ed boarding school for students from Preschool through Grade 12. Currently, CGS has PYP, MYP, DP, A-level, IGCSE, and IFY programs.

We would like to express our thanks to all the excellent candidates who applied for jobs at our school. We have filled most of our vacancies for the 2013-2014 school year. Currently, we are still searching teachers for DP Economics, MYP Design Technology, PYP Phonetics, and Kindergarten English. If you are interested in any of these jobs, please send all relevant application documents to Ms. Heather Liang bgyheather@126.com.

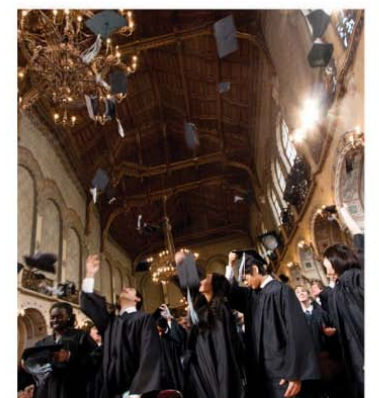
For more information, please go to our website www.bgy.gd.cn or email Ms. Heather Liang.



The American International School • Vienna
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t: +43 1 40 13 20
f: +43 1 40 13 25
info@ais.at | www.ais.at

With a student population of 775, we are a PK-12 independent international school located at the edge of the Vienna Woods. Our students come from sixty countries and speak a variety of languages, although the language of instruction is English. We offer a standard American Diploma, the International Baccalaureate Diploma, and the Austrian Matura Equivalency Program. The school is accredited by the U.S. Middle States Association of Colleges and Schools, the Council of International Schools, and the Austrian Ministry of Education.



Bob Gross, Director

Contact HR@ais.at



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For further information or to submit an application, please contact us via email at employment@esolonline.com

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Thank you to all the candidates who considered WBAIS for employment.
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 email: admissions@njis.org

Contact:
 Gary L. Lafoy - Head of School:
garylafoy@hotmail.com
 Anna Rangkuti - Deputy Head of School:
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The International School of Düsseldorf is specialized in providing its students with the best possible programme of academic and personal development in a challenging and supportive environment. The large majority of its students come from all over the world and stay in the Düsseldorf region for a few years before moving on. Established in 1968, the International School of Düsseldorf is a not for profit, co-educational day school serving the needs of students from over 50 countries. A rigorous academic programme is complemented by an extensive counselling and pastoral care programme, as well as English as an additional Language, Learning Support and on-site medical facilities.

An emphasis on contemporary teaching facilities is underpinned by an extensive professional development programme for faculty and staff, small classes and a creative, enthusiastic and committed faculty. Together, faculty, staff, students and parents form a learning community with a commitment to continuous improvement. A strong development programme includes extensive community and worldwide representation. Students experience community service both locally and at projects in Africa, Europe and Asia.

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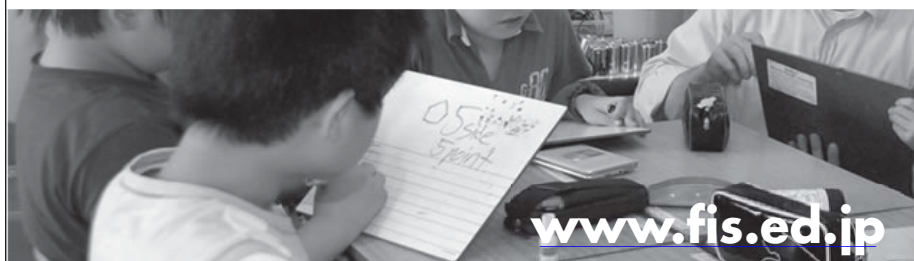
ISD's Director, Neil McWilliam annually attends international recruitment fairs with Search Associates & CIS.



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Superintendent





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Casablanca American School

CASABLANCA AMERICAN SCHOOL has 670 students from three years old - Grade 12. The students are 70% Moroccan, and more than 30% are other nationalities. The school provides a U.S. university preparatory curriculum and IB Diploma Program and is accredited by NEASC.

Qualified applicants should have a B.A. + 2 years experience preferred. US Certification or equivalent, instructional fluency in English, flexibility, dedication, creativity, and a passion for learning and teaching.

Send resume, photo, names of reference and their contact details to: : Mr. Stephane Ruz
Tel : : 212.5.22.79.39.39 Fax: 212.5.22.21.24.88

Email: cas@cas.ac.ma
Website: www.cas.ac.ma



HAYAH
International Academy

Hayah International Academy
Cairo, Egypt



Tentative vacancies for the year 2014-2015:

High School Principal
IB/HS Chemistry Teacher

Email: hr@hayahacademy.com
For other teaching vacancies, please check our website periodically
www.hayahacademy.com




THAI-CHINESE (AMERICAN) INTERNATIONAL SCHOOL BANGKOK, THAILAND



TCIS is seeking applications from western-educated teachers. Candidates must be a graduate from a US/Canadian accredited higher education institution, must possess a valid western teaching credential and be fluent in English. Graduates with only student teaching experience (Year One Teachers) are welcome to apply.

Dr. Chuck Knisley - email: dr_chuck@tcis.ac.th
Tel: (089) 230 9702; Fax: (662) 751 1210
Vacancies will be posted on our website: www.tcis.ac.th

The American School of Milan






The American School of Milan serves the educational, social and athletic needs of approximately 720 students in Grades Pre K through Grade 12.

In grades 6 through 12, ASM is offering IBMYP and IBDP in a full wireless laptop computer program.

Salary: \$35,500 - \$39,800 (starting) + \$6,000 Benefit Package.

Additional Benefits: Transportation, shipping, severance pay at completion of contract, tax exemption for first two years for U.S. citizens, life insurance, professional growth fund, four months gratis Italian lessons, Retirement Package.

Qualifications: Masters degree preferred, U.S. Citizenship preferred.

Materials: updated resume, letter of intent, three recent letters of recommendation.

The American School of Milan
Via K. Marx 14
20090 Noverasco di Opera (MI)
tel: +39 02 5300 00 1
fax: +39 02 5760 6274
director@asmilan.org
www.asmilan.org



MARIST BROTHERS INTERNATIONAL SCHOOL - KOBE, JAPAN

MBIS, founded in 1951, is a private, college-preparatory school with 300 students from pre-K to grade 12, representing over 20 nationalities. Marist is close to the mountains, the sea and Suma Beach in the city of Kobe. An asset of a Marist education is its focus on a friendly, family atmosphere where students respect, understand and accept each other's differing cultural backgrounds and beliefs. Marist also has an excellent athletic program. Our students have been accepted at major universities throughout the world.

BENEFITS: Competitive salary, accommodation, airfare, settling-in allowance, living allowance, annual travel allowance, daily transportation allowance to and from school, professional development allowance.

QUALIFICATIONS: Minimum of a BA or BEd, Teaching Certificate and 2 years teaching experience in a public or private school in the subject or grade applied for.

Visit www.marist.ac.jp for current openings.

Please send CV, cover letter and two professional reference letters to:
Mrs. Marijana Munro, Head of School, Marist Brothers International School,
1-2-1 Chimori-cho, Suma-Ku, Kobe, Japan 654-0072
Email: info@marist.ac.jp Accredited by WASC



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Submit your resume, with a recent photo and the details of three referees (one being a current supervisor), to Dan E. Young, Founding Head of School at:

HOS.Young_gws@gemsedu.com

or mail to:

Singapore Land Tower, #27-02, 50 Raffles Place, Singapore 048623

Updates of current teaching positions will continue to be posted on the school website. We will be recruiting and making direct hires internationally in Singapore, Bangkok, Dubai, Sydney, and San Francisco predominately through SEARCH Associates.

Benefits include:

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- Exceptional professional development opportunities
- Laptop provided
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- Generous teaching and technology resources
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- Relocation allowance
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At Gyeonggi Suwon International School, we believe in educating the whole child. We believe each student is a person made in the image of God and that Christian education should foster self-respect and self-worth, along with respect and esteem for others. For this reason, the goal of GSIS is to provide a quality educational environment in which each student's unique gifts of intellect, personality, stature, and spirit are given the best opportunities for development toward maturity. GSIS takes pride in students who are willing to make a positive impact in the world **now** with their lives. Our school offers high school students overseas service trips, supervised by faculty members, that focus on vision, action, service and evangelism (VASE), to encourage compassion and a desire to share God's love with children around the world.

If you are interested in joining our team of dedicated Christian educators, please visit our website.

www.gsis.sc.kr



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Not Just in the
Classroom**



Jakarta International School



Jakarta International School:

We are passionate, inquisitive and creative – learning to be best for the world.

If this matches your philosophy, visit www.jisedu.or.id and click Join Us for detailed information on openings for the 2014-2015 school year.

We will also be represented at many of the major recruiting fairs. Have a great year!

Stephen Druggan, EdD. Deputy Head of School, sdruggan@jisedu.or.id

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An independent school since 1964, now serving 800 students from over 60 nationalities in early childhood through grade 12, ICS Addis delivers a curriculum based on international best practices, including the IB Diploma.

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In the exciting and dynamic country of Vietnam, the International School Ho Chi Minh City (ISHCMC), an IB World School, fully accredited to offer the IB programmes for all students aged 2 to 18 years (IBPYP, IBMYP and IBDP). At ISHCMC American Academy and the International School Saigon Pearl, a rigorous American curriculum is offered.

We are seeking certified, well qualified, dynamic teachers with a minimum of two year's teaching experience. Our teachers are actively involved in professional development, are expected to contribute to school activities and commit to the philosophy and mission at the school. Please view our schools' websites for current vacancies or send a letter of application and your resume/C.V. to:

Mr. Simon Leslie

Email: SimonLeslie@ishcmc.edu.vn
International School Ho Chi Minh City
28 Vo Truong Toan, Ward An Phu,
District 2, Ho Chi Minh City, Vietnam



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Annual salary: US \$40,000 - \$45,000 US dollars (paid in Euros). Five years teaching experience required, overseas experience, bilingual and Masters degree preferred.

Openings will be posted on www.a-s-b.com/the-school/employment/ and www.tieonline.com

Send resume & contact info for references to: Mark Pingitore, Director mpingitore@a-s-b.com

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Myanmar International School

MIS strives to cater to the individual needs of students. Educational growth occurs in an academic atmosphere where students and teachers work cooperatively and with mutual respect to achieve their goals. A "worldwide family" approach to our curriculum is maintained to help students overcome any biased attitudes towards other people and cultures.

If you are a flexible teacher with a good sense of humor and seek some adventure, we encourage you to apply for a posting at MIS

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www.mis-edu.com



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founded 1946

Contact | Mark E. Ulfers, Head of School
mulfers@asparis.fr

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John Cheska, Headmaster
johncheska@hotmail.com





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ADMINISTRATIVE OPENINGS

Search Associates has helped fill some 33 key Administrative openings in the past year, 28 of which were Head of School appointments. Current Administrative positions, which are open to all educators, can be found below. More positions will be added as information becomes available. Please visit "Administrative Openings" on the Search Associates website for a complete list and further details.



AUSTRIA: *American International School of Vienna*—Director

COLOMBIA: *Colegio Anglo Colombiano, Bogotá*—Head (Rector)

EGYPT: *Cairo American College*—HS Principal

GERMANY: *Franconian International School*—Director

INDONESIA: *Jakarta & Sinarmas World Academy*—Head of School

INDONESIA: *North Jakarta International School*—Head of School

KOREA: *Busan International Foreign School*—Head of School

LESOTHO: *American International School of Lesotho*—Director

PAKISTAN: *Lahore American School*—Superintendent

QATAR: *Qatar Academy Sidra*—Director

2013–2014 FAIR SCHEDULE

LEADERSHIP, MALAYSIA

November 4 - 6, 2013, Ray Sparks

JOHANNESBURG, SOUTH AFRICA

December 6 - 8, 2013, Gez Hayden

MELBOURNE, AUSTRALIA

January 3 - 5, 2014, Nick Kendell

BANGKOK, THAILAND

January 8 - 11, 2014, Michael Williams

LONDON, UNITED KINGDOM

January 16 - 20, 2014, Gez Hayden

HONG KONG, CHINA

January 24 - 26, 2014, Barry Drake

TORONTO, CANADA

January 24 - 26, 2014, Ray Sparks

CAMBRIDGE, UNITED STATES

January 30 - February 2, 2014, Jessica Magagna

SAN FRANCISCO, UNITED STATES

February 14 - 17, 2014, Michael Williams

VANCOUVER, CANADA

February 21 - 23, 2014, Ray Sparks

DUBAI, U.A.E.

February 27 - March 1, 2014, David Cope

BANGKOK - SPRING, THAILAND

March 13 - 16, 2014, Michael Williams

LONDON-SPRING, UNITED KINGDOM

April 25 - 27, 2014, David Cope

BETHESDA, UNITED STATES

June 20 - 22, 2014, Sally Gordon

SENIOR ASSOCIATES

ESTABLISHED IN 1990

Founding Director: **John F. Magagna**

JAMES AMBROSE - JAmbrose@searchassociates.com

ROBERT BARLAS - BBarlas@searchassociates.com

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JOHN RITTER - JRitter@searchassociates.com

RAY SPARKS - RSparks@searchassociates.com

MICHAEL WILLIAMS - MWilliams@searchassociates.com

Search Associates celebrates **23 years of excellence** in international recruiting with **2,932 teachers and administrators** placed this last year.

www.searchassociates.com

Search Associates Has Assisted Nearly 22,000 Teachers And Administrators Find Jobs!

In the recruiting cycle just ended, Search Associates set an all-time record by assisting 2,925 educators find positions in international schools. This includes 33 Administrative searches of which 28 were Head of School appointments. (For the past several years Search Associates has averaged a 20% increase in placements.) Commenting on this impressive record, Jessica Magagna, President of Search Associates, had this to say:

"We are always surprised when we see our numbers increase so dramatically, as our goal has never been to become the largest recruiting agency. By providing exceptional personal attention, we concentrate intently on helping schools with their recruitment needs and helping candidates find jobs. I believe this fundamental approach has been largely responsible for our success"

Search Associates looks forward to another year of helping and supporting schools and candidates around the world.

Meet Our Team!

Our team of 18 Senior Associates, with offices around the world, boasts over 500 total years of experience in international education! It is this wide-ranging experience in schools all over the globe that enhances our ability to provide outstanding service to both candidates and schools.

To learn more about our Senior Associates, and the wealth of experience they bring, visit the "Meet our Team" section of our website.



Sitting: Jessica Magagna, John Magagna
First Row: David Cope, Ralph Jahr, John Ritter, Jim Ambrose, Diana Kerry, Gez Hayden, Bridget McNamer, Harry Deelman
Second Row: Rob Snyder, Bob Barlas, Dexter Lewis, Sally Gordon, Ray Sparks, Melinda Williams, Nick Kendell, Mike Williams, Barry Drake
Not Present: Senior Associate Marie Bogat

New Senior Associates Join Our Team

Search Associates is pleased to announce that Bridget McNamer will be the new Senior Associate in charge of the Virginia, West Virginia, North Carolina, South Carolina and Tennessee areas.

Bridget began teaching at the American University in Cairo, Egypt after graduating from Harvard College. A successful interview with John Magagna, soon after, landed her a teaching internship at Jakarta International School. John recalls,

"She was so successful in her internship year that we hired her for a full time position for the following year in the High School English department and as a part-time college counselor. It was one of the best decisions I ever made!"

During the next 20 years, working for companies such as Skoll Foundation, Northern California Grant makers, Bank of America, Levi Strauss & Co., and Business for Social Responsibility, Bridget demonstrated the expertise to launch her own successful philanthropic advisory firm, McNamer and Associates. Bridget brings a lot of knowledge and expertise to her role as a Senior Associate and we are extremely happy to have her on board.

We wish to announce also that our Intern Coordinator Diana Kerry has moved into the role of Senior Associate. Diana has extensive experience in international education, having taught for 25 years in Tehran, Bangkok and Jakarta. She just recently returned from a consulting trip in Taiwan where she advised Kaohsiung American School in the design of a theater for their new building. Diana will continue to assist all intern candidates and schools seeking outstanding interns, but she will also work with teaching candidates looking for positions overseas.

New Website Launched!

The outstanding website innovation, pioneered by Search Associates, has enabled 50% of our candidates to secure positions in international schools through use of this highly sophisticated and interactive website. Even though we have received abundant praise from recruiters and candidates alike, telling us how "user-friendly" and valuable our current website has been, we are always eager to find ways to improve. Therefore, after 6 months of intensive planning, we launched a new searchassociates.com website on September 3. Not only does the new site have a fresh, clean look, but it is also optimized for touch devices, provides easy access to job fair information, and our updated candidate and school dashboards present everything in a way that makes it easy to access information quickly.

When asked, Web Developer Rob Snyder commented: "One of our essential goals is to make it easy and efficient for schools to find outstanding candidates. By giving them advanced search capabilities schools can more easily pull pertinent information from our candidate profile pages. Equally important is to give candidates the ability to search more easily for schools. Our new site was designed to enhance these capabilities while keeping its established "user friendly" appeal"

Search Associates will continue to improve the website by listening, as always, to suggestion and comments from our member schools and to the thousands of educators currently registered with us.



Aga Khan Education Services

AKES currently operates over 250 schools and advanced educational programs that provide quality pre-school, primary, secondary, and higher secondary education services to students in Pakistan, India, Bangladesh, Kenya, the Kyrgyz Republic, Uganda, Tanzania, and Tajikistan. More information is available at <http://www.akdn.org/akes>.

Career Opportunities:

1. **AKES, Pakistan** is searching for a CEO, based out of Karachi/ Islamabad. The candidate must have at least 10 years of experience in education management. The job requires working closely with various internal and external stakeholders. All candidates must apply to careers@akesp.org by November 30, 2013. For more information on job requirements, please visit our career center at <http://www.akdn.org/>

2. **AKES, Bangladesh** is searching for:

A **Head Of Education** for the Aga Khan School, Dhaka. The candidate must have at least 7 years experience as a Principal/ Head of a School at a reputable international school with the ability to demonstrate strong management and organizational skills.

An **IB Diploma Program Coordinator** for Aga Khan School, Dhaka. The candidate must have at least 5 years experience as a Head of Department/Teacher of a School at a reputable international school, and minimum 2 years of IB DP experience.

More information at www.agakhanschools.org/bangladesh/
Interested candidates must apply to akes.bangladesh@gmail.com by November 30, 2013.

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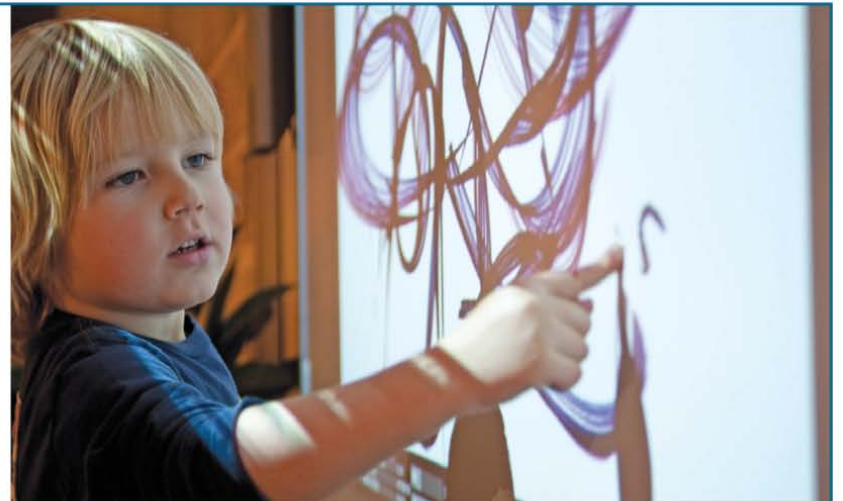
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Information: Contact Gez Hayden, Senior Associate
ghayden@searchassociates.com

www.searchassociates.com

Dong Fang Tian Jun, Shan Hu Xi Lu, Nanjing 210046, China



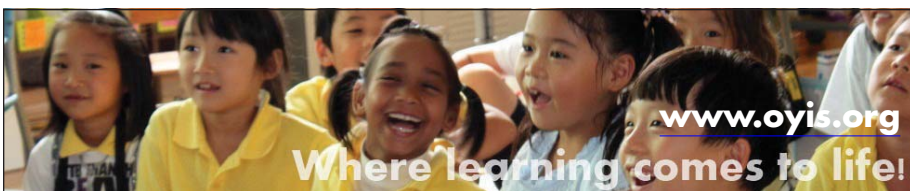
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- ZIS is a leading international day school for over 1,500 students aged 2 to 18, who represent more than 50 nationalities
- IB PYP, Middle School program, IB Diploma, Advanced Placement, 1:1 tablet program, iPads
- Strong culture of innovation and professional learning
- Highly qualified team of international educators
- 5 modern campuses in idyllic locations close to Zurich

We are fully staffed for the 2013/14 school year. Future vacancies will be posted on our website and will be listed with CIS, Search Associates, and ISS. If you are a teaching candidate with an outstanding record of achievement, an innovative mindset, a solid understanding of the role of technology in education, and an exemplary commitment to international education, we invite you to submit your application to hr@zis.ch.



www.zis.ch



www.oysis.org

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As a WASC accredited (Pk-7), IB World School authorized to offer the IB Primary Years Programme, Osaka YMCA International School believes in setting the foundation for life-long learning. This is accomplished through an inquiry-based curriculum that celebrates human richness, diversity and curiosity and promotes international-mindedness.

Email Principal: john-murphy@oysis.org



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The American International School - Riyadh is a 21st Century learning organization whose mission is to “educate and inspire our students to be responsible, productive and ethical world citizens with the skills and passion to think creatively, reason critically, communicate effectively and learn continuously.”



We invite you to become part of an energized learning community that places a high value on student-centered instruction, innovation, collaboration, and professional growth. In return, we can offer you talented students, supportive parents, committed colleagues, and one of the best compensation packages in the world.



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American Embassy School New Delhi, India Seeks a High School Principal Effective in July of 2014

(Must be a U.S. Citizen)

The American Embassy School is located in the heart of the diplomatic community of New Delhi. For more information regarding this position and the application process please go to:

www.searchassociates.com

For more information about the school please visit www.aes.ac.in

The Anglo-American School of Sofia Bulgaria

www.aas-sofia.org

AAS Sofia

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- IB World School
- Established 1967

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iaa INTER-AMERICAN ACADEMY Guayaquil, Ecuador

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IAA only hires dynamic, well-rounded teachers who demonstrate instructional excellence, willingness to be involved in extracurricular activities, team spirit, a commitment to service and positive leadership.

Please check the school website www.interamerican.edu.ec for current openings.

Pete Nonnenkamp
Fax: 593-4-299-1988

recruitinginteramerican.edu.ec



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Headmaster's Office – Email: channa@tac.k12.tr
P.K. 6, Tarsus 33440, TURKEY Fax: +90 324 624 63 47



MEISHI International School

Chengdu Meishi International School is one of the few schools in ALL of China to officially enroll both Chinese AND Foreign students to attend classes at the SAME school and also in the SAME class. The International Programs of CMIS has adopted the California State Education Standards and Framework for its Grades 1-12 curriculum. It also offers the well-established International Baccalaureate (IB) Diploma Program curriculum option for all students from Grades 11 and 12.

Visit our website:
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Every student Future ready

The American School of Dubai's mission is to challenge and inspire each student to achieve their dreams and to become a passionate learner prepared to adapt and contribute in a rapidly changing world.

Seeking educators interested in preparing students to be lifelong learners in a dynamic teaching environment. Live and work in the global business and cultural hub of the Middle East – Dubai.

ASD is an independent, not for profit, Pre-K through Grade 12 American community school educating over 1,600 students from more than 60 nationalities.

For opportunities and more information, visit www.asdubai.org



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Ayeyarwaddy International School

Ayeyarwaddy International School, located in Mandalay, Myanmar (Burma), follows an American-based curriculum. We serve students between the ages of three and twenty in a college-preparatory program.

We seek teachers for our Montessori preschool and certified elementary/secondary teachers for our traditional program for Grades 1-12.

Contact Dr. Gary Robson, Principal
myanmarpcv@gmail.com

www.aismyanmar.com

Ibn Khuldoon National School

IKNS is a K-12 private, non-profit, co-educational, bilingual school that follows an American curriculum combined with the Bahrain syllabus in Arabic, and offers the IB Diploma Program. The school offers a good benefits package which includes annual round trip air tickets, housing, health insurance, leaving indemnity and daily transportation to school.

Jobs posted at www.tieonline.com

Kamal Abdel-Nour, Ed.D, President
Ibn Khuldoon National School
P.O. Box 20511, Manama, Bahrain
Fax: 973-17-689-028
email: hr@ikns.edu.bh
website: www.ikns.edu.bh

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- 30+ nationalities, welcoming of all nationalities
- Co-educational (boys and girls)
- Non-religious, Living Values Education Program
- Multilingual education in English and Japanese
- Limited and non-English speakers accepted
- Homeroom-based intensive English program
- English-speaking environment
- Founded 1976
- Accredited by CIS and NEASC

Please e-mail resumes to:
Mr. Royce Jacobs, Head of School: employment@aobajapan.jp
View more details at our website: aobajapan.jp

ATTENTION.

Recruitment for 2014-2015

Jan. 24 – 26
SEARCH, Toronto, Canada

Jan. 30 – Feb. 2
SEARCH, Cambridge, Massachusetts

Feb. 14 – 17
SEARCH, San Francisco, California

Feb. 21 – 23
SEARCH, Vancouver, Canada

QSI has ongoing vacancies for administrators and teachers. Two years of successful teaching experience is preferred. QSI seeks teachers who love children and are interested in implementing a success oriented mastery learning approach to education. (Preference is given to married teaching couples. Non-smokers only are hired. Email inquiries are welcome.)



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- 1991 ALBANIA, Tirana
- 1992 UKRAINE, Kyiv
- 1993 BELARUS, Minsk
- KAZAKHSTAN, Almaty
- 1994 AZERBAIJAN, Baku
- KYRGYZSTAN, Bishkek
- SLOVAKIA, Bratislava
- TURKMENISTAN, Ashgabat
- 1995 ARMENIA, Yerevan
- GEORGIA, Tbilisi
- SLOVENIA, Ljubljana
- 1996 MACEDONIA, Skopje
- MOLDOVA, Chisinau
- 1997 BOSNIA & HERZEGOVINA, Sarajevo
- 1999 CHINA, Zhuhai
- 2000 THAILAND, Phuket
- 2001 CHINA, Shekou
- SLOVAKIA, Kosice
- 2002 CHINA, Chengdu
- 2004 CHINA, Dongguan
- TAJIKISTAN, Dushanbe
- VENEZUELA, El Tigre
- 2005 EAST TIMOR, Dili
- ITALY, Brindisi
- KAZAKHSTAN, Astana
- VIETNAM, Haiphong
- 2006 KAZAKHSTAN, Aktau
- MONTENEGRO, Podgorica
- 2007 CHINA, Shenzhen
- KAZAKHSTAN, Atyrau
- MALTA
- 2010 VIETNAM, Hanoi
- 2011 BELIZE
- 2012 BENIN, Cotonou
- CHINA, Shenyang
- HUNGARY, Pápa

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To apply, contact QSI. View current openings, and complete an online application at the QSI website.

Email: QSI@qsi.org Website: www.qsi.org

- High-quality education
- Qualified, experienced and caring teachers
- English language medium
- Non-profit International Schools
- First school founded in 1971



Quality Schools International

QSI schools accommodate ages 3 years old through 18 years old.

American International School of Mozambique

EXCELLENCE ♦ ETHICAL LIVING ♦ ENGAGED LEARNING



These are the values at the core of our school culture. Through a stimulating and balanced educational program offering PYP, MYP and the IB diploma, we strive to create a learning environment that inspires our students, cultivates each one's unique talents and prepares them to contribute to their world in meaningful ways.

AIMS, with its beautiful new school buildings and modern facilities, is located in the vibrant, coastal city of Maputo, only an hour's drive from both South Africa and Swaziland.

We welcome applications from experienced and dedicated IB teachers who bring energy, creativity and a positive attitude, and who will enjoy being part of a dynamic and collaborative teaching community. Openings are listed on our website.

BENEFITS

- Competitive salary
- Re-signing bonus
- Furnished housing
- Masters Degree program on campus with shared cost
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- Shipping allowance
- TiesCare Health insurance



Director: Mary Jo Heatherington, Ph.D.
Email: aismdirector@aism-moz.com

Website: www.aism-moz.com
Spot A: <http://grou.ps/aism>

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As the first IB school in Africa, ISM is committed to learning as a life long process and providing an exceptional education for students from ages 3-18 in the outstanding location of Northern Tanzania.

Join a prestigious and passionate team of IB Educators. Participate in our outstanding Outdoor Pursuits programme. Experience the amazing location and the rich local cultural traditions of East Africa.

Enthusiastic and dedicated professional educators are encouraged to apply. Competitive salary and benefits package.

Email: director@ismoshi.org

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**Lincoln School,
Costa Rica**



Lincoln School is an American School with 1,300 students, PK - Grade 12 . The curriculum is designed to fulfill requirements for U.S.A. High School diploma, the International Baccalaureate Diploma, and the Costa Rican National Diploma. Qualifications: Instructional fluency in English, BA degree in field of specialty. Valid teaching license. Preference to candidates with at least 2 years prior teaching experience.

Please send resume through our website:
www.lincoln.ed.cr



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See website JOB FAIRS

www.searchassociates.com

18TH ANNUAL SEARCH TORONTO:
JAN 24-26 Marriott Courtyard Hotel, Canada

NEW SEARCH VANCOUVER:
FEB. 21-23 Delta Airport Hotel, Canada



BEIJING INTERNATIONAL
BILINGUAL ACADEMY
海嘉国际双语学校

BIBA continues to expand! Openings for teaching positions for the 2014-2015 school year.

Beijing International Bilingual Academy (BIBA) is a Kindergarten through Grade 9 International Bilingual School located in a spacious campus in the Shunyi suburb area of Beijing. In addition to its US and Chinese curricula, BIBA promotes the education of the whole child through a strong character education program, and a wide range of sporting and performing arts opportunities. Overall, a modern and inquiry style of learning is encouraged. BIBA was founded in 2006 with 40 students. Its development has been impressive and is ongoing with a 2013-14 student body of over 700 students and a staff body of over 150. Current developments underway include WASC accreditation (BIBA is currently a WASC candidate school), the construction of a new gymnasium, additional football pitch and expansion of our new High School.

For more information, visit www.bibachina.org



Good Character | Global Citizenship
Communication | Creativity | Critical Thinking
Problem Solving Ability | Knowledge-Seekers

The TIS mission is to develop global citizens within our culturally diverse community through a multifaceted program developing scholarship, leadership, character, and service to others.



CHINA

www.tedais.org

American International School Vienna, Austria Seeks a new Head of School Effective August, 2014

The American International School Vienna in Austria (AIS) is a world-class international, PreK-12, coeducational, day school. The school serves some 750 students from 60 countries, and English is the language of instruction. AIS seeks an experienced administrator with outstanding leadership skills. U.S. Citizenship required.

For more information regarding this position and the application process please go to:

<http://www.searchassociates.com/Openings/AdministrativeView.aspx?ID=944>

Additional information about the school can be found at www.ais.at

Barranquilla - Colombia

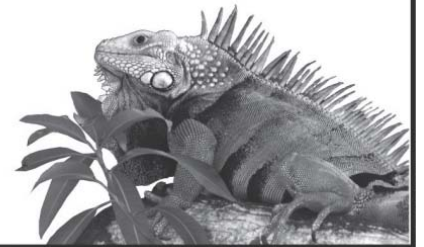
COLEGIO KARL C. PARRISH

- ◆ KCP is a world-class school with an international reputation for excellence.
- ◆ Our friendly and highly motivated community of learners cares for every child and adult in our midst.
- ◆ We are happy to welcome like-minded teachers to join our family.



To learn more about joining the KCP Team:

www.kcparrish.edu.co
mail@kcparrish.edu.co



HOKKAIDO INTERNATIONAL SCHOOL

HIS is a WASC accredited day and boarding school of 200 students, PreK-12. The International Primary Curriculum (IPC), International Middle Years Curriculum (IMYC), Advanced Placement (AP) Program and Outdoor Leadership Education are the defining engines of the curriculum. HIS also has a second, smaller campus in the resort community of Niseko where it operates a K - 6 program. HIS places emphasis on collaboration, differentiation and multiage learning.

LIFESTYLE: Hokkaido -- the size of Austria with half the population -- is a fantastic settings for outdoor enthusiasts, particularly for winter sports. Sapporo is a safe and modern city of 2 million with all the amenities associated with big-city life. **SALARY:** In Japanese Yen, ranges from US\$35,000 to US\$55,000. **BENEFITS:** HIS provides housing, shipping allowance, comprehensive health insurance, annual home leave allowance, 5% retirement, and an annual PD allowance.

APPLYING: See our website at www.his.ac.jp and follow directions under the "Employment" section. Email: bratzliff@his.ac.jp (Barry Ratzliff, Head of School)
Phone: +81-11-816-5000 Fax: +81-11-816-2500



AJIAL is looking for an innovative, qualified proficient educator for the next academic year 2013-2014, if you are a hardworking and enthusiastic teaching professional with excellent subject knowledge, and who are interested in pursuing work supporting the professional development of other teachers and raising standards of teaching and learning, then please send us your updated RESUME & PASSPORT copy.

Vacant Position

- **KG Principal** -with relevant 5+ years of experience
- **KG & Elementary Vice Principal** -with relevant 5+ years of experience
- **Classroom Teachers** -Bachelors in Education
- **Subject Teachers** -Math/ Science/ Language Art with Certified in the subject area,
- **Accreditation & Curriculum Coordinator** - Bachelors & Masters in Education with relevant experience
- **Counselors** -Certified in the subject area.

Employment Package:

- Annual Salary Range (For an Academic Staff): \$28,000 - \$40,000 (U.S. Dollars) for 12 months tax free.
- Yearly Round Trip Airline Ticket.
- Single Fully-Furnished Housing Accommodation with full paid utilities.
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- Settle-In Allowance & Excess Baggage.
- 15 Days' Pay for every year of employment.

Please email your application to: recruitment@ajial.edu.kw (or) Fax: [+965] 22 96 80 30



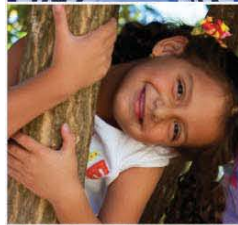
KATOH SCHOOL - Japan

As the oldest English immersion school in Japan and the first IB authorized Japanese school for both the MYP and DP, the vision of our program goes beyond our school walls. Through research, seminars, symposiums on immersion education, and teacher training we are committed to remaining at the vanguard of dual language education in Japan.

One of our greatest resources is our dedicated, highly trained staff, who are committed to excellence and to the success of the children under their charge. The quality of a program is directly related to the quality and effectiveness of the teaching staff and we have been fortunate to have an outstanding group of educators involved in the program. We pride ourselves on being a dynamic, ever-growing institution endeavoring to give the gift of bilingualism to our students and to promote understanding of dual language education in Japan.

We welcome applications from outstanding candidates for the 2014-2015 school year.

Contact: Dr. Mike Bostwick, Director
 Email: bostwick@gol.com
 Ph: 81-559-26-0522 Fax: 81-559-26-0536
 Website: www.bi-lingual.com



CMSFQ is a U.S. accredited preparatory school located on an attractive campus in a suburb of Quito, Ecuador.



祈福英语实验学校
CLIFFORD SCHOOL

Clifford School, Clifford Estates, Panyu, Guangzhou, Guangdong Province, People's Republic of China 511495
 Phone: (+86-20) 84711461-8522 Fax: (+86-20) 84714104
 Web Site: www.clifford-school.org.cn

Clifford School, located in Guangzhou, China, is a private, K-12 School with roughly 3500 students. The school has 108 Western faculty members. Clifford School is a unique program that highlights both Chinese and Western education methodologies.

ANTICIPATED OPENINGS FOR 2013-2014 SCHOOL YEAR
 Classroom teachers from Kindergarten to G6
 Secondary/High School: English, Math, Social Studies, Chemistry, Biology, Physics
 Specialist Teachers (all grades): Computer, Music, P.E., Visual & Performing Arts
 ESL/EFL Teachers

We offer competitive Western salaries in China with one-year contracts and optional renewal. Benefits include roundtrip airfare, a furnished apartment, subsidized utilities, a relocation allowance, and assistance with health insurance.
 A four-year degree and valid teaching certificate are required. Teaching experience, especially in AP, is preferred. Teachers that meet Canadian certification requirements may apply for the Canadian curriculum-based Manitoba and International Programs.

If interested please contact us at the following email:
School Director
 Email: director@clifford-school.org.cn

CMSFQ students actively participate in an English language curriculum inspired by the Liberal Arts.

Please look for future openings at our Guayaquil Campus for April 2014.

For more information, we encourage motivated individuals interested in our school community to visit the school webpage and open a candidate file with:

We welcome twenty five new foreign teachers to our growing institution this school year.

Ruben Armijos
 Human Resources Director
rarmijos@colegiomenor.edu.ec

www.colegiomenor.edu.ec

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Become part of an outstanding international faculty!

EBV, a school of approximately 470 students in PreK-12, is located in Maracaibo, Venezuela. Our student body comprises 20 different nationalities. Our program is self-contained in Grades PK-5, uses a Middle School Program in Grades 6-8, and implements a college preparatory program, including IB, in Grades 9-12.

Certified/qualified single/married, professionals who are committed to education, love children, are flexible, cooperative, are willing to sponsor activities are encouraged to apply.

For further information and vacancies, visit our website at www.ebv.org.ve
 Interviews: Skype, AASSA, UNI, Queens, ISS, and Search

Luanda International School



ANGOLA

LIS is a private international school of nearly 800 students authorized to offer all three IB Programmes. The school occupies new facilities in the suburbs of Luanda, Angola. Luanda is booming and Luanda Sul where the school is situated is the heart of modern Angola.

Salary: \$50,000 - \$65,000 net

Benefits: Annual home transportation, fully furnished housing, utilities, insurance, lunch and local transportation are provided. Local taxes are paid. Great beaches and unspoiled scenery relatively close by with virtually no foreign tourist industry.

Materials: CV by email only listing all past employment, training, degrees and certificates held, and names of supervisors who can provide a confidential reference. Please provide current email addresses and telephone numbers for referees.



Contact: **Tony Baron**
Email: lisdirector@lisluanda.com
Website: www.lisluanda.com



BLIS | Bilkent Laboratory & International School

IB PYP, IGCSE, IB DP • 140 faculty, 65% international, 35% Turkish • 900 students PK-12

Exemplary citizens in the community, nation and world.



- Located in Ankara, Turkey on the campus of Bilkent University, one of the premier English language universities in Turkey.
- Competitive, tax-free salary
- Benefits include free university campus housing, ECIS retirement plan, international medical insurance, tuition waiver for dependent children, free lunch, free MA (for qualifying applicants)
- Dynamic, energetic teachers are encouraged to apply

E-mail Chris Green, Director General, cigdeme@blis.bilkent.edu.tr
Attach CV, Bachelor's degree, certification and list of referees
Website: www.blis.bilkent.edu.tr

The American International School of Kuwait (AIS) is a fully authorized IBO World School offering the Primary Years, the Middle Years and the Diploma Programmes. It serves students Pre-K through Grade 12 who come from more than forty nations. Graduates attend English language universities worldwide.

AIS requires North American credentialed teachers who are native speakers of English. IB experience is preferred. The school will be represented at ISS, SEARCH, Queens and UNI recruiting fairs. Please visit www.ais-kuwait.org for current openings.



المدرسة الأمريكية الدولية
American International School

PO Box 3267 Salmiya 22033 Kuwait
telephone: 011 965 1 843 247
email: russmcleanais@yahoo.com
www.ais-kuwait.org



Seisen International School

1-12-15 Yoga, Setagaya-ku, Tokyo 158-0097 Japan
Tel: 81-3-3704-2661 Website: www.seisen.com



Seisen International School is a Catholic, KG-12 College Preparatory school. Grades 1-12 are girls only. KG is coed, and includes a Toddler Program and a 3-year Montessori Program. We have been serving the needs of the international business and diplomatic community for over 50 years. The school is accredited by CIS and NEASC. 650 students from more than 50 countries are currently enrolled. Our faculty represents over 15 nationalities. We offer a rigorous, academic program with the *International Baccalaureate Diploma Programme* in our high school. In the elementary school we offer the *Primary Years Programme*.

We welcome applications for the school year 2014-2015 from candidates who are interested in teaching in a caring, challenging, child-centered environment, and support our school philosophy and guiding principles. Minimum requirements include teaching certification, two years teaching experience and background in Montessori, PYP or IB Diploma as appropriate. For further information, please visit www.seisen.com and send your CV with a cover letter to the School Head or info@seisen.com.

Interviews at major hiring fairs



Academia Cotopaxi, an American International school nestled amongst the Andean hills in Quito, Ecuador, seeks inspired and inspiring educators to guide the learning of our 770 pre-school to grade 12 students. Our curriculum embraces the Primary Years and the IB diploma programs, drawing from the best of U.S. and international instructional models. Grounded in core values, mission-and data-driven, Academia Cotopaxi offers a collegial environment where you can grow and thrive as a professional.

Vacancies will be posted as they become available at www.cotopaxi.k12.ec

Candidates with at least 3 years of fulltime experience and subject area certification for a posted position are requested to email the following to the address below: full resume with photo, copies of diploma(s) and credential(s), and 3 current references with contact information. We look forward to hearing from you.

Madeleine Maceda Heide, Director
director@cotopaxi.k12.ec



A World School for a World of Opportunities



The Carlucci American International School of Lisbon is located 20 minutes away from the center of Lisbon, Portugal, serves about 550 children ages 3 through 18, from 30 different countries. An American-based curricular program is offered, adapted to the needs of an international student body. The IB Diploma Program is offered in the last two years of High School.

To apply:

www.caislisbon.org/employment



American School of Valencia

American School of Valencia is a bilingual, non-profit, international PreK to Grade 12 school educating 750 students from over 20 countries. ASV offers a program focused on fostering international-mindedness in a collaborative environment where students are able to earn the American high school diploma, the IB diploma and the Spanish Titulo Bachiller. ASV is accredited by the Middle States Association of Colleges and Schools and the Spanish Ministry of Education.

For openings please visit our website www.asvalencia.org



Aisj
المدرسة الأمريكية العالمية بجدة
American International School of Jeddah

If you are a caring, positive and reflective teacher that believes in active learning, the American International School in Jeddah is the place for you. Teachers interested in working at a stimulating educational environment on the Red Sea, in a safe and fascinating country with excellent benefits, please forward your resume for consideration to:

Monti Hallberg, Superintendent
P.O. Box 127328
Jeddah, Saudi Arabia 21352
Email: mhallberg@aisj.edu.sa
Phone: 966-2-662-0051
Fax: 966-2-691-2402
Website: <http://www.aisj.edu.sa>



The American International School of Muscat
Sultanate of Oman

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You'll love teaching here!




Lincoln Community School
Accra, Ghana, West Africa

If you want to be inspired by students from more than 60 nationalities, benefit from a competitive package and enjoy professional growth in a country steeped in history with a rapidly expanding economic prosperity, LCS is the perfect opportunity for you.

Follow our website for vacancies for the 2014-2015 school year. If you are interested in applying to a vacancy please send your resume, contact information for your references, and copies of your certification to the Human Resources Director, Louisa Mensah-Baah (lmensah-baah@lincoln.edu.gh).

Vacancies 2014-2015 School Year:

Definite Openings:
Middle Years Programme Principal
IB Coordinator/Assistant Secondary Principal

Possible Openings:
Elementary:
PYP Classroom Teachers
PE Teachers
Secondary:
MYP Art
MYP English
IB English
PE Teachers



Additional vacancies will be posted on our website as they become known.



EST. 1968
Established 1968



Dennis Larkin, Ed. D. - Head of School
dlarkin@lincoln.edu.gh

Louisa Mensah-Baah - Human Resources
lmensah-baah@lincoln.edu.gh

Telephone: +233 30 277 4018
www.lincoln.edu.gh

The American School of Madrid

is a private college-preparatory co-educational day school for students ages 3-18. US curriculum, Spanish and IB Programs.

Salary/Benefits: Competitive.
Qualifications: Min. requirements - Bachelor's Degree, 3 yrs teaching experience and certification. Prefer Master's degree, IB experience, and American bilingual citizens.

Please send: resume, cover letter, and recommendations to:

Headmaster's Office
American School of Madrid
Apartado 80, 28080 Madrid, Spain
email: jobs@asmadrid.org
www.asmadrid.org

S P A I N



Access International Academy - Ningbo

AIAN wishes to invite applications for school year 2013/14 from dedicated and energetic colleagues interested in working in China.

We will be advertising the specific positions as they become open.

Please send a letter of application, resume and statement of educational philosophy to:
cavon.ahangarzadeh@aian.org.cn

TEL: 86-574-86869999
FAX: 86-574-86878481
[Http://www.aian.org.cn](http://www.aian.org.cn)
No.1, Ai Xue Road,
Beilun District, Ningbo,
Zhejiang, China 315800



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VERDALA
international school
MALTA

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Contact: Head of School
Email: headofschool@verdala.org
Phone: + (356) 21375133
Website: www.verdala.org

Collegiality

Community

Diversity

Opportunity

Vision

"When a former colleague began working at SCIS, he told me that this administration was one of the best he'd ever worked for. In my time at SCIS, I've certainly found this to be true: not only is the Admin team incredibly approachable and efficient, but the staff is warm and **collegial**. 'We're like a family,' everyone keeps saying--and it's true! Through academics, athletics, and socializing, the teachers and administration have built a strong sense of camaraderie, which has in turn helped support a positive school environment for the whole Dragon community!"

— Monica Murphy, IB English & High School Drama teacher at SCIS Pudong

Schools with a culture of learning, **collegiality**, and collaboration

Shanghai Community International School and Hangzhou International School

are independent, not-for-profit, co-ed day schools for students from Nursery through Grade 12. There are over 2600 students from more than 60 countries enrolled in our three schools in Shanghai and Hangzhou. 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. Our Shanghai campuses are authorized to offer the IB Diploma Program and all campuses are authorized to offer CollegeBoard AP courses.

Recruiting for all campuses is ongoing as long as positions are available. Visit our website as www.scis-his.org for openings at SCIS and HIS. Candidates should submit a resume with recent photo to Mr. Jeffry Stubbs at teach@scischina.org.



The International School of Choice



HISAR SCHOOL
1996

Only 17 years old, in short time the Hisar School, with its nearly 1300 students, has become one of the leading Turkish-International Schools, providing excellent bilingual education for students interested in competing for admission to the world's top universities.

Located in a peaceful suburb of Istanbul, one of the most enchanting cities of Eastern Europe/Western Asia, Hisar offers a unique challenge for progressive, caring and global-minded teachers.

Please visit our web site for detailed information
www.hisarschool.k12.tr

E-mail us at:
hr@hisarschool.k12.tr
or
david.cardenas@hisarschool.k12.tr





JPA
JAY PRITZKER ACADEMY
SIEM REAP CAMBODIA

I CAN BE ANYTHING I CHOOSE

AMAZING FUTURES ARE CREATED AT JPA

Jay Pritzker Academy is dedicated to educating academically talented and motivated students from families in rural Cambodia. We maximize our students' potential and their ability to build a better future for themselves, their families, and their country. We are a highly rigorous, English medium, college preparatory school with a Khmer language program. Our school is free of charge to bright Cambodian children.

We offer a competitive salary with comprehensive benefits. Our teachers enjoy a wide range of professional development opportunities.

Exceptional students need exceptional teachers. Come and join us!

Visit www.jpa.org.kh or contact us at teach@jpa.org.kh **CREATING FUTURES**

INTERNATIONAL SCHOOL OF LATVIA
Education Excellence in an International Environment

The International School of Latvia is an independent, coeducational day school located in Pinki. There are 330 students, age 2 - grade 12 from 20 countries. ISL is authorized to teach the IB PYP, MYP & DP.



Mary Russman
Email: mrussman@isl.edu.lv
Tel: 371 677 55146
Fax: 371 677 55009
Website: isl.edu.lv

Be part of a dynamic, energetic, world class educational team that is taking this school from Good to Great!

COLEGIO INTERAMERICANO GUATEMALA CITY, GUATEMALA



Colegio Interamericano is taking applications for teaching positions in grades K-12 for the upcoming school year. All applicants must possess the following minimum qualifications:

- University Degree in the area for which they are applying
- Teacher Certification in the area for which they are applying
- Fluency in the English Language

Salary & benefits includes furn. housing, annual airfare, relocation allowance, medical & dental insurance, contract completion allowance, and more.

Contact: Carl Wieburg, Director
carl.wieburg@interamericano.edu.gt

www.interamericano.edu.gt




BELJING BISS
INTERNATIONAL SCHOOL

Pre K - 12

Pioneer in 21st Century Skills

IB World School (PYP, MYP, DP)

Student Focused & Family-Oriented

Accredited/authorised by: CIS, WASC, NCCT, IB

北京 BISS 国际学校

Applicants welcome: please refer to our employment page on www.biss.com.cn for further information.



INTERNATIONAL COLLEGE
BEIRUT, LEBANON

IC is looking for dynamic, motivated professionals.

International College, Beirut is one of the oldest (1891) and largest (3,400 students, PK-12) international schools. It offers 4 curricular tracks: International Baccalaureate, College Preparatory Program, Lebanese Baccalaureate and French Baccalaureate.



- Competitive salary
- First-rate furnished housing
- Annual home leave
- End-of-contract bonus
- Children's tuition
- Health coverage
- Shipping Allowance
- Arabic language courses

Check out our dynamic website for a virtual tour of campus and up-to-date news and events.
www.ic.edu.lb

Letters of interest & resumes to: hroffice@ic.edu.lb
Interviews: Search Associates & ISS



The Anglo-American School of Moscow

PreK - Grade 12

Jon Zurfluh, Director
www.aas.ru



Established in 1949. PYP & IB Programme. Non-profit school chartered by the Embassies of Canada, United Kingdom & United States. 1250 students from over 60 countries.

We offer highly competitive salaries, fully paid furnished housing, travel allowance, comprehensive medical insurance coverage, retirement plan, generous professional development program and more!

We require overseas-hired faculty to be citizens of Canada, U.S., or U.K. with a minimum of two years' teaching experience after receiving certification.

To apply visit our website employment page, then upload your resume and supporting documents.
www.aas.ru/employment/faculty



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AMERICAN INTERNATIONAL SCHOOL OF ZAGREB



“...an exceptional and forward-thinking international school that **inspires,** **motivates,** & **empowers** all learners.”

PreK-12
Non-profit
Established 1966
Accredited by MSA
IB Diploma Programme
260 students from 37 nations

“The leadership provides just the right level of organization and support, and then leaves me the freedom to bring my whole self to the classroom.”

“Zagreb is a jewel of a city and we're just 90 minutes drive from the sea. Cities like Venice, Vienna, Bratislava and Budapest are only three or four hours by car.”

Diane Bahrenburg, HS English Teacher and Vermont Teacher of the Year 2008 - now in her 2nd year at AISZ.

Dr. David Harris, Director

employment@aisz.hr

aisz.hr

Teach in México!

The American School Foundation of Guadalajara, A.C.

ASF of Guadalajara A.C. is a private, coeducational school that offers a bicultural, bilingual, US type education of the highest quality from prekindergarten - 12th grade. We strive to be purposeful learners, critical and creative thinkers, effective communicators and community contributors.

SALARY: Competitive **BENEFITS:** Round Trip Airfare, Housing Assistance, Relocation and Baggage Allowance, Major Medical Insurance, Dental Insurance, Mexican Social Security Insurance, Spanish Classes.

QUALIFICATIONS: We hire teachers who are committed to student well-being, have a Bachelor's degree in their field, possess excellent technology skills, and have the team and interpersonal skills to work in a multicultural environment. Preference is given to bilingual candidates (English / Spanish) with at least two years of teaching experience in a US type school. We hire year round for the next school year and beyond. Please send a resume and references to:

ASFG HUMAN RESOURCES OFFICE

Colomos 2100 Providencia Guadalajara, Jalisco, México C.P. 44640 Tel: 52(33) 3648.0299 Fax: 52(33)3817.3356 Email: human.resources@asfg.mx Website: www.asfg.mx



KIS Korea International School

Korea International is looking for dedicated professionals who have a passion for teaching and collaborating. KIS is a 21st century school providing a 1:1 laptop experience for students in grades 6-12. Student enrollment is over 1,200 and students come from approximately thirty different countries. Facilities include : swimming pool, soccer field, three gyms, rock, climbing wall, outdoor learning center, school store, nursery, cafeteria, Performing Arts Center, Conference Hall, Outdoor BBQ Patio and much more. Please find more information about our school at www.kis.or.kr



Teacher Salary : \$38,200 - \$55,200 tax free+benefits
Qualifications : Teaching certification a must and two years successful teaching experience at an accredited school is required.

To apply, visit www.kis.or.kr/hr
Apply online and send Resume and Cover Letter to scathers@kis.or.kr



Robert College ISTANBUL, TURKEY

Robert College is the leading English-medium school in Turkey. Founded in 1863, it is the oldest American school outside the US. Robert College is a college preparatory, coeducational high school, and offers day and boarding programs.

Its enrollment is made up almost entirely of Turkish nationals who have scored at the top of a national entrance examination. Instruction, which is in English and Turkish, is designed to provide our graduates fluency in both languages as well as a good preparation for university studies in Turkey and abroad. Faculty have easy access to downtown Istanbul, the fascinating ancient city where East meets West.

The Turkish Ministry of Education has strict requirements regarding approvals for foreign-hire teachers. With few exceptions, candidates must have both teaching certification and an undergraduate degree in the subject actually taught.

Please note that all social studies and history courses are taught only in Turkish.

Available positions are listed in the Employment pages on our website (<http://www.robcol.k12.tr/>).

Prospective candidates should send by email: applications with cover letter, resume and names and contact information (email addresses, please) of at least three professional references.

Anthony Jones, Headmaster
Kurucesme Caddesi No. 87
34345-Arnautköy, Istanbul, Turkey

Email: ajones@robcol.k12.tr
Fax: 90-212-287-0117
Website: www.robcol.k12.tr



MODERN ENGLISH SCHOOL CAIRO

www.mescairo.com

Come teach the next generation of leaders.....

MES Cairo is an established international, coeducational school located on a well-equipped 8.2 acre landscaped campus in the emerging district of New Cairo. With over 2000 students, MES Cairo serves to develop the next generation of Egyptian leaders offering a pre-K through university preparatory academic program.

Early applications for the Academic Year 2014/2015 are now being accepted from enthusiastic and experienced teachers holding a valid license and with a minimum of three years professional teaching experience for the following sections:

- US Secondary Curriculum, including Honors/AP Programs
- International Baccalaureate Diploma Program

Applications are welcome both from teachers with IB experience or those who would like the opportunity for training.

Candidates should be energetic, adaptable, enthusiastic classroom leaders with a sense of humor and a draw to an active school life in a vibrant and exciting city.

MES Cairo offers its teaching staff:

- Non-taxed Salary paid 75% US Dollars, 25% Egyptian Pounds
- Local & Subsidized International Health Insurance
- Settling-in Allowance
- July & August Vacation (paid)
- Monthly Housing Allowance
- Longevity Bonus
- Annual Flight Allowance
- 1 Year (renewable) Contract
- Free Education for Dependent Children

To apply, and for more information about MES Cairo, please access our online application system at:
www.mescairo.com/employment

In-person interviews will be held in January/February 2014 in Iowa (UNI Fair) and Boston (ISS Fair)

GUNMA KOKUSAI ACADEMY

ぐんま国際アカデミー JAPAN

GKA is a 12-year English Immersion private school located about 80km NW of Tokyo. It emphasizes bilingual skills in Japanese and English, and high academic skills in other subjects. GKA started as an elementary school in April 2005 and opened the junior high section in April 2008 followed by the senior high in April 2011.

TEACHER REQUIREMENTS : GUNMA KOKUSAI ACADEMY

- Comes from a country where English is a FIRST language (Australia, Canada, NZ, UK, USA & etc.)
- Has at least Bachelor's degree in elementary or secondary education
- Holds a current valid teaching certificate from country of origins
- Has at least 2 years teaching experience in regular schools
- Japanese language proficiency is not required but preferred

Elementary School:
69-1 Nishihoncho
Ota, Gunma
373-0033 Japan

Secondary School:
1361-4 Uchigashimacho
Ota, Gunma
373-0813 Japan

Contact:
Tel: (81)276-47-7711 Fax: (81)276-47-7715
email: info@gka.jp website: www.gka.ed.jp

Naseem International School

"STUDENTS FIRST"

مدرسة النسيم الدولية

"الطلبة أولاً"

Naseem International School offers a rigorous academic Arabic and English dual language programme from pre-school level through to Grade 12. The school was awarded IB Diploma authorization in 1996, MYP authorization in 2012, and PYP authorization in 2008; making Naseem International School the first fully authorized IB World School in Bahrain.

We seek teachers who:

- are dynamic and passionate about teaching.
- are collaborative, committed to professional growth and internationalism.
- are committed to meeting the individual needs of all students, through differentiated teaching and learning.
- routinely use technology in their teaching.
- are active in driving curriculum development.
- have IB PYP/MYP/DP experience.

Contract:

- The school offers a two year renewable contract
- Furnished apartment, return air ticket, medical insurance, utilities, shipping allowance, etc.

Applicants should have:

- A Bachelor Degree and Teacher Certification. Please include CV, photo, copy of qualifications and referees.

Applications should be sent to:

Mrs. Sameera Al Kooheji
President / Director
Naseem International School
P.O. Box 28503, Riffa, Kingdom of Bahrain, Tel. +973 17 782000, Fax: +973 17 687166
Email: naseem@batelco.com.bh, Website: www.nisbah.com

Accredited by the Bahrain Ministry of Education, Middle States Association of Colleges and Schools and the International Baccalaureate Organization (IBO); Diploma Programme, MYP (Middle Years Program) and PYP (Primary Years Program).

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International School of Paris

Where the world goes to school

- 700 students
- 65 nationalities
- An IB World School (PYP, MYP and IB Diploma)
- Located in central Paris

The Mission of ISP is to create a challenging and motivating English-speaking environment where students and staff from around the world use the programs of the International Baccalaureate Organization and work in harmony to develop every student's full intellectual and human potential.

Come join us!

www.isparis.edu/jobs

ST. MICHAEL'S SCHOOL

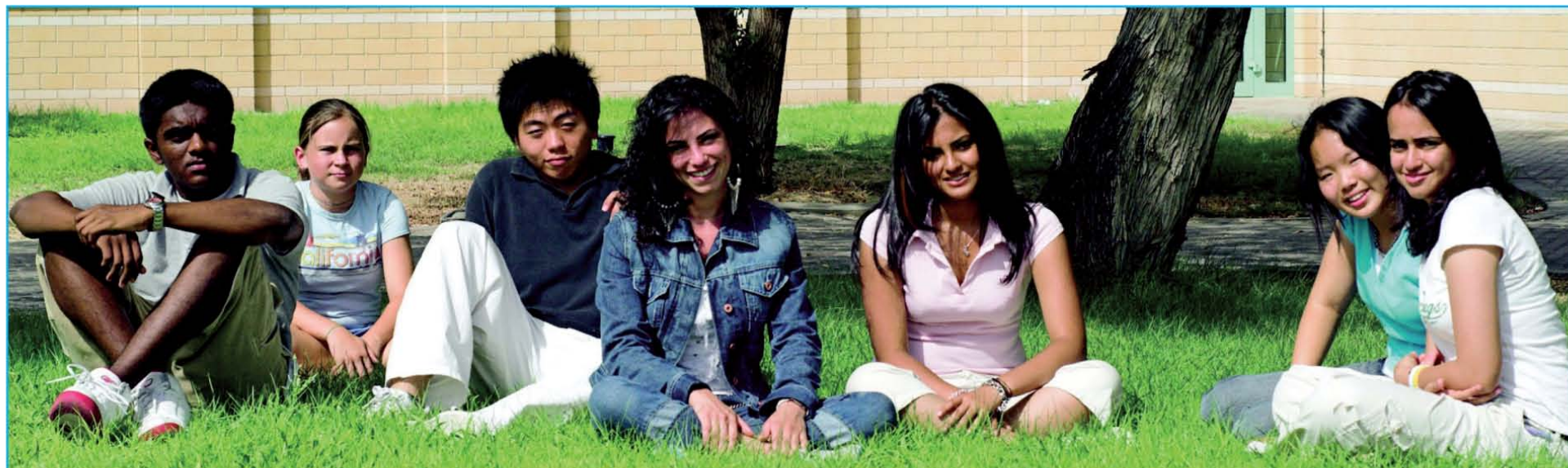
DOMINICAN REPUBLIC

St. Michael's School is a private college preparatory American school in Santo Domingo, Dominican Republic, founded in 1991, which educates 630 students in grades 1-12 and is accredited by SACS.

Compensation package includes: Round trip airfare, furnished apartment, local medical benefits, professional development opportunities, tuition benefit, financial assistance for continuing education.

Applicants pursuing teaching assignments for the 2013-2014 school year are welcome to send resumes to:
humanresources@sms.edu.do and sms@sms.edu.do

For detailed information about our school, please visit our website: www.sms.edu.do



INTERNATIONAL SCHOOLS GROUP - SAUDI ARABIA

SOME OF OUR GENEROUS BENEFITS:

- ◆ Competitive, tax-free salary
- ◆ Typical salary range \$40,200 - \$55,500
- ◆ Spacious furnished homes - free utilities
- ◆ End of service benefits/generous shipping
- ◆ Mobilization/demobilization allowances
- ◆ Worldwide medical/life/vision/dental/disability
- ◆ Professional development funding
- ◆ Free child care & tuition for eligible dependents
- ◆ Annual flight allowance to home of record
- ◆ Technology benefits

ISG is a dynamic and expanding District of seven schools. We are a 'not-for-profit' organization with a 51-year history of providing quality education in Saudi Arabia. We welcome early interest from certified educators for the 2014-2015 school year and look forward to telling you about the exciting professional and personal opportunities available with ISG.

ISG provides American and British curriculum schools for students of over forty nationalities. American curriculum schools are accredited by the Middle States Association of Colleges and Schools; British curriculum schools undergo accreditation with the Council of International Schools.

ISG attends recruiting fairs with Search Associates, ISS, UNI in North America, Canada, Australia, the UK, Thailand and the Middle East. We look forward to sharing the ISG vision with you in person.

"Committed to Educational Excellence"

John Chapman
 Director Human Resources
 International Schools Group
 PO Box 31677
 Al-Khobar 31952
 Saudi Arabia

Email: hr@isgdh.org
 Please view the ISG website for school information
<http://district.isg.edu.sa>

R I F F A
V I E W S
INTERNATIONAL
S C H O O L

Riffa Views International School (RVIS) is an International Schools Services (ISS) managed school located in a prestigious gated golf community in Bahrain. The school offers a standards-based curriculum in Nursery through Grade 10, with plans to add an additional grade each year up to Grade 12. Our faculty is student centered, collegial and dynamic. We are searching for enthusiastic educational pioneers to join our team.

Facilities: Our campus features state-of-the-art facilities and technology including a two-story library, four science labs, swimming pool and six tennis courts.

Benefits: RVIS offers a highly competitive tax free salary and benefit package including outstanding furnished housing in a gated golf community, utilities, medical/dental insurance, retirement, annual home leave transportation, dependent tuition, plus support for professional development.

Qualifications: Minimum two years of full-time teaching experience, BA or higher, current teaching certificate, and willingness to participate in after-school activities.

Vacancies for 2014/2015: Grade 3, Elementary Music, Grade 6 Humanities, HS Arabic.

Interviews will be conducted on Skype.

We are...

- ❖ Passionate about each and every student we teach
- ❖ Lifelong learners
- ❖ Collegial team players
- ❖ Eager to discover new technologies that transform student learning
- ❖ Excited about working in a multicultural community

Are you? If so...
See what our teachers have to say about working at RVIS
<http://employment.rvis.edu.bh>

Send cover letter and resume to Bernadette Carmody, Director Riffa Views International School PO Box 3050, Manama Kingdom of Bahrain
Tel: +973 1656 5002
Fax: +973 1791 0392
humanresources@rvis.edu.bh

BANGKOK PATANA SCHOOL

Inspiring Students To Grow To Their Full Potential

Occupying modern premises on the outskirts of Bangkok, we are one of the most prestigious and long-established British international schools in Asia. We offer the English National Curriculum, (I)GCSE and the International Baccalaureate to over 2,200 students drawn from 60 different countries.

We welcome applications from teaching professionals in all areas who are committed to achieving high academic standards and creating a stimulating and positive classroom ethos. The willingness to be an effective team player and work closely with parents is essential. We offer a competitive salary with a generous benefits package.

To apply please visit our website www.patana.ac.th and complete an online application.

For further information please contact:
Ms Jackie Houghton, Assistant Principal Professional Learning at jaho@patana.ac.th

Bangkok Patana School
The British International School in Thailand
Established 1957

643 Lasalle Road (Sukhumvit 105)
Bangna, Bangkok 10260
THAILAND
www.patana.ac.th

Bangkok Patana School is an IB World School, accredited by CIS and NEASC

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The International Programs School
Al Khobar
American Curriculum

www.ipsksa.com



IPS offers an exceptional education for students in Kindergarten through Grade 12, and is fully accredited by the Middle States Association of Colleges and Schools, and licensed by the Saudi Ministry of Education.

IPS seeks qualified educators in all areas of the school with current requirements posted on our webpage

Letters of intent and resumes should be sent to Jim Leahy, Director at ipsksa@gmail.com.

P.O.Box 691 Dhahran Airport 31932 Saudi Arabia – Tel: (966-3) 857-5603 - Fax: (966-3) 857-0076
 Email: ipsksa@gmail.com

AMERICAN INTERNATIONAL SCHOOL OF LUSAKA



CURRICULUM: IB WORLD SCHOOL – PYP, MYP, IB DIPLOMA
568 students, Play School (aged 2) through Grade 12

AISL is situated on a 23-acre purpose built campus with excellent facilities, including an Early Learning Centre, Performing Arts Centre and Gymnasium. Other facilities include 45 classrooms, newly built Science labs, 3 swimming pools, tennis courts, sports fields, 3 computer labs and lots of beautiful garden space.

Salary: US\$34,000 to US\$58,000. **Benefits:** Furnished housing with utilities, round trip transportation to home of record start/end of contract. Settling in allowance. Shipping. Health (w/medi-vac) insurance, membership in private clinic/hospital, free tuition for 2 dependent children, interest free car loan. **Preferred Qualifications:** Valid teaching degree, IB experience, flexibility, collaborative mind set, sense of humor.

Please send resumes and application information to:
 Thomas J Pado – AISL Director

Phone: +260 211 260509
 E mail: tpado@aislusaka.org

Fax: +260 211 260538
 Website: www.aislusaka.org

The American School in London



Dynamic and talented teachers. A culture of collaboration and collegiality. Committed to the intellectual, social and ethical development of a highly diverse student body. ASL values teachers who demonstrate passion for excellence in teaching and whose pursuit of professional development is a priority. A minimum of three years full-time teaching experience is required; an advanced degree is preferred.

ASL is a non-profit, independent K-12 school with approximately 1,350 students representing more than 45 nationalities and over 25 languages.

For job listings and more information, visit www.asl.org

International School of Sosúa

CONTACT: CRAIG SELIG AT DIRECTOR@ISSOSUA.COM TEL: 809-571-3271

The International School of Sosúa (ISS), is located in a tropical setting on the North Coast of the Dominican Republic. ISS serves a population of approximately 235 students (average class size of 16) from 27 different countries. ISS is certified by the Dominican Ministry of Education and AdvancED.

Salary: One year contract with teacher's after tax salary of approximately US\$17,000 - US\$22,500

Benefits: Yearly transportation and housing allowance, lunch/snack, and health insurance provided.

Qualifications: Minimum BA with Teacher Certification from home state/province/country



Pan American School of Bahia - Brazil

PASB is a private, co-educational, college-preparatory day school founded in 1960. It is accredited in the United States and Brazil, and is authorized to offer the IB Diploma. Current enrollment is approximately 680 students in four divisions, Early Childhood, Elementary, Middle School, and High School. The student body includes students from 28 different countries. All members of the graduating class go on to colleges and universities in Brazil, Canada, the United States and other parts of the world. The school is located in Salvador, Bahia, Brazil - a historic city with spectacular beaches in the tropics of northeast Brazil. The school is governed by an eight member Board of Trustees and led by a highly qualified international school superintendent. For more information, go to www.pasb.com.br.



INTERNATIONAL SCHOOL of TIANJIN

Working Learning Acting TOGETHER

The International School of Tianjin (IST) is an International Baccalaureate (IB) World School, located in Tianjin, one of the largest cities in China (just a 25 minute train ride from Beijing). IST is the *only* international school in Tianjin authorized to teach all three IB Programs (Primary Years, Middle Years, and Diploma) from Nursery to Grade 12 and is accredited by both WASC and CIS. Our school has a world class, purpose-built school campus, situated on approximately 7.2 hectares of park-like grounds and with 30,000m² of outstanding facilities for its academic, cultural and sporting programs.

Our faculty of over 70 highly qualified full-time expatriate teachers has an average of 15 years teaching experience and provides a rich education for our highly motivated students. The teachers benefit from many opportunities for collaborative planning and a strong school commitment to professional development.

Our highly competitive salary and benefits package includes tax-free salary, housing, annual airfare, health insurance, disability insurance, retirement savings, and more. For full details visit the school's website.

Applicants must have a BA degree or equivalent, teaching credentials and at least two years teaching experience. Knowledge of the IB Programme is preferable but not essential. Suitably qualified and experienced educators are invited to apply to:

Steve Moody, Director - International School of Tianjin
 Email: steve_moody@istianjin.net

International School of Tianjin
 Weishan Nan Lu, Jinnan district,
 Shuanggang,
 Tianjin 300350
 P.R.China



Website: www.istianjin.org
 Email: info@istianjin.net
 Tel: +86 22 28592001
 Fax: +86 22 2859 2007



Yew Chung International School has established a new model of global education offering the unique richness and diversity of both Eastern and Western cultures that equip children to be bilingual, global-minded, appreciative and caring. We nurture globally competitive students and shape their character into responsible global citizens with the competencies and skills required in the 21st century.

We have over 6,000 students on various campuses in China. We invite qualified teachers to consider a teaching career in our organization.

We are looking for committed teachers for the following positions in our China and Hong Kong schools:

Available teaching vacancies:

- Pre-school / Early Childhood Teachers
- Lower / Upper Primary Teachers
- Secondary ICT Teachers
- Secondary Chemistry Teachers
- Secondary Geography / History Teachers

General requirements

- Native English speaker
- Holder of Bachelor Degree in Education, or Post Graduate Certificate/Diploma in Education
- Possess the relevant training in the subject or areas that will be teaching in class
- Support Yew Chung's values and Christian ethos
- Have passion in teaching students
- Be good team players
- Are sensitive and responsive to the needs of students
- Demonstrate commitment in teamwork
- Are good role models to students and conduct themselves professional

Airfare, housing, medical insurance and gratuity are included. Interested parties please apply with full resume with digital photo to newteachers@ycef.com. More information including YCIS philosophy is available at www.ycef.com.

Committed to **Global Education**

*Each School is independently registered and operated 每間學校均獨立營運

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- Over 50 Nationalities
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For more information please visit: <http://www.asfm.edu.mx> or email: jobs@asfm.edu.mx

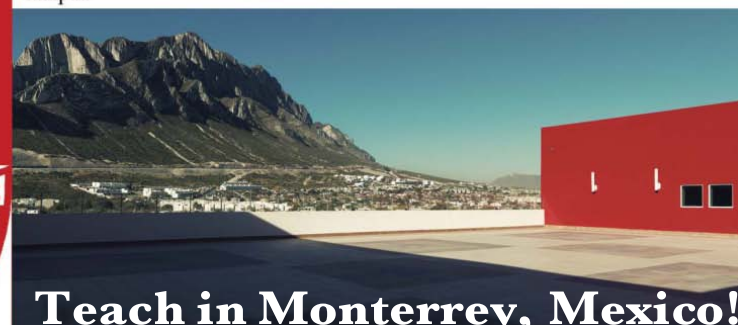


American School Foundation of Monterrey

The American School Foundation of Monterrey is one of the most outstanding and dynamic American schools in Latin America, offering more than 250 professional teachers a wide range of personal and professional growth opportunities and year-round recreational opportunities including world-class rock climbing, mountain biking, hiking, camping and water sports in the nearby lakes, rivers, and beaches of the gulf coast.

ASF is seeking applicants with valid teaching certificates, at least two years of experience, and an eagerness to participate in a world-class school community. Benefits include competitive savings potential, annual round-trip airfare, fully furnished housing, relocation subsidy, major medical health insurance and a 13% matching retirement plan. We offer a Master's program, the option of participating in many of the School's diverse extracurricular activities (MUN program, Drama, Sports) and many excellent professional development opportunities.

Passionate and enthusiastic single teachers or teaching couples are most welcome. Visit our website for a deeper glimpse of what our School can offer you. Interviews are held at UNI and Queen's. Elementary teachers will enjoy the new state-of-the-art campus that opened in August 2010, which compliments the beautiful adjacent 6-12 campus.



Teach in Monterrey, Mexico!



Association of American Schools in South America

Interested in Working in South America or Our Member Schools in the Caribbean, Central America and Mexico?

Attend the 26th Annual AASSA Recruiting Fair December 5 - 8, 2013

**Grand Hyatt Atlanta in Buckhead
3300 Peachtree Road NE, Atlanta, Georgia**

The AASSA (Association of American Schools in South America) Recruiting Fair, the first to be held each recruiting season, is specific to South and Latin American International Schools. Typically, there are vacancies in 50+ schools for over 350 positions representing all K-12 academic areas.

Our schools vary in mission and size and offer a range of curriculums including "American international," Advanced Placement, International Baccalaureate, as well as country-specific programs. Contracts typically include housing, medical benefits, shipping allowance, transportation, home leave, and competitive salaries.

Please visit our website (<http://www.aassa.com/page.cfm?p=352>) for requirements, information and to submit an online application.

Please do not hesitate to contact us if you have any questions:

Esther Nicolau or Paul Poore, Executive Director
Phone: 954-436-4034, Extension 5
Email: enicolau@aassa.com



Suzhou Singapore International School
苏州新加坡国际学校



Suzhou Singapore International School is located near the ancient city of Suzhou, China, 30 minutes by train from Shanghai.

SSIS is a fully authorized IB World School catering for 2 – 18 year olds. SSIS offers the IB Primary Years Programme, Middle Years Programme and Diploma Programme along with a German curriculum in the Elementary School and an American style High School Diploma for Grade 9-12. With experienced and qualified staff, SSIS' excellent academic results are consistently well above world average. Students enjoy a wide range of cocurricular opportunities in a positive environment with outstanding facilities and resources.

We offer a competitive salary and benefits package for qualified educators. SSIS employs teachers from around the world. We are looking for staff who have direct experience in the IB, or a willingness to take on training. All teachers need to have a current teacher certification from their home country.

The school is fully staffed for the 2013/2014 academic year. For the 2014/2015 academic year, our recruitment team will be attending various job fairs conducted by Search and CIS.



Suzhou Singapore International School
208 Zhong Nan Jie, Suzhou Industrial Park,
Jiangsu, P.R. China 215021
中国江苏省苏州工业园区钟南街208号
Web: www.ssis-suzhou.net
Email: information@sis-suzhou.net



Cairo American College

Is a world class learning environment that affirms the voice, passions and talents of students and inspires them to use their hearts and minds as global citizens.

Is an independent coeducational day school, which offers an educational program from Pre-K through grade 12 for students of all nationalities. The School was founded in 1945. The school year runs from late August to mid June.

Offers a rigorous educational program, which follows a U.S. standards-referenced curriculum model.

CAIRO AMERICAN COLLEGE

CAC home page:
www.cacegypt.org

Email:
registrar@cacegypt.org

AISK
KINGSTON, JAMAICA

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Contact Shirley Davis, Head of School:
sdavis@aisk.com

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A global center for excellence in education

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Empowerment**

American International School of Kingston

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- Danielle, Intermediate School Teacher

A progressive, dynamic, international community school offering the IB program to Pre-K to Grade 12 students.

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- Diverse population representing more than 42 countries
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- Engaging students with local and international community
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CPE Registration Number: 196400340R • Registration Period: 22 June 2011 to 21 June 2017
Accredited by the Western Association of Schools and Colleges (WASC)

Global Education at Chadwick International, Songdo, South Korea, One School, Two Campuses

Located in the Free Economic Zone near Incheon International Airport, Chadwick International is a coeducational, PreK-12 non-profit, non-denominational school. Its exceptional purpose-built, 500,000 square feet, state-of-the-art campus represents the second campus of Chadwick School in Palos Verdes, California founded in 1935. Both campuses are dedicated to academic excellence, to the development of self-confident individuals of exemplary character, and to self-discovery through experience.

The academic curriculum is inquiry-based and focuses on skill-building, collaboration, problem-solving, and critical thinking. Its character development program is predicated on its five core values: respect, responsibility, honesty, fairness and compassion.

Accredited by the Western Association of Schools and Colleges (WASC) and authorized on Primary Years Program of International Baccalaureate (IB), CI offers a low teacher to student ratio of 1:8.

To staff its rapidly growing enrollment annually, Chadwick International recruits highly motivated, creative, innovative, and passionate new faculty members.

For more information about Chadwick International and available faculty positions, please visit www.chadwickschool.org

Chadwick International is the second campus of Chadwick School at Palos Verdes, California (www.chadwickschool.org)

Amman Baccalaureate School

Amman Baccalaureate School is a bilingual, coeducational, Jordanian day school with over 1150 students K – 12. ABS is located on the outskirts of Amman, the capital of the Hashemite Kingdom of Jordan.

If you are interested in working in a dynamic, accredited school (CIS/NEASC), in a beautiful, friendly and peaceful country, please email your C.V. and the telephone and email contacts for your referees, together with a covering letter of application. Please note that applicants must have teaching certification/diploma, a specific degree in the subject taught and a minimum of 3 years teaching experience.

Benefits include: competitive tax-free salary, furnished accommodation, free transport to and from school, annual summer leave ticket, utilities & shipping subsidies, comprehensive medical insurance, gratuity and a location in a country rich in culture and history. Only short-listed candidates will be contacted.

Mr. Stuart Bryan, Principal
Amman Baccalaureate School
PO Box 441, Sweileh 11910, Jordan
Email: proffice@abs.edu.jo

KAOHSIUNG AMERICAN SCHOOL

Balanced Individuals. Independent thinkers. Global citizens.

Balanced Individuals, Independent Learners, Global Citizens!

We are a successful and growing PreK-12 college prep school with 533 students from 28 countries. Our students are bright and very respectful and the KAS staff is committed to excellence.

Salary/Benefits: \$35,000-\$45,400 (tax-free) and an excellent benefit package.

Qualifications: 2 years teaching experience, certification, flexibility, willingness to participate in school activities, and have a passion for teaching.

Thomas Farrell, Ed. D., Superintendent
#35 Sheng Li Road, Kaohsiung City (81351) Taiwan
Tel: (886) 7 583 0112 Fax: (886) 7 582 4536
E-mail: dchang@kas.kh.edu.tw
Web: www.kas.kh.edu.tw



The American School of Abu Dhabi

The American Community School of Abu Dhabi is a nonprofit, college preparatory institution driven by student learning. Our American-based curriculum promotes excellence in academics, athletics and the arts. In a challenging learning environment and in partnership with parents we empower students to define and shape their futures. Our dynamic educational approach prepares a culturally diverse student body for a lifetime commitment to learning, service and global citizenship.

SALARY goes up to a maximum of \$57,347 per year, tax free.

BENEFITS include: overseas hire incentive which starts at 17.5% of the base salary, six weeks of end of service and retirement benefit, round trip transportation, housing plus utilities paid, professional development, health, dental, sick leave, long-term disability, annual home leave and shipping allowance.

QUALIFICATIONS: minimum two years of teaching experience. MA and teaching certificate preferred.

DR. ROBIN HESLIP, SUPERINTENDENT

CONTACT: Marise Philip-Jayendran, Director of Human Resources
marisephilip-jayendran@acs.sch.ae

www.acs.sch.ae



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See website JOB FAIRS for details
www.searchassociates.com



American International School of Budapest

AISB 1973 2013

PROUDLY CELEBRATING 40 YEARS OF EXCELLENCE 1973-2013

AISB is a private, non-profit school offering the highest quality in American international education from PK3 - Grade 12 with 850 students from over 55 different nationalities. We strive to provide academic excellence and at the same time develop the individuality interests and special talents of our students.

If you are interested in a challenging career on a dynamic team, we are looking for qualified, experienced and inspirational teachers who will help take the school to the next level of its development, help deliver the Strategic Plan and, above all ensure that all our students achieve at the highest level of their potential.

For more information visit our website at www.aisb.hu or contact us at gpitz@aisb.hu

American International School of Budapest
YOUR BRIDGE TO THE WORLD
BUDAPEST, HUNGARY
WWW.AISB.HU

AIS American International School

Located in Ho Chi Minh City, Vietnam, the American International School is a growing and progressive international school offering a US-based pre-K through grade 12 curriculum with options of IBDP and AP. The majority of our student body is Vietnamese. The school is currently an IB World School, an official member of CIS and is pursuing WASC accreditation.

We are seeking energetic, innovative and flexible individuals with a passion for teaching and a good sense of humor, who enjoy working in a small school community, are highly adaptable and have what it takes to excel as educators with a long-term commitment with our school.

Candidates should have a minimum BA degree in a desired teaching subject and a teaching credential with at least 2 years of Pre-K through grade 12 teaching experience. IB/AP and international teaching experience are preferred for the high school level.

Please visit our website or write to us at recruit@ais.edu.vn

www.ais.edu.vn

**The Franconian International School
Erlangen, Germany
Seeks a new Director for July 2014**

The Franconian International School in Germany (FIS) is an innovative, PreK-12, coeducational, nonprofit day school located in the Metropolitan Region of Nuremberg. The 600 students represent 40 nationalities, and English is the language of instruction. FIS is looking for an experienced administrator with outstanding leadership skills.

For more information regarding this position and the application process please go to: <http://www.searchassociates.com/Openings/AdministrativeView.aspx?ID=937>

Additional information about the school can be found at www.the-fis.de

BCIS BEIJING CITY INTERNATIONAL SCHOOL
北京乐成国际学校

A different kind of school.
Are you ready?

www.bcis.cn

أكاديمية جيمز العالمية - دبي
GEMS World Academy
 DUBAI

GWA-Dubai is an authorized PreK-12 IB World School that is dually accredited by CIS. With nearly 1900 students from 80+ nationalities, our diversity is an ideal platform for helping to nurture internationally-minded global citizens. Our 21st century, world-class facilities are technology-rich and feature unique spaces to support learning that include a planetarium, green-screen room, 50m pool, recording studio, peace garden, a 620-seat auditorium and more!

World Citizens. World Families. World Academy.
Are you ready for our World?

Visit us at www.gemsworldacademy-dubai.com.
 Take a virtual tour and view our existing vacancies.
 Jason McBride, Head of School

I stay on top of my game by staying on top of best practices. How?
 By engaging in innovative professional development.
 - Geoffrey, Early Childhood Teacher

BE ENGAGED *be you*

We are now hiring for 2014-15!

Sign up for our job notification system today at www.sas.edu.sg

SINGAPORE AMERICAN SCHOOL
 CPE Registration Number: 196400340R • Registration Period: 22 June 2011 to 21 June 2017
 Accredited by the Western Association of Schools and Colleges (WASC)

LEYSIN AMERICAN SCHOOL IN SWITZERLAND

Leysin American School is a boarding college prep high school, located in the Swiss Alps, offering both US High School and IB Diploma programs, as well as a 3-tiered ESL program.

We are looking for educators with IB or ESL experience willing to work in a residential setting. We offer a competitive salary with health and retirement plans, annual travel allowance, furnished housing and professional development stipend. EU candidates

Stephen Dexter, Principal
employment@las.ch
www.las.ch

JAPAN

K. International School Tokyo

K. International School Tokyo, founded in 1997, is a private, co-educational, secular day school serving the international community of Tokyo from pre-K to Grade 12. Authorized as an IB World School to offer the PYP, MYP and DP, KIST currently offers an affordable, quality, holistic international education to around 570 students representing approximately 45 different nationalities.

Starting salary: 4,200,000 - 4,800,000 yen
Benefits: Relocation allowance, apartment set up allowance, rent subsidy, medical insurance, contract completion allowance, school meals allowance, low tax, professional development opportunities

Requirements: University degree in education, minimum two years full-time teaching experience, initial two-year commitment required
Application materials: Cover letter, resume, outline of educational philosophy, professional references

Please visit our website for more information or contact the Director of Personnel at info@kist.ed.jp

www.kist.ed.jp

ISD THE INTERNATIONAL SCHOOL OF DAKAR

The International School of Dakar (ISD), founded in 1983, is a dynamic and friendly school of close to 450 students, from age three to Grade 12. We are an IB Diploma School with newly-expanded facilities overlooking the Atlantic Ocean in Dakar, Senegal. Incredibly diverse, our staff has teaching experience in 55 countries and our students represent over 50 nationalities. ISD—academic rigor, diversity, and community spirit. *It's where you want to be!*

Salary ranges from \$35,750 to \$50,350 with generous benefits, including health insurance and furnished housing. Qualified applicants should have a minimum of two years teaching experience, bachelor's degree, and certification. Please send CV, current reference contact, and letter of application to the Director at director_isd@isd.sn.

Please visit our website at www.isdakar.org

all included... all inspired... all supported... on the path of excellence

We're looking for dedicated and collaborative teachers who engage students in learning with a gradual release of responsibility.

We guide our students to "learn to learn."

are you the teacher who will change our lives?

Please contact our Head of School, Mr. Brian Kissman, for an exceptional professional learning community experience. Email: bkissman@baliis.net

LIFELONG LEARNING STARTS AT SAS



上海 Shanghai American School
An International Community

Our Mission

Shanghai American School inspires in all students:

- A lifelong passion for learning
- A commitment to act with integrity and compassion
- The courage to live their dreams

If our mission excites you, SAS is the place for you!

We offer an excellent package, including:

- Highly competitive salary, tax-free in China
- Excellent housing
- Health insurance and wellness allowance
- Longevity and retirement benefits
- Exceptional professional development benefits

Outstanding Educational Standards since 1912

- US-based curriculum pre-kindergarten through grade 12
- Full AP program and International Baccalaureate diploma program
- Integrated technologies used in all classrooms

SAS representatives will be present at the major teacher recruitment fairs.
See our website for more details: www.saschina.org
Email: humanresources@saschina.org Tel: (86-21) 6221-1445



漢基國際學校
Chinese International School
Hong Kong

Immediate Openings

SECONDARY SCHOOL TEACHER LIBRARIAN

We are currently actively searching for an experienced and innovative Teacher Librarian. If you are interested in being involved in the formative planning stages of an exciting new library media centre at CIS and have experience in designing, planning and utilizing library spaces, then please contact us.

PRIMARY SCHOOL HEAD OF MATHEMATICS LEARNING

Primary Teacher with specialization in Mathematics learning and experience in teacher supervision/appraisal as well as in curriculum development/administration.

CIS seeks talented and enthusiastic teachers to join our dynamic and experienced team for the year ahead. For more information about CIS and current openings, please visit the employment section of our website: www.cis.edu.hk

Please send cover letter, CV, list of references and educational philosophy to: The Headmaster, Chinese International School, 1 Hau Yuen Path, Braemar Hill, Hong Kong. Email address: recruitment@cis.edu.hk.

MEF International Schools
Istanbul & Izmir
Building Bridges between Countries & Cultures



MEF International School has campuses in Istanbul and Izmir. An IB World School, MEFIS-Istanbul is fully authorized to offer the IBDP & PYP, as well as the IGCSE. MEFIS-Izmir is the first school in Turkey to receive accreditation to offer Cambridge Programmes in both Primary (CIPP) and Secondary (IGCSE/A Level). Both schools are Cambridge International Examinations (CIE) Centers.

Starting Salary: \$25,800-\$33,000 USD (tax-free) Benefits: Furnished housing, Flights in/out at start/end of 2 year contract, \$600 USD baggage allowance at start/end of 2 year contract, contract renewal bonus, medical/health insurance, lunches during working days, Turkish lessons.

Recruitment for 2014-2015 will start in December 2013.

English native speaker with at least 2 yrs of exp. holding a BA & Teaching Licence encouraged to apply.

Please send cover letters and applications to:
Ms. Figen Sönmez, Assistant General Manager (MEF International Schools)
Email: sonmezf@mef.k12.tr Web: www.mefinternationalschools.com



TASHKENT INTERNATIONAL SCHOOL

On the Ancient Silk Road in Central Asia


Tashkent International School is the only IB World School in Uzbekistan, offering all three IB programmes to students in preschool through grade 12. Located on a wooded, 12-acre campus, TIS is truly a diverse, international school with 500 students and more than 70 faculty members from more than 50 countries combined.

We welcome applications from qualified, adventurous teachers for the 2014-15 school year. Look for job opening updates on our website, TIE online, or with various recruiting agencies and apply for a specific position.

Competitive Package: Excellent savings potential and quality of life. Package includes annual round-trip airfare, shipping, housing allowance, major medical coverage, professional development opportunities and more.



David G. Henry, Director • employment@tashschool.org
www.tashschool.org • [TashkentInternationalSchool](https://www.facebook.com/TashkentInternationalSchool)



INTERNATIONAL SCHOOL OF CURITIBA
Truly International


Join a Diverse and Dedicated Educational Team
Explore Brazil and Experience Curitiba, the 2010 Globe Sustainable City

ISC is a private, non-profit, co-educational institution enrolling 475 students from Pre-Toddler through Grade 12, offering an American-based curriculum with 3 diplomas: US, IB & Brazilian. ISC is located on a beautiful, pastoral 18-acre setting on the outskirts of Curitiba. With a population of 1.8 million, Curitiba is located in the southern Brazilian state of Paraná, and is noted for its standard of living, abundance of parks, clean air and as a model for sustainability and urban planning in developing countries. In 2012 Curitiba was named one of the top ten World's Most Livable Cities.

Thank you to all candidates who applied for positions at our school. We have filled our openings for the 2013-2014 school year. If there are future unexpected vacancies, they will be posted on the TIE and ISC websites.

ISC offers:
Salary Competitive for the Region
Annual Round Trip Airfare • Two-Year Contract • Furnished Housing
Medical, Life & Disability Insurance • Professional Development & Shipping Allowance

Bill R. Pearson, Superintendent
isc.employment@iscbrazil.com • www.iscbrazil.com




At SAS, we're challenged to learn something new every day. And we're up for the challenge.
- Patrick and Becky, Technology Coordinator and Reading and Language Arts Teacher

BE CHALLENGED *be you*

We are now hiring for 2014-15!




Sign up for our job notification system today at www.sas.edu.sg

SINGAPORE AMERICAN SCHOOL
CPE Registration Number: 196400340R • Registration Period: 22 June 2011 to 21 June 2017
Accredited by the Western Association of Schools and Colleges (WASC)



RESPONSIBILITY • FAIRNESS • CITIZENSHIP • CARING • RESPECT • TRUSTWORTHINESS




The American School of Yaounde

www.asoy.org
director@asoy.org


AND

www.aishbv.org
director@aishbv.org




The American International School of Brazzaville

The Board of ASOY announces that commencing with the 2013/2014 academic year, AISB will become its own school. We are pleased to announce Mr. Paul Sibley as the new Director for AISB. The ASOY community has been proud to be a part of starting one of Africa's newest schools, and now wish Mr. Sibley and the entire AISB community every continued success.



ASOY



AISB

"Big school opportunities with a small school feel"



THE INTERNATIONAL SCHOOL OF KUALA LUMPUR

MISSION STATEMENT

The International School of Kuala Lumpur provides an exceptional education that challenges each student to develop the attitudes, skills, knowledge and understanding to become a highly successful, spirited, socially responsible global citizen.



ISKL, a leading overseas, Prep Reception to Grade 12 independent school, offers a United States-based curriculum which includes IB/AP programs. Located in Malaysia's dynamic capital city, ISKL maintains two attractive campuses. Excellent facilities support over 1,640 students from some 62 countries.


Please consider joining our highly motivated, enthusiastic faculty of over 200 teachers representing 17 different nationalities. Faculty enjoy impressive opportunities for professional growth and are stimulated by interesting colleagues and an outstanding group of students. In addition, Malaysia and Southeast Asia offer marvelous travel opportunities.

Our competitive salary and benefits package includes two-year contracts, health and life insurance, long term disability insurance, highly competitive contributions to retirement savings, a transportation allowance, a re-signing bonus, a relocation allowance, a shipment subsidy and travel and housing allowances.

Applicants must have a BA degree or equivalent, a teaching credential, and a minimum of three years teaching experience. To apply, send a one to two page resume, a photograph, one or two recommendations and current references.

Dr. Norma Hudson, Head of School
 The International School of Kuala Lumpur
 P.O. Box 12645, 50784 Kuala Lumpur, Malaysia
 Fax: (60)(3) 4257 9044 or E-mail: iskl@iskl.edu.my

www.iskl.edu.my



Teach at
Canadian International School of Hong Kong



CDNIS is always looking for outstanding educators. The school offers excellent salary, benefits and working conditions and provides extensive professional development and growth opportunities.

Lower School Teachers (Pre Reception – Grade 6)
Upper School Teachers (Grades 7 – 12)

Please visit our school website for current vacancies. Candidates should be qualified teachers with a minimum of two years' teaching experience. IB experience and training will be considered an asset.

Please email your resume to jobs@cdnis.edu.hk, attention Dave McMaster, Head of School.

Developing Responsible Global Citizens and Leaders Through Academic Excellence

www.cdnis.edu.hk



VIETNAM AUSTRALIA INTERNATIONAL SCHOOL



Vietnam Australia International School (VAS) is the bilingual school system to prepare students to be successful at world class universities. VAS students are to be global citizens while preserving Vietnamese cultures and values.

VAS was founded in 2004 and is delivering Vietnamese and Cambridge curricula with A-level as the graduation diploma.

VAS is currently serving 5000 students from K-12 in Ho Chi Minh City, Vietnam.

We are looking for Program Leader, Primary Classroom teachers, MS and HS English, Science and Math teachers with teaching qualifications who can share the school mission and desire to make a difference to the future of Vietnamese students.

Interested candidates please send your CVs to: recruitment@vas.edu.vn

www.vas.edu.vn



International School Eastern Seaboard

ISE, an IBO world school offering an American curriculum, is situated on an attractive campus located in the rural Burapha Golf Club. The school is a center for community activities. ISE enrolls 300 students from over 26 countries and provides a challenging academic program and extensive co-curricular activities. We seek teachers who will be involved in all aspects of school life.

One of the undiscovered gems in the international school scene in a beautiful pollution-free and flood-free area in rural Thailand

Dr. Robert Brewitt, Superintendent Email: jobs@ise.ac.th Website: www.ise.ac.th

Busan International Foreign School
Gijang, South Korea
Seeks a new Head of School for July 2014

Busan International Foreign School in South Korea (BIFS), previously known as the International School of Busan, is a nonprofit and nondenominational day school located in Gijang, an eastern suburb of Busan. The 500 students in early years through grade 12 represent over 40 nationalities. BIFS is looking for a visionary educational leader with outstanding leadership skills and a global perspective.

For more information regarding this position and the application process please go to:
<http://www.searchassociates.com/Openings/AdministrativeView.aspx?ID=9378>
 Additional information about the school can be found at www.bifskorea.org

Magen David Academy strives to provide our students with a challenging and inspiring education that integrates intensive Jewish studies with a high quality secular education



A C A D E M Y

A Star that Lights the Soul and Lives of Our Children

We are a private no-profit Jewish Day School located in Panama City. We have a student population of 340 students from PreK3 - 9th grade. We will be opening a high school for the 2012-2013 school year.

Interested candidates please send letter of intent, resume, and three professional references to Ingrid Leal, Human Resources Department at: humanresources@magendavidacademy.org

www.magendavidacademy.org

BENEFITS

- \$1200 monthly housing allowance
- \$1000 shipping allowance
- \$1000 yearly continuing education stipend
- Health Insurance
- Legal Fees for immigration & work visa
- School lunch provided for staff
- Assistance during your move to Panama
- Daily planning periods

QUALIFICATIONS

- Current Teaching Credential/Certificate
- At least 2 years experience in area of interest
- Professional recommendations
- Sample lesson plan

MATERIALS

- Letter of intent
- Resume
- 3 professional recommendations



THE AMERICAN SCHOOL OF RECIFE - PERNAMBUCO, BRAZIL
(Escola Americana do Recife - EAR)

Founded in 1957, EAR is a Nursery-Grade 12 school with 385 students enrolled. We offer American and Brazilian diploma programs. Our diverse learning community is warm, friendly, and committed to providing a quality education with an international perspective. EAR is located in Recife, the vibrant seaside capital of the State of Pernambuco, where it is warm and pleasant throughout the year. Recife is known as the "Brazilian Venice."

Minimum Qualifications: BA/BS degree, current certification, 2 years successful experience. Candidates should e-mail a detailed resumé, copy of certification, and 3 current references to:

Erich Heise, Superintendent - superintendentoffice@ear.com.br



THE AMERICAN SCHOOL OF EL SALVADOR (EA)

seeks qualified educators for the 2014-2015 school year

1520 PK-12 students EA is a leader among international schools in the region.

BE PART OF THIS UNIQUE EXPERIENCE!

- Founded in 1946
- Competitive salary and benefit package is offered
- Annual air fare, international health coverage and housing on school grounds
- Professional development opportunities

Advanced Ed/SACS accredited
Member of NAIS & College Board



Visit us online at www.amschool.edu.sv or send resume to: recruiting@amschool.edu.sv

"We Hire Great Teachers!"

Shekou International School
www.sis.org.cn



Shekou International School (SIS), an ISS school of the future, seeks certified, experienced, student centered and dynamic teachers. Check the website or TIE Online for the latest openings.

Fully WASC and NCCT accredited, SIS serves an

expatriate community of over 750 students from 40+ nationalities. At its three unique campuses located in beautiful housing estates in suburban Shenzhen adjacent to Hong Kong, SIS provides a collegial working environment and generously supports meaningful professional development.

Focused keenly on student learning, SIS follows a standards-based curriculum model and employs best practices. Salary and benefits are among the best in Asia.

SIS recruits primarily through the ISS IRCs (www.iss.edu).

Candidates should email a cover letter and resume to Dale Cox, Director (dcox@sis.org.cn)



INTERVIEWS: SIS recruits at all ISS recruiting centers, other regional job fairs & via Skype

Rabat American School

RAS is a PreK-Grade 12 American school located in Rabat, Morocco. We offer a comprehensive educational program, including the IB Diploma, and a wide array of academic, athletic and artistic co-curricular activities. We welcome inspired and inspiring teachers from all backgrounds to join our world learning community here at the gateway of Africa and the Mediterranean.



Bill Elman, Director
Rabat American School
B.P. 120, Rabat, Morocco
Tel: 212-537-67-14-76
Fax: 212-537-67-09-63
Email: Staffing@ras.ma

Website: www.ras.ma

MOROCCO

CEBU INTERNATIONAL SCHOOL

Located in the vibrant, tropical beach city of Cebu, Philippines.
 Pre-School 3 to Grade 12
 IB World School (DP authorised and PYP candidate)
 400 students from 20 different countries
 More information on our web site

www.cis.edu.ph
 Call +63 32 401 1900 to 03
 Email: hrd@cis.edu.ph or superintendent@cis.edu.ph

EAC

Escola Americana de Campinas

COME BE A GIANT IN BRAZIL.

EAC is a highly competitive PK-12 independent school located in Campinas, just 100km far from São Paulo city, in Brazil. Our campus integrates 700 students from very diverse backgrounds within its green, tropical environment. We are big enough to provide a wide variety of opportunities for students and staff yet small enough so that we know everyone by their first name. EAC is proud to be a school that community and alumni alike call "HOME" no matter where they live.

BENEFITS: Competitive salary, r/t transportation, housing (furnished apartments located 10 min from campus), medical/dental/ life insurance, shipping allowance, school contribution to retirement (8% annually), professional development money each year, yearly home leave after second year, and Portuguese language classes the first year of the contract.

REQUIREMENTS: Candidates should be certified, BA degree - MA degree preferred, have a minimum of two years of full-time teaching experience preferably in a multi-cultural setting. Initial contract is for two years.

E-mail resume to
Stephen A. Herrera, Superintendent
steve.herrera@eac.com.br
www.eac.com.br

XIAMEN INTERNATIONAL SCHOOL

XIS is

- An IB world school offering PYP, MYP and DP
- Collaborative and collegial
- A supportive and multicultural community
- An inquiry-based school, integrating technology and differentiating instruction

- Committed to ongoing professional development and individual growth
- Fully accredited by WASC

For further information, visit our website
www.sixchina.com or contact the
 Headmaster at johngodwin@xischina.com.cn

The KOÇ SCHOOL Istanbül, Turkey

The Koç School Istanbul is one of Turkey's leading schools. It is an independent Turkish school offering a bilingual education to 2,100 students through the Turkish National Curriculum and the International Baccalaureate (Diploma). The school operates in three sections - Elementary (Years K-4), Middle School (Years 5-8) and Lise (High School) Grades 9-12. It is located on a 200 acre campus with modern buildings and facilities including dormitories for students and on-campus housing for faculty.

Offering an IB Diploma Program, Koç School graduates are accepted to prestigious universities in Turkey and overseas. Further information is available from the school's website under the 'job opportunities' banner from whence electronic application is possible.

SALARY: Competitive, tax free. **BENEFITS:** Furnished housing; r/t transportation; prof. development; health & life insurance; home leave; retirement contribution. **QUALIFICATIONS:** The Turkish Ministry of Education requires candidates to have a bachelor's degree and a teaching certificate in the subject area. All social studies and history courses are taught in Turkish. Please visit our web site for more information and send your resume w/ cover letter, recommendations and transcripts to:

Koray Öz Saraç,
 General Director
 The Koç School
 P.O. Box 60 Tuzla, 34941
 Istanbul, Turkey
 Tel: (90) (216) 585 62 82
 Fax: (90) (216) 304 10 48
 E-mail: KorayO@kocschool.k12.tr
 Web site: www.kocschool.k12.tr

AL-BAYAN INTERNATIONAL SCHOOL

Since 1977, we have offered students a bilingual, university preparatory program. Our goal is to support our students, both Kuwaiti and those from other nationalities living in Kuwait, in acquiring the ethical values, intellectual qualities and positive attitudes required for effective participation in both the overall development of Kuwait and our rapidly changing world. The school has 2 campuses: our main campus, in Kuwait City, serves nearly 2,000 students, from KG through grade 12; this year we added a 2nd 'state of the art' EY campus, following the Reggio Emilia program. Our main campus has recently benefitted from a multi-million dollar refurbishment, to include making it a wireless campus in line with a further investment in technology, for the whole school. We are accredited by CIS, NEASC, and the Kuwait Ministry of Education.

STARTING SALARY: Approximately US \$33,500 - \$39,500 tax free (teachers)
BENEFITS: air conditioned accommodations, including utilities; annual return flight ticket; end of service pay; baggage & settling-in allowances; sick/personal leave; reimbursement for unused sick/personal leave; international health insurance, payment for co-curricular activities; & support for professional development.

MINIMUM QUALIFICATIONS: Bachelor's Degree and Teaching Certificate, and ideally 2 year's experience.

Dr. Paul Sheppard, Director
 Email: bbsadmin@bbs.edu.kw
 Website: www.bbs.edu.kw

ENKA SCHOOLS

Developing the individual
 Developing the learning community
 Acting in the local and global community

Enka is a reputed private national school in Turkey. We offer a bilingual programme and the school has been authorised for the IB Diploma and PYP since 2006. Teaching vacancies for international hires at Enka Schools are advertised in the international educational press, through a number of major international teacher recruitment online sites and on the school website. We will attend several job fairs in January 2014.

ENKA SCHOOLS - Sadi Gulcelik Spor Sitesi, 34460, Istinye, Istanbul, TURKEY
 Telephone: +90 212 705 6500
 E-mail: mailbox@enkaschools.k12.tr • www.enkaschools.k12.tr

33 YEARS EDUCATING CITIZENS OF THE WORLD

School of the Nations – Escola das Nações – Brasília, Brazil

Founded in 1980, our School is based on the principals of the oneness of humankind, the elimination of prejudice, the pursuit of knowledge, and the advancement of society through service. We provide a warm and friendly educational environment and actively strive toward 'unity in diversity.'

School of the Nations is a private, bilingual, international school. We are accredited by the Southern Association of Colleges and Schools and the Council on Accreditation and School Improvement, divisions of AdvancED, and the Brazilian Ministry of Education and Culture. Approximately 865 students from 35 nations are enrolled in our Nursery through 12th grade Programs.

We offer competitive salaries, housing within walking distance of grocery stores and restaurants, airfare a settling-in allowance, delicious school lunches, and professional development.

We seek caring, dynamic and dedicated professionals who wish to contribute to our school community by making a difference in the lives of our students.

To apply, send a letter of interest, resume, credentials, and two professional reference letters to employment@edn.org.br

Consult our website and Tie Online for updated job postings.

www.schoolofthenations.com.br

Hong Kong International School

Hong Kong International School (HKIS) serves over 2,600 Reception 1 through Grade 12 students from around the world. As a Christian school with an international outlook, HKIS is responsive to the needs of our culturally diverse community of more than 40 nationalities. We are an educational community that believes in and lives out our Mission Statement:

Dedicating our minds to inquiry, our hearts to compassion, and our lives to service and global understanding

An American-style education, grounded in the Christian faith and respecting the spiritual lives of all

Faculty Openings for 2013-2014 Academic Year:

Lower Primary

- Classroom Teachers

Upper Primary

- Classroom Teachers
- Physical Education Teacher

High School

- Associate Principal for Academics
- Math Teacher

Application Process: Please visit our website to complete an online application and for the most current openings.

Requirements: Bachelor's degree (Master's degree preferable), teaching qualifications, minimum 2 years' teaching experience at the relevant grade level, international school experience ideal.

Attractive Benefits: Starting annual salary of US\$46,000 – US\$61,000, housing subsidy, retirement plan, worldwide medical insurance, tuition waiver for children, professional development opportunities, relocation and repatriation allowances.

To learn more about HKIS please visit our website www.hkis.edu.hk

Recruitment for the academic year 2014 – 2015 starts in December 2013

DOHA . WAKRA . AL KHOR

The English Modern School is an international school located in 3 main cities in Qatar, meeting the educational needs of 2500+ students representing 50 countries, and following the Cambridge International Curriculum from Year 1 to Year 12, using Best Instructional Practices.

www.emsdoha.net . www.emswakra.net . www.emskhor.net
email: recruitment@emsdoha.net

THE COLLEGIATE AMERICAN SCHOOL DUBAI

Seeks enthusiastic and committed professional educators for the 2013-2014 School Year

Grades 1-3: Classroom Teacher • Middle School: Music • Science • Math
PreK-K: Classroom Teacher • Elementary: Classroom Teacher

THE COLLEGIATE AMERICAN SCHOOL DUBAI provides a comprehensive educational program from Pre-K to Grade 12, the curriculum guided by the American Common Core Standards in a technology-enabled learning environment focused on digital learning.

This is an and is an excellent opportunity to join a remarkable team of professionals. A comprehensive remuneration package and international benefits include: Attractive Tax Free Salary, Furnished Accommodation or Housing Allowance, Bonus and Gratuity, Medical Insurance, Annual Airfare to place of domicile, and other benefits.

Please submit an application for the position, a detailed CV and contacts of 2 professional references to careers@innoventureseducation.com

“Education is about preparing children for life”

Education is so much more than just getting good grades; children who only do this by cramming and memorizing books just finish up as rather empty people. Over and above traditional teaching Al Alsson International School prepares students for life, providing academic and social help, guidance, and in particular programmes that develop character and confidence. If you are looking to join a team that is really offering a broad and balanced education and tries to teach the whole child, consider Al Alsson.

Al Alsson
British & American International School
CAIRO, EGYPT

Contact: vacancies@alsson.com
Phone: +202 33888510
Fax: +202 33868414
Web: <http://www.alsson.com>

ACADEMIA HEBREA DE PANAMA

Looking for an international teaching experience and the opportunity to make a positive impact on a community?

Academia Hebrea de Panama is a Pre-K through grade 12 private school located in Panama City, Panama with over 700 students offering a full academic program, sports and after school activities. We offer a competitive package and a full range of benefits for native English speakers, certified teachers with experience.

Please send resume to: info@academiahebra.com



WWW.NANJING-SCHOOL.COM

NIS is recruiting at Search Melbourne, Bangkok and London; CIS London.

RECRUITMENT@STAFF.NANJING-SCHOOL.COM



Nanjing International School
An **Inclusive Learning Community**

Western Academy of Beijing

Connect, Inspire, Challenge: Make a Difference

Founded in 1994, the Western Academy of Beijing (WAB) is now a leading international IB World School. WAB prides itself on its world-class facilities, highly qualified teachers, global curriculum, warm and supportive environment, and service-oriented culture. WAB provides a learner-centered atmosphere that nurtures a strong sense of community among its 1,500 students, all of whom are encouraged to take their place as responsible citizens of the world who can influence their surroundings through careful reflection and positive action. Our 420 staff members form an exciting and dynamic team of teachers, academic administrators, business managers, administrative professionals and technical staff. Together, we work to fulfill our mission: "Connect, Inspire, Challenge: Make a Difference."

WAB currently has the following vacancies for the 2014-2015 school year:

- Elementary School Counselor
- High School MYP Science/DP Chemistry

To see the most up-to-date opportunities and to learn more about WAB go to: <http://www.wab.edu/employment/job-opportunities>



Teaching Opportunities in the Caribbean



The Ashton School
DOMINICAN REPUBLIC

The Ashton School is a PK-12, SACS (Southern Association of Colleges and Schools) accredited private school located in Santo Domingo, the capital city of the Dominican Republic, located in the heart of the beautiful Caribbean.

To learn more about the exciting teaching opportunities at The Ashton School visit: www.tas.edu.do or www.tieonline.com

TAIPEI AMERICAN SCHOOL

The Bridge to Professional Excellence



Superintendent Dr. Sharon Hennessy interviews all candidates before a position is offered. She will be interviewing qualified candidates stateside October 8-25 and December 12-31, 2013 in anticipation of the needs of the 2014-2015 academic year. Dr. Hennessy will attend the Carney & Sandoe Associates, Search Associates, and ISS recruiting fairs in Bangkok, Cambridge, and Boston. Kindly submit letters of interest to the Human Resources Office at hr@tas.edu.tw.

www.tas.edu.tw

American School of Brasilia

Celebrating Diversity & Cultivating Citizenship

Take a picture and learn more about us!
QR-Code Reader necessary.

eabdf.br



Located only 10 minutes from the city center of Ulaanbaatar, the campus is situated on a 2.5 hectare site, embraced by beautiful natural surroundings near the south-east base of Mount Zaisan. A modern staff apartment is adjacent to the school. Our program is based on the Ontario (Canada) curriculum, from PreK-Grade 12. Facilities include a media center, 2 state of the art computer labs, gym, theater, science labs, art rooms, a soccer pitch & 2 swimming pools. Competitive salaries & benefits. Candidates must have a Bachelor's Degree, professional teacher certification with a minimum of 2 years teaching experience. We are a WASC accredited school.

Please send resume/application information to:

consultant@asu.edu.mn

For more information visit our website: www.asu.edu.mn




AMERICAN NICARAGUAN SCHOOL
CONNECTING THE GLOBAL COMMUNITY

The American Nicaraguan School is a private, non-profit, coeducational institution, founded in 1944, with grades from Nursery through Grade 12, composed of students of 30 different nationalities.

ANS MISSION


The ANS mission is to provide its multicultural student community with a US-accredited college preparatory program, based on democratic and universal values, that develops critical and ethical individuals capable of realizing their leadership potential by making meaningful contributions to society.

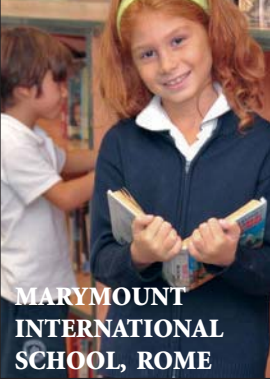
Global Awareness Intellectual Curiosity
Respect of Self & Others Innovation & Creativity
Social Responsibility Environmental Stewardship



DR. GLORIA J. DOLL
DIRECTOR GENERAL
USA TEL: 1-786-269-2117
E-MAIL: HR@ANS.EDU.NI

TEACH IN NICARAGUA!

WWW.ANS.EDU.NI 



MARYMOUNT INTERNATIONAL SCHOOL, ROME

Marymount International School is a private, Catholic, co-educational day school where each student is valued and nurtured. Our school offers a challenging Pre-K through 12 American curriculum, a variety of extracurricular activities, and a vibrant community life that enriches our beautiful 40 acre campus in northern Rome.


To learn more about our school, please visit us on the web:
www.marymount@marymountrome.org



KINDERWORLD GROUP
Offering a combination of Eastern values with an International outlook on education.

Singapore International School for students from Primary to University Foundation Year and KinderWorld International Kindergarten for students from Pre-Nursery to Preparatory, operated by KinderWorld Group, offers a diverse education combining the best of Eastern values with an International outlook for students. The KinderWorld Group founded in 1986, has a growing network of schools in Vietnam. We are recruiting Teachers for employment in Vietnam.

For more information, visit our website at www.kinderworld.net or Email: agnes.chan@kinderworldgroup.com



American School of Warsaw
Established in 1953

The American School of Warsaw is a nonprofit, independent, Pre K – 12 school with 900 plus students representing more than 50 nations. This year, we celebrate 60 years of providing excellence in education!

As a leading international school, ASW offers a challenging, standards-based curriculum, IB diploma program, and one-to-one laptop learning in Grades 5 through 12. Our highly qualified teachers work in world-class facilities.


Dedicated to inspiring and challenging our students to excel, ASW is looking for teachers who share our mission and passion for making a difference.

ASW provides: highly competitive, tax free (in Poland) salary, housing and settling allowance, generous professional development opportunities, return air fare on successful completion of contract, and much more.

We will begin posting new openings for the 2014-2015 school year in late October. For more information about our school, please visit www.aswarsaw.org.

Intellectual curiosity and learning are at the core of all we do

Bielawa, ul. Warszawska 202, 05-520 Konstancin-Jeziorna, Poland
Ph: (48 22) 702 85 00; Fax: (48 22) 702 85 99; www.aswarsaw.org





Enter to Learn - Leave to Serve

The American Embassy School, New Delhi, is a K-12 international school serving 1400+ children from 50+ nations with a sincere commitment to making a better world. We are seeking teachers who can inspire and support dynamic, creative teaching and who values the importance of data in improving instruction. Please visit our website beginning early October for possible openings for the 2014-15 School Year. If you wish to become a part of this caring and competent community please send a letter of application, resume and two current references to recruitment@aes.ac.in

Only US nationals, having worked in an American or an International School need apply. For more information about AES, visit our website: <http://aes.ac.in>



Changchun American International School

We are an IB World school serving children aged 3-19. The school is a beautiful place, but it is much more than that. It is an inspiring, exciting, secure and comfortable place in which to learn and teach.

Contact : recruit@caischina.org
Current teaching vacancies will be listed on www.tieonline.com or visit our website www.caischina.org




CAREER OPPORTUNITIES For School Year 2012-2013

Bayan Gardens School (BGS), located in Al-Khobar, Saudi Arabia, is a private bilingual national school. BGS thrives on providing the best American-based curriculum in Language Arts, Science and Math.

Positions Available In

- Language Arts (Grades 6-12: Poetry, Creative Writing, Novel Study, Grammar, Integrated Literature Series)
- Homeroom Teachers (Elementary School 1-5)
- Management Information Systems (MIS)

English Curriculum is based on U.S.A. curriculum series. All teachers must have appropriate degrees and minimum of 3 years experience.

Our goal at BGS is to achieve excellence in education without compromising the basic skills and values of life. Our vision continues, in that we must:

Learn from the PAST Integrate with the PRESENT to Prepare for the FUTURE


If you are interested, please apply at Bayan Gardens School
email: HR@bayaan.com Fax 03-894-9991

Gyeongnam International Foreign School is a small American style [nursery (age 3) through 12th grade] school in Sacheon, South Korea. The academic program is comprehensive and challenging. Small classes allow staff to have a close working relationship with students and with each other. Staff benefit from a newly revised very competitive compensation/benefits package. Be part of a growing school that seeks dynamic change and academic excellence.

Salary is 2,410,000 (KRW) to 3,550,000 (KRW)
+ rent-free furnished private housing + round trip airfare
+ free lunch during school + retirement + more.

For more information see our website at www.gifs.or.kr or contact John Ha, Executive Director at mrha@gifs.or.kr






COLEGIO MAYA

The American International School of Guatemala

Colegio Maya is a small dynamic international school in Ciudad de Guatemala. Colegio Maya is accredited by AdvancED, SACS, CASI. We offer a challenging college prep program with fully developed Advanced Placement classes.

Colegio Maya students in PreK - 12th grade come from over 30 countries and are immersed in active/experiential learning developing their multiple intelligences and contributing to a vibrant community based on respect, excellence, and service.

www.cm.edu.gt
"Catch the Spirit"




INTERNATIONAL SCHOOL OF PRAGUE

60 different nationalities in a supportive and inclusive community **Exceptional campus and facilities**
Ages 3-18 Outstanding IB School with over 60 years educational excellence **Excellent benefits and strong professional development** **Extraordinary beauty, history, and culture in the heart of Europe.**

Join a dedicated faculty and staff who inspire learners to lead healthy, fulfilling and purposeful lives, preparing them to adapt and contribute responsibly to our changing world.

www.isp.cz International School of Prague s.r.o., Nebušická 700, 164 00, Prague 6, Czech Republic
 phone +420 220 384 111 e-mail employment@isp.cz



IVY ACADEMY

THE MULTIPLE INTELLIGENCES PRE-SCHOOL

Join The Premier Pre-School in Beijing, China

www.ivyacademy.cn

The American School of Marrakesh

ASM offers an international program from age 2 to University entrance. We currently have openings at both the elementary and secondary levels. The school offers a competitive package and a full range of faculty benefits. Please see our website for further details:
www.asm.ac.ma.

If interested, Please send your application to employment@asm.ac.ma and indicate the position(s) for which you are applying in the subject line of your email.



Come and join us at Lahore American School!

Over 400 students from the international community and Pakistan enjoy high quality education at Lahore American School. LAS is located within the lush, green metropolis of Lahore, the capital of the Mughal Empire and the heart of Pakistan. Lahore is the educational and cultural capital and home to a multitude of world renowned textiles and handicrafts. LAS offers a highly competitive salary and benefits package including:

- minimum tax free starting salary of USD 32,000 coupled with a low cost of living
- housing, vehicle, settling in allowance, re-signing bonus
- comprehensive medical insurance with TieCare
- tuition waiver for accompanying children
- professional development opportunities

We recruit annually at the Search IRC's and we post openings on TIE online. Applications from enthusiastic, qualified teaching professionals are welcome at any time!



For further enquiries contact Kathryn Cochran (Superintendent)
anaeem@las.edu.pk
 website : www.las.edu.pk



AMERICAN INTERNATIONAL SCHOOL of Abuja

AISA is currently accepting applications for positions in the coming 2013-2014. AISA is a dynamic school and Abuja is a vibrant city. Nigerians are warm, friendly, and gracious.

Visit us on the web for more information:
www.aisabuja.com



Saudi Aramco Schools

Saudi Aramco Schools operates six American curriculum schools for the dependents of employees working for the Saudi Arabian Oil Company. In advance of knowing the vacancies for 2014-2015, Saudi Aramco Schools is currently accepting applications for teaching and administrative positions for educators with North American certification and a minimum of three years of successful teaching experience.

Benefits offered by Saudi Aramco Schools include:

- Highly competitive package including; competitive salary, medical, subsidized dental plan, subsidized housing, Company contributions to a savings plan, Company provided retirement plan, annual household shipping, and an annual repatriate airfare.
- On-going professional growth and development opportunities.
- A wide variety of recreational opportunities.

Saudi Aramco Schools plans to attend the following International Recruitment Fairs:

January 4-7, 2014	International School Services Bangkok, Thailand
January 8-11, 2014	Search Associates Bangkok, Thailand
January 25-26, 2014	Aramco Services Company Houston, Texas
Jan. 30 - Feb. 2, 2014	Search Associates Cambridge, Massachusetts
Jan. 31 - Feb. 2, 2014	University of Northern Iowa Waterloo, Iowa
February 10-13, 2014	International School Services San Francisco, California

For more information, contact:
 Saudi Aramco Schools
 Box 73 Dhahran 31311
 Saudi Arabia
 Tel: 966-3-877-1675 / Fax: 966-3-877-1369
 Email: jobs@saslearning.com





PAN AMERICAN SCHOOL
PORTO ALEGRE - BRASIL


The Pan American School (PAS) strives for excellence; inspiring global and caring learners to build their future.

The Pan American School of Porto Alegre is a private, coeducational, PYP authorized and AdvancED accredited school committed to excellence in education and the personal growth of each student. PAS provides a multi-cultural learning environment offering a broad and extremely challenging curriculum for our 350 students from pre-kindergarten through high school. We are seeking enthusiastic and dedicated professionals to be part of our team.

Candidates may apply directly by emailing: employment@panamerican.com.br

www.panamerican.com.br






CANADIAN ACADEMY
inspiring minds, nurturing compassion

Canadian Academy is a private, co-ed, international school serving students ages 3-18, in southwest Japan since 1913.

An IBO World School, CA offers outstanding facilities on a 3.6 hectare campus, including a dormitory.

CA looks for qualified and inspired applicants year-round.

www.canacad.ac.jp





Colegio Bolivar, a non-denominational American school located in Cali, Colombia, seeks promising and ambitious teachers to be part of a strong and active faculty. Colegio Bolivar is located on a lush 35 acre campus in the Andes foothills with open classrooms and ample green space.

Qualifications: Current teaching license and two years of experience. Send cover letter, resume and three professional references to:

Dr. Joseph Nagy, Director
jnagy@colegiobolivar.edu.co

The school offers:


- Competitive salaries and benefits
- Two-year contract
- Round-trip air transportation
- Relocation assistance: orientation, furniture, shipping
- Medical insurance plan: 100% Colombian based with international coverage
- Strong professional development program
- Outstanding community
- Housing allowance

For more information about Colegio Bolivar visit the school's website at: www.colegiobolivar.edu.co



COLEGIO BOLIVAR
An Educational Community

Accredited by the Colombian Ministry of Education & AdvancED, Advancing Excellence in Education Worldwide since 1961



GUANGZHOU NANHU INTERNATIONAL SCHOOL
廣州南湖國際學校

OUR MISSION


To nurture and inspire our diverse learning community to be life long learners and to take their place as responsible global citizens.

Guangzhou Nanhu International School (GNIS) is a co-educational school located in southern China. GNIS offers quality education in English at Early Childhood, Primary and Secondary, level. We use the IBPYP in Early Years and Primary the British curriculum in secondary up to IGCSE and the IB Diploma Programme in senior years.

We offer a competitive salary and benefits package (shipping and housing allowance, international medical insurance, bonus and air tickets), low teacher-student ratio, and a pleasant working environment.

Guangzhou is a bustling city with modern comforts. Along with Shanghai and Beijing, it is one of the 3 most important cities in China---only 2 hours from Hong Kong.

Interested applicants should send a C.V., cover letter, credential documents and recent photograph gnis.hr@gmail.com.




25 YEARS OF EXCELLENCE
AMERICAN SCHOOL OF DOHA
AT THE HEART OF LEARNING


At the American School of Doha learning is creative, innovative, authentic, collaborative, data informed, technology-infused, and fun!



The American School of Doha has been dedicated from the beginning to providing an American style education, that is internationally enriched by 72 different nationalities from Pre-K to grade 12, with multiple options such as the International Baccalaureate Diploma, and Advanced Placement Courses.



The American School of Doha is a world class facility, with world class teachers. The impressive resources for technology, music, art, physical education, theater, library, and classroom spaces all communicate the message that learning is at the center of planning and instruction.



The American School of Doha; www.asd.edu.qa
P.O. Box: 22090, Doha-Qatar, +974-4459-1500
Deborah Welch, PH.D., Director



Yongsan International School of Seoul
TRUTH * EXCELLENCE * DIVERSITY



Consider joining us in our mission to instill in each student a passion for truth, a commitment to excellence, and an appreciation for diversity. YISS seeks experienced, globally-minded professional Christian educators who are skilled in their subject area and care deeply about their students. Our desire is to provide an excellent academic program in a safe and caring learning community that inspires and prepares students for success in college and in life.

With over 900 students representing 48 different countries, YISS is a Kindergarten-Grade 12 international school located on a beautiful modern campus in the heart of the foreign community in Seoul, South Korea. Fully accredited by WASC and ACSI, YISS offers an American-based curriculum.

Our teachers are committed to educating the whole child and value the development of character and spiritual growth as well as academic growth of each student. Does this describe you? Come join our team.

Website: www.yisseoul.org
Email: human.resources@yisseoul.org

The International School of Panama

With more than 1,000 students from nearly fifty nations, ISP mirrors the multi-cultural diversity of its beautiful and fascinating host country.

Highly qualified teachers with experience in K-12 schools interested in working with happy, motivated students in a friendly, collegial environment are invited to submit a resume and cover letter.

Applications from singles and teaching couples are welcome. The package includes a tax-free salary, housing allowance, health insurance, transportation and relocation benefits.

Resumes and inquiries should be sent to:
teach@isp.edu.pa



Tanea Htibler,
HS Science

I dedicate the majority of my day to being a great teacher

Pursue excellence in a spiritual learning community

The Concordia administration fosters our teachers' talents and encourages their professional growth. It is this partnership that drives our innovation and creative excellence. Our teachers bring the innovation; our leadership makes it happen—that's the Concordia difference.

Bring your passions and decide how much difference you will make.



For information on specific job openings, visit employment.concordiashanghai.org

International School of MYANMAR



Founded in 1998 with 48 students IEC has grown to 1100 students. Located in Yangon, Myanmar, ISM is a WASC accredited Pre-K-12 school, offering AP in the high school. ISM is also a school renowned for its active community service. Eighty-five percent of our students are Burmese but we have over 12 nationalities represented.

Requirements: degree & teaching certification. Annual r-t airfare, housing & utilities provided w/daily maid service, club membership, TieCare Insurance, tuition up to 2 children, daily transport provided to and from school, low cost of living w/potential savings up to 50%.

To view our current available positions, please visit www.tieonline.com, or contact Tom Egerton, Director - Email: tcegerton@gmail.com Website: ismyanmar.com



The International School of Egypt

ISE established in 2009, following the American Curriculum resulting in an American Diploma. ISE serves Pre-K through 9th Grade adding a grade level each year.

New Cairo - Egypt
E-mail: info@isegypt.org
www.isegypt.org

INTERNATIONAL SCHOOL OF THE SACRED HEART

TOKYO, JAPAN



ISSH is a Catholic school for girls from Kindergarten (age 3 onwards) through Grade 12, and boys are accepted into the school's co-educational Kindergarten program. The school offers an international curriculum with Advanced Placement (AP) courses offered at the High School level and the International Primary Curriculum (IPC) in Grades K3-G4.

Qualifications: Valid teaching credentials, 3 years full-time teaching experience, AP/external exam experience for high school, MA degree preferred, multicultural/international experience preferred.

ISSH is accredited by the Western Association of Schools and Colleges (WASC) and the Council of International Schools (CIS).

For more information please visit our website: www.iss.ac.jp

المدرسة العالمية الأميركية

UNIVERSAL AMERICAN SCHOOL

The Universal American School - KUWAIT is one of the oldest American schools in the country. UAS is a college preparatory day school serving around 1,756 students from PreK-12 with more than 31 different nationalities represented. UAS offers a full American standard curriculum. AP program and AP international diploma are an integral part of the high school.

VACANCIES

HIGH SCHOOL:
English, Science, Math, Counselor

MIDDLE SCHOOL:
English, Science, Math, Social Studies, Principal

ELEMENTARY:
Classroom Teacher
Grade 1-4, Counselor, Intervention

BENEFITS: Competitive Tax Free Salary, furnished housing within walking distance to the school, free utilities and maintenance, yearly airline tickets, international health insurance, end of service benefits, no absence bonus, shipping allowance after 2 years of service, professional development.

QUALIFICATIONS: Academic degree and teaching certification, minimum of 2 years of teaching experience. Qualified and experienced applicants please submit resume, recommendations and photo.

Universal Educational Services, Inc
PO Box 3163
Greenwood Village, CO 80155
Em: yousha@aol.com
Web site: www.uas.edu.kw

- KUWAIT -

ESCUELA CAMPO ALEGRE

The American International School

ECA is a dynamic school serving over 550 students from 43 countries with a teaching faculty from 7 countries. Located in Venezuela's capital city of Caracas, ECA has an exceptional staff of educators, a strong professional development program, state of the art technology and a fully written curriculum. ECA is accredited by CIS (Council of International Schools) and MSA (Middle States Association of Schools and Colleges).

GENERAL APPLICANT INFORMATION

SALARY: Competitive **BENEFITS:** Include round trip transportation, housing, life/accident health and disability insurance, annual home leave provisions, settling-in allowance, pension, wellness allowance and professional development opportunities.

QUALIFICATIONS: ECA offers competitive salaries with savings opportunities for teachers with at least two years of experience and outstanding qualifications.

Please submit a letter of application, resume / CV, and any open letters of reference to:
Dr. Gregory Hedger, Superintendent
jobs@ecak12.com

ESCUELA CAMPO ALEGRE
CCS9701 Escuela Campo Alegre
P.O. Box 025323
Miami, FL 33102-5323
Venezuela: Tel: (+58 212) 993 3922 Fax (+58 212) 993 0219
Website: www.ecak12.com

THINK EGYPT!

NURSERY - G12

APPLICANTS MUST BE CERTIFIED AND EXPERIENCED.

BENEFITS INCLUDE A COMPETITIVE SALARY, HOUSING ALLOWANCE, MEDICAL INSURANCE, SETTLING-IN ALLOWANCE AND ROUND TRIP TRANSPORTATION.

OPENINGS WILL BE POSTED IN FUTURE EDITIONS OF TIE AND ON WWW.TIEONLINE.COM AS NECESSARY.

CANDIDATES SHOULD EMAIL DETAILED RESUME, PHOTO, COPIES OF DIPLOMAS/CERTIFICATES, AND MINIMUM OF 3 CURRENT REFERENCES TO:

APPLY NOW

MIKE PAVLOS
EMAIL: HR@MAC-EG.COM
WWW.MAC-EG.COM

Lincoln School

Lincoln School in Kathmandu, Nepal, located in the shadow of the Himalayas, is a PS-12th grade independent school with an American curriculum. With 350 students, Lincoln is a true community school offering teachers an opportunity to work with motivated students and wonderful colleagues in one of the world's most fascinating places.

Please check our website for current openings www.lspnepal.com

Salary: Tax-free starting salaries of \$34,000 to \$52,000.

Benefits: Excellent benefits: R/T airfare, housing allowance, health and disability insurance, shipping allowance, home leave....and a great school!

Qualifications: Teachers who will support a student-centered approach and who have at least three years of classroom experience.

Send resume, statement of Educational Philosophy, and references to:

Dr. Harold Fleetham, Director -- Email: hfleetham@lspnepal.com
Check our website: www.lspnepal.com

THE COUNTRY DAY SCHOOL - COSTA RICA

Be part of a strong international community and share our love for a beautiful country!

The COUNTRY DAY SCHOOL, founded in 1963, is a private, English language, non-sectarian school providing a structured and challenging education in grades PK-12. The purposes and standards of the school are comparable to selective U.S. independent and college-preparatory schools.

Classes are small, ranging in size from 8 to 20 students. An experienced faculty drawn from the United States, Costa Rica, and several other countries is guided by a teaching philosophy that challenges and supports students to be independent learners and thoughtful citizens.

Country Day is accredited by the Middle States Association of Colleges and Schools (MSA) and the Costa Rican Ministry of Education. It offers the American High School Diploma and a wide range of Advanced Placement (A.P.) Courses. It also prepares students for the Costa Rican Bachillerato Examinations. The school campus provides excellent facilities and resources which, besides well-equipped classrooms, include two libraries, a multimedia center, elementary and secondary multimedia centers, a spacious gymnasium, the cafeteria-auditorium, science labs, sports fields, and swimming pool.

The school is located in the Central Valley, in the town of Escazú, about 7 km. from the center of San José.

See our website for more information and current vacancies

www.cds.ed.cr Greg L. MacGilpin, Jr., Director

International Teaching Opportunities

Teachers' Overseas Recruiting Fair

24-26 January 2014

- 70-80 international schools from 40-50 countries
- Several hundred positions K-12
- Placements for August/September 2014
- Most contracts for 2 years
- Minimum 2 years experience required
- Well organized event, comfortable size
- Limited space, register ASAP

CONTACT

Education Career Services
Faculty of Education
Queens University, Kingston, ON
Canada
Tel 613.533.6222
ed.careers@queensu.ca

<http://educ.queensu.ca/torf>




HELP US FINISH OUR TO-DO LIST!

- ✘ Build new campus on shores of Red Sea in Saudi Arabia
- ✘ Craft a collegial professional culture focused on student learning
- ✘ Candidacy status for PYP, MYP and DP authorization in the first year
- ✘ Develop outstanding salary and benefits package
- ☐ Carefully select a few more gifted educators

Create a beacon of education in Saudi Arabia.

Join a prestigious team of educators as we continue the important work of developing one of the Middle East's finest schools.

Send enquiries to schools@kaust.edu.sa with resume, cover letter and list of references with contact details.

Inspiration.
Integrity.
Achievement.



THE KAUST SCHOOL

www.kaustschools.org

Children of today, leaders of tomorrow

KBS is a Kindergarten through Grade 12 bilingual school, Arabic-English, established in 1998 located in the city of Jahra. We have 1,100 students from 19 different nationalities. Our programs are American styled and resourced.

JOIN OUR TEAM: Qualified applicants with Bachelor's degree, teaching certificate and a minimum of two years teaching experience are encouraged to apply. We offer a competitive tax free salary and generous benefits package. IB-PYP experienced teachers preferred for primary positions.

FOR MORE INFORMATION CONTACT:
Mr. Ghassan Jilani, Director General
Director@kbs-edu.com

Ms. Reem Al Enzi, Office Manager & HR
Vacancies@kbs-edu.com · Fax: +965 24572300




KUWAIT BILINGUAL SCHOOL

www.kbs-edu.com



NARMER AMERICAN COLLEGE

CAIRO, EGYPT
www.nacegypt.com

NARMER AMERICAN COLLEGE is one of Cairo's Premiere International Schools. Our 100 acre campus includes an Olympic size pool, gymnasium, concert auditorium and several dance studios. To support our academic program, we have fully resourced science labs, art studios and computer labs.

We offer both the American Diploma and the British IGCSE Program. We are looking for those professional educators, experience AP/IGCSE certified, to join our team. We provide regionally competitive salaries and benefits to support and offer a full Professional Development Program. Please visit www.nacegypt.com or email youssef@nacegypt.com.

International School of Aberdeen

Exceptional Care For Every Child

At ISA we are committed to providing an exceptional experience for every student. If you are interested in working at a school with this focus and can bring:

- Commitment
- Enthusiasm
- Collaboration
- A love of teaching and kids
- A sense of humour

Please forward a cover letter and resumé for the attention of the Director.







Dr Dan Hovde, Director
Pitfodels House, North Deeside Road,
Pitfodels, Cults, Aberdeen AB15 9PN, Scotland
Ph : (01224) 730300 Fax : (01224) 865558 / 865548

- Website: www.isa.aberdeen.sch.uk
- Email: jobs@isa.aberdeen.sch.uk


Equipping Minds - Building Character



George Washington Academy is a private, American School located in Casablanca, Morocco with 700+ students in grades K-12. GWA's mission to equip minds and build character is carried out daily by an amazing, supportive team of teachers and staff.



Candidates contact:
recruiting@gwa.ac.ma
or apply online:
www.gwa.ac.ma/HR





THE AMERICAN SCHOOL OF ASUNCIÓN PARAGUAY

“Developing, Respecting, Excelling”


- Dynamic colleagues and the community working together to create a great school
- Curriculum focusing on student-centered learning
- Community Service highly valued
- Safe and culturally interesting capital city
- Central location for travel opportunities throughout the South American region
- On-site Master's program from a U.S. accredited university
Earn your degree while you teach!

www.asa.edu.py or asagator@asa.edu.py
to learn more about joining the ASA Team

YOUNG HOON Elementary School

South Korea
Nurturing the leaders of tomorrow's world



Young Hoon Elementary School was founded in 1965 and is accredited with the Ministry of Education in Seoul, South Korea. The school population is approximately 864 with 144 enrolled in each grade from one to six. In 1996, YH became the first school to develop and deliver an immersion program and is now considered the premier immersion school in Korea.

YH is now accepting applications from certified teachers for the new school year beginning in March, 2013. Please attach a CV with the names of two referees and a covering letter to: Robert Little, Immersion Program Director.
Email: younghoonip@gmail.com

For more information please visit our website: www.younghoon.es.kr Ph: 82 2 944 7830 Fax: 82 2 982 5911

AMERICAN COOPERATIVE SCHOOL OF TUNIS

Opening Doors, Hearts, & Minds



The American Cooperative School Of Tunis (ACST) has been serving the expatriate community in Tunisia for more than fifty years. Located at the northernmost point in Africa, on the Mediterranean Sea, and a short hop from Europe, this vibrant American international school has a student body of just over 640 students from more than 70 nations. Tunisia is an amazingly beautiful, safe, and historically interesting country that is one of the top tourist destinations for Europeans.

Potential candidates should read the introductory section of Lonely Planet Tunisia for a brief summary of what is in store in Tunisia.

ACST has filled all positions for the 2013-2014 school year. Thanks to all of you that took the time to apply to work in Tunis. Early next fall we will begin posting potential openings for the following school year. We will be seeking applications from trained, certified, experienced (five years minimum), and highly recommended candidates. Candidates with graduate degrees, US national board certification, and/or IB Diploma experience (HS level) will be preferred.

www.acst.net




Raffles American School

is now accepting applications from experienced Teachers interested in founding a new school in Iskandar, Malaysia.

If you believe your efforts really can change the world, contact:
Dr. Rob Mockrish, Superintendent
robmockrish@raffles-american-school.edu.my

Think. Create. Succeed.

One world, one school.




Qualifications:
B.A. degree, with U.S. teaching certificate (or equivalent), 2 years of successful classroom experience.



Dr. Michael Schramm / Director
careers@uas.edu.uy
Phone: 598 26007681
www.uas.edu.uy

 **Uruguayan American School**

 [UruguayanAmericanSchool](https://www.facebook.com/UruguayanAmericanSchool)





SFS
Seoul Foreign School

Seoul Foreign School Teachers are passionate, inspiring and caring. We are seeking outstanding professional educators who can support the school's Christian philosophy and who actively demonstrate a Christian commitment.

Established in 1912, Seoul Foreign School (SFS) offers rigorous academic programs, including IGCSE and IB in our High School, the English National Curriculum for KS1-KS3 (Reception to Year 9) in the British School, and a parallel inquiry based curriculum, guided by the IB learner profile, in both the Elementary and Middle Schools.

SFS offers a teaching environment that is supportive and generously resourced, a commitment to growing you professionally, on-campus accommodation, and an excellent salary & benefits package.

Visit our website to see our openings for 2013-14, view our SFS recruitment video, and complete our online application form.




AMERICAN INTERNATIONAL SCHOOL OF BUCHAREST **50 YEARS 1962-2012** engage|prepare|inspire



AISB **engages** learners in a rigorous and balanced international education, **prepares** them to realize their full potential, and **inspires** them to be successful and responsible global citizens

- IB World School
- Exceptional campus and facilities
- Excellent benefits including furnished housing
- Incredible beauty of Romania
- Supportive community

Dr. David Ottaviano, Director ▶ office@aisb.ro
Please see our website for current job opportunities

www.aisb.ro




AISJ
South Africa

The **American International School of Johannesburg (AISJ)** is a Pre-Kindergarten through Grade 12 co-educational school founded in 1982. AISJ is situated on two beautiful and spacious campuses which serve both the Johannesburg and Pretoria areas. The school offers a standards based curriculum which develops the understanding, knowledge and skills base for all students to be successful. AISJ is accredited by the Middle States Association of Colleges and Secondary Schools in the United States. The school is also a member of the Association for the Advancement of International Education (AAIE), the Association of International Schools in Africa (AISA), and The International Baccalaureate Organization (IBO).

At AISJ we firmly believe that quality education is vastly dependent on both the recruitment and development of a talented and a vibrant staff. We place critical importance, and expend considerable energy, on the recruitment and training of staff. AISJ not only seeks talented and energetic individuals who are committed to working in a collaborative and supportive learning environment, but furthermore, are willing to participate in on-going professional development.

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Interested applicants should submit a current two page resume and the contact details of three recent referees.

Terry Christian, Headmaster
Email: tchristian@nishimachi.ac.jp • Tel: 81 3 3451 5520 Fax: 81 3 3456 0197
Teaching vacancies will be posted on our website: www.nishimachi.ac.jp

American International School of Guangzhou

廣州美國人國際學校 CHINA



Contact: Joe Stucker, Director
Email: teaching@aisgz.org

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at ASIJ we love to learn

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For details of our openings for 14-15 school year, please check our website.
 Nursery through grade 12. Accredited by WASC.
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INTERNATIONAL SCHOOL OF GEORGIA

Tbilisi, Georgia

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Salary: \$22,000 - \$42,000 Tax Free **Benefits:** Annual flight, furnished housing, Georgian health plan, hot school lunch, free tuition for teachers' children, possibility of saving 50% of one's salary.

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Contact: Marina Zhgenti director@newschoolgeorgia.com
Phone: 995 99 532405 **Website:** newschoolgeorgia.com

Bahrain Bayan School seeks well-trained, dedicated, and caring teachers to join our bi-lingual school and community.



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Desirable Qualifications and Experience:

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Application Procedures:

Qualified candidates should send an email to Mr. Stephen Sibley (Director) at ssibley@cic-valencia.org.ve and Karen Sandoval (Human Resources Department/Assistant to the Director) at ksandoval@cic-valencia.org.ve Initial interviews may take place via skype and/or by appointment in the U.S. at the AASSA Recruiting Fair, Atlanta from December 5 - 8, 2013. CIC will also be interviewing at UNI, Queens Search, and ISS.

Candidates should email the following materials:

- Letter of application, explaining your strength as a candidate,
- Resumé (not to exceed two pages) highlighting education, experience, and desired qualifications as listed above.

Benefits include:

- Retirement plan
- Settling in gift
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Please feel free to keep abreast of our school through our webpage www.cic-valencia.org.ve

Telephone:
(58) (241) 842.18.07 / 842.65.51 / 842.16.64
admin@cic-valencia.org.ve

Mr. Stephen E. Sibley
Director
Eric Chicas
Secondary Principal
Judith Tostenrud
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A'Takamul International School, Kuwait offers an attractive remuneration package. If you are interested in joining our team of education professionals please view the job description and email your CV to vacancies@ipe.com.kw or vacancies@atakumul.edu.kw.

Detailed information can be found on our website or TIE online.



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Margie Elhage-Cancio, Ph.D. Director
International School of Curaçao
P.O. Box 3090, Curaçao, Dutch Caribbean | www.isc.cw

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e-mail: rrisch@isb.rs
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SCCS is accredited by AdvancED and is a coed, private Prekinder-Grade 12 college preparatory school located in Santa Cruz, Bolivia with over 600 students. (80% of the students are Bolivian nationals.) SALARY: \$22,000-\$28,500 plus benefits.

QUALIFICATIONS: Candidates must have an excellent level of English and hold a degree in their teaching area.

MATERIALS: Send letter of interest, current resume and photograph to: David Deuel, SCCS Director. Email: ddeuel@sccs.edu.bo Website: www.sccs.edu.bo

Interviews: AASSA; UNI; Search (Cambridge)

The Overseas School of Colombo

The Overseas School of Colombo is the premier International School in Sri Lanka. Accredited by the Council of International Schools and the Middle States Association of Schools and Colleges, it is fully authorized by the International Baccalaureate and offers the PYP, MYP and DP Programmes.

With a diverse international student population numbering 400 students across 40 nationalities, we offer a holistic learning atmosphere to our students who are nurtured by a highly qualified international faculty. We strive to provide the most up to date learning and teaching facilities for our community and maintain a high standard of education.

Areta Williams – Head of School
 Email: awilliams@osc.lk Tel: +94 11 2784920-2 Web: www.osc.lk

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For more information, please visit our website: www.das.sch.sa or www.tieonline.com or contact: employment@Das.sch.sa

CIC INTERNACIONAL DE CARACAS

CIC is an international school of 200 students in Caracas, Venezuela. Our academic program is rigorous; our curriculum is designed to give our students the background they need to succeed at other excellent schools or universities. The Secondary curriculum includes the IBMYP and IB Diploma curricular. Moving overseas can be difficult, especially for teenagers. The school's pastoral and after school programs are a critical part of our support system for students. Teachers are expected to become actively involved in our advisor and activities/athletics/community service programs.

Salary: Competitive. **Benefits:** airfare, furnished housing, medical insurance

Qualifications: At least 3 years experience, comprehensive knowledge of their field, and desire to both learn from and teach the school's faculty and students. Applicants with advanced degrees, international experience, and a history of sponsoring after school activities will have an advantage.

Email a letter of interest and a CV. This should include a list of references and their contact information and a photo of applicant engaged with students.

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APIS MISSION STATEMENT

APIS strives to educate its students, in a loving and caring Christian environment, to become globally enlightened citizens, who are able to bridge the gap between the East and the West and are ready to welcome the exciting challenges of the New Pacific Century.

www.apis.seoul.kr



Qatar Academy Al-Khor (QAK) is a private, non-profit, and co-educational school founded in 2008 by the Qatar Foundation for Education, Science and Community. QAK serves Qatari students, offering them an American style curriculum in addition to meeting the requirements of the Qatar National Curriculum. There is a strong commitment to ensuring student success in a caring and supportive environment. The Academy is accredited by Middle States Association of Colleges and Schools (MSA) and is currently pursuing MYP authorization.

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QAK would like to thank all the excellent candidates who applied for jobs at our school. Currently, all positions are filled for the 2013-2014 academic year. However, QAK is a growing school and we look forward to receiving applications from well-qualified candidates for the 2014-2015 academic year.

Ghada BouZeineddine, Director
Website: www.qak.edu.qa

Employment inquiries may be sent to: Sandra L. Joy
Academic Affairs Coordinator
Email: sjoy@qf.org.qa



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BENEFITS: AUS offers a competitive salary package, transportation cost, housing, medical insurance, visa sponsorship, annual home leave, relocation allowance and a contract extension bonus. Teaching couples with school-age children enjoy free tuition.

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Makhlouf Ouyed, General Director
email: makhlouf.ouyed@cat.mx
website: www.cat.mx

Interviews: *UNI*




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- Experience in teaching IB PYP, IBDP preferred

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Website: www.amadeus-vienna.com. Thank you!

AMADEUS
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A NOBEL TALENT SCHOOL

The International School of Ulaanbaatar
Mongolia

ISU is a Pre-K through Grade 12 international IB World School catering to the local and expatriate communities in Ulaanbaatar. The school is accredited by CIS and NEASC and authorized to offer the IBYP, IBMYP, and the IB Diploma. With 360 students currently enrolled, we are growing quickly.

We are looking for certified, talented, student-centered teachers who are flexible, adaptable and want to work in a small school in an exciting, rapidly developing country. IB experience is strongly preferred.

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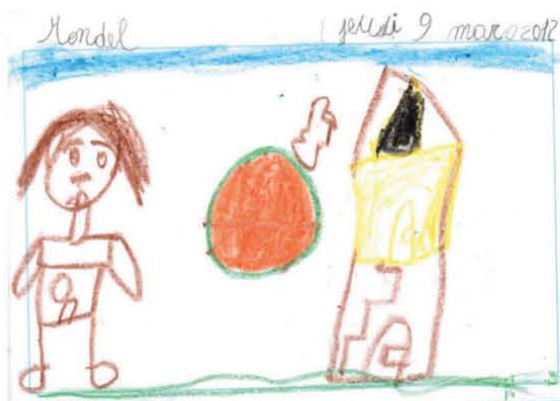
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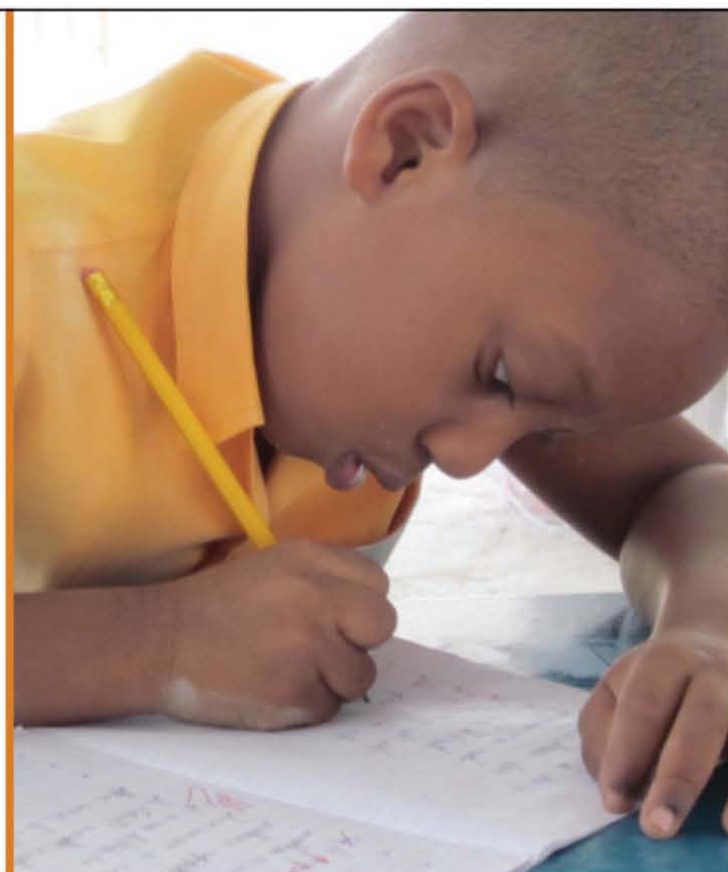
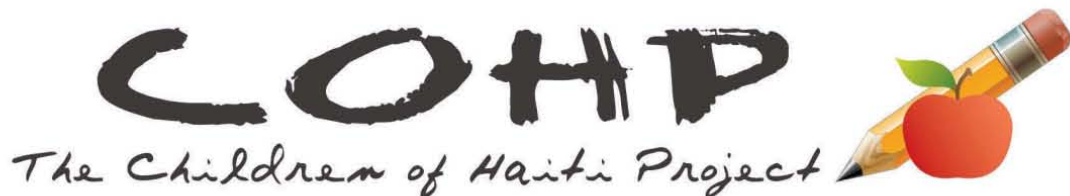
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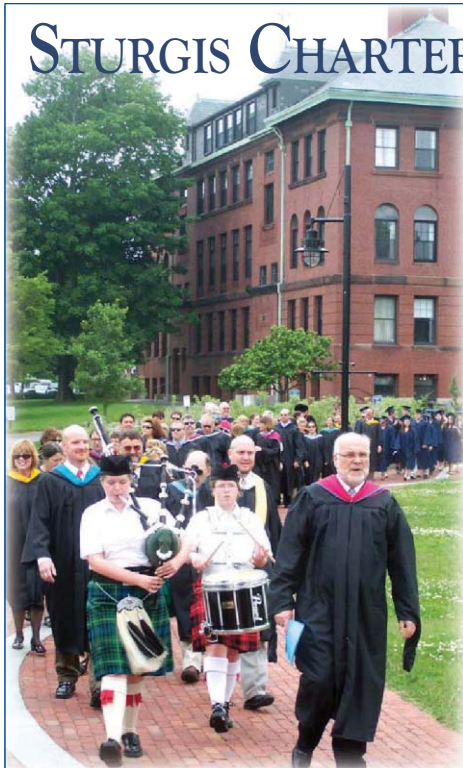
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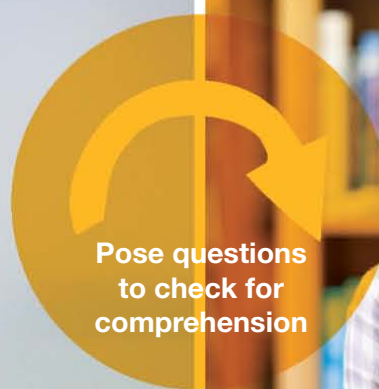
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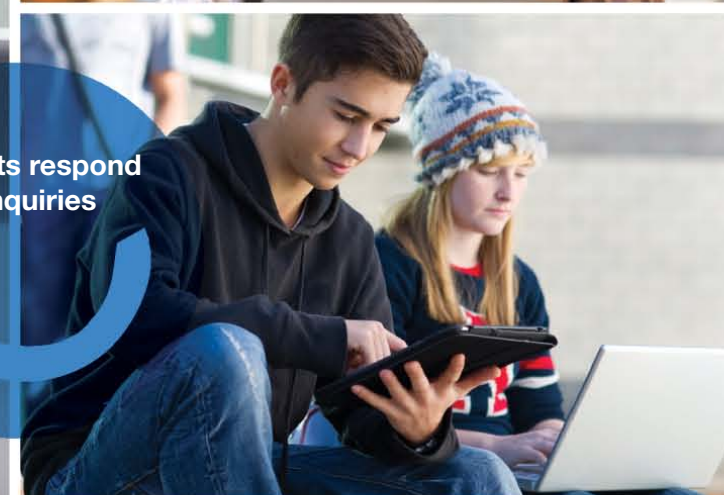
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