



THE INTERNATIONAL EDUCATOR

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Project-Based Learning, from the Beginning

By Kate Ferrier

The International School of Beijing's (ISB) evolving vision for student learning strives to inspire students through relevant and engaging experiences and innovative teaching models.

As a result, the curriculum and professional learning coordinators at ISB are working with curriculum area leaders and teachers to incorporate forms of project-based and experiential learning into the elementary, middle, and high schools. Last December saw the culmina-

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Working with British arts educator Debi Keyte-Hartland, pre-Kindergarten students at the International School of Beijing created, and captured, beautiful shadows in their environment (photo: K. Ferrier/ISB).

After Typhoon Haiyan

An outreach update from the Philippines

By David Toze

Here is an update on what we have been doing to relieve the damage and devastation caused by the typhoon that hit the Central Philippines last November.

Much of the money that we raised we diverted to UNICEF, to help out with the emergency relief that was so necessary in the immediate aftermath.

Separately, we selected a project that fit in with our own service learning program: the rebuilding of an elementary school that caters to 3,000 children in Iloilo (Western Visayas).

Thanks to the generosity of friends in international schools around the world and to our own community, we have raised US\$70,000 and our intention is to turn this building into a great learning environment and, as well, a place of refuge in the event of another storm.

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How to Get a Job? Try the Google Treatment

By Tiffani Razavi
TIE Staff Writer

If you want to find out about something, practically anything, chances are you will google it. So it should come as no surprise that if you want to know about how your students are going to get jobs in the future, you need only look as far as Google.

As recently reported in *The New York Times*, Laszlo Bock, Senior Vice President of People Operations at Google, is quick to make it clear that good grades from good higher education institutions are not enough, and sometimes may not even be necessary.

He is dismissive about the predictive value of GPAs and test scores generally, although he readily admits that specific skills in mathematics, computing, and coding are needed for technical roles and that an applicant with such proven skills would have an edge.

Mr. Bock's views are hardly unexpected. Good grades have always been a kind of shorthand for employers, an indicator of skills and abilities, and nothing has changed there. What *has* changed is that the skills and abilities represented by good grades are becoming less and less relevant to today's computerized organizations.

As columnist David Brooks noted recently, also in the *Times*, as computers become more pres-

ent in the workplace, mental skills such as a great memory, collecting and regurgitating information (as for a test), and following rules will naturally become less valued.

In environments where computers and machines calculate and monitor, it is the uniquely human skills that are most needed, such as "the voracious lust for understanding," "the enthusiasm for work," and "the ability to grasp the gist."

Cue Mr. Bock.

At the top of the list of what Google looks for in prospective employees is what Mr. Bock calls general cognitive ability. "It is not IQ," he says, "it is learning ability. It is the ability to process on the fly. It is the ability to pull together disparate bits of information."

He goes on to highlight "emergent leadership"—not whether you were the president of something at some point, but how, as a

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From Immature to "Under Construction"

Our changing understanding of the adolescent brain

By Natasha Broman
TIE Staff Writer

Last December, Dan Siegel, a psychiatry professor at the UCLA School of Medicine, launched his new book *Brainstorm: The Power and Purpose of the Teenage Brain*, written for both teenage and adult readers.

While his own children were going through adolescence Dr. Siegel realized he could not find any literature for teenagers about the changes their brains are undergoing between the ages of 12 and 24. In his own words, "I was shocked to find the disparity between what science was saying and what popular views of adolescence are."

Brainstorm sets out to present the scientific understanding of the adolescent's changing brain in a concise and accessible way, and in doing so, to challenge com-



Brain expert Dan Siegel (photo: DS)

mon misconceptions about teenagers. Clearly this is an area that both teenagers and adults want increased understanding of, as evidenced by the book's ranking as the second highest-selling book in Amazon's "parenting of teenagers" subcategory weeks before its publication date.

At the center of the book is the message that the brain must un-

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A Global Market, Led by the Gulf

By Anne Keeling

The Middle East region continues to dominate the global international schools market, and the latest research predicts strong continued growth into the foreseeable future.

Research and data on international schools in the Middle East is collected and analyzed by the International School Consultancy Group (ISC), which has been delivering market intelligence on the global international schools market for over 25 years.

According to the very latest ISC data, there are currently 1,213 international schools in the Middle East teaching over one million students. This is 30 percent of all international school students worldwide.

ISC defines international schools as those that deliver a curriculum to any combination of infant, primary, or secondary students; wholly or partly in English outside an English-speaking country (English-medium international schools). Many of these schools also offer an inter-

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In the Heart of Africa, a Little Engine That Could

By John Chandler

For over 50 years, The American School of Kinshasa (TASOK), Democratic Republic of Congo has offered an American-based curriculum to a diverse group of talented K-12 students from all over the world.

TASOK was founded in 1961 by the missionary and diplomatic communities to provide an American education to mainly English-speaking expatriates. In 1965, the U.S. Embassy in Kinshasa provided the school with its sprawling, forested 42-acre campus. The school was sponsored by the U.S. State

Department Office of Overseas Schools, and fully accredited in the U.S. as a K-12 school by the Middle States Association of Colleges and Schools.

At its peak, the school operated close to the campus capacity of 575 students in the 1980s. Today's enrollment of over 300 students represents slow, sustained growth since 2004. TASOK has continued to develop its programs and resources, and has enjoyed impressive success in college and university placement.

Set in a unique environment in the heart of the Democratic Republic of Congo, TASOK is a warm,



The proud TASOK community, stepping outside for some aerial recognition (photo: TASOK).

caring, and tight-knit community on a beautiful and safe hilltop campus in the vibrant, culturally rich capital city of Kinshasa.

Located on a beautiful 42-acre hilltop campus, TASOK sits amid the largest pristine forest area in Kinshasa. The school's facilities provide comprehensive resources for its overall program, with 40 air-conditioned classrooms, two science labs, two computer labs, two art classrooms, two separate libraries totaling 18,000 volumes, two volleyball courts, two basketball courts, two soccer fields, a pool, rooms for art, music, band, and drama, and 30 units of hous-

ing for foreign-hired faculty. Wireless internet throughout the campus facilitates instruction and exploration.

Kinshasa, the Democratic Republic of Congo's capital and the second-largest francophone city in the world, is remarkably energetic. While poverty is widespread in the DRC, including Kinshasa, and pockets of insecurity persist and tend to dominate news headlines, the vast majority of the DRC is stable and experiencing slow but steady economic development, with a sustained average of six percent per year economic growth.

The city hosts a large international community and a variety of leisure activities including tennis, golf, swimming, and dancing. The art and music scenes are among the best in Africa, with classic Congolese rumba and newer genres in concert nearly every weekend in the city's many clubs and open-air settings.

Kinshasa also boasts an array of local and international restaurants, as well as outdoor pastimes including the Congo River, Zongo Falls, and Bombo Lomene Nature Reserve. ●

After Typhoon Haiyan

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We are being helped in our work by the Ayala Foundation, the charity offshoot of one of the major corporations here in The Philippines who have expert architects, engineers and builders on call to design and manage a project of this size.

Their work is provided free by the corporation; our money helps cover the cost of materials and local labor. Every dollar that we generate goes 100 percent into making this school a place we can all be proud of.

Many thanks for all your help! ●

Visit <https://www.youtube.com/watch?v=ijsTVu7q6Gs>.

Dr. Toze is Superintendent of the International School of Manila.

PBL from the Beginning

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tion of the Communication and Collaboration Project, established by early years educators at ISB.

The nine week project-based learning experience began with a visit from British arts educator Debi Keyte-Hartland. Ms. Keyte-Hartland's goal when working with children is to not only respect the curious nature of children, but to work with them as critical thinkers who form their world view in relation to others.

Through discussion and exploration, students in Pre-Kindergarten (age 4) were introduced to shadows in their environment, and the students' work with shadows

was focused around three Essential Questions: 1. How can I communicate using shadows? 2. Is it possible to communicate a feeling or idea in shadow form? 3. What is the best way to communicate my message? The students quickly became fascinated by the shadows as they worked together to create and capture shadows with digital cameras.

The theme of shadows was incorporated into all areas of the students' learning: music and movement, storytelling, and Chinese language and culture with a visit from the Beijing Shadow Puppet Troupe. After observing the performers' use of light, puppets, and shadows, students made their own shadow puppet to portray a character in a Chinese fables.

Their learning experiences culminated in a showcase where students chose their favorite aspect

of the nine week exploration and prepared an exhibit with a group of their peers.

In the middle school, educators are enhancing units to include project-based learning experiences tailored to grade levels and classes. For example, students in Grade 8 humanities classes researched, wrote, and produced travel magazines, designed to help new teachers appreciate the diversity of China's landscape and people. This learning experience began with a visit from Jen Lin-Liu, owner of Black Sesame Kitchen, a restaurant and cooking school in Beijing and the author of *On the Noodle Road*. The structure of the project allowed for student driven inquiry, peer feedback, revision and reflection, and provided an authentic audience for exhibiting student work.

Grade 8 humanities teacher Chris Herzberg was particularly impressed with the outcome of the travel magazine project, sharing that students "did not receive direct, step-by-step instructions [but rather] the results were completely based on structured student inquiry." With students and educators being continually inspired by the learning model, project-based learning has quickly become an important method of accessing the middle school curriculum.

In the high school, faculty have developed long-term project planning initiatives that build up to a dedicated project week at the end of the academic year. Groups of students and educators are engaged in a collaborative process to create an authentic learning opportunity for this week, centered around a common interest.

Educators and students are working together to devise a driving question for the projects while students are managing the logistics of the experience to develop real world skills. In this manner, ISB educators are using project-based learning to harness students' passion and cultivate student-led inquiry.

ISB is further connecting students to their interests with the formation of the ISB Futures Academy. Next academic year, a cohort of 24 Grade 7 ISB students will have the opportunity to explore this innovative approach to learning.

The ISB Futures Academy represents the school's vision for all learning to connect students to their interests; cultivate relevant, transferable skills; and empower students to take ownership of their learning experience. ●

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Effective Leaders, Effective Schools: It's a Collective Responsibility

By Lee Fertig and Sue Easton

From anarchy to alignment...
Frenzy to focus...
Chaos to coherence...
Am I leading an effective school?

School, education, continuous improvement, flipped learning, 21st century skills, formative assessments, professional development, organizational climate, change management, and much more. This is what is talked about today with regard to schools and learning; this is the great hodge-podge of ideas, labels, fads, and strategies that educational leaders must navigate, sift through, and analyze to be successful in their practice.

The challenges in this navigation are formidable and, for us, include the following challenges:

Does our school articulate clear and unambiguous statements of purpose and direction?

Do we adhere to a set of learning principles that reflect our community's values?

Are we using appropriate data and evidence, within a well-defined improvement cycle, to measure our success against our own mission?

In what ways are we assessing and shaping our school's overarching culture of learning?

How do we organize the professionals in our community into focused and collaborative teams to best perpetuate our mission?

For that matter, what are the best ways to get the right people "on the bus" in our school, and develop them into exemplar educators who will stay and contribute for a long time?

And, of course, how do we as leaders implement all this change as we strive for continuous improvement in our organizations? There is quite a bit here for school leaders to embrace while on this journey.

So how do we cut through all of this to the essentials? As Mike Schmoker posits, "Can ... simplicity really be the elusive key to better schools?"

How do we ensure focus, clarity, coherence, alignment, and authenticity in leading schools? It is only by understanding and em-

bracing best practices in effective schools that we can guarantee our organizations are characterized by systemic and continuous improvement.

As trainers for the Principals' Training Center (PTC) we have devised a course, "Creating an Effective School," to serve as a helpful vehicle for engaging in this work. We all need to gain deep insight into the research on effective schools, as well as the design principles unique to international schools.

Most importantly, we aspiring and practicing school leaders need to leverage the very best resource out there when it comes to leading school change... each other. So whatever you do, structure it to maximize collective learning,

and to build, and take advantage of, a rich professional network of international school leaders.

"Effective leaders must be coherence-makers," as Michael Fullan reminds us. And we are not going to go it alone.

We welcome all school leaders to join us in this dialogue about school improvement! We are all in this business of education together... collectively, we have a responsibility to join the conversation, share ideas, and support one another on this wildly complex and exciting journey. ●

For more information about the Principals' Training Center, turn to page 12; and read also about Mr. Fertig's new appointment on page 33.

AISH Asks: How to Sustain Quality Teaching?

By Daniel Lincoln

Four international experts on effective teaching practice and supervision convened last February during the Academy for International School Heads' (AISH) 8th annual Oasis Day, held in conjunction with the Association for the Advancement of International Education's (AAIE) 48th Annual Conference in Boston, Massachusetts.

Kim Marshall, Sarah Putnam, James Stronge, and David Toze formed a panel to compare notes, contrast views, and challenge their audience of experienced international school heads.

One international school head in attendance argued that the lack of collective benchmarks on what makes a good teacher is weakening the credibility of the international school system as a whole. In the words of AISH Chief Executive

Officer Bambi Betts, "we just cannot seem to create a truly effective, sustainable means of both assuring that quality now, and into the future."

So how to achieve objectivity here? "We have to know what makes good teaching," says James Stronge. Dr. Stronge, President of Stronge and Associates Educational Consulting, LLC, explained it thus: "I believe—and we know empirically—that of all school-related factors, teachers have the greatest impact on student success. Ultimately, however, the value and validity of claims that teachers matter most rest on the evidence that supports the claims."

Regarding value and validity though, Kim Marshall, a principal in Boston public schools for 32 years, publisher of The Marshall Memo, and TIE columnist, had this to say: "I have concluded that

the traditional process of teacher evaluation (pre-observation conference, announced full-lesson observation, lengthy write-up, and post observation conference) is inaccurate, ineffective, and dishonest. It is no wonder that research shows that it has virtually no impact on classroom practice."

Two current, highly experienced international school heads were also on the panel, and added valuable insights to the mix. Sarah Putnam, Head of the International School of Aruba for the past four years, stressed that "a solid supervision model includes performance standards, annual goals for student learning, walkthroughs with feedback, team monitoring, student surveys, and a record of independent professional learning."

Ms. Putnam also pointed out that "a principal's primary function

is to increase student achievement. Teachers have the greatest impact on student learning, and principals must engage directly with teachers around the realities of the process."

David Toze, Superintendent of the International School of Manila, offered the following perspective: "there are crucial functions that teacher appraisal must perform. And we cannot let the perfect get in the way of the good. If I break down those functions, I come up with three tasks: coaching, in other words helping make good teachers into better teachers; judging teachers, for the purposes of contract renewal and reference; and feeding back and validating, to inform and support teachers as professionals."

So how can we advance and sustain quality teaching? Mr. Marshall pointed out that teachers

"crave more frequent and authentic feedback and the opportunity to discuss what is working and what is not in their classrooms," and this, above all, "requires that principals and their colleagues be strong instructional leaders and excellent time managers."

For his part, Dr. Stronge maintained that the focus must remain the objective measurement of effectiveness (and value added): "the only way I know that schools can improve student achievement is to improve teacher effectiveness. If we can succeed in recruiting, supporting, assessing and keeping capable teachers, we will go a great distance in improving our schools." ●

Learn more about the Academy for International School Heads at <http://www.academyish.org/>.



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AISH Board Moves on Teacher Quality

Can 400+ international school heads make a significant difference to leading and learning? That has been the question at the top of the agenda for the AISH board, and at its February meeting, it made some bold decisions in that direction.

The most potentially far-reaching of these emanates from the critical discussion about what constitutes an effective international school teacher. Heads and principals deal with this question every day, yet nowhere is there a vetted, universal set of standards. Following on

from a powerful panel discussion hours before its meeting (see story above), the board took the decision to **adopt and vet the top universal standards for teacher effectiveness in the international school setting and promote their use across schools with AISH member heads.**

The intention is to acknowledge the overwhelming research on the pivotal role of the quality of teaching on learning in the context of the international school in a tangible, practical way. Consulting with experts like Stronge, Marshall, Marzano, and Fullan, AISH is setting in motion a process to curate, collate, and then critically select what those standards will be.

As school heads begin to adopt this AISH-vetted set of standards for teachers, practices ranging from appraisal to recruitment to professional development should become more sharply honed and fully focused on student learning.

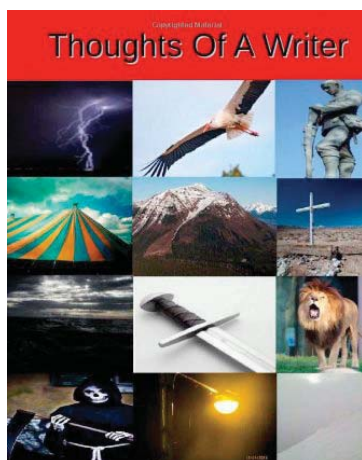
It Is Never too Late—or too Early

Meet a published author in... Grade 11

By Amy Wesley

In December 2013, Asier Calbet, a Grade 11 student at Internationale Schule Frankfurt-Rhein-Main (ISF) in Frankfurt, Germany, achieved a milestone that many only dream of—he published his first book.

Asier joined ISF, a member of the SABIS® School Network, in Grade 1 and later developed an interest in creative writing. “Making up stories has always been one of my passions,” he remarked.



“The English classes offered at school allowed me, from a very young age, to express myself through creative writing and strengthen my writing skills.”

It took Asier nearly two years to gather the best content he had written for the published book titled *Thoughts of a Writer*. The book, which is available online on Amazon.de, is 138 pages long and

contains 21 short stories and poems of varying length.

Asier has already begun working on his next book, *Mud Ball*, a story about soccer. This book will be a long story dealing with a soccer team and their character development. He hopes to have it published before he graduates from ISF next year. ●

ISF, like all schools in the SABIS® School Network, is distinguished by its implementation of the SABIS® Educational System, a comprehensive system of education that offers a rigorous, internationally-oriented, college-preparatory curriculum emphasizing the core subjects of English, mathematics, and world languages.

The Google Treatment

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team member, you lead when you are needed and step back when you are not. He links this ability with the qualities of humility and a sense of responsibility. A person needs to take responsibility for the work, without dominating or micromanaging.

With humility, a person can relinquish control and allow others to step in when appropriate. Perhaps even more importantly, having intellectual humility means that a person can be open to real learning. Ironically, good grades from top institutions can sometimes signal an inability to acknowledge and build on mistakes.

Mr. Bock notes that “successful, bright people rarely experience failure, and so they do not learn how to learn from that failure.”

And at the bottom of Mr. Bock's list is... expertise. If the other strengths are there, they more than compensate for lack of expertise. Sure, an expert can quickly come up with a standard solution to a problem, but most of the time a non-expert will get to the same solution, and sometimes a new and better one. According to Mr. Bock, the risk of the non-expert's occasional error far outweighs the potential benefits of totally new answers.

Teachers everywhere need to be alive to the reality of the kind of workplace they are preparing their students to enter, and that the learning mindset they foster could be the key to a successful career. Those fortunate to be in an international school setting may already have an edge—if they choose to draw on the special features of their social environment.

In his 2012 book, *Opening Minds*, Peter Johnston points out that many of us have been schooled to value facts and certainty, leading to a view of knowledge as fixed, which holds us back

from participating in the active generation of knowledge. Fact is fact; there is no reason to question or explore.

Acknowledging that events, discoveries, theories, and scientific evidence can be viewed differently according to a range of contexts and perspectives, including personal, social, economic, political, and cultural—an approach that typically characterizes an international school curriculum—reinforces a view of knowledge in which new understanding is always possible.

Exposed to the influence of more than one culture, international school students are likely to learn to accept, and even value, uncertainty as an opportunity for discovery.

The international experience can also encourage students to develop a humble attitude towards their own opinions, as they learn the value of access to multiple viewpoints and grow accustomed to having their own views challenged.

At the same time, clear, honest, and respectful expression of thoughts is emphasized as an essential part of collective learning. Students who are used to engaging in conversations about a wide range of topics and expect to hear diverse opinions are likely to be more open to consider new information and change their minds.

Familiarity with teachers and students of varied backgrounds also helps young people to adopt a dynamic view of knowledge, in which new perspectives are valued as a means to fuller understanding, better answers, and more effective solutions. The opportunity to enjoy interacting with people whose opinions are different from their own gives international school students a tendency to understand the perspective of both sides in conflict situations, and to seek diverse views when looking for a solution to a problem, laying a foundation for openness to collaborative work and learning.

Sounds just right for Google. ●

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On Meetings and the Best Interests of Students

An international school superintendent shares some insight

By Gregory Hedger

I began my career teaching Grade 6 in a suburban American public school. As part of a team of three, I was the only male and the newest teacher to enter the team in at least a decade.

This lack of seniority, plus my previous work in a residential facility for children with emotional difficulties, seemed to somehow put me in the position of receiving some of the more challenging students in the grade my first couple of years.

One case in particular stands out in my mind as a classic example of developing a partnership with a difficult parent to benefit student learning.

Before school even started, I had begun to hear about a boy whom I will call Jay. This student had a reputation for being fairly active. However, the bigger issue with Jay was his mother. Every teacher who had him previously warned me to be aware that she "always assumes the worst about the school, always takes her son's side in things, and always is in attack mode."

Sure enough, they were right! Not more than two weeks passed before I received a phone call from Jay's irate mother, demand-

ing to meet with me to tell me how I should be teaching her son. Wanting to get this over as quickly as possible, I nervously set an appointment for the following morning.

The next morning, after introductions, I asked Jay's mother to share with me her concerns. She immediately began in a very aggressive tone, suggesting there was no way I could possibly be able to provide for her son's learning needs. She described past experiences with the school, quoted excerpts from psychological testing her son had received, and went on to tell me her son's rights and what she would do if his rights were not met.

As she spoke, I began to realize what I was hearing was a woman clearly interested in what was best for her son, but frustrated because she felt powerless to provide it. As soon as there was a brief break in what she was saying, I interjected, saying, "I understand you want what is best for your son. I want you to know I want what is best for him, too. I am committed to working with you to make sure this happens, and invite you to work with me."

I will never forget the change in the mood in the room at that moment. Very quickly, we went

from being adversaries to being partners in Jay's education, and went on to have a very successful working relationship through that school year.

I have hung on to that early experience working with parents. There have been times I have felt a knot in my stomach as I have walked into potentially abrasive meetings with parents. More times than not though, I have found that if I assume parents are there in the best interests of their children, and I state my commitment to that same outcome, the meetings tend to be more effective and productive.

Over the years, I have had the opportunity to gain exposure to a number of different ideas and theories. One model that has particularly impressed me is the Adaptive Schools model I was introduced to by Robert Garmston. He speaks of the Norms of Collaboration.

One of those norms is to assume positive presuppositions, with the idea being meetings will be more effective if we walk into the room with the belief we all have the best of intentions in mind. This clearly describes my experience, and what I believe is an effective means for dealing with difficult parents. ●

Bucharest Transitions to the Cloud

By Johnson Jacob

Over the last few months, the American International School of Bucharest (AISB), Romania engaged in an extensive project to reduce total cost of ownership through a comprehensive examination of our IT-based systems.

The project was grounded in a change management model that sought to answer the why, what, and how we communicate and collaborate as a learning organization.

As part of this endeavor, the IT department evaluated a number of cloud-based Software-as-a-Service (SaaS) platforms. Notably, an extensive comparison was conducted between two of the world's leading SaaS platform providers: Google Apps for Education and Microsoft Office 365 for Education.

Both platforms promised to enhance our organizational capability and business capacity but in the end, AISB opted to select Office 365 as our new platform of choice for all organizational communications and collaboration. The final decision was based on 11 broad categories, which included: platform standards, storage capacity, online web apps, desktop client

availability, legacy document fidelity/compatibility, hardware and OS compatibility, licensing, professional development, back end management, technical support, and cost.

Office 365 aligned with AISB's current and future needs with added benefits including 100 percent compatibility and integration with our Windows infrastructure; features that focused and supported 21st-century teaching and learning; no requirement for data migration of legacy documents; document fidelity; easier transition as a result of familiarity with existing Microsoft Office systems; and upgrade to Microsoft Office 2013 desktop and mobile clients for all users.

Benefits also included free Office desktop and mobile clients for all students; minimal disruption and smoother changeover; compatibility with a variety of operating systems (iOS, Android, Windows) and devices (iPads, smartphones, touch devices etc); higher availability of in-house, local and international expertise and support; improved data loss prevention; 99.9 percent financial guarantee; and significant sav-

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Reader's Workshop: A Model for Reading Instruction

By Katharine Fowle

As a teacher, it is sometimes hard to balance what is most important and how to teach the skills and concepts students need to advance. Therefore, in literacy, it is important to use a balanced approach that emphasizes reader's workshop, writer's workshop, and word study. These three domains allow teachers to differentiate and assess students within their zone of proximal development.

This article will focus on reader's workshop, as developed by Irene C. Fountas and Gay Su Pinnell (2001). Reader's workshop is an extended period of time each day where students participate in authentic reading experiences, which target skills and strategies students need to develop as readers.

The workshop is divided into a mini lesson (10-15 minutes), workshop time (30-40 minutes), and share time (five-10 minutes).

Mini lesson

During a mini lesson, the teacher introduces a skill or strategy students need to become more ef-



A serious business indeed, including in Ulaanbaatar (photo: ISU).

fective readers. The teacher uses formative assessments as well as the school's language scope and sequence to decide what to teach.

For example, the teacher might focus on inference. To model this strategy, the teacher uses an interactive read-aloud where she shares her thinking, aloud to students, as she reads. By doing this, students can see how the teacher becomes aware of her thinking.

After modeling this strategy, the teacher then asks her students to practice it in their independent reading book during workshop time.

Workshop time

During workshop time, students engage in independent reading or guided reading sessions. Independent reading is a time where students self-select a "just-right" book that is at their independent

reading level. Students use this book to practice the skill or strategy that was introduced during the mini lesson. To keep students accountable and to monitor their progress, each student records their thinking on sticky notes or a graphic organizer, which they will later place in their reading response journal.

While some students are independently reading, the teacher calls guided reading groups. Guided reading is differentiated time where the teacher selects a book just above the group's independent reading level. The teacher then works on the skills these students need to develop to their next reading level.

The teacher determines what these skills should be from student running records or other conclusions made during developmental reading assessments.

By the end of workshop time, students have either met with the teacher in a guided reading group or have practiced the skill or strategy that was modeled during the mini lesson.

Share time

At the conclusion of reader's workshop, the teacher leaves time for a group share. Students then have a chance to explain how they applied the mini lesson strategy to their reading, or any other thinking they have done while reading. The share time gives the teacher an opportunity to assess how students applied the mini lesson strategy as well as other thinking students are doing as readers.

In conclusion, using a reader's workshop model for reading instruction allows teachers to differentiate instruction in order to reach all students where they are at. It also encourages students to see themselves as readers, and builds a community that values good literature and thinking. ●

Ms. Fowle is a Grade 5 teacher at the International School of Ulaanbaatar.

Reference

Fountas, I. C. & Pinnell, G. S. (2001) *Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre and Content Literacy*. Portsmouth, NH: Heinemann.

Bucharest in the Cloud

... continued from p. 6

ings through reduced cost. The changeover and migration started at the end of February and the entire school transitioned to Office 365 in early March. We are happy to report that the migration was successful and smooth.

Over the next few weeks and during the transition period the leadership and IT team facilitated the process by scheduling time and opportunity to engage faculty and staff in their professional learning through many Office 365 workshops. We hope to maximize the promise and potential of Office 365 as an enabler and catalyst in transforming AISB as a model

learning organization. We aspire to continue to prepare, engage and inspire our community of learners by raising capacity and self-efficacy for the use of technology in teaching and learning.

We are now exploring the features and strengths of Office 365 through our partnership with Microsoft in the hope of developing personalized learning networks and spaces to support blended and flipped approaches for learning through our 1:1 Learning and BYOD programs.

We will gladly share our successes and challenges as we transition through this experience, learning from others as we continue to examine new technological paradigms and models for increasing student learning and performance through improved instructional delivery. ●

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Special advertiser content

By George P. Burrell

When speaking to founder JohnPaul Schutz about why he started Cloud9 Schools, a new procurement, consolidation, and shipping company for international schools, he is very matter-of-fact, saying, "It's honestly the culmination of everything I have been doing for the last 14 years of my life... all rolled up into one." And when digging deeper into JohnPaul's background, he is not exaggerating.

Mr. Schutz is a former high school drama teacher, turned director of a local government-operated arts facility, turned U.S. Foreign Service Officer, during

which time he served on the board of governors of multiple international schools. And we would be remiss to exclude the fact that he has two children who have benefited from the extraordinary educational experiences found only within the international school community.

From Belgrade to Islamabad to Paramaribo to Asmara, JohnPaul has seen, first hand, the challenges facing schools of all shapes and sizes.

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facing schools worldwide, not to mention a drain on time and resources. I founded Cloud9 as a way to ease this burden, allowing teachers and administrators to focus on their real mission: educating our future generations. And while I am no longer overseas, Cloud9 is really a way to stay in touch with my overseas family and continue to serve. My team and I are very excited to be profiled in *The International Educator*, and we are looking forward to seeing what we can do to make life easier for our international school brothers and sisters." ●

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News in Brief

● Are Boys more Vulnerable to Language Problems?

Norwegian researchers followed more than 10,000 children until age 5 and found that the incidence of persistent and transient delayed language development was greater among boys than girls. The findings appear in the *International Journal of Language and Communication Disorders* (source: Medical News Today, 18/02/14).

● GCC: Private School Places to Double

The number of private school places in the Gulf is set to double over the next five years as education providers cater for a growing population in the region and parents seek higher teaching standards for their offspring. Consultants Booz & Co. expect the number of school places in the Gulf to grow from 2 million in 2012 to 4 million before 2020 (source: ISC Research, 11/02/14).

● High School Students: Sleep in!

Researchers from the University of Minnesota have found that students at high schools with later start times have higher grades. The study of 9,000 students in locations across the country found improved attendance, standardized test scores and academic performance in mathematics, English, science and social studies at schools with later start times (source: KSTP-TV Minneapolis, 13/03/14).

● Tuition for UK State Schools?

The UK educational establishment has been presented with a serious proposal to charge upper middle and upper class families for the privilege of having their children attend the best state schools. The proposal also includes a recommendation that all private schools reserve 25 percent of their places for students from the poorest families (source: *The Sunday Times*, 19/01/14).

● Shanghai to Expand its Online Learning Platforms

Officials in Shanghai are looking to integrate free online courses, which have become popular in colleges, in the city's primary and middle schools. The online study platform, modeled after massive open online courses, will be launched later this year and "help reform education and improve students' interest in learning," education commission official Ni Minjing said (source: *China Daily*, 24/02/14).

● A Time-Share Program for Syria's Children

Syrian refugee children and exiled Syrian teachers have begun a time-share program with a school in Akroum, Lebanon, writes Gordon Brown, United Nations special envoy for global education. Young people "need hope, which is what education offers, allowing children to plan for the future and preventing young people from becoming a 'lost generation'" (source: *The Guardian*, 24/01/14).

● New Zealand Schools Identify Teacher-Leaders

New Zealand recently announced a new school leadership initiative in which some teachers would be designated as "expert" and "lead" educators, acting as role models for their peers. Some schools say they already have identified which teacher-leaders to recognize. Will this help to keep top teachers in the classroom? (Source: *The New Zealand Herald*, 25/01/14.)

● Brookings: What Defines Effective Teaching?

There is agreement that schools should focus on developing quality teachers, but recent research shows some professional development programs may not be effective. At issue is a lack of consensus on how to define the qualities and attributes of effective teachers, says Tom Loveless, senior fellow at the Brown Center on Education Policy (source: Brookings Institution, 19/02/14).

A Global Market, Led by the Gulf

... continued from p. 1

national curriculum. A number of international schools also offer bilingual provision (with English as one of the languages of learning), and some deliver a combination of international and local curriculum.

The UAE continues to dominate the market (both in terms of the Middle East and globally), with 433 international schools. Saudi Arabia has 195 international schools, and Qatar 130.

The world's leading city for international schools is Dubai, where growth has been dramatic in recent years. There are currently 233 international schools in Dubai alone. ISC predicts that Dubai will see continued strong growth for several years to come.

To put things in perspective, student enrollment at Dubai's international schools has risen by 40 percent since 2009, to 191,000. Total annual tuition fee income has increased by 55 percent since 2009, and for the 2012-2013 academic year alone was US\$1.2 billion.

According to ISC market intelligence, Dubai's schools are currently at 90 percent capacity and its premium schools (the most sought after, and typically larger international schools) are operating at, or near, full capacity with waiting lists.

The growth in student enrollment is in part due to the recent increase in the number of Emirati nationals making international schools their education choice—an increase of 34 percent within a decade.

Dubai's Knowledge and Human Development Authority (KHDA) predicts that student enrollment in Dubai will grow by seven percent per annum for at least the next five years. Over 60 school developments (both new schools and expansions) are planned, several of which will be accepting students in September of this year including The Safa British Academy, GEMS Winchester and Cambridge Inter-

national Schools, Dubai English Speaking School, and Nord Anglia International School.

Across the Middle East, consider the following employment figures: international schools in the Middle East now employ over 87,000 full-time staff, the majority of whom are qualified expatriate teachers and leaders (mostly British nationals and North Americans).

As for the learning, 44 percent follow a UK oriented curriculum and 29 percent are US oriented. Some 37 percent of the international schools surveyed say they are "internationally oriented" in their learning approach. At present 18 percent of the international schools in the Middle East also offer bilingual provision (with English as one of the languages of learning).

Regarding school size, a full 28 percent of the international schools in the Middle East have over 1,000 students. As for the global market at this time, there are according to ISC currently 7,016 English-medium international schools globally, meeting the learning needs of almost 3.54 million students.

Within ten years, ISC predicts there will be over 11,000 international schools teaching 6.3 million students using English as the language for learning. ●

The International School Consultancy Group (ISC) provides a range of services to meet the market intelligence needs of international schools considering expansion or development; higher education establishments working with international school students; school suppliers; and investors, developers, and professionals involved with international education. Visit <http://www.iscresearch.com>.



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From Immature to "Under Construction"

... continued from p. 1

dergo huge changes to take it from the dependency of childhood to the responsibility of adulthood.

To prepare the adolescent for becoming an adult, certain changes in the brain must work to encourage the teen to want to leave the comfort of home, seek relationships with peers, and expand their thinking beyond what they have been taught by family.

The two main evolutionary goals of this development are to diversify the gene pool of the next generation, and to move the human race on in terms of new ideas and creativity.

This process of change involves a dramatic pruning of those neurons in the brain that are no longer needed, and Dr. Siegel likens this to the remodeling of a house by asking us whether we would describe a house that is mid-renovation as being "immature."

Rather than denigrate teenagers' behavior, he says, we should meet it with empathy and understand that as with a house during a remodel, there will be some areas that temporarily do not work as well as usual.

Dr. Siegel's big focus however, is on the need for a change in the cultural conversation about adolescents, shifting away from negative and harmful myths and moving towards a world where we understand teenagers' needs, empathize with their feelings, and harness the creative power of the adolescent brain.

Dr. Siegel, being a particular fan of acronyms, uses the word ESSENCE to describe the four main aspects of the teenage brain. These are emotional spark, social engagement, novelty and creative exploration.

During adolescence, the mammalian limbic region of the brain, which primarily functions as its emotional center, has an unusually powerful effect on the cortex (the higher part of the brain). Evolutionarily speaking, this change helps the adolescent get ready for living independently in the outside world by putting them on higher alert for risk.

The downside is that emotions are more likely to flood the higher cortex, leading to increased moodiness and sensitivity. Dr. Siegel talks about the upside as being an emotional spark, a zest and passion for life that helps to drive adolescents to increased social engagement with peers.

When we lived on the savannah as early humans, an adolescent would only survive as part of an adolescent group. Hence the vital importance for so many teenagers to "fit in" with a peer group. As Dr. Siegel says this can often feel like life and death for teenagers, and in fact it once was.

This brain-based push away from parents and towards friends can lead to negative factors such as peer pressure, and Dr. Siegel highlights the importance of further thinking about teenagers' access to quality relationships with non-parental adults who can offer support and guidance without compromising the natural need to move away from caregivers.

On the upside, teenagers are ideally placed for collaboration with others, and experience heightened pleasure from close friendship and connection.

The third and fourth main areas of development in the adolescent

brain both involve exploration of the push to encourage the individual to leave the family home and further the human race through new ideas.

Teenagers' brains have a lower baseline of dopamine, the neurotransmitter that rewards us with pleasurable feelings when we engage with compelling and rewarding activities. By lowering the dopamine level, teenagers are encouraged to leave the familiar and seek the unfamiliar; in other words, to leave home.

Another change is that when dopamine is released in the adolescent brain, the release is higher than in a non-adolescent brain, thus rewarding new experiences with a bigger "hit" of pleasure. These changes mean that while being more prone to feelings of boredom, adolescents are also driven to seek novelty and do new things.

While the downside is risk-seeking behavior, something we hear so much about with regard to teenagers, the upside is their drive to leave home and start practicing independence. Part of this novelty-seeking involves creative exploration and an increased capacity for thinking outside of the box.

This is a major area of importance for Dr. Siegel, who believes that to harness the immense creativity and capacity for collaboration that adolescents have, school curricula must be designed around these heightened strengths.

He criticizes the often competitive nature of curricula, and instead advocates for a collaborative grading system. He also suggests that we should be finding more opportunities within a curriculum to enable adolescents to focus on solving real-world problems, not only for their own benefit but for the benefit of mankind as a whole.

Dan Siegel passionately believes that we must optimize teenagers' capacity to be the courageous and creative people that their brains have designed them to be. The first step towards this must be an increase in adults' understanding, compassion, and patience regarding adolescents, and indeed the dramatic and quite spectacular neurological transformation they are undergoing. ●

Brainstorm is a New York Times best-seller and current nominee for a Books for a Better Life award.

Aiming High in Amman

Raising US\$1 million, scaling Africa's highest peak... Anything else?

By Amy Wesley

Louay Shomaly, an administrator at the International School of Choueifat - Amman (ISC-Amman), began an adventure that would impact his life and touch the lives of many others. Mr. Shomaly and 20 other people set out on a 10-day trekking trip. The goals: make it to the top of Africa's highest point, Mount Kilimanjaro, and raise US\$1 million for the expansion of The King Hussein Cancer Foundation in Amman, Jordan.

When the students at ISC-Amman learned about Mr. Shomaly's plan, they rallied the entire school community to raise funds for the cause. Zeina Gammoush, a Grade 11 student, designed and printed over 700 calendars in honor of the event.

The school launched the "Change for a Change" campaign, a fund-raising project in which students purchased a "mini bank" for an initial fee of seven Jordanian



Louay Shomaly (center) and friends proudly display the SABIS flag at the top of Mount Kilimanjaro (photo: ISC Amman).

Dinars (approximately US\$10) and then took their mini banks to collect funds for the cause.

The school also organized a number of bake sales and sponsored walks. In total, the ISC-Amman community raised over US\$30,000.

Mr. Shomaly, who made it to the top of Kilimanjaro, was humbled by his accomplishment and the enthusiastic support that the ISC-Amman community provided: "I feel honored to have participated in the 'Climb for Cancer' initiative. The King Hussein Cancer Foundation is a beacon of hope for so many children suffering

from cancer, and is a source of inspiration to me personally. By participating in 'Climb for Cancer,' I know I have played a direct role in saving the life of a child."

He went on to say, "I share my success with my school. We worked as a team toward this noble cause."

At the top of Mount Kilimanjaro, Mr. Shomaly proudly held the SABIS® flag in order to share his achievement with the SABIS®

school community and ISC-Amman staff, parents, and students who helped make his dream a reality. ●

Congratulations to Mr. Shomaly... To view a video that ISC-Amman prepared in commemoration of this adventure, visit <http://www.sabis.net/downloads>.

Holocaust Child Survivor Visits Concordia



Peter Feigl (photo: CISS)

By Teresa Guitterez

As a part of Holocaust education this year at Concordia International School Shanghai (CISS), child survivor of the Holocaust Peter Feigl shared his story with students and the community at Concordia. During the week of 24 February Mr. Feigl, now in his eighties, visited classrooms and was the featured speaker for a community-wide discussion, as a

part of Concordia Presents Speaker Series.

On the heels of his visit, Alexandra Zapruder, who chronicled the Holocaust-era diaries of children in her book, *Salvaged Pages*, taught high school students and later addressed the community, discussing the lives of the children in her diary.

"The purpose of Holocaust education (and by its very nature tolerance education) is not merely to equip modern students with a history of intolerance, but rather to empower our students to respond to the world in which they live with a new vision that embraces the value and dignity inherent in every human being.

"It is our universal prayer and common hope that such a vision will bridge all that divides human-kind and thus foster the light of human understanding and righteousness and goodness in our world." (Holocaust Education Mission Statement, provided by Gloria Chandler.) ●

Shanghai Educator Named Teacher of the Year

By Daniel Lincoln

In a press release last October, 21st Century Learning announced the results of a global competition to find the Teacher and School of the Year for 2013.

The awards, which are sponsored globally by Pearson, are designed to recognize individual teachers and schools who excel in their use of technologies to support student learning.

Mark Johnson, High School Teacher at Concordia was named Teacher of the Year. "I am honored to be named the 21st Century Learning Teacher of the Year," Mr. Johnson stated. "The award recognizes the amazingly creative, dili-



Mark Johnson (photo: CISS)

gent, and talented students I am honored to work with every day."

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Lessons in Learning

With Gordon Eldridge

Vocabulary Learning on the Internet

The internet has become an invaluable source of information for learners and teachers, and some of the features of the internet that make it such a useful source of information can also serve to support the learning of vocabulary.

Vocabulary acquisition is not a one-off event. Understanding the nuances of a word, as with all understanding, is a matter of degree and requires multiple encounters with that word in varied contexts.

Rachel Ebner and Linnea Ehri from the City University of New York believe that the internet environment, where learners can search vocabulary items on Google or other search engines, look them up on websites such as Dictionary.com, or click on hyperlinks from one webpage to another, can support vocabulary learning by allowing learners to encounter the word in a variety of contexts.

The support of graphics, audio, or video information often found on websites can further deepen their understanding of the word. However, the internet is also a place where learners can become easily distracted and lose sight of the goal they are working towards.

In order to overcome this challenge Drs. Ebner and Ehri propose using protocols that support the development of metacognitive strategies in learners that help keep them focused on their goals.

Drs. Ebner and Ehri investigated the extent to which such protocols might be useful by presenting a vocabulary learning task to two groups of learners. Both groups were given the task of learning 10 vocabulary items and relating each one to the topic of a Wikipedia article entitled "Religion in ancient Greece."

One group was instructed to read any text they chose to read aloud and to think aloud about their actions by responding to the following questions:

- Before I act – How will this help me reach my goal?
- While or after I act – Is this helping me, or did that help me, reach my goal?

The other group was also asked to think aloud as they worked, but in a much more unstructured way. They were given the instruction: "Please read the text out loud to me and, as you do that, tell me everything that comes to mind – what you are thinking or feeling in the process of understanding what the text is about."

Both groups were given a variety of pre- and post-tests to determine the extent to which they understood the 10 vocabulary items across a number of dimensions.

What were the results?

- The two groups did not differ significantly with respect to time on task

- There was also no difference in the relevance of the websites visited

- Participants who used the structured think-aloud protocol demonstrated significantly higher gains across all dimensions of word knowledge measured, with the exception of pronunciation. The lack of a difference for pronunciation can be explained by the fact that both groups already demonstrated a high level of pronunciation accuracy at pre-test.

- When students clicked on a link that turned out to be irrelevant, the students using the structured think-aloud protocol got themselves back on track more quickly.

What might these results mean?

This simple experiment shows the power of encouraging students to use metacognitive strategies to monitor their performance. While the researchers sometimes prompted students using the structured protocol to use the questions if they were not doing so, participants in this condition made use of the metacognitive strategies even when not specifically prompted to do so.

The researchers recognize that such metacognitive habits take time to build and will require deliberate effort in the early stages. They suggest that in a classroom context peers could be used to prompt each other; this support could be faded over time once the questions begin to become habitual.

Teachers could work with students to adapt this simple protocol to a variety of other situations. Internet learning in particular seems to be an area where a greater degree of self-regulation is likely to lead to greater success. ●

Reference

Ebner, R., & Ehri, L. (2013) "Vocabulary Learning on the Internet: Using a Structured Think-Aloud Procedure." *Journal of Adolescent & Adult Literacy*, 56 6, pp. 480-489.

Supporting Learners as Problem-Solvers

Theories about how human memory functions, but sometimes the theories are too abstract for us to be able to see how they might be relevant in the day-to-day world of the classroom.

Our knowledge of how the memory functions is growing rapidly however, and some recent contributions from researchers at Miami University and the University of Texas at Arlington do seem to have some obvious implications for learning and teaching.

One consistent research finding about our use of memory has been that our ability to reason appears to be independent of our ability to recall particular facts. Wolfe, Reyna, and Brainerd believe that this indicates that humans may have a memory for the underlying struc-

ture of concepts, which may be independent of our memory for particular facts. They refer to these two types of memory as "gist" memory and "verbatim" memory respectively.

These researchers tested this hypothesis using concepts of geological time. All participants in the study were given a list of dates of geological events. One group was simply told to study the chronology of events. The second group was told to generate an analogy between geological time and a familiar quantity, while maintaining accurate relationships between events.

It was found that participants in the "generate analogy" group tended to construct one of two potential types of analogy. They



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

were therefore further divided into groups based on the kind of analogy they created. The two groups thus formed were:

1. Unit conversion analogies, where units in one scale were converted to units in another scale. For example, converting 100 mil-

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The Unqualified Teacher

By Kassi Cowles

A few weeks ago I was having a lively discussion with a colleague of mine about a pedagogical strategy we both practice in our classrooms. We talk a lot and at length about what we love and loathe about the business of teaching, and our conversations are always intensive, fertile discussions about how to improve our practice.

At one point near the end of our conversation I made a lazy comment about “the things I never learned in Teacher’s College.” His face got serious and he said: “What do you mean?”

I said, “Well, I never went.”

His cheeks went a little red. He pressed his lips together in an expression of restraint, and then he said, just above a whisper, “Oh, I did not know that you were not a qualified teacher.”

So then I rushed to qualify myself by telling him that I went straight to graduate school after my undergraduate degree, and then I taught at a university before moving into the private school

system. But a graduate degree in English, and landing a rare opportunity to work as a sessional instructor at the university level, did not change his look of reproach. I was not “licensed” to teach.

And so I left his classroom with a feeling of inadequacy. I walked down the hall replaying and reinterpreting our conversation in light of what I had carelessly revealed. And I felt once again like a fraud in the role that I, for the most part, felt born to do.

And then I realized: this seems unfair.

In an industry of online credentials and embellished CVs, who is the gatekeeper of “quality” and “qualified” when it comes to teaching in a largely unregulated international profession?

This interaction with my colleague has charged me to define what “well-qualified” means for myself, and for the teachers and administrators I work with.

So here goes.

For me, the qualified teacher has gained enough expertise through formal schooling or from

essential experiences that she can challenge, inspire, and guide her students to the fullest expression of their potential. It is really that simple, that rare, and that paper-free, in many cases.

Although it has yet to happen to me directly, I have seen a few truly talented coworkers participate in powerful interviews during which the recruiter was inspired to hire them on the spot, only to find out moments later that they did not have the necessary paperwork and therefore could not be offered the job.

In other words, the rich and dynamic responses they gave to qualify their work as a teacher were cut down by the paper-thin reality of certifications. And certifications—keep in mind—that are not regulated in any meaningful way, and that have nothing in common other than the paper on which they are printed.

In my opinion, certifications have very little to do with the quality of a teacher. To me, the qualified teacher is the authentic teacher; the honest, dynamic and

humble teacher who has a demonstrated interest in, and success with, elevating those in her teaching and learning community in diverse ways—and more importantly, in real ways, not virtual ways.

So although online portfolios are the sexiest way to land a job these days, if a teacher’s quality exists only in the virtual world and does not extend beyond the digital pages she has curated, I question how effective certifications and online portfolios are in revealing the truth about a teacher’s teaching.

“So although online portfolios are the sexiest way to land a job these days, if a teacher’s quality exists only in the virtual world and does not extend beyond the digital pages she has curated...”

There is no doubt a polished professional website can reveal much about a teacher’s proficiency with Wordpress, but I hope we can agree this is not the same thing. To this end, those seeking well-qualified teachers should not waste precious interview time asking us what digital grade-keeping and curricula storing systems we are familiar with (who cares?), or to describe what we know about assessment data or differentiation (enough, already).

We should have answers to these questions, sure; but in my opinion, the answers to these common questions are not the best way to reveal the unique qualities of a teacher. Instead, those seeking well-qualified teachers should ask:

What inspires you? and, What measures do you take in your professional and personal life to make sure that there is always a fire lit in you, so you can always light a fire in others?

The teacher who knows herself well enough to answer these questions honestly; and who can answer them without defaulting into platitudes and edu-speak from books she has heard of but has never read; and whose eyes come alive because, finally, someone has asked the right question—that is the qualified teacher. That is the quality we should all be looking for.

But sadly, international school interviews often involve treading water around the same uninspired questions. And because the questions are so predictable, the responses become mechanical and disingenuous. We talk around the truth of who we really are, hoping to convince recruiters that we can be who they want us to be. And that is only if they have an idea of what they really want. A

lot of the time, they do not. And so questions often revolve around potentially-invigorating-but-often-sedating topics like technology and differentiation—topics that have driven the content of all the school-provided PD I have had in the last eight years.

Technology and Differentiation are Titans in this international profession, along with Online Portfolios, Data-Driven Assessments, and of course, Professional Development.

They lord over our classrooms while we worship, fear, or avoid them. And although I have a solid understanding of why these topics are important, too often we discuss their ever-changing strategies and expressions without having time in our schedules to implement them. And we discuss them to the detriment of other truly energizing topics out there on teaching and learning. Like, for example, Inspiration.

So to come back to my initial question, “what does it mean to be qualified in this international realm,” I am suggesting that part of the “quality” in qualification comes from the opportunities that teachers seek to develop their character, their intellect, and for God’s sake, their creativity.

And administrators, recruiters, and policy-makers play an essential role in elevating the quality of the teaching community. When they are creating policies about what qualifications they expect from their teachers, for example, they should really consider how these certifications are regulated and with what intention they are acquired.

And when they are shaping their interviews, they should consider the questions that allow teachers to reveal their quality in a qualitative way, instead of the questions that reduce teachers to quantify their success with dubious, predictable, and utterly uninspired data.

The qualified teacher is the inspired teacher, whose curriculum and classrooms are driven by inquiry. To get a glimpse of what this might look like, ask what inspires us. Ask what quickens our creativity. And then watch the quality of our responses come alive. ●

Ms. Cowles is Head of the English Department at Shanghai Community International School (SCIS), China.

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Here's to Educational Alchemy

Colegio Roosevelt receives US\$50,000 grant for environmental leadership

By Allana Rumble

Alchemy: a “seemingly magical process of transformation, creation, or combination” (Oxford Dictionary)

Educators are alchemists. Educators create, and transform, through combination and collaboration, and there are golden opportunities for our students and our collective future if we can get the science right.

The alchemy for us began when Colegio Roosevelt first learned of the Zayed Future Energy Prize (ZFEP) from one of our current parents and members of our Green Team, Yocamille Arditi-Rocha.

The prize is named after Sheikh Zayed bin Sultan Al Nahyan, President of the United Arab Emirates

and Ruler of the Emirate of Abu Dhabi. In 1995, The World Wildlife Fund (WWF) presented its highest conservation award, the Golden Panda, to Sheikh Zayed, marking the first time in the awards history that it had been bestowed on a head of state.

Conservation of the natural environment was key to Sheikh Zayed, and water access is also a shared concern between both the UAE and our home city of Lima, Peru, which is the second largest desert city in the world.

Our participation in this prize has allowed us to focus further on these areas of fusion. We have a need to reduce our focus on borders and boundaries, on preconceived ideas, and to open our hearts and minds to forward progress in the development not only



FDR students Valeria Wu and Raquel Herrera, receiving a certificate from jury chairman Ólafur Ragnar Grímsson and Dr. Sultan Ahmed Al Jaber (photo: FDR).

of alternative energy but alternative futures.

The Global High Schools category of the prize started two years ago and sees up to US\$100,000 awarded annually to one school in each of five global regions. A prize of this size has exceptional, transformative powers for schools. The prize also has categories for NGOs, small business, large business and Lifetime Achievement.

While it initially seemed a lofty goal, submitting a ZFEP proposal fit well with our school's desire to emerge as a leader in environmentally sustainable innovation. As sustainability gains momentum in Peru, we seek to be ambassadors of change.

Our proposal for the prize involved investing the grant in a diversified set of initiatives that would consider both economic and environmental responsibility. Our first initiative involved the expansion of a project implemented in October 2013, which utilizes solar thermal energy instead of natural gas to heat the school pool.

This project is an exemplar of the school's goals with a return on investment of six to eight months and anticipated savings of US\$20,000 per year, in addition to a reduction of 75 tons of CO2 annually.

Additionally, a portion of the prize grant would be used to install an experimental set of solar photovoltaic panels to power a block of classrooms, and allow for data collection to determine the scalability of the project based on economic and environmental savings. Finally, we proposed that we would convert a portion of our school bus transport system into a more efficient, less-polluting fleet, by switching from diesel to NGV.

Collectively these initiatives would allow the school to embark upon the establishment of a Green Revolving Fund. A portion of the funds saved from these initiatives will be placed back into the fund, thus making it “revolving”. The transformative idea being, sustainable funding for sustainability initiatives! Each of these initiatives

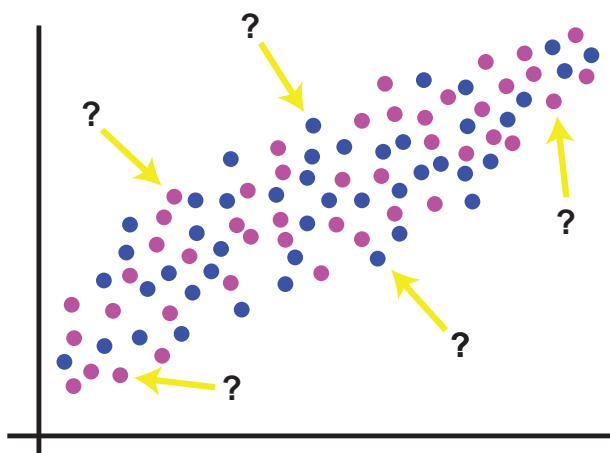
With a seemingly magical process of collaborative creative input, we completed our application for the August deadline, crossed our fingers, and hoped that our ingredients for success were present in perfect ratio.

In addition to the strict criteria involved for submissions, there is a four tiered process of selection and elimination involving a review committee, selection committee, and jury deciding the final winners.

Imagine our delight and excitement when we learned we had been selected as finalists in the Americas region. Anxiety transformed into joy. Possibility transformed into reality. Our finalist status also meant that the ZFEP

... continued on p. 33

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Prepare to Act: a One-of-a-Kind Theater Class

By *Christa F. Eleftherakis*

It was every drama teacher's worst nightmare. Last August, my class roster was dangerously empty. For various reasons, instead of the usual seven to ten students, I had just one student enroll.

My immediate thought was, "How can I teach a class, let alone one based on performance, with just one kid?" Luckily two other students enrolled shortly thereaf-

ter, and by then I had formulated the solution to our problem: the collaborative class website.

At its barest level, theatre requires two basic elements: performers to create a show, and an audience to observe it. With just three students, it would be impossible to maintain a sustainable balance of performance and peer-critique throughout a semester-long course. That is when I explained our solution to my students: we

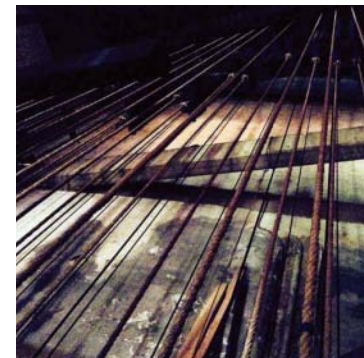
would take our class work and projects to the internet.

When you cannot bring an audience to the performance, then you bring the performance to the audience. If nothing else, it was an exciting and daunting challenge.

As an ensemble, the students and I developed a collaborative framework. We learned about a specific topic, rehearsed, researched and performed together as a class, then took what we



Above: Ms. Eleftherakis' three musketeers, doing what teenagers do best. Below: a backstage, vertical perspective on the school theater (photos: ECA).



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all disciplines, even in ones where the teacher has good reason to be hesitant about filming.

So how did it work? Our class covered four units, which I found were easily convertible from my lesson plans from previous years. Throughout the semester students were responsible for uploading all assignments to a website in order to complete specific pages by given dates.

My students were also responsible for the maintenance and upkeep of the site which was not something I had originally planned for but found worked well in keeping them engaged. I opted for Weebly as our platform because of its easy formatting options, but there is a large variety of sites available that my individual teachers' tastes and needs.

Though this experiment was done in a theatre class, it would easily be applied to any discipline. My students enjoyed the challenge of knowing all their work would be available to the public.

This realistic publication aspect raised the stakes and added an extra level of engagement to the project. And at the very least, my students appreciated the chance to do something totally different in one of their classes. ●

Ms. Eleftherakis is IB Theatre Teacher at Escuela Campo Alegre in Caracas, Venezuela. To view the class website or to understand more about the process, visit <http://prepare2act.weebly.com/>.

learned to the web in an attempt to "teach" this information to others their own age. In our case, our three students also happened to be bilingual, so we had the unexpected layer of targeting students from French, Spanish, and Portuguese-speaking countries.

This certainly added an extra challenge, as each student was expected to both instruct and comment artistically and constructively in both English and their mother tongue.

Class assignments and assessments consisted of both written and filmed projects. Generally speaking, I am hesitant to combine film with theatre. To begin with, they are separate art forms and have different theories, histories, and acting styles. It could be argued that as soon as you film a theatrical production, you are removing the essential experience of participating in the live event and therefore compromising the integrity of the performance.

But on a more realistic and immediate level, I find students often mimic certain actors they see on TV or film and create a superficial copy of that character rather than formulate an organic, authentic study understood on their own level.

Outside the area of drama, however, this may not be a realistic concern. Other disciplines may actually encourage the opportunity for students to film themselves or create more web-based projects on a more regular basis. This has applications in practically

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The Marshall Memo

With Kim Marshall

How to Cultivate "Grit"

The article: "Perseverance and Grit" by Rick Wormeli in *AMLE Magazine*, January 2014 (15, pp. 41-43), <http://www.amle.org>; Mr. Wormeli can be reached at rwormeli@cox.net.

In this article in *AMLE Magazine*, consultant/writer Rick Wormeli says that in some domains, today's students are incredibly tenacious: "If the story is good, they read 700-page books. They play online games, working their way through 12 levels of difficulty for six hours or more. They stay well into the evening hours to practice for theater productions and sports tournaments, and they work diligently for weeks on video projects to support favored causes."

But in other arenas, not so much. They abandon a website if it does not download in two seconds. They think they know world events by skimming headlines and listening to short sound bites. They tune out if a text message is too long. And long reading assignments are anathema.

So how do we build stick-to-it-iveness in classrooms? Here are Mr. Wormeli's suggestions:

- Cultivate trust. "Students will take risks and push themselves harder if they can trust the adult in charge will not humiliate them," he says. Do not use sarcasm and "gotcha" language. Some positive examples: "Can you help me find the supportive details in this paragraph?" "The first part of your response provides the insight we needed. Tell me more about that second part."
- Make connections. When a student is deciding whether to watch a movie with a friend or finish a project that is due tomorrow, the deciding factor will be whether the student wants to avoid disappointing the teacher.
- Be happy. Students are drawn "to the bright oasis of the teacher who keeps cynicism and indifference at bay," says Mr. Wormeli.
- Provide descriptive feedback. Focus on the decisions students made while doing their work, he

... continued on p. 37

Three Ways Teachers Can Use Language More Effectively

The article: "Reinforcing, Reminding, and Redirecting: The '3 Rs' of Teacher Language" by Paula Denton in *Responsive Classroom*, Winter 2014 (pp. 1-5); <http://www.responsiveclassroom.org> (excerpted from Ms. Denton's book, *The Power of Our Words*, 2nd Ed., 2013).

In this thoughtful article in *Responsive Classroom*, author Paula Denton says that teachers' choice of words, tone of voice, and pacing have a big influence on how students think, act, and learn. She identifies "3 Rs" and describes ineffective and effective strategies in each area:

- Reinforcing language
Effective teachers notice and highlight students' accomplishments, effort, and attitudes:
- They name concrete, specific behaviors so students will know what to keep doing. Instead of saying, "Good job" or "Your spelling shows progress," say "You remembered to change the 'y' to 'i' when adding 'ed.'"

- They de-emphasize personal approval so the focus is on improving skills, not pleasing the teacher. Instead of saying "I am so pleased with the way you added key details to your main point," say "You added key details to your main point. That helps your audience understand and be persuaded."

- They avoid holding up one student as an example to others. "The student held up may feel triumphant, but others are likely to feel devalued or criticized," says Ms. Denton. "And the student held up may even feel embarrassed. Instead of saying, "Notice how Glenda used four sources for her research project. Let's see all of you do that," say privately to Glenda, "You used at least three sources as we learned to do. That makes your research credible."

- Find positives to reinforce in all students so that, over time, every child has his or her strengths appreciated.
• Reminding language
"By using reminding language



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.

before students start a possibly challenging task, or right when they start to make a mistake, teachers help them stay on task, organized, responsible, and safe," says Ms. Denton. "Also, keep in mind that reminders are most effective when both the student and teacher feel calm."

- Prompt children to remember for themselves, showing your be-
... continued on p. 29

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Letters to the Editor

A Day to Forget

By Mike Johnson

Dear Editor,

Demonstrations in the streets. Violence. Over 56 percent inflation. Shortages of basic goods. Road blockages. Arrests. School schedule changes. Cancellations of activities.

Uncertainty is everywhere, and it takes its toll. How does all of this uncertainty affect our students? How does a 10-year-old boy deal with the reality that his friends cannot make it to school safely?

How does a 13-year-old girl come to terms with the fact that her friends are participating in massive demonstrations being viewed by the world rather than coming to school? Or that they are out all night, fighting in the streets against a government they detest?

“Did we get much ‘teaching’ done that day? Certainly not. But we did remember to forget our troubles, and create an opportunity for our students to be kids again, if just for a day. I wish I could say we had intentionally planned the day to fill this desperate need, but we had no such foresight.”

A few weeks ago, in the midst of the insanity that is at present our daily reality in Caracas, Venezuela we had scheduled our Middle School Career Day and afternoon Beach Bash. The day started off with our students (the 85 percent who were able to make it that day) coming together to talk about Career Day.

We began with a video produced by two teachers and starring several members of our faculty lip-syncing and dancing to the song We're so Excited—a parody of the popular song, Radioactive. The video was a huge hit with the students, and a great way to start the day. Students then broke off into groups and visited guest

speakers who shared information about their occupations, giving students insight into different career possibilities.

Perhaps the biggest hit of the day was the visit from three U.S. Marines, who were particularly popular with the middle school girls thanks to their mix of camouflage and dress uniforms!

Following Career Day everyone headed to the pool. It was two straight hours of play. Vaulting down the inflatable slide... catching rings being thrown into the pool by a teacher... playing keep-away with a football... and continuous games of “chicken.” It was a beautiful day, there was junk food galore, and the event was alive with laughter from start to finish.

As school let out and the party ended, students and teachers departed quickly and went their separate ways for the weekend. But for one glorious day, we all just seemed to forget. Forget the demonstrations. Forget the violence. Forget the inflation. Forget the shortages. Forget the roadblocks. Forget the arrests. Forget the schedule changes and activity cancellations.

Did we get much “teaching” done that day? Certainly not. But we did remember to forget our troubles, and create an opportunity for our students to be kids again, if just for a day. I wish I could say we had intentionally planned the day to fill this desperate need, but we had no such foresight.

However, let this day serve as a reminder to us all that once in a while, we just need to forget. ●

Mr. Johnson is in his fourth year as Middle School Principal at Escuela Campo Alegre in Caracas. He loves his job, he loves the country and people of Venezuela, and he enjoys living there, in spite of the present challenges faced by the country. He is also the proud father of—you guessed it—a 10-year-old boy and 13-year-old girl.

The Failure of Hoop-Jumping

Where “floors become ceilings, and opportunities become obstacles”

By Keith Boniface

Dear Editor,

Every traditional high school has a set of requirements that students must meet in order to graduate. Obviously. The purpose of the requirements is to ensure that students are exposed to a variety of disciplines, learn the rigors of in-depth study of a topic, and finish with an education that is well-rounded, practical, and impressive to the admission folks at the university of their choosing.

The core of these requirements consists of courses in the mother tongue, mathematics, science and often social studies (any combination of the social sciences, usually history and geography etc.).

It is rounded out with fine arts, performing arts, physical education and health, a second language, and perhaps a technology course or two. Choice, in the form of electives, is also very often a part of the framework, albeit a forced one as the electives are necessarily dictated by school size, faculty talents, and available resources.

Most schools set the baseline course requirements for graduation; you are not limited to them, but at the very least, you must meet this prescribed threshold.

Over time, we educators revamp, reshuffle, reorder, rethink, and add, subtract and reprioritize these minimum graduation requirements, because society is not static. There are newly perceived needs to be met, and we want our young adults to be well-prepared for life, and to be successful later on.

What starts as well-intentioned path-plotting for all students becomes an exercise in hoop-jumping for many of them. Floors become ceilings, and opportunities turn into obstacles. Because we are designing such a broad view of what it means to be well educated, high school is often referred to as an exercise in collecting credits rather than a quest for knowledge.

Students feel as if they are jumping hoops. “You have to take three credits of science,” is commonly said to incoming Grade 8 students. It sounds a lot different than, “You are going deep inside the human cell to find out everything we know about how a cell works.”

The issue with hoop-jumping lies in the language we use to motivate learners. When high school is promoted as a chase for credits or a journey to meet minimum requirements, we short-change curiosity, derail passion, and turn a natural love for learning into hurdles.

I propose that we change our language, and with it hopefully the motivation of our students. High schools need to be out of the business of awarding diplomas with the accent on the accumulation of credits, at least figuratively.

In a perfect world, you would achieve your diploma through the demonstration of a set of skills, a product, or performance. Those are the skills of a budding biologist, chemist, historian, writer, or linguist.

They are the duets, monologues, and orations of powerfully written speeches. They are the published works of fiction and

non-fiction, documentaries, or physical achievement. They are the evidence of personal responsibility, community awareness, and environmental sensitivity.

In short, they are the things that we strive for as we become well-educated. ●

Mr. Boniface is High School Principal at The American International School of Muscat, Oman.



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Opinion and Commentary

Closing the Book: Physical Education and the MYP

By Neil Morgan Griffiths

It is unfortunate that over the past 30 years or more, physical education (PE) and the memories it inspires have been influenced by a lack of consistent vision and by the multitude of non-certified and unqualified individuals who have been delegated to teaching it.

Generally speaking, there has been an inherent lack of knowledge about, and respect for, PE from school administrators. This may serve to explain PE's troubled past.

However, are some of the attempts at fixing the problems still misguided? Marzano (2007) noted, "The one factor that surfaced as

the single most influential component of an effective school is the individual teachers within that school" (2007, p.1). And concerning PE, ensuring that quality PE teachers are in place is probably the first and foremost obligation to the students.

However, the alternative, and certainly lesser option, is to enforce a PE curriculum based on writing and academic rigor so that our hands can be washed of the first obligation. After all, making PE academically rigorous will surely send out the message that it is respected—right? Even though the International Baccalaureate Organization appears genuine in maintaining that it only provides

a framework for schools to work from, it is this writer's position that the Physical and Health Education Guide (pre-publication) for the *MYP Next Chapter* has the potential to lead the uninformed principal or coordinator in the wrong direction.

To be fair, the guide is attempting to straddle both physical education and health education, which is no easy task, and to its credit, it does detail highly worthwhile aims that are based on participation, engagement, action, communication, and enjoyment.

However, if we are serious about these program aims, then perhaps it could be argued that assessment within the program should be designed to measure whether or not those Aims have been realized. Questionably, the current proposal for the assessment criteria could be described as an inability to connect the dots.

Put bluntly, the *Next Chapter's* revamped assessment criteria have a performance focus that appears incongruent with the aims of the program. In response to this, I wrote the following letter to the IBO shortly after the release of the Pre-Publication Document:

"After having just read through the four criteria for the PE *Next Chapter* pre-publication, I am confused by what I see as contradictions demonstrated by the IBO. In one section it states that 75 percent activity is recommended, and yet approximately 75 percent of the assessment criteria strands describe inactivity in the form of plan, design, explain, analyze, demonstrate knowledge, and evaluate... Asking students to be active but assessing them on inactivity is a concept that clearly lacks an understanding of the essence of physical education. I expect that this document will receive great scrutiny and deserved modifications."

Since writing that letter I have been engaged in highly positive and productive correspondence with the head of the PE development committee at the IBO, Andrew Mayes, whose feedback and opinion have been very valuable.

As a result I am convinced that if students are given the liberty to choose their performance activity, these assessment criteria may indeed produce a positive outcome for students. However, I still question what seems to be an inability to effectively support the aims of the course through an authentic approach to assessment.

If a PE student is able to demonstrate that they are actively engaged in the pursuit of a healthy lifestyle inside and outside of

school, then they should be deemed highly successful, irrespective of the criteria or assessment policy our schools decide to enforce.

Pangrazi (2008) was clear in his identification of the new major outcomes for physical education, and they were not based around identifying who performs the best, or who can demonstrate the best skills. Therefore, placing a focus on performance is perhaps out of line with what students and society currently need.

It is possible that in attempting to pander to those calling for academic rigor across all subject areas, the IBO has taken a middle-of-the-road approach in a quest to appeal to both sides of the discussion. Are society's problems based on the fact that students cannot demonstrate an appropriate use of performance specific vocabulary? Or are they based in the fact that generally people do not move enough, and often do not make, educated choices concerning food consumption?

Physical education at its heart is about encouraging actions in individuals that ultimately serve

them and their society. Perhaps what needs to be ensured is that when PE students are assessed, it is simply with a view to encouraging the development of actions and attitudes that will serve them throughout their lives.

As Naylor (2013) asks so pertinently, "Why would we ever risk telling students that they are no good at moving?" ●


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2014 for a Struggling Teen: Good News and Bad

Special advertiser content

By Rick Detwiler

Addressing the severe psychosocial problems, cognitive challenges, and emotional disorders of teens has always been a challenge, whether we are able to handle them in our schools or if we need to guide a student towards a therapeutic residential program.

Our world is a fast-moving place, and the issues that plague vulnerable teens are constantly changing. As we take stock of some of those changes that will impact our international school communities, there is good news and bad in regards to serving our students who struggle.

The good news revolves around the increase in willingness to address the needs of teens who are struggling and the expansion of tools, strategies, and resources to help us meet those needs.

The bad news is daunting, though. Even as our willingness and capability grows, the size of the problem grows even faster. Statistics on the issues teens face are troubling and unfortunately, it is getting worse. [Note: all statistics discussed here are US-based, relevant to international schools to varying degrees. Source citations available from the author.]

The good news

Increased commitment in international schools to become more inclusive: the Next Frontier Inclusion consortium now has 65 member schools, has held seven well-attended conferences (this month's conference in Brussels filled up months ago), and contin-

ues to draw the interest of the international school community.

The IB is reaching out to serve special needs students: the IBO recently changed its assessment guidelines regarding accommodations allowable for special needs students, making the IBDP more accessible to students with special needs.

Better diagnosis of autism: the American Psychiatric Association has adopted a "new, more accurate, and medically and scientifically useful way of diagnosing individuals with autism spectrum disorder." Better diagnosis means better treatment for the 1-in-50 school-age children with some form of autism.

More autistic kids are going to college: a study by University of California at Riverside cited a National Longitudinal Transition Survey that found 47 percent of individuals with autism in that study had enrolled in college, highlighting the fact that when properly supported, students with ASD can be successful in higher education.

More research on ADHD: recent research has revealed that "combination therapy" (drugs plus behavior therapy), compared to drugs alone, is more effective in the treatment of ADHD.

More US boarding school placements for international students: the Independent Education Consultants Association reports that, "today, 30 percent of all students enrolled in boarding schools are international." The surge in international admissions reflects changes in both supply of students and demand. This increasing accessibility offers a solution for international

... continued on p. 37

In Search of Better East-Meets-West Models

By Kerry Driver

Beijing City International School (BCIS) is part of a not-for-profit education enterprise, YueCheng Education (YCE). As a group, YCE intends to create a community of learners through innovative, personalized and rigorous educational practices combining the best from China and the West.

The YueCheng Education Research Institute (YERI) was established in 2011, with a vision to integrate the pedagogies and innovations in both Chinese and Western education institutions. Its professional development arm is the YueCheng Education Innovation Center (YEIC).

By way of an example, YEIC has hosted training workshops for teachers in Beijing public schools on subjects such as differentiation. Additionally, in September 2013, BCIS hosted an international symposium entitled "Promoting global competence in students." The symposium was co-organized by YERI and the Western Association of Schools and Colleges (WASC), with the aim to stimulate dialogue about how schools can prepare students for life in today's global society.

"Together with our partner YERI, BCIS can live its mission of empowering and inspiring students by supporting YERI research, incubating best educational practices from China and the West, and contributing to innovation in Chinese education," explains BCIS Head of School Bill O'Hearn.

Lixiang Chen, Chairman of the Board at YueCheng Education Management, stated at a recent YCE Board of Trustees Annual Dinner that "YCE strives to empower students to become internationally minded and compassionate people who will lead the sustainable development of China and the world."

This notion of providing Chinese and foreign students with an excellent education in Beijing was the reason founder Haohua Ni opened BCIS in 2005. Today the bundling of YERI and YEIC into the YCE family extends Mr. Ni's vision into an enterprise that provides education, a platform for innovation, and opportunities for Chinese schools to tap into valuable information and professional development programs offered.

The Global Competence Symposium is one example of how the YCE family works. At that Symposium, more than 40 educators and education industry leaders worked together to define a set of globally focused learner outcomes that could be used to guide education programming, and against which assessment can be measured.

Thought leaders, including the Asia Society's Vice President of Education Anthony Jackson, WASC Associate Executive Director Marilyn George, and Mo Jingqi from the National Center for School Curriculum and Textbook Development (NCCT, Chinese Ministry of Education) shared presentations and worked with an audience of 40+ educators from Chinese national schools and China-based international schools.

"The Global Competency Symposium was one way YERI supports information and best-practice," explains Wang Yan, Dean of YERI and Director of YEIC. "For example, having international experts here to talk about what skills multinational corporations and diplomatic communities seek in employees today really helped educators understand the importance of having

common approaches to building global competency skills."

BCIS has also hosted several professional development workshops for local teachers organized by YEIC. At one such workshop, BCIS Science teachers Romy Friedman and Mick Furniss, supported by Chinese teacher Fiona Chen, ran a training session focused on how educators can teach complex scientific concepts more successfully.

Feedback from this workshop was very positive, and although many teachers were concerned about how they could manage such activities in the typically large (40+ students) classrooms of local schools, they were all eager to try out the teaching techniques and felt enthusiastic about the experience. ●



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College Counseling

With Martin Walsh

Let's begin this month's column with some data. First, the sheer volume of applications to undergraduate programs continues to skyrocket.

In the last 30 years Brown University has gone from 12,638 applicants to a staggering 30,423 for the class of 2018. In 2009 USC received 35,753 applications; this year that number jumped to well over 50,000.

Public universities such as UC Davis, just outside of Sacramento, California, are not immune to this trend. Davis, a wonderful institution that lacks the panache of its more famous cousins UCLA and UC Berkeley, received 60,500 applications to fill a class of 5,100.

For many universities, international applications are the driving force behind this huge surge. Twenty years ago international applications represented only eight percent of Brown's entire pool; this year 17 percent of Brown's entire undergraduate application pool will come from countries outside the USA. Even Santa Clara University, a mid-sized Jesuit institution still in the early stages of recruiting international students, witnessed a 20 percent increase in international applications.

Two countries, China and India, have played a definitive role in changing the landscape of college admissions. For many of the universities I spoke with, China alone

represented 25 to 33 percent of the entire international application pool.

This upsurge in international applications can be attributed to a variety of factors. Clearly, many undergraduate admission offices have ramped up their recruiting efforts. Additionally, international high schools are committing more funding to the college counseling office in order to make certain that students are working with committed and trained professionals who are prepared to guide applicants through the confusing maze that is the American college application process.

Finally, it is not uncommon for students and parents to hire admission consultants, who excel at packaging students for admission to U.S. colleges. And, herein lies the dark side of the international application boom. Universities are increasingly concerned about the veracity of applications coming from overseas.

A student getting needed help or guidance on an application is certainly acceptable. But, students who outsource their applications to "hired guns" who write (and perhaps even falsify) the documents represent a real and growing problem for international admissions officers.

As one admissions dean stressed, admission fraud is not a "victimless crime." International students who show up ill-prepared for academic expectations, or undergraduates who lack the language skills to survive in the classroom will quickly find themselves overwhelmed at an American—or Canadian—university. These factors increase the likelihood of deeper, more troubling issues like the onset of depression.

Additionally, cheaters take away seats from deserving students—American and international alike. Therefore, it is important for counselors and students to understand that admissions officers are on the lookout for even the slightest "red flag" from the international applicant pool.

As a representative from Dartmouth explained, "with international applicant pools as deep as they are, it does not take much to push a file into the deny pile."

It is not always difficult for a seasoned admissions officer to identify a student who has received a little too much coaching. For example, an application that lacks a consistent writing skill level across the entire file is often problematic. If the personal statement reads like something from a Ph.D. student but other, shorter sections of the common

application are littered with errors in grammar or structure, the admissions officer will undoubtedly question the authorship of the application essay.

Significant discrepancies in the language used in the essay and SAT/ACT or TOEFL scores will also raise the suspicions of the admissions office. Becky Konowicz, Santa Clara University's Director of International Admissions mentioned that she often saves emails from students, in order to see if the writing skill exhibited in the less formal communication is similar to the style and sophistication found in the application.

Additionally, international applicants who claim to have done something special, like making a documentary on illegal abortions in Thailand, or leading re-forestation efforts in inner Mongolia, can certainly expect follow-up from a university official. As Rachel Toyen, an international student recruiter at the University of British Columbia explained, "Applicants who claim to have done something super extraordinary in their personal profile can expect that we will contact a reference to verify."

Impressive stories of enterprising-but-fictitious extracurricular projects are among the more common red flags that admissions officers deal with. Just ask Tufts, where 25 percent of the applicants from Thailand were thrown out for suspected cheating.

The problem, of course, is that these red flags are the very things that many of the less professional and ethical independent counseling companies sell to students. As you can imagine, perfect essays and amazing extra-curricular activities might very well be the path to a denial, and not an offer of admission.

So what policies can international counselors embrace, in order to save students from outside influences that might do more harm than good?

First, I encourage all college counselors to share this information with parents and students. Certainly there are some great independent counseling agencies out there; but do all you can to make certain that your parents are informed consumers. If they decide that they want to use an independent counselor or agency, please try to be part of the conversation. I even know of some high school counseling offices that provide a list of approved outside counselors to any parents intent on getting additional help.

Next, develop a college counseling program that is thorough and professional. Take away the



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

concerns many parents might have that their son or daughter is not getting enough help. Working hand in hand with the administration, develop a system that allows you to focus on counseling—not coaching or teaching.


From one-on-one meetings with students to hosting parent nights to communicating with admissions offices, this is a full-time job, not something to be split with other duties.

Also, I strongly encourage counselors to develop relationships with universities. When a university admissions officer trusts the college counselor they will be far more likely to trust the applicant. A great step in establishing this relationship is by attending the OACAC and NACAC conferences. These yearly gatherings provide counselors with a wonderful chance to expand their professional skill set, as well as establish meaningful relationships with the officers working on the other side of the desk.


Moreover, if and when you have strong evidence that the applicant's work may not be his or her own, communicate with the colleges. In the long run, this policy will help ensure that your name and the work of your other students will remain above reproach.

Finally, the school profile plays a huge role in helping an admissions officer determine a school's professionalism. Admissions officers will look for clear contact information, truthful guidance on programs and testing, and a counseling office staffed by admissions professionals.

Padding college applications is as old as higher education itself, but I do think international applications to Canadian and American universities are under a slightly more intense spotlight. I encourage all international school counselors to embrace policies that will ensure their students get a thorough and unbiased read. ●



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A (21st Century) Tale of Two Kindies

Kindergarteners in Japan, Indonesia leverage technology to write a collaborative story

By Ben Sheridan

This past fall my class and I participated in a progressive story. The basic idea behind the project was that four classes would collaborate virtually to create a story.

The project creators chose a wiki for the shared writing space, and classes were grouped and assigned to a specific wiki page. Our class began the writing process, and posted the first two paragraphs. As each subsequent class added their section the story grew, and took many interesting twists and turns.

When the last class added their section they were also tasked with creating a title for the story. We teachers also decided that it would be helpful to create a VoiceThread

of the story, using illustrations that the students created. Each class then uploaded pictures to a shared VoiceThread; the illustrations were then matched with the corresponding audio section. The kids were very excited by the finished product, and were delighted to share the VoiceThread on our class blog.

Both my students and I enjoyed this project, but it left me wanting more. I liked the project, but felt I could possibly use classroom technology to sustain student engagement *throughout* the project. I was also looking for a way to make the entire project more student-driven.

To create a process that allowed students to collaboratively traverse the entire writing process,

the first thing we needed to do was to find a class willing to participate.

I knew I needed a teacher who was willing to try something completely new, and who was not afraid to use technology in a way that was new and exciting. I knew I needed someone who was not only a very competent teacher but also a bit of a risk-taker. The first person that came to my mind was Zoe Page; I had met Zoe on several occasions at a couple of different conferences, and we had kept in touch mostly via Twitter. I shot her a slightly schizophrenic email, and asked what she thought of collaborating on a writing project that incorporated different types of technologies.

Luckily for me, she was game. We started sharing ideas, some good (mostly hers), some not so good (mostly mine), and before I knew it something started to take shape.

Since our classes were already Twitter friends, we decided to capitalize on this and let the children start conversing about the project using this medium. We also created a shared Google Document that we used as a shared space. Our classes also decided that we should meet "face to face" via Skype before we began. We had a very positive Skype session, in which the students shared ideas and feelings about the project as well as random-but-nonetheless-valuable kindergarten musings.

To begin with, our class sat down at the Smartboard and used the G-doc as a space to brainstorm ideas. Each class started jotting down ideas for character, setting, plot etc. Our classes also outlined purpose, audience, and potential challenges. Some of the challenges our students came up with were:

- How will we share the story?
- What language should we write it in?
- Too much audience? Maybe children only?
- We might have trouble spelling all the words correctly.
- We might have to make a compromise.

In other words, the students were already thinking in quite a holistic way. Since these ideas were coming from other Kindergarten students they held tremendous relevance with the others, and all students developed a sense of ownership right from the beginning.

After a couple of brainstorming sessions, which we documented using the G-doc, and some back and forth via Twitter our students had decided that the story would begin in a cemetery! Each of our classes decided to visit a cemetery

near our school as a way to help build context. We decided that each class should document their field-trip and share it via their respective class blog. Luckily for us, we have a cemetery within walking distance of our classroom. We set up a field trip, gathered some parent volunteers, and set out one afternoon.

The students were armed with iPods to help document our field-trip. They used the camera function to capture pictures and video, and we then took this and created a post for our class blog that allowed our partner class to go with us (albeit virtually) on our field trip.

"Luckily for me, she was game. We started sharing ideas, some good (mostly hers), some not so good (mostly mine), and before I knew it something started to take shape. And since our classes were already Twitter friends..."

The students had a great time sitting on the carpet and comparing and contrasting each others' field trips as we viewed them on our Smartboard.

With our field trips fresh in our minds, we started to write. The field trip was a great kick-starter. Each class created quite an impressive list of descriptive words we could use in our story and as the writing progressed, each class decided that they wanted the story to be a chapter story: each class would write a chapter and then hand it back to the other class.

Every morning the first thing my students would ask is to check the story to see what developments had taken place. We would then use Twitter to offer feedback, or ask for clarification on certain aspects of the story.

Our classes Skyped again, and one of the first things the students said to each other was that each class thought the other were good writers. One question that had arisen in the meantime was, how were we going to share our story?

During our Skype call our friends in Japan shared a *Kamishibai*, which we learned is a form of Japanese story telling. My students thought that was very interesting, as they had never heard of this before. After the call my class discussed possible ways we could publish and share our story.

Earlier in the year I had made an ebook (using iAuthor) about our 100th day activities. My students really liked the book. First, they loved the fact that the pictures in the book were of them with their hundreds projects. Second, they loved the fact that they could read

it on our iPads. They suggested they could make illustrations and we could use these illustrations to create an ebook version of our story.

As the story began to wrap up, our partner class asked if they could finish the story. Most of the students in my class wanted to finish it as well, so they asked our partner class if they would be willing to compromise. Both classes were willing to compromise and finish the last chapter together. Our classes set up a time to Skype and finish the story together in "real time" via our shared G-doc.

I truly felt this project was well worth the extra effort and planning. I felt my students benefited greatly from the project, as I did. They are very proud, not only of the finished product but the work they put into creating the story. I feel it must be said that without many other people this project would not have been possible.

The parents of my students have been supportive on many fronts this year. When I announced our plan to visit a cemetery, I did get some raised eyebrows. That said, the parents of my students were very forward and up-front with their concerns and questions. After I explained the project they were not only supportive, but actually offered to help and chaperone.

All this would also not have been possible without the support and flexibility of my school head. His trust and support allowed me to try something new and unproven. As for Zoe Page, she was kind enough to agree to participate in something without knowing if it would work or not; she elevated the project with her expertise and professionalism.

Last but not least this would not have been possible without the hard work and imagination of the students! They are the ones who put in the effort to create the story itself. ●

Mr. Sheridan teaches Kindergarten at Pasir Ridge International School in Balikpapan, Indonesia.



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Integrating Language and Content: a Shared Responsibility

By Alison McNulty

Tashkent International School (TIS) in Uzbekistan is a linguistically and culturally diverse International Baccalaureate (IB) World School, in which more than 80 percent of the almost 500 students enrolled do not have English as their first language.

Such diversity makes the school a fascinating place to work, but also presents big challenges in the

learning and teaching of subject content and in the language of instruction. While school policy is clear that "... language learning in school is not a separate discipline and cannot be isolated from all other learning," making this statement a reality means that all faculty have to buy into their role as language teachers as well as subject content teachers.

Over the last four years, TIS has introduced the Middle Years Pro-

gramme (MYP) English Language B program and a Foundation English program, which offers the general English component of the Language B program, in-class support and an English for Academic Purposes course (EAP).

From these changes grew the idea that teams of language and content specialists could collaborate to design materials using the language specific to their subject's content. In order to embed the

concept that all faculty are language as well as subject teachers, a program of professional development sessions was put in place in academic year 2012-2013.

The program aimed to raise faculty's awareness of the challenges for learners and to exemplify good practice in English as a Medium of Instruction (EMI). The sessions were led by the English language specialists from the TIS Foundation English department with input provided from a distance by a UK consultant.

The first session in November 2012 reviewed the TIS language policy and the teacher's role as an English language teacher. Subsequent sessions throughout the academic year took a more hands-on approach and participants rotated through a series of workshops which involved working together within their departments to create their own materials to either guide or support learners.

The program concluded with a full week's visit to the school last October by Keith Kelly, an external consultant, who undertook observations, filmed elementary and secondary classes, and conducted a whole school professional development day. The last two days of the visit consisted of materials development workshops for the secondary departments and the elementary grade level groups.

It will be some time before we can evaluate how successful the program at TIS has been, and whether all faculty members will buy into their dual role as language and subject content teachers; but there were some encouraging signs in the feedback teachers gave after the consultant's visit.

"A success story ... Our professional development set aside some time to create language guides. I crafted a menu of language options for speaking about patterns,

... continued on p. 33

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Abby Wynter, Director
American School of Santo Domingo
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Second Language Learners—Who's on Point?

By Bonnie Billak

Whose job is it to teach the English language learners in a classroom?

Is it the classroom teacher's responsibility, or the ESL teacher's? This is a common dilemma at international schools worldwide, and sometimes becomes quite a controversial topic.

Some classroom teachers feel they are not qualified to teach language learners, thus, the English language learners should be the sole responsibility of the ESL teachers.

Others feel that they were hired to teach in English at a level comparable to their teaching in North America thus, in their eyes, based on their contracts their work does not include teaching students who do not speak English or have low English proficiency levels.

Many teachers believe that it is impossible to teach language and content material at the same time, therefore they would like to have all day pull-out ESL classes for their language learners. It actually makes them feel nervous to have these students in their classrooms, and they have no desire to learn how to teach English language learners.

Some teachers opt for having tutors take over the language teaching responsibility. They ask parents to hire tutors to bring their children up to speed language-wise. This produces an awkward classroom situation though, since during the day the ESL students are more or less in a baby-sitting

situation in the classroom until the tutor develops their language proficiency to a sufficient level for them to do the work the other students in the class are doing.

Therefore, in actuality, whose job is it? Although each group will strongly campaign for their cause, the optimal situation is to have the English teaching done by both the classroom teacher and the ESL teacher. In this way, the progress of the students will be faster and they will stay on grade level academically.

By closely working together with the classroom teacher, the ESL teacher can gain important information regarding what will be taught or discussed in the classroom so that the language teaching can be linked to this content material. On the flip side, the ESL teacher can serve as a valuable resource for the classroom teacher by offering tips regarding ways to include the ESL students in classroom activities, strategies for scaffolding lessons, etc.

Through this close partnership, a strong and highly developed English program can be developed at the school and the English language learners will thrive and prosper linguistically, academically, and socially. ●

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.

The Big Picture

With Stephen Dexter

Do you judge a school, or any organization, by its website? I do. It is our new reality. In fact, most of the new teachers I now hire begin their dialogue with me by commenting on ours (<http://www.las.ch>). Of course a website does not correlate to effective student learning, or a successful school for that matter. But there is one page I always look at, which says a lot: the director's message.

Sometimes there is a head shot. Sometimes there is not. Sometimes you cannot even find a message. And when you do find it, the message usually says something about global citizens, the IB, and being a community of learners.

I recall seeing one school website that made the bold statement, "more than a school." Many of us consider ourselves as being more than a school, but have we ever put that into words?

When is the last time (outside of our decennial accreditations) that we really took a look at how our organizations actually function, are structured, and, dare I say, organized? This is important because we administrators shiver when we

hear that "we have always done it that way," and yet we seem to be the ones perpetuating it.

I listened to an interview recently, featuring Steve Jobs (from 2010). He made a few interesting comments about management that I felt worth noting.

"You have to be run by ideas, not hierarchy, otherwise the good people do not stay."

"Do you know how many committees we have at Apple? None."

"We think like a startup."

I am not advocating the whole-sale Steve Jobs approach to management. Having read the book (and seen the movie), I understand he did not get high marks for people skills.

What is important though is that he did two things when he toppled the computer industry: he redefined process and product. He found a way not only to give people what they wanted before they knew they wanted it, but he redesigned the way companies worked to make it.

The education maelstrom these days features a lot of talk about product. Sir Ken (Robinson) is

making a healthy living on it. There is a lot of great, out-of-the-box thinking out there about how the traditional, industrial model of schooling is broken. Got it.

There is also a lot of literature about school leadership, site-based management, PLCs and other ideas that tinker with the running of schools. I think it is the equivalent of Mr. Jobs saying over and over that land lines were a thing of the past. But Steve Jobs talked not only about the next product, but also about the structures (or lack thereof) to obtain that product. Are we defining this in schools?

Most of us have heard about the Google 20 percent rule, where employees are given chunks of unstructured time to be creative and explore. Some schools are actually trying this, but they are far and few between. In short, what concerns me is that we are seeing a growing disparity between what schools aspire to be and what they actually are.

Although the theme of Clayton Christensen's *Disrupting Class* is a rather simplistic premise (online

learning is the future), one concept detailed in the book was the distinction between sustainable and disruptive change. Directing a one-to-one laptop program, with a teacher standing in front of a class, with a closed door, is a "sustainable" change. Cancelling class while students work on projects independently on campus or even at home may be considered disruptive.

It appears that personalized learning environments are here to stay; what about the front office? Will the hierarchical, command-and-control structure so prevalent in international schools serve the kinds of "disruptive innovation" everyone is paying lip service to? Are we going to ban committees too?

When Rousseau wrote in his book *Emile* (1762) that "the tutor must not lay down precepts but must let them be discovered," I wonder if he was thinking about the administrator as much as the teacher. In 2011, our school dismantled the top-down appraisal process for staff. It sounds dramatic, but it really was not. We put



Stephen Dexter is currently Principal of Leysin American School, Switzerland.

teachers in charge of their own learning by working collaboratively on an area chosen by them.

It required a tremendous leap of faith and a loss of control, but it has doubled staff investment in their own learning and growth and actually increased accountability. What other risks are we willing to take as managers to personalize our experience in this innovation age? Can you run, as Mr. Jobs said, "by ideas and not hierarchy?" ●

Transforming Governance: UNIS-Hanoi's Secret Weapon

United Nations International School in Vietnam enlists Harvard professor to help develop capacity for "generative governance"

By Emma Silva

Energizing and equipping a board of directors to embrace strategic governance and to operate at a generative level for the benefit of our institutions is no easy task. But one international school's journey to take its board to the next level has resulted in a movement so exciting it has brought a leader in the field of generative governance out of retirement!

Dr. Richard Chait, Professor Emeritus at Harvard University and widely acknowledged as a leader of thought in the world of

non-profit board governance, has agreed to support the United Nations International School (UNIS) of Hanoi in their bold undertaking to work directly with their board of directors this year.

Driven by its school vision and values, UNIS Hanoi has decided to share this rare opportunity with its peer group of not-for-profit international schools by organizing a two-day workshop for heads of schools to attend with their board members.

UNIS Head of School Chip Barder said: "If you have attended one of the UNIS Hanoi Board's work-

shops over the last two years at an EARCOS Leadership Conference in Kuala Lumpur or Bangkok, you will know that we have been on an exciting journey, moving from an operationally-focused board to a strategically-functioning board that spends some of its time on generative governance."

Board Chair Sarah Garner described the journey: "In attempting to include generative thinking into our board work, we have been following the literature and research presented by Dr. Chait, especially his more recent publication, *Governance as Leadership*.

"As a relatively new part of the governance model in international schools, we found it exciting but challenging to implement this less familiar generative mode, so we decided to go straight to the source and see if Dr. Chait would be willing to help; he said yes!"

The UNIS Hanoi Board of Directors this week announced the exciting opportunity for international school boards and heads, who are interested in taking their governance practice to the next level: Dr. Chait's "Governance as Leadership" workshop will be held at UNIS Hanoi on 6-7 September.

Dr. Barder said: "Over the last few years, one of the useful aspects of our Board's attendance at the EARCOS Leadership Conference has been the connections we have made with other schools and their board members. We have discovered there is a growing demand for mutual support beyond this annual conference.

"So in the spirit of offering a relevant opportunity, and to promote best practice in board governance, we hope others will join us for this workshop, which will help us provide the very best for our students in an unpredictable future." ●

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The Evolution of Technology Professional Development (AKA "Tech PD")

By Aland Russell

Eighteen years is not that long ago; however in technology years, it is a lifetime. So please forgive me for saying "back in the day," but I began teaching in educational technology as a middle school technology coordinator in 1995. To give you some perspective, the world wide web and the graphical browser were in their infancies.

Although computers already had a place in many schools, they were primarily in labs and teaching about computers was the job of the Tech People. Despite that, we were beginning to talk and think about how computers could be integrated into classroom instruction in order to enhance learning.

The primary objective of computer labs in 1995 was teaching students how to use computer software programs: word processing, spreadsheets, how to use imagery, presentation tools, robotics, and design.

Although there was a great deal of discussion regarding the use of computers and computer skills

in the classroom, we found it was students who were leading teachers by introducing the use of technology in their assignments.

Technology teachers also began to integrate topics from subject classrooms into their lessons. Primarily, computers were being used to demonstrate and present learning. Since the graphical web browser was still in its infancy and easily usable search engines were just starting to develop, online research was not common at the time.

Over time we started creating mini-labs that served multiple classrooms, to enable integration. Since information technology (IT) was primarily being taught in computer classes, we began to develop student IT standards both as part of the class curriculum and as expected skills to demonstrate in class. Therefore, we began to focus our technology professional development on developing skill with the computer and with software programs such as word processing, spreadsheets, presentation tools, etc.

In the late 1990s and early 2000s, although we were still teaching technology as a subject, we began to see a greater emphasis on integration of technology; technology teachers began to move "out of the labs" and serve part time as technology integration specialists or coaches.

Tech specialists were beginning to work with teachers, helping them design lessons that used technology to enhance the learning, and not just as a way to demonstrate learning. Student IT skills were refined, in both technology as a subject and as integrated skills.

Computer skill rubrics were developed, and we began to think of teachers as responsible for teaching integrated skills with the help and support of the integration specialists. In addition, we began to place integrated technology skills in reports cards within the subject disciplines.

When teachers began to be responsible for integrating technology in the subject area classrooms, we knew that IT professional de-

velopment needed to expand. It was not just a matter of teachers becoming skillful with educational software.

Just as reading skills differ in social studies and literature, teachers needed to understand how to teach computer skills to students in different disciplines. It was then that we started to develop minimum IT standards for teachers based upon both the teacher and student national educational technology standards (NETS).

To improve our IT professional development program, we also created and administered a self-evaluation based upon the above skills. Results of the biannual self-evaluations were used to plan and offer workshops throughout the year. In addition, teachers were asked to create a technology professional development goal with their evaluating supervisor.

We are now beginning to see true integration of technology and its use as a tool to enhance learning. We are teaching technology as a subject area only in high school, in more specialized classes. And we are coming to believe that if technology is truly integrated, it becomes more invisible.

The "magic" is no longer attached to it, and this is exactly

what we want. The learning takes a front row seat, and the technology is merely a tool.

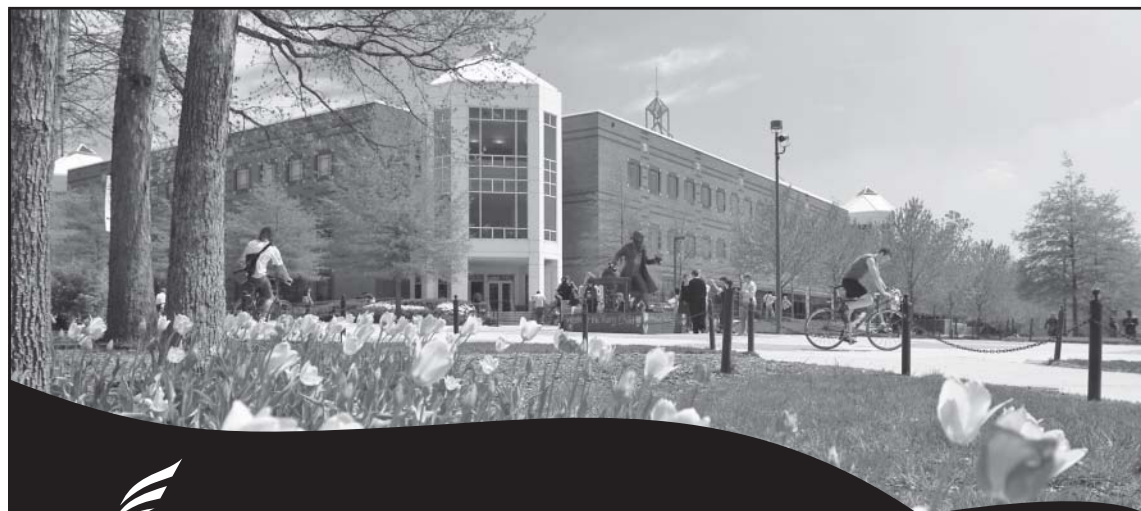
We still pay attention to the tech standards, but I am coming to believe that the standards can become a hindrance to true integration because they place the focus on the tool instead of the learning.

Our technology professional development is much more focused on how the tool makes learning more authentic, and our conversations are more on what students are learning. Open forums allowing teachers to pursue individual strands and develop their own uses have thus become much more common.

Technology integrationists are still critical to the process though, because they sift through the mountains of tools and ideas and help teachers connect the dots.

Technology professional development is by nature a moving target. It is less of a destination than a process. We will never "be there," but we now have a much clearer sense of what it looks like, and its proper place in education. ●

Mr. Russell is Director of Information Technology at Escuela Campo Alegre in Caracas, Venezuela.



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The Big Karaduvar Clean-Up



By Ciara Johnson

Last October, 47 Tarsus American College (TAC) Prep Students and 12 TAC teacher and staff members worked to clean-up 300 meters of local beach in Karaduvar, on Turkey's southern coast.

The students spent the weeks leading up to the event looking at how litter and garbage can damage communities and the environment.

The three busses of students were greeted warmly by the *Mutar* of Karaduvar, Habip Hazar. With his cooperation and support the students were able to make a large impact on the local community by gathering nearly 100 bags of trash from the beach. Students worked together to gather larger items such as car tires and shipping nets, and remove them to the garbage collection points. Local community members then collected the garbage for removal.

After a morning spent working hard in the sun, the Prep students and TAC staff were treated to *sikma* (hand rolled sandwiches popular in southern Turkey) made

by local community women, *ayran* (a cold yogurt drink), and *éclairs* at Mr. Hazar's home. His beautiful garden made a wonderful resting spot after so many hours of hard work and his generous refreshments were appreciated by all of the beach clean-up participants.

The following day, Prep students participated in activities designed to help each person reflect on the event and internalize the reasons for to volunteering to clean the Karaduvar shoreline.

The day was capped off with an assembly where students presented the artifacts they prepared during the day. Some students shared posters encouraging others not to litter. Some presented a reflective essay written during the day. Some students presented video productions they had created with photos and short video clips from the outing.

The end of the ceremony featured an awards ceremony for students who had shown outstanding participation and a positive attitudes during the two-day event.

Overall, the project was a successful one. The Prep Department looks forward to repeating it next year. The continued partnership between TAC students and local community members is an important one, which will grow in the future. ●

When our Time Machine Worked: Revisiting the 18th-Century American Northwest

By Vanessa Sanyang

What does it take to get transported back in time?

- A social studies Storypath lesson that involves problem-solving
- A director who can act (Dr. Raymond Lemoine)
- The imagination of seven- and eight-year-olds

An amazing thing happened in my Grade 2/3 classroom at Banjul American Embassy School (in The Gambia, West Africa). For about 30 minutes, my students seemed to be transported back in time to the 1700s along the Northwest Coast of North America.

Starting our journey about three weeks prior, we gathered information about the environment and people of the Northwest Coast, a land where the mist creates mystery.

We created a wall frieze and wrote poems about its beauty. We learned that the early tribes had unusual names such as Nootka. Despite the rugged landscape, the land was plentiful and the people found the time to be artistic, carving beautiful bowls and majestic totem poles. We created our own poles, with symmetrical designs and animal symbols.

We discovered that these early tribes had a structured civilization, where each village member had important roles to play. Students created their own identities and participated in a speech activity in which they introduced themselves to the other family, explaining what skills they could offer the village.

Learning that the village chiefs ruled not by decree but by con-



Taking their role as 18th-century Native Americans seriously, BAES second and third graders are rightly skeptical of European settler Jeremiah Smith (played by Director Ray Lemoine, foreground)(photo: BAES/V. Sanyang).

sulting the people in order to reach a consensus, a decision was made by both families to elect two chiefs, Alex and Arthur.

We conducted the "First Salmon" ceremony, building a fire and cooking the first (paper) salmon of the season, sharing with each family member. Our chiefs took the bones and threw them in the river, bringing good luck to our village.

Just when everything was going so well... in walked a European stranger, Jeremiah Smith (Dr. Lemoine). And then the trouble began!

He started making demands to see our chief, and was quite surprised to find two. He informed them that his people were going to take our forest in order to cut and sell the lumber. He warned that our villagers must stay away.

When Alex told him that he would need to consult his people, Mr. Smith expressed disgust. Nevertheless, he agreed to wait a

while and left the room. Alex and Arthur then led a discussion with all villagers about what to do! A decision was made to allow this tall stranger to take some seeds so that he could grow his own trees.

After listening to our offer of seeds, he threw them back in our face! He said they wanted the lumber now. Our chiefs were shocked that he was not willing to negotiate and they returned to our group. One chief was overheard muttering "Gah! He's so ANNOYING!"

This last group session was when imagination took over and it became the 1700's. The group shared ideas of how to save our forest. Desperation filled the air. The question of whether we should go to war was asked, but Alex wisely said war is not the answer. Many felt that gifts might help and it was decided to work around the clock, in shifts, to create as many bowls and berry pies as possible.

Three Ways to Use Language

... continued from p. 19

lief in their competence and helping build autonomy. Instead of saying, "Sit alone or next to someone you will not be tempted to talk to," say, "Think about what you can do to help yourself concentrate."

- Use matter-of-fact tone and body language, helping students focus on what needs to be done rather than what the teacher thinks of them. Instead of saying, "What did we say is the next step in making these kinds of graphs?" in a singsong voice, arms crossed, eyes rolling, say, "What did we say is the next step in making these kinds of graphs?" with neutral body language.

- Be brief; students tune out long directives. Instead of saying, "I am hearing people starting to sound disrespectful when they disagree.

Everyone, remember to say 'I hear your point, but I have a different idea' or ask a clarifying question the way we learned. If we interrupt and say things like 'No, that is not true,' or 'You are wrong,' we will shut down discussion," say "What did we learn about disagreeing honestly and respectfully?"

- Watch for follow-through, because if we do not, children may learn that the teacher's words can be ignored. Instead of giving a reminder and immediately turning to something else, watch and acknowledge the child's action with a nod or a smile.

• Redirecting language

"When students are doing something harmful to themselves or others, are too far into a mistake to correct themselves, or are too emotional to think reasonably about what they are supposed to be doing, teachers need to redirect them," says Ms. Denton. Her suggestions:

- Be direct and specific. Instead of saying, "Casey, you need to work harder," say, "Casey, put your watch

away and continue with your assignment right now."

- Say what to do instead of what not to do. The latter can sound like a complaint or an attack on a student's character. Instead of saying, "Class, stop wasting everyone's time," say, "Freeze. Everyone return to your seat with your folder. Then we will start."

- Redirect with a statement, not a question. Questions give the illusion of choice and can confuse students. Instead of saying, "Anna, could you refocus on your math?" say, "Anna, refocus on your math."

- Follow up if necessary. Instead of redirecting a student and turning away to deal with something else, watch to see if the student complies, and if not, move the student to a seat closer to you or have the student take a time-out away from other students. ●

Summary reprinted from Marshall Memo 520, 20 January 2014.

When Jeremiah Smith returned for the last time, our chiefs tried their best to engage him in a fair discussion, but he was adamant. The forest would be cut. We were devastated.

And then Dr. Lemoine became himself again, explaining how this acting role was difficult for him too because he could see their frustration. We took a look at an actual treaty that affected the Northwest Coast people.

Alex, still feeling angry, drew a large "X" across the entire page. I explained that many chiefs wanted to do that as well, but were forced to make deals with the settlers in order to somehow help their people.

During the entire role playing session, it was great to see that my students did not seek my help, de-

spite their frustration. They relied on their own initiative and learned to be brave and face the settler as a group. The outcome was not a good one... as it also proved to be for the Northwest Coast people so long ago.

It was a hard lesson—but one I think my students may well remember. ●

This article was previously published in BAES Buzz, a monthly newsletter for the Banjul American Embassy School. Founded in 1984, BAES is an independent school offering an educational program from preschool through high school for English-speaking students of all nationalities.



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Support your Students—Personalize the Learning

By Thomas Longrigg

Schools all around the world aim to be able to personalize the learning experience for their students. Often a larger faculty and a bigger campus with more classroom space will mean a school can keep class sizes small, allowing each student to receive the attention they need from their teachers.

For some schools, however, a different approach can prove more effective in creating a personalized education that benefits every student attending the school. Beijing City International School is an urban day school offering the International Baccalaureate program across its elementary and secondary school sections (Nursery to Grade 12).

Secondary School students are part of the school's new "Advisory" system, designed to bring a whole new level of personalization to the education of every student, as Secondary School Principal Shawn Hutchinson explains:

"At Beijing City International School (BCIS), our aim is that every student benefit from a very personalized learning experience. The support that we need to offer students to ensure that we achieve that goal differs from year to year, student to student. Through dis-

cussions for much of the 2012-2013 academic year and with the support of research about the personalization of the learning experience, we introduced the new BCIS advisory program. An advisory program will help to ensure that at least one adult has a holistic view of a student and that adults become strong advocates and sources of support for our students."

Research has shown that good advisory programs go a long way to improving student achievement, behavior, and communication between school and parents. Advisory programs are also intended to improve the quality and level of communication between adults and students and create a personalized and supportive school culture.

BCIS believes that knowing students well is a key ingredient to a successful advisory program. The relationship between advisors and students must be based on trust, respect, mutual obligations and a true concern for each other's welfare. The school has therefore moved away from a two-teacher homeroom model to a single advisor who is assigned a small group of students (8 to 10 students) for the year.

The advisor is primarily responsible for the support and well-

being of the students in his or her advisory group, and therefore is included in all matters related to his or her students (successes and failures, achievements and concerns, issues regarding friendship, study skills, homework, behavior, discipline etc.). Communication with parents and with faculty is a key feature of the advisor's role.

Advisors meet with students each morning and hold individual student conferences to build relationships and discuss student interests and concerns. Advisors and advisory groups also spend a considerable amount of time together during the week in scheduled sessions and in this way, build a sense of community and teamwork at each grade level.

Skills are also taught across advisory groups, and skills development can relate to a range of areas including internet safety, health and fitness, study skills, exam preparation or research skills. Advisory sessions can also be a time and place for students and advisors to have these conversations.

Advisory also focuses on academic development through goal setting, reflective writing, or tutoring. Daily announcements and the distribution of information and materials is also a part of the program.

One of the most important elements of a successful advisory program is the dedication of the advisor to his or her students. Our advisors work hard to see the student's point of view, modeling interpersonal and communication skills, and facilitating discussion where students listen and share ideas.

Most importantly, our advisors are flexible, open to new ideas, and foster a positive learning environment. Advisors do a lot of practical things to build a positive relationship with advisees including holding one-on-one conferences, recognizing birthdays, celebrating holidays, reaching out to their advisees' teachers and coaches, or attending events in which advisees are participating.

As Mr. Hutchinson concludes, "we at BCIS are very lucky to be a part of a wonderfully supportive and caring learning community, and the advisory program aims to play a crucial role in supporting students and growth in the Secondary School." ●

Beijing City International School is an independent, co-educational not-for-profit day school offering an international curriculum from nursery to Grade 12.

American School of Dubai to Join AP Capstone Program

New program will focus on inquiry, research, and writing skills crucial for college and career success

By Julia Martinez

The American School of Dubai (ASD) is one of more than 100 schools worldwide to implement AP Capstone, an innovative program that allows students to engage in the rigorous development of skills critical for success in college inquiry, research, collaboration, and writing.

The program includes a two-course sequence: AP Seminar and AP Research. Developed in response to feedback from higher education faculty and college admissions officers, AP Capstone complements the in-depth, subject-specific rigor of AP courses and exams. The first of the two AP Capstone courses, AP Seminar, will start in fall 2014.

Michelle Remington, ASD's High School Principal, comments, "This is an innovative and rigorous program designed to prepare a diverse student population for college and career success. This addition to our school curriculum also provides wonderful opportunities for interdisciplinary learning opportunities for our students."

The AP Seminar course, typically taken in Grade 10 or 11, will equip students with the power to explore academic and real-world issues through an interdisciplinary lens and consider multiple points of view.

Through a variety of materials from articles and research studies to foundational and philosophical texts, students will be challenged to explore complex questions, understand and evaluate opposing viewpoints, interpret and synthesize information, and develop, communicate, and defend their own points of view.

Teachers have the flexibility of choosing themes based on student interests, whether they are local and/or civic issues or international topics. Samples of themes that can be covered in the AP Seminar course include education, innovation, sustainability, and technology. Students are assessed through an individual and team project completed during the year and a year-end written exam.

The subsequent AP Research course will allow students to design, plan, and conduct a year-long mentored investigation on a topic of their choosing. Students will build on the skills learned in the AP Seminar course by using research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information to present and defend an argument.

Students who earn scores of 3 or higher on the AP Seminar and AP Research Exams and scores of 3 or higher on four AP Exams of their choosing will receive an AP Capstone Diploma. Students who earn qualifying scores on the two AP Capstone exams but do not take or earn qualifying scores on four additional AP Exams will earn an AP Seminar and Research Certificate.

AP Capstone was developed to prepare more students for the rigors of college and for success in future careers. It will help students distinguish themselves during the college application process by demonstrating their commitment to challenging coursework and by allowing them to showcase their in-depth understanding, interest, and passion for specific issues.

"AP Capstone provides more of the learning students will need for success in college and beyond: effective communication, original research, collaboration, and critical thinking," said Ken O'Donnell, senior director for Student Engagement and Academic Initiatives and Partnerships in the Office of the Chancellor at California State University.

"We want them to come in ready to analyze issues from multiple perspectives, integrating disparate ideas and comfortable with innovation, so they can make real contributions when they get here."

AP Capstone will expand upon the College Board's efforts to offer rigorous college-level course work to more low-income students. The schools invited to participate in the inaugural year of AP Capstone represent the diversity of our nation's classrooms.

"We are extremely proud to offer AP Capstone to over 100 schools in fall 2014," said Trevor Packer, senior vice president for AP and Instruction at the College Board. "This program, created as a complement to the in-depth subject-matter study of the AP Program, will provide students with the research, writing, and collaboration skills that are essential to meet the rigors of postsecondary education and beyond." ●

The American School of Dubai (ASD) is a college-preparatory, Pre-K through Grade 12, independent not-for-profit American community school. Founded in 1966, ASD currently enrolls over 1,600 students, represented by over 60 nationalities.



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News from Schools

The Information Commons at Taipei American School

An upper school library undergoes a comprehensive, information-age metamorphosis

By Kristen Lowman

Last spring, the upper school library at Taipei American School underwent a transformation that reflects the school's commitment to ensuring student access to cutting edge information resources in a physical environment most conducive to effective learning, collaboration, and exploration.

The result is the new Joanna Nichols Information Commons. The updated layout provides greater quiet study space for students, allows for a significant infusion of additional digital resources

to the physical space and the online environment, and preserves access to traditional media and resources.

Features include interactive digital displays, individual study areas and group work stations wired for full digital access, digital devices available for accessing periodicals, and book shelving shifted to the perimeter of the larger, main room that allow for a more open, yet more quiet, main study area.

Upper School Principal Richard Hartzell, Information Technology Director David Sinclair, and Upper School Librarian Candace Aiani



A TAS student does a little digital browsing on the fly (photo: TAS).

developed the vision for the Information Commons that provides the most advantageous resources and opportunities for TAS students.

After a long process of considering student needs and investigating model institutions, the team developed a plan that focused on three primary student benefits: expanded space for quiet study, opportunity for learning in an ever more electronic research environment, and, most importantly, extensive access to consolidated and integrated information resources.

This update is not in fact a sudden change, but rather the continuation of an evolution that has been underway for at least six years. The library has been providing students with expanding access to a growing range of digital databases for many years, with hundreds of thousands of eBooks already available on resources such as Questia and further collections available on Overdrive and Destiny.

Mr. Sinclair's IT department oversaw the installation of major features and hardware updates that allow for extensive multimedia exploration. Beyond the expansion of digital access through the addition of new databases, the Information Commons houses engaging interactive technology and cutting edge practical utilities, such as wireless iPad charging.

Four columns within the central space have workstations connected to an iPad or Apple TV, and have the ability to connect to laptops. This provides a space that allows students to work collaboratively, integrating different media, with a venue for group projects and presentations.

Upon entering the Information Commons, students find a large four-screen digital wall of interactive world news, consisting of a digital world atlas underlying pop-up news headlines that can be opened and expanded. Nearby, they can use another interactive display that encourages discovery

of new authors and titles, highlighted through an interactive touchscreen that displays book covers in a cascading, Tetris-like fashion.

The book-shapes cycle down the screen, and at any point a person may pause the sequence by tapping on a book cover to open a window with information on the selected book. Striking digital Event Calendar screens are also installed to increase student awareness of TAS announcements, news, schedules, and events. Students can also engage with Text-to-Screen Trivia involving academics, current events, campus history, and aspects of school life that encourages community involvement and spirit.

On average, more than 1,200 students a day pass through the Information Commons. The opportunities for cutting edge learning and experiences at TAS have boomed in recent years, through continual efforts to maintain relevance and currency in our curriculum, initiatives, activities, and through the vision and generosity from donors to the Friends of TAS.

The transformation of the upper school library is one more advance that provides our students with the best, most state-of-the-art, educational opportunities available in order to prepare them for the challenges and opportunities that await them. ●

From Zagreb to the Kopila Valley



Meet the troops: the TechKopila team at AISZ (photo: AISZ).

By Alex Hunt, Daria Jashechkina, and Alex Meuret

Twelve middle school students from the American International School of Zagreb (AISZ), Croatia have embarked on a campaign to raise US\$28,000 in funding for a new computer lab at the Kopila Valley School in Nepal. The students plan to use social media to raise awareness.

To achieve their goal, these 12- to 13-year-old students will devote their time and effort to spread the word and raise interest in this cause by mounting a crowdfunding campaign, called TechKopila, through social media.

The students formally launched their campaign on 28 February, and hope to reach their goal by 28 May 2014.

Each AISZ student is playing a role in the formation and running of the campaign, and together they are doing all the work necessary to make this project a success. The students of AISZ feel strongly about this campaign; they believe they should share the privileges they have with the students of Kopila Valley.

Kopila Valley is an NGO run by Maggie Doyne, which enables poor or orphaned Nepali children to receive an education. Not only does it give them access to a school, but for those who do not have parents, it also provides them with a home to live in.

The school was started by Maggie Doyne when she was only 23 years old. Now 27, she runs a school for children from junior kindergarten to Grade 8, with around 300 students.

By contrast, AISZ was founded in 1966; it offers English-language education to all students from junior kindergarten up to Grade 12. Currently there are about 258 students enrolled at the school from all over the world, representing over 35 nationalities. The community includes pre-school, elementary, middle, and high school aged students.

The goal of AISZ is to inspire, motivate, and empower students in a nurturing academic environment—and also help the Kopila Valley School! ●

Contact the TechKopila team at techkopila@aisz.hr.

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Concordia Students Discover the Diversity and Talents of their Peers

By Carey Halula, Wes Henderson, and Michael Lambert

Grade 8 students at Concordia International School Shanghai (CISS) recently conducted workshops in order to share some of their talents and passions. Students proposed and developed their topics with guidance from teachers, and presented them to an audience of their peers.

The workshops spanned a variety of topics, from how to make Tamari sushi to editing movies using sophisticated software. The outcome was not only fun and informative but an effective way to practice public speaking.

This assignment went well beyond the “teacher-centered” classroom and allowed students to engage in more innovative ways of developing their communication skills. A project such as this dovetails with Concordia’s stated aim to produce effective communicators, and encourages students to discover and share in the diverse talents of their school community.

“It is our hope that, as an entire grade level, the students are able to celebrate the diversity we have here at Concordia along with taking a chance and presenting in front of classmates,” said Grade 8 humanities teacher Carey Halula.

All level-eight students wrote proposals containing a workshop description and presenter biography. Grade 8 teacher Michael Lambert described how he guided his class through the proposal process. “We gave students direct feedback on how to write an effective course description and bio (reviewed how to write in third person), and looked at titles and talked about how they’re used to attract an audience,” he explained.



Concordia International School Shanghai Grade 8 students watch attentively during one of their peer’s presentations (photo: CISS).

Among the 105 proposals, 30 were chosen based on topic and overall development.

Concordia eighth grader Kennedy David’s proposal was among those chosen. Her topic, “How to organize your locker,” was a pragmatic offering for any messy middle schooler. When asked why she chose the topic, Kennedy explained, “I have always been a neat person, and I see that others are struggling to be neat, so I decided to share it with them, hoping this will end their struggle.”

One of Mr. Lambert’s students, Yuka Ma, opted to share a celebrated cultural aspect from her home country of Japan and presented on the art of modern sushi making. In her workshop description, Yuka urged students not to “miss out on this chance to learn how to make your very own sushi, anytime, anywhere, fast and easy!”

Not only were the topics diverse, the modes for presenting them varied as well. Most students incorporated multimedia into

“It is our hope that, as an entire grade level, the students are able to celebrate the diversity we have here at Concordia along with taking a chance and presenting in front of classmates” – Grade 8 humanities teacher Carey Halula

their presentations, while others took a more demonstrative approach. Joshua Jacob’s topic on using the movie editing software Final Cut Pro required a strong audiovisual application. During his workshop, Joshua moved among his audience, advising them on their mini-movies. He proclaimed, “A person that stands at the front and reads off their PowerPoint has little impact; that is the opposite of what I wanted to do.”

Kennedy David’s workshop was decidedly more basic and definitely a hands-on experience for her audience. She explained, “I made my locker very messy (which was

really fun) and then I just demonstrated on it. All I had was a piece of paper to help me remember what I had to demonstrate next.”

No matter which method presenters used, they all aimed at keeping their audience engaged and excited by the prospects of learning something new. “To me” said Taylor Adams, a presenter from Halula’s class, “what makes a successful workshop is the interaction between the presenter and the audience. I feel that you not only want to show the people the skill, but you want them to try it, and ultimately walk away with more experience and knowledge on the subject you are teaching.”

Providing feedback to the presenters was part of the assignment, and audiences were enthusiastic and responsive. Taylor’s workshop was designed to share her beat box rhythm-making talent, and was well received by attendees. One student concluded, “In ‘Beat box Breakdown,’ Taylor spoke with confidence and had a nice slide show. I learned a beat boxing rhythm in her workshop!”

Of Yuka Ma’s sushi-making workshop, an attendee commented, “This was a great workshop, especially for those who love food and culture.”

Feedback on students’ workshops from their peers gave presenters a chance to reflect and evaluate the effectiveness of their presentation skills. While Kennedy David and Yuka Ma established that confidence is key to a successful presentation, Joshua Jacobs learned that he should not worry so much about the small details.

Last but not least, Taylor Adams discovered that the best thing about having a skill or passion is sharing it with others. “That feeling is probably the biggest reward that I got out of this experience.” Sounds like a win-win. ●

Concordia International School Shanghai is an international private Christian school based in Shanghai, China, founded in 1998. CISS currently caters to over 1,200 students from pre-school to Grade 12.

Explore, Innovate, Connect: Learning 2.014 Africa

Join the International Community School of Addis Ababa for a learning safari in Ethiopia



By Alex Lancia

The first Learning 2.0 conference outside of Asia will be hosted by the International Community School of Addis Ababa in Ethiopia on 18-20 September 2014.

A safari is a journey of exploration, which is what learning is all about. Join us at Learning 2.014 for a safari through some fascinating areas of the modern world of education!

We will explore new educational terrain with our Learning 2 leaders who—like all expert safari guides—have good local knowledge, but are also explorers themselves, constantly on the lookout for new insights.

In our Learning Safari, we will make connections with our fellow

voyagers, our guides, and the local people and places. These connections will make our journey a lasting experience.

Learning 2.0 is a conference created and run by international school teachers for international school teachers. Learning 2.0, like Web 2.0 services, is not a static “read-only” conference with experts presenting to attendees. Learning 2.0 participants actively engage and contribute to the learning that happens at the conference. While there will be discussion of technology and educational tools, the focus of the conference is learning and teaching.

A Learning 2.0 conference is where participants are expected to “be different,” “be social,” and “be a connector.” Learning 2.0 participants engage through participant-led workshops, unconference sessions, and poster sessions.

Dust off those boots, get your sunscreen, book those tickets, and come join us at the International Community School of Addis Ababa for a memorable safari experience! ●

Learn more at <http://learning2africa.org>.



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Appointments

Due to surging demand and our own editorial constraints, please note that only head of school- and administrative-level appointments are listed here. All other international school staff appointments will be featured online; for more appointment news, and to share your own, please visit <http://www.tieonline.com/appointments.cfm>



Michael Dunlop has been appointed Director of Educational Technology at the American School of Dubai (ASD), UAE. Mr. Dunlop will join ASD from Graded, The American School of São Paulo (Brazil).



Lee Fertig has been appointed Director of the International School of Brussels, starting July 2015. Mr. Fertig is currently Superintendent of Graded, The American School of São Paulo, Brazil.



Robert Imholt is the new Director of the International Community School of Abidjan, Côte d'Ivoire. Dr. Imholt, pictured here with his wife Jennifer and their son, is currently Middle School Principal at Colegio Nueva Granada (CNG), Colombia. Mrs. Imholt is Primary and Elementary School IEP Case Manager, also at CNG.



Sara Shadravan is Founding Principal of Beijing City International School's LEED-certified Early Childhood Center, opening in August 2014. Ms. Shadravan has 13 years' experience of the IB Primary Years Program.



Mazen Sheik has been appointed Director of Arabic Language at the American School of Dubai, UAE. Mr. Sheik joins ASD from Riffa Views International School in Manama, Bahrain.

Zayed Future Energy Prize

... continued from p. 17

would invite three representatives from Colegio Roosevelt to Abu Dhabi for the January 2014 Grand Award Ceremony, where the winners of each category would be announced. This trip was a transformative experience.

Our participation in the prize as finalists allowed us to meet our fellow alchemists from around the world, fellow students and educators who believe that our future begins now. In hindsight, has been one of the most worthwhile expenditures of effort the Roosevelt community has ever made.

This alchemy did not happen overnight. The transformative process has been, and will continue to be, a long one. A detailed list of some of our collective sustainability actions may be found on our Green Schools Alliance Featured Schools page (below).

The deadline for submissions for the 2015 Zayed Future Energy Prize is 14 July 2014. We plan to apply. I strongly encourage your school to consider creating a proposal as well. Alchemy is addictive. Change is irresistible. Our quest for transformation continues and there is much work to be done.

Incidentally, the UN Climate talks for 2014 will be hosted in Lima, Peru in December 2014. There is a significant opportunity to transform an event known for inaction into one of resolution. Send your ideas to arumble@amersol.edu.pe, and watch this space for news of a student parallel conference. ●

Visit <http://www.greenschoolsalliance.org/featuredschoolpage/zayed-prize-finalist-colegio-franklin-delano-roosevelt>.

For information on the 2015 Zayed Future Energy Prize, visit <https://www.zayedfutureenergyprize.com/en/application-process/faq/>.

Integrating Language and Content

... continued from p. 26

trends and anomalies when using data." - Amanda, MYP science

"We recognized that each subject had vocabulary and verbs that are common to the topic, and we could easily create subject area vocabulary reference lists. All of this takes time but we are heading in the right direction." - Renee, Grade

10 and DP humanities

"We developed a writing frame for reflection which is one of the MYP mathematics criteria. Students always find it difficult to understand what is expected in these math reflections, which are very different from other subject reflections. I have started using writing frames with my Grade 8 and 9 and they are really helping the students structure their ideas." - Shalini, MYP and DP mathematics. ●

Ms. McNulty is Secondary English Language Coordinator at Tashkent International School.

Teachers On The Move - Maintaining Educational Standards



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DoDDS News and Events

Thomas M. Brady Named DoDEA Director

By Frank O'Gara

Alexandria, Virginia—Thomas M. Brady has been named Director of the Department of Defense Education Activity (DoDEA). The selection was made through a competitive process.

As DoDEA's Director, Mr. Brady will have oversight of all Defense Department K-12 schools, both stateside and overseas. The education activity operates 191 schools in 14 districts, serving more than 82,000 students.

Mr. Brady's experience as an educational leader, most recently as a former Superintendent of Providence (Rhode Island) Public Schools, and prior to that as Chief Executive Officer for the School District of Philadelphia, and Chief



Thomas M. Brady (photo: DoDEA).

Operating Officer for the District of Columbia Public Schools and Fairfax County Public Schools, was a key factor in his selection to lead DoDEA.

"Mr. Brady brings to DoDEA valuable experience and skills in successfully leading some of this country's largest school districts through difficult challenges," said Frederick E. Vollrath, Assistant Secretary of Defense for Readiness and Force Management. "He also understands the importance of DoDEA schools as a critical quality of life factor for military families around the world as well as the unique challenges military-connected students and their families face every day."

Mr. Brady's leadership beliefs are focused on bold and innovative ideas. He is committed to serving stakeholders and making improvements by embracing change and seizing opportunities to implement creative solutions

and is looking forward to returning to serve military personnel and their families.

"I am honored to have this opportunity to be able to return to serve our nation's military communities around the world," he said. "As the new DoDEA Director, I plan to be visible, responsive and accountable to all of our stakeholders. I want to continue the serious, thoughtful, and progressive efforts to improve educational practices and processes that have begun in DoDEA schools that will help all students achieve their fullest potential."

Under Mr. Brady's leadership of Providence Public Schools, the largest district in Rhode Island serving more than 24,000 students in 45 schools, student achieve-

ment and proficiency improved in mathematics, science, and reading.

Mr. Brady's commitment to public service is not limited to the education sector. He served as a commissioned officer for 25 years in the United States Army.

Prior to his selection as DoDEA's new director, Mr. Brady was a senior advisor with Alvarez and Marsal's Public Sector Services Team where he led the Education Team in assisting states and local school districts restore sustainable education programs. He also served as the Chief Operating Officer of GEMS Education. ●

DoDEA Pacific hosts Far East Culinary Arts competition



Kubasaki High School students prepare their winning dish combination during the Far East Culinary Arts competition (photo: DoDEA).

By Lawrence Torres

Okinawa, Japan—The Kubasaki High School culinary arts team overcame several obstacles to win DoDEA Pacific's 2013-2014 Far East Culinary Arts competition, held last February at Yokota Air Base.

Kubasaki High School's team of four seniors, Christian Jemmott, Tysha Butler, Angel Washam, and Karen Robinson worked together and were determined to reach their goal although they faced sickness and lost cooking equipment.

"We had multiple things that went wrong, and we just barely got it together literally minutes before the competition began," said Mr. Jemmott. "There were so many obstacles that we overcame because we kept each other's heads up and did not give up."

Kubasaki, Kinnick, Kadena, Seoul American and Edgren High School teams had one hour to prepare a three-course meal using two butane burners. They were judged by culinary professionals on their knife skills, teamwork, sanitation, menu presentation, and taste.

The Kubasaki team qualified for the National ProStart Invitational®, which will be held in May in Minneapolis, MN.

"We had a great group of young people, and I was truly inspired by the camaraderie between the teams," said Krista Hurley, Career Technical Education coordinator. "Students from different teams went grocery shopping together, ate together, and generally socialized with each throughout the event. Likewise, the teacher-coaches were genuinely support-

ive of each other and took time to share teaching strategies and program ideas."

Ms. Hurley added that the most rewarding part of this year's event was watching how smoothly it all came together with a "Get 'er done!" attitude.

Kubasaki High School's team prepared Okinawan soba with braised pork belly for an appetizer, mashed purple and white sweet potato with shiquasa, marinated tuna seared with a side of vegetable tempura for the entrée, and a white chocolate mousse-filled crepe with macerated fruit.

"We practiced the menu several times before competition to perfect it (but) meeting every requirement and meeting each expectation without breaking rules was quite the challenge," Ms. Butler said. "We had a tight schedule to follow."

Mr. Washam said their menu was based on an Okinawan theme because "we wanted to bring familiar food to the table." His experience gained in previous competitions and in school sealed their menu decision.

"Last year when I was taking Culinary I, we learned the basics of cooking," Angel Washam added. "We then had a competition called the Iron Dragon that changed everything for me. Everything we learned was applied in this competition, and it brought my team to victory." ●

DoDDS-Europe Announces Top Teachers for 2014-2015

DoDDS-Europe Public Affairs

Wiesbaden, Germany—DoDDS-Europe officials have announced the district teachers of the year for 2014-2015.

The recipients are:

From the Kaiserslautern District, Sara Loomis, an educational technologist from Kaiserslautern Elementary School.

From the Mediterranean District, Kristina Muñoz, a Grade 3 teacher from Aviano Elementary School.

From the Isles District, Daisy Alegre-Cruz, an AP Psychology teacher from Lakenheath High School.

From the Bavaria District, Louise Thompson, a 1st/2nd Grade multi-age teacher from Ansbach Elementary School.

"I want to extend my congratulations to these four highly-qualified instructors," said Dr. Nancy Bresell, DoDDS-Europe Director. "It is an incredible honor to be selected and is a testament to their professionalism and dedication to our students. They are shining examples and representative of all teachers we have here in Europe."

The DoDEA Teacher of the Year Program recognizes and promotes excellence in education. Teachers may be nominated by a peer,

administrator, parent, student, or community member. Nominees complete an application packet and submit it to a selection panel at their district office where one applicant is chosen as the District Teacher of the Year.

A second panel assembled at DoDEA Headquarters then selects the DoDEA Teacher of the Year from the candidates submitted from each district. The DoDEA Teacher of the Year competes for the title of National Teacher of the Year.

The four teachers will attend a conference later this year at DoDEA headquarters in Arlington, Virginia, with other DoDEA teachers from the Far East and the U.S. schools who received the same award for their respective districts.

In the fall, DoDEA will choose an overall "Teacher of the Year" for 2014-2015. ●

DoDEA schools are located in Europe, the Pacific, the United States, Guam, Cuba, and Puerto Rico. DoDEA also provides support and resources to Local Education Activities throughout the U.S. that serve children of military families.

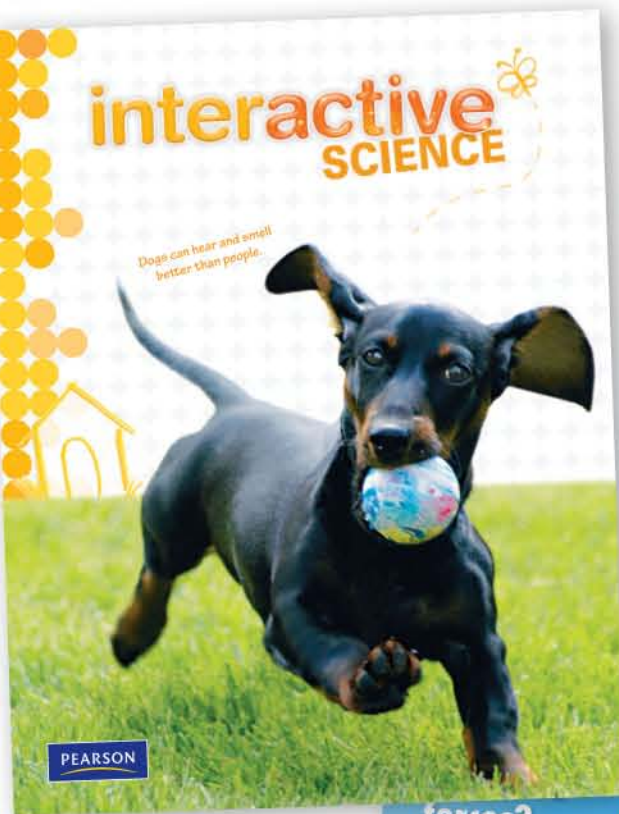
CORRECTION

In the February 2014 issue of *The International Educator*, an article on this (DoDDS News) page entitled "Mrs. Claus Came to Town, Special Delivery in Hand" was incorrectly attributed to Elaine Kanellis. The story was actually written by Steve Parker, Media POC, The Sullivans Elementary School. Our apologies to Mr. Parker for the editorial oversight.

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Accreditation News

The Future of Accreditation is Now

Special advertiser content

By Henry G. Cram

At the recent Association for the Advancement of International Education (AAIE) meeting held in Boston, Peter Mott from the New England Association of Schools and Colleges (NEASC) offered a challenge in his presentation on the future of accreditation.

I hope Mr. Mott's offering will generate further discussion among the accrediting agencies about the relevance and value of accreditation, and I suspect it may have influenced Graham Ranger's recent article in the Council for International Schools newsletter addressing a similar topic.

It also caused me to take stock of the innovations that MSA has been implementing during the past decade, and to measure those changes against Mssrs. Mott's and Ranger's calls to redesign and promote accreditation as a catalyst for change.

Beginning with the introduction of Accreditation for Growth in 1997, MSA has pursued a strategic planning accreditation model. Today all three of MSA's accreditation protocols for schools, while differentiated, provide the framework for systemic change.

MSA has for several years awarded accreditation terms of seven and not 10 years. Visiting teams consist typically of only five members, dramatically reducing the cost of the accreditation visit, without sacrificing the quality or integrity of the process.

Our protocols are designed to acknowledge equivalencies, as schools are encouraged to incorporate their existing improvement plans and accountability measures into the self-study and accreditation process. This eliminates redundancies for those schools engaged in related certification processes, or obligated by ac-

countability systems from other agencies.

As Peter Mott and Graham Ranger both recognize, the current system of education is not so much failing as it is failing to meet the needs of a changing world. The accreditation protocols available from MSA are designed to guide schools in determining what changes may need to be made, and encourages them to redesign their organization and services using what we are constantly learning about teaching, learning, and the learning environment.

This type of paradigmatic shift, encouraging schools to innovate and not just improve, requires accreditors to use differentiated processes best matched to each school's readiness to accept that challenge.

For this reason, MSA has three protocols, each designed to develop, nurture, and eventually sustain a culture for change; provide the requisite skill sets necessary to plan for change; and develop the capacity to implement systemic change.

Our capstone protocol, currently being piloted and scheduled to be launched in the fall of 2014 and called Sustaining Excellence, is an accreditation protocol based on action research which culminates in the sharing of the school's research findings.

In further adapting to the future MSA has introduced a series of credentials for schools with distinguished programs in several areas including 21st century skills, visual arts, early childhood education, international education, music, service learning, school counseling, world languages and, being introduced this fall, a credential for STEM Education. Recipients of the distinguished program credentials will be networked, and serve as resources for schools seeking to improve or implement similar programs.

In addition MSA networks with more than 23 accrediting agencies to increase the availability of our protocols, credentials and services beyond our 2,700 members in the U.S. and in more than 90 countries. Our collaboration with these agencies is designed to share best practices, to gain broader experience, to inform our own ongoing improvement efforts, and to fulfill our mission of promoting educational excellence and recognizing it where we find it.

We welcome the interest of our fellow accrediting agencies in determining the future of accreditation, and hope that with their collaboration we continue to shape accreditation's future and improve the quality of education around the world. ●

To learn more about MSA's accreditation services, visit <http://www.msa-cess.org>.

NEASC/CAISA News

Special advertiser content

By Peter Mott

The Commission on American and International Schools Abroad (CAISA) has just been voted a Candidate Member of the NAIS Commission on Accreditation. This means that CAISA will now participate in all meetings of this prestigious body, and be able to contribute significantly to the conversation about the future "shape" of accreditation.


Equally important is the fact that membership in the NAIS Commission also commits CAISA to an improvement process and evaluation by peers and colleagues. CAISA will initiate its own self-study and reflect upon its alignment with the NAIS standards of accreditation.

Approximately one year from now we will host an NAIS visiting team and, we hope and expect, re-

ceive formal NAIS accreditation. In other words, CAISA walks the talk and will submit to the same process of continuous improvement and self-reflection we expect from our member schools.

In other news, this year's CAISA Summer Workshop will be held at the Endicott College Wylie Conference Center on 26-27 June 2014. The workshop is by invitation, and limited to 60 participants. Each year, as a token of appreciation for the many hours of volunteer service given to NEASC, CAISA invites the chairs and co-chairs of NEASC/CAISA visiting teams as well as a number of friends and supporters.

This year's theme will be "Accreditation and Beyond," as we explore the framework for a new model of accreditation. We are particularly proud to announce that Prof. Yong Zhao will be the keynote speaker and presenter at this year's Summer Workshop. ●




WASC

Accrediting Commission for Schools

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.

Contact Information:

**Western Association of Schools and Colleges
Accrediting Commission for Schools**
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Fareed Zakaria



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Design Challenge in KISLAND

By Darryl Anderson

Imagine a middle school where the curriculum involves designing airplanes, catapults, remote-control cars, Rube Goldberg machines, and water rockets. Sounds like a budding engineer's dream! However it is not just engineering skills that are needed to be successful, but also marketing, creativity and collaboration.

Every year at KIS International School, MYP students take part in an interdisciplinary, cross-grade level event known as Design Cycle Challenge Week. For five days each year, students put away their schoolbooks, group themselves into teams of four to six students, and are given a challenging task.

It started back in 2006 when students utilized their knowledge from different subjects to design and create battery-operated racing cars. In 2008, students not only investigated the mathematics and science of catapults, but also the historical context behind the different uses and types of catapults.

Then they pitched the design of their catapults to a panel of medieval lords (role-playing teachers) seeking protection for their castles.



Students at KIS International School Bangkok get to grips with their design briefs during Design Cycle Challenge Week (photos: KIS).

The next year, KISLAND was born: a mythical, independent empire that unfortunately had a coastline littered with rubbish. Environmental engineering experts (our KIS students) were called in to design boats made from recycled materials.

The year after that, with KISLAND's growing economy and population, bridges were soon needed, so the "Ministry of Transportation" put out a call for engineering-minded students to create sturdy bridges made from popsicle sticks.

Following KISLAND's increasing development, in the next year cars



were required, and finally planes, made from light-weight balsa wood.

KIS Students are known for thinking outside of the box. After all, the name of our school stands for Knowledge, Inspiration, and Spirit. KIS students are smart, but they are also motivated and truly inventive.

Following the Design Cycle, they investigate the context of the challenge, create different designs, test out their plans, evaluate their success, and every day, start the whole cycle again. In addition, they use their critical thinking skills to create persuasive expla-

nations that "sell their product" in the form of short video or written advertisements.

The Design Cycle Challenge week truly is a challenge. Students need to collaborate with other students they may have never worked with before, and also come up with a product that is successful, creative and unique. This year the challenge was even greater as students had to create a Rube Goldberg machine that connected to others. ●

Check out the different teams' products, video journals and final design reports at <http://kisdcc2013.weebly.com>. A video of the final machine can be found on KIS' YouTube channel (KISBangkok), or at <http://y2u.be/Hjxi5waA08Q>.

Mr. Anderson is MYP Coordinator at KIS International School Bangkok, Thailand.

2014 for a Struggling Teen

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school students whose needs are beyond our capability.

The bad news

Drug abuse on the rise: use of illicit drugs by teens is increasing. In 2013, 15 percent of eighth graders, 32 percent of sophomores, and 40 percent of seniors reported using illicit drugs during the prior year, an overall increase of 1.3 percentage points.

Alcohol abuse amongst teens: binge drinking continues to be prevalent, and 22 percent of seniors reported binge drinking in the past two weeks. Of more concern is the fact that the percentage of teens who acknowledge "great risk" in binge drinking is diminishing. It seems binge drinking is increasingly OK.

Teenage depression is getting more common: 25 percent of teens will experience teen depression, and these percentages are trending up. The good news on this bad story is that studies show that 80 percent of teens with depression can be successfully treated.

Eating disorders are increasing: between three and four percent of teens suffer from either anorexia or bulimia, and eating disorders are on the rise.

Suicide: teens are considering, planning, and committing suicide at an increasing rate. In 2011, eight percent of teens in the USA attempted suicide, an alarming increase from six percent just two years earlier. Even thoughts of suicide are on the rise (15 percent of teens report having seriously considering suicide), as are reports of making a suicide plan (12 percent).

Yes, autism is on the rise: the incidence of autism is 1 in 50 children, up threefold since 2002. Much of that increase is based on diagnosing previously undiagnosed cases and differences in criteria used for diagnosis, nevertheless the autism spectrum and the symptoms associated with varying degrees of severity is real, and probably manifest in some of our students.

ADHD also on the rise: like autism, diagnoses of ADHD have increased over the past decade. As with the autism issue, much debate ensues about whether this due to lowering the threshold for the label or an actual greater incidence. Regardless, 11 percent of school-age children over all have received a medical diagnosis of ADHD, a 16 percent increase since 2007.

In sum, 2014 means both opportunities and challenges ahead for international schools as they strive to serve all their students. ●

Mr. Detwiler is a retired international school director currently consulting with Mason Associates Educational Placement Consultants; rickdetwiler2@gmail.com.

How to Cultivate "Grit"

... continued from p. 19

suggests: "Judgments and labels shut down the reflective, growth-mindset process." Some templates: I noticed you decided to _____. As a result, you were able to _____.

- Show growth. Use pre-assessments to set a baseline and create a growth-over-time dynamic, says Mr. Wormeli: "When students see that they were once struggling and then worked hard and eventually achieved success, they are more

likely to endure the next challenge; they have personal proof that they can go from nothing to full success if they put in the time and energy necessary."

- Provide constructive responses to relearning and reassessing. An unchangeable "F" grade teaches very little. Better for a student to go through the steps of a failed project a second time and get it right.

- Provide meaningful work. Students respond to real-life connections. "Meaning-making is the root of perseverance," says Mr. Wormeli.

- Clearly articulate the goals. "At any given moment, every student in our classes should be able to tell us both the learning goal/

objective and where he is in relation to it," he says. "If the goal is vague, we are more likely to put it off and we give it less energy in its completion."

- Provide multiple tools and models. If students believe they have the building blocks, they are more likely to commit their effort.

- Make sure students experience success. "Nothing motivates students to stick with something like success," says Mr. Wormeli. "We all enjoy complex, demanding challenges if we have the tools to achieve them and proof of success." ●

Summary reprinted from Marshall Memo 521, 27 January 2014.

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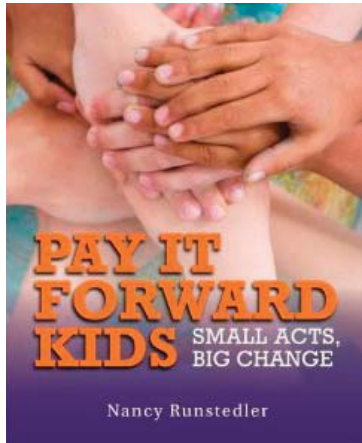
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Book Releases and Reviews

Books with Global Appeal: April 2014

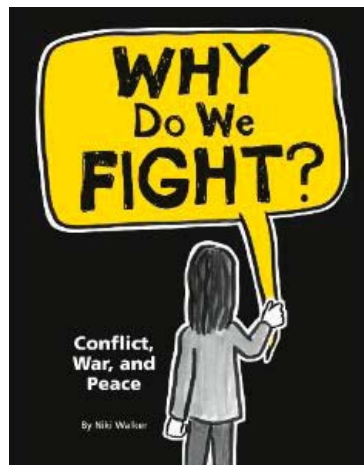
By Margriet Ruurs



Pay it Forward Kids: Small Acts, Big Change by Nancy Runstedler (ISBN: 978-1-55455-301-3).

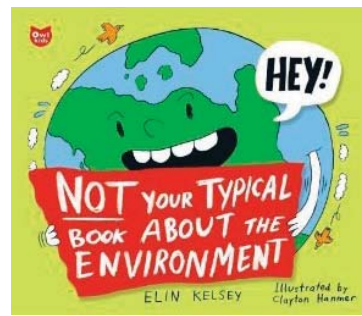
From collecting books for those who do not own any, to random acts of kindness to save a grandmother's house, this book highlights children who make a difference. Jeneece in Canada suffers from a rare genetic disease, but this did not stop her from raising millions of dollars to build a home for patient families near the local pediatric hospital.

Nine-year-old Alaina formed an organization called Little Women for Little Women, helping girls in Afghanistan get an education. And Jack and his sister Madi in Virginia are trying to overcome bullying through acts of kindness. All of these children are making the world a better place, and this book inspires young readers to learn from their examples!



Why Do We Fight? by Niki Walker (ISBN: 978-1-926973-86-9). This is a book for ages 10 to 14 that explains conflict, war and peace. In plain language, the book looks at causes of conflict such as land ownership and religion. It examines "haves" and "have-nots," sharing and power struggles. A clear look at Middle Eastern conflicts and cultural clashes elsewhere in the world explains the origins of struggles.

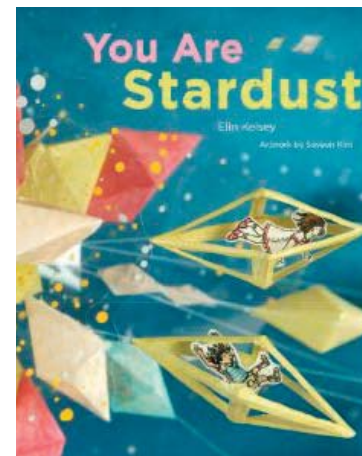
Conflicts can be solved through mediation and negotiation, and the book explains how these tactics may work, using as examples ancient sagas as well as modern United Nations events. How can each of us work toward peace settlements and understanding others, across the globe and among our neighbors? This book can be a powerful tool in discussing all aspects of conflict.



Not Your Typical Book About the Environment, by Elin Kelsey (ISBN: 978-1-897349-84-7) is exactly that. Not typical, but highly entertaining and informative. Bursting with interesting tidbits and practical information on how to make the planet happy, this book is a practical guide to what children, and anyone else, can do to help the world.

"Bursting with interesting tidbits ... this book is a practical guide to what children, and anyone else, can do to help the world."

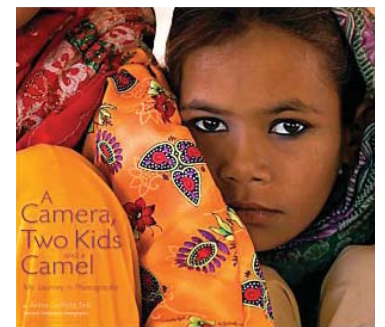
Comic strips throughout share information on having a more positive impact on the environment, such as "How video games and cell phones are connected to gorillas," which actually shows clearly how recycling and reusing can have a positive effect on endangered mountain gorillas. A fantastic book for anyone interested in the environment.



You Are Stardust, also by Elin Kelsey (ISBN: 1926973356) begins as a gentle, nonfiction story of how every tiny atom in our bodies came from a star that exploded long before we were born.

Intimately connected to the natural world, the book compares the way people learn to speak to the way young birds learn to sing, and the growth of human bodies to the growth of forests.

Grounded in science, this extraordinary picture book provides opportunities for children to use their imagination and put big ideas into small, understandable concepts. Soyeon Kim's incredible diorama art enhances the poetic text. (To see how the incredible art for this book was made, visit <http://www.owlkidsbooks.com/YouAreStardust.aspx>.)



And finally a book for adults and kids alike, which is both a coffee table art book and an intriguing story: *A Camera, Two Kids and a Camel* by Annie Griffiths Belt (ISBN 978-1-4262-0245-2). Ms. Griffiths Belt spent much of her life traveling around the globe on assignment for *National Geographic*. She did so with a husband and two children, cases of camera equipment, and everything needed for a nurturing family life.

In this book Ms. Belt shares intimate moments, and lessons learned from other women and men she met, through stories and breathtaking photos. The stories show life among Bedouins in Jordan, adventures in Africa, a Druze wedding in Israel and much more. Fascinating! ●

Margriet Ruurs is the author of 30 books for children and her latest title is Families around the World. She lives in Canada and conducts school visits around the world. Learn more at <http://www.margrietruurs.com>.

Learners as Problem-Solvers

... continued from p. 15

lion years to US\$100.

2. Metaphoric analogies, where one whole entity was transformed onto the scale of another whole entity. For example, comparing the age of the earth with a single year. (Note: the researchers considered the metaphoric analogies to be the only true analogies.)

There were thus three conditions: study group, metaphoric analogy group and unit conversion group. Participants were later asked to perform three tasks, which assessed their understanding of the relationships between events in geological time:

1. Cued recall: participants were given events in a table, and they had to write the appropriate age of the event.

2. Time line task: participants were given a list of events and

asked to place them on a time line.

3. Question asking: participants were told to ask any questions they had about natural history, based on what they had learned.

What were the results?

- Participants from the study group recalled the age of events far better than other groups.

- Participants who generated metaphoric analogies placed events onto a time line with much greater accuracy (with respect to the relative age of events) than other groups.

- The total number of questions asked did not differ significantly between groups, but there were differences in the types of questions asked. The metaphoric analogy group tended to ask more questions related to geological and evolutionary processes and more questions that projected into the future.

- Overall, the researchers claim that there is some degree of independence between "gist" memory and "verbatim" memory. Participants who studied the chronology using a rote memorization strategy

performed well on the cued recall task, but poorly on the time line task, which required a deeper understanding of the scalar aspects of geological time. In contrast, participants who developed metaphoric analogies performed better on the time line task, but less well on the cued recall task.

What might these results mean?

Overall, it seems that generating a metaphoric analogy allowed participants to create a representation of the underlying scalar aspects of geological time. This is significant because a good deal of research suggests that when people perform reasoning tasks, they prefer to work with gist representations.

David Jonassen, from the Center for the Study of Problem Solving at the University of Missouri has some ideas that may help explain why gist representations are so important for reasoning. Dr. Jonassen posits that there are three kinds of knowledge:

- Declarative knowledge, our knowledge of facts, events, and idea ("knowing that...");

- Procedural knowledge, our knowledge as it is applied to real situations ("knowing how..."); and

- Structural knowledge, of how concepts, facts, and ideas are interrelated.

Dr. Jonassen believes that structural knowledge mediates the translation of declarative knowledge into procedural knowledge: "It is not enough to know that. In order to know how, you must know why." The thinkers and problem solvers we hope to produce in our classrooms need an understanding of how things are connected, and it makes sense that analogies would provide a good means of gaining this structural knowledge.

Examining the similarities and differences between the underlying structure of two situations or ideas can lead to an extraction of the underlying structures and patterns.

One implication of this study then, would seem to be that we should be very clear about the situations in which we expect our students to make use of their

learning. Only by being clear about this can we make rational decisions about whether we should be implementing activities that are likely to lead to a verbatim representation of the knowledge or those which are more likely to lead to a gist representation.

Given the finding that most problem solving depends more on gist representations, there are probably only very limited situations where verbatim representations of knowledge are the most appropriate. A further implication seems to be that the use of analogy could be a powerful learning strategy for the formation of these gist representations. ●


Reference

Wolfe, C., Reyna, V., & Brainerd, C. (2005) "Fuzzy-Trace Theory: Implications for Transfer in Teaching and Learning." In: Mestre, J. (Ed.) *Transfer of Learning from a Modern Multidisciplinary Perspective*. Information Age Publishing: Greenwich, Connecticut.



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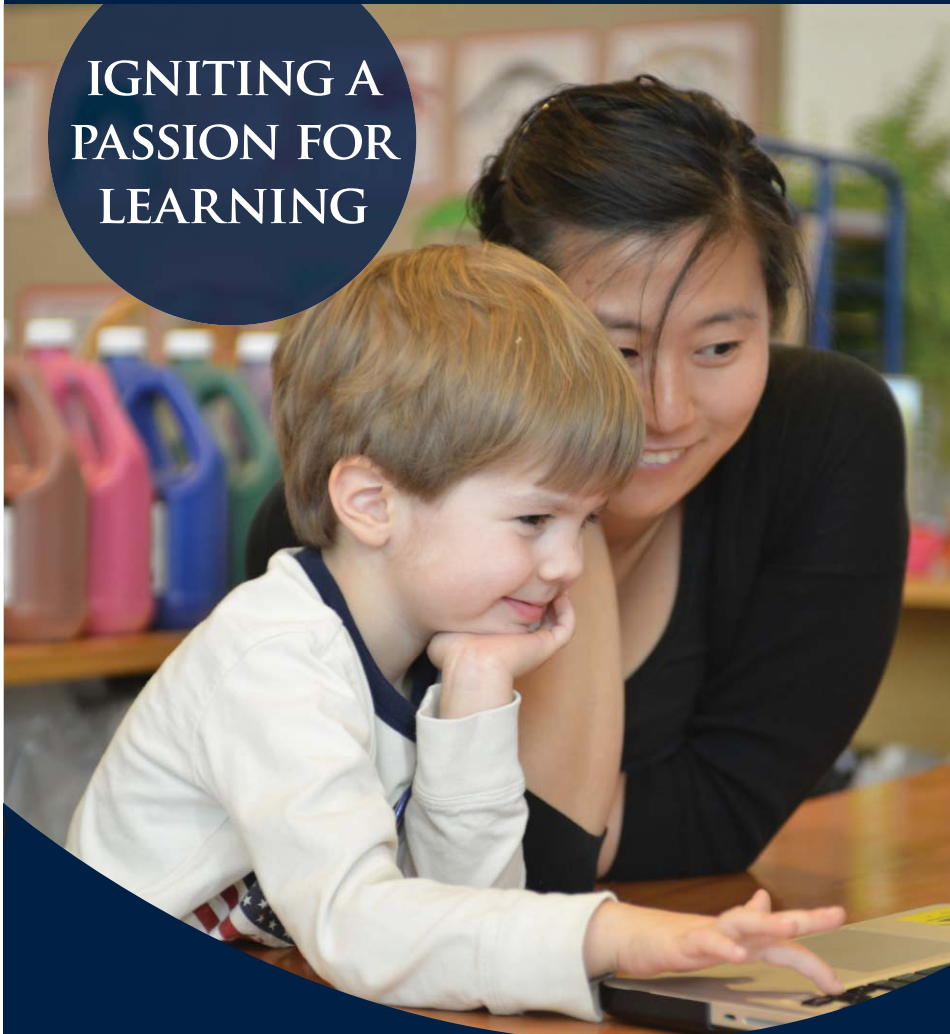


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The **American International School of Johannesburg (AISJ)** is a Pre-Kindergarten through Grade 12 co-educational school founded in 1982. AISJ is situated on two beautiful and spacious campuses which serve both the Johannesburg and Pretoria areas. 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.

Together we dare to imagine, inspire to succeed, and courageously make a difference.

Website: www.aisj-jhb.com E-mail: recruitment@aisj-jhb.com

American International School of Guangzhou



- Est. in 1981, first international school in South China
- 969 students, 96 teachers, 46 nationalities
- Non-profit, WASC Accredited, Student-centered
- I.B. World School (PYP and IBDP), Pre-K to grade 12
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A'Takamul International School seeks qualified, experienced and committed education professionals to join our dedicated team

Respect, Responsibility, Results, and Recreation

A'Takamul International School is a K-12 American accredited school. The school campus is one of the finest in Kuwait with up-to-date and spacious academic and recreational facilities. The students of ATIS participate regularly in various academic and sporting competitions within Kuwait and The Middle East Region.

Applicants must be native English speakers, and graduates with relevant training and experience in a western or international educational environment. Enthusiasm, a willingness to take an active part in school life and the ability to create motivational learning environments are essential pre-requisites.

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@atakamul.edu.kw.

Detailed information can be found on our website or TIE online.



atakamul.edu.kw



Colegio Franklin Delano Roosevelt
The American School of Lima



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— LEAD LIVES OF —
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Our school's reputation is built on experienced leadership, a determination to provide the highest-quality teaching, a broad curriculum and personal support for every child.

In the exciting and dynamic country of Vietnam, the International School Ho Chi Minh City (ISHCMC) is 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



Mr. Eric Hamilton
Email: Eric.Hamilton@aavn.edu.vn
International School Ho Chi Minh City
16 Vo Truong Toan, Ward An Phu,
District 2, Ho Chi Minh City, Vietnam



New Sino Western Education is a bilingual/bi cultural school in Qingdao China. Our goal is to teach students not just to survive, but thrive in an ever changing world. **NSWE** has just completed a purpose built educational facility, and due to our rapid expansion, NSWE anticipates late openings in most subject areas.

Please contact, Ms. Karen Wang at nswe.hr@gmail.com with your C.V., and three written letters of recommendation.



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 INTERNATIONAL SCHOOL OF BUCHAREST **50 YEARS** 1962-2012 engage|prepare|inspire



Thank you for your interest in the American International School of Bucharest. We are happy to report that at this time all of the positions have been filled for the 2014-15 school year. Please check our website in November for positions posted for the 2015-16 school year.

Dr. David Ottaviano, Director ▶ office@aisb.ro
Please see our website for current job opportunities

www.aisb.ro

Kodaikanal International School (KIS)

KIS invites you to work in a multicultural environment amongst highly qualified and experienced colleagues. You will find camaraderie, a wealth of experiences and information shared amongst staff. Opportunities for new experiences abound in the diversity offered by life at KIS.



KIS is ranked the **No.1** International Residential School in India by Education World.

Contact: recruit@kis.in | www.kis.in



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January 30-February 1, 2015

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www.uni.edu/placement/overseas
Go to the website for registration materials.



Laying the intellectual and behavioural foundations that will prepare and motivate students to develop to the full extent of their capacities and employ the mental and moral habits that foster freedom of thought and action in themselves and others.

Enka is a reputed private national school in Turkey. We offer a bilingual programme and the school is authorised to offer the IB Diploma and the PYP.

Please check our school website – we regularly update vacancies. Teaching vacancies for international hires are also advertised through international teacher recruitment sites such as Search and TIE.

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





AMERICAN COOPERATIVE SCHOOL OF TUNIS
OPENING DOORS, HEARTS AND 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 600 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 completed recruiting for 2014-2015. Thanks to everyone who applied for positions with us. We will begin posting openings for 2015-2016 in the fall of 2014. Please check our website at www.acst.net for relevant vacancies as well as information about the school and life in Tunisia.



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 IBPYP, IBMYP, and the IB Diploma. With 370 students currently enrolled, we are growing quickly.

We are seeking qualified, student-centered, IB-experienced teachers, who are practitioners of inquiry-based learning and are familiar with the AERO curriculum standards. Applicants should value working collaboratively with their colleagues in curriculum planning, student assessment and professional development throughout the school year. They need to be flexible to adapt to the challenges of living in a rapidly developing country where English is not widely spoken and winters are long and cold. Adventurous spirits will love the wide open blue skies and vast steppes of Mongolia only a short drive out of the city.

Salary: Competitive, tax free
Benefits: housing, shipping and settling-in allowances, annual round trip allowance to home base, medical and dental insurance, membership in the UB SOS medical clinic, pension contribution, annual gratuity, professional development allowance, tuition for one child per teacher, and various leave provisions.

Please visit our website at www.isumongolia.edu.mn for vacancies and information on vacancies and making application to ISU.


El Alsson
British & American International School

VACANCIES 2014-2015
Middle/High School:
Art Subject Leader, Math.,
Business Studies,
and Social Studies teacher,
Elementary School:
Vice/ Assistant Principal

Established in 1982, El Alsson American and British International Schools share the same campus in the countryside near the Great Pyramids of Giza. Both schools are highly-respected, delivering quality education and achieving outstanding academic and success.

REQUIREMENTS: Bachelor's degree, teaching certificate, and 3 years' experience. Teaching and leadership qualification and experience also required for the Vice Principal post.

APPLICATION MATERIALS: Cover letter, resumé with recent photograph and contacts for 2 professional referee to: Mai Yehia (Human Resources Manager) at vacancies@alsson.com
Mobile: +201001617746 Fax: +(202) 33868414/ 37700020
Website: <http://www.alsson.com>



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



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We are a successful and growing PreK-12 college prep school with 566 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 TORREON, MEXICO

Opening for 2014-2015 School Year:
Elementary School Principal

The Colegio Americano de Torreon is a PreK-12 co-educational day school with approximate enrollment of 1,400 students located in the city of Torreon. We offer an American curricular program and we are accredited by AdvancED.



Makhlouf Ouyed, General Director
email: makhlouf.ouyed@cat.mx
website: www.cat.mx

Interviews: UNI

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AMERICAN INTERNATIONAL SCHOOL - CHENNAI

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- Socrates



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The International School of Curaçao is an accredited, non-profit, private, coeducational, day school (K-12) that provides instruction in English to over 400 students on the island of Curaçao. We offer a US based curriculum with an International Baccalaureate (IB) diploma program.

For more information regarding job opportunities please visit the employment section at www.isc.cw

Qualified candidates, with Bachelor's degree or higher and minimum of 2 years teaching experience, please send complete dossier, including cover letter, resume, recent photo, 3 letters of recommendation and contact information on referees to Mr. Gustavo Sever, HR Manager severg@isc.cw

Margie Elhage-Cancio, Ph.D. Director
International School of Curaçao
P.O. Box 3090, Curaçao, Dutch Caribbean | www.isc.cw

Colegio Internacional Puerto La Cruz Venezuela

has filled all of its vacancies for the 2014-2015 school year.

Thank You to all who applied.

Any positions should they become available, will be posted on www.tieonline.com

For more information visit www.ciplc.org or contact Mike Martell, Superintendent at mike.martell@ciplc.org

Collegiality

Community

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Vision

"I was drawn to SCIS because of the **opportunity** to experience international teaching in an environment that has supportive colleagues and administration. At SCIS the small class sizes and access to technology and resources make it a comfortable place to educate and grow as a teacher."

– Megan Laird, grade 1 teacher at SCIS Pudong

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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. Jeffrey Stubbs at teach@scischina.org.



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The new GEMS World Academy-Singapore will open in September 2014

Application:

We prefer teachers who are PYP (IB) experienced, or extraordinary primary teachers (Grades PK-5) with international experience. Applicants must have certified teaching credentials from an accredited college/university.

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:

- Salary range between USD42,000 and USD69,000
- Annual home leave travel after first year of service
- 24/7 medical health insurance
- Exceptional professional development opportunities
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Teachers who share Modern Knowledge Schools vision and mission are encouraged to apply.

For more information please visit our website
www.mks.edu.bh or www.tieonline.com

P.O. Box 15826,
Manama, Kingdom of Bahrain
Fax: +973 17827449
mksa51@batelco.com.bh



AMERICAN SCHOOL OF GUATEMALA

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ASG offers a rigorous academic program modeled after the best educational practices and methodologies of the United States of America. ASG is founded on the principles of a co-educational, bi-cultural (Guatemala-United States), bilingual (Spanish-English) program. It serves the Guatemalan community and other families who value a holistic approach to education. Respect for religious, political, social, and cultural diversity is a fundamental part of the school's identity.

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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 2014-15, view our SFS recruitment video, and complete our online application form.






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United Nations International School of Hanoi




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20090 Noverasco di Opera
Milano - Italy
Tel. +39.02.53.00001
Fax. +39.02.57.60.62.74
director@asmilan.org




Founded in 1962, the American School of Milan serves the educational, social and athletic needs of approximately 730 students in grades Pre-K - 12. We provide an American-style education with international accreditations and are an IB World school.

Additional Benefits: Relocation, shipping, severance pay at completion of contract, tax exemption for the first two years for U.S. citizens, health coverage, professional growth fund, four months of Italian lessons, Retirement Package.

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

Application Requirements: Updated resume, letter of intent, 3 recent letters of recommendation.



www.asmilan.org

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.

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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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For more information, visit our website at www.kinderworld.net or Email: agnes.chan@kinderworldgroup.com

SANTA CRUZ COOPERATIVE SCHOOL

Website: www.sccs.edu.bo

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 or www.sccs.edu.bo

Interviews: AASSA; UNI; Search (Cambridge)

Access International Academy - Ningbo

AIAN wishes to invite applications for school year 2014/15 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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Phone: 575-350-5648

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.

Recruiting at AASSA in Atlanta, & Search Associates in Boston.

A complete list of job vacancies will be posted on our website in October.

www.cic-caracas.org

For Information contact: Carmen vM Sweeting, email: sweetingc@cicaracas.com.ve





DASMAN BILINGUAL SCHOOL KUWAIT

Dasman Bilingual School is a fully accredited school in the State of Kuwait. As the largest bilingual school in Kuwait, the school follows an American curriculum for its English program and Kuwait Ministry of Education curriculum for its Arabic program. The current enrollment of 2,500 students is taught by highly qualified international staff.

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Andy Mirhaj - Superintendent
 Tel: 965 2243-0607 /0704 /0706
 Fax: 965-2243-0339
 Email: dasmanschool@gmail.com
superintendent@dasmanschool.com.kw
 Website: www.dasmanschool.com.kw

today's learners, tomorrow's leaders



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

Please email current resume with contact details of 3 referees to: 999.mis@gmail.com
www.mis-edu.com



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www.dresden-is.de









International School of Aberdeen

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- A sense of humour

Please forward a cover letter and resum  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
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 Phone: 528332272080 ext. 111
 Fax: 528332272081 ext. 126
 Website: www.ats.edu.mx



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IT Focus




Dhahran Ahliyya Schools

Every year, we will be better than we were in the year before!

Dhahran Ahliyya Schools (DAS) is searching for qualified, enthusiastic faculty members who will participate in the school's drive for continuous improvement. DAS is a not-for-profit, preK -12 school near the coast of the Arabian-Persian Gulf in Saudi Arabia. With more than 1800 students in a modern girls' school and boys' school side by side, DAS is now able to offer both a Saudi diploma and an American diploma.

We are currently looking primarily for teachers of English and math at all grade levels. However, we are also always in need of credentialed (preferably) teachers of elementary and science for both the boys and girls schools at all grade levels. Credentialed native speakers, or near native speakers of English are preferred, in addition to having a BA/BS in the subject field they will teach.

For more information, please visit our website: www.das.sch.sa or www.tieonline.com or contact: employment@Das.sch.sa





The International School of Amsterdam seeks dynamic, child-centered professionals committed to inquiry, collegiality and international understanding. Located in one of Europe's most exciting and accessible cities, the ISA campus is both architecturally stunning and designed to provide an optimal environment for teaching and learning.

Among the ISA faculty are leading voices in the international education arena, many of whom have led the development and implementation of programs now used in international schools around the world.

A member of Harvard's Project Zero, the school was the very first in the world approved to offer all three International Baccalaureate Programs. ISA serves 1000 students from over 50 nations. If you are truly committed to international education and looking for a school that will challenge and support you, consider the International School of Amsterdam.

For vacancy listings please visit us at www.isa.nl/jobs



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 AJIAL BILINGUAL SCHOOL www.ajial.edu.kw State of Kuwait "Education is simply the soul of society as it passes from one generation to another"	AJIAL Bilingual School wishes to recruit qualified, innovative, and highly proficient teachers for the academic year 2014-15. We require hardworking and enthusiastic professionals with excellent subject knowledge, who are interested in raising the standards of teaching and learning and supporting the professional development of other colleagues. If you are interested, kindly send us your updated RESUME and PASSPORT Copy				
	<table border="1"> <thead> <tr> <th>Positions Vacant</th> <th>Employment Package</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> > 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 </td> <td> <ul style="list-style-type: none"> > 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. > Private & Public Medical Insurance, and Life Insurance. > Indemnity payment at the end of contract (approximately 50% of the monthly salary per year) </td> </tr> </tbody> </table>	Positions Vacant	Employment Package	<ul style="list-style-type: none"> > 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 	<ul style="list-style-type: none"> > 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. > Private & Public Medical Insurance, and Life Insurance. > Indemnity payment at the end of contract (approximately 50% of the monthly salary per year)
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John Cheska, Headmaster
johncheska@hotmail.com



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Phone: + (356) 21375133
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John Chapman
 Director Human Resources
 International Schools Group
 PO Box 31677
 Al-Khobar 31952
 Saudi Arabia

Email: hr@isgdh.org
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<http://district.isg.edu.sa>

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Universal Educational Services, Inc
PO Box 3163
Greenwood Village, CO 80155
Em: yousha@aol.com
Web site: www.uas.edu.kw



- KUWAIT -

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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.

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Registration Period: 22 June 2011 to 21 June 2017
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United Nations International School of Hanoi



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mpingitore@a-s-b.com

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Qatar Academy Al-Khor offers a general salary and benefits package including: furnished housing w/utilities, international medical coverage, yearly travel for teacher and dependents (up to 4 children), end of service benefit, transportation allowance, car purchase allowance, shipping allowance, education assistance (for relocated dependents up to 4 children) and professional development.

QAK expects to be represented at the following recruitment fairs:

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Ghada Bou Zeineddine, Director

Employment inquiries may be sent to:
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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 interview at UNI, Queens Search, and ISS.

Candidates should email the following materials:

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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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Hong Kong

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www.aisr.nl Explore Possibilities

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 600 students representing approximately 50 different nationalities.

Initial monthly salary: 350,000 - 400,000 yen per month

Benefits: Relocation allowance, apartment set up allowance, rent subsidy, medical insurance, contract completion allowance, professional development opportunities


Requirements: University degree, valid teaching credential, minimum two years' full-time teaching experience, initial two-year commitment required

Application materials: Cover letter, resume, outline of educational philosophy, contact details for at least two professional references

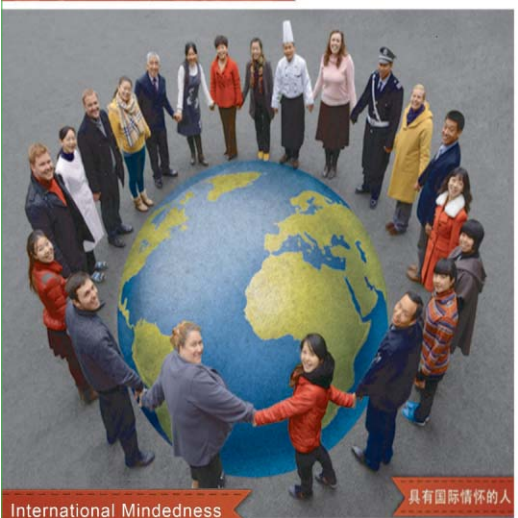
Please visit our website for more information or contact the Director of Personnel at info@kist.ed.jp.




GOLDEN APPLE INTERNATIONAL CHILD EDUCATION, CHENGDU



A school where:





Personal qualities are more important than qualifications.

Lifelong learners are appreciated and nurtured.

Individuals can explore their own creative path.

International Mindedness 具有国际情怀的人

Hiring for 2014-2015
PYP Coordinator and Early Years Homeroom Teachers

Email: pypapplication@163.com Tel: +86 28 85237403 Website: www.ga-education.com

all included... all inspired... all supported... on the path of excellence



Bali International School plans to be vision led and mission driven as we move into the future.

Please contact us for an opportunity to make a difference.
Email: headofschool@baliis.net



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 IB DP & 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: \$28,200-\$40,800 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.

MEFIS ISTANBUL VACANCIES

Primary Administrative: Deputy Principal • PYP Coordinator
Secondary Administrative: Principal • Deputy Principal • Curriculum Coordinator (Cambridge programmes)
Primary Teaching (K-5): Kindergarten • Grade 1 • Grade 2 • Music • ICT • Physical Education
Secondary Teaching (6-12): Chemistry • Biology • Physical Education • Mathematics **K-12 Teaching:** Spanish

English native speaker with at least 5 years of experience holding an undergraduate degree in teaching area and teaching licence encouraged to apply.

Please send Cover letters and applications to:
 Ms. Figen Sönmez, Assistant General Manager (MEF International Schools)
 Email: recruitment@mef.k12.tr Web: www.mefinternationalschools.com

Please ensure that the position title you are applying for is in the subject field of the email.



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*



Located one hour from the Pacific coast in a suburb of Ecuador's largest city, IAA is a school of over 230 students PreK - Grade 12.

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



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



The American School of Yaounde

www.asoy.org

RESPONSIBILITY • FAIRNESS • CITIZENSHIP
CARING • RESPECT • TRUSTWORTHINESS



Set in beautiful, tropical Cameroon, The American School of Yaounde offers an enriched PreK - 12 curriculum to a friendly and diverse student body. Our busy campus requires teachers who can inspire our students and contribute to our dynamic community. We seek creative colleagues who enjoy working collaboratively, who bring excellence to the classroom and who will flourish and thrive in a small, close-knit community. Please send your resume, cover letter, and a list of current references to employment@asoy.org, attention Sheena Nabholz, Director. For a complete list of our openings, please see our website, www.asoy.org.

Accredited by Middle States Accrediation of Colleges and Schools and The Council of International Schools

for the FUTURE

THE AMERICAN SCHOOL OF BOMBAY





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

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



مدرسة البكالوريا - عمان

Amman Bacca laureate School

Amman Bacca laureate 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 Bacca laureate School
 PO Box 441, Sweileh 11910, Jordan
 Email: proffice@abs.edu.jo

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. The school is authorized as an IB-PYP School.

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



www.aisk.com



- ▲ State-of-the-art Campus
- ▲ Pre School - Grade 12 (Day & Boarding)
- ▲ IB Diploma Program
- ▲ 1-1 Laptop Environment
- ▲ 300 Students From 40 Nationalities
- ▲ Small class sizes & up-to-date educational materials
- ▲ Ongoing Professional Development

Contact Shirley Davis, Head of School:
sdavis@aisk.com

AMERICAN INTERNATIONAL SCHOOL OF KINGSTON
 A global center for excellence in education

**Integrity
 Respect
 Excellence
 Empowerment**



American International School of Kingston



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.



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 960 students representing 51 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

<http://www.nics.org> 



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"



informed
creative caring
global

...are you?

osaka international school japan



IB world school - great salary and benefits
www.senri.ed.jp

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 NICARAGUAN SCHOOL

CONNECTING THE GLOBAL COMMUNITY

Global Awareness, Respect of Self & Others, Social Responsibility, Intellectual Curiosity, Innovation & Creativity, Environmental Stewardship

JOIN US!

The American Nicaraguan School is a private, non-profit, coeducational institution, founded in 1944, with grades from Nursery through 12th, composed of students from 30 different nationalities.

2014-2015 teaching positions available in:

Elementary School
Middle School
High School



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 

The Bridge to Professional Excellence

Taipei American School

THE BRIDGE from an island to the WORLD

TAS thanks all of the fine applicants who applied this year. TAS recruits year-round, and the Superintendent will interview qualified candidates over the upcoming summer and into the fall in anticipation of the needs of the school for the 2015-2016 school year. Kindly submit letters of interest to the Human Resources Office.

www.tas.edu.tw

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.

THANK YOU!

The American School of Warsaw has completed its recruitment for the 2014 - 2015 school year and warmly welcomes all new faculty members.

We would like to thank all the candidates who applied for positions at our school.

For detailed information about ASW, please visit our website at: 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

XIAMEN INTERNATIONAL SCHOOL

Join our dedicated team of educators as we guide our students to discover and develop their own potential, equip them with the knowledge, skills and character traits needed to prosper in the world.

To learn more about the opportunities at Xiamen International School, please visit our website www.xischina.com

Karachi American School
PAKISTAN

ALL POSITIONS ARE NOW FILLED FOR THE 2014-2015 SCHOOL YEAR. THANK YOU TO ALL WHO APPLIED.

Dr. Peter Pelosi Department of State - Karachi
Email: superintendent@kas.edu.pk
6150 Karachi Place, Washington, DC 20521-6150
Fax: 92-454-7305 Website: www.kas.edu.pk

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 :

- 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

GUNMA KOKUSAI ACADEMY

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

I CAN TEACH HERE

You can be part of our dynamic learning community too!
Qatar Academy will be at the following recruitment fairs:

1. SEARCH Cambridge January 30 - February 2, 2014
2. UNI January 31 - February 2, 2014
3. ISS Boston February 2 - 6, 2014
4. ISS San Francisco February 10 - 13, 2014
5. SEARCH San Francisco, February 14 - 17, 2014

Interested parties may send applications to Ms. Tammy Macneil at tmacneil@qf.org.qa

Qatar Academy is one of Middle East's premier educational institutions; a leading private, non-profit international school established as the first learning organization in Qatar Foundation's landmark Education City.

We empower our students to achieve academic excellence in a culturally diverse environment through our Early Education Center (for children 6 months-3 years) and through the International Baccalaureate's Primary, Middle and Diploma Programmes based on the principle that education involves the development of a student's cognitive, physical, social, moral and affective capabilities. Qatar Academy delivers a comprehensive curriculum that challenges, inspires and prepares our students to be critical thinkers, responsible citizens and impassioned leaders for life.

Accredited by New England Association of Schools and Colleges and Council of International Schools.



www.qa.edu.qa



Student scientists measure, analyze, and communicate Concordia's clean air.

My administration supports me as I explore ways...

*—Anne Love
HS Science Teacher*

...to make science come alive for my students



Bring your passions and decide how much difference you will make

The Concordia administration celebrates our teachers' talents and encourages innovation. It is this partnership that drives our academic and creative excellence. Our teachers bring the innovation; our leadership enables the process—that's the Concordia difference.

Pursue excellence in a spiritual learning community



Meet your future leaders.
Read their stories
at careers.concordiashanghai.org



AMERICAN SCHOOL OF BRASÍLIA

Celebrating Diversity and Cultivating Citizenship

E-mail letter of interest with resume to: employment@eabdf.br
Other contact info:
Fax : +55 (61) 3442-9729
Attn: Human Resources
Visit: www.eabdf.br



Surrounded by a panoramic view of unique metropolitan and residential architecture, and a world famous lake, the American School of Brasilia has been a leader in education and a symbol of the city since 1961. Inspired by its location in Brasilia, the cosmopolitan capital of the nation, our school and faculty cater to a diverse international community of over 625 students.

Our US-based curriculum is complemented by various programs, all of which encourage and prepare our students to enter and excel in rigorous High School programs of study such as the International Baccalaureate Diploma Programme and the Brazilian Diploma Program. Co-curricular activities for all students include, but are not limited to: sports, band, leadership, Model UN, Global Issues Network, Classroom Without Walls trips, after-school activities, language classes, as well as an extensive Service Learning program.



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 2014-2015 Academic Year:

Lower Primary

- Classroom Teachers
- Learning Specialist

Upper Primary

- Chinese Studies Teacher
- Classroom Teachers
- Learning Specialist
- Physical Education Teacher

Middle School

- Chinese Studies Teacher
- French and Spanish Teacher
- Language Arts and Social Studies Teacher
- Learning Specialist

High School

- Drama Teacher
- Math & Science Teacher
- Technology Instructor
- Part-time AP Chemistry 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, and relocation and repatriation allowances.

To learn more about HKIS please visit our website www.hkis.edu.hk



We are now staffed for the current school year but will look forward to receiving applications from outstanding candidates for the 2015-2016 school year.

Taejon Christian International School

A Western School in Korea Since 1958



TCIS has made the move to a brand new campus! Phase one of the construction included a five-story academic building, a multi-storied gymnasium complex, a 300-500 seat performing arts center, an activity center and a five-story dormitory. Situated at a prime location in Techno Valley, the campus is surrounded by greenery and a golf course. TCIS has grown into a vibrant community serving approximately 500 students in a Christian environment, offering IB curriculum for primary, middle and high school years. The school also is a one-to-one laptop campus for both high and middle school years. The new planned technology infrastructure at the new campus will rival any school in Asia. Furthermore, the school operates one of the most prestigious boarding programs in East Asia for middle and high school international students. Competitive tax free salary and benefits that include round-trip airfare annually, health/life insurance, furnished housing, paid utilities/two-months summer home leave, relocation, annuity (school-paid) plan, and end of service payment.



All positions have been filled for 2013-2014 SY. CONGRATULATIONS to 12 new hired teacher leaders from around the world.

www.tcis.or.kr
email to : recruitment@tcis.or.kr



ESCUELA Bella Vista

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

American School of Belo Horizonte – BRAZIL

EABH is an International Baccalaureate (IB) World School for the Primary Years Programme (PYP) and Middle Years Programme (MYP). We look forward to adopting the Diploma Programme in the future. Advanced Placement (AP) and online courses are offered. Our enrollment is presently 250 students from preschool to grade 12. Our multilingual environment comprises of 50% Brazilians and 50% foreigners that represent more than 20 different nationalities. We have 43 full time and part time teachers and administrators, both locals and internationals. We are a small, friendly and cozy community.

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).

Information should be sent to director@eabh.com.br • Visit our website: www.eabh.com.br

Branksome Hall Asia is a world-class international girls' boarding school on Jeju Island, South Korea. Combined with our remarkable campus, facilities and environment, our thoughtfully designed IB programs inspire, support and challenge our students to reach their full potential.



Glen Radojkovich, Head of School
glenradokovich@branksome.asia
www.branksome.asia

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

Western Academy of Beijing

WAB offers a challenging and caring, community based educational environment in which students are active participants in the learning process. WAB focuses on educating the whole child, championing its staff and involving the community, while following the full IB Program - PYP, MYP, DP. Set within a park-like campus, five separate school centers - Early Childhood Center, Elementary School, Middle School, High School and HUB Sports Arts & Technology Center - provide an outstanding teaching and learning environment that reflects the innovative spirit of the school and its host country, China. WAB enrolls 1,500 students from over 50 countries around the world.

COME JOIN OUR TEAM!

www.wab.edu/employment



www.wab.edu

33 YEARS EDUCATING CITIZENS OF THE WORLD

School of the Nations – Escola das Nações – Brasília, Brazil



Escola das Nações
School of the Nations

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



The KOÇ SCHOOL ISTANBUL, 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 Özserağ,
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



Mt. Zaagkam International School offers outstanding career opportunities to those willing to teach at the most remote International School on the planet

MZIS caters to children from three years old through eighth-grade. Current enrollment is 118 students, 36 in the "lowlands" and 82 in the "highlands". MZIS offers the IB Primary Years Programme, a curriculum particularly well-suited to smaller International Schools. Class enrollment is small, and because of our size, many are multi-aged groupings. The staff of the school is experienced, international (drawn primarily from the US, Australia & New Zealand), and dedicated to offering the best education possible.

Before sending a letter of interest, candidates are urged to review the school's website in order to fully understand the unique characteristics of this school.

Interested candidates should contact Stephen Wilkin
@ stephen_wilkin@fmi.com
after having reviewed the school's web site.

Mt. Zaagkam International School INDONESIA

www.mzis.org





TASHKENT INTERNATIONAL SCHOOL

On the Ancient Silk Road in Central Asia

TIS is the only IB World School in Uzbekistan, offering all three IB programmes to 500 students from more than 45 countries.

Thank you to all the candidates who applied for positions with TIS for the 2014-15 school year.

We have filled all our overseas positions for next year, but we will surely have needs in the years to come as we continue to grow.

Look for updates on TIE Online, Search Associates, ISS, CIS and our website.

The TIS Package: Excellent savings potential and quality of life. Package includes annual round-trip airfare, shipping, housing allowance, major medical, PD opportunities and more.



David G. Henry, Director • employment@tashschool.org
www.tashschool.org • [TashkentInternationalSchool](https://www.facebook.com/TashkentInternationalSchool)

Why not live and work in a great place?

The Columbus School • Medellín • Colombia • South America



Accredited by AdvancED

1580 actively enrolled students from K4 to 12th grade

Benefits:

- Subsidized on-site Masters in Education program through Buffalo State University.
- Plane tickets to home country.
- Housing allowance
- Transportation to and from school.
- International Health Insurance Plan, among others.

Requirements: Teaching Certificate and two years of experience.

For available positions and additional information please visit:

www.columbus.edu.co

Preparing Outstanding Individuals



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 560 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 2014-2015 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



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

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



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



BEIJING 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 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



A Career with Dipont Education in China

Dipont Education manages western curricula centers within some of the most highly regarded public high schools in China. We deliver A Level, AP and IB programmes for our 25 partner schools across 16 cities in China. We currently have over 5,500 students and employ over 330 expatriate teaching staff. Significant expansion within our existing locations, as well as the opening of new centres and programmes, will create a wide range of opportunities at all levels for the next academic year.

A competitive salary combined with the low cost of living in China means that teachers can enjoy a high disposable income and savings potential. Educators looking for the opportunity to develop their international career will find genuine potential for career advancement and access to professional development across our network of centres, in addition to the chance to work with exceptionally motivated and capable students.

Opportunities exist for:

- Leadership roles: Centre Principals
- A Level Centres for: Maths, Further Maths, Physics, Chemistry, Biology, Business Studies, Economics, Accounting and ESL
- AP Centres for: Calculus, Physics, Chemistry, Economics, ESL and Statistics
- IBDP Centres for English Language, Business Studies, Economics, Mathematics, Physics, Chemistry and Biology

Applications are invited from candidates with:

- A recognised teaching qualification and experience in teaching post 16 students
- A track record of excellent teaching with well developed subject knowledge
- Experience of working with ESL students

In order to apply, please email your CV to teachers@dipont-edu.org. For further information about Dipont, please visit our website: www.dipont-edu.org or contact our HR Department to request information:

Email: teachers@dipont-edu.org or telephone: +86 21 6045 2022





Global Education at Chadwick International, Songdo, South Korea

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.

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.chadwickinternational.org

*Chadwick International is the second campus
of Chadwick School at Palos Verdes, California*



CHADWICK
INTERNATIONAL



The American Community School would like to thank everyone who expressed an interest in joining our school. All positions for the 2014-2015 school year are now filled.

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.

DR. ROBIN HESLIP, SUPERINTENDENT
CONTACT: Marise Philip-Jayendran, Director of Human Resources
marisephilip-jayendran@acs.sch.ae

www.acs.sch.ae

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.

Al Bayan is pleased to announce that we are fully staffed for 2014-2015. We wish to thank all those who applied.

Dr. Paul Sheppard, Director
Email: bbsadmin@bbs.edu.kw
Website: www.bbs.edu.kw



INTERNATIONAL SCHOOL OF GEORGIA Tbilisi, Georgia

International School of Georgia, New School is situated in Tbilisi, capital of Georgia. We offer a balanced, academically challenging English language education based on the IBO Primary Years & Middle Years Programmes. The school is located in a purpose-built site, with separate buildings for Pre-Primary, Primary, Secondary and High-school.

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. **Qualifications:** Fully qualified teachers with IBPYP/IBMYP experience; Excellent organizational and interpersonal skills; Fluency in spoken and written English; Ability to be flexible. Candidates may send via e-mail, a letter of application, recent photograph and full CV including details of the 3 professional referees.

Contact: Marina Zhgenti director@newschoolgeorgia.com
Phone: 995 99 532405 Website: newschoolgeorgia.com

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.



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.

Vacancies for 2014/2015 academic year are advertised on the TIE, CIS and Search Associates websites.



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



Nagoya International School

Community. Ours is a group of educators, parents, and friends working together to foster learning and shape young lives.

IB World School • Accredited by WASC and CIS
Contact Matthew Parr headofschool@nis.ac.jp

www.nis.ac.jp

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

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 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.

ASFM 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.

For more information please visit:
<http://www.asfm.edu.mx> or email: jobs@asfm.edu.mx

Teach in Monterrey, Mexico!

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.



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




www.cotopaxi.k12.ec



The American School of Kuwait


Established in 1964, The American School of Kuwait (ASK) is an independent, Pre-K through Grade 12, co-educational school designed to meet the needs of expatriate and local students. With 2000 students from 60 countries, and a faculty full of collaboration and innovation, ASK is proud to be the oldest American school in Kuwait.

Our mission at the American School of Kuwait is to inspire life-long learners empowered to excel in American higher education and the global community as productive, compassionate citizens.

Practice Compassion - Make a Difference - Learn for Life

Mrs. Rebecca Ness, Superintendent
The American School of Kuwait
PO Box 6735, Hawalli 32042 Kuwait
Tel: (965) 2266 4341 Fax: (965) 2265 0438
ask@ask.edu.kw
www.ask.edu.kw




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) 84711441-8232 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 2014-2015 SCHOOL YEAR
Classroom teachers from Kindergarten to G6
Secondary/High School: English, Math, Social Studies, Chemistry, Biology, Physics, AP preference
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 is preferred. Teachers that meet Canadian certification requirements may apply for the Canadian curriculum-based Manitoba and International Programs. (please visit www.cliffordschool.org for more information of the programs)

If interested please contact us at the following email:
School Director
Email: director@clifford-school.org.cn



International School of Düsseldorf e.V.

Learning to Be a World Citizen

- > 1050 Students, 50 Nations
- > Non Profit School
- > Small Classes: 225 Faculty and Staff
- > International Baccalaureate for students 4 to 18 years old




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.

The sixteen-acre campus is situated a short walk from the Rhine river in the beautiful, historic suburb of Kaiserswerth. School buildings are spacious, modern and well-equipped. Centers of Excellence for Information and Design Technology as well as for the Visual and the Performing Arts support the different technology and art programmes. Almost all classrooms are equipped with interactive whiteboards.

Two gymnasiums (one newly rebuilt which opens in September 2013) and three football fields support a comprehensive physical education and competitive sports programme. Teams compete in local and international competitions. Applications & enquiries may be sent to: Marie Willis, Human Resources Manager, willis@isdedu.de. Visit our website for more information:

www.isdedu.de

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








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



P.O. Box 71188, Dubai, UAE | Tel: +971 4 395 0005 | www.asdubai.org
Accredited by Middle States Association of Colleges & Schools – U.S.A.

Frankfurt International School

Creating a World of Opportunities for Over 50 Years



Professional Growth

- Europe Top-Tier Compensation
- On-Site and International PD Options
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- Collegial Atmosphere and Support

Exceptional Students

- Over 50 Nationalities
- Consistently High IB Results
- Abundant Co-Curricular Programs
- IB PYP Programme

Personal Rewards

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- Europe at Your Doorstep
- Forested Paths Border School
- Safe, Clean and Efficient Culture

Visit our Career Opportunities Page at

www.fis.edu



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 in 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:

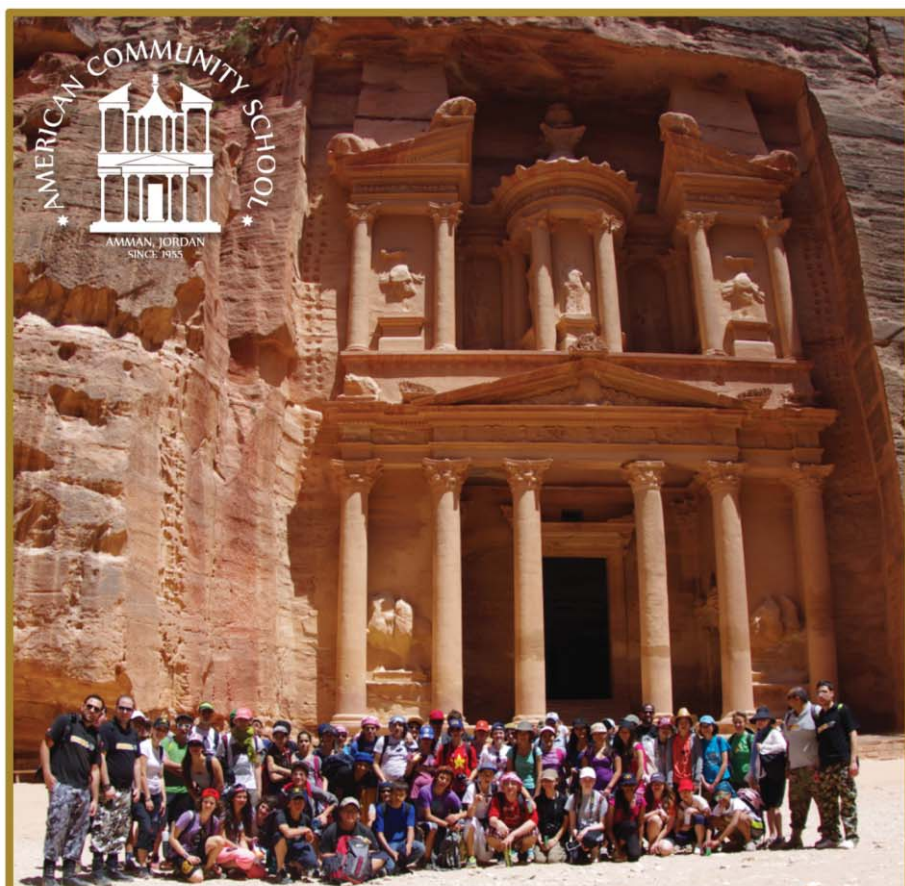
Ms Jackie Houghton, Assistant Principal Professional Learning at jaho@patana.ac.th



Bangkok Patana School
The British International School in Thailand
Established 1957

643 Lasalle Road (Sukhumvit 105)
Bangna, BKK 10260
THAILAND
www.patana.ac.th

Bangkok Patana School is an IB World School, accredited by CIS and NEASC



It was a pleasure meeting you!

We are ready to start our new school year with passionate teachers who will join us in making a difference in educating the students of ACS!

Thank you to those who showed interest in ACS at the recruitment fair and took the time to talk to us to learn about what makes ACS a special community. And thank you for allowing us to share what a great country Jordan is, steeped in history, adventure and full of hospitable people!

Learn more about our school at www.acsamman.edu.jo



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 IB DP 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



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: www.miscd.com

Search Associates Summer Recruitment Fair



June 20-22, 2014

Bethesda, Maryland

Please contact Sally Gordon at 484-356-0971
sgordon@searchassociates.com
www.searchassociates.com



ECA is a dynamic school serving over 560 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).

VACANCIES 2014-2015

ES Guidance Counselor - ES Music - ES P.E.
MS Art - MS Science/Math - MS/HS P.E. - MS/HS Drama
HS Guidance Counselor - HS Math/Resource
IB DP Business Studies - IB DP Economics

GENERAL APPLICANT INFORMATION

SALARY: Competitive **BENEFITS:** Include roundtrip 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 experience and outstanding qualifications.

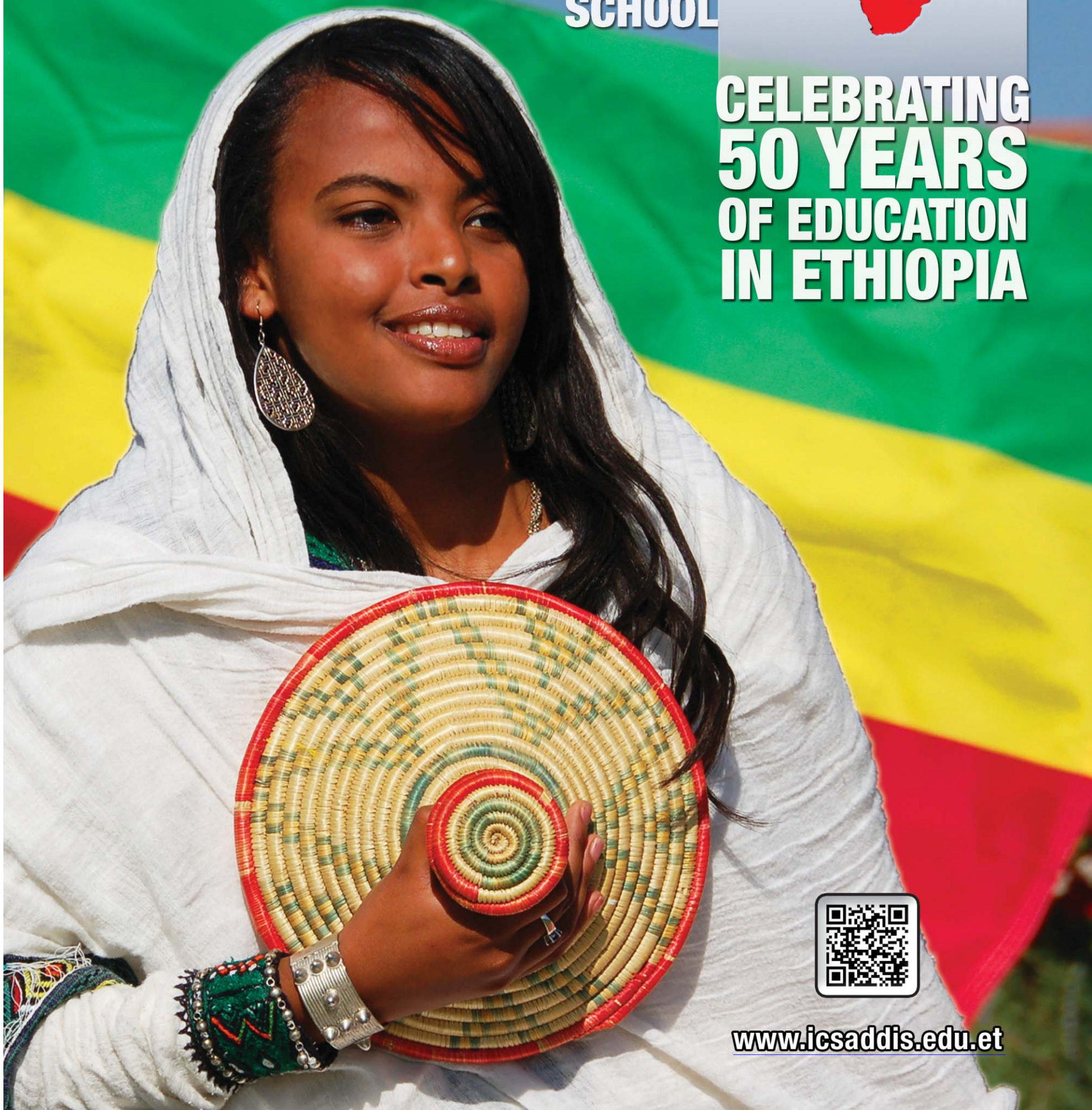
Please submit a letter of application, resume / CV, and any open letters of reference to:
Dr. Gregory Hedger, Superintendent
jobs@ecak12.com

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

THE INTERNATIONAL COMMUNITY SCHOOL OF ADDIS ABABA IS AFRICA'S INTERNATIONAL SCHOOL



CELEBRATING 50 YEARS OF EDUCATION IN ETHIOPIA



www.icsaddis.edu.et



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

THE INTERNATIONAL SCHOOL OF BELGRADE
ISB is a collaborative learning community that inspires and empowers its members to discover their passions to be global innovators.

Celebrating 66 years of Quality International Education

400 students representing 47 nationalities • Experienced international faculty • State of the art learning technology
International Baccalaureate Programs: PYP, MYP, DP

New England Association of Schools and Colleges
 Council of International Schools
 Authorized by the Ministry of Education of the Republic of Serbia

Temišvarška 19, 11040 Belgrade, Serbia, Phone: +381 (11) 206 9999, e-mail: isb@isb.rs, web: <http://www.isb.rs/>



SCHUTZ AMERICAN SCHOOL is a PreK-12 co-ed day school with approximately 290 students. We seek motivated, qualified experienced teachers interested in working in an innovative and professional environment.

Visit our website or www.tieonline.com for more information:
www.schutzschool.org.eg

Please send resume to: Nathan Walker, Head of School
Email: nwalker@schutzschool.org.eg

AMERICAN ACADEMY CASABLANCA

American Academy Casablanca is an international school that includes grades Pre-School - Grade 12 located in Casablanca, Morocco. Teachers, administrators, and staff flourish in a community that provides opportunities to grow, develop, and learn together in all aspects of their professional lives.



For additional information or to pursue AAC's application, please contact:
Jodi Mulder: jmulder@americanacademy-casablanca.com or
Al Gharbi: agharbi@americanacademy-casablanca.com
www.americanacademy-casablanca.com



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 have filled our vacancies for the 2014-15 school year. We wish to thank all candidates who expressed an interest in our school.

Contact: Dr. Mike Bostwick, Director
Email: bostwick@gol.com
Ph: 81-559-26-0522 Fax: 81-559-26-0536
Website: www.bi-lingual.com



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.

*Developing Responsible Global Citizens and Leaders
Through Academic Excellence*

www.cdnis.edu.hk

Young Hoon International Middle School

Visit us online to learn more
www.eng.younghoon.ms.kr

Self-Directed Learning
Global Leadership
Character-Building Education

Riffa Views International School (RVIS)

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, six tennis courts and full sized soccer pitches.

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:

Vacancies in the Elementary School: (Pre-Kindergarten, Grade 3, Elementary Music Teacher)

Vacancies in the Secondary School: Grade 6 Humanities, Grade 6 Math/Science, Grade 7 Humanities, Grade 8 Humanities, Grade 7/8 Science, HS Art, HS Science/Chemistry, Guidance & College Counselor & Arabic Language Teachers.

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

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

EASTWOOD COLLEGE

strives to be a leading educational community in the Middle East for students of all nationalities and religions.

Eastwood College teachers are part of a community of learners. At Eastwood College, there is a focus on teacher collaboration and a commitment to maintaining professional competence through professional development.

We are always looking for dedicated educators who are team-oriented and show commitment to student learning. Teachers who share a belief in the school's mission, and believe they can contribute to our learning environment are encouraged to apply by submitting their CV online at: www.eastwoodcollege.com

KANG CHIAO INTERNATIONAL SCHOOL

LOCATED IN KUNSHAN, CHINA,
SEEKS TEACHERS FOR THE 2014-2015 SCHOOL YEAR.

VISIT OUR WEBSITE WWW.KCISEC.COM OR WWW.TIEONLINE.COM FOR MORE INFORMATION.

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
Kuruçesme Caddesi No. 87
34345-Arnautköy, Istanbul, Turkey

Email: ajones@robcol.k12.tr
Fax: 90-212-287-0117
Website: www.robcol.k12.tr

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

الرسكو السعودية
Saudi Aramco



Saudi Aramco Schools

A Learning Community Dedicated to Continuous Improvement

Saudi Aramco Schools (SAS) is a nonprofit, pre-K to grade 9, American curriculum school district owned and operated by the Saudi Arabian Oil Company. SAS opened its doors in 1945 as a one-room schoolhouse. Today, the district is comprised of six schools – located in four beautiful Eastern Province communities – that educate more than 3,200 children of expatriate company employees who represent more than 60 nationalities.

SAS seeks highly qualified, experienced, passionate, and collaborative educators who love to work with children, aspire to learn and grow, and are excited to embark upon a life-changing professional opportunity and personal adventure in Saudi Arabia. SAS welcomes inquiries year-round.

To learn more, please email our team at jobs@saslearning.com.



Bahrain Bayan School seeks well-trained, dedicated, and caring teachers to join our bi-lingual school and community.



A minimum of two years successful teaching experience in the subject area along with a demonstrated commitment to student success within a supportive, caring and stimulating learning environment is required. Experience with multi-lingual or bi-cultural students, solid classroom management procedures, knowledge of standards based curriculum, and a willingness to serve as a team player in school improvement efforts are additional preferred qualities. Interested candidates are kindly requested to submit to a letter of application, resume, photo, two letters of recommendation, and list of referees to: E-mail: recruitment@bayan.edu.bh • Website: www.bayanschool.edu.bh

AMERICAN INTERNATIONAL SCHOOL OF ZAGREB



“...an exceptional and forward-thinking international school that **inspires,** **motivates,** & **empowers** all learners.”

“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.”
Diane Bahrenburg, HS English Teacher and Vermont Teacher of the Year 2008 - now in her 2nd year at AISZ.

PreK-12
Non-profit
Established 1966
Accredited by MSA
IB Diploma Programme
260 students from 37 nations

AISZ thanks all who have shown an interest in joining our community. Our vacancies have been filled for now, but please check our website regularly for the latest information.

Dr. David Harris, Director

employment@aisz.hr

aisz.hr

KIS Korea International School

Korea International School 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 student come from approximately thirty different countries. Two campus locations at Pangyo and Seoul provide excellent educational environment with the following facilities: swimming pool, soccer field, gyms, rock climbing wall, outdoor learning center, school store, nursery, cafeteria, Performing Arts Center, Conference Hall, outdoor BBQ patio and many more.



Teacher Salary : \$38,200 - \$57,600 tax free+benefits
Qualifications : Teaching certification a must and two years successful teaching experience at an accredited school is required.

For more information, visit www.kis.or.kr and send resume with cover letter to scathers@kis.or.kr.



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



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




The International Programs School (IPS)
Al Khobar, Saudi Arabia
American Curriculum




www.ipsksa.com

IPS offers an exceptional education for students from Kindergarten through Grade 12. We are fully accredited by the Middle States Association of Colleges and Schools, U.S.A. and by the Ministry of Education, Saudi Arabia.

Please visit our webpage for information and employment opportunities.

We seek qualified educators who:

- Love kids;
- Have current certification and/or training with 2+ years of recent experience (preferably international), be able to provide current supervisor contact information, and to have clear police and medical backgrounds;
- Understand and apply the elements of creating an effective classroom/workplace and be able to demonstrate application of best practice in learning/teaching/working methodology;
- Demonstrate superior technology skills and create innovations in this area;
- Desire to be a part of concept based and backwards by design curriculum/institution development with an enthusiastic approach to improving school collaboration and efficiency;
- Want to lead co-curricular and athletic programs with students and to actively seek responsibilities outside the regular job assigned; and
- Possess a robust sense of humor and copious amounts of patience.

Send letters of intent and resumes to Mr. Jim Leahy, Director at ipsksa@gmail.com



P.O. Box 691, Dhahran Airport 31932, Kingdom of Saudi Arabia
Phone: +966 (13) 857-5603 Fax: +966 (13) 857-0076
Email: ipsksa@gmail.com



Naseem International School مدرسة النسيم الدولية
"STUDENTS FIRST" "الطلبة أولاً"

NIS is an IB World School. We are dual language, co-educational and cater to students from Nursery to Grade 12.

We seek teachers who:

- are fluent and skilled in English
- have IBO PYP experience
- are class pedagogical leaders and model the IBO Learner Profile
- make decisions based on improving student learning
- are collaborative team players, committed to professional growth
- are committed to meeting the individual needs of all students, including a strong track record in differentiation.
- routinely use technology in their teaching
- are active in driving curriculum development.

Contract:

- The school offers a two year renewable contract
- Commencement salaries and allowances will be based according to the level of qualifications and experience with 1% GOSI tax, paid in Bahraini Dinars
- Furnished apartment, return air ticket, medical insurance, utilities paid by school up to BD 8 per month, shipping and settling in allowance.

Applicants should have:

- A Bachelors Degree and teacher certification. Please include cv, photo, copy of qualifications and referees (referees must have been a direct supervisor).

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



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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).



www.aas-sofia.org

The Anglo-American School of Sofia Bulgaria

AAS Sofia

- PreK-12
- IB World School
- Established 1967



Inspiring educators interested in joining our vibrant learning community may contact Jim Urquhart, AAS Director. Email: HR@aas-sofia.org



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JPA
SIEM REAP CAMBODIA

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Jay Pritzker Academy is dedicated to educating academically talented and motivated students from families in Siem Reap, 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, college preparatory school in English with a Khmer language program. Our school is free of charge to bright Cambodian children.

Compensation is competitive, and our faculty enjoys a wide range of professional development and comprehensive benefits in order to reach all students and meet high expectations. Internships for all candidates will be held at our model school, Providence St. Mel in Chicago, IL.

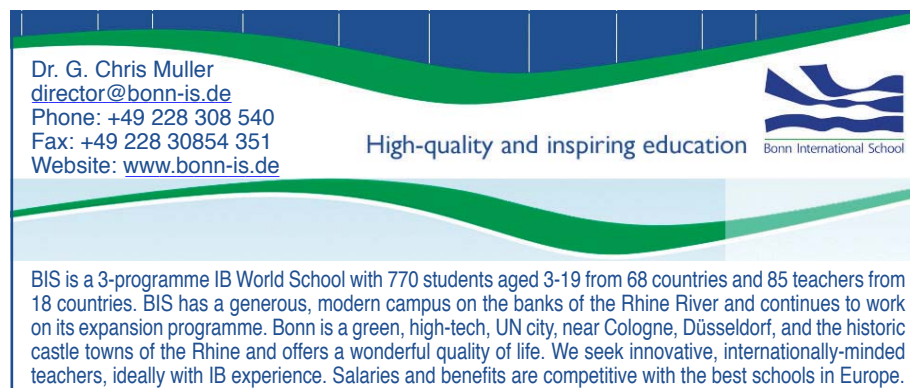
Visit www.jpa.org.kh or contact us at teach@jpa.org.kh **CREATING FUTURES**



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ACS empowers students to solve problems with creativity and integrity, to lead well-balanced lives, and to serve Lebanon and the world community with understanding and compassion.

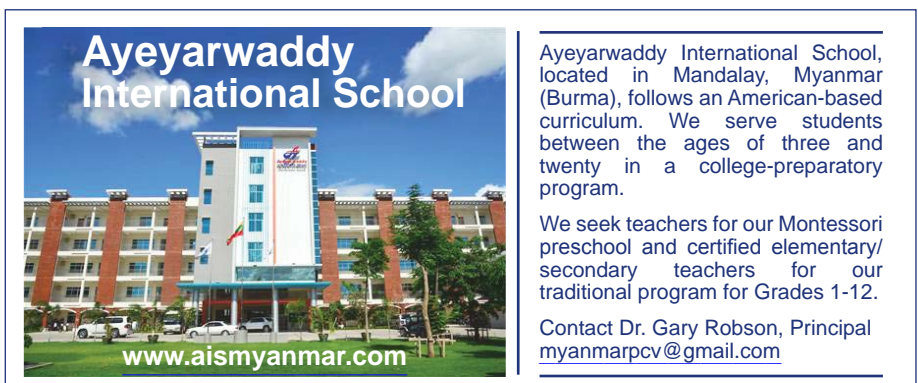
Visit our Website for Job Opportunities www.acs.edu.lb



Dr. G. Chris Muller
director@bonn-is.de
Phone: +49 228 308 540
Fax: +49 228 30854 351
Website: www.bonn-is.de

High-quality and inspiring education **Bonn International School**

BIS is a 3-programme IB World School with 770 students aged 3-19 from 68 countries and 85 teachers from 18 countries. BIS has a generous, modern campus on the banks of the Rhine River and continues to work on its expansion programme. Bonn is a green, high-tech, UN city, near Cologne, Düsseldorf, and the historic castle towns of the Rhine and offers a wonderful quality of life. We seek innovative, internationally-minded teachers, ideally with IB experience. Salaries and benefits are competitive with the best schools in Europe.



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

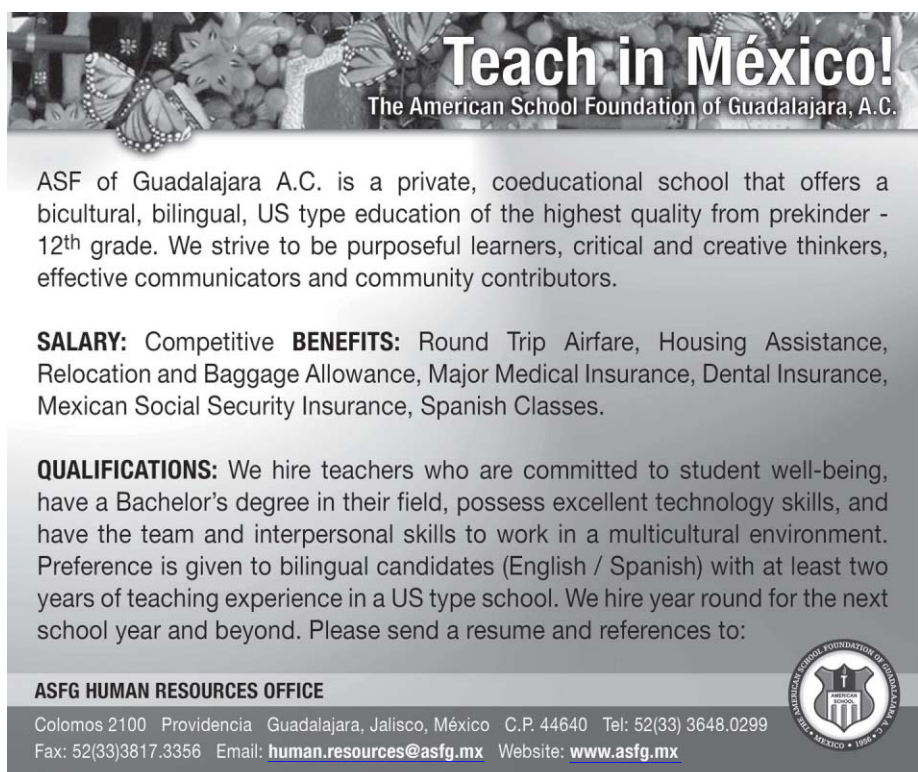
www.aismyanmar.com



TASOK
The American School of Kinshasa

Seeking candidates with imagination and a gift for collaboration

Contact: Irene Epp
irene.epp@gmail.com
www.tasok.net



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



TEDA
INTERNATIONAL SCHOOL
天津泰达国际学校

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



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

ATTENTION.

Recruitment for
2014-2015

June 20 - 23

SEARCH, Bethesda,
Maryland

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.)



Quality Schools International

- 1971 YEMEN, Sanaa
- 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

Success for ALL.

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.

You'll love teaching here!



Lincoln
Community School

We have filled our teaching positions for the 2014-1015 school year and look forward to welcoming our new teachers.

LCS would like to thank all of the candidates who expressed an interest in joining us during recruiting fairs and other interview venues over the past weeks.

Dennis Larkin, Ed. D., Head of School
dlarkin@lincoln.edu.gh

Louisa Mensah-Baah, Human Resources
lmensah-baah@lincoln.edu.gh

Telephone: +223 30 277 401



www.lincoln.edu.gh



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.

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

Send resume, photo, names of reference and their contact details to: : Mr. Stephane Ruz
Tel : 212.5.22.79.39 Fax: 212.5.22.21.24.88

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



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

HAYAH
International Academy



Hayah International Academy
Cairo, Egypt



Vacancies:

Elementary Teacher
MS English Teacher

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





MODERN ENGLISH SCHOOL CAIRO

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Come teach the next generation of leaders...

'A school is not a simple organization, but truly a living and breathing organism with many parts that must work in concert for the "body" to move effectively. MES Cairo is such a school' - extract from the MSA accreditation report, November 2012.

Modern English School Cairo was established in 1990 with just 26 students; today the school population stands at over 2000. An international, coeducational school located on a well-equipped 8.2 acre landscaped campus in the emerging district of New Cairo, MES Cairo serves to develop the next generation of Egyptian leaders offering a pre-K through university preparatory academic program.

Applications for the Academic Year 2014/15 are now being accepted from enthusiastic and experienced teachers holding a valid teaching license for the following positions:

- * SEN
- * MS Social Studies

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
- Settling-in Allowance
- Monthly Housing Allowance
- Annual Flight to the US
- Free education for dependent children
- Local & Subsidized International Health Insurance
- July & August Vacation (paid)
- Longevity Bonus
- 1 Year (renewable) Contract

To apply, and for more information about MES Cairo, please access our online application system at:

www.mescairo.com/employment

Educational excellence in a caring community committed to Christian values, equipping international students for lives of learning and positive contributions locally and globally.



CHIANG MAI INTERNATIONAL SCHOOL

www.cmis.ac.th

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www.oysis.org
Where learning comes to life!



As a WASC accredited (Pk-8), 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

Please refer to our website for updated employment information.



Lincoln

American International School of Buenos Aires



Lincoln School has been a symbol of educational excellence within Buenos Aires and the greater international school community for more than 75 years. Our goal is to ensure academic excellence in a supportive and personalized educational environment to our approximately 850 students representing 46 different international communities.

Lincoln is officially accredited by the U.S. based NEASC and the Province of Buenos Aires. Throughout Lincoln, our unifying objective is to provide a supportive yet challenging environment in which our predominantly international students develop the self-confidence and academic prowess to gain admission to the best colleges and universities in the U.S., Argentina and abroad, and to be motivated members of those communities.

www.lincoln.edu.ar

Philip Joslin, Superintendent
Email: overseasapplicants@lincoln.edu.ar



We would like to express our thanks to all the excellent candidates who applied for jobs at our school. We have filled our vacancies for the 2014-2015 school year. If further vacancies should arise we will post them on the TIE website.



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



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ASL is a three programme, K-12, IB World School for boys and girls. It is fully accredited by CIS.

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Bangladesh

TEACHER PACKAGE INCLUDES:

- Tax Paid Salaries – 2 year renewable contracts- Annual return flights
- Generous baggage allowance – Children’s school fees
- Worldwide Health Insurance – Pensions plan, life/disability insurance
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We welcome enquiries from interested teachers throughout the year, and will try to put you in contact with past or present teachers to explain about the school and living in Dhaka.

You can send a complete resume and references to:
Head of School: Craig Salmon
ISD, Dhaka Bag, Knightsbridge Schools International,
124/128 Barby Road, Unit 43, London W10 6BL
Or E-mail to: hr@isdbd.org and craig.salmon@isdbd.org



Visit our website at www.isdbd.org



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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NIST International School
Email: employment@nist.ac.th
www.nist.ac.th

CIS, IB, NEASC logos.

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

MAZAPAN SCHOOL

La Ceiba, Honduras

www.mazapanschool.org
Phone: +(504) 2443-1001 ext. 2600



Thank you to all the teachers who applied for positions at Mazapan. For updated vacancies, please visit our website, TIE online and UNI.



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The Marketplace
for International Education**

www.tieonline.com



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 10 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 education of "the whole student" through a wide range of sporting, performing arts and character education programs. Overall, a modern and inquiry style of learning is encouraged. BIBA is one of Beijing's fastest growing international schools. Founded in 2006 with 40 students, it now boasts a 2013-14 student body of over 700, and a staff of over 150. Development continues: BIBA is now a WASC candidate school, has applied for IB DP candidacy, has just opened a new gymnasium and football pitch (Nov 2013), and continues to expand its new High School.

For more information, visit
www.bibachina.org



**American School of Doha, Qatar
SEEKS A NEW DIRECTOR
Effective in July 2015**

Full details about this opening and about the application process are posted on the Search Associates Website.
<http://www.searchassociates.com/Opening/Administrative.aspx?ID=1062>

For more information about the school please see
<http://www.asd.edu.qa>

**BEHIND EVERY SUCCESSFUL CHILD IS
A PASSIONATE, DYNAMIC AND DEDICATED TEACHER.**



Oberoi International School is a rapidly expanding institution and has quickly established itself as one of the premier international schools. We are seeking to recruit experienced and qualified teachers looking for professional growth and development amid the thriving and exciting city of Mumbai, India.

Oberoi International School offers the IB PYP, IGCSE and the IB Diploma Program. The school has excellent facilities and has gained a reputation for innovative and forward-thinking education aimed at promoting international-mindedness.



OBEROI INTERNATIONAL SCHOOL
FREEDOM TO THINK, EMPWERS TO BE.

www.oberoi-is.org

GENERAL REQUIREMENTS

- Appropriate teaching credentials
- At least 2 years of related teaching experience
- International experience desirable but not essential
- Experience in teaching IB PYP, IBDP preferred

Send your CV to
matthew.sipple@oberoi-is.org



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

AOBA

- Japan International School

"Learning in itself is a way of life"

AOBA AT A GLANCE:

- Pre-kindergarten through grade 12
- 45+ faculty
- 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



ASB

SPAIN

*The Uniqueness of
Every Individual
Adds Value to Society*

AMERICAN SCHOOL OF BILBAO

- Nursery to Grade 12
- International staff and students
- American and IGCSE Curriculum
- IB Diploma Program



Where city, country and seaside meet

For further information visit our website
www.asob.es or write to director@asob.es

Exceptional teaching opportunities in an establishment promoting privileged teacher/student interaction as a component of success



Our mission is to inspire and prepare every student to achieve personal and academic excellence as an engaged global citizen by providing a challenging, innovative program within a compassionate environment.



AMERICAN SCHOOL
OF PARIS

founded 1946

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

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

AMERICAN INTERNATIONAL SCHOOL of Abuja



AISA is currently accepting applications for positions in the coming 2014-2015. 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



The American School of Vietnam

Ho Chi Minh City, Vietnam - A Candidate for WASC Accreditation

Join a new and growing American School where teachers engage students in critical thinking, investigation, inquiry, problem-solving, writing and research.

The American School of Vietnam is a college-preparatory program offering an American curriculum to a student body comprised of students from local and expat families.

Competitive salary and benefits. Please send cover letter and CV to:
Garth O'Donnell, Head of School • Email: garth.odonnell@tasvietnam.edu.vn

www.theamericanschool.edu.vn

APIS ASIA PACIFIC INTERNATIONAL SCHOOL
Nurturing Future Leaders of the New Pacific Century

APIS is a growth-mindset school where all students can succeed!



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

International School of Ouagadougou Burkina Faso, Africa



Positions for 2014-15 will be posted on TIEonline, Search Associates and our website (www.iso.bf)

Join a close knit community school dedicated to cultivating a student's intellect and character through academics & cultural understanding in the heart of West Africa. ISO is a Pre-K to 12 American-based curriculum school and fully accredited by the Middle States Association.

SALARY: \$30,350 - \$38,820 (entry level)

BENEFITS: Transport at beginning and end of 2 year contract, R&R mid-contract, shipping, 100% medical coverage, evacuation and salary continuation coverage, furnished housing, setting in allowance, professional development, 10% retirement increment, interest-free car loan, French lessons.

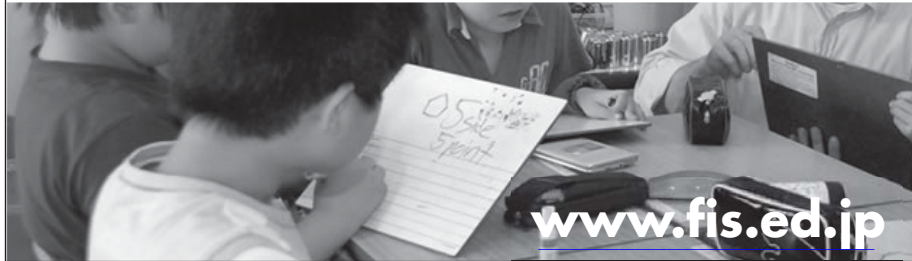
QUALIFICATIONS: Certification required. Prefer minimum of two years teaching experience. Previous overseas and HS experience in AP or IB are a plus.

MATERIALS: Please send a 1 page cover letter with resume and list of three reference contracts (position, email address & phone) as an email attachment to hrdept@iso.bf

Fukuoka International School

The Fukuoka International School, Japan is seeking dynamic, qualified, experienced teachers interested in working in a professional, forward thinking environment.

Please send resume and recommendations to:
Diane Lewthwaite, Head of School
Email: admin@fis.ed.jp



American School
Quito

excellence **LIBERTY** responsibility democracy **INTEGRITY** well-beings enviroment

ASQ, located in the capital of Ecuador, Quito, and surrounded by the Andes, is seeking certified teachers, who wish to experience the challenge of working in a bicultural setting. The school currently has 2300 students, offering both the Middle Year and Diploma I.B. programmes, preparing its graduates to attend top universities in the U.S., Canada and Ecuador.

Vacancies will be posted on www.tieonline.com
Interested candidates may also contact:

ASQ will be attending the UNI, Search and ISS Recruiting Fairs.

Susan Barba, Director
P.O. Box 1701157, Quito, Ecuador
Fax: 011-593-2-2472-972
Email: swilliams@fcaq.k12.ec
Website: www.fcaq.k12.ec



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

UNION SCHOOL

Haiti, Caribbean

Union School, located in the Caribbean, is a dynamic school serving students from Pre-Kindergarten through grade 12. An American-sponsored Overseas School in Haiti, Union is fully accredited by the Southern Association of Colleges and Schools.

Visit us on the web at: www.unionschoolhaiti.net



Please send letter, resume and recent photo to:

Marie F. Jean-Baptiste
C/O LynxAir/UNSC
P.O. Box 407139
Fort Lauderdale, FL 33340



The Anglo-American School of Moscow

PreK - Grade 12

Jon Zurfluh, Director
www.aas.ru



Thank you to all applicants this recruiting season!
Welcome to our outstanding new faculty members!

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, travel allowance, comprehensive medical insurance coverage, retirement plan, generous professional development program and more!

We require overseas-hired faculty to be citizens of Canada, UK, or U.S. with a minimum of two years' teaching experience after receiving certification.

To apply visit our website and upload your resume with supporting documents.
www.aas.ru/employment/faculty



“... individual academic and holistic excellence.”



Respect Responsibility Integrity Empathy Communication

American School of The Hague would like to express its appreciation to all the candidates who applied for positions at our school.

We have filled most of our positions for the 2014-2015 school year. Any further vacancies will be posted on our Website.

"American School of The Hague nurtures and inspires character, commitment, creativity, and learning."

University preparatory program for students aged 3-18 years



American School of The Hague

www.ash.nl/employment



JIS
Jakarta International School

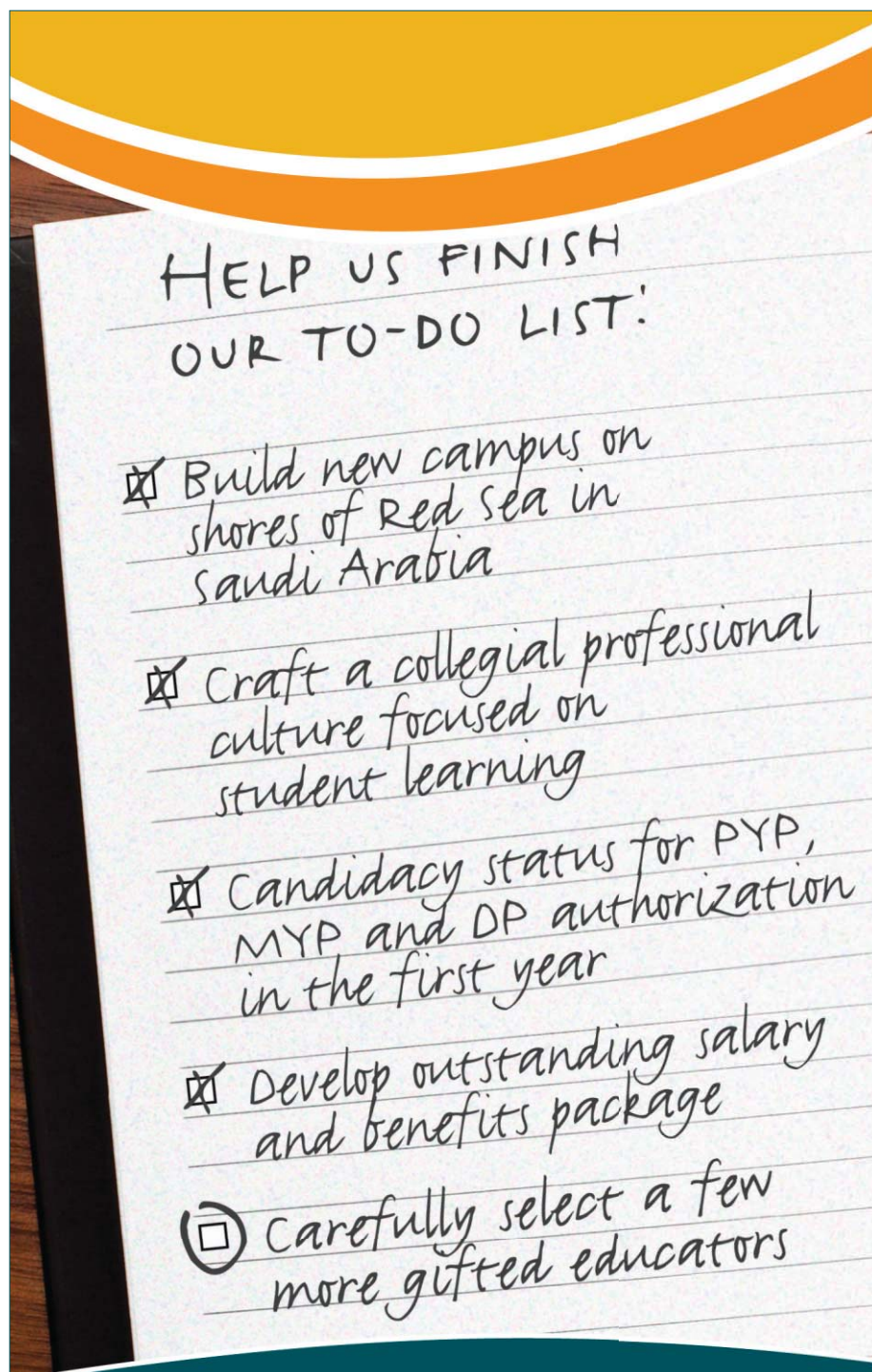
Thanks for Thinking of Us...

We would like to express our appreciation to the candidates who applied for positions at Jakarta International School. We have filled the majority of our openings for the 2014-2015 academic year. If there are any vacancies in the future, they will be posted on the JIS and TIE websites.

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

www.jisedu.or.id

PERSEVERANCE INTEGRITY RESPONSIBILITY RESPECT COMPASSION BALANCE FUN



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.



THE KAUST SCHOOL

Inspiration.
Integrity.
Achievement.

www.kaustschools.org

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

Education is Not Just in the Classroom

Teach in Mexico City!

PETERSON SCHOOLS

As member of ASOMEX, the Peterson Schools offer world class education in a warm, family atmosphere in Mexico City. Our emphasis is on being the healthiest school in Mexico for all of our community, providing a safe welcoming place to work and grow. As well as being authorized to impart the IB Diploma program at the high school level, our strong academic program is reflected by our being the only school in Mexico accredited by the Independent School Association of the Southwest (ISAS). At the preschool level, we have the longest running Montessori program in the country. We focus on helping our students discover and reach their potential with a highly personalized approach towards instruction. We provide a community where strong relationships are developed among our teachers, students and families.

We serve 2200 students at four locations in the west and south of the City, with over 270 teachers forming our dedicated team. This allows the best of working in a smaller school within a larger organization.

We are seeking applicants with a Bachelor's Degree in their field, two years of experience, strong interpersonal skills and the flexibility and interest in adapting to a new culture. We offer a competitive salary and benefit package. Please see our website for a listing of openings, and send your resume and references to:

Carmen Ramirez
Alencastre 215 Col. Lomas Virreyes, Mexico, D.F. 11000
Tel. 52 (55) 2623 0262
cramirez@peterson.mx www.peterson.mx



Dubai American Academy

Join a Culture of Kindness

Dubai American Academy, part of the GEMS Education network of schools, provides outstanding educational programs and facilities in a warm and welcoming learning environment. We offer an American standards-based curriculum from PreK to Grade 12, and the IB Diploma.

DAA is accredited by CIS and NEASC, and is the only American curriculum school in the UAE rated "outstanding" by the local educational authorities. The curriculum is complemented by extensive enrichment opportunities cited as some of the best and most comprehensive in Dubai.

DAA educates 2300 students representing a 100 nationalities. Our school community thrives under our shared commitment to a culture of kindness. Outstanding parental engagement supports students' learning; our parents are our partners.

Applications may be submitted to GEMS at any time via our online application system www.gemseducation.com/careers (job reference 1979). Please ensure you have uploaded an up to date resume, letter of application and recent photograph.



COLEGIO MENOR

CMSFQ, a university preparatory school inspired by the Liberal Arts, is located on an attractive campus in a suburb of Quito, Ecuador

CMSFQ students actively participate in an English language curriculum.

CMSFQ offers a competitive salary and benefits package to highly creative and committed professional educators.

Our Quito Campus has the following openings for August 2014:

- Elementary Classroom Teachers
- Upper School Social Studies Teacher
- Upper School Math Teacher
- Upper School Science Teacher
- Upper School English Teacher

Early Childhood and Elementary openings are available 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:
Ruben Armijos / Human Resources Director
rarmijos@colegiomenor.edu.ec
www.colegiomenor.edu.ec

American School in Taichung, Taiwan



- Low student/teacher ratios
- Competitive salaries & benefits
- Certification & two years' teaching experience required
- Contributions to activity programs are essential



Director: Andrew Corcoran
director@ast.tc.edu.tw
 HR: hr@ast.tc.edu.tw

Website:
<http://www.ast.tc.edu.tw>

THE WALWORTH BARBOUR AMERICAN INTERNATIONAL SCHOOL IN ISRAEL

"Through a rigorous and dynamic American international education, WBAIS, a private secular school in Israel, inspires each student to cultivate a respect for diversity, develop a passion for life-long learning, achieve academic potential, assume leadership, contribute actively to society, and resolve conflict through dialogue and understanding."

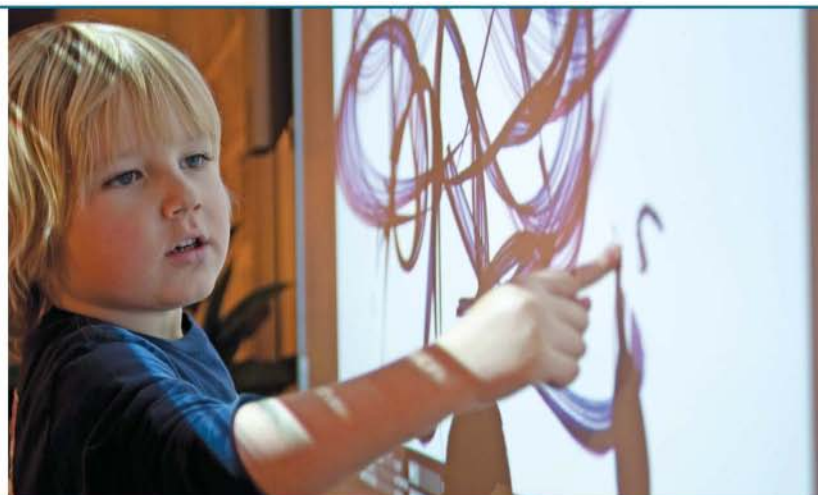
Established under the auspices of the American Embassy over 50 years ago, WBAIS is a co-educational PreK-12 International School offering an American, standards based curriculum reflecting an international education and supporting a rigorous college preparatory program.

WBAIS prides itself on being a community of learners. Our students come from more than forty countries and bring with them a variety of cultures and religious backgrounds. Our faculty designs and carries out curricular goals of the highest standard, responds to the needs of our learners, and prepares students to meet future academic challenges and personal goals within this 21st Century.

Thank you to all the candidates who considered WBAIS for employment. WBAIS has filled all of its vacancies for the 14-15 school year.

John E. Gates, Superintendent

More information on our website:
www.wbais.net



Learn, Care, Challenge, Lead

- 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



Log on to

The Marketplace for International Education



www.tieonline.com



Seisen International School

1-12-15 Yoga, Setagaya-ku, Tokyo 158-0097 Japan

Tel: 81-3-3704-2661 Fax: 81-3-3701-1033



Seisen International School is a Catholic, KG-12 College Preparatory School. Grades 1-12 are girls only. KG is coed with a Toddler Program for 2-year-olds 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. Approximately 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 (IBDP) in our high school. In the elementary school we offer the Primary Years Programme (PYP).

We are seeking a full-time PYP Elementary Art teacher who can start from August 2014. We welcome applications from candidates who are interested in teaching in a caring, challenging, child-centered environment, and support our school philosophy and objectives. Minimum requirements include teaching certification and two years teaching experience. For further information, please visit www.seisen.com and send your CV with a cover letter to the School Head, Sr. Margaret Scott or info@seisen.com.

Interviews at major hiring fairs



AMERICAN SCHOOL OF GUAYAQUIL

• TEACHERS REQUIRED APRIL 2014 •

The American School of Guayaquil is a prestigious I.B. World School situated in the beautiful country of Ecuador in South America. The school is looking to increase its international teacher component for 2014-2015. If you are available for April 2014, committed to your profession, keen to develop further, and ready to work in a diverse multicultural environment, please send your C.V., recent photograph, and introductory letter to the Director General at recruitmentcag@yahoo.com.

Positions in various subject areas are available in both the Primary and Secondary schools, and although not essential, I.B. experience, knowledge of Spanish or a willingness to learn quickly would be advantageous.



THE INTERNATIONAL SCHOOL OF HAMBURG

Expressions of interest are sought from international educators, across all disciplines in a dynamic, student-focused environment in one of the most liveable cities in the world.

A competitive salary package will be available to successful applicants.

Applications should be forwarded to: International School of Hamburg,

Hemmingstedter Weg 130, 22609 Hamburg, Germany

Email: djenohr@ishamburg.org



JOIN A DYNAMIC TEAM OF COMMITTED EDUCATORS

Serving an American, Colombian, and international student body of 1800+ students representing more than 33 nationalities and 16 religions. Inspiring academic excellence through our vision of "Educating the mind, strengthening the body, and developing character for leadership and service in the world of today and tomorrow."

Exploring a vibrant capital city undergoing an exciting cultural, culinary, and intellectual renaissance.

COMPENSATION PACKAGE

- Base salary range: US \$33,000 - \$53,000 per year
- Housing stipend plus school-provided furniture and household effects
- Annual round-trip air ticket
- Two-year initial commitment and contract renewal bonus
- Excellent health insurance coverage
- Relocation & visa acquisition allowances
- Tuition scholarship for dependent minors

MINIMUM APPLICATION REQUIREMENTS

- Two years of full-time teaching experience
- Valid teaching credential in subject area
- Prior overseas experience preferred

Accredited by SACS/AdvancED since 1962.

For more information check our Web site at: www.cng.edu or e-mail Dr. Eric Habegger at: cng-excellence@cng.edu

Bogotá, Colombia: A privileged location for fascinating travel options across the Americas.

Colombia, the only risk is wanting to stay.

Worldwide Happiness Index
Colombia's Ranking:
#1 in WIN/Gallup International Poll
#3 in Happy Planet Index



A Community of Learners



If you are passionate about international education, and want to devote your knowledge and teaching skills to inspire young individuals, consider joining our community of learners.

You will find this community to be a truly international one. Thirty-two different mother tongues are represented among our 1000 students, who come from over 51 nations.

Our outstanding faculty challenges students to achieve their intellectual and personal potential through the International Baccalaureate Primary Years, Middle Years, and Diploma Programmes. Regular professional development opportunities in Germany and abroad are offered to support teachers in their ongoing quest for excellence.

A supportive leadership team, collegial staff members, a dedicated School Board and a dynamic parent organization create an environment where committed child-centered educators can explore their love for teaching, learning, and international understanding.

Martin van Rijswijk, Director • Bavarian International School e.V.
Hauptstr.1 • D-85778 Haimhausen • Germany
Phone +49 (0) 8133 917 - 130 • www.bis-school.com

The American International School • Vienna
Salmansdorfer Strasse 47
A-1190 Vienna, Austria

☎ +43 1 40 13 20
☎ +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

Guangdong County Garden School is a co-educational boarding school offering programmes from early years kindergarten through grade 12. Our school offers the complete IB programme: PYP, MYP, DP. Also, A-level, IGCSE, and IFY programme.

We would like to thank all the excellent candidates who have applied for jobs at our school for this academic year. Now, we just started recruiting for the next academic year (September 2014). All subjects are available. If you are interested & think you have enough experience, please send all relevant application documents, including cover letter, CV, academic credentials, and at least three reference letters to Ms. Heather Liang cgsheather@126.com

For more information, please visit our website www.bgy.gd.cn

GUANGDONG COUNTRY GARDEN SCHOOL (CGS)

ENGLISH SCHOOLS FOUNDATION



The English Schools Foundation (ESF) is the largest education foundation in Asia offering a liberal education through the medium of the English language to children of school age. ESF, together with its affiliated company, ESF Educational Services Limited (ESL), educates more than 17,000 students in Hong Kong in its 15 Secondary and Primary schools, two all-through schools and four kindergartens.

ESF Educational Services Limited (ESL) operates four International Kindergartens at Clearwater Bay, Hillside on Hong Kong island, Tsing Yi, and Wu Kai Sha. The Kindergartens are attended by children aged 3-5 years for five sessions per week either in the morning or afternoon. The kindergartens are candidate schools for the IB Primary Years Programme.

English Schools Foundation
25/F, 1063 King's Road
Quarry Bay, Hong Kong
Tel: 2574 2351
Fax: 2818 5690
Email: info@esfcentre.edu.hk
<http://www.esf.edu.hk>



The International School of Dakar (ISD), founded in 1983, is a dynamic and friendly school of close to 470 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 40 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.



Enter to Learn, Depart to Serve



The American Collegiate Institute offers an outstanding high school academic program with the option of 7-day boarding for both boys and girls in grades 9-12. Located in the vibrant city of Izmir, Turkey, located on the Aegean Coast, the school has served the community since 1878. Fully accredited by CIS and a member of ECIS since 1994, the American Collegiate Institute offers the Turkish national diploma and IB diploma programme to its students. Renowned as a school of excellence, ACI's park-like, historic campus provides its students with the instructional facilities and a learning culture that make it a world-class institution.

Contact us for further details about our attractive salary and benefits package!

R. Todd Cuddington, Headmaster
Inonu Cad. No:47, Izmir, Turkey 35290
tcuddington@aci.k12.tr
www.aci.k12.tr



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



SEV ELEMENTARY SCHOOL IZMIR, TURKEY

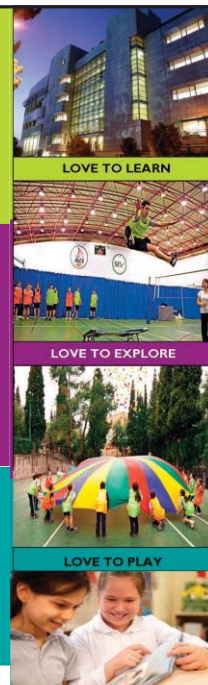
Join the staff at the SEV Elementary School and make a difference!

www.sevizmir.k12.tr

Located in the vibrant city of Izmir, Turkey, on the Coast of the Aegean Sea, SEV Elementary School is accredited by the Council of International Schools Institution, and offers a Kindergarten to Grade 8 education in Turkish & English.

In Turkish, the abbreviation SEV stands for "Health and Education Foundation", it is also the Turkish verb meaning "to love". At Izmir SEV Elementary School our goal has been to create a school environment where students develop a natural love of learning, exploring and playing.

R. Todd Cuddington, Headmaster
Inonu Cad. No:47, Izmir, Turkey 35290
tcuddington@aci.k12.tr
www.aci.k12.tr



Hi, I'm Carlton

I'm a 21st Century learner

I'm creative

I'm a digital native

I can think for myself

I'm an inquirer

I'm unique



I need 21st Century teachers to help me become Extraordinary



Harare International School

Come join our exciting K-12 school in vibrant Shanghai, China!



SMIC
PRIVATE SCHOOL

We promote the values of honor, excellence, community and joy in our quality school where you'll find two diploma tracks (English and Chinese), a thriving AP program, and excellent facilities. Our 2500 exceptional students and our 250 professional staff welcome your interest in joining our team.

To apply see our website, www.smic-school.cn, or email your cover letter and resume to the Assistant to the Principal for English Track (Laura_Liu@smicschool.com).



BRITISH SCHOOL OF LOME

Putting it simply, we offer a first class British education to international students in an environment that is firmly based within its regional context.

Please visit our website to see for yourself!

www.tsl.tg



WEST AFRICA

KIS International School

Knowledge Inspiration Spirit

i think, therefore IB



www.kis.ac.th
PYP, MYP, DP
Bangkok, Thailand



Magen David Academy strives to provide our students with a challenging and inspiring education that integrates both high-quality Jewish and secular education to achieve academic excellence.



A Star that Lights the Soul and Lives of Our Children

MEGAN DAVID ACADEMY - PANAMA CITY
humanresources@magendavidacademy.org
www.magendavidacademy.org



AISB has filled all of its positions for the 2014-2015 school year. Thank you to all who expressed an interest in joining us. If any positions should become available, they will be posted on www.tieonline.com.



Founded in 2012, the American International School of Brazzaville (AISB) provides a quality education for children of all nationalities in Pre-Kindergarten 3 through Grade 8. Brazzaville, the capital of the Republic of Congo, is located in west-central Africa astride the equator. It borders Gabon, Cameroon, the Central African Republic, the Democratic Republic of the Congo, and the Angola exclave of Cabinda, with a short stretch of coast on the South Atlantic.

TRUSTWORTHINESS

RESPECT

RESPONSIBILITY

FAIRNESS

CARING

CITIZENSHIP

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



THE INTERNATIONAL EDUCATOR

• JOBS IN THE USA •

Returning to the USA?
These schools may be looking for you.

STURGIS CHARTER PUBLIC SCHOOL

International Baccalaureate for All

Teach in an IB school on beautiful Cape Cod and join many of your international school colleagues!

Sturgis Charter Public School is a small, college preparatory, public high school on Cape Cod, offering the International Baccalaureate Diploma Program to approximately 800 students who express interest in an intellectually rigorous education in the liberal arts and sciences.

Competitive, comprehensive salary & benefits. Only US citizens and candidates with valid US work visas; IB or AP experience strongly preferred.

Eric Hieser, Executive Director
427 Main Street, Hyannis, MA 02601
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The United Nations International School provides an environment for optimal learning and teaching in an international setting that fosters understanding, independence, interdependence, and cooperation

International School of Indiana

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AVAILABLE POSITIONS

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We welcome applications from well qualified, experienced and dynamic professionals. IB and international experience is greatly preferred.

Applicants should download our application form from our website (under the 'employment' tab) and send to resumes@isind.org together with a covering letter and contact information for three referees.

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now accepting employment applications for the 2014-2015 school year



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We welcome dedicated, dynamic teachers to help us fulfill our mission and live our vision. Vacancies will be posted on our website: <http://isps.edu.tt>

Dr. Mark W. Lee, Director
International Drive, Westmoorings,
Trinidad & Tobago
1(868) 633-4777- mlee@isps.edu.tt

CONFIDENCE EXCELLENCE INTEGRITY

TARSUS AMERICAN COLLEGE

TARSUS AMERICAN SCHOOLS

Leaders For Turkey; Leadership For The World

Located in southern Turkey since 1888, we are an IBDP bilingual K-12 school. The 780 students work with both home country and international teachers to prepare for entry to universities in Turkey, Europe and North America.

All foreign hire positions for SY 2014-2015 have now been filled. Please refer to the school's website for any last-minute vacancies.

Sincere thanks to the many candidates who expressed interest in joining Tarsus American Schools

For more information: www.tieonline.com and www.tac.k12.tr
Chris Hanna, Headmaster – P.K. 6, Tarsus 33440, TURKEY
Fax: **+90 324 624 63 47** Email: channa@tac.k12.tr

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.

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or contact John Ha, Executive Director at mrha@gifs.or.kr

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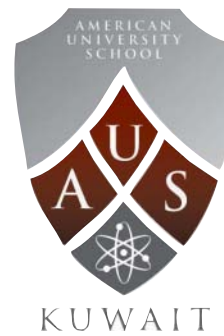
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AMERICAN UNIVERSITY SCHOOL of KUWAIT



American University School of Kuwait has filled all of its positions for the 2014 - 2015 school year. Thank you to all who applied. If any positions become available they will be posted on our school website, or www.tieonline.com

The American University School of Kuwait (AUS) is focused on delivering a premier American education in a one-to-one digital environment. Our Elementary School opened its doors in September, 2013. The second phase of our state of the art, newly constructed facility will be an innovative English-medium Middle School for Grades 6-8, founded in the Common Core and utilizing American resources.

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Istanbul, Turkey

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An initial contract includes a tax-free salary, housing and utilities, retirement stipend, private insurance, round-trip airfare and baggage allowance. To teach at UAA a prospective candidate must have: an undergraduate degree from a four-year accredited college/university in the subject area to be taught and a valid teaching license in that subject area with appropriate grade level endorsement. There are no exceptions to these requirements.

The school anticipates openings in 2014-2015 for English, Math, Biology, Physics, & Chemistry

Send current resume to: Eric Trujillo, Headmaster
34696 Baglarbasi, Uskudar, Istanbul/ Turkey
Fax: 90 216 553-1818 Email: etrujillo@uaa.k12.tr Website:
www.uaa.k12.tr

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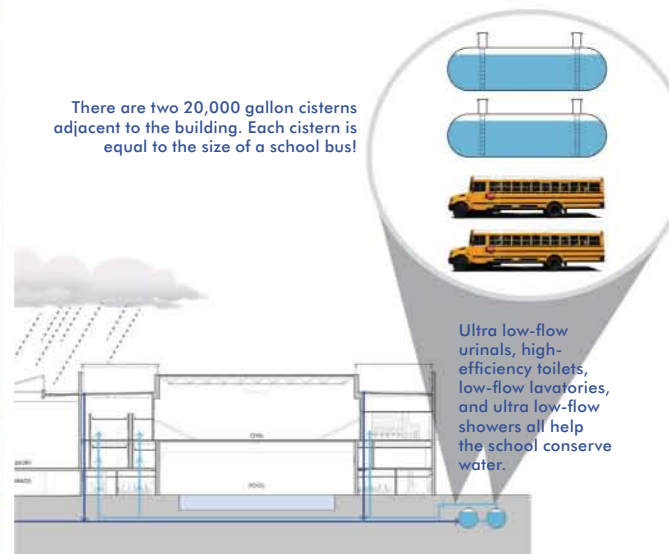
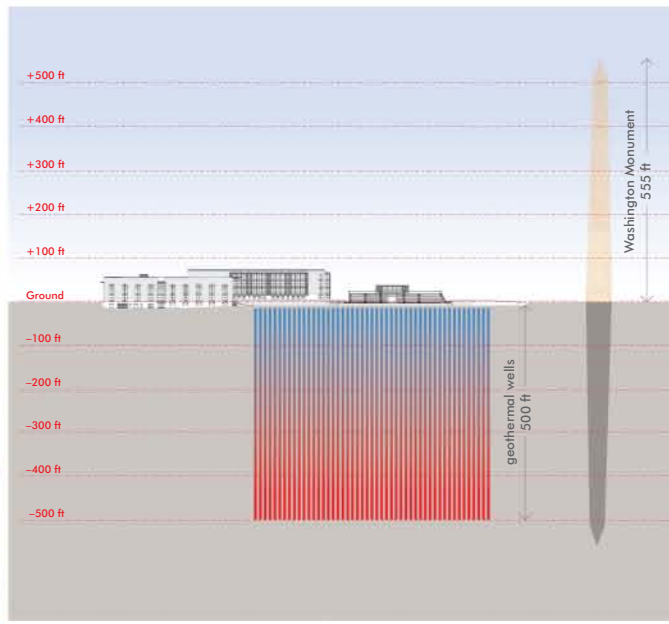
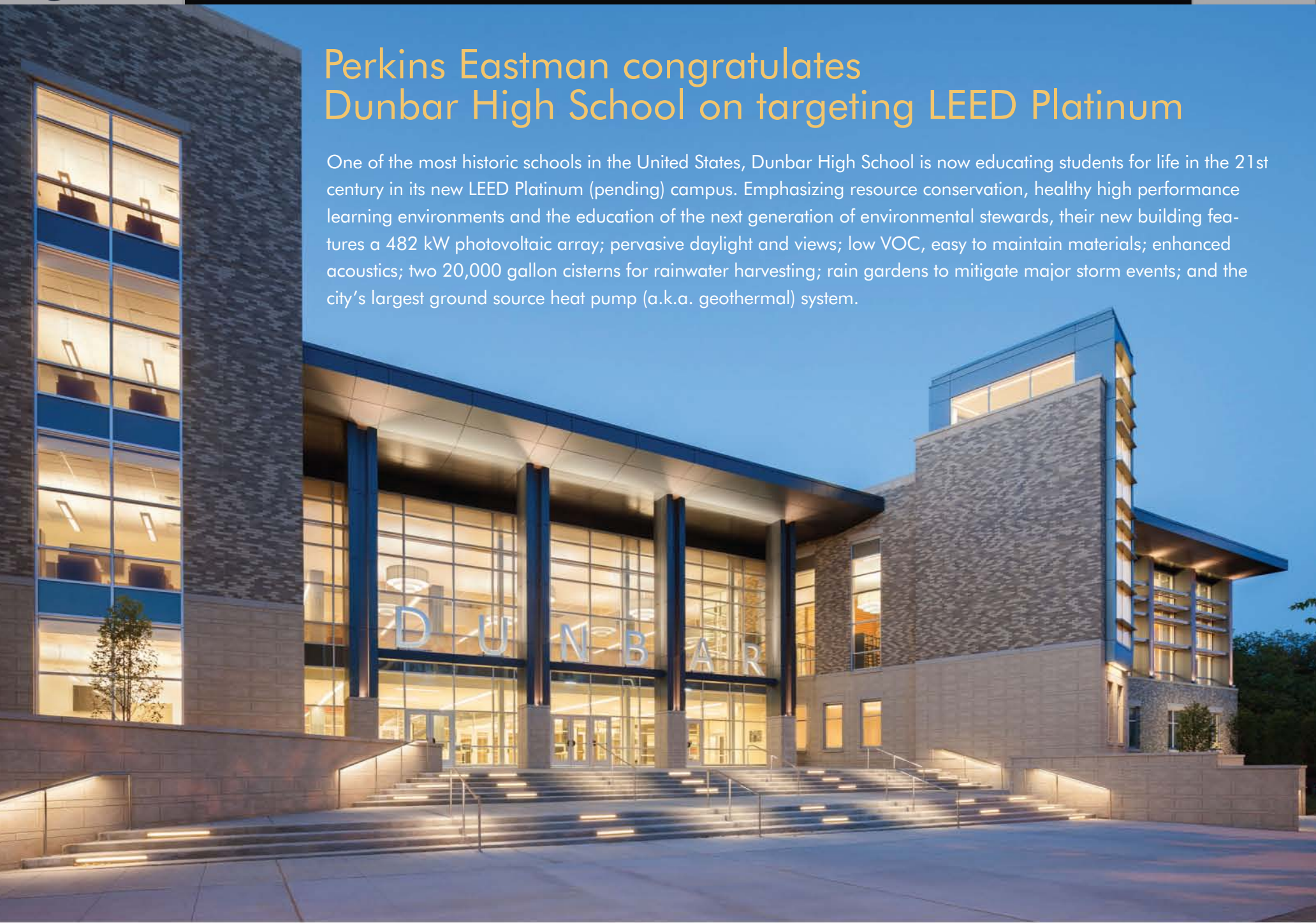


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Perkins Eastman congratulates Dunbar High School on targeting LEED Platinum

One of the most historic schools in the United States, Dunbar High School is now educating students for life in the 21st century in its new LEED Platinum (pending) campus. Emphasizing resource conservation, healthy high performance learning environments and the education of the next generation of environmental stewards, their new building features a 482 kW photovoltaic array; pervasive daylight and views; low VOC, easy to maintain materials; enhanced acoustics; two 20,000 gallon cisterns for rainwater harvesting; rain gardens to mitigate major storm events; and the city's largest ground source heat pump (a.k.a. geothermal) system.



Perkins Eastman represents the culmination of over 25 years of practice on an international scale—a knowledge base and the global resources necessary to successfully complete projects around the world. With more than 125 built or active projects in over 30 countries, our practice is established on the international standards of design and a regional sensitivity to the local area. For more information on our International School practice, please email K-12@perkinseastman.com.

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