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THE LESSONS BETWEEN THE LINES

By Bruce McWilliams
ISS Executive Vice President

It's funny how sometimes the smallest things resonate the loudest. Maybe it's the feeling you get walking down a school hallway for the first time; perhaps it's a paragraph buried inside a young student's essay. You

often can't describe why, but unremarkable moments have the power to reveal the grander journey of a school. In my role as Executive Vice President of International Schools Services, I have the good fortune of walking down

many school hallways. As I work with school founders to envision and create new schools, over the years, I get to return to schools we've planned together and see how the student body continues to grow and flourish. This fall, I visited Riffa Views International School (RVIS), a school for which I was the Founding Director in 2007–2008 and that I now visit twice a year. When I went last month, RVIS was consumed with the furor of a national inspection. The inspection team had taken over the boardroom and the school had festooned it with at least 90 white binders, each meticulously detailing the progress RVIS had made since its last inspection. MAP scores, co-curricular program attendance, curriculum

articulation, IB results and parent surveys: everything was there, a neatly compiled tour-de-force that demonstrated the school's very real quality. But what caught my eye was an essay posted amongst the few, unassuming samples of student writing tacked to the boardroom wall. The author of this particular

(continued on page 4)



PUTTING THE PIECES TOGETHER

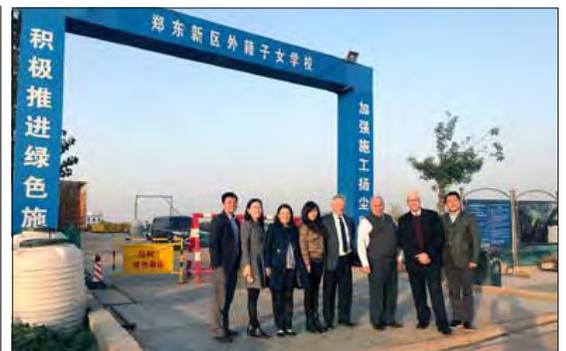
Cayman International School and the Common Ground Collaborative

By Jeremy Moore
Director, Cayman International School

Clarity. Coherence. Synergy. Dedicated school leaders who have a basic understanding of systems theory (or are simply trying to do the right thing) are in a perpetual state

of quilting together the pieces, working in every possible way to cultivate a school with unwavering identity and unification. We are incessantly analyzing, problem solving

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EXCITING NEW PARTNERSHIP BETWEEN ISS AND SIAS UNIVERSITY

ISS is pleased to announce that it will be partnering with Sias University in Zhengzhou, China to open the city's first international school for foreign students. Zhengzhou sits at the "center of heaven and earth" at the location of China's earliest civilization at the crossroads of China, and is an emerging international business center

enjoying great growth and development. Sias University is a leader in international and liberal arts education in China. The new school will provide high quality Western education to foreign students with an emphasis on innovation, creativity, and comprehensive development of students. The initial opening is planned for August, 2019.

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The ISS Mission

As the nonprofit leader in global education, ISS provides comprehensive, customized, student-centered services to schools and educators that exemplify best practices, catalyze innovation, foster collaboration, and connect educators around the world. We are committed to creating and supporting world-class schools across the globe that educate students to be thoughtful, imaginative leaders and promote global understanding.

International Schools Services is a private nonprofit organization founded in 1955. For more than 55 years, ISS has been dedicated to supplying international schools with everything they need to provide their students with a world-class education. Headquartered in Princeton, New Jersey, USA, ISS offers only the best in staff recruitment, job placement, school supplies and other services that help position your school for success.

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From The President



Liz Duffy, ISS President

In November I visited the International School of Dongguan (ISD), an ISS-managed school in southern China. As part of my school visit, I attended a presentation by Andy, a senior at ISD, describing how he invented and was in the process of patenting a scuba diving device that will allow divers to more easily signal when they are in distress. It was inspiring to hear Andy describe his project in both Mandarin and English to the over three dozen people in the audience, including parents, faculty and students. While he is ethnically Chinese, Andy grew up speaking Cantonese, so he was presenting in his second and third languages.

As noteworthy as his linguistic skills were, Andy's insights on both the design process and the value of an international school were even more impressive.

I taught design thinking for six years at the secondary school level, and I found myself nodding in agreement as Andy shared what he had learned from his project: how

most new designs are mashups of existing products rather than wholly new ideas; how constraints lead to, instead of hinder, creativity; how what separates successful inventors from unsuccessful ones is NOT how often they fail, but rather how willing they are to take risks, how much they learn from their inevitable failures, and how resilient and persistent they are.

Andy had learned on his own through experience three of the key design principles that I emphasized each semester to the students in the design thinking course that I taught.

I am confident that, as with many lessons learned by doing, those concepts will stick with Andy for life. Indeed, Andy was very articulate in explaining the lasting power of authentic learning. He shared a series of quotes to describe the value of student-driven experiential education, including one by actress Rachel Brooke Smith, who starred in *Iron Man 2*: "Fun opens the door to creativity, which then leads to inspiration, which then births passion, which altogether equals both

happiness and success!"

Andy's passion for scuba diving and knowledge of tragic accidents led him to seek ways to enhance underwater safety, and I suspect that that experience in turn has started him on his path towards a future career as an inventor or an entrepreneur.

At the end of his presentation, Andy thanked his family, teachers and friends for supporting his independent work, and he described what he most valued about ISD:

- The encouraging culture
- The style of education that emphasized the journey over the destination
- The abundant curricular and co-curricular opportunities

Andy's final remarks were a lovely testament not only to his experience at ISD, but also to the value of an international education.

During this holiday season, to all of you who have dedicated your lives to educating, mentoring and inspiring young people: thank you for making a world of difference.

A WARM WELCOME AND A FOND FAREWELL: LEADERSHIP CHANGES AT ISS

By Bruce McWilliams

ISS Executive Vice President

In a true example of the old adage "one organization's loss is another's gain," we are sad to report that **Erin Uritus**,

Director of Business Development, Marketing & Communications, will be leaving ISS to assume the position of CEO at Out and Equal. Out and Equal is a San Francisco-based non-profit organization that advocates for the rights of the LGBTQ community in the work place, supports the professional development of LGBTQ professionals, and collaborates with organizations' Diversity offices to help ensure their HR policies and practices are inclusive.

Erin displays an unparalleled passion for people, communications and engagement. After several years of executing change management work in the Gulf, she joined ISS in 2011. Erin played a significant role in the ISS World Language Initiative (WLI), a pioneer program designed to improve Arabic language instruction. She also spearheaded efforts to pursue business development opportunities with local business partners and supported numerous feasibility studies in the Middle East.



Erin Uritus

In 2016, ISS President Liz Duffy and EVP Bruce McWilliams asked Erin to come back to the United States and help lead an inclusive process to re-establish ISS as a thought leader in international education, plus launch new, dynamic channels to reach a more diverse set of global educators.

Erin states, "ISS and I found each other at the exact moment it mattered most to me in my personal life: after the birth of my two little girls, and during a time in history when the growth in International Schools was exploding. I am not an educator, but witnessed first-hand the power of international schools to create the next generation's global citizens and leaders who will go on to create peace in their communities and build bridges across difference. I am deeply grateful for what I have learned from my colleagues at ISS, who are some of the kindest, smartest and most collaborative people I have ever met, and who exemplify the highest values we hope for in our students. I also carry with me what I have learned from Liz Duffy and Bruce McWilliams as leaders, and I know this experience will serve me well in my new role. I cannot express how proud I am of having been involved with ISS at such an important

point in time, and will always consider myself part of the ISS community!"

Erin will remain involved with the ISS-led Diversity Collaborative as a member of the committee focused on "Best Practices," where she hopes to connect ISS and international schools to the ever-evolving work of structured diversity and inclusion in organizations. We wish her well in her new journey and look forward to keeping in touch both personally and professionally!

Introducing Our New Chief Marketing Officer

ISS is pleased to announce the appointment of **Sharon Lawler-Sudell** to the position of Chief Marketing Officer.



Sharon Lawler-Sudell

Sharon brings more than 25 years of experience in brand building and direct marketing leadership to her role. Prior to joining ISS, Sharon held a senior leadership position at a home products company and led global multi-channel marketing and communication efforts in the higher education sector at Educational Testing Service, which supported the academic pursuits

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THE LESSONS BETWEEN THE LINES

(continued from page 1)

piece was an eleventh grader. He had assisted in a service learning project, in which our students helped rebuild a decrepit house for an impoverished family in the neighborhood. This wasn't just a fundraising event, but a "Jimmy Carter-esque, get your hands dirty" type of project—something that many of our students have limited experience in. I walked to the wall and read this reflection:

"I know I have the good life. I know my life is better than 50% of the lives out there. Working at the house was a good experience, but I don't know how to say this. Maybe I was doing it for selfish reasons. Working at the house made me feel good about myself. We are helping a poor family and that makes me feel good... selfish right? But on the third day there, we loaded up two large trucks with all kinds of debris. It was a hard day of lifting old doors and

bed mattresses, of shoveling gravel and scraps and metal and tile. I was exhausted. It wasn't until we were heading back to the school in the van and I looked out the window to see a gardener shoveling dirt in a garden that I had an epiphany. It was then that I truly knew how hard other people work. I am not talking about poverty. I'm talking about work involving strenuous labor, day in and day out in heat that can reach 50°. People who don't have my lifestyle. I shoveled for one afternoon. The man I watched does it every day. I have a deep appreciation for them and a feeling of esteem, respect, and admiration for those who do this."

As I finished reading, I found myself thinking about my very first meeting with the RVIS founders, years ago before the campus opened as a K-5 school. We were undergoing a vision/

consensus exercise, designed to crystalize our vision for the school we were creating. I asked, "Imagine we are seven years down the road, and your first graduating class is walking across the stage to receive their diplomas; what personal characteristics do you want them to possess? What values and character traits would you hope the school had instilled? What kind of young adults are we seeking to create?"

The questions elicited a strong response from the founders, who clearly valued students possessing character, empathy and a strong sense of values. Over the coming years, as we crafted the culture of the school and developed new programs, that early vision always burned brightly; everything we did had that future graduating student in mind. I turned from the student's writing and once more gazed at the white binders, impressive in their scope, their detail, and the measured way they described the school's many great achievements. Yet I realized the most impressive thing in that boardroom was the earnest reflection behind me, humbly taped on the wall. The student's writing so eloquently showed how the RVIS experience opened a door for his perspective-changing epiphany. For the first time in his life, that student truly saw those menial laborers and began to understand their humanity in a profoundly different way.

We cannot measure the change instilled in that student. The insights he gained in that moment will never be neatly categorized on a standardized test report. Still, this was probably one of the most valuable lessons he learned at our school. He will likely forget how to do quadratic equations over the years (I know I have), but he will remember that gardener.

As I near the end of my career, I am reminded of the truly important work we do as educators. Of course we immerse our students in robust academic programs and provide outstanding opportunities to grow

academically, athletically, and artistically -- that is a given. But for me, as I reflect on a lifelong career in international education, those small defining moments are the most rewarding.

My advice to all of

you carrying the torch and continuing to do great work is this: never lose sight of the qualities your students will possess when they make that future walk across the stage. Keep noticing the small things, and keep making a difference.



In Memoriam

ELSA LAMB

(Sept. 24, 1944–Dec. 21, 2017)

By Dr. Beth Pfannl

ISS Vice President, Administrative Searches & Governance Services



Elsa's legacy is transcendent. Her impact on the world and those she cared for spans countless classrooms, communities and countries across the globe. Her reach extends far beyond the many titles that she held and went deep into the hearts and minds of children, teachers, colleagues, friends, and loved ones alike.

In her professional life, she served as a Special Ed. Teacher and a Bilingual Ed. Specialist in schools in Texas; a Teacher, Principal and Director at the American School of Barcelona; the Director General of the American School of Asunción, Paraguay and the Nicaraguan American School in Managua; a Board Member of numerous international organizations, AAIE's Executive Director; and finally, she returned to her roots as a teacher of English Language Learning

and literacy with adults. From ensuring that students with special learning needs received the services they deserved, to helping high school seniors get into their dream universities, to encouraging and supporting teachers and administrators to grow professionally, Elsa lived her life selflessly with a profound dedication and commitment to empowering others to be the best versions of themselves.

For me personally, Elsa was a mentor, a role model, a colleague, and most importantly, a dear friend. I will miss her joy, her passion, her optimism, her kindness, her unwavering support and her love. I will be forever grateful for our time together and all that I learned from her. She was truly a shining example of the generosity of the human spirit. Her soul lives on in all of us; we are all better because she existed.

And when great souls die,
after a period peace blooms,
slowly and always
irregularly. Spaces fill
with a kind of
soothing electric vibration.
Our senses, restored, never
to be the same, whisper to us.
They existed. They existed.
We can be. Be and be
better. For they existed.

—Maya Angelou

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Announcements

BARNES & NOBLE CUSTOMERS GIVE THE GIFT OF READING AROUND THE WORLD

The holiday season has arrived and so too has the spirit of giving. For the past several years, ISS School Supply and Barnes and Noble have collaborated to provide international schools with hundreds of classroom and library books. This year the Princeton Barnes & Noble collected books for ISS to donate to schools in the Caribbean.

The Barnes & Noble annual Holiday Book Drive provides customers the opportunity to donate books to locally designated non-

profit organizations. Last year, Barnes & Noble customers and booksellers provided more than 1.5 million books to over 650 organizations that provide services to children across the country. Holiday Book Drive recipients include schools, libraries, literacy organizations, family social service agencies and homeless centers.

ISS is thankful for the generosity of Barnes & Noble and its customers. We look forward to making a world of difference through reading for many years to come!



ISS ANNIVERSARIES

The core of ISS' success has always been its employees. To recognize their contributions, ISS honors its employees for every five years of service. Each employee receives an award brochure and selects an award of their choice.

Please join us in celebrating the following employees:

DESIREE BRYANT

Director of Human Resources
20 years (February 1998)

DON FERRY

Sr. Accountant, Governed Schools
15 years (March 2003)

ALLYSON WILCOX

Staffing Specialist
10 yrs (April 2008)



Home of the Jeddah Falcons!

ABOUT US

Founded in 1952, the American International School of Jeddah is a US accredited Pre-K through Grade 12 college preparatory institution with an enrolment of 1220 students. We offer a rigorous American-based curriculum through a holistic approach. Our student body, representing 51 different nationalities, and passionate highly-qualified staff are our greatest assets. In addition to the strong sense of community on our campus, Jeddah is a historically unique city on the Red Sea with a bustling expatriate community.

BENEFIT HIGHLIGHTS

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- ✓ Transportation
- ✓ Roundtrip tickets home
- ✓ PD allowance
- ✓ Child tuition discounts
- ✓ School-issued laptop
- ✓ LMSA (Schoolology)
- ✓ Welcoming Committee
- ✓ New Housing on the Red Sea

2018-2019 JOB OPENINGS

- HS Math
- HS Science
- HS Physics & Chemistry
- HS Social Studies
- MS Math
- MS/HS Chorus & Band (tentative)
- HS Counselor (tentative)
- ES Learning Support (tentative)

New Campus for the 2018-2019 School Year!



New Housing Complex near the Red Sea



Visit us at www.aisj.edu.sa for more information.

ISS IS OPENING A SECOND LEVEL 5 IN BAHRAIN!

Our second LEVEL 5, located at Riffa Views International School, will open in 2018/19

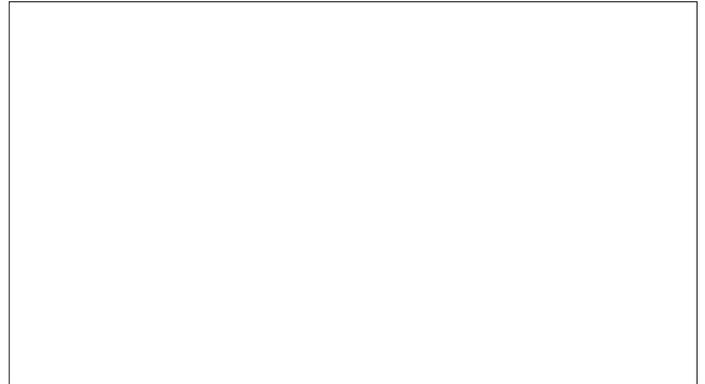
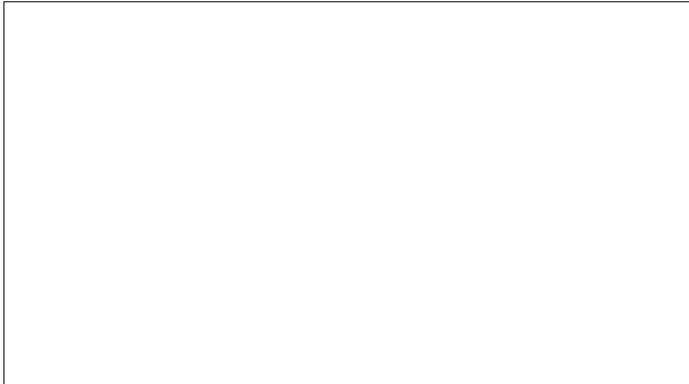
LEVEL 5, Bahrain will be an agile space for educators, students and the wider community to unleash their personal creativity and explore innovative practices. On opening,

it will host a contemporary range of learning events focused on street art, software design, change leadership, music production, inclusive learning and much more. It

will also feature a completely agile floor-plan and an eclectic range of design tools that were pioneered by the first LEVEL 5 based at Shekou International School in Shenzhen.

LEVEL 5, Bahrain will carry on this spirit and dynamic thought leadership in the Gulf. We are confident that the synergies that develop between the two LEVEL 5 hubs, its alumni and

the broader community will truly create a whole that is greater than its parts, and invite you to be part of the journey. Stay tuned for more exciting details in the near future!



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STUDENTS FROM OVER 50 NATIONS CELEBRATE INCREDIBLE INDIA

By Arun Subbian, Executive Editor, and Matt Ruffle, Director of Advancement
American School of Bombay, India

Founded in 1981, the American School of Bombay (ASB) has seen students, educators, and staff from more than 90 countries from every part of the world pass through its campus in Mumbai, India. The global diversity of the school's community resonates well with the diversity found in India and in the increasingly global marketplace of the world today.

The community of the American School of Bombay paid tribute to such a remarkable diversity by celebrating India in a festive manner. The event, aptly named "Incredible India," highlighted the country's bequest of art and culture to the global community. Every aspect of the grand event – be it the arts, crafts, performances, or cuisine – reflected the rich heritage and ethos of the country. Members of the community were welcomed with a Mogra gajra, a bracelet made with Jasmine flowers, at the entrance. The spread of cuisine reflected the rich variety found across the country and included delicacies and flavors of North, South, West, and East of India.

In honor of the host country, the cultural events started with India's National Anthem that was followed by the traditional lighting of the lamp ceremony. The cultural events saw an array of performances by students displaying various folk dances of India including the Bhangra, Garba, Koli, and more. The students enacted a virtual tour of the city of Mumbai and its famous tourist locations through their dance performance titled 'Mumbai Meri Hai.' Iconic props of Mumbai's local train and Gateway of India fascinated the international audience.

The expat parents grooving on stage to the tunes of Indian Bollywood beats was another highlight of the day. Other art forms and performances such as Kalaripayattu, Ramayana extracts, Bollywood Boogie, Lord Ganesha dance, and an eclectic presentation by ASB security and

support staff portrayed the ethnic variety of India. The event ended on a high note as members of the community took the stage and danced to the vibrant beats of a Punjabi dhol (drumbeats).

Rajiv Kacholia, Board President at ASB, said, "India has a wonderful environment for the kids to grow. We have families from many countries living here, and it was important to bring everyone together, celebrate, and integrate the culture of India. We want to ensure that the students, parents, staff, teachers cherish sweet memories of India when they go back."

One of the parents and Board Members, Nikita Sheth, sharing her thoughts said, "Such an event nurtures the whole community of ASB, and it embodies the school's spirit."

As 2017 is the year of Courage and Compassion for the school, the event also served as a facilitating platform for six NGOs including World for all, ChildReach School, Dua Foundation, Spring ST Bakery, Advitya, and Matsya to further their causes through the sale of ethnic arts and crafts items to an international audience. In addition, the NGOs advocated the concept of caring for nature to the students, through the use of recycled materials in their traditional creations.

"People think India is only about food and dancing. But there are so many things to know and learn about India. Events like this inspire the expatriates to travel and know about India. My family flew in from the US in the morning, and this event was a great opportunity to introduce them to India" said Judith Rodrigues, a parent.

Fiona Reynolds, Deputy Head of School, commented, "We have people who have chosen India as home, some for a shorter period and others for longer. This event has ensured that India is embedded in our mind. India is endlessly interesting, and every year

(continued on page 10)

USING DIPLOMATIC ORAL HISTORIES TO MAKE YOUR CLASSROOM COME ALIVE

By Maureen McNicholl

Coordinator of Special Projects in Education, Association for Diplomatic Studies and Training;
U.S. Foreign Service Officer, U.S. Department of State

Diplomacy is the art of conducting international relations, forming alliances, and exercising tact and skill in dealing with people of varied backgrounds to advance the nations' interests and security. The success of our foreign policy, peace, and security depends largely on the skill and experience of diplomats. Diplomatic oral histories are ideally suited to the international global studies or world history classroom.

Using Oral History as a Primary Source

Primary sources are the raw materials of history. They differ from secondary sources created by researchers and writers lacking firsthand experience. Examining primary sources fosters your students' historical empathy and helps them consider the complexity of the past. Students analyze primary sources and employ critical thinking and analysis when considering individual bias and perspective. They help students to consider multiple perspectives and compare competing

narratives. Primary sources help to answer the essential questions of how historians learn about the past and how the past informs our understanding of the present.

Simply put, oral histories make your classroom content come alive and makes history memorable for your students. Primary source oral histories provide a social and cultural context that enriches your curriculum in a way that textbooks never will. Even historical records and documents often lack the everyday experiences of people, how they felt about a particular topic, why they made certain decisions, and how historical events impacted their personal lives. These frontline diplomats explain both what they thought at the time and what they now understand in the light of further experience and reflection. The oral histories enable students to see how they can be agents of change by learning about the impact U.S. diplomats made in unique circumstances.

(continued on page 10)



Ignite.

“The best part of my job is watching teachers go from fear and anxiety to 3D model designers, robotics engineers, virtual reality artists, and professional videographers alongside their students. I love that lifelong learning is not only encouraged, but is part of AISG’s culture.”

- Jenelle Kresak, AISG High School Innovation Coach.

Join AISG. Start Something Great. | www.aisg.org

STUDENTS FROM OVER 50 NATIONS CELEBRATE INCREDIBLE INDIA

(continued from page 9)

I learn something new about this country – be it the festival, culture, place, food, music, or even dance.”

“All of my friends in the school are from different parts of the world. This event brings us all together, the elementary school, middle, and high school, and it is fun to interact with each other and also see the little kids performing” said Tarini Sinha, a student in Grade 12 at ASB.

The global community of the school’s students, teachers, parents, and staff highlighted India’s unique concept of unity in diversity through performances, activities, songs, and more.

With a pan-India perspective, Incredible India provided an exciting opportunity for students from different countries to come together as a community to learn, appreciate, and celebrate the beauty and heritage of the host country.

People’s enthusiasm and commitment are what make any community celebration a true success, and this fact was evident at the American School of Bombay; it was truly heartwarming to see hundreds of young students and parents from more than 50 nations vying with each other to portray and embrace the indomitable spirit of India.



USING DIPLOMATIC ORAL HISTORIES TO MAKE YOUR CLASSROOM COME ALIVE

(continued from page 9)

Why study the work of diplomats in your classroom?

First, diplomats (also known as Foreign Service officers) are front-seat witnesses to many world history events, serving our nation 24/7 around the globe in often dangerous, unhealthful, or highly complex societies where knowledge of the local language and culture is essential for success. The work of our diplomats is largely unsung, often occurring behind closed doors or in far-flung locations inaccessible to the general public. Reading their oral histories is a way to illuminate the world of American diplomacy. It engages students in history through storytelling.

Foreign Service officers work on a broad range of important issues that relate directly to social studies curricula, such as environmental issues, climate change, counterterrorism, women’s rights, conflict resolution, the evil of human trafficking, and the

need to preserve cultural and intellectual property. Diplomats promote, business to create new and better paying jobs and help foreign countries protect basic human rights like freedom of speech, religion, and fair judicial systems. Foreign Service officers are often the first on the scene during natural disasters around the world. They save many people overseas who get lost or sick or have been victims of crimes abroad. Next, to do their jobs well, diplomats become experts in the language, politics, economics, history, culture, and traditions of the country to which they are assigned. Diplomats work with a fascinating range of people from artists and musicians to journalists and scientists. They conduct high-level discussions with foreign leaders, analyze political and economic developments, write speeches for their ambassadors, and connect with foreign citizens through social media. Above all, they are masters at communicating across cultures.

ADST’s oral history collection

The Association for Diplomatic Studies and Training (ADST) captures, preserves, and shares the experiences of America’s diplomats to strengthen public understanding of diplomacy’s contribution to our national interest. ADST was established in 1986 as a nonprofit organization by retired U.S. Department of State Foreign Service officers. Over the past three decades, ADST’s collection of primary source oral histories, available free at adst.org, now exceeds 2000 interviews and some are even on podcasts. Our interview collection is a record of those who represented America as diplomats since World War II. They provide a context of many locations and the events that shaped today’s world from the point of view of those who often worked quietly, behind the scenes, to help develop U.S. security and prosperity.

We also have two series (continued on page 11)



Saudi Aramco is a world leader in integrated energy and chemicals. What many may not be aware of is that we also own and operate a highly acclaimed school system.

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BE THE DIFFERENCE THAT MAKES THE DIFFERENCE

By Sanaa Shoukri

Vice Principal for Operations, Global Paradigm International School, Egypt

Global Paradigm International School's mission is to develop young citizens with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. GPIS offers broad and challenging educational programs that promote regional and global citizenship, and encourage students to be life-long learners who contribute positively to their surrounding community and global environment.

This year GPIS' Student Council has taken on several fundraising projects. The IB Creativity, Activity and Service students, with the Breast Cancer Foundation of Egypt, organized an awareness campaign for students, teachers and parents. The student-led campaign raised L.E. 15,000 (\$850) from the community, all of which was donated.

Students also participated in an outreach project with a neighborhood

public school. They helped decorate the walls of the school in an effort to make it an inviting and pleasant environment. In Environmental

(continued on page 14)



USING DIPLOMATIC ORAL HISTORIES TO MAKE YOUR CLASSROOM COME ALIVE

(continued from page 10)

of shorter products for a quick dive into our collection: Moments in Diplomatic History and Fascinating Figures. Moments highlight events in diplomatic history such as the Korean and Vietnam Wars, the Iran Hostage Crisis, and Mexican Immigration Talks. Fascinating Figures focus on an individual who has influenced diplomatic history. For example, we feature Betty Allan, a female code-breaker during World War II, as well as "the Velvet Hammer," Secretary of State James Baker III. Finally, we have the longer Country Readers series, which contain the experiences of many

diplomats and provide an overview of U.S. relations with a particular country.

In sum, primary source diplomatic oral histories provide your students with a rare, front-seat glimpse into our nation's role in many of the most significant international events over the last seven decades. These unique stories help students understand individual and institutional agency in response to historical conditions. Finally, using oral histories provide opportunities for your students to analyze the authenticity and credibility of sources and develop perspectives of time and place, all higher-order thinking skills.



Colin Herrington, G12 Student



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BIRTH CENTURY OF SRI GURU NANAK DEV JI

Thai Sikh International School, Thailand

On November 4, 2017 students from the Junior and Middle/Senior School campuses performed at Gurdwara Temple on the occasion of the birth century of Sri Guru Nanak Dev Ji. This was a significant day for the school community. Well done to all involved—the TSIS spirit was truly shining.



Collegiality

Community

Diversity

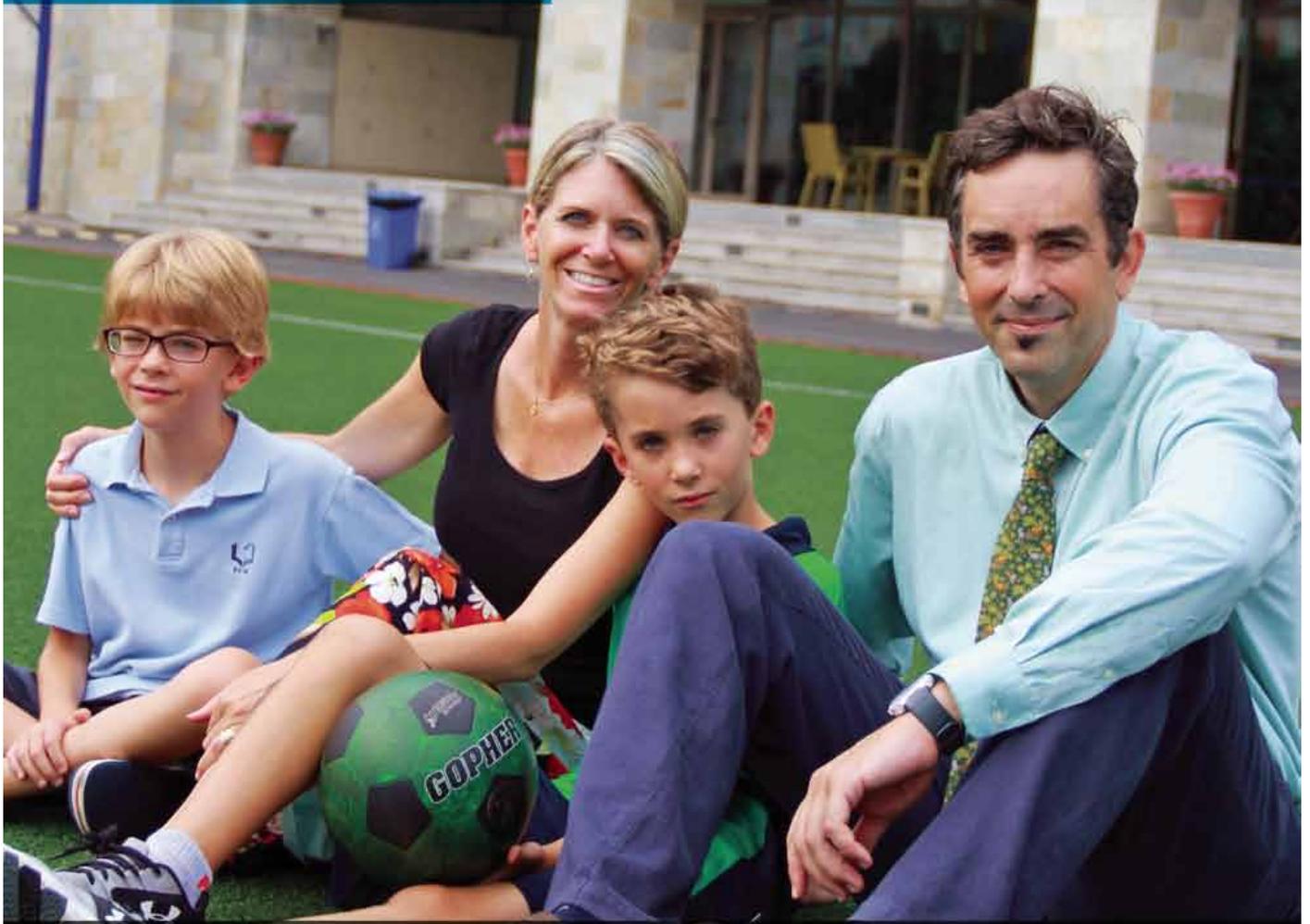
Opportunity

Vision

Schools with a culture of learning, **collegiality**, and collaboration

"One of the biggest reasons why we choose to teach at SCIS is because the community here is strong and multi-layered. The staff community of teachers and administrators offers friendship, **collegiality**, and enthusiastic openness to adventure and new challenging experiences. The SCIS parent communities align in steadfast support with teachers to create excellent learning opportunities for students at home, in the classroom, and in the many extracurriculars. The student communities are a wonderfully diverse group of learners who care greatly for each other and the mission of the school. SCIS is a great place to work because these interweaving communities become like an extended family, which makes the International teaching experience all the more worthwhile."

— Kate Dobson (Speech and Language Pathologist) & Marin Dobson (Science Teacher) at SCIS Pudong Campus



Shanghai Community International School

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

Recruiting for all campuses is ongoing as long as positions remain available. Please visit our website at www.scis-china.org to learn more about our openings at SCIS. Candidates should submit a resume with recent photo to Mr. Daniel Eschtruth, Director of Schools, at teach@scis-china.org.



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CREATIVE GATHERINGS, SHARED SPACE

As the go-to meeting place for students from all three campus schools, the Dhahran Learning Commons offers shared activities that allow students to connect and collaborate in our open-access space.

By Katrina Lehman

Secondary Teacher-Librarian, Dhahran Learning Commons, International Schools Group, Saudi Arabia

It all began with the Dhahran Elementary Middle School students. They cracked open the puzzle box and formed the geometric

outline. Later, when Dhahran British Grammar School students came in during their break, they added their own contribution. By the next morning,

the Dhahran High School students had added even more pieces to the puzzle, forming the central image: a blue-jay.

Three schools. Dozens of students. One simple, fun artifact evolving over time.

These types of shared activities are the product of an initiative several years in the making here at the Dhahran Campus at International Schools Group. Four years ago our library, which serves three distinct

schools with over 2,100 students and staff, was primarily used as a space to house books and computer labs. Each school had a specific area for students to sit and if anyone was talking above a whisper, they were quickly "shushed."

Together, with input from campus principals, students, and teachers, we formed a new statement of purpose that "celebrates creativity through flexible physical and virtual

(continued on page 38)



Students of Dhahran British Grammar School work on a collaborative table-top coloring sheet.

BE THE DIFFERENCE THAT MAKES THE DIFFERENCE

(continued from page 11)

Science, students led a recycling awareness campaign, which included several sessions to teach younger students about the importance of recycling and the environment.

The Humanities class will run a clothes drive, taking the lead in collecting clothes from the community. The money raised will be donated to a

charitable organization.

In an initiative by the Student Council, International Tolerance Day featured activities to spread acceptance of differences throughout the whole school. Last but not least, Sociology students ran informative sessions about diabetes on "World Diabetes Day."

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LE JARDIN ACADEMY HIGH SCHOOL SERVICE LEARNING TRIP TO SOUTH AFRICA

Ganap village is a long way away from Kailua. Located in the Kalahari Desert region of Northern Cape province, South Africa, Ganap is the home to people from the Tswana tribe. It is also the site of Madoo Intermediate School, where six Le Jardin Academy high school students and Head of School D.J. Condon spent three weeks last summer engaged in service learning, teaching English to the Tswana village kids. The experience was immensely challenging, immensely rewarding, left the group feeling transformed.

The genesis of this service trip began through Condon's association with Mark Ulfers, the Head of School at the American School of Paris. Aligning with LJA's new strategic plan that emphasized a balance of global and local perspectives, Condon decided to invite six LJA high school

students to join the group of 38 students and chaperones from the American School of Paris in Kalahari.

After a 30-hour journey to get to South Africa, the group immediately got started gathering resources and planning lessons. The group was welcomed with a lively dance performance by some of the villagers and the two weeks that followed were extraordinary.

"We learned as much as we taught," said Head of School D.J. Condon. "We learned about Tswana culture, about the lives of our students, what they liked and disliked, what was important to them, what they hoped for, and somewhere along the way, we learned how to effectively teach them. We taught them vocabulary, sentence structure, reading comprehension. In the process we also learned about our own motivations, our

strengths and weaknesses, our own paths forward."

Inside classroom, their goal was to make the activities both fun and instructive. They played games like Jeopardy, wrote in journals, discussed the words of Nelson Mandela, practiced reading skills, and wrote and delivered speeches. Grant Schaefer, one of the Le Jardin students, taught Tswana Grade 8 and 9 students about Martin Luther King's speech, "I Have a Dream," and then guided them through writing and then delivering their own individual dream speeches.

On the weekends when the group had some time off, they did field trips including touring a lion rescue center; visiting the largest man-made hole on the planet, and exploring the first DeBeers diamond mine.

"During our excursions we talked and shared our thoughts on our own intercultural dynamics, about working toward a common goal with other people whose values may not be exactly the same as our own," adds Condon. "We learned about the

importance of team play in the face of significant challenge. We learned about ourselves."

The morning of their last day at the school, the atmosphere was both festive and sad. As they prepared to board the bus, the students and their families clustered around the bus at the school gates. As the bus began to pull away, several of the village mothers began dancing and singing, thanking the group and wishing them well.

This was an incredible experience," says Grant Schaefer, Le Jardin student. It is incredibly important for students to have the experience to interact and befriend kids that have a completely different culture from that of ourselves. It allows us to recognize the similarities and differences between our cultures and create an appreciation for the different ways of life of people."



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THE WORLD DANCES ON HARLEQUIN FLOORS

ZOMBIE NIGHT AT YIS

By Graeme Anning

Kindergarten Teacher, 123 Campus Coordinator and New Teacher Onboarder, Yangon International School, Myanmar

Budgeting, fundraising, marketing, management, and promotion are components of Financial Literacy, a class that teaches twenty-first-century banking and money management at Yangon International School (YIS) in Myanmar. From August to October, high school students employ their learning in the culminating task: Zombie Night!

This student-led project based event works to augment the natural strengths of students, develop leadership, and put the lessons they learned in finance class into a real-world scenario.

Students are teamed into five groups: management, budget/finance, design, promotion, and fundraising. The class forms a business organization chart and students take the reigns planning the event.

Mr. Cole, a former financial analyst at Chase, gives control of the project over to the students and acts solely as an advisor to the project. "I advise on decisions the students make and help guide the management team on how to run the event."

The budget/finance team creates appropriate accounting journals and is in charge of money spent and earned. The promotion team creates a Facebook page,

produces tickets, and spreads the word via print and social media to other schools.

The design team is in charge of the creative element ranging from poster advertisement layout, to how installations will be decorated on Zombie Night. They decide on an overall theme and guide the makeup and costume designers.

The fundraising team puts on a bake sale, sells tickets in advance, and works closely with the finance team to secure funds for overhead costs.

The element of running organizing the event like a business occasionally breeds conflict between students who have differences of opinions on how to move forward with various tasks. However, one of the strengths of Zombie Night being a student-led event is that they are required to sort out their differences and find common ground independently. This is a valuable skill that once developed is invaluable in the business world.

"Real life applications are the new trend in Project Based Learning and Zombie Night is the culmination of all prior units of Management, Marketing, Budgeting, Fundraising, and Promotion," says Mr. Cole, "It takes the collaboration of every team to

form a successful business to make the event work."

The development process for Zombie Night is a five-week unit. Students exercise and discover their leadership skills and develop their natural strengths in this project.

Before planning, the students are made aware that they will succeed together as a class, fail together as a class, and learn together as a class. This notion creates a climate where both success and failure are an acceptable outcome so long as the understanding that we can learn from both.

On the big day, students start preparing right after classes dismiss. The design team has already delegated the installation pieces for each floor. They have authored and produced a safety video to introduce incomers to how

Zombie Night works and how to be safe.

Ticket holders arrive in the evening and are admitted to the school cafeteria where tables, candy, music, and a photo booth are set up for them as a waiting area. You may request to be in a group with your friends or join a random team. When your group is summoned, you are handed three bracelets and are led to the eighth floor by a hardhat-wearing student who begins introduces you to the game. At the top, you are required to watch the safety video, after which, you are led down to the seventh floor where the game begins. The object of the game is avoiding the zombies. If you are touched, you must relinquish one bracelet. Winners make it through all seven floors, back down the lobby without

losing all of their bracelets. Mid-game, if you run out of bracelets, you may purchase them to continue.

It is the third year YIS has hosted Zombie Night and has woven itself into the annual Halloween celebration.

Teams and individuals are assessed based on their contributions.

Mr. Cole prompts reflection, "We look back on prior years and ask the tough questions of what went right, what went wrong, and what can we do better?" These questions move the team forward, and gets students thinking with a growth mindset."

Mr. Cole teaches Intro to Business, Advanced Business, Economics, Accounting, and Financial Literacy at Yangon International School.

<https://youtu.be/f6ifb7CNHes>



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FORMER GOVERNOR OF VERMONT INSPIRES SHEKOU INTERNATIONAL SCHOOL STUDENTS

By Liz Jheeta

Admissions & Marketing Director, Shekou International School, China

The former three term governor of Vermont visited with Shekou International School (SIS) students recently. Urging students to "use their voice to make a difference," former Governor Peter Shumlin recounted his story of how he entered politics to make change at the local level. Finding that he was effective, Shumlin ran for state governor and soon found himself working with world leaders

such as former President Barack Obama, President Xi Jinping and Vice President Mike Pence. During his three terms of service, former Governor Shumlin transformed Vermont into the leading solar state in the United States and moved Vermont's electric grid to 100% renewable energy.

"You can make a difference just looking around and figuring out what

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BRINGING WORLD-RENOWNED LEADERS TO BAHRAIN

By Ken Davis

Admission and Marketing Director, Riffa Views International School

Riffa Views International School (RVIS) hosted prominent leaders in professional learning at a specialty conference—Near East/South Asia (NESA) 2017 Fall Training Institute—on November 3 and 4.

Over the last 50 years, NESA has become synonymous with promoting exemplary opportunities for educators around the world. RVIS was proud to

host NESA for the second consecutive year. "The speakers at these events are world-renowned leaders in professional learning, and we are proud to bring them to Bahrain to enhance the teaching at RVIS and the whole of the country," says RVIS school director Dr. Kurt Nordness.

The event welcomed speakers

(continued on page 18)



The RVIS Welcoming Committee ready for our guests to arrive.



Grade 6 students have fun on a high ropes course during Week Without Walls in North India.

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HEALTHY BODIES, HEALTHY HEARTS AND HEALTHY MINDS AT THE EUROPEAN SCHOOL IN SAN JOSE, COSTA RICA

By Dr. Ettie Zilber

Dr. Ettie Zilber has served as an educator and leader at international schools in Israel, Singapore, China, Guatemala, Spain and the USA. She would have loved to implement such practices at any of her schools and would like to hear your reactions to this article, in the hope that similarities exist in other schools. Connect with Ettie: www.ettiezilber.com ettie.zilber@gmail.com

All schools deal with the challenges of "lunch," "snacks" and "recess." Picture this...

A little-known bilingual school with a lovely, suburban, expansive single-story campus, with greenery, lots of trees, shrubbery and sculptures and fountains in the courtyards in between the PK-12 classroom buildings. So far, this is not unique, as so many of our schools can boast similarities.

During recess time, the students are playing all over the tropical-green campus: on playground structures which are dotted throughout the campus, on the sidewalks, carparks and tarmacs, painted with lines for favorite games. Older kids are playing with younger ones and kids even climb up trees and sit on the branches among the flowers and leaves. And, of particular note - all the kids were playing and physically interacting with one another, with the playground equipment or with nature—with not an iPhone or iPad in sight!

And during recess, kitchen staff

wheel out multiple wagons filled with fruit, water, and freshly-made fruit juice served in reusable plastic glasses and delicious school-made cookies. The pre-schoolers, who leave the school at noon, go to the dining room for a more substantial snack consisting of tortillas with cheese, freshly-baked cookies and/or vegetable soup. There are no store-bought or home-brought snacks, or snack wrappers in sight—not even in the garbage! Parents and students know that these are not allowed on campus.

All morning, a full commercial kitchen, adjacent to the dining room, is abuzz with staff cutting, cleaning, preparing, cooking for all over 500 students and 100 staff. Little salt, no sugars, fresh juice and water are available.

All the produce comes from a vegetable garden near the school where the gardener picks the veggies fresh each day—straight from the earth. This garden has been designed on property that belongs to

the school, is entirely organic and each day adds the kitchen waste to the compost. Fresh fruit is purchased daily from the market and cheeses come from local producers.

Cookies are also baked on site,

and made of oatmeal, nuts, dried fruit, etc. Kids love them and parents ask for recipes to replicate at home. Bread is baked fresh daily, as well, with great attention to the gluten-free diet. There

(continued on page 27)



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www.tas.edu.tw

BRINGING WORLD-RENOWNED LEADERS TO BAHRAIN

(continued from page 17)

such as Ken O'Conner, a leading expert in effective grading and reporting, and Carol Commodore, who specializes in developing assessments for world languages. Other topics included helping students expand their creativity and enhancement of project-based learning in Pre-K and Kindergarten classrooms.

With 40+ member schools and over 130 affiliate ones, this event attracted delegates from local and

international institutes. After hosting the event for two successive years, the curriculum coordinator, Jessica Davis, sees these events as "a great opportunity for the 200+ national and international delegates travelling to RVIS to learn from educational leaders and experience the Bahraini culture". RVIS looks forward to its continued relationship with NESAs and other schools associated with the organization.



RVIS Faculty developing their "Maker Mindset"

ALIGNING LEARNING FOR STUDENTS, FACULTY, STAFF ...AND PARENTS

By Liz Duffy
ISS President

Shekou International School (SIS) has long been committed to challenging, authentic, and personalized student learning. Located in Shenzhen, China, this ISS School is also a 21st Century Learning and Apple Distinguished School. SIS has an inquiry-based curriculum and pedagogical approach designed to nurture each child's curiosity, and intentionally designed classrooms to facilitate daily exploration.

Several years ago, under the direction of Carlene Hamley (Director of Learning) and Kasey Burns (Director of the Early Childhood Center) the School adopted a similar approach to faculty and staff learning. Rather than rely on visiting experts, they identified the strengths and expertise of faculty and staff, as well as their learning needs, and organized a schedule of workshops that leveraged the School's

internal resources and addressed their particular learning priorities.

Since then, SIS has made professional learning even more challenging, authentic and personalized, by arranging targeted class visits with pre- and post-reflections. At the same time, SIS has de-privatized teachers' practice by making extensive use of #sisrocks and #issedu to promote collaborative learning.

Last year, SIS went one step further by redesigning their parent education programs to also be challenging, authentic and personalized. This school year, parents can participate in dozens of hands-on workshops highlighting both the schools' curricular and co-curricular programs. The offerings, which range from quick drop-in sessions

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From left: Kasey Burns, Liz Duffy, Carlene Hamley

UPCOMING ISS EVENTS

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NEW YORK, NY
JOB FAIR
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LEVEL 5
MAR. 9-10

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MAR. 17

AUGMENTED REALITY: FOR EVERY CLASSROOM
LEVEL 5
MAR. 17-18

PUTTING THE PIECES TOGETHER

(continued from page 1)

and strategizing in an effort to improve our schools, yearning for boundless learning to flow in a culture of positivity. We have all the best intentions, and we never stop venturing to develop utopia and fulfill our missions and visions, but it's rare to meet one of us who feels that they have fully accomplished this. We make progress and good things happen, but the panacea of the perfectly cohesive school still remains elusive. We juggle and run, we fret and toil, we coax and cajole, and we smile and serve, but the cycle never stops and the pieces often do not coalesce. But what if there was a way to get off the bike and stop juggling? What if there was a way to bring all the pieces together and finish stitching the quilt?

Most would concur with the basic premise that balance is essential for ecosystems and organizations to thrive. Fostering balance is absolutely fundamental to creating a culture that is focused on learning and collaboration in schools. Every condition of the educational experience

affects the other aspects in the system, and each relationship has an impact on the culture of the school. If school systems are too 'tight' or dogmatic, they squelch individual passion and creativity and become feudalistic institutions that exalt their hierarchies. Archaic, ineffective industrial-model schools are the result, and student learning is the casualty. If school systems are too 'loose' or laissez faire, there is no drive toward a unifying vision that inspires and motivates educators and students. Teachers carry around their preferred 'suitcase curriculum' that they implement in their classrooms, they work in silos, and the power of collaborative learning is lost.

School leaders are constantly tinkering toward utopia, balancing and rebalancing myriad levers in their organizations in order to nurture a culture of collaboration, realize balance, and maximize learning.

How do we actualize and sustain coherence and balance? Start by defining

"Have a clear simple purpose that gives rise to complex, intelligent behaviors, not complicated rules and regulations that give rise to stupid, simplistic behaviors."

—Dennis Sparks.

learning. It sounds simple, but the truth is, most people, even career international educators, have different definitions of learning. A school that embraces a shared definition of learning can in turn develop a common language through which to talk about learning, understand how it works at a deeper level, share approaches and personal experiences from the classroom, and ultimately enhance learning for everyone in authentic and powerful ways. A shared language for learning (for everyone, including parents, and especially students) allows for meaningful learning principles to be created, and these principles can shape the key systems for teaching and learning in a school. In addition, a common pedagogical approach, guided inquiry, is an integral element. The definition, the shared language, the principles, pedagogy and the systems can become a unifying framework for a school. Frameworks centered around learning, not scripted programs or prescriptive curricula, can promote balance, facilitate collaboration, provide clarity, empower educators and students, and lead to

deeper learning.

These approaches are at the core of an organization called the Common Ground Collaborative (CGC) that is transforming schools across the globe. Kevin Bartlett and Gordon Eldridge, founders of the CGC, have dedicated their lives to learning and leadership, have spent decades working in high-quality schools, and have amalgamated their experiences and insights into a collaborative organization that seeks to work with schools in their search for clarity and quest to enhance learning. After finally subjugating my skepticism and overcoming my aversion toward another external organization with an acronym (CGC), I listened intently for more than a year, met with Kevin Bartlett, engaged in extended dialogue with our school's leadership team, and we decided to collaborate with Kevin and the CGC. At this point, Kevin has been to Cayman International School twice, he will be here again in the spring, and we have had countless discussions that acutely focus on learning. We collaborate

on artifacts, writings, and frameworks, and he shares toolkits, approaches, modules and systems. He works with our learning coaches, teachers and stakeholders, he inspires schools to do less by avoiding 'Energy Vampires', and he is a believer in the gradual release of responsibility. There is a time in the near future when our school will be living a deeper culture of learning and he won't need to be here. CGC is not a top-down structure or bureaucratic scheme; there are no requirements and it is 'program agnostic'. Instead, the concept is to meet schools where they are, provide them with tools and insights, and collaborate with educators on their journey. Additionally, our teachers are connected to a new network of like-minded CGC schools who share a similar journey and are keenly interested in learning and collaboration. We work together to make the pieces fit. While we may never reach perfection in our schools, clarity, coherence and balance are achieved through collaboration and a deliberate limelight on what matters most... learning.



ALIGNING LEARNING FOR STUDENTS, FACULTY, STAFF ...AND PARENTS

(continued from page 19)

to half-day workshops, are led by all members of the school community. The results so far have been

encouraging, with parents not only understanding more deeply SIS's programs and pedagogy, but also being

better able to support their children by reinforcing schoolwork at home and in many cases becoming strong advocates for SIS's educational approach and practices among the broader community.

While SIS's learning initiatives for students, faculty, staff and students, remain very much a work in progress, as all good learning should, SIS is well on its way to aligning learning for the entire community. And, in the spirit of sharing, SIS has created a professional learning portal that describes their learning adventures:

<http://pl.sis-shekou.org>. Follow #sisrocks and #issedu on twitter, and

share comments, suggestions and your own learning journeys.



WATER OF LIFE: FUNDRAISING IN HIGH STYLE

By Elisia Brodeur

Communications Specialist, Ruamrudee International School, Thailand

In December, Ruamrudee International School (RIS) hosted a "Water of Life" fashion show fundraiser featuring designs by Filipina designer Ms. Len Nepomuceno Mortel. The funds raised will support the school's ongoing Water and Reforestation Project, and aid villagers in Ohm Toom (located in the Mae Chaem district of northern Thailand). In October, groups of high school and middle school students

made trips to Mae Chaem to build dykes and plant trees to help reforest the area.

For three high school students, the fashion show was part of their IB Diploma Programme CAS project. Vint Thamnukasetchai, Book Chunekamrai and Brux Pongprapant had visited Mae Chaem earlier in the year to survey the village of Ohm Toom. One of the primary concerns in the village is its lack of water supply. To get

fresh water, villagers collect rainwater from the roofs of their houses, but not every house has a water tank. The community water tank is meant to hold a supply of water to share among the villagers, but as it doesn't rain year-round in Thailand, the water doesn't last long enough to supply the demand. Villagers must walk two kilometers each day to collect freshwater. In conjunction with other RIS fundraisers, the proceeds from the

fashion show will be used to build a new water delivery system, complete with pumps to bring fresh water to every house in the village.

The money raised will also be used to help the villagers in other ways. The Mae Chaem district is situated high in the mountains north of Chiang Mai, but many of the houses in the village have little to no insulation. Some of the money raised will buy blankets to keep the villagers

(continued on page 29)

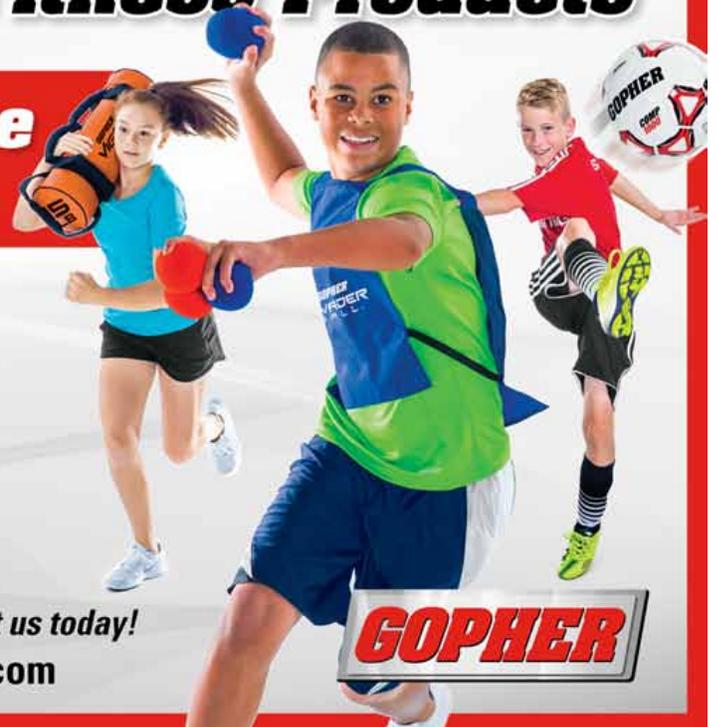


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TAIPEI AMERICAN SCHOOL WINS HIGH SCHOOL GRAND PRIZE AT IGEM CHAMPIONSHIP

This year's Taipei American School (TAS) International Genetically Engineered Machine (iGEM) team won the High School Grand Prize at the 2017 iGEM Championship in Boston! Their project, NANOTRAP, focuses on developing an effective mechanism for removing nanoparticles from wastewater before they enter rivers and oceans. Twelve

TAS students traveled to this impressive event where 265 college teams and 44 high school teams from all over the world presented cutting-edge scientific research projects; 4,500 people were in attendance! In addition to the Grand Prize, the TAS iGEM team also won Best Wiki and a Gold Medal for the completeness of their

(continued on page 24)



"ISU: THE WRITE STUFF"...ASK US ABOUT THE NOVELS WE ARE WRITING!

By Casey Blaschke, Deborah Bradshaw, Elizabeth Onayemi and Andrew Shuttleworth
Teachers at the International School of Uganda

As part of International School of Uganda's commitment to provide a range of enrichment activities for our students, aspiring student novelists have the opportunity to participate in the Young Writers' Program, NaNoWriMo (<https://ywp.nanowrimo.org/>) (along with over 300,000 writers around the world) during National Novel Writing Month (NaNoWriMo). This after school and

lunchtime activity is a fun, innovative, creative writing event, where the challenge is to complete an entire novel in just 30 days on a topic of your own choosing.

Last year a small group of seven Junior School students (Grade 3-5) completed and printed their very first novels. This school year the writing fever spread as students are inspired

(continued on page 25)



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VIS STUDENTS PARTICIPATED AT AJYAL YOUTH FILM FESTIVAL 2017

By Karl Rydlo

Physical Education Teacher/Department Head, Vision International School, Qatar

About twenty high school students from both boys' and girls' divisions of Vision International School took part in the 5th annual Ajyal Youth Film Festival in Doha, Qatar.

Ajyal, meaning 'generations' in Arabic, invites people of all ages to come together and discuss cinema through events that inspire creativity and interaction. Driven with the goal to inspire and create, Ajyal Youth Film Festival has been designed to empower the region's youth and to inspire film enthusiasts, opening up a fun and collaborative environment, where young people can express themselves through the beauty of film.

The festival was held at Katara

Cultural Village from November 29–December 4, 2017. The largest to date, it screened 103 films from 43 countries, including 20 feature films and 83 short films, illustrating the ability of storytelling to transcend borders, transform minds and touch hearts.

Since the beginning of academic year 2017/2018, our students have been taking an elective Film Study class taught by Ms. Sukey Oleson and Mr. Karl Rydlo. Together with 550 other youngsters from 45 countries, aged between 8 and 21, the students screened and voted on four feature and ten short films, including the award winning animated film "The Breadwinner". Executive-produced

(continued on page 26)



QSI SHENZHEN'S PLE CAMPUS IS FULL OF SUPERHEROES!

By Jessica Casarez

PLE Counselor, QSI Shenzhen, China

Quality Schools International considers success orientations to be primary indicators of future success in advanced education, employment, and life in general. Teachers, students, and parents are aware that these are important components of a student's development. QSI believes in encouraging our students to adopt qualities of living which lead to success long after formal schooling has ended. These include universally accepted "success orientations" of trustworthiness, kindness/politeness, responsibility, independent endeavor, concern for others, group interaction, and aesthetic appreciation.

In September students at QSI Shenzhen's PLE campus were hard at work on the Kindness/Politeness Success Orientation. To really show Kindness/Politeness, we must be willing to give our time and resources to those in need.

The PLE Students at QSI Shenzhen's PLE campus found a project that reached across the world!

They were matched with Ms. Kramm's sixth grade classroom in Friendswood, Texas to help provide assistance after the school was damaged due to the flooding during Hurricane Harvey. Our students raised 14592.30 RMB! We were able to buy furniture for Ms. Kramm's classroom and a gift card to purchase books for her classroom library. Ms.

Kramm wrote: "WOW! I can't thank you enough for all the effort and heart you put into this project! A million thanks for everything, and I feel so honored to be the recipient of your generosity!"

Because our students and parents went above and beyond with this project, we were able to provide funding for two more projects as well. We were able to give \$700 USD to UNICEF USA to support their efforts in Puerto Rico. Our donation purchased 25 clean water kits to be distributed to children in the hardest hit areas. These kits include water purifying tablets, a water bucket with a lid, water containers, soap, toothpaste, detergent, and sanitary pads. Our hope is that these kits will help protect the children from disease so that they can return to school when it is time.

We also wanted to show Kindness/Politeness locally! With the last \$848

(continued on page 26)



Brookside Intermediate School in Friendswood, TX



Brookside Intermediate flood damage

Director

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TAIPEI AMERICAN SCHOOL WINS HIGH SCHOOL GRAND PRIZE AT IGEN CHAMPIONSHIP

(continued from page 22)

project. They also received nominations for the following awards: Best Integrated Human Practices, Best Poster, Best Presentation, and Best DNA Parts Collection.

The TAS iGEM team successfully created a mechanism to trap nanoparticles in simulated wastewater treatment plant conditions. As particles break down and enter the water supply, they pose environmental and health risks for humans, plants, and aquatic life. Most wastewater treatment plants lack the ability to purge such small particles, so the TAS team has been working to clean nanoparticle waste by implementing a trapping mechanism into centralized wastewater treatment facilities.

Students built a prototype and used computer modeling to simulate water cycling and timing. They synthesized new

DNA and put it into bacteria; the bacteria then made either a membrane protein or a biofilm to trap nanoparticles. All of the research and work was completed in the Sandy R. Puckett Memorial Research Lab on campus. The iGEM team worked with students in the Nanotechnology Research class and used the Scanning Electron Microscopy to observe nanoparticles. They also collaborated with the Computer Science and Robotics Department to print 3D biocarriers to use for the application of biofilm in wastewater treatment plants.

Read more about their project here: http://2017.igem.org/Team:TAS_Taipei.

The TAS iGEM team also moved beyond science and focused on other aspects of the issue, including government regulations, policies, and ethics. Students worked closely with the Dihua Waste Water Treatment Plant

in Taipei and talked directly with professors at local universities and other experts in Taipei.

At the Championship event last year, the TAS iGEM team won a gold

medal for the completeness of their project (aimed at treating cataracts) as well as awards in the following categories: Best Education and Public Engagement, Best Mathematical Model,

and Best DNA Parts Collection. In 2015, the TAS iGEM team won the High School Grand Prize (for their project on preventing tissue damage from chronic inflammation).



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RENOVATIONS COMPLETED AT PECHERSK SCHOOL INTERNATIONAL KYIV

It's been ten years of dreaming, three years of planning, and eighteen months of construction for Pechersk School International Kyiv (PSI). On 27 October, the School opened its doors on a newly renovated and expanded campus.

In a ceremony to mark the official opening, members of the School community heard from Barbara James, one of the founding members; Matthew Werner, the current board chair; and Grade 12 Student Council President, Olesia Sheremeta. These representatives of the School's past, present and future cut the ribbon on a new four-story building. The 7,000 square metres of extra space also houses science labs; art, music and drama classrooms; an Early Childhood wing; language classrooms for Primary students; a cafeteria; a dance studio; a double gymnasium and Olympic-sized swimming pool; and a

200-seat performing arts space with an attached art gallery / lobby.

A renovated playground and upgraded courtyard were also included in the changes to the campus, the We Belong Community Cafe (named for the school motto, 'a place where we belong') and a recording studio are still in the works, along with new classrooms in the current buildings.

In his opening comments, PSI Director John Burns expressed his gratitude to the facilities that will be a great showcase for the School's Mission and Vision Statements. Said Burns, 'A huge thank you goes to the PSI Board for completing the building project on time. Thank you also to the many PSI staff who have worked so hard on this project over the past two years. The new building and facilities are already adding great value to PSI and the Place Where We All Belong!'



Representatives of PSIs past, present and future cut the ribbon on the new building.



Swimming lessons and community access days have already begun.



A new gallery space welcomes patrons to the auditorium floor.



A double-sized gym provides improved PE and tournament facilities.

"ISU: THE WRITE STUFF" ...ASK US ABOUT THE NOVELS WE ARE WRITING!

(continued from page 22)

by the success of last year's novelists.

This year 24 students from Kindergarten to Grade 11 are participating in the program. They take part in lots of pre-writing activities that are useful tools to apply once they start their 30 days of writing their final novel. They set adventurous word counts and are encouraged to put away their "inner editor"—that negative, inner voice that stifles creativity. After the pre-writing stage in September and October, they commit to writing every day for the whole month of November.

Watch the short promotional video the students shared in assembly:

<https://youtu.be/GqfcWj8HDuY>

Once the novelist's first draft is written, students edit their own work and are then assisted by volunteer ISU library staff and student editors from

our Secondary School as part of their IB Service Action.

Their books will be published in 2018 and distributed to the school library, family and friends. Here is a sneak peak at last year's novels:



Next year we are hoping we will have more aspiring novelist and to encourage the adults in our community to be risk takers and become published authors.

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VIS STUDENTS PARTICIPATED AT AJYAL YOUTH FILM FESTIVAL 2017

(continued from page 23)

by celebrity actress Angelina Jolie, the film portrays a tale of female empowerment and imagination in the face of oppression, and a celebration of the culture, history and beauty of Afghanistan. Festival also featured the Ajyal Talks, a series of open discussions about real, globally relevant issues and the power that film can have in increasing

awareness. Subjects included child trafficking, the way media influences perceptions and the power of art in overcoming adversity.

Ajyal Youth Film Festival and beyond...

Vision International School students will further expand their knowledge in film-making by continuing to participate in

the elective Film Study class that has been offered in partnership with Doha Film Institute. Dr. Bobbi McDaniel, Girls' Division Principal introduced the program to VIS at the beginning of 2017/2018. The ultimate goal of the program is to produce a short film that will be featured in the "Made in Qatar Category" at next year's Ajyal Youth Film Festival.

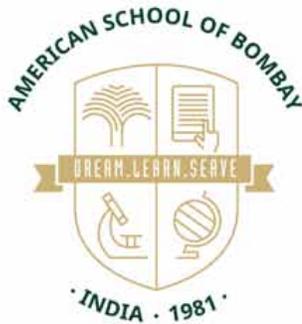


QSI SHENZHEN'S PLE CAMPUS IS FULL OF SUPERHEROES!

(continued from page 23)

USD, we were able to sponsor a girl's education through Captivating International. Lumogyal is 21 years old and lives in the Benlong Village in the Qinghai Province. Due to a lack of finances to pay for her schooling, Lumogyal was unable to attend a secondary school. Now she will be able to continue her schooling through the vocational school scholarship we were able to provide. Because PLE was so quick to give to others in need, Lumogyal's entire life will be changed for the better!

QSI Shenzhen's PLE community has exceeded all of our expectations! We are so proud of the Kindness/ Politeness that our students and families have shown. Together we have made the world a better place!



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HEALTHY BODIES, HEALTHY HEARTS AND HEALTHY MINDS AT THE EUROPEAN SCHOOL IN SAN JOSE, COSTA RICA

(continued from page 18)

are additional vegetarian options for those who do not eat meat, poultry or fish (all non-industrially grown).

Lunch begins with a different fresh salad each day with bottles of homemade dressing made of olive oil, lemon and herbs at each table. Vegetarian lasagnas, baked trout, mashed sweet potato, steamed broccoli, carrot, eggplants, zucchinis, and greens appeared on the menu during my visit; the menu changes for each day of the month. Dessert includes fruit in season. All this is included in the fees and gratefully appreciated by all employees as part of their contract. Students and staff enjoy almost 45 minutes of comfortable camaraderie around the table. Home-brought lunches

are not allowed.

In addition to the nutritious food and free play, as part of the school's expectations, students take turns setting the tables and cleaning the dining room after lunch. And, another expectation—proper table manners during lunch. Parents are impressed and have said they've had to change their menus at home due to their children's demands for 'school food.'

Can you imagine this? As a visitor to the campus, I was impressed and thought that such practices could be the envy of health providers, parents, educational leaders, counselors, and educators worldwide. The physical, social and emotional health benefits are obvious, but is it possible to replicate elsewhere?



A WARM WELCOME AND A FOND FAREWELL: LEADERSHIP CHANGES AT ISS

(continued from page 3)

of 800,000 prospective graduate students around the world each year. She has also held key marketing roles at premier marketing-driven organizations in publishing, consumer goods and membership subscriptions.

Sharon states, "Education has the power to change lives and can create unlimited opportunities. I found

my work in global higher education especially rewarding and am so thrilled to now be part of the K-12 experience. I am absolutely delighted to join ISS and support the mission of global education."

Sharon holds her M.B.A. in Marketing from Fox School of Business, Temple University and a B.A. in Communication/Marketing

from La Salle University. She enjoys spending time with her husband and two children and actively participates in volunteer work in hospitals and educational programs with her certified therapy dog, Nilla. We greatly look forward to the contribution Sharon will make to the international school community through her work at ISS.



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FROM OVERHEAD PROJECTS TO INFINITY AND BEYOND!

By Cabbie Rein

Kindergarten Teacher, ISG Jubail, Saudi Arabia

Learner agency is a practice fundamental in preparing students to face the challenges of the 21st century; it is a process by which we empower students to express their thinking and learning. I have spent the past twenty years of my education career in the Middle East and have seen best practices change in

the Early Years environment. I continue to learn, which is essential because when I was trained, the technology of the day was an overhead projector!

Recently I attended a session on learner agency and decided to apply it to my classroom of kindergarteners! I planned a Number Celebration in which students had to show their

understanding of relationships between numbers. I partnered students with differing mathematical understanding and abilities so that they had a chance to learn from one another, and each pair chose a secret number (up to ten).

The mystery number was not to be spoken or written, but represented in different ways. Each pair was given a paper bag to collect their number

representations, moving between five centers:

- Blocks: wooden, plastic, lego, construction toys, small world toys;
- Craft materials: pom poms, sparkles, glue, rubber stamps, self inking stamps, bingo markers, paper punchers, feathers, etc.;
- Fine motor materials: wooden sticks, rubber bands, beads, laces,

(continued on page 30)



Explaining number by counting one to one



Yangon International School was founded in 2004. Located in Yangon, Myanmar, YIS has grown to a student body of more than 550 students. YIS is a private, college-preparatory school that utilizes an American, standards-based curriculum culminating in an impressive AP program. Graduates have been admitted to top U.S. and international universities.

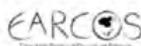
Students range from age 3 to 18. They represent more than one dozen nationalities. The school's mission guides expected student learner outcomes that each individual becomes a lifelong learner who is academically well-prepared, socially responsible, culturally sensitive, and personally fulfilled.

YIS has an additional Early Childhood campus for Pre-School to Grade 2. Ongoing construction will complete an extensive classroom, multipurpose, and common area expansion project.

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The staff is international, well-qualified, and experienced. Please check the ISS and school website for vacancies.

www.yismyanmar.com



Number 5 samples

WATER OF LIFE: FUNDRAISING IN HIGH STYLE

(continued from page 21)

warm during the winter months. Lastly the Baan Toong Gae school had no equipment for children to use in the outdoor area that functions as their school yard. A portion

of the funds will be used to buy sports equipment for the children. Vint, Book, and Brux will return to Mae Cham during the December break; they will buy blankets, sports equipment, and other necessities for the villagers and deliver them to the people of Ohm Toom.

The fashion show was a spectacular event, emceed by the three CAS students. It featured lively performances by RIS teachers and alumni; the thirty volunteer models included faculty, parents, students and RIS Head of School, Dr. Shalee Cunningham. All of the models wore designs generously provided by Len Nepomuceno Mortel, owner and designer of Nepomuceno Couture and BridesByLen, known throughout the Philippines and Asia for her bridal, evening wear, and designs for foreign dignitaries. Many generous sponsors contributed to the event's success: Thai Health Insurance sponsored 70,000 baht; the parents of RIS second grader KC, K. Wanchalerm and K. Ple, sponsored the catering by Jitpochana Park & Yapan; the Satjayakorn Family kindly donated 10,000 baht; and Kids Foto Studio provided event photographers.

After tallying donations and ticket sales (and subtracting expenses for the upcoming trip to Ohm Toom), an incredible 111,000 baht was raised. In addition

to the water system, sports requirement and blankets, funds will be used to help other people in the villages of Tung Kae, Sun Kanoon, and Kee Kratai, also in the Mae Chaem district. A portion will also be given to a family from the village Pa Terng, who recently had triplets that were born two months premature, and recently went home

after being in the hospital for several months.

The fashion show was a huge success; it was a well-organized and entertaining evening, but also raised money to help in a very practical and deliberate way. Congratulations to all who were involved and best wishes to Vint, Book, and Brux with their visit to Ohm Toom.





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FROM OVERHEAD PROJECTS TO INFINITY AND BEYOND!

(continued from page 28)

- pipe cleaners, buttons, straws, etch-a-sketch;
- Manipulatives: connecting cubes, animal counters, base ten blocks, links, counting bears, tangram shapes;
- Math templates and paint: watercolor

paint box, paper plates, variety of paper, envelopes and card, doilies, ten frames, counting rings.

Each station had colored pencils, staplers, glue, scissors, crayons, paper; Pads were available to take photographs

of items that would not transfer well into the paper bag. As usual, the classroom was theirs to explore.

My students were at the center of their learning and had an opportunity to express their unique thinking. At the end of the sessions, each pair presented the contents of their bag and the rest of the class had to guess the mystery number. Even the shy students wanted to show their learning to the class in a fun and exciting way!

My experience has indicated

that learner agency must be woven daily into our students' learning experiences so that we empower them to take responsibility for their learning and give them opportunities to celebrate their understanding. This is not only exciting for our students but for me as a teacher as well. And it is definitely possible with all ages, even our youngest learners. I'm looking forward to applying this exercise to our next module on shapes and every following module.



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- Technologically integrated campus
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- ISS managed school
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- Literacy-based elementary program

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Riffa Views International School
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ISA offers students a world-class education including:

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- Sustainable food and energy project development
- Leadership development opportunities



ISA Teachers are empowered through a distributive leadership model to guide school initiatives and program growth. Teachers come to ISA to be part of a vibrant learning community in a beautiful setting. Email Mr. Dennis Willeford at employment@isaruba.com if interested in learning more about ISA and the professional opportunities the ISA Community offers.

Address: Wayaca 238A, Aruba, Tel: 583 5040, www.isaruba.com, info@isaruba.com

ISS MANAGED SCHOOLS

ISS School Startup and Management Services strive to establish schools that meet the highest educational standards of excellence. Every aspect of our school development services—curriculum, facilities, staffing, admissions, marketing, and leadership—is centered on improving the quality of student learning. ISS is committed to working with clients to achieve a successful and sustainable school model whether the school is large or small, profit or nonprofit, or serving expatriate or host country students. In every case, we seek solutions that fit the culture and needs of the host community.



Ambatovy International School

- 📍 Toamasina, Madagascar
- 🏆 Middle States Association of Colleges and Schools

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

American English Academy (AEA)

- 📍 Sofia, Bulgaria
- 🏆 Accreditation International / Middle States Association
- 🌐 <http://www.aeosofia.com/>

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



Cayman International School

- 📍 Grand Cayman, Cayman Islands
- 🏆 Middle States Association of Colleges and Schools
- 🌐 <http://www.caymaninternationalschool.org/>

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

Dalian American International School

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

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



ISS MANAGED SCHOOLS

Dostyk American International School

📍 Atyrau, Kazakhstan

🎓 Middle States Association of Colleges and Schools

🌐 <http://www.daiskz.com/>

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



Independent Schools Riau

📍 Pekanbaru, Riau, Indonesia

🎓 Western Association of Schools and Colleges

🌐 <http://rumbai.isriau.org/>

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

International School of Aruba

🎓 **ISA is the only school in Aruba to be accredited by both the AdvancEd external review organization, and the Dutch Department of Education.**

🌐 <http://www.isaruba.com/>

Founded in 1929, and purchased by ISS in 2004, the International School of Aruba (ISA) has a rich history on this unique and beautiful Caribbean island. ISA hosts students from 35 countries in preschool through Grade 12. ISA's mission is to motivate and prepare students to achieve their academic and personal best within a U.S. accredited, English language, college/university preparatory program that embraces diversity while encouraging leadership, character, and community service. An American standards-based curriculum enables a whole child approach through a balance of academics, arts and athletics embedded in 21st century learning practices. The school's new purpose-built campus has enabled a recent expansion of programs generating considerable enthusiasm among the local community and staff. The 2013 AdvancEd accreditation visit commended ISA both for developing self-directed independent learners and for the supportive and respectful school environment.



International School of Beihai

📍 Beihai City, Guangxi, China

🌐 <http://www.bhisedu.com/contactenglish>

The International School of Beihai (ISB) is a co-educational, non-sectarian early childhood through Grade 10 school, established through a joint partnership of multinational Stora Enso and International Schools Services. It provides a quality, college preparatory educational program through an international curriculum employing highly effective teaching strategies. ISB endeavors to provide each student the opportunity to achieve his or her personal best within an international educational environment that encourages and inspires leadership, character and community service while embracing cultural diversity. ISB teachers guide inquiry-based, student-driven learning, and nurture our students to achieve their personal best. The ISB curriculum, modeled on the Primary Years Program (PYP) of the International Baccalaureate, supports students' successful transition to other international schools or back to their home country. ISB inspires its students to explore and embrace their international experience as they develop academic skills and a global perspective.

ISS MANAGED SCHOOLS

International School of Dongguan

- 📍 Dongguan, Guangdong Province, China
- ✔️ Western Association of Schools and Colleges, and the National Center for School Curriculum and Textbook Development (China Government)
- 🌐 <http://www.i-s-d.org/>

The International School of Dongguan (ISD) is one of the most recently developed schools managed by ISS. Located in Southern China in an urban setting, ISD serves pre-K through Grade 12 students. The mission of the ISD is to provide a comprehensive and challenging academic program, and to enable students to continue their learning with the knowledge, abilities, and understanding gained from their experience living abroad. The school provides a collaborative professional environment for pioneering educators who are passionate about creating an innovative 21st century program. ISD has established a strong supportive culture of learners and distributed leaders who strive for excellence by applying a continual improvement model. ISD is authorized to deliver the International Baccalaureate Program (IB) for students in Grades 11 and 12.



Nansha College Preparatory Academy

- 📍 Guangzhou, Guangdong, China
- ✔️ Western Association of Schools and Colleges
- 🌐 <http://www.ncpachina.org/index.php/en/>

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

NCIC-Immersion School

- 📍 Shenzhen, Guangdong, China
- 🌐 <http://www.ncic-immersion.org/index.php/en/>

NCIC-Immersion provides a holistic education that balances social, emotional, academic and physical success through a challenging and progressive learner-centered program. We seek to nurture our learners to become skilled negotiators, collaborators, inquirers, and complex thinkers in a changing world. Located in Shenzhen, China, the NCIC-Immersion School is providing a Kindergarten to Grade 2 lower elementary program in its founding year. Additional grade levels will be added in subsequent years through Grade 8. NCIC-Immersion will use a standard-based curriculum, adopting the Common Core States Standards for its framework. The school promotes a dual language immersion model based on current language research and is committed to action research as part of the ISS World Language Initiative for English as an Additional Language (EAL).



Riffa Views International School

- 📍 Riffa, Bahrain
- ✔️ Council of International Schools (CIS) and Middle States Association of Colleges and Schools (MSA)
- 🌐 <http://www.rvis.edu.bh/>

Founded in 2005, the intention behind Riffa Views International School (RVIS) has always been to ensure that Bahrain's time-honored values and traditions are blended with the best curricular practices from around the world. RVIS is a non-profit, college preparatory school committed to implementing the best educational practices from around the world, while being sensitive to local cultural values. Every student at RVIS learns the Arabic language in a manner appropriate to their heritage and background. The RVIS college preparatory program actively engages every student in academics, athletics and the fine arts. The latest in educational technology is at the fingertips of all students, at all times, in all classrooms. Riffa Views International School prides itself on being authorized by the IB organization to offer the International Baccalaureate Diploma Program.

ISS MANAGED SCHOOLS

Shekou International School

📍 Shekou-Shenzhen, China

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

🌐 <http://www.sis-shekou.org/>

Through its association with ISS over the past two decades, Shekou International School (SIS) has grown from a small school to a true 'ISS School of the Future!' SIS provides a rigorous education in a caring community and inspires its students to become principled, innovative contributors in a transforming world. Key features of SIS programs are a focus on standards-based learning and reporting, cutting edge eLearning, literacy (employing the Columbia Teacher's College model), and strong learning experiences for EAL students. The Early Childhood Learning Center, Elementary School, Middle School, High School, and the Section Française programs contribute to the school's reputation as a leader in international education. A rich mix of academics, athletics, and activities, delivered by a world-class faculty, ensures maximum learning for students.



Thai Sikh International School

📍 Bangkok, Thailand

🏆 Council of International Schools (CIS)

Thai Sikh International School was founded in 1985 by the Thai Sikh Foundation, a registered body under the Royal Thai Government. It is a charitable and non-profit making institution. Thai Sikh International School has a campus of 13 acres in Bangkok city. The school is accredited by the Council of International Schools (CIS). This non-profit organization is located in two locations. The elementary school is located in the heart of the city while the middle and high school campus is at eastern edge of Bangkok city on the Bangna campus. The Middle School, High School and Advanced Level Programmes are structured on the strong International Foundations of the Cambridge Syllabus; and these are further enriched by the unique Total Student Development Programme (TSDP) and Co-Curricular Activities (CCA) which transform our students into world class citizens. In order to facilitate the education and total development of the student, TSIS offers extensive sports and recreational facilities.

Vision International School

📍 Al Wakra, Qatar

🏆 Candidate status with Middle States Association of Colleges and Schools and the Council of International Schools

🌐 <http://www.vis.qa/>

Vision International School (VIS) is a separate gender, college preparatory school committed to preparing students for the 21st century by providing an academic environment in which students learn how to creatively solve problems and to learn independently. VIS seeks to instill a sense of ethics, care and compassion for others through engagement in community service and global citizenship. Located just outside Doha, Qatar in the revitalized area close to the Hamad International airport, VIS serves a local and international student body in grades Pre-K to grade 10. In the future, VIS will add a high school grade each year until we complete Pre-K through Grade 12. In keeping with Qatar's goals for development of the country's educational, scientific, and technological programs, VIS is positioned to be a leading school in the region.



Yangon International School

📍 Yangon, Myanmar

🏆 Western Association of Schools and Colleges

🌐 <http://www.yismyanmar.com/>

Established in 2004, Yangon International School (YIS) is an ISS-managed college preparatory school serving grades PreK-12. The school seeks to foster the development of the whole child as a participating global citizen and lifelong learner: one who is academically well prepared, socially responsible, culturally sensitive, and personally fulfilled. YIS promotes a well-rounded educational program of academics, activities, and athletics. The YIS school program is based on academic excellence, social responsibility, cultural sensitivity, and personal fulfillment. YIS offers a US standards-based curriculum with Advanced Placement courses available at the high school level. In addition, the school offers a program in local Myanmar culture and language and encourages members of the community to share national customs and traditions from around the world.

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

Positions anticipated 2018-2019
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Each ISD educator has a profound impact on the lives of their students and the school community. We are seeking passionate, qualified and experienced teachers interested in being part of a dynamic setting with substantial opportunities for making their mark. Please forward your resume and current references to David Falconer, Director (davidfalconer@i-s-d.org).

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Shekou International School inspires students to be principled, innovative contributors in a transforming world. Established in 1988, SIS offers a rigorous academic program to its nearly 900 students in a close-knit and caring community. Named an Apple distinguished school and recently honored as the "School of the Year" by the 21st Century Learning, SIS programs focus on standards-based inquiry learning including PYP and DP, cutting edge eLearning, the Columbia Teacher's College literacy model, and strong learning experiences for EAL students. Within our state-of-the-art facilities, on three beautiful campuses, we meet the diverse needs of learners from nursery through grade 12. A rich and comprehensive mix of academics, athletics, co-curricular activities, delivered by a world-class faculty, provides authentic learning for students. Living in Shenzhen provides SIS community members with the comforts of an affordable Western life-style, coupled with convenient access to the wonderfully diverse experiences of China and East Asia. SIS is fully accredited by the Western Association of Schools and Colleges (WASC), the International Baccalaureate (IBO), and the National Council of Curriculum and Textbooks (NCCT-Chinese Accreditation).

We invite you to explore our website and review our programs to learn why SIS has been a leader in international education for nearly 30 years.

<http://sis-shekou.org>

CREATIVE GATHERINGS, SHARED SPACE

(continued from page 14)

space." With district support, we converted the copier space into a Tech Hub, offering mobile device checkout for laptops and tablets. The reference section that used to house dusty tomes and sets of outdated encyclopedias became a lounge area with comfortable sofas for student seating. A meeting room with video conferencing capabilities replaced the old PC computer lab. We filled shelves with boardgames and puzzles and decided there would be no more shushing.

The Learning Commons is now a shared learning space that allows for collaboration, creativity, and yes: talking. Our space is often raucous,

energetic, and full of laughter. Students have a chance to relax, socialize, and take a break from the academic rigor of school life. Together, as stated in our Learning Commons Statement of Purpose, "we value communication and collaboration to connect with each other and with the world." Students of all ages gather before and after school, during breaks, or during lunchtime to study together, participate in creative game-playing, color in giant coloring books, or perhaps add the final piece to a blue-jay puzzle.

Our library, once silent and a bit dusty, is now the hub of our campus, often noisy and rarely empty.



Dhahran High School students finish a puzzle started by the Dhahran Elementary Middle School students.



Students of Dhahran British Grammar School work on a collaborative table-top coloring sheet.

FORMER GOVERNOR OF VERMONT INSPIRES SHEKOU INTERNATIONAL SCHOOL STUDENTS

(continued from page 17)

needs to change and then raising your voice," encouraged former Governor Shumlin. "That's what so great about this school (SIS). They ask you to give back. In fact, it is required."

Firmly set in his belief that his term of service should only be three terms, former Governor Shumlin is now back at Putney Student Travel, the company his parents founded that provides programs for middle and high school students. Similar to SIS's Week Without Walls, the Putney programs provide opportunities for students to learn how to make a difference. Students take on responsibilities that matter to the communities with whom they live while on Putney programs. From helping to build a school in Costa Rica to teaching English in Africa, students explore the world around them and are taught to ask how they can make a difference for other people.

While at SIS, former Governor Shumlin spent time with the senior

DP Economics class to discuss his experiences implementing macroeconomic policy at the state level. Students had an opportunity to hear first hand how policies are formulated and enacted. He emphasized to all students the importance of recognizing a sense of responsibility bigger than going to a great college. He encouraged the students to explore how they can make a difference for other people.

Former Governor Shumlin's discussion inspired many SIS students and before departing he met with Robert Stearns, Head of School at SIS and Dale Cox, ISS Vice President Asia-Pacific to discuss providing SIS students with even broader opportunities for service learning across the world. Students had many positive comments about the opportunity to interact with a world leader and are motivated to apply his advice to their own service learning.





Lahore American School






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- Minimum tax free starting salary of USD 35,000 coupled with a low cost of living
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For further inquiries contact Kathy Khan (Superintendent)
Email address: las@las.edu.pk or hr@las.edu.pk
Website: www.las.edu.pk

Contact Us

With attention to detail and dedication to quality, ISS has helped hundreds of schools across the globe reach their full potential. We have helped over 20,000 teachers find their next career assignment. In turn, we've given thousands of students the opportunity to become first-class, well-rounded world citizens.

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For more information about ISS, visit our website: www.iss.edu

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Seoul International School is a Pre-K-12 co-educational college preparatory school offering an American curriculum to 874 students. SIS was the first international school licensed by the Republic of Korea and is fully accredited by WASC.

We offer a rigorous academic program with an AP focus at the high school level and a robust curriculum at both the elementary and middle school levels.

The school provides faculty with modern furnished apartments within a 5 to 10 minute walk to the school as well as an excellent salary and benefits packages.

"Seoul International School develops inquisitive, independent thinkers and collaborative learners, who acquire the essential knowledge necessary to be caring and creative contributors to the world around them."

Michael Colaianni, Director of School
Seoul International School
Songpa P.O. Box 47, Seoul, Korea 05661
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CHENGDU MEISHI INTERNATIONAL SCHOOL

CHENGDU MEISHI INTERNATIONAL SCHOOL

Chengdu Meishi International School is the only American MSA (Middle States Association) accredited and IB (International Baccalaureate) authorized school in West China, offering American curriculum based on the U.S. Common Core State Standards as well as the IB Diploma, Middle Years Program and Primary Years Program.

The School is located in Chengdu, Sichuan Province, China, which is the hometown of the giant panda. We are in a fantastic location in the Hi-Tech Zone with a subway stop right outside of our front gate.

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Rabat American School Morocco

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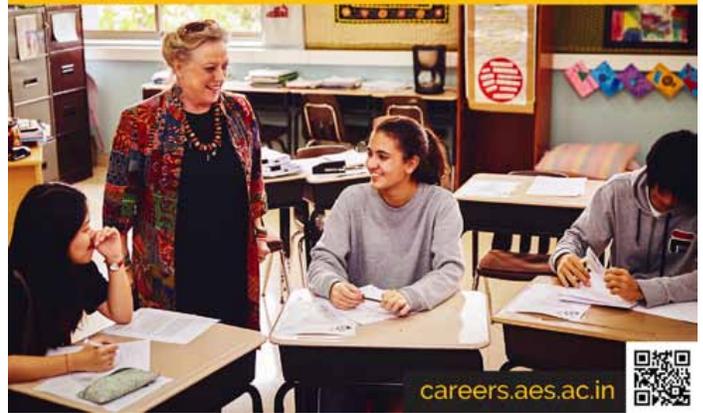


Sean Goudie, Director
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ASIJ
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