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INTERNATIONAL SCHOOL

*The official magazine  
for ECIS members*



Summer  
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2009

Volume 11 Issue 3



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Henry David Thoreau

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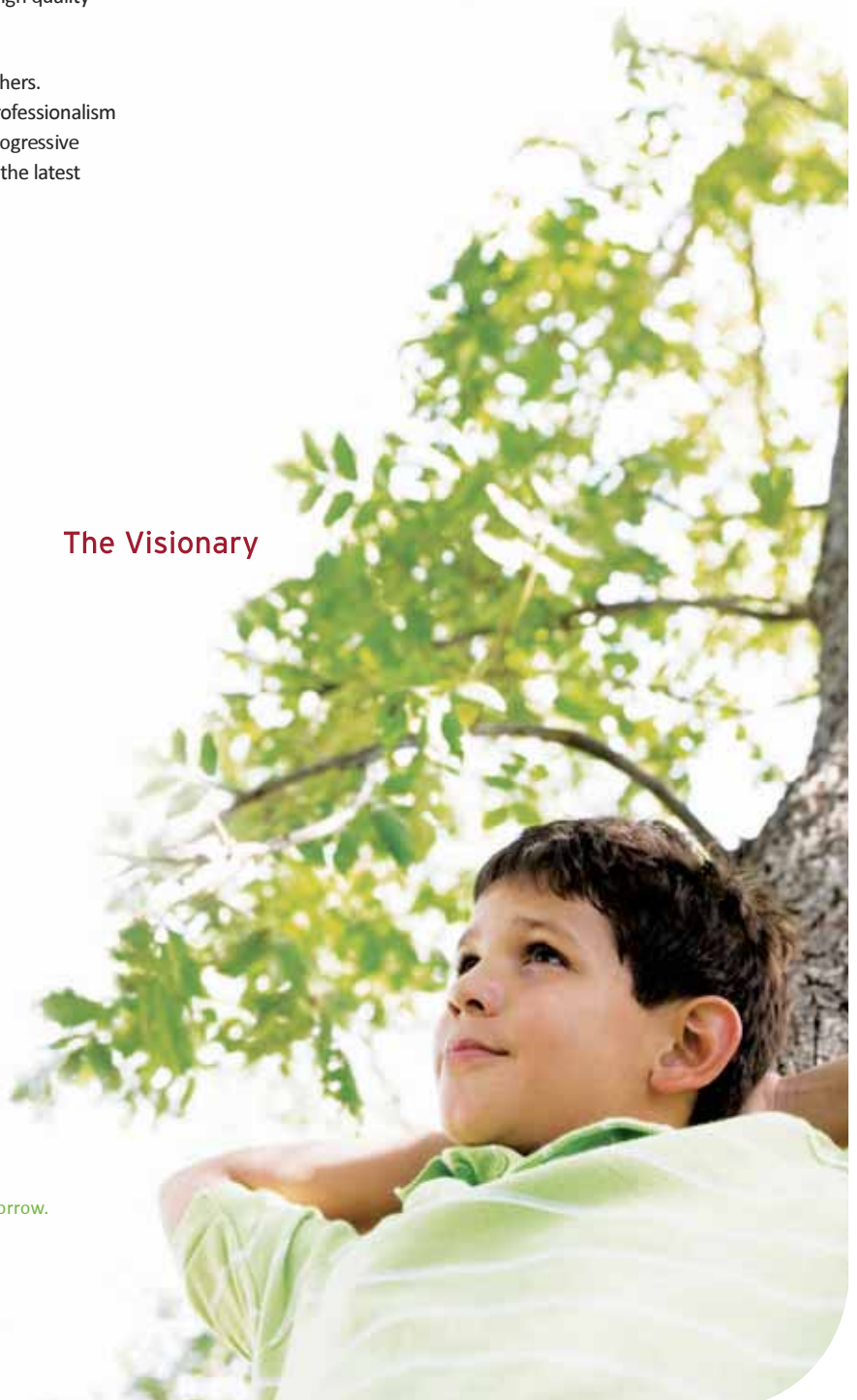
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for ECIS members

To promote excellence  
of education in  
International Schools

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## The ECIS Mission Statement

The European Council of International Schools (ECIS) is a collaborative network promoting the ideals and best practice of international education. ECIS leads in addressing significant current and future educational and global issues in support of its membership in Europe and worldwide.

# comment

Dear ECIS Friends and Colleagues,

Opportunities, crises, challenges, changing values, transitions: those are the words that define our international school world and the broader global community. In these trying times of far-reaching financial crises, we are truly fortunate to be working with the biggest hope for the future, the students who populate our schools.

The current downturn in the world's economy gives us both the challenge and the opportunity to re-evaluate what we do, how we think, and most of all, what we share with the next generation. A big question that comes to my mind is what role a membership organisation such as ECIS can play in moulding and creating a better future.

It is a proven fact that our schools are only as good as our teachers and the leaders who recruit and develop them. It is also a reality that the world is, to quote Friedman, flat, hot and crowded. And it is a further reality that many countries are withdrawing into protectionism and raising barriers to help avert the effects of globalisation, not realising that it is something that is here to stay and from which you cannot retreat.

As educators we have the challenge and the wonderful opportunity to shape new generations of internationally-minded, globally-responsible citizens. We also have the responsibility to ensure that we are providing teachers and educational leaders with the tools to carry out their mission as effectively as possible.

ECIS, as a membership organisation, is in a privileged period of transition that will allow us to build upon our strengths and develop new initiatives and directions for the future. We intend to tackle the challenge of the economic downturn and focus on delivering the kind of sustained professional development that schools need to continue their quest for excellence. However, we cannot do this alone.

We need your feedback as members, and we need to build the necessary bridges with like-minded organisations to pool our resources and offer excellence at the lowest cost possible without sacrificing quality. We need to ensure that our values are guided by focusing on students and teaching, on cross-cultural understanding, and by reflecting on quality and best practice.

This will challenge us to look and think outside the normal frameworks to find the best models. They may be in any part of the world, be it within the Anglo-Saxon community or in countries as diverse as Finland, Japan and Singapore. The essence is to reach for the best to provide our teachers and administrators with the tools they need to ensure their students have the skills and, above all, the values they will need to make it through this first half of the 21st century and beyond.

You might think I am selling the services that ECIS provides, and you are absolutely right. I do this with the conviction that professional development is the pathway to educational reform and continuous improvement. We cannot continue to expect good teachers and administrators to go with the flow of what has worked in the past. They need to shape the future, and the future lies in the hands of the youngsters who are in our classrooms today.

International education offers a golden opportunity to prepare global citizens who are creative, thoughtful, caring, and aware of the richness of our global community. Paul Saffo says it well in the February 2009 issue of the *Harvard Business Review*: 'More and more parents are discovering that a multilingual education can help in guaranteeing lifelong employability for their offspring.'

I would add to that 'multiculturalism'. This is what international education is all about, and ECIS intends to ensure, with its partners in similar organisations, that we are providing the quality and sustained professional development to keep up with the times.

As ECIS enters this period of transition in leadership, I want to make certain that we are developing programmes that respond to your professional and personal needs. Please help us in our endeavours by giving a voice to your creative ideas, to your suggestions, and yes, to your criticisms. It is only by reflecting on our current practice that we can work to improve and become the best we can be.

Sincerely, Pilar Cabeza de Vaca  
Interim Executive Director



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## Mary Crist Fleming

Mary Crist Fleming, a pioneer in the field of international education, died aged 98 on 27th January at her home in the middle of the campus of The American School in Switzerland (TASIS) – the school she founded.

Mrs Fleming was also the founder of TASIS, The American School in England, and of several other schools and programs. A dozen years ago she donated the schools, programs, and campuses to the non-profit Swiss TASIS Foundation, which she set up to continue her legacy.

Born in Massachusetts in 1910, the only child of Haldy Miller and Frances Leavitt Crist, she was educated at her parents' school, in Lausanne, in Perugia, at the New England Conservatory of Music, and then at Radcliffe College, Harvard University, from which she graduated in 1933.

A Europhile from early on, she spoke fluent French, good Italian, and German, which were to serve her well in a lifetime of educational initiative and endeavour in relating Americans to Europe and Europeans to America. From the mid-1930s, Mary Crist was leading educational trips of young Americans to Europe, driving herself, and covering the continent from France to Turkey, with many adventures in between.

Italians, Slavs, Greeks and Turks were astonished to see an elegant, self-assured woman driving and leading a small fleet of cars filled with young American women on frequently unpaved roads in southern Europe. She spent a night in an Istanbul jail because she did not have visas for her girls. In 1935 her parents financed her visit to the Soviet Union, about which she wrote a book, *No Soap in the Soviet*.

From 1933 to 1943 she was Assistant Director of her parents' school while nursing her ill mother. A Francophile, she was meanwhile raising money for the Free French opposition to the Vichy regime. She moved her family to Europe permanently in 1956, opening TASIS first in a rented villa in Locarno, and then in Montagnola, with her own three children and nine others.

Mrs Fleming was unique in being a female school founder and Director in a hierarchical male-dominated Swiss society, whose

authorities mistrusted her dynamic American self-reliance and risk-taking, but were often charmed and won over in spite of themselves. Mrs Fleming always wore flashy bracelets with old gold coins, but she liked to say that she had "more mortgages than coins".

In 1976 she founded TASIS England. She also opened schools in Greece, Cyprus, and France. She was a founder and honorary member of the European Council of International Schools (ECIS). She was given an honorary degree by the American College of Greece, and in 1990 she received a letter of commendation from President George H W Bush.

Mrs Fleming's *joie de vivre*, charm, charisma, and educational vision earned her the gratitude, love, and loyalty of generations of friends, students, parents, and faculty over a 65-year career in education. She was the subject of numerous articles, and a popular novel (*Bloomability* 1998) by Sharon Creech, an award-winning author and former TASIS teacher.

The educational vision of Mary Crist Fleming was rooted in the proprietary, classical-Christian, Anglo-American independent-school tradition of her school-founder parents, with four particular additions: an insistence on the importance of learning European languages so as to communicate directly with people; an emphasis on European course-related travel with faculty guides and chaperones; a priority for the arts; and beautiful surroundings for her educational enterprises. Always elegantly attired herself and with beautiful manners, she loved beauty and believed that it nourished young people's spirits.

Mrs Fleming is survived by her three children, all of whom serve on the TASIS Foundation, and by four grandchildren. But her larger family numbers in the thousands of people who were touched and inspired by her vision, inexhaustible energy, grace, courtesy, and generosity.

*Dr Michael Aeschliman (Mrs Fleming's son-in-law) and Mary Langford (ECIS Deputy Executive Director, previously Assistant Director of Development for the TASIS Schools).*



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ECIS and the Duke of Edinburgh's Award have signed a Memorandum of Understanding to recognise formally the long-standing cooperation and friendship between the two organisations.

**Pilar Cabeza de Vaca**, Interim Executive Director, and **Marianne Bergesen**, Director of Development, signed on behalf of ECIS and **Gillian Shirazi**, Secretary General, and **Andrew McMenamin**, Head of Operations, signed on behalf of the Duke of Edinburgh's Award.

Collaboration between ECIS and The Duke of Edinburgh's Award goes back to the early days of the Award and the two organisations have built up a very supportive and collaborative relationship. ECIS member schools have, for many years, taken part in Award programmes, which support very worthy and interesting projects around the world.

The memorandum was signed during the International Youth Policy Conference at Windsor, which took place on 23rd-24th February. The objective of the conference was to generate international coverage that focuses on the link between The Award and high-profile Youth Policy experts to position the IAA as a leading voice on youth issues.

The Duke of Edinburgh's Award International Association recently appointed **Cristal de Saldanha Stainbank** into the new role of Head of Programme. Previously with the Commonwealth Youth Programme for ten years, Cristal will be championing the development of the Award into new areas, as well as strengthening existing programmes running in over 125 countries.



*Cristal de Saldanha Stainbank, new Head of Programme at The Duke of Edinburgh's Award International Association.*

One of her first initiatives has been to formalise partnerships between the Award and youth-focused organisations including those from the education sector, the recently-signed MoU with ECIS being one example.

The International Conference on Youth Policy, hosted by The Duke of Edinburgh's Award International Association and



*At the signing ceremony are, from left to right, Marianne Bergesen and Pilar Cabeza de Vaca of ECIS and Gillian Shirazi and Andrew McMenamin of the Duke of Edinburgh's Award.*

supported by the European Commission, was attended by high-level youth policy decision-makers and influencers from government and academia.

The aim was to provide a forum for young people and youth leaders to share ideas and experiences of European youth policy. An address by **Professor Howard Williamson** and a presentation by **Jeroen Boschma**, co-author of *Generation Einstein* and creative director of Keesie, was followed by interactive sessions led by young people from across the EU.

ECIS member **Martin Humphrys** was recently elected as a professional member of the Independent Educational Consultants Association (IECA) based in the USA. Martin, who has been a presenter at the ECIS April conference, is the first UK member of this leading US professional organisation for educational



*Martin Humphrys*

placement advisors working in private practice. Martin has also been nominated by TASIS American School in England as Personality of the Year in this year's UK relocation industry awards.

His Excellency **Shin Ebihara**, Japanese Ambassador to the Court of St James, has recently held a special ceremony at which he awarded the Order of the Rising Sun, Gold and Silver Rays, to **Mrs Opal Dunn**.

The award, the oldest national decoration in Japan, founded in 1875 and second only to the Order of the Chrysanthemum, was given to Mrs Dunn for her outstanding contribution over many years to international education for Japanese children.

In a brief speech during the ceremony, His Excellency cited Mrs Dunn's role in founding the International Children's Bunko Association, an organisation established initially in Japan and later in the UK. It supports volunteer mothers to help their children maintain either their native Japanese (in the UK), or their second languages (English, French or others in Japan) through after-school programmes underpinned by rich literature and cultural activities.

Mrs Dunn began this programme in Japan when she and her late husband lived there when he worked for the British Council. As he presented this award in the name of the Emperor, the Ambassador said: "Mrs Dunn's wonderful project, which started in a truly grass-roots manner, has now become a global institution. While the appreciation from all the children and parents she has supported is enormous, she deserves to be recognised formally for her achievement as well."

Accepting the decoration, Mrs Dunn said: "Bilingual-bicultural children are special; most grow to have empathy for others and to be good negotiators, who can generally work out the meaning behind words.

"From early in their experience, many discover that there may be two ways to resolve a problem; these are the seeds of lateral thinking and creativity. My feeling has always been, if nurtured, these children could grow into good unofficial





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*Mrs Opal Dunn with His Excellency Shin Ebihara, the Japanese Ambassador.*

representatives for Japan in international situations." The reception was followed by a dinner hosted by Ambassador and Mrs Ebihara in honour of Mrs Dunn.

Over the past 25 years Mrs Dunn has worked with most of the ECIS schools in the UK, introducing Japanese families who seek an international education for their children. She is one of a very few non-Japanese women who have received this prestigious decoration.

**The International School of Dhaka** links with Habitat for Humanity as part of their community and service hours, an integral part of the IB Middle Years Programme. Every year all students in the secondary school get a chance to go



*Girls and boys from IS Dhaka lend a hand at a Habitat for Humanity project.*

out of Dhaka to help build a house for someone. Grades 6-10 recently had the opportunity to work in a village some miles from the city.

Different teams help out at three sites, building someone's home, often with the home-owner there helping as well. Students and teachers dig trenches, pass bricks, smash up bricks, lay bricks, collect water, and collect some real community

action hours in the process. However, the day is also about team-building: students work together, show leadership skills and step out of their comfort zones.

They all return tired but full of stories, new experiences and a feeling of doing something important.

On 1st September 2008 **Woodside Park International School**, located on four sites in Finchley and Friern Barnet in north London in the UK, became **The North London International School (NLIS)**.

The school opened in 1885, and was originally next to Woodside Park underground station. In its lifetime it has been an all girls' school, an all boys' school, a preparatory school, a grammar school and, most recently, an international school.

The North London International School has 400 pupils aged from two (nursery) to 18 years-old in the sixth form. It is an International Baccalaureate World School and is one of just four schools in the UK authorised to teach all programmes of the International Baccalaureate.

The 1000th tree in support of the **International School Brunei's** Million Trees Project was planted by **HRH the Prince of Wales**. He was accompanied by Brunei's **Crown Prince Billah**, who planted the 1001st tree in the Badas Forest Reserve in the Heart of the Borneo area.

Since **Professor Wangari Maathai**, Nobel Peace Prize Laureate, launched the project in March 2006, the school has funded or planted nearly 10,000 trees across Borneo. The school raises funds for the project through recycling and other campaigns and actively involves its students in the planting and awareness-raising activities as part of its environmental programme.



ISB has developed a strong 'eco ethos' and has a very proactive outreach programme involving local schools and other enterprises in the Million Trees Project. Executive Principal **David Taylor** maintains that the environmental initiatives go a long way to supporting the school's IB Diploma CAS programme and developing global citizenship.

ISB is always interested in hearing from donors willing to support Million Trees as well as projects looking for support. [www.million-trees.org](http://www.million-trees.org)

**The United World College of South East Asia (UWCSEA)** has opened a new campus in Ang Mo Kio. With huge unfulfilled demand for spaces at both campuses (the total number of students on the waiting list – as well as future applications – exceeds 4000), a new purpose-built campus is planned to open in 2010 for infant students, and for all grades a year later.

Today there are more than 2900 students aged from four to 18, at the original Dover Campus with a further 400 children up to grade 4 at the new UWCSEA East. By 2015, UWCSEA East





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UWCSEA's proposed new campus.



will accommodate 2500 students from Kindergarten 1 to Grade 12.

The main idea behind the design of the campus, which will be 30% more efficient than similar sized buildings in Singapore, is to provide shared learning and social spaces, enabling all students to interact, creating a UWCSEA 'village'. Core teaching areas are situated in the middle of the campus, while the green zones, sports fields and assembly halls are located around the perimeter.

**John Farrell** reports that **Colonel Mark Cook** received the second annual Bridges of Peace and Hope Heroes Award in December 2008. Colonel Cook was UN commander in former Yugoslavia in 1993. Through his experience of the needs of children in that war-torn country he and his wife set up Hope and Homes for Children. This charity now helps more than 2000 children in 13 countries.

ECIS has pleasure in congratulating **Sophie Christiansen** (featured in the last issue of *IS* magazine), who has been

awarded an MBE in the UK New Year's Honours List. Daughter of TASIS Schools veterans Karl and Caroline Christiansen, Sophie represented Great Britain at the Beijing Paralympic Games, winning two gold medals for dressage in the equestrian event.

**Flora Sung**, head of Chinese language and culture at **Taipei European School Taiwan (TES)** sends news of the Lunar New Year of the Ox, the most significant festival for Chinese people around the world when families come together.

This year, the big family of TES hosted a special celebration under the theme of reunion – the occasion marked by the recent arrival from Beijing of the pandas Tuan Tuan and Yuan Yuan, whose names together mean 'reunion'.

They brought goodwill to Taipei and reflect the warming of relations after 60 years separation across the strait. While the pandas are making their debut in Taipei during the Chinese New Year, we had our TES pandas hosting the Chinese

New Year celebration before students left for home reunion.

The whole celebration consisted of a series of colourful legends and traditions like the Lion Dance, which is believed to ward off evil and setbacks and bring in the prosperity and hope for the New Year. Students wrote their own spring couplets with blessings and auspicious words.

At the end of the celebration, students exchanged good wishes in Chinese with teachers. In return, teachers gave students red envelopes (*Hong Bao*), which bear best wishes from the school.

Like the Ox, we are now looking forward to a new year of prosperity through fortitude and hard work and also to a new horizon of reunion for better relationships around the world.



## AND YOU TOO COULD WRITE FOR *IS*

We need articles of all kinds: you can write about curriculum development; new ideas for teaching; administrative problems and solutions; cross-cultural activities; the nature of international education; and your experiences as an international school teacher. We are particularly looking for contributions to *People and Places*. Let us know about your festivities, anniversaries, new buildings, successes, famous visitors and innovations. Having an article published in *IS* can enhance the profile of your school, give great personal satisfaction and, incidentally, add professionally to the interest of your CV. The Editor is looking for

600-900 word articles, submitted in English as an email attachment. Good quality pictures, with captions clearly written, are very welcome and should be sent on a CD to Dr Caroline Ellwood, 23 Trooper Road, Aldbury, Tring, Herts HP23 5RW, UK. Publication is at the discretion of the Editor, who reserves the right to reject material, whether solicited or otherwise. No remuneration is offered for articles. They are accepted on the understanding that they are original and have not been published previously.



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# Brick by brick – global studies as a reality

Rick Gydesen shows how the students of French American International School, San Francisco, are making a difference

## Project Ethiopia

Jake Moritz, a senior at the French American International School in San Francisco, wrote in his diary during a visit to Ethiopia in December 2006:

'The complete scope of one school's impact is hard to determine, but it exemplifies how education is a pivotal foundation, not only for Ethiopia but for all of the Third World, in building better lives for future generations, and assuring better futures for the poorer nations of the planet and thus the world as a whole.'

Jake had joined 14 classmates on a unique journey to visit the children they had helped build a school for in the remote countryside village of Jemejem Legebatu. It was the first school ever built in this impoverished community.

Launched in December of 2005, Project Ethiopia was the brainchild of Elizabeth Cleere, International High School's community service coordinator, and a group of students who were passionate about community service.

Cleere teamed up with a contact from Save The Children, and made a proposal: the students would pledge to raise \$30,000, and Save the Children would oversee the construction of a school in rural Ethiopia. The following December, a group of international students would travel to Africa to meet the children whose lives they were helping to change.

Project Ethiopia was given the green light, and over the next year Cleere recruited a small army of students to organize the fundraising effort. By June they had met their goal of \$30,000, and the second phase of the project was about to begin: the trip to Ethiopia. What began as an education in international philanthropy had become a hands-on cross-cultural experience.

In December 2006, 14 students, Cleere, and parent Debby Hamolsky, flew to Addis Ababa. Cory Jones, 12th grader, reflected in his diary: 'Our first interactions with Ethiopian people were on the plane. Most were amazed to hear that we were planning to build a school to help a small Ethiopian community. They said that little aid ever makes its way to the countryside, and that what we were doing was the best thing possible because education is what they need most.'

The international group was met at Addis Ababa by the Principal of the local International Community School, who was a



friend of International High School Principal Russ Jones. After three days visiting the capital, the group embarked on a half-day journey to the tiny village of Jemejem Legebatu.

Arriving at the school construction site, they encountered two unfinished buildings, a roof on the ground, and two blue plastic tents which were serving as temporary classrooms. For months the children had been sitting on small rocks that substituted for desks.

It was a village holiday, so there were no children to greet them, but they encountered a few laborers, and were inspired to roll up their sleeves and get to work. For the rest of the day the students labored side-by-side with Ethiopians who earned a salary of 8 birr a day – the equivalent of a less than 1\$US. They discovered that the school and the village did not have running water, so the students made a pact: when they got home, they would raise more money to dig a well. (They went on to raise \$10,000, and the well was completed in 2007.)

Gabriela De Golia, a 10th grader, wrote in her diary: 'We saw the children today! I was happy to be able to play with them, and give them gifts. But there was a bitter-sweetness, too: the fact that we didn't have enough pencils or crayons for everyone, and we had to eat our lunch out of plain view so they would not come begging for a bite to eat or a sip of fresh water to drink.'

Some of the students led a reading group, while others organized impromptu games. 12th grader Lee Kusmer discovered a shared love of soccer with a child named Abebe Ego. Student musician Nick Bauer wanted to communicate with the children through music. 'I was hoping the children would sing a song to greet us,' Nick recalled, 'and they did, a call and response style of song'. After the children finished, Nick pulled out three guitars. 'The children loved them,' Nick wrote. 'After listening to a pretty improvisation by Celeste, they began to play them, too.'

*Continued overleaf* ➔



On the way back to Addis Ababa, Jake Moritz summed up the experience: "Seeing the school has given me significant hope. We saw, with our own eyes, the life-changing impact that a relatively small investment can make in a country where a little goes an incredibly long way."

A few months later, Getachew Dibaba of Save the Children sent an encouraging report from Jemejem Legebatu. Now 229 children

are attending the school, including a large number of girls. As 12 year-old Dira said, "I could not have attended school if this school had not been built. In our village, parents are afraid to send children, particularly girls, to schools that are very far from the village."

When the international students returned home, Cory Jones produced a short documentary of the trip, *Brick by Brick*. A trailer posted on YouTube attracted the attention of the local ABC and CBS affiliates in San Francisco, and Project Ethiopia was featured in two segments on the nightly news.

When Cory was being interviewed, he got a bit carried away by his own enthusiasm. "I don't see why we should stop here. I'd like to see students from our school go on to build schools all over the world!"

## Project Senegal

Two years later, Cory's dream doesn't seem so outlandish. The students were asked to take part in a similar project in M'bour Senegal. So bolstered by their success with Project Ethiopia, they went on to launch Project Senegal. By the end of the 2007 school year they had raised \$8,000 to help build a pre-school in the poorest district of M'bour.

In October 2008 the school opened its doors to 200 children, and is also serving as a center for health care and education, offering night classes to girls who are forced to work during the day, and providing a space for their mothers to develop job skills.

Twelve students from FAIS are now preparing to travel to Senegal to volunteer at the school they helped build. Corbin Halliwill describes what he hopes to get from the experience:

"I have spent many hours and lots of energy organizing, discussing, and working to raise money for the school in Senegal. The only thing missing now is direct human interaction with the people there, and I would be honored to be part of this process. I believe the enthusiasm I will bring back will encourage others to learn more about countries like Senegal that, despite their problems, have so much to offer."

This is how global studies become a reality!

*Rick Gydesen is Publications Director at French American International School, San Francisco.*





# Grappling with the global

Boyd Roberts considers some of the ways schools are responding to the challenges of a global world

Like it or not, the reality of the 'global world' is making itself felt dramatically. US mortgages and selling on the associated risks have impacted countries from Iceland to India through mesh-like connections permeating our finances and economies. Global challenges call for global solutions, and the anticipation for the start of the Obama presidency was associated with hopes that he would give leadership on key issues – like climate change – which affect all of humanity across the globe.

So how can schools educate students for a global world? International schools, with substantial numbers of students educated outside their home countries and outside national systems, might be expected to be taking a lead in this.

It doesn't seem long ago that we were wrestling with 'international education' and what constitutes 'international mindedness' is a continuing preoccupation. But the 'international' (between countries) needs to be embraced within a more comprehensive perspective that runs from local to global – those issues and perspectives that cut across all borders and relate to all countries.

## What are we educating for?

What do we mean by educating for a global world? Is it ensuring students have knowledge about the world and the global issues it faces (global awareness)? Is it equipping them with the skills and attributes enabling them to earn a living anywhere on the planet (global competence)? Or is it a more complete sense of their place, and responsibilities, within a global community on a planet shared by other people and species (my understanding of global citizenship)? The latter seems critical, whether or not we describe it as 'global citizenship'. So we are – or should be – dealing with attitudes, values, character and action – as well as critical thinking and knowledge.

## Grappling with the global on the ground

Some national educational systems have been grappling with the global for some time – for instance Canada's Global Classroom Initiative, Australia's Global Perspectives (Curriculum Corporation, 2002, 2008) and the UK's promotion of the 'global dimension' (DfES, 2005 and [www.globaldimension.org.uk/](http://www.globaldimension.org.uk/)). These are attempts, of varying ambition, to embrace global issues in schools, where there is some excellent work going on.

Without leadership from an over-riding authority, the international school community is developing grassroots responses to ensure the global dimension figures more prominently.

The burgeoning Global Issues Network is a case in point. Students convene at international conferences to hear key thinkers and practitioners and to share projects on global issues they have been working on. ([www.global-issues-network.org](http://www.global-issues-network.org)) Starting in Europe, GIN conferences are spreading to Asia, the Middle East, and USA.

A number of schools undertake service work overseas, particularly in developing countries. For those who take part in all such activities abroad, the impact can be considerable. And good projects can produce real benefits for communities and participants. But they can only involve a minority of students, and we are now aware that every silver lining has a cloud – almost literally – with the CO<sub>2</sub> emissions of one student on a long haul flight (3000 km each way) more than half those of an average family's annual car travel.



*Students from The English Academy, Kuwait, with their International Global Citizen's awards.*

Is there a danger that by focusing our attention on such projects – sometimes undertaken out of school hours – we give less attention to global issues and dimensions in all aspects of the curriculum? And might we lose sight of the global in the local if we focus on activities overseas?

The International Baccalaureate is engaged with a 'community theme', encouraging the whole IB community (teachers, staff, parents and students) to share work and perspectives relating to certain global issues, and to address them more fully in and out of class.

Some schools seem to assume this relates to service projects only, although the intention is to encourage schools to embed global issues in classroom work too. And service projects relating to global issues are much more powerful learning experiences if students also discover more about the issues themselves.

In October 2008, IB encouraged IB World Schools to teach a special 'global lesson' on global poverty. Students engaged afterwards in discussion on the IB community theme website (<http://communitytheme.ibo.org>). Global lessons add another dimension to study, as students have a sense of sharing in a global community undertaking the same activity.

With no travel and a limited time commitment this initiative was accessible to all schools and students. It included suggestions for practical action on poverty. Materials are available online, and more global lessons will follow.

Another initiative involving some international schools (but open to all schools) is the growing International Global Citizen's Award, reported previously in these pages (*is* magazine, January 2007 and January 2008), and now offered by 17 schools in 13 countries.

This programme encourages and recognises the development of young people as global citizens. Over a six-month period participants find out more about other cultures and outlooks, consider their personal environmental footprint and the impact of their personal spending. They then consider changes in personal

*‘So how can schools educate students for a global world? International schools, with substantial numbers of students educated outside their home countries and outside national systems, might be expected to be taking a lead in this.’*

lifestyle that they may like to make as a result. They undertake work with others – an essential attribute of a good global citizen – for the community, in decision-making and in promoting a cause close to their hearts. Throughout all of this they reflect on their learning and how it changes their perspective on the world and themselves. The award is made locally by the participating centre and, crucially, involves the participants in making awards to peers.

Over 150 students in seven countries received the award at bronze level during the pilot stage in 2008, and some of these are now engaged in the more demanding silver award. This includes mentoring bronze level participants and a project, as well as continuing personal development, within the various areas of the award.

A gold award will be open to silver recipients in 2009-2010. The bronze ‘award’ is a certificate and a wooden plaque, made in a community of physically challenged people in Burkina Faso,

obtained on a fairly-traded basis. Award recipients also nominate a charity to receive a donation.

Low cost, low bureaucracy and intended to remain so, the IGC Award is a grassroots project, relying upon ICT and emails for communication without the need for travel. This opens participation to any school in the world with commitment and a computer.

#### Professional development

Teachers and administrators grappling with the global in their own schools are increasingly appreciating the need to connect with others, and for professional development. ECIS offered its first opportunity in the area in its pre-conference on global issues in November 2007, followed by a session at the 2008 conference.

Also in November 2008 a ‘global citizenship summit’ for educators was held at the new Green School in Bali. Organised by Sheila Burch, this brought together 80 people from 12 countries for a series of inspiring and challenging workshops and presentations in an environment that itself attempts sustainability.

Increasingly, humanities teachers are taking global issues on board – in regular classes or special courses, and the ECIS humanities committee has made this a special focus. But shouldn’t this be a concern of **all** educators and of schools as a whole? Global issues figure in the ECIS mission statement. What about ECIS setting up a ‘subject’ committee on global issues – considering how they can be addressed in **all** areas of school life? This seems to be an overdue call.

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*Boyd Roberts is author of Educating for global citizenship – a practical guide for schools (published in February 2009 by International Baccalaureate); initiator of the International Global Citizen’s Award; project director of the IB community theme; and a consultant in global education. He previously worked in international schools for over 25 years, including nine as Head.*

*IGC Award participants from Academia Británica Cuscatleca, El Salvador, take part in a Habitat for Humanity project locally.*







*Part of the Carina Nebula.  
Photograph courtesy of NASA.*

# The world is still round, but look at the stars

## Galileo's 400th anniversary prompts the International Year of Astronomy

To mark the 400th anniversary of the first scientific astronomical observations through a telescope by Galileo Galilei, a global effort has been initiated by the International Astronomical Union (IAU) and UNESCO. The aim is to help the citizens of the world rediscover their place in the universe through an appreciation of the day- and night-time sky, and thereby engender a personal sense of wonder and discovery.

To coordinate the planned huge global programme and provide access to resources for all the participating countries, the IAU established a central secretariat and an International Year of Astronomy (IYA) 2009 website ([www.astronomy2009.org](http://www.astronomy2009.org)). This website is the principal IYA2009 resource for public, professionals and the news media alike.

One of the goals of IYA2009 is to enable as many people as possible to experience the excitement of personal discovery that Galileo felt when he first saw lunar craters and mountains, the moons of Jupiter and other celestial wonders. The aim is to encourage us all to think about how observations of the cosmos around us force us to reconsider our understanding of the natural world and our place in it.

A major change has taken place in human psychology since the early 1960s in that we are the first generations of humankind to have seen planet Earth from the 'outside'. Thanks to space

exploration we have a distinctive view of our planet, and have also gained a great deal of environmental understanding.

The structure of the year's activities is based on the national hubs of the many countries involved. The web addresses for these can be found through the central website given above. The structure of the year is supported by eleven cornerstone projects, several of which have very strong educational aims and are of direct interest to schools and teachers.

If you are a newcomer to astronomy, or a long-time enthusiast, and would like to get some advice, contact your IYA2009 National Nodes, a local astronomy club, planetarium or science museum. A list of other astronomy organizations worldwide can be found on: [www.skytonight.com/community/organisations](http://www.skytonight.com/community/organisations) or [www.astronomyclubs.com](http://www.astronomyclubs.com)

For every professional astronomer, there are at least 20 amateurs. The IAU is encouraging amateur astronomers to play a major role in the organisation of astronomy outreach activities. Thus the organizers would like to see local astronomy clubs making links with schools and the local community and planning some cool astronomy outreach activities. The 100 Hours of Astronomy Cornerstone project is a global event that all amateur astronomers should take part in.

If you are a teacher, you can find inspiration for activities, receive

training through the Galileo Teacher Training Program, and get assistance with relevant and exciting lesson plans and other resources that will give your students a sense of the vastness and awesome nature of the universe.

The Universe Awareness is an international programme designed to expose very young children to the scale and beauty of the universe. The aim is to awaken their curiosity in science and stimulate an initial sense of global citizenship and tolerance.

The complete details of the cornerstone projects can be found on the IYA website. Here at Aiglon we've been able to use the focus brought by the Year of Astronomy to enthuse students academically and generally using our newly finished observatory. We've also joined with the local tourist office to lay on several 'star parties' –

open observation opportunities using the school's telescopes to which local residents and tourists can come and gain from the communal enthusiasm of all those who join in the events.

A series of display boards, showing dramatic images of galaxies and our solar system, has been set up along the main street of the ski resort and has created a steady stream of interest among visitors.

The depth and complexity of the events planned for this year offers a tremendous opportunity which schools and enthusiasts can draw from to generate interest in our students, so do visit the central website and access the national nodes to exploit the opportunity offered!

*Dr Richard Harwood is deputy principal and Chris Starr is head of space science at Aiglon College, Switzerland.*

# Education for the world of work

## David Willows explains the Student Volunteer Programme, which gives students a chance to gain valuable work experience on campus

Walking towards the Château reception, it was clear that an interesting conversation was taking place. There was another prospective family, busy asking questions about the school. Given their smiles and laughter, they were clearly already feeling at ease. I found out later that the family had enrolled their children and were already looking forward to joining our community.

Nothing unusual about that – until you consider the fact that this initial welcome to the International School of Brussels (ISB) had been conducted, not by our admissions officer, but an ISB student in grade 11 who is enjoying playing his part in this year's Student Volunteer Programme.

Along with his colleagues, Christopher's job is clear and well-defined. When his timetable allows, he signs up to meet a new family. He learns their names and greets them on the steps of the school. He welcomes them and makes them feel comfortable, before introducing them to our admissions officer.

The whole encounter takes only about ten minutes. But in that brief moment, Christopher performs a very important role on behalf of the school: he welcomes this new family and, in doing so, symbolises the kind of students ISB produces.

Today, Christopher is just one of 18 students – including several from our learning support programme – who, following a rigorous application and interview process at the beginning of the year, were invited to join this year's Student Volunteer Programme.

The programme was set up two years ago when the external relations team began to think about the double impact of involving students in the task of 'telling the story of ISB and helping others discover their place in the story'. Some of us, at least, saw a rare win-win opportunity. On the one hand, students were a valuable human resource, enabling us to do more with limited resources.

They were also – and much more importantly – a powerfully strategic voice in the communicative task and able to tell the story of our school from a unique perspective. In short, they not only *told* the story, they *embodied* it.

At the same time, we had the capacity to offer real work experience in the fields of marketing, communications, school admissions, event management and development – all without having to step foot outside the ISB Campus.

The idea floated, the next step was to set up a collaborative

project between the high school student council, high school administration and the external relations team. A project plan was drawn up and an initial six-month trial was set in motion. And, not surprisingly, despite the enthusiasm of everyone involved, we learned more what *not* to do than anything else.

After all, ensuring that students are given a meaningful learning experience that also adds significant value to key elements within the marketing and promotional actions of the school, is no easy thing – especially when you also have to compete for 'attention' with their highly complex and ever-changing curricular, extra-curricular and personal agendas.

Two years on, we are much better at knowing what works and what doesn't. So we have ditched the long term, ill-defined, high maintenance projects, for a range of simple, achievable, well-defined and high-reward projects that guarantee success for the programme.

And it is not just about welcoming new families. Student members of the programme are involved in researching and writing stories for *ISB News*, writing for *Newsweek*, working with our reception team (learning support), updating the ISB website, choosing and uploading photos to the school's welcome media screens.

They are also helping in the planning, volunteer recruitment and implementation of high profile development events such as our annual gala dinner and auction. It is all taken very seriously. Every student has a job description, has signed a volunteer contract and is supported by a supervisor who assigns tasks, gives assistance and monitors progress.

So what's next? What is interesting about these sorts of initiatives is the amount of 'joined-up' thinking that begins to follow in its wake. The programme itself is set to become a regular feature of the high school experience at ISB.

In moving forward, however, this is just one of a number of plans to provide our students with greater access to valuable, hands-on work experience, before leaving school. And, of course, by giving this level of visibility to the 'student voice' at ISB, we send a very positive message of the school to the outside world.

*David Willows is Director of External Relations at the International School of Brussels (ISB), Belgium.*



# Empowerment through education in Morocco

Linda Anderson and Sam Hillcox describe a charity that helps educate girls – and provide teachers for future generations



*Discover Ltd is a British company which works with international schools organising geography and biology field studies trips based at its two centres in the south of France and the High Atlas mountains in Morocco.*

*After many years organising CAS service trips, it has founded the charity Education for All Morocco. Based at Asni, 30km south of Marrakesh, the first phase of the project has been to construct a boarding house which enables girls from the surrounding remote high Atlas communities to continue their education beyond the compulsory primary years.*

*Eighteen girls (soon to become 24) now live at the boarding house, which is a five minute walk from the local secondary school. The boarding house is staffed by a house mother, Latifa, who is one of only two women in her village to be in paid employment. Linda Anderson, a volunteer teacher from Australia, assists with the project and also teaches the girls in their free time. This is Linda's story and the story of 'her girls'.*

"Ish! Ish!" cried the girls. Little did I know my first ten minutes in the house, being showered with attention and encouraged to "Eat! Eat!" would be indicative of my time in Morocco. When I arrived at the boarding house for girls in Asni, I stood (in a manner not dissimilar to Maria in *The Sound of Music*) in the middle of the foyer of the boarding house, doe-eyed and with my bag still in hand. Suddenly I was whipped up in a frenzy of girls and kisses.

I have spent the last few months volunteering for the charity Education for All in Morocco, helping to care for the 18 girls who currently live in the house. It opened in April 2008 to help provide girls from rural Morocco with access to a secondary school and a chance to complete their education. My role involves teaching English and ICT skills and assisting with looking after the day-to-day physical and emotional needs of the girls.

Along with Latifa, the house mother, I have watched the girls blossom whilst in the house, as they have become confident young women, empowered through their education. Although this is the sixth country in the world in which I have volunteered, and despite teaching being my profession for the last five years, never before

have I seen such a direct, powerful and meaningful display of the power of education on the lives of young people.

Education for All began modestly as a group of interested and like-minded individuals who would meet under the guise of the dining club, Friends of Marrakesh, to raise funds to assist Moroccan people in general. This changed when Mike McHugo presented the group with a prototype of bringing education to communities like the Imlil area (the location of his spectacular hotel, the Kasbah du Toubkal), in the form of Room to Read.

Established by John Wood, this charity focuses on developing libraries, publishing children's books in local languages, and promoting the education of girls in developing countries. Although Mike's idea was met with enthusiasm by John Wood, Morocco was towards the end of a long list of priority countries. So Mike, along

with the passionate dining club, set about establishing their own similar project, the success of which can be seen today.

As an English teacher, I know the value of not only teaching people to read, but inspiring a love of language and learning in young people, as well as nurturing their natural inquisitiveness. These girls have confidence and a passion for learning – and they are starting to see life through different eyes.

Whilst the charity has provided the means for educating these rural girls, the full transformation of their



*You can't get away from iS magazine.*

lives would be incomplete without the house mother, a key player in the success of the house. At just 28, Latifa Aliza is responsible for more than running the household. Growing up in a small village outside of Marrakesh, Latifa was so determined to be educated to university level that she spent more than half her life living away from her family. Whilst she admits that this was a struggle, her experiences provide inspiration to the girls and a hope for the future.

Being one of only two women in her village who have paid work outside the home, Latifa herself is the product of empowerment through education. She is a strong willed, independent young woman whom the girls emulate in so many ways.



Most of the girls now wish to finish their education at university level. Whilst they also hope to marry, they hope that they can work and contribute in a meaningful way to society in their villages. Everyday, they talk to Latifa about their goals and she challenges them to consider their futures.

For two of the girls, a future empowered by their education is already underway. Upon learning about this education project, the village association encouraged the girls to grasp the opportunity. They promised the girls that if they were educated, the association would hire them to educate the other members of the community.

These girls are guaranteed employment and, being the first girls to ever leave the village to pursue education, have become role models for other women in the area. They are an inspiration to the other girls in the house who sometimes find living away from their families a struggle.

These are just small examples from my time in the house. I hope that the girls will now think about how much sugar, salt and oil they put into their cooking, or that they brush their teeth and care for their children's teeth, or that they are open to the possibility of travelling and trying new cuisines – it would be a small victory for me and for their futures.

There are opportunities for teachers who would like to be involved in this project, either to sponsor a girl, to bring their students to work with the girls in the boarding house, or to offer their time as a volunteer. If you are interested, please take a look at our websites, [www.educationforallmorocco.org](http://www.educationforallmorocco.org) and [www.discover.ltd.uk](http://www.discover.ltd.uk) and contact Sam Hillcox through [info@discover.ltd.uk](mailto:info@discover.ltd.uk)

# Cultivating the ability and skills of the ESL student

## Lawrence Burke discusses ways teachers can assist learners of English as a second language

Children and young people read for a variety of purposes every day, and this simple yet easily-overlooked piece of general knowledge enables us to build on their skills as formal readers. They read signs, instructions, maps, text messages, emails, web based sources, daily organisational bulletins, timetables, along with any prescribed course content reading materials.

Yet, at the same time it is interesting to note that innate in the social activity of reading for self interest are the essential skills for reading for context and purpose. For example, the quite specific research skill of scanning for information is practiced by every student on a daily basis as they scan through their mobile telephone seeking the number of a friend or acquaintances. It is also probable that these numbers have already been categorised and labeled for easy access.

Similarly, reading for subtle meaning and interpretation is practiced by any student who engages in chat room and other online social interaction. So these basic skills can be built on in an academic context ensuring that there is a full understanding of the selected reading material. However, this is easier to acknowledge in theory than to achieve in practice, because the purpose and context of any academic reading material assume greater importance once we begin to define content.

When we read in our mother tongue, we have to some extent acquired an innate knowledge of the cueing systems within a text, whether it is visual, aural or written. We make the tacit relationships between the sounds, visual representations and the presentation of the material. If we are English speakers we have been schooled in the syntactical structure of the English language,

with its unique understanding of our cultures and societies.

This is not so for ESL learners. They must navigate their way through a labyrinth of second language structures to be able to gain their full measure of understanding. These tasks will be undertaken within a formal learning environment; as a consequence, the classroom assumes a powerful role as a site for the re-presentation of the curriculum and the production of knowledge and raises an important question.

How can subject teachers develop a *resonance* with their ESL learners to continue the essential linguistic development in the foundations of literacy? What I term here as resonance is the ability of a teacher to have empathy and understanding of what it is to be a learner.

Resonance assumes a perceptive intuitiveness on behalf of the teacher, about the kinds of qualities and attributes that ESL learners bring with them to the classroom to help them be successful. For example, they are for the most part (leaving aside any learning disabilities) fluent in their mother tongue, intelligent, and generally speaking have more than a superficial understanding of their culture, and through this will hold particular assumptions about others, including their teachers, fellow students and the institution as a whole.

They will bring to the classroom a unique identity, for the most part, forged within a family construct of which both the language and content based teacher may know very little. Moreover, each student will be dealing with particular personal issues of which only they are privy, but that nevertheless will impact on their ability to integrate course content into their intellectual understanding.



Teachers are well able to tap into this and get to know their students as individuals. For example, through a ten-minute group activity, either at the beginning or end of a lesson, where teacher and students sit in a circle together, with the teacher facilitating, a wealth of important information can be garnished to assist both the teacher and student about the teaching and learning process within their classroom.

This will include essential curriculum issues with a language focus, but also will reveal elements of the hidden curriculum present in all formal learning situations. Eisner (1989, 97) argued that '...we are well advised to consider not only the explicit and implicit curricula of institutions, but also what they do not teach. It is my thesis that what institutions do not teach may be as important as what they do teach...'

So, it is important we consider these powerful determiners of students' success or lack thereof in their language and content courses; because they are always there, simmering beneath the surface. Consequently, some of the issues which may emerge from this group activity will include, but not be limited to:

- Language learning needs and issues
- Content learning needs and issues
- Progress in the course
- Social/behavioural issues
- Teacher/student expectations
- Clarification of cultural understandings/misunderstandings
- Worldview of your students beyond the classroom and organisation
- An understanding of previous educational experiences
- Development of a trusted teacher/student relationship

These learning circles can be conducted regularly by any teacher. They are easy to run and provide an alternative teaching modality from the intensity of teacher centered instruction as the complexity of the linguistic and content components progresses. The activity in itself is a valuable provider of cross curricula shared information on students' achievement levels and abilities.

I use them myself and have measured the success of this activity in several ways. First, empirically, through observing how learners participate and the kinds of information they share. Secondly, a simple online survey was conducted seeking learners' personal opinion of the activity. Finally, through teacher intuition, that important, but often overlooked skill that seasoned teachers acquire, that the activity worked well.

There was harmony in the group, everyone participated and the group asked to be able to repeat the activity in another lesson. If the focus in the learning circle remains on fluency over accuracy, it will become apparent that ESL students have already managed to

develop skills in the learning processes, which enable them to navigate conceptually from their first language to their newly acquired second language.

The learning circle opens up a dialogue with students which highlights particular assumptions and needs in essential skill development within the foundations of literacy. One assumption which all teachers make is that their students are literate and able to read. Is this a valid assumption to make given that specific issues about reading will inevitably arise when the *process* of reading is not fully acknowledged and/or understood? I think not because the processes leading to an ESL learner being able to read are complex, seldom linear in their progression and are unavoidably linked to other aspects of the foundations of literacy as well as a person's psycho-cognitive development.

Infants and small children learn to *read* the cues, symbols and codes of their immediate social environment often before they can articulate language utterances, or construct a string of words together. It is widely accepted today that the approving, and/or disapproving, adult responses very young children get to their *reading of the world*, does impact on their ability to learn as they grow into themselves. This self-confidence emanates from these very early childhood experiences. The lack of will affects the capacity to learn to read well.

So, the kinds of resonances we as teachers, both of language and content based courses, can develop with our students, is through a close observation of how our students read their world at any given point in their student life. Having gathered this understanding in the field of teaching and learning over two decades, I feel there's an important place for spontaneity, improvisation and creativity in the classroom, and I am reminded of the words of Pablo Casals: Every second we live is a new and unique moment of the universe, a moment that never was before and never will be again.

And what do we teach our children in school? We teach them that two and two make four and that Paris is the capital of France. We should say to each of them, "Do you know who you are? You are a marvel. You are unique. In the millions of years that have passed, there has never been another child like you."

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*In discussion with students from the United Arab Emirates.*

# Distractions to studying

## Madzy de Nooij reports on how addiction to communication technology can affect students' work

There is a general feeling that students become more and more addicted to communication whilst completing their homework and therefore placing them in danger of not fully and effectively reaching their potential. The seriousness of this problem can have a dramatic impact on a student's success at school.

In December 2007, Dr Peter Hoebe, <sup>1</sup> who is a member of Step One's advisory board, and Madzy de Nooij, director of Step One, discussed this issue and came to the conclusion that schools may be interested to know the extent to which students are likely to be distracted owing to communication influences or, to use another term, techno-tasking, the way learners use technology to multi-task. In addition, there are many other ways in which students can become totally absorbed. For instance, sports, computer games and watching television.

From January to May 2008, Step One conducted research with international students at ten different schools to ascertain whether the students in question believed that they could perform better in school. If so, what were the reasons for them not doing so?

Students in the survey were asked for their opinion as to how they felt they were performing at school and they were invited to elaborate. A total of 302 students were surveyed. Of these, 160, or more than 53%, reported that they were in fact distracted from their school work for various reasons.

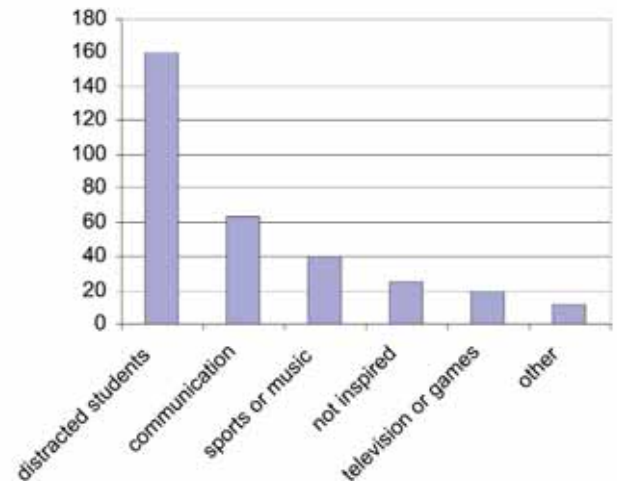
Nearly 40% of those who indicated that they were distracted from homework said that they spent too long online, for instance chatting, communicating on FaceBook, MSN and similar networking. In addition, 12.5% of the group of distracted students said that they played a lot of computer games or, in their words, 'watched too much television'.

The second reason for perhaps not gaining the grades the student thought he or she deserved was due to playing too much sport or music. Indeed, there were a few students who claimed that they either played, practiced or travelled for sports fixtures, for more than 24 hours per week, even though they had no desire to become professional.

Of the students who reported that they were 'not inspired', it was ascertained that very often they could not focus owing to daydreaming and a simple lack of concentration. Within the 'other' category, Step One included students with social or emotional problems. These were in addition to those students who felt that they were not placed in appropriate courses or levels and consequently lost motivation or self esteem. Students with organisational problems have also been included within this group.

A caveat to this research is that the students surveyed have only been placed within one category, the dominant category for that particular student, on the grounds that the primary purpose of this research was to gain an overview of distraction owing to communication.

Many students today have mastered the use of technology whilst studying. Technology itself tempts students to multi-task because of the ease of its working. A student's brain is constantly 'loading' or 'saving' all sorts of information which is taking only a second or two but that is just enough to allow their minds to wander or to 'goal shift' as Rubenstein, Evans and Meyer wrote in 2001.<sup>2</sup>



Some students will start another task easily and stay focused whilst others seem to lose concentration, daydream or indeed become restless especially when the message the student receives involves an emotional perspective or intrusion. This is what often occurs when a student is chatting or responding to telephone calls.

Scientists are still researching to what extent students have mastered the ability to switch from mode to mode rapidly and what the impact is on their cognitive memory. Researchers from the University of California wrote in 2006 that multitasking doesn't harm memory during the learning process but appeared to make it more difficult to retrieve later on what had been learned. In other words, students might get a good grade on a test but the information has not always been well stored in their long-term memory.<sup>3</sup>

Our conclusion of this small inquiry is that the distractions of modern technological communications has become a serious issue. Many students know that it keeps them from focusing and concentrating but they are unable or unwilling to control its influence. Obviously peer pressure is an important complication.

From our small endeavour, raising the issue with students and parents, as well as identifying some tools for prioritising, separating and compartmentalising leisure from school work, together with the obvious scheduling for instance, may all contribute to a student recognising where the boundaries perhaps should be drawn and how to go about achieving such boundaries.

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# International Day of Tolerance

'I can do so much in this world by having an open mind' (anon)

*Never doubt that a small group of committed citizens can change the world. Indeed, it is the only thing that ever has.*

Margaret Mead

In November 2008, we decided to unite Remembrance Day, the 11th November (observed in Britain and Commonwealth countries), and the UNESCO International Day for Tolerance, observed on the 16th November. The previous year we had built a Remembrance Wall and challenged students and staff to delve into their own family histories for us to discover more about our community, our past, our ancestry, and who we were.

This Remembrance Project was intended to be international and relevant to all and focused not merely on the First and Second World Wars but on war and conflict, global and civil throughout the 20th century. This was distinctly 'historical' in nature and powerful in outcome as the many pictures of men and women, often rivals in the same conflicts, created a rich tapestry of 'life' and 'experience' before us. Any future observance of Remembrance had to build upon this and perhaps break free from the past by unravelling the present for investigation.

The seeds of inspiration for IDT came from an IB student who, whilst sitting in my classroom waiting to help a younger student with their homework, began talking to me about her involvement in an AIDS 'halfway house' in Taipei. Her outrage at the treatment of the residents there, the community's lack of tolerance and the founder's compassion and determination in the face of adversity, gave rise to this question and hours of planning from key individuals: Will she come into school if we ask her?

Our International Day of Tolerance (IDT), a day of activities, workshops and presentations, was held on the 11th of November and was launched by The Last Post bugle call which echoed around

our secondary school atrium. First World War poems, read in English and Chinese, and a film designed to explore the concept of 'conflict' to the present day, led us from the battlefields of the western front through global and civil conflicts and terrorism to modern times. The resounding message throughout was our responsibility to 'be the change' and the statement 'tolerance'.

IDT required students to explore their own views and opinions and confront their perceptions of others in different ways. To understand and respect diversity they had to feel what it might be like to be in someone else's shoes. As IDT evolved, it became clear that there were many interesting themes relating to tolerance that we could use very effectively with the students, such as bullying, homophobia, religion and equal opportunities, to mention a few.

It was also obvious that we were also going to need to differentiate the themes for the different age groups and, as we were involving 416 students (I grew to know that number well!) and wanted to organise vertical groups, there would be quite a bit of work involved. Three workshops were created for our younger Key Stage 3 students.

'Cultural universals' explored the needs and traits of all people to demonstrate our similarities regardless of gender or ethnicity – for example language, family, beliefs, relationships. Students created individual collages to demonstrate commonality which were displayed in the end-of-day assembly.

In the social and emotional aspects of learning (SEAL), drama workshop students explored communication and empathy skills using visual stimuli (including *The Scream* by Edvard Munch) to interpret people's emotions in an effort to understand situations and learn how to be supportive towards others.

Workshop three focused on disability and was supported by the



PE department. The primary aim of this workshop was encouraging students to recognise and appreciate the challenges faced by the disabled and to look beyond the disability. Using video clips of athletes with disabilities, such as Oscar Pistorius the South African runner, and the USA women's 'sitting' volleyball team, Beijing Paralympics 2008, students saw courage and success rather than helplessness and stereotypes.

During the session students gained first-hand experience of restricted mobility by playing three-legged basketball and sitting volleyball games. They also learned more about sight impairment by completing an assault course blindfolded with and without support and tested their senses in the pungent aroma room. As anticipated, the activities were met with wild enthusiasm, but whilst there was certainly much laughter and frustration, real understanding and appreciation was evident.

High school students attended sessions on conflict, extremism, racism and pioneers. The aims of the conflict workshop were to recognise where conflict features in our own lives, identify barriers to solving issues and expose characteristics which prevent us from being effective team players and problem-solvers.

We wanted students to tackle a real conflict issue. In this session students had to identify 'conflicts' in their own lives (parents featured quite heavily, but so did issues of image and identity) and then they were given a local situation for deliberation: the previous week demonstrations had taken place in Taipei against the visit of the Chinese envoy Chen Yunlin and we wanted students to discuss whether the mass protests were justified, a sensitive issue in Taiwan.

Before the issue for debate was revealed a number of animal characteristics were presented and these were recorded by scribes during the discussion to show how certain behaviour can sabotage conflict resolution. This was a light-hearted but interesting way to explore a difficult issue. No doubt it was useful for the teachers involved as it was impossible not to relate the animals to the last department meeting and see a frog (who croaks on and on about the same subject); a lion (who fights whenever others disagree with his/her plans); or an owl (looks very solemn and pretends to be very wise, always talking in long words and complicated sentences).

The workshop ended by asking whether students believed that they had the potential to bring about change and, if not, why not? People power in relation to the Vietnam War and the civil rights movement were offered as examples of the potential of people taking a stand.

The extremism workshop proved to be very popular with high school students. Through images, music and video they discovered more about the origins of their perceptions of 'who' extremists actually are, the power of the media in creating and propagating their ideas and the need for scrutiny and critical thinking. Through manipulating news headlines to increase their effect and sensationalist language, students themselves became aware of the influence of the media.

In an effort to show how opinions and ideas can fall into a wide spectrum, students were asked a series of questions, from opinions about abortion to voting in elections, and voted with their feet to the agree, disagree or unsure line. They discovered that opinions are rarely black-and-white and that there is usually a wide spectrum of views. Students with hard-line opinions appeared to show more empathy towards others and most recognised that listening to and accepting different points of view was fundamental to avoid fear and, consequently, conflict.

The racism workshop set out to prove that our understanding of race and racism was, at best, blurred. Students were issued with a questionnaire to establish their opinions on this controversial issue. A picture of an imaginary student was presented and descriptions of him were sought, based on his name and appearance. How we often subconsciously define people based on their skin colour and culture was investigated using a range of news articles and open discussion. It was followed by a thought-provoking presentation which aimed to prove how genetically similar we are.

The fourth high school workshop focused on pioneers. This was a crucial session for me because it aimed to prove that individuals and groups could make a difference and overturn the 'it's not my problem' approach to local and global issues. The explicit links made to the IB learner profile were deliberate. We were interested to know whether students could name any pioneers by introducing them to more famous individuals such as Malcolm X, Martin Luther King, Mahatma Gandhi and the Dalai Lama, as well as Dr Aung San Suu Kyi and Mukhtar Mai, through quizzes and video clips.

Students discussed the qualities of these pioneers and how they inspired others through words and action. Isolating a problem, deciding upon a route to bring about change and creating an inspirational quote ended this thought-provoking session.

In addition to the workshops a randomly-selected group of students, with the help of the art department, learned how to work cooperatively. Students were blindfolded while they attempted to draw flowers and icons to represent tolerance directed by other students. Images and photographs were selected with strong links to Remembrance for a group collage. Essentially the idea was to learn to trust others and pool creative ideas.

We also invited two organisations into school. Huikuang Guide Dog Centre provided a demonstration for our younger students on the role, skills and importance of guide dogs. Any introduction of animals into school tends to be met with gasps and squeals, but as the students had spent time learning about disability beforehand, this meant so much more to them. The moment of the day, however, was snatched by the second presenter and her companions, Ms Nicole Yang, founder of Harmony Home Association Taiwan, whose work today extends to the provinces of China.

After many emails and phone calls, and with the help of the student who had lit the spark of IDT, she agreed to come into school to meet our students and discuss the stigma and struggle of HIV+/AIDS sufferers in Taiwan. On 19th October 2006 a BBC report, 'Taiwan case shows Aids disharmony', exposed her battle with the local community and the law to keep her homes for those living with HIV and AIDS including orphaned and often HIV+ children, open.

She recounted how her support of an HIV+ friend 20 years ago had initiated her work, but omitted the personal sacrifice and hardship that she had experienced along the way. Fear, opposition, rejection, and a lack of tolerance had isolated people who needed the acceptance of Taiwanese society the most. She encouraged us to reach out to the HIV+ children that she had brought with her, who hugged, kissed, laughed, ran around and played with the students who crowded round them.

As the day drew to a close we gathered together, surrounded by the art work and the pictures that had been taken to record the day's events. We asked students to complete a reflection which aimed to establish whether the activities had made an impact. Had we all worn 'someone else's shoes'? Did we understand the meaning of 'tolerance'? The following extract from a student review of the day provides the answer:

'I have learned that in the world there will always be controversial issues and that many arguments are justified. However, I've also learned that if we do not try to understand each other and settle things in a peaceful way, we will not move society forward. I can make a difference too.'

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# From Manga to Macbeth

## William G Brozo and Carol L Brozo build bridges to academic text

In most classrooms a core textbook, such as an English anthology, is the primary source for reading and learning. Anthologies are filled with enduring classics and emerging quality literature. Yet, unless students are able to relate to these texts on an engaging and meaningful level, they may not take from them as much as we know they should.

Strategic teachers, therefore, recognise the value of connecting text sources from students' everyday worlds to required course readings and topics. They know alternative sources, when linked to the textbook and given legitimacy in school settings, engage students in meaningful reading and learning that can lead to elevated achievement.

With the textbook as the foundation, teachers can infuse their classrooms with a range of interesting, authentic texts. These can be used as motivators for learning, to develop critical reading and thinking, and to expand students' appreciation of ideas and information in the textbook.

Teachers who have discovered the benefits of incorporating everyday, real-world texts into their instructional practices find students are more engaged and thoughtful learners because the content is more relevant to their lives and experiences.

### Young adult literature

The world of young adult literature is wonderfully rich, with countless high-quality books of fiction and nonfiction that cover a wide range of topics. One of the best uses of these texts is as bridge books to the literature in the anthology. Current young adult books are about today's youth, but many can be found that possess similar storylines and themes to the vaunted texts from anthologies. For example, before and during the reading of *Romeo and Juliet* students might read *Romiette and Julio* by Sharon Draper or *Across the Barricades*, Joan Lingard; two young adult novels with parallel plots to Shakespeare's timeless play.

### Graphic novels and comic books

National surveys tell us that this genre is perhaps the most popular recreational reading choice of adolescents. Graphic novels come in numerous genres, and this variety, along with their enormous popularity with youth, makes them an enticing and useful additional resource for teaching and learning in the English/language arts classroom.

Additionally, because the illustrations in graphic novels and comic books provide visual clues to the meaning of the written narrative, they have been shown to be an invaluable tool for motivating reluctant readers. Shakespeare's *Romeo and Juliet* can be found in manga, a type of Japanese-styled graphic novel widely read by teens. Set in modern day Tokyo, this version of the play offers students an interesting contemporary compliment.

### Bestsellers

Many adolescents' skills and tastes are such that they often select bestsellers from the adult fare for their own recreational reading. Teachers can take advantage of this interest in adult bestsellers by using them as preludes or companion texts to the poems, plays, and novels in the literature anthology.

For example, a teacher required the bestselling novel, *The Story of Edgar Sawtelle*, as summer reading for her rising 12th graders. The story follows a 14-year-old whose dead father haunts him while his uncle moves in and marries his widowed mother, Gertrude. The



parallels with Shakespeare's *Hamlet* are numerous, making this an ideal bridge book that can improve students' understanding of, and engagement in, the play.

### Primary documents

Primary documents are authentic original texts that, when made available to youth, will intrigue them and provoke thoughtful responses. Evidence suggests that students who read primary documents on a fairly frequent basis have higher achievement scores than their peers who see these sources rarely.

So there's something about primary sources that makes them attractive to students and promotes meaningful and long-lasting learning. Students reading *To Kill a Mockingbird* might use internet sites devoted to storing primary documents, to access the original 1960 *Time* magazine review of Harper Lee's novel or read Southern US newspaper accounts of pre-civil rights court trials involving accusations of inter-racial crimes.

### Current newspapers and magazines

Virtually every issue that emerges from the study of stories, poems, and plays in the English language arts textbook can be enriched and made more relevant with current newspaper and magazine articles. There are many ways in which English language arts teachers can routinely integrate newspapers and magazines into their instruction to help students see connections between prose and poetry read in the classroom and real-world issues and events.

Students can find articles in popular magazines that deal with issues and themes related to those in stories, poems, and plays. For example, as an accompaniment to Keats' poem *Bright Star Were I as Steadfast as Thou Art* with its message about finding beauty in nature, students can read the *National Geographic* magazine article 'Our Vanishing Night' (Klinkenborg, 2008) about how the skies in and around cities are virtually empty of stars. Students could also locate other current events articles **Continued overleaf →**

about commercial development of government woodlands, or about preserving wildlife refuges.

### Popular media and music

Creative teachers find ways to honour youths' outside-of-school media while bridging them to the concepts and information in textbook readings. Scaffolding for new understandings means working with what adolescents bring to the classroom, including their interest and knowledge of popular music. For example, this might take the form of asking students to bring in lyrics from their favourite songs to analyse for figurative and symbolic expressions and idioms.

Of course, the most pervasive popular medium in youths' lives is the computer. Students learning about authors' use of *allusion* might be asked to find examples of this literary device in video clips of their favourite movies, musical groups, cartoons, and TV shows. These clips can be posted to a class blog along with the students' explanation of the allusions made in them.

English teachers who take advantage of the variety of sources described here as embellishment to core textbooks do so because they know students find alternative texts interesting. And when students are exposed to interesting text, their attitudes toward reading improve (Guthrie and Wigfield, 2000) and their comprehension increases (McDaniel, Waddill, and Finstad, 2000).

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# And here's to you, Mrs Ockleton

## Garry Burnett examines creativity in the classroom

There is a much-celebrated scene in the film version of Peter Schaffer's play *Amadeus*, reputedly based on historical events, when the young Mozart is about to be greeted by the Austrian Emperor and his musical entourage at the Viennese court.

Feelings towards Mozart range from fawning admiration to outright jealous hostility, never more so in the latter case than in the person of Antonio Salieri, who has just written an unremarkable little 'welcome' march in Mozart's honour. Emperor Joseph II offers to play the march upon the great composer's arrival and his excruciating rendition heralds Mozart's uncomfortable entry into the palace.

What is most memorable about the scene, and which illustrates supremely the nature of Mozart's creative prowess, is what he then does with Salieri's composition. After refusing the manuscript, ("I already have it here in my head"), which he subsequently proves to the court by 'echoing' back the march perfectly, he then embellishes simple chord structure with beautiful flourishes and variations.

To add further to Salieri's humiliation ("The rest is just the same isn't it?"), he then proceeds to 'improve' it. ("That doesn't quite work does it?"), turning Salieri's rather ordinary little sow's ear into a gorgeous musical silk purse. In this dramatic instance the silk purse develops into one of the major themes for *Figaro*; not so much plagiarised as re-fashioned beyond recognition as Mozart 'plays' with the material, exploring possibilities and experimenting with breathtaking, decorative musical variations.

Salieri's angst is compounded because he believes, as he labours frustratingly at inferior compositions, that Mozart's ability is somehow tuned to and coincident with the heartbeat of divine creativity. His art is not so much a 'work' as a breath of the 'heavenly' as God whispers sublimely beautiful melodies into his ears. For Mozart, who declares that he already has finished music 'in his head', (the rest 'is just scribbling'), the 'work' in his 'works of art'

is simply the formal secretarial act of marking paper with a quill.

Mozart's skill was of course extraordinary and he was possibly the greatest creative musical genius who ever lived, but his prodigious talent and technical ability did not by any means surface fully-formed and complete. Mozart initially learned his craft by deconstructing the works of Bach and Haydn, the same kind of apprenticeship shared by other great masters in other artistic genres (the apprentice experience of the Fine Art 'studio' for example, studying composition by copying patterns and structures of the Old Masters).

He had to assimilate the technical conventions of composition before he could venture into the new and exciting musical territories he did. His father was highly regarded as a teacher and expert vice-kapellmeister and had already, before Mozart's birth, published extensively on the fundamentals of violin playing. His *Violinschule* became a standard text for the study and teaching of the instrument.

The 'Pygmalion' influence and expectations of the master-parent-teacher was crucial to his development and modelled to the young Mozart the discipline and technical conventions of his art. Early in his life he had developed an 'echolalic' memory and could assimilate, learn and store huge quantities of musical data to recall on demand. Interestingly he also had a facility with languages which might serve as evidence of the potency of the 'transferable skill' in auditory learning.

One of the skills some autistic savants display is they have obsessively faultless recall. Mozart, as a child, notoriously recalled the whole of the sacred choral work *Miserere* by Gregorio Allegri and then wrote it out it, note-perfect, after only one hearing. He was also equally capable of detailed technical *analysis* and the *evaluation* of other composers' work – writing variations on themes and derivative tribute-style pieces 'in the manner of' various renowned classical musicians.

But what was that extra ingredient, shared in effect by all creative people in different degrees, which distinguished him from



the other very competent composers? Less revered in his lifetime (he died relatively poor and neglected), we might reflect that the masterpieces of one age and society are often not esteemed at all by another.

Think of those many scorned visionary thinkers, poets and artists who, in their time, travelled so far ahead of the rest of us they had, until the world caught up, appeared small. Is it that true genius accesses universal qualities which somehow transcend time and location and have a universal application? Is it possible to teach the character and quality of thought which gives rise to such creative and original ideas?

## But can it be taught?

Immanuel Kant famously disagreed, possibly because he saw it to a large extent applying to him, and said that genius, 'is the natural endowment which gives the rule to art'. In other words it supplies new rules, leap-frogs preconceptions and explores brilliant new territory. The sparkle of insight and playfulness which characterises 'creative genius', he claimed, cannot be learned, but can, to a large extent be nurtured.

But of course this leaves teachers with more problems than it solves, not least in terms of *how* we might 'teach' creativity. Not all children appear to have the 'natural endowment', or predisposition towards original and imaginative thought. So what can we do about it? How can we affect problem-solving and interpretation?

And here's to you, Mrs Ockleton. *Mrs Ockleton's Rainbow Kite and Other Tales* is a collection of semi-autobiographical stories aimed primarily at Key Stage 3 pupils, with an accompanying teacher's book *Thinking Through Literature* designed to encourage and develop creativity through responses to fiction.

It is worth reflecting on the creative process and strategies used to stimulate and access creativity even in the light of these, my own modest literary achievements.

The stories came about as a result of serendipity (chance incidents, conversations, remarks *etc*); inspiration; long periods of incubation; failure (!); persistence (they were rejected by countless publishers) and the gathering of a huge quantity of information and ideas (many of which were judiciously discarded in the drafting process).

The title story itself has its origins in quite disparate, disconnected sources, the most important being the experience of the premature and very sad death of a close family friend. By way of contrast, the inspirational music of Gordon Giltrap, particularly *Rainbow Kites*, *Kaz* and *On Camber Sands*, helped me to complete the creative process and allowed the words and images to surface.

These elements came together during a very difficult walk on Beverley Westwood, after we had just been given the news that our friend's unsuccessful chemotherapy treatment would be discontinued, leaving little hope for her recovery. On the Westwood, an elderly couple were about to fly a large multi-coloured kite. As we watched, a strong wind blew and lifted the kite and the lady completely off the ground. The slapstick quality of the situation momentarily made me smile and caught my imagination. What if she were going right up into the sky? And what if the wind then took the kite away across the country?

Despite the strong rhythmical and musical content to the story, there is also a deliberately very powerful visual dimension to it as well. I vividly imagined many of the scenes before I wrote them down. I remember looking down on the clouds as my wife and I flew back from a weekend in Florence and scribbling on the back of an airline paper plate 'like mashed potato, great big lumpy mashed potato'. After all, how would an ordinary old lady describe a scene like this, in terms she would use herself and be familiar with? By using imagery and similes she would connect to? After that the story very quickly 'wrote itself'.

Encouraging creativity – some tips:

**Ask questions**, especially 'what if?' What would the alternative be like? Is it like anything else I know about? What associations can

I make with this? How about if we try it this way? Polaroid cameras were invented when a child asked her father Edward Land 'Why do we have to wait to see the photographs?'

**Serendipity** – often chance solutions will present themselves – be vigilant – give your mind room to think. Leave something and come back to it – take a walk!

**Avoid functional fixity.** Look for the potential alternative uses and applications of everyday objects. Picasso took a bicycle saddle and handle bars and created a bull sculpture. An emergency operation was recently performed in an aircraft with a paper clip. How might it be possible to solve a problem using existing resources?

**Develop structures**, experiment with different tools, templates, forms. Don't be afraid to use scaffolds, writing frames, existing poetic structures forms *etc*. Many art forms feed upon each other for inspiration. Narrative and poetry can be turned into musicals, opera, films *etc*.

**Ask Mother Nature.** Many problems have already been solved in nature (medicine, physics, aerodynamics, *etc*). Study natural processes for stimulation and inspiration.

**Gather**, brainstorm ideas, view no idea as useless, dictate to yourself, tell the story aloud, transcribe your own words, listen to playbacks of your own self-talk. Fillet out the unnecessary, extraneous ideas in the editing process later on. Some associations might be fired unexpectedly, through chance conversations, phrases spoken.

**Play**, experiment with associations and ideas. Philo Farnsworth had the idea for television while sitting on a hillside in Idaho looking at the neat rows of a nearby farm. It gave him the idea of creating a picture composed out of dots. He was 14 at the time and after presenting the idea as a science project spent the next seven years developing image projection through the cathode ray tube.

**Persist!** Never, ever give up. Everything, yes *everything*, has a solution. Try to ignore the 'ah buts...' which can wreck innovation. Edward de Bono's six hats thinking styles recommends 'green hat' thinking for creativity and innovation. All ideas are accepted without question in the innovative stages and only really explored in terms of practicability at a different stage.

**Fail!** And don't be afraid to fail – seek feedback, plan and draft work routinely. View failure as an opportunity to gain 'feedback' and merely a 'setback' to developing greater understanding and insight. Richard Feynman, a Nobel Laureate physicist, said: "To develop working ideas efficiently, I try to fail as fast as I can". And don't be too proud to invite criticism – this in turn can spur exploration of further creative possibilities.

**Visualise!** Use visual organisers and representations re-order, solution focus. *Imagine* the outcome before the work is complete. Einstein famously visualised his experiments, for instance riding on the end of a light beam to gain insight into Time in Relativity. Isaac Newton reputedly saw the full moon in the sky at the same time as a nearby apple dropped – this led to him speculating about the laws of universal gravitation and then in turn to developing the laws of mechanics. Eventually this led to him establishing mathematical analysis and modelling as the principal foundations of science and engineering.

**Sleep on it!** Activate your creative subconscious, incubate ideas by writing them down and returning to them; daydream. Review your idea or problem just before you go to bed; keep a pad or sound recorder beside the bed and record ideas that 'spontaneously' surface.

**Stimulate your mind** with multi-sensory information, have an eye for detail and note down incidents, phrases. Keep a diary or notebook to record your research. Borrow ideas to 'lift off'!

Garry Burnett's new books, *Mrs Ockleton's Rainbow Kite and Other Tales* and *Thinking through Literature* are available from Crownhouse UK.

# In praise of poetry

## It's the essence of language, says Derek Malpass

Poetry is the essence of language. Just as good wine may be distilled into fine brandy, so prose may be transformed and condensed into poetry. Any poetry worth its salt lodges in the mind; it sticks there whether one wants it to or not and cannot easily be dislodged.

Who can forget the nursery rhymes of childhood? 'Little Miss Muffet sat...' where? When was the last time, O teacher of the English tongue, that you used the word 'tuffet'? Many reading these words will not have English as their first language. But you, dear reader, will have your nursery rhymes, the traditions and poetry of your native tongue and will experience the same magic that poetry can bring. The great epics of the past were all recited in verse; they were not written down until much later. How else could blind Homer remember them? Poetry not only sticks in the mind, it insinuates itself into the very fibres of our being and becomes an integral part of what and who we are.

Poetry differs fundamentally from prose in its power to go directly to the heart of things. Explanations are not necessary. Poems can plunge us into the middle of the Trojan wars; we can be digging for gold in the Yukon; conversing with those long dead; or projected into times yet to come. We accept the artefacts of poetry as we do those of the theatre. The power of Shakespeare's poetry can transport us in an instant from his 'wooden O' to the vast fields of France.

I put it to you that poetry, along with all the fine arts, are essential to our humanity. Remove them from the curriculum and our students are bereft. Remove them from our lives and we are as brute beasts. Early humans painted the walls of caves with depictions of the animals they hunted. Indeed, we

know that these strange ape-like creatures were human precisely because they painted.

Most schools run poetry festivals and display students' work around the building. I once contributed a poem called *The Grizzly Bear* to such an event and it became a great favourite with the children. "But it is not a *real* poem," said one boy from grade 6, "because it isn't in a book!" Years later when I was visiting the school as a guest, and he was a graduating senior, he sought me out. "Do you remember that poem you wrote," he asked, "could you please send me a copy?" Of course – and happily it is now a real poem because it does appear in a book!

"It is easier to walk over hot coals than it is to get poetry published," states a well-known Writers' Workshop. Go into any bookshop in the English-speaking world and look for the poetry section; it is meagre. And yet a lot of people enjoy poetry and an amazing number of people write poetry. Those working in international education are especially fortunate: there is the *International Schools Journal*, issue no 19, spring 1990, which published *Jabberwecky*, a poem I wrote about the Recruitment Centres that I was heavily involved with at the time. I am happy to report that getting *Jabberwecky* published in the *Journal* was much easier than walking over hot coals!

Poetry, as you know, has its own muses and over the years Erato and I have become quite good friends. It took quite a while, though, for she is a very demanding lady. Finally, in response to her pleadings, the poems she has inspired over the years have been compiled into a book. The publisher requested information to put on the website. I thought it only fair to include Erato in all of this, and so we have:

### Erato on the Web

I was waiting for inspiration to show,  
It came in the form of Erato.  
"Hi there, Poet, how are you today?"  
She asked in her usual cheerful way.  
"Erato," I said, "Great you could come,  
I have work for you, we must get on."

She looked suspicious, as well she might,  
"Hang on Poet, let's get this right,  
*Work* you said, if I heard clearly,  
*You* have work for *me*, oh really?  
It's unprecedented – I could refuse,  
After all, *I* am the Muse.

I provide the inspiration,  
You poets bring the perspiration!"  
"Erato, it's about our book,

Folk are curious, they all look,  
To find the latest on the web,  
We have to do that now," I said.

"Web!" she exclaimed, "that means spiders,  
I can't stand the creepy blighters."  
"Erato, please! Now get a grip,  
This web is just electronic,  
No spiders here as you will see,  
Communication – that's the key!

We can describe our work in full,  
In case some people think it dull..."  
"Stop!" cried Erato, "I've heard enough,  
Of all this advertising guff,  
Those whose wants are more extensive,  
Should buy the book; it's not expensive.

You and I must now move on,  
So bid 'Adieu' and let's be gone!"

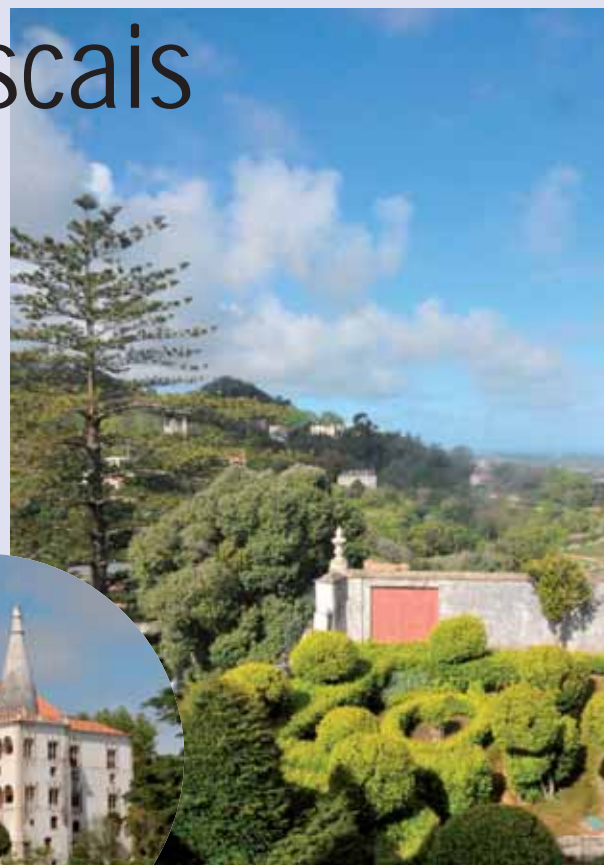
*Conversations with a Muse* is published by Matador ISBN 978-1848760-455 [www.troubador.co.uk](http://www.troubador.co.uk)

Derek Malpass

Every issue of *IS* magazine includes student poetry in the 'and finally...' section. If you have student work from your school that you would like to see published, please send it to the Editor, Caroline Ellwood, on [CarolineEllwood@ecis.org](mailto:CarolineEllwood@ecis.org)



# A clear focus at Cascais



Leading for Educational Excellence through the Economic Crisis: More than 520 delegates attend the ECIS Spring Administrators' Conference to hear from the experts



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# A big thank-you



...to Warren Jaferian and Sodexo for their generous sponsorship of the Gala Dinner-Dance at the Penha Longa Palace. He is pictured here with Robert Landau (centre), Chair of the ECIS Board of Trustees, and Pilar Cabeza de Vaca, ECIS Executive Director.

...to Pilar, for holding the fort at ECIS until Jean Vahey takes over this July.



...to Ken Wrye, Executive Director of the United Nations International School in New York, for his many years' service on the ECIS Board of Trustees. He received the ECIS Award for the Promotion of International Education.

...to the ECIS team which, as usual, put on a successful and enjoyable conference.



...and to Ivan Maly who, on many occasions including this one, has supplied the excellent photographs of ECIS conferences which adorn these pages.



## At the opening ceremony



Delegates were welcomed by Dom Duarte Pio of Bragança (left), the 24th Duke of Bragança and heir presumptive to the throne of Portugal, and by Dr Antonio d'Orey Capucho, Presidente of Cascais.



Dirk van Damme, Head of the Centre for Education Research and Innovation at OECD in Paris, gave a keynote address on the trends affecting schools.



The other keynote address was given by Claes Nobel, senior member of the Nobel Prize family and Founder of the National Society of High School Scholars. He is seen here talking to Dr Caroline Ellwood, Editor of *is* magazine.



# Plenary sessions

Among the speakers who addressed the subject of the global economic and financial crisis was Andrew Popper (left), Chief Investment Officer of SG Hambros Bank of London. Another was Peter S Mottek (right), CEO of Barclay's Bank, Portugal.



Arnie Bieber, Vice Chair of the ECIS Board, facilitated a panel discussion of the economic and financial crisis and its impact on international schools. With him were Terry Haywood, Headmaster of the International School of Milan; Peter Mottek; Barry Freckmann, Business Manager, International School of Prague; Andrew Popper; Henk von Hout, Head of Education Services at Shell International; François Collini, Director of Finance & Administration, International School of Geneva; and Clayton Lewis, ECIS Board Trustee and Head of Washington International School.

## Award winners all

ECIS Board member Kevin Page, Director of the International School of Berne in Switzerland, presents a certificate of appreciation to:



Joyce Kearney of the American School of Paris, chair of the ECIS Business & Finance Committee;



Chari Empis, St Dominic's International School for hosting the ECIS Service Learning Conference;



Coreen Hester, American School in London, for hosting the ECIS IT Conference;



Johanna Bambridge of St John's International School, for hosting the ECIS Early Childhood Conference.

ECIS Sustainable International School Governance Program (SISG) diplomas went to



Duri Bezzola, Lyceum Alpinum Zuoz AG.



Leslie Albiston, The International School of Toulouse.



Chari Empis, St Dominic's International School.



Michael Wylie, International School of Nice.



Marion Hinderdael, Regional International School, Eindhoven.



Patrick Bassett (right), President of the National Association of Independent Schools in the USA, receives the ECIS Award for the Promotion of International Education from Robert Landau (left) and Arnie Bieber.

David Playfoot of Fieldwork Education introduced some of two dozen graduates of the International Leadership and Management Program (ILMP) who had previously received their certificates.





The Duke of Bragança, as Patron of the Prémio Infante D Henrique, the Portuguese branch of the International Award Association, presented certificates to



David Smith, St Julian's International School.



Chari Empis, St Dominic's International School.



Robert Landau received the Bronze Certificate on behalf of ECIS.

## A time to listen and learn...



## ...visit the exhibitors





## ...and then to the Gala



## And another conference that took place in Cascais a little earlier...

Experiential learning and student-directed learning have become a focus of quality educational programmes throughout the world and it was certainly in evidence at the recent international Service Learning and Community Service Conference hosted by **St Dominic's International School**, in Portugal.

The event, held from 5th – 8th March, is an excellent example of a student-planned and student-led activity and the impact it can have on those who engage in the process. The conference was organised and presented by a group of 30 St Dominic's students under the guidance of the community and service Coordinator, **Callie Roth Welstead**, and was attended by 134 students and 38 teachers from 20 schools around the world.

Events at the conference included an international dinner sponsored by the St Dominic's PTA; a greeting by the Mayor of Cascais, Dr António Capucho; a presentation by Marianne Bergesen of ECIS; and an address by Salvador Mendes de Almeida, founder of Associacao Salvador. St Dominic's students also led teams of 14 -15 conference participants on tours of different service organisations in the greater Lisbon area where they interviewed representatives of those organisations about their work in the community.

Saturday's sessions consisted of a Keynote Address by Cathryn Berger Kaye, author of *The Complete Guide to Service Learning*, followed by 45 workshops, including sessions presented by Ms



*From left to right are Salvador Mendes de Almeida, founder of the Associacao Salvador in Portugal, Marianne Bergesen, ECIS Director of Development; Mayor Dr Antonio Capucho; and Chari Empis, Principal of St Dominic's International School near Lisbon, Portugal.*

Berger Kaye, guest speakers from Habitat for Humanity, Room to Read, God Aburo School in Kenya, Students in Action: Education Soweto, as well as groups of students who presented on service learning projects taking place in their schools.

After a night of dancing at the local disco, which had been reserved just for conference participants, students gave Sunday morning presentations on their conference experiences before being transported to the airport for their trip home. The success of the event might best be discerned in a card presented by St Dominic's students to their C&S Coordinator at its completion: "It was a risk to take on this project, but even so, you trusted us and gave us amazing support. This is why we accomplished such success".



# Have you ever tried to go to sleep in a room with a mosquito?

## Bart Dankaerts was there when two worlds met through an ECIS Outreach Grant

At first sight the world of a 9th grade student at the International School in Brussels, Belgium, and that of a kid from Project Aspern in Kiev, Ukraine, a rehabilitation centre for children in crisis (some of whom have lived for a while on the street) seem to have little in common. Thanks to an ECIS Outreach Grant, though, those two worlds met last school year in a joint project that would have a major impact on all kids involved on both sides.

As part of the service-learning component of our 9th grade history curriculum, one of my classes chose to work on a project called *наш мир/Our World*, the creation of a website and a newsletter covering issues of mutual interest to kids in Kiev and in Brussels, written in English and Russian by students from both countries.

We had received a request to create such a newsletter through Mrs Vera Koshil, founder and director of Project Aspern, who wanted to find a way to encourage and motivate her kids to write more and to take a greater interest in school and learning. All of the children at the centre have been through some traumatic experiences: some are orphans; some have been abused or have overcome addictions; some have parents who are unable to take care of them due to problems with alcoholism or crime; some have spent time living on the street.

Anything that will help them focus on learning, and encourage them to take a renewed interest in education, is therefore more



than welcome. For me, as a social studies teacher, I saw a real learning opportunity for my students in connecting this service project to our annual Model United Nations unit which covers, among others, the topic of children's rights.

Most of my students in this class were non-native English speakers and most of them were enrolled in the ESL programme. Their interests and hobbies ranged from sports to fashion, dance, computer games, music, and movies. So the first thing we did in Brussels was to assign to everyone a topic for an article to research and write about.

Meanwhile, in Kiev, children from the Aspern centre were working with the social pedagogues on their own articles in Russian, describing their world and their own interests. After consultation with Aspern, it was decided that money from the Outreach Grant would best be spent on buying computers that could be sent to Kiev to help the kids there with the writing of their articles.

So an order was placed for three desktop computers. Simultaneously with the research for and the writing of their newsletter articles, my students also started to create a brand new website for Aspern. Two boys volunteered to work on the technical part and to design the website, while other students translated the English texts that we were provided with into their native languages.

When I went to Kiev in February I was very proud to present the first copy of our joint efforts to the children at the Aspern centre. There were some puzzled looks among the Aspern kids over such strange English words like 'Uggs' or 'Opposite Sex Day', smiles over







a few mistakes in the Russian translation, and a genuine feeling of pride in what we had accomplished together. In March, it was my students' turn to be puzzled and at times shocked by some of the stories that they heard from Vera and two of her social workers on a five-day visit to ISB. While it was a great way for my students to hear first-hand how important this project was for our Ukrainian friends, it was at the same time an eye-opener about the hardships that these kids have had to overcome.

When we said farewell to our Ukrainian delegation, we did so with renewed enthusiasm to continue our work on this project – as well as with five laptops that we were able to buy with the rest of the money from the Outreach Grant.

As is probably the case in many schools, the end of the school year is a hectic time at ISB, with curricular pressure, academic projects to be finished, extended field trips, and exams. So, even though we did continue to work enthusiastically after the spring break, we never did finish our second newsletter or the website.



Does this mean that our project was a failure? Well, we published one newsletter in English and in Russian. My students have translated materials for the Aspern website into German, Korean, Hebrew, French, Italian, and Japanese, though the actual website is still not up and running.

Inspired in part by the stories of the kids from Aspern and Vera, 12 middle school students decided to join me for a ten-day service trip to the Ukraine in summer, which we spent together with the children from the Aspern centre.

I saw my students truly work together as a team to meet deadlines and encourage one another; I heard them comment that "service is hard work"; I saw very shy ESL students write eloquent articles in English; I saw some of them develop into true leaders and creative problem solvers.



So, when, during our final reflection session, some of my students commented that they felt disappointed because we had not accomplished everything that we had set out to do, I shared these observations with them and I reminded them of one of my favourite quotes by Anita Roddick, founder of the Body Shop: "If you think you are too small to have an impact, try going to sleep in a room with a mosquito."

Thanks to a special project funded by ISB, I am now living for a year in Kiev, working as a volunteer in the Aspern centre. On my computer I brought, among others, texts for the new Aspern website in six languages that they would never have been able to get translated here in Kiev.

Students from Pechersk School International in Kiev have expressed an interest in finishing the website in the near future. The day it goes live, I would like to be a mosquito wherever my students from that 9th grade history class will be at that time...

*Bart Dankaerts worked for almost 20 years in the middle school of the International School of Brussels and is currently living in Kiev, Ukraine, and working as a volunteer in Project Aspern. This project, in one of the run-down suburbs of a city in full development, serves some of the poorest families, has a rehabilitation centre for street children and an AIDS prevention programme. One of his main jobs is raising funds for buying a new building to house the centre. He can be contacted on [dankaerts@isb.be](mailto:dankaerts@isb.be) or Skype: [dankaertsb](#)*

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# Whatever happened to those old ECIS conference bags?

Ambrose Kelly makes sure they go where they are needed and valued

The bags were sent to two projects that Frankfurt International School is involved with.

When pensioner Monika Gerbas went on a tour to India ten years ago, she was moved by street children in a small town in Tamil Nadu and decided to do something about it. Ten years later she has been able to build an orphanage and a school, acquire land so the school can have gardens for vegetables, and has transformed this village.

FIS helps by inviting her group to fundraising fairs and being on the lookout for material that might be useful. This last time we loaded into the container computers which the IT department had cleaned up, clothes, toys – and the ECIS bags.

In another instance Beko Ereli, a parent born in Turkey, has connections with a very poor area of the country near the Iraq border. Again bags and clothes and school materials were needed. FIS collected the materials and Beki and her team, connected with UNICEF, organized the delivery of the goods.

International schools cannot send their service groups to such areas as these, but we can tap into and support local dedicated groups who have the drive and the experience to make such projects viable. The message is clear enough.

Through its outreach awards, ECIS is doing a great job to make such projects known and supported, and international schools accept that they are in one way an elite group, with both funds and a commitment to service.

We sometimes forget, because we are isolated a little from our local communities, that there are so many good people around us who are already involved in long-lasting service projects. We in the international schools can often give them a great boost.

*Ambrose Kelly is a staff member of Frankfurt International School.*

## Sabina Mazurek joins ECIS



*Sabina Mazurek.*

Sabina Mazurek, from Poland, has been living and working in Petersfield for two years.

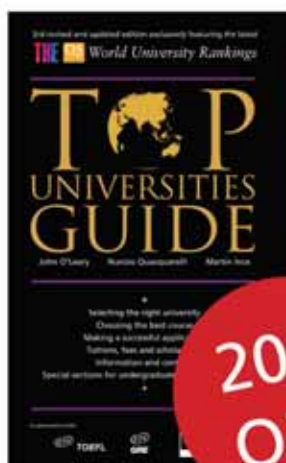
She has also lived in the USA, just outside Chicago. Sabina earned a Master's Degree in Occupational Psychology at the University of Silesia in Katowice, Poland. She joined the Secretariat staff at the end of 2008 and met many of our members at the ECIS November Conference in Nice.

Sabina works closely with Deputy Executive Director Mary Langford and Development Director Marianne Bergesen on ECIS Administrative and Subject Committee activities, and supporting the ITC, ILMP and SISG programmes, and helps out with other departments as well. She is a cheerful addition to the Secretariat team!

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## Professional Development

# The ECIS International Teacher Certificate Program goes to South America...

The International Teacher Certificate Program has arrived in South America, with the British School of Rio de Janeiro hosting the first ITC Institute in the southern hemisphere last January. Seven teachers and a principal from the three British Schools of Rio campuses welcomed teachers from Peru and Sao Paulo and the ECIS and University of Cambridge International Examination ITC Team for the three-day Institute that launched their year-long program.

The experienced instructors, Corinne Rosenberg (intercultural issues and communications), Mary Langford de Donoso (global nomad; TCK profile; and ESL, mother tongue and bilingualism



*The Rio group, with ITC Leaders Mary Langford and Dean Roberts.*

language issues), and Dean Roberts (chief examiner for the ITC) delivered the program to an enthusiastic group of teachers from Brazil, Canada, the UK and the USA.



*Shormila at the ITC*

Paul Wiseman OBE, Director of the British School, and Del James, PD Director, were splendid hosts providing warm hospitality during the busy pre-planning week of the new academic year. The Rio cohort will join the ITC Online Discussion Forum of teachers from the summer London, Brussels and Havana cohorts.

## ...and returns to Havana

Eight teachers from three countries (some travelling from the Bahamas and Dominican Republic) gathered in February for the second ITC Institute hosted by the International School of Havana. The three days of intense ITC foundation work was made all the

more enjoyable by the warm hospitality of Ian Morris and the ISH teachers and students. The 'cultural highlight' was a social evening featuring dinner and entertainment in Havana, legendary for its strong traditions of music and dance.



The ITC Havana participants will join teachers from the London, Brussels and Rio de Janeiro Institutes for a year of online discussion and collaboration as they complete the requirements for their ITC Certificates. While in Havana for the ITC, at the invitation of the ISH Parent Association, ECIS Deputy Executive Director Mary Langford de Donoso gave a bilingual presentation on Third Culture Kids to about 70 of the ISH faculty, board, and parent body.

*Dinner, and Cuban flamenco, in Havana.*



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# International Leadership Management at The Hague

A group of 70 senior leaders and educators gathered in The Hague in February for the Residential Institute of the International Leadership Management Program. Half the group were completing their year-long course of study and received their ILMP Certificates, and the other half were just starting.

This year's keynote speaker was James (Jim) Spillane from the University of Chicago, a leading authority on distributed leadership. Professor John West Burnham, a long-standing friend of the ILMP, returned once again to lead workshops with both groups, and Corinne Rosenberg, a regular ECIS presenter and an instructor on the ECIS International Teacher Certificate Program on intercultural understanding and communications, presented at the ILMP for the first time.

A highlight was a visit to two leading ECIS schools in The Hague where the ILMP participants learned more about the different models of leadership used by these schools, and about some of the unique challenges and circumstances faced by international school leaders in The Netherlands.

At the American School of The Hague, whose Director Rick Spradling was away on recruitment fairs, the visitors were greeted by the senior management team of Sue Williams (Curriculum Director), Mary Russman (Middle School Principal), Jessie Roddell (External Relations Manager), Ton Ravensbergen (Business Manager), Douglas Butler (Board of Trustees), Lal Abraham (ICT Director) and Susan Lipsey (Learning Support).

Douglas Ota also gave a presentation on the renowned ASH 'Safe Harbor' Transition Program, and this became an interesting talking point. At International School of The Hague, a school with a very different history (essentially a primary and secondary school that merged, and a school that is closely tied to the local government), Peter Kotrc, Graeme Scott, Pjer Wijsman (Business Manager) and Pascale Hertay (the inspiration behind the ISH Mother Tongue



*ILMP participants.*

programme) led the visit. The day was capped by a champagne reception at L'Escargot, the private restaurant in Shell Headquarters, hosted by Henk van Hout, Head of Education Services for Shell. In his welcoming remarks, Henk spoke of the importance Shell attributes to the education of their dependent children, to the extent that, if a suitable school is not available in the location of



*Above: Mary Langford (right), ECIS Deputy Executive Director, presents Pascale Hertay with an ECIS certificate of appreciation for ISH and, right, with Henk van Hout.*



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their Shell installations, they open one to ensure the provision of appropriate education.

Henk also introduced his colleagues, Karen Brakel and Laurence Lassau from Global Outpost, Shell's family support service that has been an industry leader in helping the spouses and children manage

family relocations. The ILMP group then moved to a local restaurant for a dinner with time to share and reflect on the day's activities.

It was an intense and collegial couple of days with lots of lively discussion and debate about the wide range of international schools and the unique sets of skills necessary to be effective leaders.

## ...and a residential course at the International School of Brussels

The first group of educators to embark on the new ILMP Middle Leadership Program experienced their second residential which included the award of their ILMP ML Certificates. (The first residential was held as part of the ECIS Pre-Conference in Nice last November.)

The three-day event was hosted by the International School of Brussels, giving these middle leaders an opportunity not only to draw together much of what they had learned on the program and to present to each other their research and projects, but also to personally meet senior and middle managers at one of our ECIS flagship international schools to learn how they view their leadership roles at ISB and the impact they have on learning.

The participants met Director Kevin Bartlett, curriculum coordinator Gordon Eldridge, early childhood librarian Jeffrey

Brewster who has held a variety of middle leadership roles at ISB, and director of external affairs David Willows. The visit included a tour of the school, which was holding student-led conferences, providing insight into a popular learning assessment method now practiced by many ECIS schools.

During the course of the ILMP ML, many of the participants have been promoted and given additional leadership responsibilities in their schools, making this residential a timely opportunity for reflection, exchange and professional validation in what could be described as a 'retreat-style' setting. The excellent initial feedback from this 'pioneer' ILMP ML group to Jim Laing, the ILMP ML leader from Fieldwork Education, and Mary Langford, Deputy Executive Director of ECIS, signalled that this program has met an important need in professional development.

## The ECIS Sustainable International Schools Governance Program

The Module 2 of the new ECIS Sustainable International School Governance Program: *Living the Vision*, took place over Valentine's weekend at the Royal Over-Seas League in London, drawing participants from South America, Africa and Europe.

Six of the Module 1 participants returned, and 13 new heads, board members and business managers joined the program which this time focused on Crisis Management; Development, Marketing and Fundraising; and Strategic Budgeting with a focus on Debt Gearing and Reserves.

The two-day module was led by Adele Hodgson, Matthew Chuck and Margaret Abbott, with Mary Langford and Marianne Bergesen from ECIS there to welcome the group which consisted of heads, board trustees, proprietors and business managers. Though no formal activities were organised in the evenings, participants extended their professional networking opportunities by enjoying some of London's restaurants and West End shows together.

At the April ECIS Administrators' Conference, which will follow Module 3, The Sustainable International School Board and the Head of School – Working together in the Interests of Students and the School, those SISG participants who have attended all three modules will receive their diplomas.

*Michael Wylie and Les Albiston. Right: Workshop leaders Adele Hodgson, Matthew Chuck and Margaret Abbott.*



*Florbela Lopes (left) from Escola Angola receives her SISG Certificate from Mary Langford.*



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# The ECIS International Teacher Certificate

Florian Ciprian Baciú shares his experience of how the ITC program expanded his understanding of what it means to be an international school teacher

I believe that the ITC program, and quality professional development for teachers in general, can have a strong impact on furthering the values of international education in various local educational contexts and on a global scale. I therefore welcomed the opportunity to share my professional experiences with colleagues at the Alliance for International Education Conference in Istanbul; and not just with teachers from international schools but also with educators in the local national systems.

Hopefully I inspired them to consider further embracing the learning and learner-centered values on which this program has been built. Furthermore, study for one of the program's standards inspired me to look even further into aspects of culture and cultural identity.

The presentation focused on some of the main characteristics of internationally-minded education, the standards of the ITC program and ways of inspiring intercultural understanding in every classroom. The road from my personal mono-cultural and national views, through the meaning of international education to standard based internationally-minded teacher training and the ITC's impact on my everyday teaching, raised questions and valid points for discussion within the audience.

Are the standards of the ITC and the quality of practical work required by the program viable professional development for teachers in international education? According to the ITC website 'As a program and as a qualification, the ECIS International Teacher Certificate, jointly certificated by the European Council of International Schools and University of Cambridge International Examinations (CIE), has been designed to meet the professional development needs of international educators. It is a qualification for forward thinking teachers who want to progress as internationally-minded teachers, increasing their awareness of the intercultural dimension found in many international schools.'

The ITC is based on five certification standards that address essential realities of internationally-minded education:

- Education in an international context.
- Teaching competencies of the international educator.
- Teaching students for whom English is an additional language.
- Student transition and mobility in international schools.
- Reflective practice-continuing professional development.

There is much I had the opportunity to learn about and apply at my school while working toward certification. Extra-curricular projects of an international nature took an unexpected and improved shape. I further considered the benefits of service-learning and got involved with those existing programs at my school.

I managed to fully embrace the fact that I am an EAL teacher, regardless of what subject I teach in an international school. I

expanded my understanding of the role of mother tongues in language development. I showed myself what the productive use of information technology (IT) can do for my students of various abilities. I even put together my first action research project through case studies on transition and mobility.

A transitions team was subsequently set up. Most important, I did not stop reflecting and planning after receiving the ITC award at last year's ECIS conference in Nice. I feel that the application of the ITC in my classes every day and the adaptability of the standards to the local school context were also motivating factors in meeting the deadlines for portfolio submission:

'The ITC is awarded to teachers who successfully complete the program and produce a substantial portfolio of practice-based evidence, assessed by CIE, which meets the standards. The ITC certificate is evidence of teachers' commitment to learning-centered teaching, to first-class professional practice in an international context and to continuing professional development.'

During the conference presentation, examples of concrete classroom activities were discussed. The brainstorming of various ways of including global issues and international perspectives in every classroom invited the audience to consider the impact that the International Teacher Certificate program has on a personal, professional, school and community level.

These discussions underlined the benefits of the program and the opportunities that it presents to teachers and internationally-minded schools worldwide. There are already two universities in the US that accept the transfer of graduate credits from the ITC toward their master's degree programs.

The International Teacher Certificate is therefore a viable opportunity for professional development in international education and a step further toward academic development for teachers in international schools.

*Ciprian Baciú teaches IGCSE history and geography at The Academy of the Fox Cities, in Wisconsin, USA. He is an ITC graduate and a mentor in the program.*

More information on the International Teacher Certificate (ITC) and can be found at [www.internationalteachercertificate.com](http://www.internationalteachercertificate.com)



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## PROFESSIONAL DEVELOPMENT CALENDAR OF EVENTS

For further information on events listed, please contact the person named

### Ongoing Programs

ECIS Sustainable International School Governance Program: <i>Living the Vision</i> (SISG)	<a href="http://www.ecis-sisg.com">www.ecis-sisg.com</a>
ECIS International Teacher Certificate (ITC)	<a href="http://www.internationalteachercertificate.com">www.internationalteachercertificate.com</a>
International Leadership & Management Program (ILMP)	<a href="http://www.internationalleadershipandmanagementprogram.com">www.internationalleadershipandmanagementprogram.com</a>
International Masters Degree Program	<a href="http://www.nova.edu/fgse/ecis/">www.nova.edu/fgse/ecis/</a>

Date	Event	Venue & Contact
<b>2009</b>		
<b>May</b>		
8 – 10	ECIS Maths Committee Annual Maths Quest	The British School of The Netherlands (Vlaskamp Junior School) Vera Zuiderwijk: <a href="mailto:Vera.Zuiderwijk@britishschool.nl">Vera.Zuiderwijk@britishschool.nl</a>
<b>July</b>		
1 – 3	International Teacher Certificate (ITC) Institute (London)	Southbank International School, London, UK Eileen Penman <a href="http://www.internationalteachercertificate.com">www.internationalteachercertificate.com</a> <a href="mailto:itc@ecis.org">itc@ecis.org</a>
	Les Tapies Art Teacher Workshop TASIS Schools in cooperation with ECIS Art Committee	Les Tapies, Ardeche, France Faie Gilbert <a href="mailto:uksummer@tasisengland.org">uksummer@tasisengland.org</a> <a href="http://www.tasis.com">www.tasis.com</a>
<b>August</b>		
17-20	International Teacher Certificate (ITC)	International School Brussels, Belgium Institute (Brussels) Eileen Penman <a href="http://www.internationalteachercertificate.com">www.internationalteachercertificate.com</a> <a href="mailto:itc@ecis.org">itc@ecis.org</a>
<b>September</b>		
11 - 13	International Teacher Certificate (ITC) Institute (Atlanta)	Atlanta International School Eileen Penman <a href="http://www.internationalteachercertificate.com">www.internationalteachercertificate.com</a> <a href="mailto:itc@ecis.org">itc@ecis.org</a>

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## October

- |         |  |  |
|---------|--|--|
| 1 – 3   | International Teacher Certificate (ITC) Institute (Istanbul)   | Istanbul International Community School<br>Eileen Penman<br><a href="http://www.internationalteachercertificate.com">www.internationalteachercertificate.com</a><br><a href="mailto:itc@ecis.org">itc@ecis.org</a> |
| 10 – 11 | ECIS Sustainable International School Governance (SIGS) Institute<br><i>Living the Vision – Module 1</i> | Royal Over-Seas League, London<br><a href="mailto:marylangford@ecis.org">marylangford@ecis.org</a><br><a href="http://www.ecis-sigs.com">www.ecis-sigs.com</a>   |

## November

- |         |  |   |
|---------|--|---|
| 18 – 22 | Annual ECIS November Conference Exhibition | Congress Centrum, Hamburg, Germany<br>Events Manager, Michelle Daughtry ECIS Secretariat,<br>Tel: +44 1730 268244<br>Fax: +44 1730 267914<br><a href="mailto:michelledaughtry@ecis.org">michelledaughtry@ecis.org</a><br><a href="http://www.ecis.org">www.ecis.org</a> |
|---------|--|---|

## Nov/Dec 2009

- |          |   |                            |
|----------|---|----------------------------|
| Date TBC | ECIS Sustainable International School Governance (SIGS) Institute<br><i>Living the Vision</i> | Regional Institute, Vienna |
|----------|---|----------------------------|

## 2010

### February

- |             |  |   |
|-------------|--|---|
| 6 – 7       | ECIS Sustainable International School Governance (SIGS) Institute<br><i>Living the Vision – Module 2</i> | Royal Over-Seas League, London<br><a href="mailto:marylangford@ecis.org">marylangford@ecis.org</a><br><a href="http://www.ecis-sigs.com">www.ecis-sigs.com</a>  |
| 19 – 21 TBC | International Teacher Certificate (ITC) Institute (Havana)   | International School of Havana, Cuba<br>Eileen Penman<br><a href="http://www.internationalteachercertificate.com">www.internationalteachercertificate.com</a><br><a href="mailto:itc@ecis.org">itc@ecis.org</a> |

### April

- |        |   |  |
|--------|---|--|
| 7 – 8  | ECIS Sustainable International School Governance (SIGS) Institute<br><i>Living the Vision – Module 3</i>    | Hilton, Malta<br><a href="mailto:marylangford@ecis.org">marylangford@ecis.org</a> – <a href="http://www.ecis-sigs.com">www.ecis-sigs.com</a>   |
| 8 – 11 | ECIS April Conference for Administrators, Board Members, Business/Finance Managers and Development Officers | Hilton, Malta<br>Events Manager, Michelle Daughtry ECIS Secretariat<br>Tel: +44 1730 268244<br>Fax: +44 1730 267914<br><a href="mailto:michelledaughtry@ecis.org">michelledaughtry@ecis.org</a> <a href="http://www.ecis.org">www.ecis.org</a> |

### June

- |             |   |  |
|-------------|---|--|
| 28 – 30 TBC | International Teacher Certificate (ITC) Institute (Berne) | International School of Berne<br>Eileen Penman<br><a href="http://www.internationalteachercertificate.com">www.internationalteachercertificate.com</a><br><a href="mailto:itc@ecis.org">itc@ecis.org</a> |
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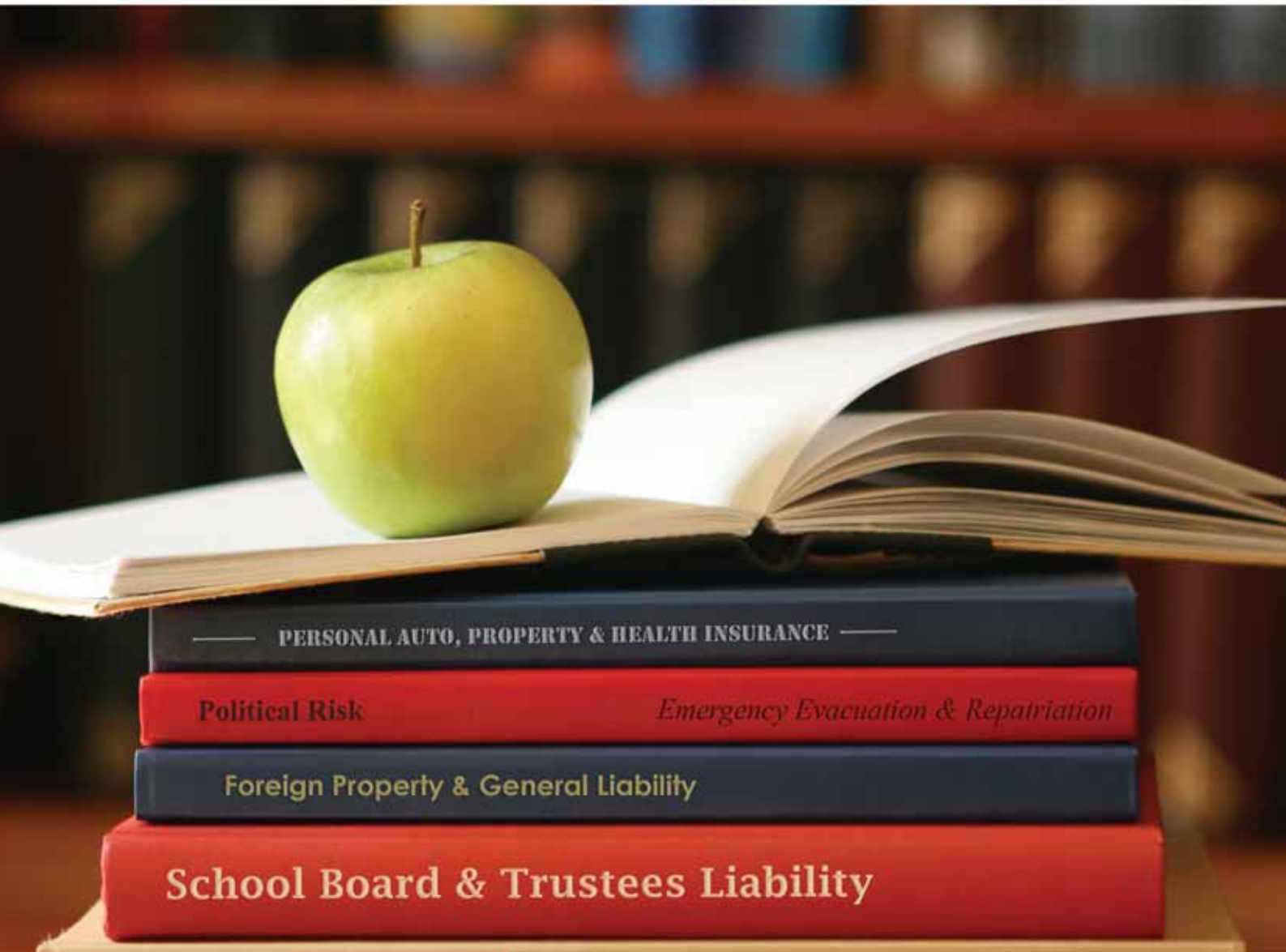
# Celebrations 2009

Multicultural religious festivals that schools may wish to celebrate.

Date	Festival	Faith/Country
<b>May</b>		
1st	<b>Beltane</b> Wheel of the Year – Maypole Dances	Pagan
9th	<b>Buddha Day</b> , life and death of Guatama Buddha	Buddhist
11 – 17th	<b>Christian Aid Week</b>	Christian
20th	<b>Buddha Day</b> , life and death of Guatama Buddha	Buddhist
12th	<b>Lag B'Omer</b> end of 49 days of sadness	Jewish
23rd	<b>Anniversary of Declaration of the Bab</b>	Baha'i
29th	<b>Shavuot</b> revelation of the Torah	Jewish
27	<b>Zartusht-No-Diso</b> death of Zarathustra	Zoroastrian
<b>June</b>		
16th	<b>Martyrdom of Guru Arjan</b>	Sikh
19th	<b>Dragon Boat Festival</b>	Chinese
20th	<b>Midsummer Solstice</b>	Pagan
24th	<b>Ratha Yatra</b> dragon chariot festival	Hindu
<b>July</b>		
7th	<b>Asalha Puja</b> – turning of the wheel of teaching	Buddhist
9th	<b>Martyrdom of the Bab</b>	Baha'i
19th	<b>The Prophet's Night Journey and Ascension</b>	Muslim
<b>August</b>		
1st	<b>Lammas</b> corn harvest	Pagan
5th	<b>Night of Forgiveness</b>	Muslim
10th – 19th	<b>Farvardigan</b> souls of departed entertained	Zoroastrian
13th – 16th	<b>O-Bon</b> spirits of the dead welcomed home	Japanese
16th – 23rd	<b>Paryushan</b> eight days of purification	Jain
20th	<b>No Ruz</b> Shenshai New Year's Day	Zoroastrian
22nd – 20th Sept	<b>Ramadan</b> month of fasting	Muslim
<b>September</b>		
Sept – Oct	<b>Harvest Festivals</b>	Christian
11th	<b>Ethiopian New Year's Day</b>	Rastafarian
19th – 27th	<b>Navaratri</b> nine night festival	Hindu
19th	<b>Rosh Hashanah</b> Jewish New Year	Jewish
20th	<b>Eid-ul-fitr</b> end of Ramadan	Muslim
21st	<b>Autumn Equinox</b>	Pagan
23rd	<b>Shibun No Hi</b> harmony and balance	Japanese
28th	<b>Yom Kippur</b> Day of Atonement	Jewish

Information taken from the 'Shap Calendar of Religious Festivals' (ISBN: 0268-2451)

Full information about festivals from the major world religions can be found in Festivals in World Religions, price £21.50 from: The Shap Working Party, c/o The National Society's RE Centre, 36 Causton Street, London SW1P 4AU, UK



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# Letters to the President

Eithne Gallagher's ESL students discover the benefits of translanguaging



In early November Grade 4 children in Marymount International School, Rome, were busy learning about government, colonies, slaves, elections and democracy as part of their studies on Ancient Greece. As their ESL teacher I was helping my students comprehend these concepts and their relevance in today's world.

As I was driving to school on 5th November, listening to the news of Barack Obama's election victory, I thought how am I going to bring this historical moment alive for my children? Well, in Grade 4 it proved to be no problem: they were already familiar with many of the concepts and vocabulary that ensued when I brought up the topic of the election of Barack Obama as the first African American and also one of the youngest presidents of the USA.

During October, Grade 4 had been learning about hunger in our world and in November they were in the midst of writing letters to Ban Ki Moon to share Marymount children's ideas for stopping it. So, the idea of writing to President-elect Obama came quite naturally to us. The children, Akari, Kang-In, Nam-Wan, Makiho and Marios, wrote beautiful dual-language letters to the new President to congratulate him and ask him to give Ban Ki Moon a helping hand. Their parents were full of enthusiasm for the project and became involved in proofreading the children's mother-tongue letters.

Who knows? When things calm down, President Obama may even find time to respond! This project was based around the notion that it is beneficial for children to use their own language together with English (for more on this see Gallagher, 2008). Cen Williams introduced the term 'Translanguaging' in 1994. As the word suggests, translanguaging gives children the freedom to move in and out of languages while working.

The teacher introduces the topic in a majority language but the tasks are carried out in the student's preferred language. In other words the children receive input in reading or listening in one language and they produce output speaking or writing in another language. I used English to speak with my Grade 4 children about the election in the US, linking it to their studies on Ancient Greece.

I elicited ideas from them for their letters to the President. They then wrote their first draft in their mother-tongues (Greek, Korean,

Japanese and Thai) and after, a translation in English. Baker (2006) says that translanguaging and transliteracy may promote a deeper and fuller understanding of the subject matter: 'if the students have understood in two languages they have really understood'.

Translanguaging therefore attempts to develop academic ability in both of the child's languages. This is something we should be striving for across all levels of schooling. Baker also points out that translanguaging and transliteracy can facilitate home/school cooperation as it allows parents to become partners in their children's education by being involved in research, proofreading, etc in the home language.

Ofelia Garcia, one of the keynote speakers at the ESLMT conference in Geneva 2008, suggests that 'the facility to language bilingually is seldom recognized by education systems throughout the world'. Enlightened ESL teachers have been using translanguaging and transliteracy strategies, such as those I used for writing letters to President Obama, for years: the challenge is to make them common practice also in the mainstream.

This kind of instruction communicates respect for students' languages and cultures and allows them to invest their full identity in the learning process.

## Bibliography

Baker, C. (2006). *Foundations of bilingual education and bilingualism* 4th edition. Clevedon: Multilingual Matters.

Gallagher, E. (2008). *Equal Rights to the Curriculum Many Languages One Message*, Clevedon: Multilingual Matters.

Garcia, O. (Forthcoming.) Education, multilingualism and translanguaging in the 21st century. In *Multilingual Education: Challenges, Perspectives and Opportunities*, ed. by Mohanty, Ajit, Panda, Minati, Phillipson, Robert and Skutnabb-Kangas. Tove. New Delhi: Orient Longman.

Eithne Gallagher is ESL specialist at the Marymount International School, Rome, Italy

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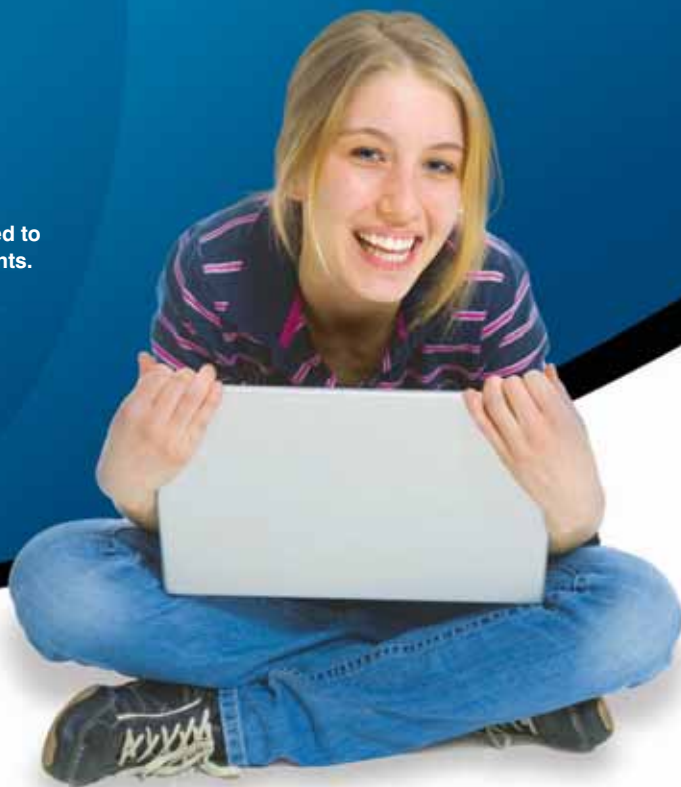
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# Along the Silk Road

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*Along the Silk Road* is a comprehensive teaching unit for students from the middle school area consisting of eight carefully constructed sets of lessons. If it appears to some as expensive, it is well worth the investment and any teacher covering this topic would find it a treasure trove of practical suggestions, resources, teaching aids and, of course, historical information.

For those international schools looking for a unit for middle section students that gets away from European topics and is an example of international-mindedness, this is ideal. In his introduction to the SPICE series of social science and history teaching units for schools, Professor Coit Blacker makes the point

that our students need improved curricula 'based on current research relevant to the world's critical problems and current issues'. Thus this programme gives not just an exciting insight to the history of the past but also resonance to today and contemporary globalisation.

The programme begins with an overview of the Silk Road's geography and history. Subsequent lessons cover languages, goods, belief systems, arts, music, populations and their movements, each covered in a separate unit. Every lesson is described in detail, objectives are stated, materials and equipment to be used listed, clear preparation described, and procedures outlined.

Each unit consists of four 50-minute class periods. For the less experienced teacher there are suggestions of questions that can be asked and there are handouts, worksheets, overhead transparencies and a wealth of primary source material as well as secondary information.

A disc is provided with illustrations of music, examples of art work and early maps and, as different lessons cover such aspects as languages, music, the arts and belief systems, there is ample opportunity for cross-curricular co-operation.

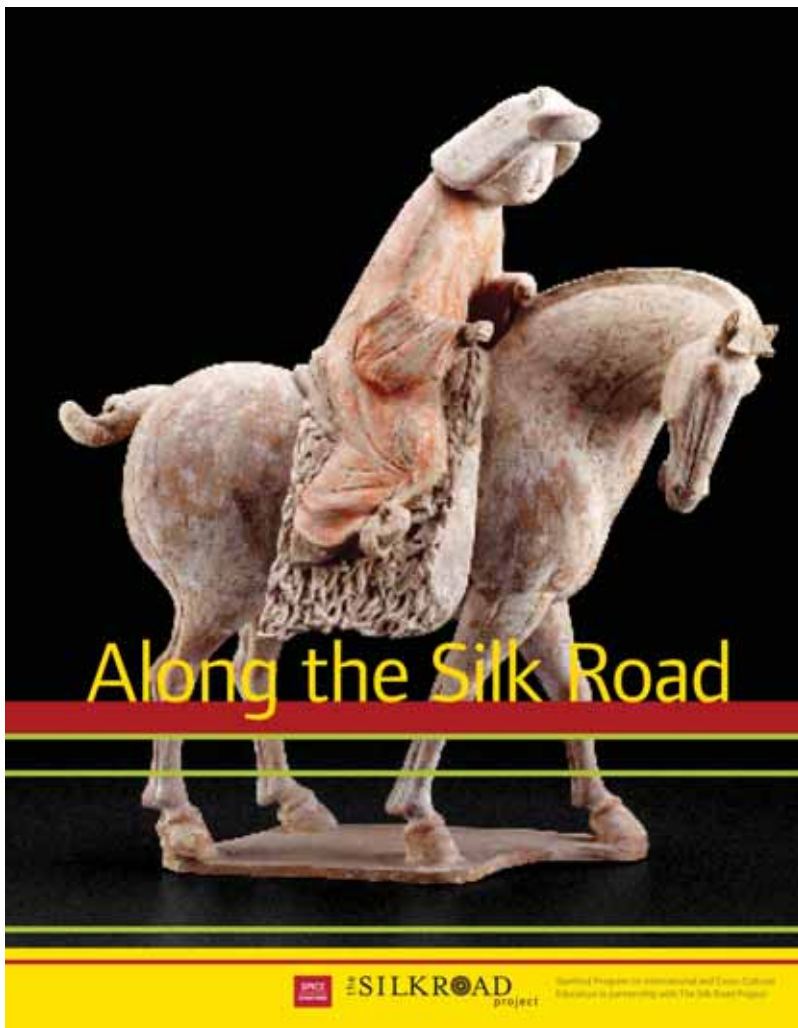
Detailed instructions are given for the simulations which are part of the units and develop the theme of the dynamics of trade along the route and the cross-cultural exchange of ideas. The teacher is given a very clear introduction to the purpose of the simulation, how to reproduce the tokens, coins, representations of the goods to trade and the processes of trade, and the different groups who come to trade. Suggestions for assessment are also included in each lesson.

This project was founded by Yo-Yo Ma, the renowned 'cellist, who says in his introduction:

'By examining the cultural mosaic of the Silk Road, we seek to illuminate the heritages of its countries and identify the voices that represent these traditions today. I believe that when we enlarge our view of the world we also deepen our understanding of our own lives and culture. Through this journey of discovery, the Silk Road Project hopes to plant the seeds of new artistic and cultural growth, and to celebrate living traditions and musical voices throughout the world.'

He has succeeded!

Caroline Ellwood



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# Qualities of Effective Principals

James H Stronge, Holly B Richard, Nancy Catano. Published by Association for Supervision and Curriculum Development, 2008 ISBN 978 1 4166 0744 1; \$29.95

Stronge, Richard, and Catano's book is designed as a resource for senior school leaders, summarizing in a reader-friendly way current thinking and approaches to the work of principals. Though it is designed for a US-based audience familiar with the vocabulary and professional associations of American public education, the book will be useful for international school leaders concerned with such matters as the writing of job descriptions, performance appraisal, or self-assessment.

In a climate of burgeoning school development worldwide, the volume may help school founders think through the appropriate assignment of leadership functions. The book might also usefully form the basis of a leadership team's summer reading. *Qualities of Effective Principals* is infused throughout with references to the discourses of teaching and learning familiar in international schools and affirms the principal's role as an essential agent in student achievement.

*Qualities of Effective Principals* is divided into two parts. Part one describes the seven qualities of effective principals and concludes with remarks on the principal's role in student achievement. Part two is arranged schematically and consists of checklists that synthesize the research presented in part one, a section on quality indicators and red flags, and an annotated bibliography of current research, with most of the books reviewed published in the last five years.

The seven qualities of effective principals are summarized under the headings of instructional leadership; school climate; human resource administration; teacher evaluation; organizational management; communication and community relations; and professionalism. Each heading is subdivided into component parts.

For example, instructional leadership is comprised of vision, the practice of shared leadership, the development of a learning community, data-driven decision-making, and the monitoring of curriculum and instruction. This section of the book makes the important distinction between managing and leading, and notes that effective principals must possess an 'inner compass' that helps them determine 'how all components of a school will operate at some point in the future'. A focus on the big picture will have the further benefit of helping the principal avoid burn-out.

In another example, the chapter on teacher evaluation begins with four questions: Why evaluate? What are good practices for teacher evaluation? How should teacher performance be documented? What are legal guidelines for teacher evaluation? Though legal requirements will obviously vary in international schools, the recommendations of this section are sensible and have to do with transparency, fairness and appropriate documentation.

Current research comes down squarely in favour of multiple data sources in teacher evaluation (observation, portfolios, student surveys, student test scores, and so on) rather than the traditional direct, and typically infrequent, classroom observation. The authors

do not refer to the difference between teacher-focused observations of learning and student-focused observations for learning, but their summary of the multiple sources approach is valuable.

The summaries of part one are matched with the checklists of part two which itemize the indicators of effectiveness. Each indicator is expressed as an observable behaviour. For example, the indicators for Communication with Parents and Families are: gathers input; develops parent programs; and fosters parent involvement.

The indicators for Standards and Ethical Behavior include: communicates beliefs and values; balances responsibilities to students with needs of teachers; maintains a high ethical standard; and performs duties with competence and integrity. Should the checklists be used for performance appraisal, 'marks' of Not Observed, Ineffective, Apprentice, Professional, and Master are suggested. The indicators of positive performance can be paired with the 'red flags of ineffective leadership' in the following section.

What is most valuable in *Qualities of Effective Principals* is its summary of best practice. It doesn't pretend to get into the nitty-gritty of a senior leader's daily work or to speculate deeply about the roles of motivation, resource provision, professional development or even vocation in a principal's career.

International school readers will notice that one of the most significant factors in their schools, a sometimes highly-transient student population, is not part of the authors' frame of reference. The discourse of coaching, increasingly common in international schools, is also not mentioned except in the context of new teacher mentoring. These critiques aside, the book provides a useful and clearly-articulated resource for principals and other senior school leaders.

Mary Margaret Magee has worked for more than 25 years as an English teacher and high school principal in US and international independent schools. She has particular interests in school leadership training and in global citizenship.

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Most of these pupils have a limited vocabulary and poor grammatically structured sentences. Five pupils have recently arrived in the country, they hardly understand anything the teacher says, they can't spell their names, and as a result of the language barrier and huge change in life circumstances, are distracted from tasks very easily. Through differentiation, the class teacher has the very difficult job of providing the set curriculum for every child in this class.

'As international school teachers we are usually set up to cater for beginners to English ... or are we? Often we give our very best using our know-how from years of teaching and training to help these beginners access English and the curriculum in the smoothest, quickest way possible but it's not an easy task!'

*Teaching Children English as an Additional Language* was written for teachers with new-to-English arrivals. It offers some answers and can save a considerable amount of time as it provides a wealth of material including schemes of work; resources; and tips on how to support progress. Some of the key ideas include

- offer emergency language sessions to support the learner in the first two to three days;
- offer schemes of work for withdrawing the children for a short time everyday to go through grammar and vocabulary systematically, starting from the basics and building each lesson on the last. What children learn at the beginning will undoubtedly affect the way their language develops;
- start every lesson by teaching new language through speaking and listening;
- provide opportunities for self study and home learn through a 'Remember Book'. In the front put all their new learning

that needs revising (also translated by the students into their home language) and in the back leave it blank for students to add their own questions and vocabulary to bring to you at an allocated time;

- encourage students to contribute to a booklet about themselves regularly so that they have an instant reference to their progress, what they can do and something to be proud of;
- offer ideas on differentiating in class: for instance, if the task is to write a report on life in ancient Egypt, the new arrival learns the vocabulary using repetitive simple statements (Egyptians had ... mummies/pyramids etc) while others are writing more detailed reports. The learning objectives for new arrival should be challenging, not too difficult and fun. The learner shouldn't feel swamped into despair because they can't do what everyone else is doing;
- give ideas on a back-up plan; provide a classroom resource box of useful activities for the learner for times when things haven't gone according to plan and you find the new learner distracted or swamped. It happens!

*Caroline Scott has experience in teaching seven to 11 year-old EAL children in London, Thailand and Egypt, predominantly within the context of the National Curriculum for England. She has worked as a head of primary, EAL co-ordinator, class teacher, senior manager and governor. Since 2007 she has been working as a head of primary, supporting the start-up of a new British international school in Cairo.*

([www.Routledge.com/education](http://www.Routledge.com/education))

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A world of not black and white, but green and gold  
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Together  
Let's fly into a new world  
Without racism, sexism or general prejudice  
Let's fly into a world of acceptance and joy  
Love for one and love for another  
A world of awareness and me and you together  
Love is a word that will replace all  
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Atticus Hoffman

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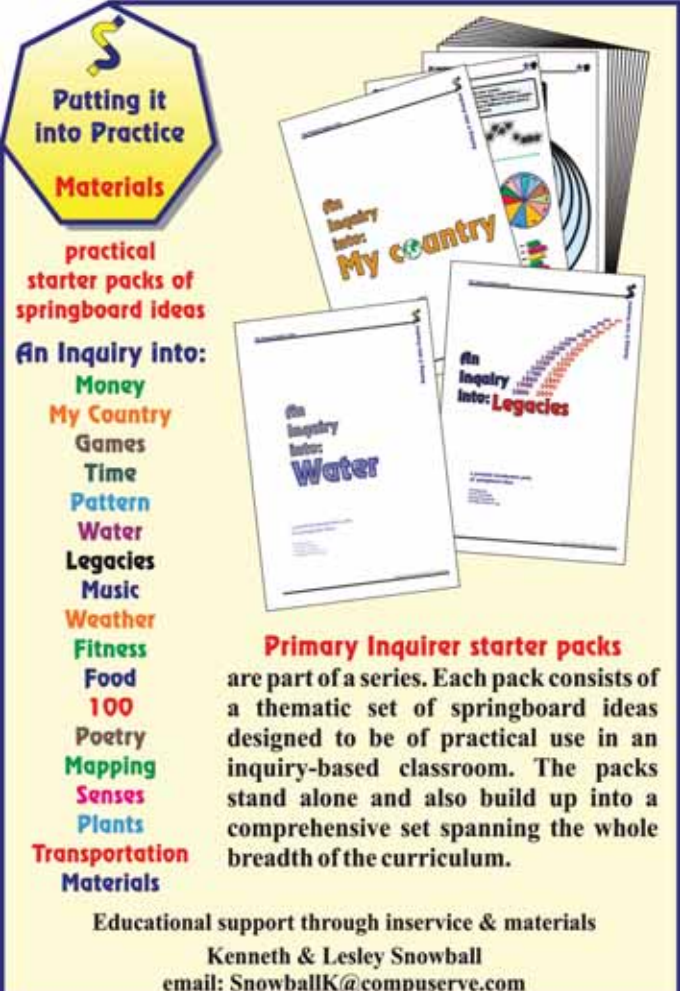
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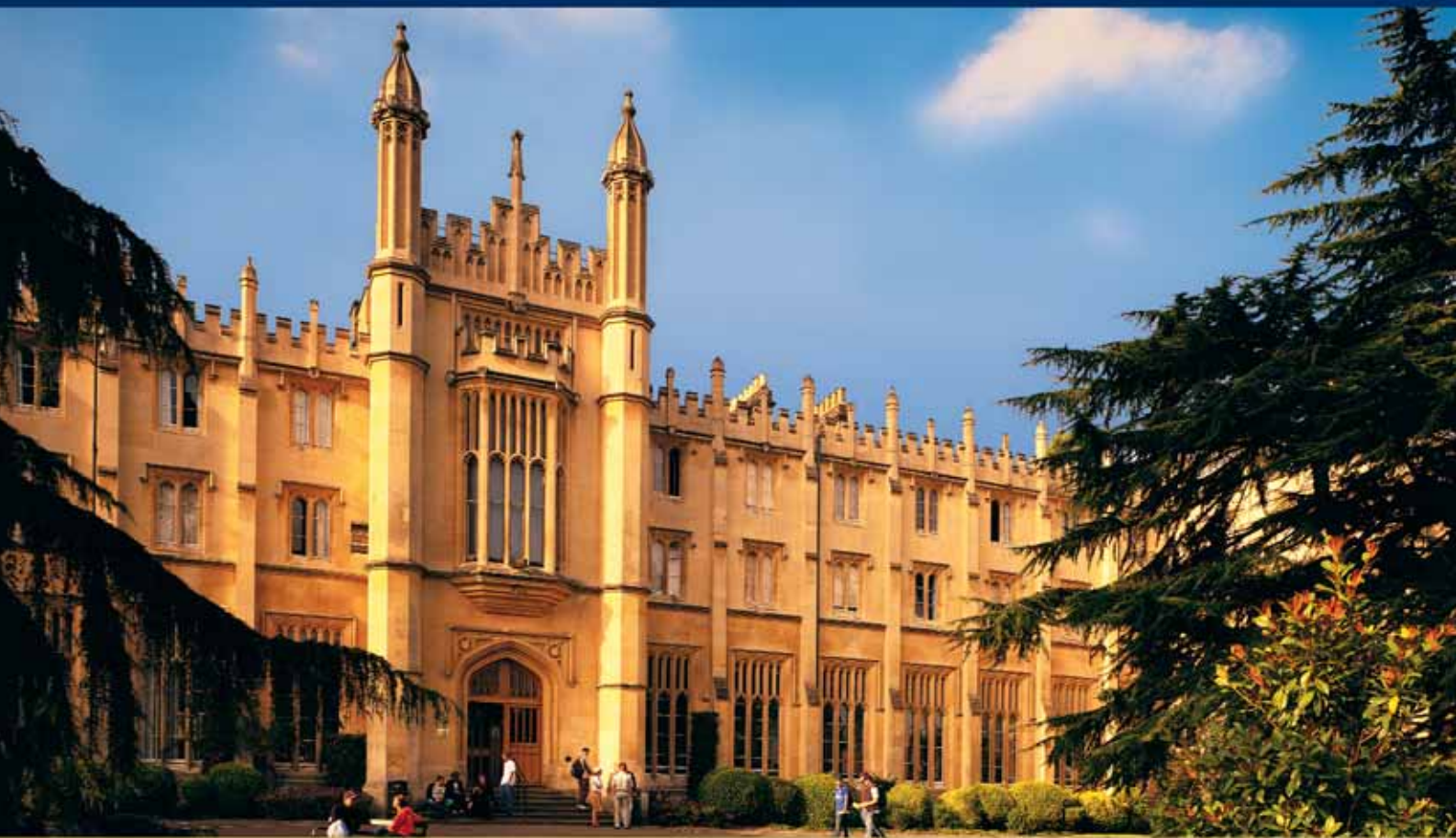
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