

NewsLinks

AN INTERNATIONAL SCHOOLS SERVICES PUBLICATION

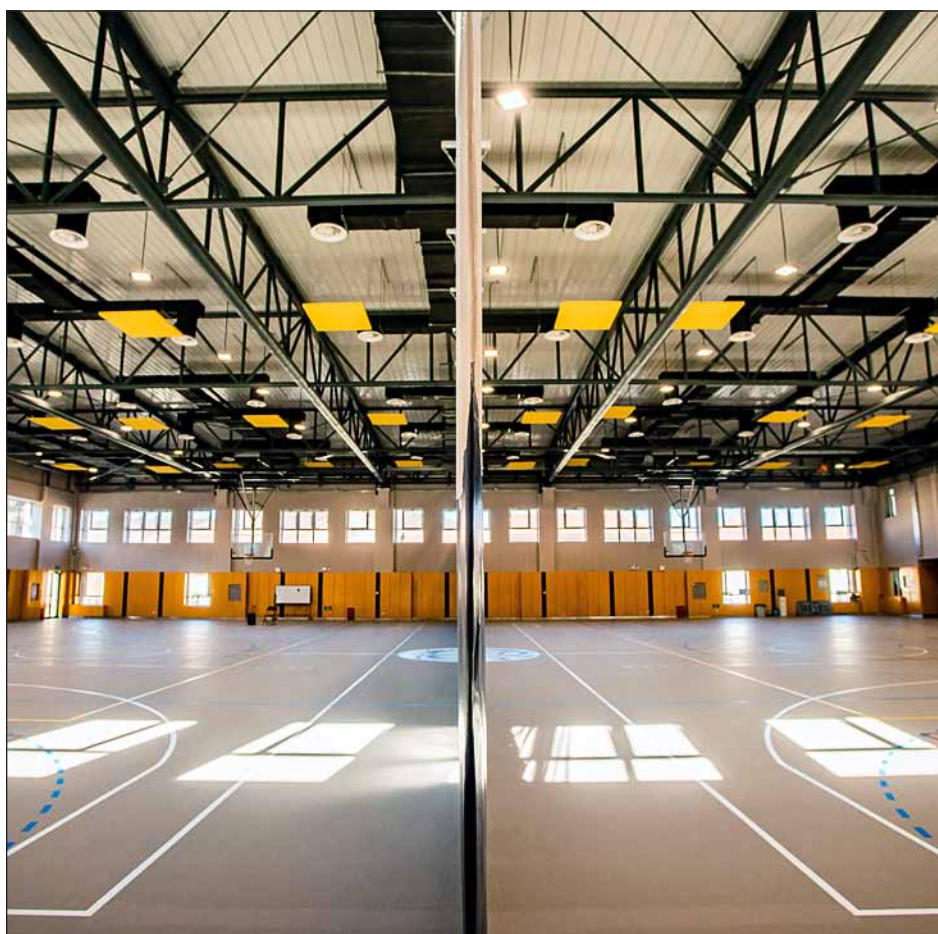
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Dalian American International School Completes Expansion

By **Peter Row**, Elementary Principal; **Ben Newton**, Elementary DLab Facilitator; **Justin Sheehan**, Head of Department—Design; **Olga van Doorn**, Head of Department—Performing Arts; **Michael Felker**, Athletics and Activity Director
Dalian American International School



In the fall of 2019, Dalian American International School students arrived back on campus to many new and renovated facilities. The updates were designed to meet the needs of the school's growing population and enhance the learning opportunities for students. The changes include: a new design lab for both the Secondary School and Elementary School, a new performing arts space and gymnasium as well as renovations to the elementary library and Mandarin classrooms.

Secondary School

The varied curricula of the Design Lab program are designed with a collective purpose: to create meaningful connections between students' experiences as learners and their potential as lead innovators. To realize this purpose, the Secondary d_Lab (our name for the design space) was designed with project-focused learning in mind, providing flexible spaces which offer a broad array of tools to facilitate big ideas. The primary design space offers work areas for large groups; designed with the intent to offer a space for students—as well as faculty and the broader community—to participate in hands-on learning activities. Three specialty labs include a clean room for electronics prototyping, laser cutting and 3D printing, a structural materials shop for projects involving wood and metals, and a video studio. Whether coding a website, laser cutting gears for robotics or designing complex wooden furniture, the d_Lab programs offer students a chance to see their learning realized using tools they might find in any artistic, commercial or private creative space.

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Head Fuel and Heart Compass: A Reading Love Letter

By **Laura Benson**

ISS Director of Curriculum and Professional Development

"I do believe that books can change lives and give people this kind of language they wouldn't have had otherwise."

—Jacqueline Woodson, Author of *Brown Girl Dreaming*

Books made me a TCK before I became one in real life. The first book I remember most in becoming a person of another culture was *Fairy Tales from the Arabian Nights*. Lifting myself out of southern California through the words of the authors of these Middle Eastern tales, I was awed by Sinbad the Sailor, Ali Baba and the Forty Thieves and, of course, Aladdin and the Magic Lamp. I loved walking in the souls of others facing their challenges and, over time, came to understand our connections. As a girl, I never imagined I would live my own Arabian nights, first through my father's job first and then my own.

Even before I knew her as author, books helped me live Katherine Paterson's advice: *"If you don't read, you'll only be as big as your own life and your experiences. Books give us other centuries, other cultures, all kinds of people that you wouldn't otherwise know."* Reading has constantly expanded my world. Reading has been and continues to be my comfort, compass, and conscious. In times of loss and grieving, in periods of discernment, and to close each day, I turn to reading. I am always happiest when right in the middle of a big fat book.

Books and reading teach us that we are not alone. We go into ourselves when reading. But there we find another self—our reader self. The internal dialogue we have with the words of the author and ourselves are part awakening and part fellowship. It's hard to feel entirely alone as a reader.

Lately, I have learned about some additional gifts of reading. New studies have identified very good news for readers, especially life-long readers. Individuals

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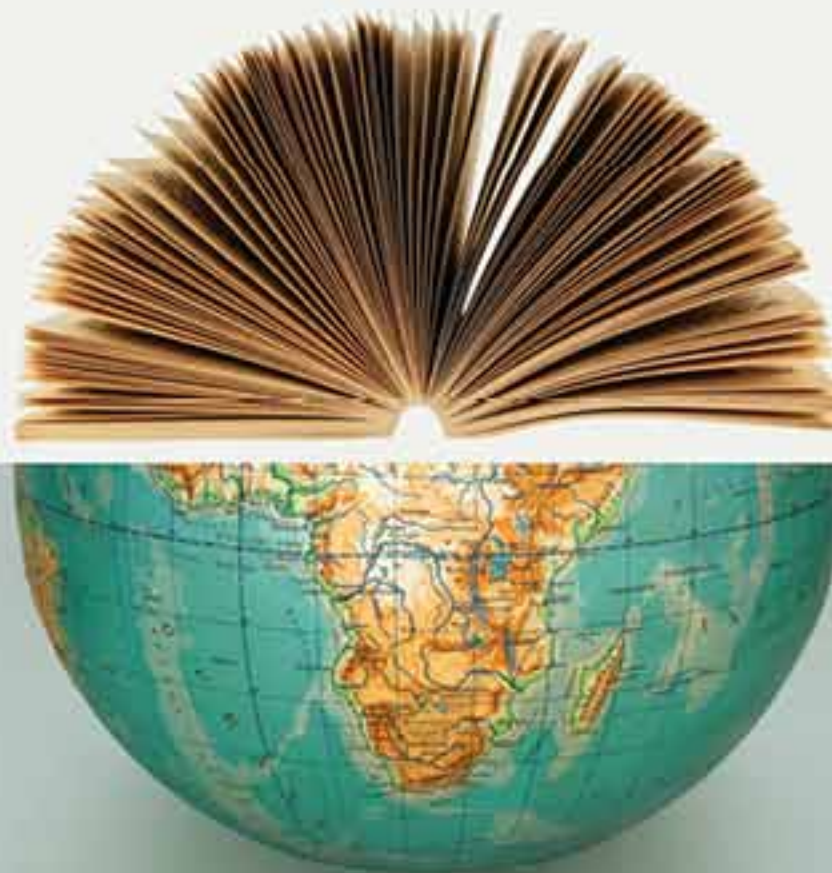
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New Year's Resolution: Conscious Leadership

By Liz Duffy
ISS President

Ever since I was a child, I've enjoyed making New Year's resolutions. I wish I could report that I've kept all, or even most, of my resolutions, but alas, my intentions usually far outstrip the results.

One resolution that I made in 2019 that I'm glad that I kept was to take time to learn more about conscious leadership (see www.conscious.is). For the past 12 months, I've been fortunate to participate in a year-long experience focused on conscious leadership led by Romy Toussaint, whom those of you who have attended the Mary Anne Haas Women's Symposium over the past couple of years have met. I've attended many leadership workshops and seminars over the course of my career, but this one was different because it applied to all parts of my life, not just my role at work, and required more soul searching than many professional development sessions entail.



Liz and Romy Toussaint

The foundational idea of conscious leadership is that each of us is the author of our own story. While we can't unilaterally determine how events in our lives or at work will unfold, we can determine how we react to what happens.

Conscious leaders strive to take 100% responsibility for the circumstances, situations, relationships and interactions in their lives. Our brains are programmed to become defensive, closed and protective when we perceive a threat to our physical safety, our ego, or our identity. Conscious leaders resist the urge to blame or criticize others, ourselves or situations beyond our control, and instead become open, curious and committed to learning, even under difficult circumstances.

One of the reasons that conscious leadership resonates with me is that its tenets are consistent with many of the educational and leadership philosophies that I ascribe to, such as a growth mindset, deliberative practice, and expectation theory. Conscious leaders resist the urge to play the hero and try to fix issues for others. For me one of the most challenging parts of being a teacher was allowing students to stumble and struggle, even though I knew such grappling would lead to the deepest and most enduring learning. The students in my classroom would definitely have benefited had I known then some of the tools of conscious leadership that I know now.

Conscious leadership also speaks to how we can most productively interact with colleagues. For example, I understand much better the costs of both gossip and avoiding difficult conversations, and I have learned how to raise uncomfortable topics in healthy ways. It struck me throughout the year that many of the conscious leadership practices can be used to deepen learning, enhance collaboration and strengthen partnerships—three core values of ISS and most international schools.

While the concepts of conscious leadership are fairly straightforward, consistently following them is much more challenging, which brings me to my 2020 New Year's Resolutions. At the top of my list of resolutions for this year is to become a more conscious leader. I expect in fact, that practicing conscious leadership will become a recurring resolution—and I hope it's one that I keep!

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NewsLinks

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As a nonprofit organization, International Schools Services (ISS) works with more than 500 international schools and thousands of educators each year across its suite of services, creating the largest global footprint in international education support. Since its inception in 1955, ISS has launched and managed more than 110 international schools; supported approximately 50,000 job-seeking educators; developed ground-breaking learning programs, such as the World Language Initiative and LEVEL 5 Creativity & Innovation Hubs; processed about 15,000 school supply orders annually; and provided accounting and nonprofit board management for over 75 schools. With its headquarters in Princeton, NJ, USA and locations in China and Bahrain, ISS currently owns or operates about 20 international schools around the world and promotes innovative best practices for global education through its core services that include: founding and managing student-centered, future-oriented schools; recruiting world-class educators; providing cutting-edge professional learning opportunities; sourcing essential school supplies; and administering school foundations.

International Schools Services, Inc.

15 Roszel Road, PO Box 5910, Princeton, NJ 08543-5910 U.S.A.

Tel 609.452.0990 • Fax 609.452.2690 • Email iss@iss.edu • www.iss.edu

For advertising information contact: advertising@iss.edu

Creating Brave Space to Lead Conversations Around Equity in Our Schools

By Dana Specker Watts, Ph.D.

ISS Director of Research and Development

We need to provide role models for all of our students by developing diverse leadership teams within international schools; however, the reality is that the majority of our international schools are run by one gender and one race. According to the US Department of State Assisted Schools, the majority of our school leaders are white (93%) and male (76%). But as a Caucasian female, I worry that my drive for equity and diversity in schools might be jaded. *Who am I to speak out for equity and justice when my only connection is through gender inequity?* Others have experienced prejudice and racism throughout their entire lives. At the end of the day, I am a member of the dominant group identity that leads our schools.

Diversity looks different at each of our schools. When you look at your school, who is the least served student within your school? Is it a student who comes from the host country? A student with a specific learning issue? A student who is less academically inclined? Or a student from a nondominant religion or race? Chances are, you have several students that are not receiving equitable treatment within your school and community. **These are the kids that most need us.**

How do we empower educators from less dominant cultures into the systematic picture of leadership?

Needless to say, I was thrilled when Ayodele and Natasha Harrison reached out to the Diversity Collaborative to see we were interested in partnering with their organization, CommunityBuild Ventures, to recruit a diverse population of educators into overseas schools and mentor them to be leaders. They offered to attend the ISS-Schrole Advantage job fair in Atlanta and run a brief workshop for recruiters to help them create lasting changes in the way we engage, support, and promote educators who encompass a broad range of identities around the world.

In his session, "Creating Brave Space to Lead Conversations around Equity in Our Schools," Ayodele ran us through a protocol to guide our discussion and

create a safe container for brave conversations. The work of shifting from safe conversations (free from harm or risk) to brave conversations (when we allow ourselves to be vulnerable and exposed) is crucial. The students in our schools need us to have these conversations.

During Ayodele's workshop, we discussed implicit bias, denial, and mindsets in our international schools. He asked thought-provoking questions such as:

- What do we need to know and be able to do to create equitable world class international schools? Why is it important?
- What does an equitable school look like? What are its characteristics?
- Why are we not achieving it? What is slowing our progress?

There is no doubt that creating opportunities for brave conversations is essential. If we want to increase the diversity of our international school faculty, staff, and leadership teams, we must continue to have brave conversations.

By examining the root causes of inequity, we can improve outcomes and build capacity within our communities. Is it possible to have complete equity? My utopian vision of the world would like to say yes, but I honestly don't know the answer. However, I am willing to continue to engage in brave conversations to help our community get closer to this vision. Are you?

I encourage you to reach out to organizations such as CommunityBuild Ventures to create containers for brave conversations that center around diversity. We all know it takes a village. And CommunityBuild Ventures is an organization of experienced facilitators who lead professional learning that is culturally responsive to students, staff, administration, and the international communities we serve.

While no individual action will change the face of educational leadership overnight, the Diversity Collaborative will continue to partner with other organizations to support the international school community in this important work. We look forward to having these brave conversations together.



CommunityBuild Ventures



Live and work in Dubai, the global business and cultural hub of the Middle East. Founded in 1966, ASD is an independent, not-for-profit, Pre-K through Grade 12 U.S. curriculum school educating close to 1,900 students from more than 70 countries. www.asdubai.org

American School
of Dubai

Dalian American International School Completes Expansion

(continued from page 1)

Elementary School

For every student in the Elementary School, the new Design Program is structured to engage students in building skills, brainstorming, critical thinking, and design-based problem solving. In the years leading up to launch, DAIS conducted extensive research, consultation with ISS's Chief Innovation Officer John Burns, and purposeful strategic planning with the newly recruited Design Program teachers and the administrators of DAIS. The DAIS team designed and built an exceptional elementary d_Lab equipped with safety equipment, a wide variety of tools, modern digital media technology, and state-of-the-art 3D printers. Through hands on activities, practical implementation and authentic experiences, this space will allow the young students of DAIS to exercise their communication and collaboration skills and develop into the 'solutionaries' of the future.

Additional renovations were completed on the Elementary School building including the library and Mandarin classrooms. The library was redesigned to create a more welcoming environment, with plenty of new nooks and crannies for students to read in. Down the hallway, the old music space was transformed into three smaller Mandarin classrooms. This reconfiguration allows the Mandarin department to offer daily 30-minute classes focused on oral language proficiency at 3 distinct levels: developing for new language learners, bridging for those with Mandarin experience and exploring for students with higher levels of fluency.

Gymnasium

DAIS' new gymnasium was built with a multipurpose floor which allows the school to host large groups, conduct music concerts, and run a variety of athletic events. The gymnasium boasts two FIBA regulation size basketball courts with automatic baskets, two volleyball courts with floor inserts, six badminton courts, and two futsal courts. An automatic curtain separates the two courts to allow for multiple teams or classes to use the facility at the same time. In the fall students and staff were treated to a blast of cool, soothing air during the school's opening assembly, courtesy of the gym's climate control system. With the addition of this state-of-the-art gym, the school is now able to run multiple physical education classes and after school activities throughout the winter months.

Performing Arts

Rounding off the new and renovated facilities are the performing arts classrooms located above the gymnasium. This area is comprised of a choir room, Secondary School band room, Elementary School music room, Secondary drama room, and 7 practice rooms. The move from the basement of the

Secondary building to the second-floor sunlit classrooms of the new building was a welcome change. Inspiring joy, creative engagement and focus, the new performing arts space provides an inspirational space for students and reflects the value that DAIS places on its arts program.

As we look to the future needs of a growing, diversifying student body, DAIS faculty strive daily to develop rigorous, authentic learning experiences for our students. These newly renovated classrooms, laboratories and learning centers will serve to facilitate this important, ongoing mission for years to come.



Music Room



Elementary Library

An advertisement for Pacific Prime insurance. It features two women and several children in a school hallway. The text reads: "PACIFIC PRIME Simplifying Insurance", "GET A FREE MARKET REVIEW OF YOUR SCHOOL'S INSURANCE COVER", "Please contact us at: schools@pacificprime.com or Visit our website: www.pacificprime.com/corporate".



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BIBA WECHAT

Head Fuel and Heart Compass: A Reading Love Letter

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Riffa Views International School

with high lifetime levels of cognitive activity show slower decline, despite the presence of underlying pathology (Jacobs, 2017). “Habitual participation in cognitively stimulating pursuits over a lifetime might substantially increase the efficiency of some cognitive systems,” writes a research team led by neuropsychologist Robert Wilson of Chicago’s Rush University Medical Center. This efficiency apparently counteracts the often-devastating effects of nervous system diseases. “Asking ourselves, can we do anything to

slow down late-life cognitive decline, the results suggest yes—read more books, write more, and do activities that keep your brain busy, irrespective of your age.”

Knowing the essential vitality and utility of reading in our lives, here are a few of the essential experiences children need to flourish as readers from their earliest years until they leave your home to head out on their own:

Let children read. Engage the children you shepherd, whether teacher, administrator, or parent, in daily doses of reading with you and by reading on their own. This helps reading be something they own and look forward to each day. It becomes part of them and helps to shape their identities by fueling their passions and soothing the rough parts of life, too.

Books in hands. This is where it all begins. This is where it grows over time. From my forty years as an educator, especially as a literacy specialist, I have witnessed many reading wars and engaged in numerous passion fights myself to champion what I know as truth: We learn to read by reading. In this simple truth, I have supported and watched hundreds of children (thousands, in truth) bud and blossom as readers. The exact journey and timeline of reading learning wasn’t and isn’t the same for all children. But, from my observations and interactions, a few common factors have become vital patterns in successfully nurturing growing readers.

In the last year or so, the ugly reading wars have once again become fodder for argument and division. Worst of all, these fights are political, commercial, and drive learning and teaching into the desert of odd programs which provide children with little or no actual reading. I try not to let this crush my heart but I must admit that I am flabbergasted that we continue to fight with one another over methodology when common sense so clearly and vividly illuminates the truth: to grow readers, children need to read. Period.

Independent reading leads to an increased volume of reading. The more one reads, the better one reads. The more one reads, the more knowledge of words and language one acquires. The more one reads, the more fluent one becomes as a reader. The more one reads, the easier it becomes to sustain the mental effort necessary to comprehend complex texts. The more one reads, the more one learns about the people and happenings of our world. This increased volume of reading is essential (Allington, 2014).

To grow readers, children need to be trusted and respected to select their own reading texts. To grow readers, thinking and understanding must be paramount in our instruction while also giving each child responsive doses of phonics and conventions. We withhold nothing, we model the problem solving of reading new words, we trigger thinking skills and strategies by revealing our own openly and compassionately.

Because best practice literacy instruction is not highly commercial, because we cannot monetize workshop model—apprentice style teaching, we are vulnerable. But please hear this: Good teaching and meaningful learning do not come from a worksheet or drill exercise. In *From Striving to Thriving*, Stephanie Harvey and Annie Ward (2017) emphasize this fact on the very first page. They note that



Yangon International School

“four decades of research have established that voluminous, pleasurable reading is key to literacy development” (p. 9). Intentional, protected time for independent reading within the school day or class period allows students opportunities to practice reading skills in a high-engagement, low-stakes environment. Students have choice over the medium through which they develop reading skills, fostering true engagement in the act of reading (NCTE, 2019).

Let children see you read. Children imitate what they see us giving time to in our own lives. By reading in front of growing readers, our actions really will speak louder than our admonishments. Seeing the adults they love engage in reading acts as an invitation to children. Invite your children or students into living a literate life by sharing your reading habits openly.

When I began teaching, parent education workshops were part of each year’s teaching work. Not yet a parent myself, I turned to the parents of my students to craft some of their authentic needs and questions so that my efforts for parents were relevant and meaningful. One of the insights we all gained from these collaborations was the fact that the kids were not seeing us read because we engaged in our own reading after the children went to bed (or, in my case, outside of our class). We began to realize that this was a mistake and left children out of what was vital to so many of us. So, now I always read alongside students in classrooms and share my own reading time with my son, daughter-in-law, nieces and nephews. It’s an integral part of our relationships with one another..

Weave reading into your classroom life and family life. As an educator first and then as a mom and aunt, I have witnessed something lovely and remarkable: All children who grow up in families where reading is practiced and modeled become readers themselves. Yes, the transformation sometimes takes some

*Reading should not be presented to children as a chore or duty.
It should be offered to them as a precious gift.*

Author Kate DiCamillo

time and the wait can cause us to become quite worried. But, if we do as Robert Frost advises—*Surround youngsters with so many books that they stumble over them*—we are marinating them in living a reading life. In the end, our invitations into the world of books and texts are seized, especially when choice and providing lingering time are honored.

By reading to and with children, you are giving them a quiet place and you are giving them a part of yourself no other activity can replicate or match. The intimacy, the shared thinking, the laughter, the awe, the bewilderment, and the sorrow, too—You now have common experiences which deepen your relationship and connection to one another. It’s one of the very best things we can do to nurture children’s hearts and it absolutely widens the mind.



Shekou International School

I have been a member of two book clubs for over twenty-five years. One I enjoy with my husband Dave and three other couples. My other book club is a group of six fellow teachers and completely champions of my heart, especially because they stuck with me even when I lived overseas for several years. Not many friends hang with you like that. But book mates do. Just as books help me to dwell in the soul of another, talking with fellow readers increases my compassion by layering my knowledge of the world with theirs (Benson, 1996).

Because of our own book clubs and with the insights about how reading has often been a form of therapy for us, my sister-in-law Shelly and I started a book club for our sons when the boys were in first grade. Beginning with *Lily’s Purple Plastic Purse* by Kevin Henkes, these every four-to-six week gatherings throughout the boys’ lives continued until they were in early high school (when everyone’s schedules made meeting impossible). Our child-parent book club gave us a continuous vehicle to talk to the kids through the characters and problems of the books which would often have been too uncomfortable or hard for the children—or us more frankly—to deal with directly. The main ingredient of our child-parent book club was joy, an essential emotion all children need to tie with reading. As an empty nest Mama bear now, I treasure these book club memories and I think my son and nephew do, too.

(continued on next page)

Head Fuel and Heart Compass: A Reading Love Letters

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Share how you read. As you nurture growing readers—your own children or your students—reveal your how’s. How do you work to understand what you read? Share your internal dialogue by thinking aloud. Tell your growing reader/s about when reread and how you ask questions as you read. Demonstrate your ways of knowing what is important as you read. In my case, I share reading sentence stems such as “*I learned...*” to determine importance as I read nonfiction and “*I am feeling...*” or “*I am sensing...*” to share how I identify importance when I read poetry.

Children of all ages mistakenly think that adults read perfectly and without effort. Sharing the hard work of your reading and your own problem solving skills as a reader are some of the best and most “Ah, ha!” provoking moments you will share together. Listen to how you talk to yourself before, during, and after reading. These words are your authentic reading scripts you can share with your children or students to nudge their own understanding work as a reader.

Reveal why you read. Share *why* you turn to texts. This reading ritual is vital. It can take many a budding reader a few years to find her or his identity as a reader. Because reading *is* hard work and because some children do take and need some time to identify themselves as readers, reading will not always be your child’s or students’ first draft pick for their free time activities. This is a chief reason to openly and passionately share why you read to the growing readers of your life.

Years ago, I heard fellow Scotsman turned Coloradan Thomas Sutherland share the refuge he found in books as he was held captive for over six and a half years in Beirut. This has been true for me all my life, too. And, over the last four decades, I have interviewed hundreds of people about their reading lives and a clear “why I read” pattern has emerged denoting our intentions for reading as the golden compass. Show and tell the children in your life why you read. They need to hear these motivations.

From these few do’s, here are a few cautions for nurturing the literacy of growing readers:

Don’t ask your student or child to do anything as a reader that you don’t do yourself as a reader. After reading a great book, I often tell a friend about the book and encourage others to read it. I don’t write a book report. I do read and enjoy book reviews. So, with my students and my own son, I encouraged book recommendations and sharing which occasionally turned into book reviews. But I never asked my kids to write a book report, create a diorama of their reading, or write about everything they read. These clerical tasks quickly turn children off to reading. Let them read as you and I do—read for pleasure, read for information, read to edify.

Don’t police your students’ or children’s choices in reading. Rather, encourage and respect each child’s choices in reading. Choice is the greater energizer of literacy. Think about your nightstand table reading and those texts you choose to read on an airplane. We often read texts which, in fact, is at our easy, comfortable level. Reading demanding texts 100% of the time isn’t what we do as readers. We love a good piece in The New York Times, yummy recipes, or riveting sports articles, right? Pouring over the rich photography essays and design portraits in decorating magazines is a huge passion of mine. Are these cognitively rigorous or demanding for me? Probably not but they fuel my creativity and sense of possibilities in creating my own home and office environments. In other words, they are pure fun and joy for me. Why not encourage all children to bring this kind of joy reading into their own lives? Whether they choose to read graphic novels, unknown

author science fiction, fifteen books about horses, action packed comics, or art books full of rich photography, honor children’s choices as readers.

Many years ago, I heard Frank Smith say that a truly literate person is a person who not only can read but chooses to read, too. To help our children choose to bring reading into their lives, honor their voices and choices as readers. Model authentically your ways, joys, and struggles as a reader. Surround the children you love with so many books that they stumble over them (Robert Frost) For my family, this means we have books in every room of our home and in our cars, too. Trust that by living literate lives as a family or in your classroom, your growing readers will turn to reading and embrace it as essential oxygen in their lives. Happy reading, happy connections, and happy sharing your reading with all the children in your world!

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Cayman International School

School Supply Tips and Trends

By ISS Communications Team

The new calendar year is a busy time for the ISS School Supply, with hundreds of orders from schools around the world. Keith Cincotta, ISS Director of School Services, offers some insights about trends, and what's new this year.

What do you think has changed since last year's school supply season?

Furniture purchasing has moved almost fully to flexible and adaptive products. When we purchase for a new school building or a retrofit of an existing building, we are seeing almost 100% of furniture inquiries focusing on furniture adaptability and flexibility. Tables on casters that can be moved easily and in shapes that can be combined and fit together for different size groups. We're seeing an increase in soft seating and stand up desks, and fewer requests for teacher desks. Essentially anything that can support an active, creative, collaborative and inquiry-based learning space are high on our order lists. The days of rows of desks with attached seats seem to be truly over.

Are there any other items that are popular?

Coding robots have reached a new level of popularity this year. The price point has come down and they are more flexible than ever. iRobot's Root Robot for example is magnetic so it can be used on a white board hanging on the wall or flat on the ground. It features three different levels which allows students to advance from drag and drop coding all the way to completely text-based coding. We tried one out in the Princeton office and had a ball learning how to use it!

The price of flat screen display units has also come way down over the last few years. Combined with technologies like Apple TV or Google Chromecast, the typical classroom set up is moving from projectors to flat panel displays which allow students to display their devices quickly and easily.



Shekou International School

What's the best time to send in a new order? Is there a schedule schools should follow?

Business managers and other school leadership know that the key to maximizing your supply budget and ensuring on time delivery is to start early and be as organized as possible. Our reps work with their schools carefully to determine the best deadlines for their needs.

For example a school who wants their shipment to arrive on or near August 1, we will consider shipping time to the destination, time needed for customs clearance and delivery, as well as the time it will take for materials to go from ordered to delivered to our warehouse. Our reps advise their schools and work closely with them throughout the process.

Can you share a "pro" ordering tip?

Maximize your cargo space. If your school is shipping a container work with your rep to be sure it is as full as possible. Containers are shipped at a set rate whether they are full to bursting or only have a few boxes in them. With that in mind, think about the consumables you use each year and what items would make sense to fill your container. Paper towels, toilet paper, copier paper and even bulk food items are some things we've used to fully pack containers for clients over the years.

Bonus Tip: Consider your ISS School Supply Rep part of your team and reach out with questions or to ask for help with any problems you run into. As a non-profit organization our mission is to serve international schools and our reps all get great satisfaction out of making a difference for their schools.

At ISS, we've worked with international schools for more than 40 years on school supply and our current team of representatives and warehouse staff have hundreds of years of collective experience, with a significant track record of savings. Contact us today to learn how our team can help your school save time and money on your supply order.



LEVEL 5 Bahrain, Riffa Views International School



Cayman International School

Why is it better to use your service vs directly ordering from an online catalog or some other method?

The ISS School Supply Team reps know the right vendor for the products schools need. They will find the best price and the best availability from vendors we have history and experience working with. The value of consolidated shipping remains an unparalleled cost saving feature for schools ordering from different countries. Our reps, warehouse and shipping partners are experts at purchasing, documenting, shipping and working with customs officials all over the world. Business offices also appreciate how we consolidate invoicing so that schools pay one consolidated and detailed invoice to ISS instead of dozens or even hundreds of different vendor invoices individually.



International School of Aruba

Meet and learn with these ISS leaders at the
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TUESDAY, FEBRUARY 4

From Pipeline to Leadership

Office: Strategies to make the leadership recruitment process more 'female friendly'



Laura Light, ISS Director of Global Recruitment
With Bridget McNamer, Coreen Hester, and Dana Watts

Language, Culture and Cognition:
How do we know what we know?



Lila Leung, ISS-ULink General Manager

Leading by Example: Cultivating Equitable, Inclusive, and Just Communities



Moderated by **Beth Pfannl**, ISS Vice President, Administrative Searches and Governance Services
Co-moderated with Maddy Hewitt

WEDNESDAY, FEBRUARY 5

Women's Leadership Breakfast



Liz Duffy, ISS President
With guest speaker Firoozeh Dumas

Diversity Conversations About New Pathways to Leadership



Moderated by **Dana Watts**, ISS Director of Research and Development
Panel: Laura Light, Coreen Hester, and Bridget McNamer

Young Leaders Panel

With Daniela Silva, Michael Boots, Simon Gillespie, Shelley Paul, Daniel Kerr, and these ISS school leaders:



Emily Cave, Founding Director, NCIC-Immersion School



Jeremy Moore, Head of School, Cayman International School



Tara Waudby, Head of School, Riffa Views International School

Learn more at ISS.edu

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Three Reasons to Rethink Educator Professional Learning

By Luke Meinen

Manager, LEVEL 5 Bahrain

Originally posted on *Medium*, November 2019

The transformation from educators being vessels of knowledge that “teach” to becoming a facilitator of learning is taking place in schools around the world. Teachers are asked to make a paradigm shift towards developing learning experiences that foster agency, are authentic, and utilize a transdisciplinary approach. All great, and absolutely where education should move in our rapidly changing world; however, what does this actually look like?

Many educators attended school, learned how to teach and then spend years teaching only experiencing and utilizing traditional teacher-centered approaches. Now they are asked to flip it on its head.

Changing this is a daunting task, but even more so when we consider what educators are still being exposed to through staff meetings, continuing education and especially in professional development and CPD. Often, theoretical rhetoric runs high and the learning revolves around processes of pedagogy rather than actual experiences. This leaves people asking “Great, but how does this apply to my context?”



One participant’s feedback described the learning experiences in these terms, “The facilitator did an excellent job of keeping us engaged on the content while also living the process that he was teaching us.” Being immersed in the experience as a participant ensures higher engagement and intern, deeper levels of learning. Aligning the experience to something authentic and meaningful for your audience can also increase engagement.

It Builds Empathy

Authentic learning experiences for professional learning also help put educators in the students’ shoes. We begin to feel the positive and negative outcomes of engaging in STEAM, PBL, design thinking, inquiry-based or other new approaches have on students.

Educators empathize with the fatigue, the effect of authenticity, feelings associated with engagement, and even the pressure of creating a product for an authentic audience. In the end, this empathy can help us iterate our process to make it more conducive to students and even build wellness within the learning community.

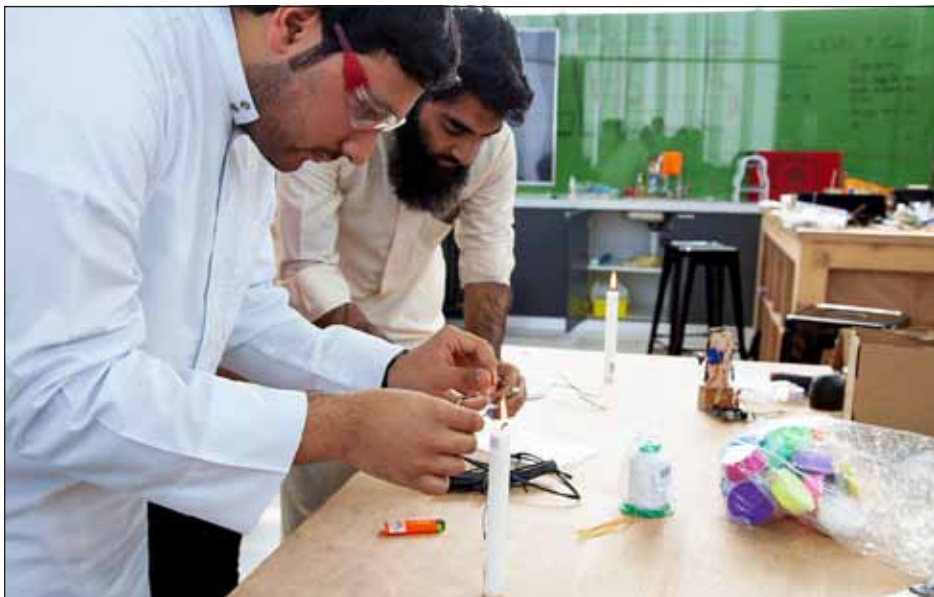
Establishes a Benchmark

The power of experiential professional learning also comes through in the recall process. Long after educators leave and begin to create lessons or units for their own learning community utilizing what they learned, they can still remember the experience they had. Having this allows educators to establish a step-by-step process in their mind that can be followed essentially acting as a mentor text to compare to. At times, this, paired with a bit of theory can help act as a springboard to implementing new practices.

“We learn through experience and experiencing, and no one teaches anyone anything.” —Viola Spolin

If we know that we learn from experience, we know that we need to approach students in a more engaging and authentic way, then isn’t it time to also shift our professional learning to match it?

For professional learning experiences that allow you to live and breath the processes that you can take back to your classroom or school, join **LEVEL 5** in China or Bahrain for one of their many creative learning experiences.



Over the past month, LEVEL 5 Bahrain has hosted three events that have highlighted the power of experiential professional learning. These events focused on exploring STEAM through PBL, applying design thinking, and leveraging Arduino and wearable tech. In all three events, participants were engaged as students would be in an authentic learning experience. Only after these experiences was there a dive into pedagogy.

Here are three takeaways from these workshops to consider when you are looking at choosing or designing your next professional learning opportunity.



Photo by John Burns from International Schools Services

It’s Engaging

“It’s lunchtime already?” was a comment I overheard at all three workshops. Participants were challenged throughout the days with tasks that they needed to solve or challenges that needed to be overcome. All three workshops included a real learning experiences that could be scaled for students in their own classrooms. In addition, it helped participants foster a firm understanding of the process and teaching strategies that were possible when utilizing the contemporary pedagogies that were being shared.

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Beyond Bricks: Building a Bilingual School

By Miles McFall

Assistant Principal, Dalian Huamei Bilingual School, China

Ready, Set...

Let's build a bilingual school! Where do we start? When the decision to expand the Dalian American International School program offerings to include a bilingual school for Chinese nationals was made in 2017, we knew there would be much to do. To form the Dalian Huamei Bilingual School, board members, administration and teachers traveled around Asia visiting schools, asking questions and reviewing research to see what the landscape was and to find the best path forward. Thankfully, the collaborative and supportive environment of ISS schools meant that our colleagues in other institutions were honest and forthcoming. Most discussions had a few consistent refrains, 'Here's what worked and what didn't...', 'If we could go back knowing what we know now...', 'Whatever you do, make sure you...' and most gratifying, 'It's been a great learning experience.'

Though folks had shared a lot of challenges and missteps, they shared twice as many successes and stories of obvious pride about the accomplishments of their students. We found teachers and administrators in genuine awe of what their students were producing in terms of learning. We felt secure in knowing we were treading on fertile ground. There were so many rich and varied ideas out there—too many actually!

Now was the hard part. We needed to figure out how to take all we had seen and discussed and put it together into a cohesive program that would meet the needs of our community. And so, the conversations started. What do we value? What do we mean when we say we're a 'bilingual' school? How do the influences of culture on individuals and systems inform our planning? What will the similarities and differences be between our international and bilingual school? Anyone who has participated in the overwhelming(ly awesome) work of starting a new school knows the myriad of questions and plans that need to be made. And how all of them subsequently need to be revised when previously unforeseen circumstances come into play.



Art room

decade ago. Children had grown up here, some starting in elementary and later graduating from high school. Families knew each other, faculty, and staff as neighbors, teammates and friends. Keeping that close-knit neighborhood feel as our campus expanded by hundreds of students and families was first and foremost in our minds. How could we see our expansion not as a threat to our identity, but a chance to spread it to a much larger population?

The fall of 2019 gave us the answer to that question. In identifying the needs of our community, we opened amazing new student housing, athletic facilities, performance space and meeting rooms, as well as the largest academic building on our campus. Our new, purpose-built academic building became home to the Dalian Huamei Bilingual School, which opened its doors to Chinese national and international students in grades one through six. These new spaces allowed for expansion without impinging on classroom, athletic or living spaces of our former students and families.

A New Chapter

Thankfully, with a year of curriculum planning under our belt, we were confident that when we opened the doors of DHBS we were providing a safe, well-equipped learning environment with committed faculty and staff.

Despite the previous years of designing, planning and constructing the new building, it really wasn't brought to life until faculty and staff worked for weeks to create a warm, welcoming, multilingual environment for new students. As nervous and excited students and parents (and teachers and administrators!) streamed in to meet, greet and begin to build a new community, we committed to fostering the same personal relationships that made DAIS successful. And what better way to bring a community together than with a library!

Upon entering the new school building, students and parents were immediately drawn to the building's centerpiece; our expansive library. Designed to welcome DHBS parents, faculty and students to a school devoted to social, academic and personal growth, the library has expanded the DAIS library circulation to over 20,000 books distributed between the three libraries on campus. With a school founded on the development of bilingualism, biliteracy and socio-cultural competence, having a library stocked with monolingual books in English and Mandarin as well as dual languages supports the bilingual people we strive to help our students become.

In the months since our first day, it has been gratifying to watch personal connections form as 'new students' became classmates and friends. As planned, our spacious new cafeteria designed to seat over 450 people serves as a common meeting place for DAIS and DHBS elementary and middle school

(continued on next page)



Cafeteria at Dalian Huamei Bilingual School

Establishing a Foundation

Most salient of concerns was our community's desire to keep the defining elements of DAIS throughout the expansion. Stakeholder feedback was rich in benefits, positive experiences and aspects of our school about which we could be proud. However, for all of the teachers, parents and students, DIAS was synonymous with community. In a time when 'Community' is such a buzzword, everyone was almost embarrassed to use it, but it was true that at DAIS the idea of community has pervaded the campus from its humble roots over a

Beyond Bricks: Building a Bilingual School

(continued from page 13)



A view of the school library

students. What we didn't expect was that on any given day, it's not uncommon to see faculty and staff with students from each division sharing meals and laughs.

Though still growing into our surroundings, we're already seeing that the large common areas allocated on each floor are starting to be used for student projects, collaborative work, and as galleries for student artwork. The expanded side-by-side art classrooms have been busy producing creative, original student work to help decorate the space. It's gratifying to see our multicultural school identity coming through with bold self-portrait paintings contrasting elegant Chinese calligraphy and watercolors. The experience continues as both the Chinese and English music classes prepare for both a winter concert and spring festival celebration. It's not every day that one hears both Jingle Bells and the gujüng from different directions in the same hall. These distinct cultural offerings are evidence that as our community continues to diversify, the benefits are shared by everyone.

The Work Continues

As DHBS continues to expand, much is yet to be accomplished. While previous planning allowed us to begin a solid foundation, there are many exciting challenges and innovations ahead. Echoing discussions happening at a global scale, our faculty, staff and students are coming together over conversations about navigating cultural differences in understanding, learning and language. Intentionally building bridges between languages to support biliteracy, creating multilingual learning spaces using translanguaging and helping guide students in reflective practices around language choices has been as rewarding as it has been tiring. Though only halfway through the year at time of writing, our small, scrappy team has contributed and accomplished so much.

We are laying the foundation of a wonderful balanced bilingual program. Armed with a limitless supply of coffee, hot water, white board markers and post-its, the team is ready to further integrate our English and Mandarin Language Arts curriculum, offer all specialist classes in both languages and continue to bring the best of both American and Chinese education together. We labor safe in the knowledge that as the world continues to be more globally-minded, technologically literate and cosmopolitan, our students will be better prepared for a future world none of us can reliably imagine or articulate but which will be made better by their contributions. We look forward to the day when our students carry our sense and appreciation of community out to include even more potential neighbors.

Announcements

ISS Milestones: Retirements

In 2020, we will be honoring two remarkable employees: **Carolyn Bethune** and **Terrie Marino** will celebrate 25 years of service at ISS, as well as the exciting beginnings of their retirement.

This February 2020, **Carolyn Bethune** will retire from her position as Office Manager. It is truly difficult to sum up Carolyn's achievement in her 25 dedicated years of service, marked by admirable hard work, determination, and dedication. "Filling Carolyn's shoes will be an almost impossible task," said Desiree Bryant, Director of Human Resources. Carolyn has been an integral part of the ISS Princeton office and will be greatly missed! On behalf of everyone at ISS, we thank Carolyn and wish her a happy retirement full of many joyful moments.

Terrie Marino will also begin her journey toward full retirement in 2020. She has worked as a School Supply Representative for twenty-five years and has taken care of dozens of schools, and thousands and thousands of shipments. Terrie has developed strong relationships with contacts all over the world, and is a smart, funny, loyal and hardworking team member. Terrie and her husband will be splitting their time between New Jersey and Florida. Keith Cincotta, Director of School Services, explained: "We're going to miss Terrie but have fortunately convinced her to stay on part-time for at least the time being, to give us all a chance to adjust!" We wish Terrie much happiness as she begins this exciting new chapter.

ISS-Schrole Advantage Atlanta Fair Participation Reaches All-time High

By ISS Communications Team

The ISS-Schrole Advantage job fair, held in Atlanta, GA from December 6-9, 2019 reached an all-time high for participation among international educators. This year's event recorded an uptick of about 18% more candidates and 20% recruiters than last year's event.

"It's not a surprise that we're seeing such record turnouts at our fairs," said Laura Light, Director of Global Recruitment for International Schools Services (ISS). "The volume of candidates and recruiters signing up for ISS-Schrole Advantage this year has been staggering. The number of users on the platform this November was up 260% since the same time last year. It's so exciting seeing it all catch on."

ISS-Schrole Advantage is a dynamic, custom-built recruiting ecosystem for international schools and educators that has an extensive database; rapidly evolving education recruitment platform; and opportunities for connections like fairs, in-session chats, and conversations. It was introduced at the start of the 2018-2019 recruitment season through an alliance between International Schools Services and Schrole Group.

Attendees of the Atlanta job fair had opportunities to meet face-to-face in the hopes of filling upcoming vacancies at international schools. The event included presentations from schools, networking events, interview signups and the possibility of live interviews during the weekend. For some attendees, the event also included job offers; happy candidates reported accepting positions in numerous places, including Berlin, Columbia, Ecuador, Guatemala, Kuwait, and United Arab Emirates.

"Hearing the candidates and schools get connected is my favorite part," says Laura Light. "I was an international educator myself who worked in many different countries. It's such a tremendous experience and a tremendous global community."

The Atlanta event is traditional held following an event hosted by the Association of American Schools in South America (AASSA) so candidates can increase their job options. New this year, the Atlanta fair also included a thought-provoking presentation for recruiters about "Creating Brave Space to Lead Conversations Around Equity in Our Schools," presented by CommunityBuildVentures LLC. In addition, to further introduce higher education faculty and students to international education career paths, special guest invitations were extended to local area universities.

ISS-Schrole Advantage has two additional in-person fairs on one virtual fair scheduled for this recruitment season. "We are on track for these to be our biggest events ever," says Laura Light. "I have been encouraging everyone I know to sign up early as spots are definitely filling up."

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- Educational Media Teacher



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Leadership Feature: Adam Oliver

By ISS Communications Team

We're pleased to feature Adam Oliver who was part of an ISS Administrative Search earlier this year for Head of School at **Robert College** in Istanbul. Adam started in his new role in July 2019 and we're glad to share his story.

Before his move, Adam was Vice Principal and Head of Schools at **St George's British International School**, Rome. He holds a MA Hons in English Language and Literature from St Andrews, a PGCert in Education from Keble College (Oxford), a NPQH from the Institute of Education, University College (London), and a MSt in Creative Writing from St Edmunds (Cambridge).

Any interesting story about you that you would like to share?

In my younger years, I cycled coast-coast across America, and also from London to Istanbul. Both trips were huge learning experiences for me, and certainly taught me that even challenges that seem too large to handle can be managed through the right strategies, such as careful planning and segmenting one big target into many smaller, more manageable ones. And eating unfeasible amounts of pasta—that was an important strategy too.

How did you first become interested in education?

Please tell us about your education philosophy and leadership style.. What excited you about the new role at Robert College?

I became an educator because I wanted to work with my subject area. The love of teaching grew from there.

I looked forward to leading Robert College in a way that focused on people, and on bringing the very best ideas in education to bear. My goal is to enable everyone to thrive. To achieve that, I want to focus on the idea of connection: to ourselves, to others, and to the natural world.

The opportunity to lead a school with the reputation of Robert College is a huge honor and privilege. I am particularly excited about the chance to work with such incredibly gifted people: the students match the best in the world, and the entire community is characterized by excellence.



Now that you've been at Robert College since July, how has the transition into the role and school been? Any highlight school events for you so far?

The Robert College community has been incredibly welcoming at every level, and their strong support has made the inevitable difficulties of transition very easy to deal with. We already feel very much at home.

Robert College's students are astonishing, and any event involving them is guaranteed to be interesting and innovative. When the whole community gathers, such as at our recent annual Homecoming, the sense of family spirit is remarkable.

What have you enjoyed about living in Istanbul?

Istanbul is one of the world's great cities, a metropolis in the true sense. There is a vibrant modern culture, and layers of fascinating history. With several UNESCO World Heritage sites, the city equals any other for spectacular architecture and art. It is a privilege to live here.

And finally, what was the Administrative Search recruitment experience like for you?

During the selection process for my new role, I always felt fully supported by ISS. I was privileged to work with senior colleagues, possessing a wealth of experience as former school leaders themselves. Liz Duffy and Beth Pfannl provided me with honest, realistic evaluation as the process progressed, measured and helpful input during its key phases, and continuing support in its final acts.

Since my appointment, they have continued to be available to offer advice during my induction period. Add all this together and the overall support can be described in a single superlative: superb.

Adam made the move with his wife Rima Berro Oliver, along with their pet dog and cat Chloe and Misu. Thank you for taking the time to share your journey, Adam, and we wish you the best in the rest of the school year!

If you're interested in pursuing a school leadership position, check out our **current leadership searches**. Our **ISS Administrative Search Team** is also ready to be in touch and help you learn more.

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**Contact: Seamus Marriott
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Women in Leadership: Self-Trust, Self-Care and Courage

By Dr. Fran Prolman

President and Senior Consultant, The Learning Collaborative

"Would that there were an award for people who come to understand the concept of enough. Good enough. Successful enough. Thin enough. Rich enough. Socially responsible enough. When you have self-respect, you have enough." —Gail Sheehy. Author and social critic.

There has been an extraordinary response to the publication of my most recent book, *Women in Leadership: Self-Trust, Self-Care, and Courage* and the training which accompanies it. The seven biases against women described in the book have struck a chord in both the readers and training participants. They describe the mental toll the biases extract from the talented female leaders around us and those who aspire to become leaders. The concept of "good enough" becomes a far-away goal and longed for gift.

The burden of performance bias, where regardless of past successes and track record of leadership talent, women are expected to perform and prove themselves time and time again is very real and exhausting. The self-trust necessary to be able to tell ourselves that we are indeed enough becomes a hard-won goal and requires conscious and intentional inner work. It is a singular burden for women to bear.

In addition, it is a singular burden for women leaders to be seen as capable and focused when they are either of childbearing age, or have children they are raising while climbing up a career ladder. When are asked to prove themselves when men don't (performance bias), even though men and women could both be returning to children waiting for them at home. There are minimal breaks



or job flexibility given to women. Job sharing, flexible hours, comp time and telework are rare occurrences and inconsistent at best. It is a woman leader who continues to juggle the logistics of the home front while doing their leadership job with a performance and perfection burden hanging over their heads.

Men hire people who they have affinity toward...people who look like them which is known as affinity bias. Therefore, it is not a surprise why there continues to be a preponderance of white male leaders. Women of color have a wall of double discrimination which makes their climb up a leadership ladder to success becomes even more challenging. As a result, women leaders need support and encouragement. They need a psychologically safe group of mentors and supporters who can help pave the way and cheer them on. There are institutional obstacles that are real and need intentional navigating around to so that female leaders can achieve their professional goals.

Women in Leadership: Self-Trust, Self-Care, and Courage offers very practical and specific strategies and skills organized to address "soft skills" beginning with the skill of trusting ourselves to have the capacity to do hard things, ask for help, know who to call and how to withstand the heat of pressure, feedback and scrutiny.

In addition, the hard skills of when to say no, how to give difficult feedback to a male employee who you supervise and how to respond to harassment is discussed. The strategies for managing polarities, and navigating through confrontation and sabotage are provided, as are case studies from female colleagues in the field who share their stories of mastery in very real settings.

Lastly, the self-sustaining strategies of self-care and courage are offered in abundance so women are fortified for this long-distance run. An appendix of strategies, links, poems, quotes and inspiration are provided to keep us company along the journey.

Questions, comments and ordering information for *Women in Leadership: Self-Trust, Self-Care, and Courage* and the Women in Leadership Profile cards can be found at www.thelearningcollaborative.com or franprolman.com.



Women in Leadership Cards

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Learn More: <https://www.thelearningcollaborative.com/product-page/women-in-leadership-cards>

About the Author

Dr. Fran Prolman is an internationally recognized consultant specializing in educational leadership, school improvement and instructional strategies as well as communication skills, critical thinking and organizational development. Fran brings 30 years of educational experience as a teacher, staff developer, administrator, graduate-level university instructor and published author. She has been a two-time Fulbright Scholar in both India and Israel and has presented numerous papers and workshops nationally and internationally. Fran earned her doctorate in teacher training and international education from George Washington University and a master's degree in educational administration and curriculum and instruction from the University of Pennsylvania.



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A Primer for Current & Future International School Leaders: Proprietary and Ownership-Model Schools

By Ettie Zilber, Ed.D.

ABSTRACT

With the exponential growth of international schools worldwide, current and prospective school administrators and leaders are likely to consider a future position in a school that is outside the “traditional” model of international school governance, sponsorship, or ownership. While data on the growth of international schools is diligently collected and disseminated by ISC Research, there is a dearth of literature to help educational leaders learn about, understand, and navigate the new landscape.

To address that gap, a self-help study was undertaken in order to tap the knowledge of colleagues who have worked at proprietary schools or other schools with “non-traditional” ownership models. The wisdom of experienced Heads of Schools (HOS) is included as advice to springboard individual research by current or prospective school leaders.

OBJECTIVES OF THE STUDY

- To demystify this new paradigm and identify the types and varieties of these schools.
- To compile a list of questions/issues to research during the application process for a leadership position.
- To offer insights into governance and business models that the HOS will likely encounter in a future position.
- To advise on issues unique to these schools.
- To identify particular skills and attitudes for leaders that would be needed in this new setting.

WHAT IS A PROPRIETARY SCHOOL?

The nomenclature associated with proprietary schools is complex because there are so many models and permutations. These schools are characterized by the mode of ownership, often by an individual, family or figure-head proprietor, and for being for-profit or being constituted by owners through a not-for-profit trust.

Owners may also include corporations, real estate developers, religious-affiliated associations, and private equity businesses. For a full list of descriptors, please see the full report at: bit.ly/ProprietarySchools.

ADVANTAGES OF A PROPRIETARY SCHOOL

- Unlike other international school governance models, proprietary schools tend to have more stability and less board turn-over which allows for more uniform decisions over time.
- In many proprietary schools, the HOS is not responsible for the construction of the entire budget and is able to focus on only the key issues that concern teaching and learning.
- Salary and benefits may be more competitive, especially for the HOS position at leading for-profit schools.
- Decisions can be made more rapidly, as the owner may be in daily contact with the HOS.

UNIQUE CONSIDERATIONS OF A PROPRIETARY SCHOOL

- The owner will expect a profit and return on their investment.
- The HOS may have to give up some control to be successful in a proprietary school.
- Sometimes the owner may have an office on campus and it might be larger and more impressive than the HOS.
- Most likely, the Business/Finance Manager may be the key position appointed by the owner to protect and supervise the business interests.
- A member of the owner’s family may have a salaried position on staff.
- At times there are multiple co-owners which can complicate things for the HOS, if there are disagreements between them.
- Only 22% of proprietary schools are accredited, and many do not have a school board.
- Teachers and parents may become disappointed whenever there is a rejection of a request and blame the owner for penny-pinching. Thus, the HOS might find him/herself in an unpopular buffer role between the staff, the parents, and the owner.

RECOMMENDATIONS FROM THE STUDY

Skills & Attitudes Needed for Leaders

Understand the Owner:

- Understanding the owner’s motivation and vision for the school and the inner workings of the company, or the family regarding the school operation is essential.
- The relationship with the owner is key and must be established quickly to help learn his/her priorities.
- The HOS must accept that decisions may not always be democratic.

Cross-Cultural Competence:

- In many proprietary schools, the ownership hails from the host country. In some corporate schools, the culture of the management group may also be different from that of the educational leader.
- Invest in training and develop a good understanding of the culture of the owner.
- Cross-cultural training is important in order to raise awareness of values, behaviors, and emotions.

Personal Skills & Sense of Self:

- The relationship with the owner is of extreme importance.
- Develop a respect and trust for and with the owner.

- Include the owner in more operational decisions.
- Be flexible and prioritize potential conflicts. Sometimes it will be appropriate to ‘give in’ on a particular project or policies, so that he/she is willing to compromise on more important issues or practices.

Negotiation, Meditation, & Political Prowess:

- The HOS is the buffer between the board and the teachers and must be able to balance the relationship between the employer and the concerns of the parents and faculty, with much diplomacy.
- Most decisions must be based on what is best for students, but it is important to help all parties arrive at and understand those decisions.
- A sense of humor and flexibility is essential.

Business/Financial Acumen:

- While the HOS may have little or no control over the finances, s/he must still navigate between the business office and the owner.
- The HOS must be able to lobby for requests for increased and appropriate resources and navigate varying returns on investments.
- The HOS needs to be able to operate in a more corporate business environment, report to shareholders and understand corporate style budgets and reporting of revenue and earnings before interest, taxes, depreciation, and amortization (EBITDA) margin.

(continued on next page)

For a complete version of this research, go to: <http://bit.ly/ProprietarySchools>

RESEARCH BRIEF

The research, views, and opinions expressed in this brief are those of the author and do not necessarily reflect an official policy or position of ISS.

A Primer for Current & Future International School Leaders: Proprietary and Ownership-Model Schools

(continued from page 19)

RECOMMENDATIONS FROM THE STUDY

Interview Advice for Leadership Candidates

Board & Management

- Understand the structure and nature of the board, if any.
- If the school ownership is a partnership, ask how many partners there are and if there a management company hired to supervise the school.
- Understand the relationship between mission and margin.
- Review the strategic plan and accreditation report, if any.
- Understand the difference between a for-profit or not-for-profit.
- Ask about the educational and professional background of the owners.
- Inquire about the business interests of the owner.
- Find out which members of staff were appointed by the Board. Are there salaried family members on staff? Are there members of the owner's family on the Board?

Relationships & Responsibilities

- Review the school organization chart and job descriptions for all leadership positions, including CEO, HOS, Business Manager, etc.
- Find out who the Business Manager reports to and who is the legal representative of the school.
- Establish who has oversight for financial matters and what degree of autonomy the HOS has on financial and HR decisions.
- Inquire about the level of operational/daily interaction between the owner/s and the HOS.
- Ask about shareholders within the corporation and their role in the school.
- Find out how the HOS is evaluated. Is it based on academic or financial progress?
- Understand the role of the owner(s) in governance and daily management of the school.
- If family owned, ask who will inherit/govern the school after the original owners can no longer do so.
- Research how decisions are made and who is the final decision maker on academic issues.

Finances & Human Resources

- Inquire about past relationships between the owner/management and the HOS.
- Even if the school is not-for-profit, find out what the financial expectations are with regard to school operations.
- Understand the planned level of return on investment to the company/owner/ stakeholders.
- Understand the HOS' role in budget analysis, construction and supervision.
- If the HOS creates a surplus in the budget, ask if s/he can use the funds for other development purposes, or does it go into consolidated revenue.
- Research the financial sustainability of the school.
- Find out how the owner(s) has invested in academic improvements over the last 3 years.
- Research what % of the budget is earmarked for staff development and what % of the total annual revenue is budgeted for salaries and benefits?
- If enrollment decreases, ask what will happen to the major expenses (e.g., contracts, benefits).

For a complete version of this research, go to:
<http://bit.ly/ProprietarySchools>



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The ISS team is so uplifted by Ambatovy International School (AIS) and their community's partnership with **Harmony Orphanage** and **Tamatave Aide Nutrition Center**. Thank you to **Alba Carollo**, Head of School at AIS, for sharing stories and pictures from their annual Holiday Gift and Food Collection, including time of gift-giving, singing, dancing, arts, and new friendships!

In her reflection thanking participants of the drive, Alba writes, "These families were not the only ones positively impacted by our giving hearts. Our AIS students also greatly benefited from your modeling of generosity this holiday season."




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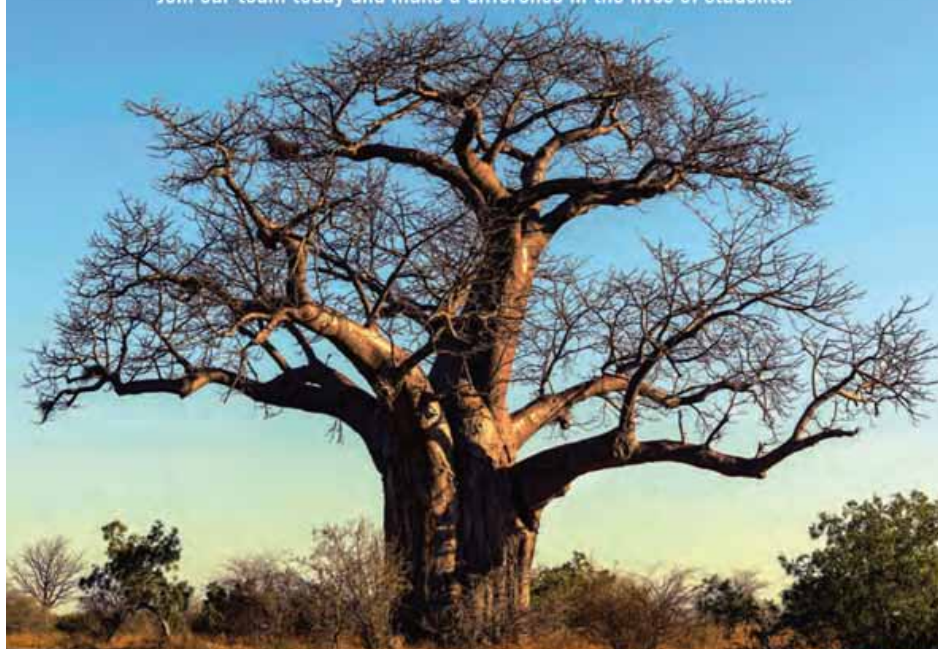


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Recruiting for all campuses is ongoing as long as positions remain available. Please visit our website as www.scis-china.org to learn more about our openings at SCIS. Candidates should submit a resume with recent photo to Mr. Daniel Eschtruth, Director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



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Coral and Ennis Johnson: Updates from Dubai

By ISS Communications Team

In February 2019, we had the joy of meeting educators Coral and Ennis Johnson at the ISS-Schrole Advantage San Francisco job fair. By the end of the fair, we also had the joy of celebrating as they accepted positions at the American School of Dubai, Coral as a Learning Support Specialist and Ennis as a Technology Teacher! You can relive their fair journey in this **feature** posted in March.

Now that the Johnson family has made the move, catch up with what has been surprising about life in Dubai, what advice they offer to other educators thinking about teaching overseas, and more:

How was the family move and transition to Dubai?

The transition for our family has been one we're still working through. It has been such a rollercoaster of emotions from leaving our family on the other side of the world to getting to know our new family on a new side of the world. We are still adjusting, but definitely enjoying every minute of this new adventure.

What has life been like at your new school and positions (and for your kids at a new school)?

Our school has been the absolute best. Everyone has been extremely supportive and kind in helping with our transition. We absolutely love this new environment with such an amazing student body and wonderful staff. Going to an international school for the first time is truly an experience. It is extremely different than public school in the U.S. The ability to meet staff and students alike from all over the world is like culture shock—WE LOVE IT!

Our kids have done so well with the adjustment. They are absolutely loving all of the clubs and activities they are able to be a part of here. The school culture truly supports new students, so their teachers have been working tirelessly, I'm sure, to make the change and adjustment for the girls a positive one.

What have you been enjoying about living in Dubai?

Coral: My FAVORITE thing about living in Dubai would be the food! There are so many different cultures represented here in Dubai that you can practically find food from every continent. Dubai is also a very much delivery culture. I am able to have my groceries delivered when I don't feel like going shopping, medicine delivered from the pharmacy, gas delivered to my car, and all of the yummy restaurants deliver.

Ennis: My favorite thing about Dubai is the mashup of almost all landscapes. If you want the beach like Miami—Dubai has it. If you want tall buildings and a great city feel like NY—Dubai has it. If you want the ability to go to concerts, the opera, fabulous brunches, comedy shows, any and everything—Dubai has it. There is always something to do even for the kids, so it has been a big deal for us to literally have to plan to do nothing.

What has been challenging about living abroad, and how do you adapt?

The most challenging part about living abroad for us is leaving our friends and family. It can be difficult to form new relationships with people, especially when you have 2 semi-introverts on this journey together. Adjusting to a



completely different way of life: from plug sockets to food options has been a bit challenging, especially for our girls. Things as simple as finding the cereal they like have turned into a grocery store hunt. Learning to drive amongst a myriad of different cultures i.e. different road rules have been an adventure. We came from the imperial system in the U.S., so coming to a metric system has been a whole different ball game through conversions of temperature in Celsius, street signs in kilometers and so many other things. We are still working through the value of coins here in Dubai. It's kind of funny.

Anything surprising that you've learned or experienced about living abroad?

Something that was surprising to us was how much our quality of life has changed. Quality of life has actually changed exponentially for both us and the girls. We are able to travel more than we ever have been previously. The girls are involved in much more activities because the school offers so many things. We're halfway to debt-free which is a big deal for both of us!

Another thing that has been surprising to us is how much the status of teaching is valued. Not only do parents appreciate you and respect you, but the students do too! They are so grateful and thankful everyday that it can become overwhelming.

Lastly, any advice for people entering this 2019-20 recruiting/fair season and thinking about making the leap?

Just do it! It is the best decision we have made for our family. We have given our girls the best gift we could ever give them that will last their entire lives. Embrace the challenges, enjoy the struggles and get ready for the best roller coaster ride of your life!

Thank you so much to the Johnsons for sharing these family updates! You can find **Coral** and **Ennis** on Twitter, plus follow more of their adventures through their amazing vlog, **Journey with the Johnsons**.





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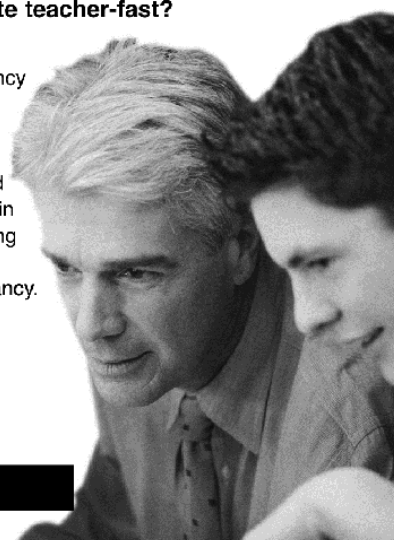
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A Glimpse at the ISS-Schrole Advantage Job Fair in Bangkok

The ISS-Schrole Advantage Bangkok job fair was held on January 4-7, 2020. Nearly 300 candidates had the opportunity to meet with the 125+ international schools attending. Overall vibe was energetic with incredible dialogue, new connections and of course, job placements.

Here are some highlights from the event.



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Ms. Elizabeth Martinez — Founding Head of Sias International School

Ms. Elizabeth Martinez has her Masters and Bachelor of Education, certified in Instructional Leadership and teaching. She worked for over 27 years in United States of America and Germany as an expert in K-12 education as a school and district administrator, coach and teacher. As the Director of Curriculum and Professional Development, she managed 91 schools with 73,000 students. As the Assistant Superintendent, she supervised 21 Elementary School Principals, was a Principal in 6 different K-12 schools and a teacher for 7 years.

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Ambatovy International School

📍 *Toamasina, Madagascar*

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

American English Academy (AEA)

📍 *Sofia, Bulgaria*

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



Cayman International School

📍 *Grand Cayman, Cayman Islands*

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

Corvuss American Academy

Opening September 2020

📍 Maharashtra, India

Corvuss American Academy is the first-of-its-kind boarding school in India for student athletes. Corvuss is committed to helping girls and boys talented in sports develop their skills, pursue an internationally recognised academic degree and leverage their athletic abilities for academic advancement in colleges around the world. Borrowing from best practices of US prep schools and academies in Europe, Corvuss has developed an integrated program, which combines academics, elite sports and life skills training for students from grades 6 to 12. Students will pursue the US high school curriculum and have the option to take Advanced Placement (AP) courses in the higher grades. The school will provide training programs in seven elite sports—Basketball, Cricket, Football, Squash, Swimming, Tennis, Track and Field—which have been developed under the mentorship of our internationally renowned sports partners. The 44-acre, state-of-the-art campus is located in Karjat—close to the cities of Mumbai and Pune in Maharashtra and aims to be an engaging and diverse school community.



Dalian American International School

📍 Dalian, Liaoning, China

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

Dostyk American International School

📍 Atyrau, Kazakhstan

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



GTIIT Affiliated International School

📍 Guangdong Province, China

GTIIT (The Guangdong Technion-Israel Institute of Technology) Affiliated International School is a private, co-educational day-school located adjacent to the GTIIT campus, in Shantou, Guangdong, China. The school is managed by ISS-ULink, an ISS joint venture in China. The school will house two programs: an for children of Chinese nationals. The international program will open in August 2019, offering an US-style, English medium curriculum for Pre-School to Grade 6 in its first year of operation. Additional grades will be added in subsequent years through Grade 12. A new Campus is scheduled to open in September 2021.

Independent Schools Riau

📍 Pekanbaru, Riau, Indonesia

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



International School of Aruba

Founded in 1929, and purchased by ISS in 2004, the International School of Aruba (ISA) has a rich history on this unique and beautiful Caribbean Island. ISA is an educational leader in the region for innovation and applied learning by implementing projects such as the manufacturing of prosthetic limbs for local youth using 3D printers and restoring the reefs of Aruba with the ISA initiated "Scubble Bubbles" foundation. These projects exemplify ISA's mission for our students to impact our world by learning to apply leadership, character and community service in real life, unpredictable situations. Students transition from a Montessori approach in the Children's house to an American standards-based curriculum until they earn an accredited High School diploma using Advanced Placement classes that allow students to qualify for university credit while still in high school. Both the 2018 AdvancEd accreditation visit and the 2016 Dutch Education Worldwide Inspection commended ISA both for using current, quality educational practices, developing self-directed independent learners and for our supportive and respectful school environment.

International School of Beihai

📍 Beihai City, Guangxi, China

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



International School of Dongguan

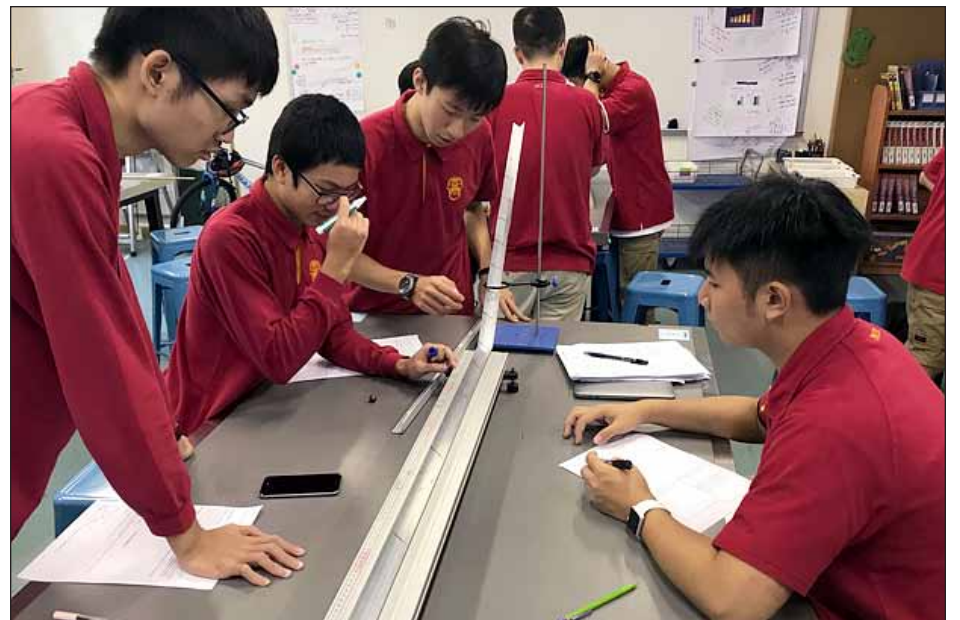
📍 Dongguan, Guangdong Province, China

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

Nansha College Preparatory Academy

Guangzhou, Guangdong, China

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



NCIC-Immersion School

Shenzhen, Guangdong, China

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

Riffa Views International School

Riffa, Bahrain

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



Shekou International School

Shekou-Shenzhen, China

Established in 1988, Shekou International School (SIS) is a private, co-educational, not-for-profit school, managed by ISS, located in the People's Republic of China. SIS serves students in Nursery School through 12th Grade (ages 2-18). The school currently enrolls close to 1000 students representing more than 40 different countries and employs 145 world-class faculty and staff members hailing from 15 different countries. At SIS students are provided with a well-balanced, rigorous education that provides challenge, depth and variety across all disciplines. SIS students participate in a number of program enrichment opportunities beyond the classroom, allowing them to become the best representatives of the school as they enter renowned universities and achieve success in a wide array of contexts. A rich mix of academics, athletics and activities ensures maximum learning for students.

Sias International School

Opening in August 2020

📍 Zhengzhou, China

ISS is teaming up with Sias International University to create a new K-12 international school, scheduled to open August 2020 in Zhengzhou, Henan Province. Sias will provide English-language Western education to foreign students (including boarding students) and an academic curriculum adapted from the US Common Core, integrated with the LeaderInMe program, and blended with the best of Eastern pedagogy. The school will emphasize rigorous education, innovation, creativity, and the comprehensive development of all learners. With indoor and outdoor learning spaces, two swimming pools, double-court gymnasium, first-rate athletic field, performing arts venues and state-of-the-art technology, the 6+ hectare campus will be a striking example of the quality that underlies every aspect of Sias.



Thai Sikh International School

📍 Bangkok, Thailand

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



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The American International School–Duhok

📍 *Duhok, Autonomous Kurdistan Region of Iraq*

The American International School–Duhok (AIS-D), located in the Autonomous Kurdistan Region of Iraq, was founded under the auspices of the American University of Kurdistan to serve as a model of modern, progressive American/international education in the region. In September 2018, it opened its doors to 75 students from Pre-Kindergarten through Grade 1 and will eventually serve students through Grade 12 in permanent facilities located adjacent to the University. It is expected that AIS-D will be the first school in Kurdistan to be accredited by one of the major US-based accrediting agencies.



United Lisbon International School

📍 *Lisbon, Portugal*

The United Lisbon International School, a new world-class international school in central Lisbon, next to the Park of Nations. United Lisbon is opening doors in September 2020 for students in Early Childhood (from 3 years) to grade 9. United Lisbon is a modern and innovative international school, offering English-language academic programs from Early Childhood (as of three years) and to grade 12, with a challenging curriculum based on US-standards and leading to internationally acknowledged university-preparatory programs. ULIS offers education that matters tomorrow: a school providing education inspired by and fit for the 21st century; an international education founded on rigorous standards of excellence, seamlessly integrating technology into the learning environment. ULIS students will embrace the opportunities created in tomorrow's world.

Yangon International School

📍 *Yangon, Myanmar*

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



Yangon International School-Mandalay

Opening August 2020

📍 *Mandalay, Myanmar*

Yangon International School-Mandalay is a private, Preschool through grade 12 college preparatory school. The school seeks to foster the development of the whole child who is a participating global citizen and a lifelong learner: one who is academically well prepared, socially responsible, culturally sensitive, and personally fulfilled. YIS-Mandalay will open in August 2020 on a beautiful new campus featuring state of the art design which will foster 21st Century learning. YIS-Mandalay will seek accreditation from the Western Association of Schools and Colleges (WASC).