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NESA on an exciting journey of SHIFT. We’ve committed ourselves to more learner-centered approaches.

SHIFT: Becoming Architects of Our Own Learning

In May when I opened up the beautiful Graduation invitation from the American Community Schools of Athens, Greece (ACS), I was struck by these words on the invitation:

“Empowering individuals to transform the world as architects of their own learning”

What a powerful concept, to become “architects of our own learning”!

The architect metaphor is apt not only for the students, but also for the adults in our schools as well. As we more fully align ourselves and our institutions with the principles of deep learning, professional learning is undergoing transformation.

As Ron Brandt shares in his work, Conditions for Powerful Learning, people learn well under the following conditions:

1. What they learn is personally meaningful.
2. What they learn is challenging, and they accept the challenge.
3. What they learn is appropriate for their developmental level.
4. They can learn in their own way, have choices, and feel in control.
5. They use what they already know as they construct new knowledge.
6. They have opportunities for social interaction.
7. They get helpful feedback.
8. They acquire and use strategies.
9. They experience a positive emotional climate.

The architecture of our institutions can provide the necessary scaffolding for this deep and powerful learning. For years we’ve been supporting the move to student-centered classrooms so that students find their interests and become engaged, so that students discover agency (voice and choice), so that students work within their “zone of proximal development” while engaging with and mastering the learning standards. The best practices in our NESA Schools empower students to become the architects of their own learning.

In pursuing the shifts described above we are advancing the cause by following deep learning principles, and by utilizing some of the same learning designs that teachers use in their classrooms.

As Steven Katz writes,

Conceptual change happens when people make their current beliefs explicit, subject them to scrutiny from themselves and others, consider how new information either fits or challenges their existing beliefs, and then make permanent changes to what they know and do. It is rarely the case that professional development activities encourage this kind of deep thinking and change, but this is how new learning happens.*

While we are amplifying agency in the design of our programming, we are also adhering to the principle of system coherence as reflect ed in the work of Michael Fullan. As we look to support personalized learning, we seek always to keep sound frameworks, educational priorities, collaborative cultures and pedagogical practices in our schools and across our region coherent.

This year, to more powerfully align with deeper learning principles, NESA members may notice some developments. We are planning to amplify support in the following areas:

• **NESA Collaboratives:** The Collaboratives are maturing their work within this system, planning for their disciplines with a developmental approach. NESA continues to facilitate and support the leadership and planning efforts in the disciplines.

• **Leveraging Digital Learning:** There are myriad ways we support deep learning over time, and leveraging digital tools is a powerful strategy. NESA is drawing from the promising practices taking place in Member schools. Advancing our learning system in digital ways will allow our networked community to better share, collaborate and learn.

• **Job-embedded Learning Supports:** These can be digital or other. We are developing protocols and strategies for our “Communities of Practice,” with help from one of our mentors, Joel-Killion. Cohort offerings are being developed so that learners may be supported beyond an event and engage in cycles of inquiry (Plan-Do-Study-Act). We are committed to:
  1. Moving from theory to practice
  2. Meaningful application of learning
  3. Measuring the IMPACT of our professional development on student learning.

We plan to share more at our Fall Leadership Conference where we will launch our Extended Keynote session with a film of NESA school graduates, followed by a speaker panel on deep learning, followed by an interactive session facilitated by Joel-Killion on SHIFTS in our Professional Development Landscape. During this time together, we will focus on “Evolving NESA.”

As serendipity would have it, at the Fall Leadership Conference we will also celebrate NESA’s 50th Birthday. Together we will honor the richness of legacy, identity and mission, while at the same time embracing ourselves as ‘architects of our own learning’ and celebrating the launch of the next 50 years with joy!

With great anticipation,

Maddy

Madeleine Hewitt
NESA Executive Director

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Dear NESA Colleagues:

On behalf of the NESA Board of Trustees, I would like to welcome those of you new to the NESA region, as well as those who are returning, to a new academic year full of achievement, excitement, and professional growth.

The NESA Board is pleased to announce that Bonetta Ramsay, Head of School at the Lincoln School in Kathmandu, Nepal, will be joining our Board of Trustees in October. Bonetta brings a wealth of experience from international schools both in and out of the NESA region. We know her experience will contribute greatly to our organization.

The 2018-2019 school year will mark the 50th Anniversary of the Near East South Asia Council of Overseas Schools. I hope that you will be able to join us in celebrating this milestone at the NESA Fall Leadership Conference, held in Athens in October, and/or at the Spring Educators Conference in Bangkok at the end of March.

I can assure you that NESA’s Executive Director Maddy Hewitt, in collaboration with NESA’s Professional Development Advisory Committee (PDAC) will have sessions aligned to our professional growth and regional needs.

In its fifty-year history, NESA has had just three Executive Directors: Stanley Haas, David Chojnacki and Maddy Hewitt. The Board of Trustees wishes Maddy continued success as NESA enters its next half century.

Warm regards,

Rose Puffer
President, NESA Board of Trustees
Superintendent, International School of Islamabad, Pakistan

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**From the NESA Board President**

**Our Mission**

To maximize student learning, NESA serves member schools by facilitating sustainable and systemic school improvement based on the best practices of American and international education.

**Our Vision**

NESA will create dynamic, collaborative professional relationships that transcend current barriers and boundaries in order to maximize student learning in member schools.

**Our Beliefs**

- individuals and organizations thrive only through continuous, transformative learning;
- diversity strengthens us, enriches us, and prepares us for an increasingly complex world;
- respect, integrity and trust are essential to create and sustain learning communities.

**Agency is an essential precursor to building collective efficacy and making an impact on student learning.**

**Collaboration is the cornerstone of our success.**
Towards Networked Communities of Practice

By Bridget Doogan, NESA Director of Professional Learning

NESA’s mentor and friend Joelleen Killian - author, consultant, and senior advisor at Learning Forward - shared the quotation at right during her two-day institute on Communities of Practice at the NESA Winter Training Institute in January. It captures well the emerging aspirations of NESA’s collaborative communities. These learning networks - now 16 in total - were borne out of educators’ desire to connect and learn together. But they are evolving in their intention to achieve impact through extended learning and inquiry, focused on student learning outcomes.

NESA’s professional networks are engaged in shift. As NESA Executive Director Maddy Hewitt shared in her article on pages 3-4, “The architecture of our institutions can help create the conditions for deep and powerful learning. We are on an exciting journey of SHIFT.”

NESA’s Professional Development Advisory Committee (PDAC) and members of the Wider Circle have been exploring the principles and infrastructure of communities of practice. Their intention is to leverage the potential of our collaborative communities and better support the deep learning principles to which NESA is dedicated.

What is a Community of Practice?

Wenger describes three crucial characteristics:

1. The domain: A community of practice is not merely a club of friends or a network of connections between people. It has an identity defined by a shared domain of interest.

2. The community: In pursuing their interest in their domain, members engage in joint activities and discussions, help each other, and share information. They build relationships that enable them to learn from each other, they care about their standing with each other.

3. The practice: A community of practice is not merely a community of interest. Members of a community of practice are practitioners. They develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short, a shared practice.

Networks organized around common conceptual frameworks, informed by common measures, and embracing the rudiments of disciplined inquiry, open extraordinary possibilities for accelerating our learning to improve. (Bryk, Gormon, Grunow, and LeMahieu)

Proficiency in World Language

NESA’s World Languages Collaborative is looking forward to working with Paul Sandrock, ACTFL Director of Education at the 2018 Fall Training Institute in Amman, November 2-3. We began our proficiency-based programming journey at last year’s FTI with Carol Comorato, where we deepened our understanding of deconstructing standards and worked on developing proficiency-based assessments for our classrooms.

The World Languages Collaborative is excited to be able to continue on this path towards proficiency-based programming that is responsive to the needs of our diverse communities of learners.

For more information, contact the WL Collaborative Core Leaders:

Samantha Petree (MS- HS Spanish/EAL, ASB-Bombay), PetreeS@asbindia.org
Margaret McCarron (MS Spanish/TKD, ASB-Bombay), McCarronM@asbindia.org

At ACS, we believe we need to leave better, more informed children for our planet.

- Head of School Greg MacGilpin

ACS Beirut Builds Largest School Campus Solar Panel Project in Lebanon

By Sheila Bouri, Communications Manager, American Community School Beirut, Lebanon

What the American Community School Beirut (ACS) has done by installing solar panels is best summed up by one of its seventh-grade students: “Having solar panels in my school has given me hope that we can change the world, and I am happy that ACS cares about the energy we use and the environment.”

Choosing to be green, setting an example for the community, and providing the inspiration for its students to infuse sustainable practices in their own learning and lives are just a few of the reasons why ACS took the leap several years ago to install what is the largest solar panel project on a school campus in Lebanon. Completed after more than two years of construction, it is generating an average of 1,000 KWh a day of renewable energy, equivalent to providing 330 homes with electricity for one hour.

The decision to install over 1,000 solar panels came from a multitude of possible outcomes. Naturally, ACS wanted to cut its energy costs, and it did, reducing current electricity charges by 25 percent. The last few months, ACS has also succeeded in its goal to supply excess electricity to the Lebanese National Electricity power grid.

As a school, ACS promised to teach its students about how renewable energy is possible and adaptable to many of our world’s problems. Head of School Greg MacGilpin wrote to the community, “Many people say we need to leave a better planet for our children. At ACS, we believe we need to leave better, more informed children for our planet.”

Students of all ages are educated about renewable energy, starting with energy conservation in the early years to a variable cost analysis of renewable versus nonrenewable energy in high school. Using the panel array as inspiration, students have built solar panels using smaller components, toured the central control of the project, and enjoyed the different spaces now available for use under the panels.

During the Solar Panel Celebration, marking the end of the six-month trial period, middle and high school students presented to faculty and guests what they learned about the panels and the project has impacted them. Guests were referred to a live dashboard (www.acs.edu.lb/solardashboard) to see the energy being generated, greenhouse gases saved, and the environmental benefits from the installation of the solar panels.

As for the future, the school continues to work on its GoGreen 2020 Plan, working on a water treatment plant to eliminate the reliance on plastic as well as being more mindful of how they consume resources on campus.

Mr MacGilpin said, “We will continue to think about how to reduce or revise our energy consumption, teach our students the significance of such efforts, and live lighter and smarter on our earth.”

1/ ACS Middle School students build solar panels using smaller components during Science class.
2/ With transparent solar panels, the roof has been repurposed into a social gathering place.
Youth to Youth Program: ACS Athens Volunteers Serving Young Refugees in Greece

By Julia Tokatlidou, Academy Vice Principal, Director AP & IB Programs, Director Youth to Youth Program, American Community Schools of Athens, Greece

“Youth to Youth” is a comprehensive educational program designed and delivered by ACS Athens student and faculty volunteers in collaboration with the HOME Project Organization, which supports unaccompanied refugee minors. Running nine Saturdays (10:00am-4:00pm), the third cycle served 27 male and 13 female HOME Project Organization students, involved approximately 60 ACS Athens students and 25 faculty and staff volunteers.

The program is holistic and meaningful for the unaccompanied children aiming to address four areas of need:
1. **Academic Learning** through languages, arts, and computer classes;
2. **Skill Development** through professional etiquette development activities and oral presentations;
3. **Wellness** through athletics, sports, dance and drama classes; and
4. **Social Integration** through youth to youth teaching, public events and celebrations as well as inclusion in social media.

The program is meaningful because of its need-based curriculum, differentiated learning outcomes and the choice of learning and skills relevant to the local and international labor market.

Its uniqueness centers on education as a means to integrate social values and behaviors that provide a safe, respectful and unprejudiced environment. The founding values of love, respect, equality, courage, hope, and peace guide our beliefs that all children have the right to food, health care, education, and opportunities to work and dream for their future. Youth to Youth is a service-learning model with specific and measurable learning and social outcomes both for the HOME Project and ACS Athens students.

The instructional methodology combines faculty (‘instructors’) expertise and the support of students (‘teaching assistants’). Faculty design the curriculum and individualized learning activities. For example, one of our youngest boys likes football, so the teacher designed all his learning activities around this theme.

ACS Athens student volunteers work one-on-one with the unaccompanied minors to deliver the activities. The inclusion of students of similar age in the teaching methodology supports both academic and social learning. The students develop warm and close relationships with the HOME Project youths assisting them to adjust to the local culture, to develop trust and faith in people, to inspire them to go forward and design a life path taking into account their circumstances. The third pillar of our instructional model includes pilot online classes in addition to the Saturday program.

Based on student reflections, the number of new friendships, the ongoing communication among students from both organizations, and the continuous mentorship provided by ACS Athens faculty and staff to the HOME Project students, the program has had a tremendous impact on trauma healing, self-confidence and career planning. The students feel part of our community; they walk on our school grounds with confidence; they know they are loved and wholeheartedly hug all of us making us feel part of their family.

Education and social inclusion is an investment with the highest payoff for these young individuals. We are certain the Youth to Youth Program has and will contribute to developing their human capital. Lastly, ACS Athens students develop immensely as learners and responsible global citizens through their experience as teaching-assistants.

The program allows these kids to learn and be understood, and we gain the satisfaction of knowing we helped.”

- ACS student ‘teaching assistant’.

Thank you to all of the ACS Athens volunteers and to the HOME Project!
tokatlidou@acs.gr, www.homeproject.org

1/ Youth to Youth students with Coach Nick.
2/ Facing the lyrics of our song, “Lean on Me”.

1/ Youth to Youth volunteers.
Four NESA Schools Host Compassion Summit 2018

By Jennifer Suleiman, High School Spanish Language & Culture, American Community School, Amman, Jordan

The second Compassion Summit took place March 22-24 at ACS Amman, Jordan. Planned via a four-way dynamic collaboration among ISG-Saudi Arabia, ACS Amman, ACS Abu Dhabi, and the American School of Bombay, we were thrilled to invite returning students and teachers back to Amman for a second summit. Our list of participating schools grew to 16, with three Jordanian local schools.

This year students selected from 11 different workshops and attended four keynote speeches, with powerful messages focused on how to turn compassionate action into leadership. Students were encouraged to explore the many layers of what it means to choose compassion over conflict.

Workshops included ‘Drama Therapy’ with Dr Jason Butler of Lesley University in Boston, ‘Leading with Story’ with Tara Waudby of ISG (now at Riffa Views), and ‘Examining the Role of Social Media for Compassionate Means’ with Anne Russell of ACS Abu Dhabi. All of these sessions were enriching and thought-provoking.

The summit was launched with a riveting presentation by Dr Mads Gilbert, a renowned Norwegian human rights activist and medical doctor who has had extensive experience in conflict zones in the Middle East, principally in Gaza. We were also excited to host a study team from the United Kingdom, led by Helen Woodward of Rebuilding Schools Nepal, and included UK community activists, educators, child welfare advocates, and educational policy makers. Returning keynote and workshop presenters Jordan Hattar and Kathy Kelly continued to inspire us to think, question, and reflect on deep, meaningful levels.

After two days of workshops and compassionate action planning sessions using meticulously crafted Systems Thinking and Design Thinking models, students presented dynamic action plans to their peers. From the “Chemistry of Caring” to “Speed Shuffle Sunday”, students had a variety of outreach ideas to carry the message of compassion back to their schools.

On the final day, delegates spent several hours with visiting students from NGOs that are part of ACS Amman’s service-learning outreach program. Along with over 70 visiting guests, Compassion Summit delegates rotated through fun-filled activities, such as basketball, mural painting, and selfie stations. Students shared their name stories in small group sessions, a powerful icebreaker and a way for youth from all walks of life to make real, human connections that transcend ethnic or linguistic boundaries.

The Compassion Summit planning team extends our sincerest appreciation to the NESA schools that participated, and to NESA itself for its continued promotion and support of this initiative.

With just two years of history behind us, the vision we share is that the Compassion Summit will continue to grow, improve, and will be an experience like no other for students, tackling tough questions about the role of compassion in our lives, and searching for the best way to ensure that love is behind our intentions as educators, learners, and community builders.

ACS Amman will host again next year: March 14-16, 2019. If you are interested in getting involved, please contact: compassionsummit@acs.sch.ae.


2017 video: https://tinyurl.com/y9nzlhvs

1/ Art mural: one of the many activities shared between Compassion Summit delegates and visiting NGO youth.

2/ Students take part in a trust-based activity.
The NESA Continuum has become our common language for growth and professional learning at ISG. This started in 2017 when ISG created a Continuous Curriculum Review model, an upgraded curriculum review process that allows for agility and flexibility based on the needs of our learners in the 21st century. (https://tinyurl.com/y79jqfda)

In fact, the NESA Continuum has been so successful that we have started using it for any program development, including planning to launch new system goals based on re-accreditation and measuring the implementation of our mission, beliefs, and profile of graduates. As well, we have used it in preparation for an upcoming consultant visit. We created a school profile sheet that included a ranking on the NESA continuum with regard to each school division’s implementation of the NGSS standards (https://tinyurl.com/yd338b6n). This provided the consultant with a better understanding of the needs of the teachers he would be working with before arriving at ISG.

We regularly ask our students, “What do you think about Eric Carle?” The stories, illustrations, poems, humor and lessons of life are quite inspiring. Based on student interest, we began an author study where each child chose his/her own Eric Carle title and found out more about the story and the illustrations in the book. Students looked at the story’s characters, settings and events and wrote and/or drew about them. They also decided on a ‘Wow’ page to represent their favorite part of their book. Using Eric Carle art techniques, students made a variety of colored paper and prints to use in their creation – it was a wonderful messy and necessary process to create the textures needed for their artwork. Looking at their ‘Wow’ page students painted, dabbed, cut and pasted to make their own representation of it.

Their completed work with a story map and their book was displayed in our library where students shared their learning with parents and first grade students by answering questions about their book. Students learned there were stories that shared similar messages and even noticed similar artistic features among the books.

They have also carried this forward by applying some of their artistic ideas to other areas of literacy such as sequencing, story elements and creative writing. We integrated technology by having students talk and record their learning on Seesaw which was shared with their parents. Eric Carle was integrated into our Math addition and subtraction activities by counting dots on a Grouchy Ladybug as well as counting cotton ball clouds (Little Cloud). Social study discussions about problem solving centered around the Grouchy Ladybug where students shared what made them grouchy and how they could help if they saw someone else being grouchy.

We took as long as the students needed to complete this study... about three weeks. The benefits of doing this have been extensive where students have driven their learning, supported by teachers providing opportunities to showcase their learning. We addressed many standards across the areas of Language, Math, Social Studies and Technology (ISTE). We regularly ask our students, “What do you think?” and, “How do you know?”

Thank you, Kindergarten students, for allowing us to be part of your inspirational learning journey!
ASD’s Friendship Festival
Bringing Doha Together

By Lateefa Farah, American School of Doha, Qatar

At the end of February, the American School of Doha held its annual Friendship Festival celebration, which attracted more than 4,000 people from different backgrounds, showcasing the true multicultural state of Qatar. Organized by the Parent Teacher Association (PTA), the Friendship Festival has been a part of the American School of Doha community for 24 years and continues to embrace its mission of bringing Doha together. Many of the people who visit the Friendship Festival are from the Doha community at large.

Families bring their children and friends, enjoy a day filled with games, prizes, food, and most importantly, fundraising for a cause. Children are excited to show parents their school, where their identities and talents are cherished. Parents come together to experience the atmosphere their children are growing up in.

The Friendship Festival hosts a wide range of games and activities, as well as delicious food stalls for visitors to experience. Children are excited to play games (including dunking teachers into a tank) where they can win prizes, and adults are intrigued by the market vendor choices. This year, ASD expanded the fun activities into their newest elementary field to include miniature bouncy castles for the young ones.

Food stations, as well as home-grown businesses and other vendors are located in the school’s gym and showcase a broad spectrum of talents. As ASD Director Tom Hawkins states, “It’s like coming to a giant souq, where people can come and buy silent sales.”

The Friendship Festival raises money for a cause. Proceeds are re-invested in the school to support funding for school projects, facilities, and service trips. Recently, some of the money was donated to Hope for Education and Leadership in Afghanistan (HELA), a non-profit organization that teaches Afghan children how to research, debate, and gain leadership skills in order to participate in MUN (Model United Nations). With the help of people willing to support this event for worthy causes, projects like HELA are flourishing and successful.
Recipe for Success at ISG-Jubail

By Emma Ahmed, Maya Akash, Kathy Luppe, and Rachel Tenzinghoff-Yein, Grade 2 Team, International Scholas Group-Jubail, Saudi Arabia

Teaching is a tough business on a two-way street: teachers have “stuff” to teach and students have “stuff” to learn. The tricky part is making this exchange of knowledge engaging, challenging, relevant, reflective and yes – even fun. After watching “Most Likely to Succeed”, a documentary about an American high school taking a unique approach to education, we were inspired to rethink old paradigms about teaching and learning. What could it look like in second grade?

The answer began as an ordinary Social Studies unit involving goods and services and evolved into a two-week Smoothie Shop Blitz, a student-led business model where students formed teams, researched, planned, managed, designed, and ran Smoothie Shops. This was an ambitiously grand scheme – and a significant deviation from routine.

Calendar constraints dictated we squeeze as much as possible into each day. We integrated language, math, social studies, science, art, health, and technology.

Our campus barista provided the real-life provocation. He spoke about his job, and we issued a challenge: set up a successful smoothie business.

Excitement was huge! A series of intensely productive days ensued. Students researched key terms and many aspects of goods and services, needs and wants, supply and demand.

1. What skills and positions were needed to run a smoothie shop? We studied local business websites and classified job ads to write job descriptions. Students reflected on their own talents and abilities, realizing successful businesses required teams of skilled workers, not best friends.

2. What were healthy, tasty smoothie components? QR code research and Food Pyramid activities helped students learn the blueprint of a perfectly blended and healthy smoothie. We staged an ingredient tasting day and invited our PE teacher to talk about nutrition and healthy choices.

3. What were the demands of our customers? Student conversations centered on the importance of knowing what customers wanted. Enter math, data collection and bar graphs. We designed consumer surveys, polled Kindergarten and First Grade, then analyzed data.

4. Who will make the most magnificent smoothie? Finally, it was time to form teams and create recipes. More math skills emerged: amounts, measuring tools, quantity and serving sizes. On Testing Day teams tried recipes, sampled results, and improved products.

5. What makes a successful business? Besides healthy, tasty, good-looking smoothies, we had to consider business curb appeal: branding and advertising techniques were examined to design shop names, logos, uniforms, menus and signs.


Students rose to each challenge, they were flexible, resourceful, and collaborative. They solved problems and thought critically. They learned about goods, services and a multitude of “soft” skills needed for real world work. Turns out, teaching and learning with a sense of purpose ignites passion, invites risk-taking, and significantly raise the level of engagement for everyone! Sounds like the perfect recipe for success.

luppe.k.05@isg.edu.sa

1/ One smoothie business.

NESA NEWS

International College Adopts the Danielson Framework

By Dr. Mahmud Shihab, Director, Educational Resources Center, International College, Beirut, Lebanon

International College in Lebanon has identified the Danielson Framework as its reference for the teaching and learning experience offered at the school. Since February, IC has been progressively adopting the Framework, initially with the school leadership team, then building to an in-service professional development day for all administrators and faculty members from both campuses (Ain Aar and Kas Rehut) on May 24.

Through the Framework, IC is able to enhance professional practice and autonomous, engaged student learning. As part of this initiative, Charlotte Danielson, the Framework’s creator, traveled to Lebanon, leading the training on IC’s Beirut campus. Six consultants from the Danielson Group — Margaret Leibfried, Linda Goodwin, Lynn Sawyer, Peggy Olcott, Cody Claver, and Dr. Ron Anderson — joined Dr Danielson on this BIG Danielson training day.

The Danielson Framework is segmented into four domains: planning and preparation, the classroom environment, professional responsibilities, and instruction. Through this framework, a passive learning atmosphere is created. Teachers are educators who pave the way for students’ understanding and engagement. They are not simply transmitting facts anymore, but rather are facilitators who help students make their own arguments and assumptions.

The seven common themes of the Framework revolve around equity, cultural sensitivity, high expectations, developmental appropriateness, accommodating individual need, appropriate use of technology, and student assumption of responsibility. Based on the Framework and the themes, educators following the Framework can measure the level of performance by four elements: unsatisfactory, basic, proficient, and distinguished. At the distinguished level of teaching, teachers would create a community of learners whereby students are deeply involved in the learning, and the classroom is self-generating.

We have chosen the Danielson Framework because it is a valid instrument supported by several large research studies. These studies showed that when teachers demonstrate high levels of proficiency on the Framework, their students show greater learning gains. Secondly, the Framework applies to all disciplines from KG up to 12th grade, and this is based on the fact that teaching requires the same basic tasks.

IC applies the Danielson Framework with the involvement of school parents, represented by the Parent Committee at Charlotte Danielson’s opening address on May 24. Indeed, part of the training focuses on how teachers communicate with families about individual students and how to engage them in the instructional program itself.

The adoption of the Danielson Framework is just one step among many to accelerate the progression and growth of IC, both as a leading academic institution and as an engaged and thriving community. The school constantly identifies and pursues new opportunities to benefit all key stakeholders of IC and strongly believes that student learning is paramount to the success of IC as a whole.

mshihab@ic.edu.lb

Charlotte Danielson (center) with The Danielson Group consultants in Beirut: (l-r) Margaret Leibfried, Cody Claver, Lynn Sawyer, Linda Goodwin, Peggy Olcott, and Ron Anderson.

NESA VIRTUAL SCHOOL - Providing Stable and Secure Academic Online Services

By Ken Paynter, NESA Virtual School Project Manager & World Virtual School Project Facilitator

This year, our 17th NVS annual meetings at the NESA Fall Leadership Conference in Athens will focus on various aspects of providing stable and secure academic online services to our constituent schools.

As we did last year, we will engage in a “tabletop” exercise which will identify areas of institutional strength and areas that clearly pose challenges to our abilities to fully support our constituencies in times of emergency. We will continue to share knowledge and strategies to help each other improve our infrastructure, policies, and practices towards this end.

The recently initiated GDPR data security protocols will also undoubtedly be a major topic of interest and sharing, as we continue to explore the evolving technology landscape together.

As always, we are most appreciative of the spirit of cooperation and innovation that each of the NVS schools brings to this project for the mutual benefit of all of its participants.
Rethinking Research

By Lara Hawkins, Literacy Coach, & Marlisaa Wickersheim, English Teacher, American School of Kuwait

“Here’s the secret,” we told our students at the American School of Kuwait. “Research without a conduit is a sneaker without laces, peanut butter without jelly, Jay-Z without Beyoncé — which is to say — it is woefully incomplete.”

“Trust us,” we pandered, “Research isn’t as boring as it seems.”

However, before the 2018 Spring NESA Educators Conference, our views changed to the contrary. The thought of introducing a research paper to high schoolers brought to mind the familiar tropes: dead faces and slumped posture; eye rolls, possibly a audible groan or two, and certainly, plaintive searches for last year’s assignment to burnish, tweak, and resubmit.

And who can blame them? Our own introductions to research were grounded squarely in familiar tropes: dead faces and slumped posture; eye rolls, possibly a audible groan or two, and certainly, plaintive searches for last year’s assignment to burnish, tweak, and resubmit.

Worse still was the write-up process in which observations to conduct collaborative investigations to students to write formal reports and defend their research in front of a panel comprised of our school’s leadership team. Instead of pages, we asked for sections, including an introduction, review of literature, methodology, data and implications, and a conclusion.

After publishing their initial findings, we asked students to write formal reports and defend their research in front of a panel comprised of our school’s leadership team. Instead of pages, we asked for sections, including an introduction, review of literature, methodology, data and implications, and a conclusion.

And we found that when students are invested, they have a lot to say. Our ninth graders wrote between four and nineteen pages, with an average of nine per student.

Far too often when saying the word ‘research’ our students automatically think of information they can find on the internet. While this may be an aspect of research, we want our students to be more than anthropomorphized search engines. We want them to recognize themselves as powerful makers of meaning, contributors of knowledge, or as one student put it, “the founders of new fields of research.”

When students are invested, they have a lot to say.

The GAIA Project: Student, Crowdsourced, Environmental Science Research Comes to Greece

By Dr. Stuart Fleischer, NESA Virtual Science Fair Project Director & GAIA Project Director, WBAIIS-Barbour American International School in Israel

The GAIA Project (Global Awareness, Integration and Action) is an international environmental research project created to raise student awareness about global environmental concerns, and take an active community-based role working towards a resolution. Dr. Stuart Fleischer at WBAIS-Israel created the GAIA Project in 2009. Middle and high school students from all over the world enrolled in GAIA, and schools with varied socioeconomic backgrounds work collaboratively under mentors to identify a specific question about a topic of environmental concern in their local community.

Through scientific research, community engagement, and sharing collected data with their local and international network, students work towards developing and implementing a sustainable solution. Over 2,000 GAIA students have participated since its inception in 2009 in Israel, advised and supported by scientists and environmental experts from leading Israeli universities and NGOs.

Inter-collaborative research projects include reintroduction of endangered plant species, biological pest controls, sea turtle sanctuary protection, trash-2-treasure upcycling, preserving heritage fruit trees, establishing school nature reserves, hydro and aquaponics systems and more. Our local Israeli network collaborates together on shared interests and partners with our growing global schools in the Czech Republic, Belgium, and Greece.

Four years ago, at presenting at ACS Athens’ Ninth Annual Conference on Learning Differences and Innovation Summit, I met Dr. Geor- gina Spyres, Director of Education at the Attica Zoo in Greece, who felt there was a collaborative project waiting to be born between GAIA and the Attica Zoo.

In 2017, a group of four GAIA students from WBIS-Israel travelled to Athens to present their ideas to students from several schools in the At- tica region under the auspices of the Attica Zoo Service Learning Program and Christina Bakoy- annis from ACS Athens. Several ornithological researchers from Greece and Israel were also in attendance. Between this meeting and our second visit in January 2018, Dr. Spyres enlisted the support of the Greek Regional Heads of Environmental Education to join the GAIA effort.

During this second visit to Athens, eleven stu- dents from WBIS, two environmental re- searchers and three teachers met with over 40 Greek students from middle and high schools in the region to replicate a five-year research project completed by GAIA in Israel about using Owls (Tyto alba), Kestrels (Falco tinnunculus) and Great Tits (Parus major) as biological pest controls. A dozen bird boxes were built and will be posted in numerous areas of the Attica region for study. WBIS-GAIA donated an iPad that links with sensors developed by Globisens.

GAIA Greece was born, and now there is a solid collaborative effort between students in Greece and Israel. Since then, GAIA Greece has started a local library, community garden, protection of songbirds and water quality monitoring of a lo- cal wetland. Our GAIA students in both countries are looking forward to their 2019 workshops.

The GAIA Project provides multiple avenues of opportunity for students to learn through its partnerships with universities, environmental agencies, technology/engineering companies, municipalities, and diplomatic connections. Research projects develop step-by-step problem solving and reasoning skills and cultivate curiosity and exploration for answers. Interpersonal and intercultural skills are developed as students collaborate in their communities and across the globe. As instruction shifts from teacher-directed to student-initiated, goal-driv- en, independent, intentional learning with an emphasis on knowledge building, students become life-learners and thinkers.

Want to become a GAIA International School and join our Network? Contact Dr Stuart Fleischer: sfleischer@wbais.net

GAIAs students meet with local Greek students from the Attica region during the two-day GAIA training workshop in January 2018.
By Stuart Fleischer, NVSEF Project Manager, WBAIS-Israel.

The NVSA Virtual Science and Engineering Fair has announced the 2018 Finalists and Champions. For the middle school tournament, The American International School - Kuwait Team #28 landed the coveted Champion’s League Award.

Tisya Goel and Rushmeet Singh researched how activated carbon can remove water impurities. A contingent of seven scientists (chemist, physicist, geologist, environmentalist, molecular biologist and biochemicalist) reviewed their final research report and final research question.

Second Place went to AIS Riyadh Team #25 (the amount of ultraviolet magnetic waves emitted through optical lenses). Two schools tied for Third Place: Pinewood-AIS Thessaloniki (WIFI Radiation) and AIS Zagreb (Plasma, the fourth state of matter). Fourth Place went to WBAIS Israel (Hydric Cranes).

These teams competed against 420 international teams and three rounds of judging. Congratulations to these teams and their super science teacher sponsors: Wayne Issaac and Tescha Bailly, AIS Kuwait; Valya Leaton, AIS Riyadh; Georgia Palouris, Pinewood-AIS Thessaloniki; Brent Thomsen, AIS Zagreb; and Mandy Kern, WBAIS Israel.

This year, 60 teams competed in the Grade 5 Science and Engineering Fair. Dr. Eric Brunsell and a cadre of science education specialists at the University of Wisconsin-Oshkosh reviewed and ranked the teams based on their research reports.

The NVSEF Grade 5 final round came down to three schools that are always in the finals: International School of Islamabad, AIS Chennai and WBAIS Israel. AIS Chennai captured the Dr. Bea Cameron Award for the third consecutive year and has won the award four times in the last 10 years!

AIS Chennai Team #2 took full honors with an engineering project (Converting seawater to drinking water). Students Eishun Watanabe, and Tescha Bailly, AIS Kuwait; Valya Leaton, AIS Riyadh; and Rebecca Thomas who led their team to victory.

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You may have noticed that the NVSEF has changed to the NVSEF. The E for “Engineering” was added to raise engineering design to the same level as scientific inquiry when teaching science disciplines.

The 2018 NVSEF training session will be held this year in Prague on October 18-19.

Schools interested in joining the NVSEF please contact Dr Stuart Fleischer for more information sfleischer@wbaais.net.

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1/ AIS-Chennai’s NVSEF Grade 5 team won first place with their engineering project “Converting seawater to drinking water”.

2/ AIS Kuwait NVSEF champions Rushmeet K. Singh & Tisya Goel (center) researched how activated carbon can remove water impurities. Pictured with (l-r) Wayne Issaac teacher sponsor, Orville Science, Samera Al Fayez (Director), Sasin Karacal (Dr. 8 Science), and David Beldy (Superintendent).

5 Things that Frustrate Job-seeking Teachers (and what you can do about it)

By Erin Caney, Education Partnerships Executive, Teach Away

In many industries, employers can get away with an uninspired recruitment process. But with skyrocketing demand for international educators, international schools have little room for error. If your recruitment process isn’t up to par you run the risk of losing out on top talent.

To help you avoid the most common complaints, we asked our extensive network of educators to tell us what most frustrates them about the job search process. Here are five recommendations based on their feedback.

1. Don’t leave your recruitment too late.

“Last minute” is not in the lexicon of modern international educators. Today’s candidate is serious about his/her career and is taking time to find the right opportunity. More than 75 percent of candidates told us they’re beginning their job search anywhere from three to six months in advance of their desired start date.

Take a proactive approach to your recruitment. More and more, recruitment is becoming a year-round process. Candidates are beginning their search earlier and earlier and you should too.

2. Be clear about responsibilities and qualifications.

Few things frustrate candidates more than finding out they aren’t qualified for a job they spent hours applying for. When drafting your job advert, clearly outline the job responsibilities and qualifications you’re seeking without leaving room for interpretation. You’ll attract more qualified candidates and save yourself time screening out unqualified applicants.

3. Include salary and benefits information in your job description.

Salary and benefits is a critical piece of information for prospective teachers. Omitting compensation details is a huge red flag for candidates, who’ll likely assume your package isn’t competitive and move on to other opportunities.

A comparatively lower salary can be overcome for the right situation, but candidates won’t waste their time applying to postings that don’t provide the information they need to make an informed decision.

4. Keep candidates up to date on their application status.

A positive first impression starts with communication. At a minimum, candidates want to be informed of the next steps in the process. To maintain your candidate’s interest, you need a positive first impression starts with communication. At a minimum, candidates want to be informed of the next steps in the process.

5. Speed up recruitment time for a better candidate experience.

To maintain your candidate’s interest, you need to move quickly. An inefficient, slow-moving hiring process will result in a disengaged candidate pool and promising applicants moving on to other options.

Again, using an applicant tracking system with built-in tools to sort, filter and screen out candidates that don’t meet your requirements is an easy way to speed up your recruitment process.

Making a few minor tweaks to your hiring process to prevent these common frustrations can go a long way towards improving the quality of your candidates, saving yourself time and providing candidates with a positive experience.

It could also make the difference in securing your school’s next great teacher.

erin@teachaway.com, www.teachaway.com
Encourage students to generate questions, summarize and form opinions during class discussion, collaboration and debate activities.

Priorities for College and Career Readiness

By Kevin E. Baird, Chairman & Senior Faculty Member, Center for College & Career Readiness

The goal of education was once graduation. The focus has now shifted to university and career readiness. We now know much more about how to achieve these new goals. There are three key priorities that offer immediate impact:

1. Know the reading level of every student
2. Align with today’s digital assessments
3. Align with today’s digital assessments

Know the reading level of every student

The increase in the complexity of nonfiction texts that students must read is the single largest shift in educational expectations. As a result, it’s essential to measure and monitor students’ reading skills. By providing grade-appropriate texts at each student’s individual reading level, and then following up with direct instruction around grade-level complex text, educators can help students build the close-reading skills needed to master more challenging materials.

For maximum accuracy, use Lexile® levels to measure student ability and text complexity. Don’t trust publishers when they label materials as “below level” or “on level”—use Lexile® levels to verify the complexity of every text.

Align with today’s digital assessments

Due to a lack of technology skills, ten percent underperformed on the new high-stakes assessments. Students struggled with navigation, with the technology-enhanced items, and online highlighting and editing tools.

One-third of all students who took the online college and career readiness assessments in spring 2015 reported that the English language arts tests were more difficult than their class assessments. Students struggled with navigation, with the technology-enhanced items, and online highlighting and editing tools.

Now that we know what the new assessments look like, we need to align our classrooms according. Students need to become familiar with digital content that includes editing and highlighting tools. They also need practice with activities that resemble the types of tasks and technology-enhanced items that they will see on the new assessments.

Focus on deeper comprehension

Students need to develop comprehension strategies that allow for a deeper understanding of content. Encourage students to generate questions, summarize and form opinions during class discussion, collaboration and debate activities. Require students to focus on substantive issues in the text, use appropriate academic terms and refer to relevant evidence during argumentation.

This type of targeted and accountable talk increases students’ vocabulary, deepens their critical-thinking skills and improves comprehension.

By prioritizing these action steps, you can help all your students on the path to university and career success.

Kevin E. Baird is a consultant for Achieve3000. www.Achieve3000.com

As educators, the faculty and staff are also learners, constantly pushing themselves and colleagues to learn new ideas, try out new concepts and question the existing models.

1/ Margaret Wang, HS Economics teacher, leading a session on supporting students to create viable products as entrepreneurs. This concept supports the middle school teachers in developing their EXPLOR course.

2/ Dana Wells, Learning Support Teacher, leading a conversation about brain-based research and the science of learning.

TEACHERS AND STUDENTS BENEFIT FROM PROFESSIONAL GROWTH TUESDAYS AT RVIS

By Jessica Davis, Curriculum Leader, Riffa Views International School, Manama, Bahrain

Creating a culture of learning has always been a focus at Riffa Views International School. Students at RVIS are encouraged to be curious about the world around them, ask questions, and seek out answers. As educators, the faculty and staff are also learners, constantly pushing themselves and colleagues to learn new ideas, try out new concepts and question the existing models.

This is how the Professional Growth Program (PGP-Tuesdays) took shape at RVIS and has deepened the culture of learning within the school. This is a successful step in creating teacher agency for professional learning and supporting teachers in contributing to the learning of others.

PGP Tuesdays started at RVIS out of a strong desire from faculty and staff to engage in in-depth, professional learning that is both timely and relevant to events currently happening in the school. The PGP-Tuesday model is organic in nature, once-a-month teachers have the opportunity to offer sessions on topics of interest that directly relate to the growth of the school.

PGP-Tuesdays is based on research that indicates individuals learn best when self-directed and are more motivated to learn when they are contributing to the learning of their colleagues. Teachers not offering a session sign up and attend based on the offerings. The nature of the PGP-Tuesday program allows for both homogeneous and heterogeneous groupings which brings varying viewpoints and ideas to the group. Topics range from technology to discipline strategies, and have touched on assessment techniques, social media, entrepreneurship, and inquiry projects.

What counts as professional growth?

Webinars, professional readings, discussion of personal study with a colleague or group, offering or attending a colleague’s mini-training, professional book club, professional problem solving around issues, work that aligns with the RVIS Mission, ie, positive discipline for behavior concerns, Atlas tools, NWEA tools.

What does not?

Grading work, checking/sending emails, updating Atlas, independent assignment or study work, PLC meetings.

As research would support, this has been a huge success. Teachers fill this hour with professional engagement with their colleagues, learning and solving problems together.

The success of this PGP model has also inspired a new approach to teaching RVIS students. Several elementary classrooms, along with the middle school, have dedicated time during the week where students can explore their interests and teach others about their findings.

jdavis@rvis.edu.bh

1/ Dana Wells, Learning Support Teacher, leading a conversation about brain-based research and the science of learning.

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A knowledgeable, well-trained literacy coach can support the work of principals and curriculum specialists by providing deep and sustainable change in literacy instruction for students. A literacy coach is someone who can induct and mentor new teachers, organize professional book studies, create level book rooms, provide demonstration teaching, and engage in side-by-side coaching.

This program offers in-depth training over time and the chance to network with literacy specialists and leaders from schools around the region. The Cohort will meet for five sessions at NESA PD events, starting with WTI 2019-Chennai and SEC 2019-Bangkok.

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For details about the application process, visit the “Events” tab on the NESA website:

www.nesacenter.org/events/international-literacy-coaching-cohort

**Join the International Literacy Coaching Cohort January 2019 – April 2020**

- MONICA MEDINA, Instructor in the Education Department, California State University Channel Islands
- SHANNON HOBBS-BECKLEY, Lower School Administrator, Graded American School, Sao Paulo, Brazil

Heads of school, principals, curriculum coordinators, trustees, business managers and others in leadership roles attend keynotes, three-hour specialist workshops and general interest sessions.

**2018-2019 Events:**

**PRECONFERENCES – October 17:**
- Plenary Panel on School Change: Innovations, Opportunities & Transformational Learning

**KEYNOTE SPEAKERS:**
- Board Trustee Development
  – DAVID CHOJNACKI, RICK DETWILER & TERESA ARPIN
- NESA Business Managers Collaborative
- Human Resources Directors Collaborative
**KEYNOTE SPEAKERS**

**Extended Plenary Panel on School Change: Innovations, Opportunities & Transformational Learning**


This extended keynote will explore the partnership between NESA and its schools and explore their interdependence on the journey towards deep learning. The emerging future will be explored through a film, a panel discussion and world café style group discussions facilitated by Dr. Kilion.

Teaching and learning are relational activities that do not occur in a cultural vacuum, rather, both involve complex interactions and intersections of cultural backgrounds, perspectives, experiences, values, and norms. How might school leaders consider these cultural complexities to facilitate learning that recognizes and prepares learners for a transcultural world? Hassim will frame frameworks that schools can use to help enhance learning in and for transcultural contexts.

**WORKSHOP: Internationalism & Cosmopolitanism**

As international schools continue to develop and evolve their understandings of what it means to be ‘international’, many terms and concepts have been used to drive whole-school change and improvement. Analyze key terms and concepts to help decide what it means for your school to be ‘international’ and which framework to use to drive change and improvement toward becoming ‘international’.

**WORKSHOP: Deep and Transformative Intercultural Learning - Implications for Teaching and Assessment**

What is deep and transformative intercultural learning? How will you determine if the learning is deep and transformative? How might you identify the deep and transformative intercultural learning? Evaluate what works, or what has the potential to work, unpack intercultural learning frameworks, and consider how the SOLQ Taxonomy can be used to support teaching, learning and assessment.

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**SPECIALIST SPEAKERS**

**PRINCIPALS PRE-CONFERENCE, October 17: Creating a Compelling Case for Change**

**DONNA ORDA**, President of the National Association of Independent Schools and co-author of the NESA Trustee Handbook, naes.org.

The Third Education Revolution is upon us— ushering in a world of continuous learning. This revolution is fueled by two major forces: a new “smart machine” age and an emerging workplace that is not bound by geography or driven by traditional “careers.” We will explore how these two forces will impact the education landscape and how we prepare our students and retain and recruit an educational workforce.

**WORKSHOP: The Great Shift: Understanding and Preparing for the Tipping Points Ahead**

Learn about the external forces that will have the most dramatic impact on education over the next decade and strategies that school leaders at any level can employ to prepare for them. From an emerging “sharing economy” to shifting business models, change is upon us requiring a reshaping of our education models.

**WORKSHOP: A New Lens on the Work of Governance and Leadership**

The effects of misalignment between leadership and governance can be disastrous for a school. This workshop will focus on creating learning spaces that best support the needs of PK-12 students and educators. You will be exposed to a range of contemporary practices in regards to educational and interior design and then leverage design thinking to create innovative spaces that support your community.

**WORKSHOP: Unlock the Collective Wisdom of Your Community with a Hackathon**

A hackathon is an active design process that taps into the talents of your school community to enable authentic, bottom-up change. During this workshop, you will experience a hackathon and immerse in the core elements of the design thinking process. More importantly, you will identify how this model can be practically applied to a variety of PK12 settings.

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**PRECONFERENCE, October 17: Fundamentals of Trusteeship in an International School (for new trustees)**

**RICK DETWILER**, Consultant on Governance and Boardmanship, and consultant to NESA on its Board Development Project.

One-day workshop is a survey of the basics underlying any high-performing international school board of trustees. It will present the fundamentals of serving as an international school trustee and actively engage participants in exploring the role and responsibilities of a board of trustees and an individual trustee.

Mr. Detwiler will also co-facilitate a three-day institute for Trustees during the FLC with David Chojnacki and Teresa Arpin. (at right)

**At What Cost? Defending Adolescent Development in Fiercely Competitive Spaces**


You will have the opportunity explore issues raised in Dr. Gleason’s book, and to engage the structured and animated interview that Dr. Gleason used in his research in schools throughout the US and worldwide. With direct “hands on” experience, you will understand how you can change the direction of “developmentally empathic” approaches to educating your students.

**The Heart of the Matter: The Adolescent Brain**

**LAURIE ELLIS-ROUSE**, CVO (Chief Visionary Officer) of BreathLogic & Director of The Brain The Change, www.BreathLogic.com

“Educating the mind and heart without including the breathing is missing the golden link.”

BreathLogic

Studies show students’ well-being is directly linked to their teachers’ well-being. As a leader, your well-being matters more than you may realize. Understand how utilizing and embodying simple yet powerful, evidence-based techniques creates a calm, grounded and balanced nervous system and environment conducive to optimal learning.
Powerfully supporting transformative learning for educators

> FULL DESCRIPTIONS at: www.nesacenter.org/events

Getting to Simplicity: Aligning Intention and Attention
– TERESA ARPIN, President of Transformation Systems and consultant throughout the NESA region and with the NESA Board, talksem.com
– RON LALONDE, Founder & CEO of Riverspath Coaching and Consulting, former Madeira School Principal at the American School of Dubai, Dubai, UAE. riverspath.com

This workshop will invite you to see how the quality of your awareness as a leader is connected to the quality of the results you achieve. We will explore two dimensions of leadership—clarifying purpose and being present. These dimensions can create a place of calm amidst the busyness of our schools, allowing us to find the internal alignment of attention and intention.

Advanced Strengths Training
RON LALONDE

Engage in activities and develop practices to help you notice your strengths and others’ strengths and use that knowledge in positive and helpful ways. We will engage in strength spotting, daily strength awareness, synergies and collisions, and strengths overuse and underuse. Please complete and bring the results of the VIA Character Survey of Character Strengths (www.viacharacter.org/www) to the workshop.

Tell Me So I Can Hear You: A Developmental Approach to Feedback for Growth
ELLIE DRAGO-Severson, Professor in the Education Leadership and Adult Learning & Leadership at Teachers College, Columbia University. http://dra- goserson.wordpress.com

You will learn how to intentionally differentiate feedback so that adults—who make sense of their experiences in qualitatively different ways—can best hear it, learn from it, and improve their instructional and leadership practice. You will have opportunities to apply learnings, develop action plans, and enhance your practice of supporting adult development through feedback for growth.

LEADING CHANGE TOGETHER: BUILDING CAPACITY WITHIN SCHOOLS AND SYSTEMS

This workshop presents a new, developmental model for leading change in individuals, schools, and systems. You will explore five interconnected drivers of change—adult developmental theory, culture, the pillar practices, feedback, and sustainability—and promising, capacity-building practices that can be implemented in any school or system. The session will include opportunities to apply learnings through action planning and collaborative reflection.

PROMISING PRACTICES IN NESA SCHOOLS

Changing A Culture...One Module at a Time
ANDRE WITHERS, Assistant Head of School, Madeira School in McLean, Virginia

Using Madeira School as a case study, participants will explore the pitfalls and opportunities of strategic plan implementation. The workshop will center on one of the main initiatives of the strategic plan, the academic program, in particular, our Module schedule.

The Levers of Organizational Change

Using a school’s holistic approach to re-imagine teaching and learning, this workshop will be a deep dive into Organizational Change Theory. We will explore how Madeira School used Vision, Skills, Incentives, Resources and an Action Plan to construct a new and sustainable chassis for delivering its academic program that spurred innovations in all other areas and departments.

The Future of International Education: Learning in an Age of Ryanair
DAVID WILLOWS, Director of Advancement, International School of Brussels, Belgium. www.fragmentz2.com

Once upon a time we all knew what an international school was and who it was for. But things are changing, fast. Using principles of design thinking, participants will find out more about the ‘Ryanair effect’, play with different future scenarios and the impact it will have on international education, and consider the role of Advancement in narrating a sustainable future for our schools.

Welcome to the Periodic Table of Advancement

In what ways are you advancing the Mission of your school? We invite you to join us and discover the idea of a Periodic Table of Advancement, explore the Table as a practical tool to audit the work of advancement in your school, take a deep dive into some of the elements of advancement, exploring best practice principles, and play with new combinations of elements.

A two-day conference focused on topics of interest to teachers. The “extended institute design” allows delegates and presenters to work together for the entire FTI. This format allows:
• Time for skill development
• In-depth exploration of focused strands
• Establishment of partnerships/networks

SPeakers & topics:

Cultures of Thinking
– MARK CHUCK
Mark Chuck is a consultant with the Harvard Project Zero’s Making Thinking Visible and Cultures of Thinking initiatives worldwide. He has led NESA’s journey to support the developing Cultures of Thinking in schools across the region. This workshop will support teams seeing to refine their practice.

Media Literacy
– RENE HobBS
Renee Hobbs is Professor of Communication Studies at the Harrington School of Communication and Media at the University of Rhode Island where she directs the Media Education Lab. This institute is designed for librarians and will focus on media literacy and its impact on academic achievement.

Oral Proficiency Index: Guidelines & Benchmark Assessments
– PAUL SANDROCK
Paul Sandrock is an author and trainer with the American Council for the Teaching of Foreign Languages (ACTFL). His institute will offer guidance on how to design assessments and rubrics that focus on proficiency and will help educators create assessments that motivate students to offer language samples that accomplish authentic purposes.

Designing Engaging Assessments in the Arts
– DENNIS INHULSEN
Dennis Inhulsen will lead participants through core and breakout sessions by discipline, focused on designing assessments with the National Arts Education Standards. Dennis Inhulsen is Chief Learning Officer, National Art Education Association (NAEA).

This institute is planned in conjunction with the NESA Performing and Visual Arts Collaborative.

LETTING LEARNERS IN ON THE SECRET: BUILDING STUDENT INVOLVEMENT IN A STANDARDS-BASED LEARNING SYSTEM
– MICHELLE KUHNS
Michelle Kuhns is an educational consultant working with schools interested in transformative change in both student and professional learning. This institute will focus on instructional practices in a standards-based system, and teaching strategies that intentionally involve students in each step of their learning journey. Participants will explore how student involvement throughout the learning and assessment cycle leads to increased learner agency.

Service Learning: Compass Introductory Workshop – Educator Certificate “Better Teaching and Learning for a Better World”
Compass Education will lead participants through a process designed to understand the opportunity to build good habits in terms of sustainability, understand that the Compass is a thinking tool that can be used and adapted in many ways to achieve curricular outcome, understand nature’s connection to the other aspects of life and understand practical applications for inside and outside the classroom.

This institute is planned in conjunction with the NESA Service Learning Collaborative.

PROMISING PRACTICES IN NESA SCHOOLS

Developing Inclusive Practice in Your School: A Data-Driven Methodology
ROBIN COLLINS, Stilted and Talented Coordinator, and JILL PAGE, Director of Student Services, The KAUST School, Jeddah, Saudi Arabia

Designed for school leaders wanting to develop a cohesive approach to inclusion in their schools, participants will identify how they are using school-wide data, look for key patterns and trends and, on that basis, inquire as to how it could transform teaching and learning in their schools.

Fall Training Institute
November 2-3, 2018
VENUE: American Community School, Amman, Jordan

FALL 2018 NESA NEWS
28 29
Winter Training Institute
January 26-27, 2019
VENUE: American International School Chennai, India

A two-day conference focused on topics of interest to teachers. The “extended institute design” allows delegates and presenters to work together for the entire FTI. This format allows:

- Time for skill development
- In-depth exploration of focused strands
- Establishment of partnerships/networks

> REGISTER ONLINE:
www.nesacenter.org
Early bird deadline: October 1.

Spring Educators Conference
March 29-31, 2019
VENUE: Royal Orchid Sheraton, Bangkok, Thailand

NEW CONFERENCE DESIGN!
We are excited to introduce a new format designed to support deep learning through extended workshops and collaborative inquiry. The SEC supports educators in a powerful stance of inquiry, growth mindset, practice and reflection.

> REGISTER ONLINE:
www.nesacenter.org
Early bird deadline: October 1.
Welcome to NESA!

NEW “MEMBER” STATUS SCHOOLS:

American United School of Kuwait
Safat, Kuwait
www.aus.edu.kw
Founding Director: Dr Jennifer Beckwith

International Programs School
Al-Khobar, Saudi Arabia
www.ipksa.com
Director: Jim Leahy

TRUSTEES AT LARGE:

Mike Downs
Walworth Barbour American Int’l School in Israel
Even Yehuda (Tel Aviv), Israel

Craig Johnson
American School of Bombay
Mumbai, India

Brian Matthews
American International School-Riyadh
Riyadh, Saudi Arabia

Larry McIlvain
American Community School
Amman, Jordan

Wayne Rutherford
Cairo American College
Cairo, Egypt

Kevin Schafer
The American International School of Muscat
Muscat, Sultanate of Oman

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• Madeleine Hewitt
  Executive Director
  maddy@nesacenter.org

• Bridget Doogan
  Director of Professional Learning
  bridget@nesacenter.org

• Jill Kalamaris
  Director of Operations
  jill@nesacenter.org

• Laura Canellopoulou
  laura@nesacenter.org

• Aristeia Evangelou
  conferences@nesacenter.org

• Maria Boutzarelou
  maria@nesacenter.org

• Thomais Diassakou
  thomais@nesacenter.org

CONTACT US
Near East South Asia Council of Overseas Schools (NESA)
Gravias 6, Aghia Paraskevi 153 42, Athens, Greece
Tel: +30 210 600-9821
Fax: +30 210 600-9928
nesa@nesacenter.org
conferences@nesacenter.org
www.nesacenter.org

CONTRIBUTE TO NESA NEWS
NESA members and affiliates are invited to submit articles, news items, announcements and events. Specifications: 500 words maximum, photos as high resolution (300dpi) jpg or pdf files with captions. Deadlines: October 25 (winter), March 15 (spring - online only), May 20 (fall). Email to Laura Canellopoulou. laura@nesacenter.org. See specs and past issues at: www.nesacenter.org/whats-happening/nea-news-magazine.

CALENDAR
2018-2019

SEPTEMBER 15, 2018
DEADLINE: Fall Leadership Conference
‘Early Bird’ online registration

OCTOBER 1, 2018
DEADLINE: Fall Training Institute
‘Early Bird’ online registration

OCTOBER 18-21, 2018
Fall Leadership Conference
InterContinental Hotel, Athens, Greece

OCTOBER 25, 2018
DEADLINE
NESA NEWS submissions Winter issue

NOVEMBER 2-3, 2018
Fall Training Institute
American Community School Amman, Jordan

NOVEMBER 15, 2018
APPLICATION DEADLINE to AAIE: Margaret Sanders Int’l Schools Scholarships

DECEMBER 1, 2018
APPLICATION DEADLINE to NESA:
Haas/Hansen Student Award

DECEMBER 20, 2018
DEADLINE: Winter Training Institute
‘Early Bird’ online registration

JANUARY 25-26, 2019
Winter Training Institute
The American International School of Muscat, Oman

MARCH 15, 2019
DEADLINE
NESA NEWS submissions Spring issue (online only)

MARCH 29-31, 2019
Spring Educators Conference
Royal Orchid Sheraton, Bangkok, Thailand

MAY 20, 2019
DEADLINE
NESA NEWS submissions Fall issue

NEW “MEMBER” STATUS SCHOOLS:

American United School of Kuwait
Safat, Kuwait
www.aus.edu.kw
Founding Director: Dr Jennifer Beckwith

International Programs School
Al-Khobar, Saudi Arabia
www.ipksa.com
Director: Jim Leahy