

NEWS

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>> In this issue:

- >> FLC and FTI photo collages
- >> School news from around the NESA region
- >> Preparing kids for the robot takeover
- >> Schools as icebergs
- >> WTI and SEC previews and much more...

NESA Board Secretary Harold Fleetham (Lincoln School-Kathmandu), keynote Dan Feigelson, NESA Director of Prof'l Learning Bridget Doogan, Exec. Dir. David Chojnacki.



The Blue Mosque.



Turkish dancers at Saturday's Gala.



David and Kevin honor NESA Director of Operations Jill Kalamaris and staff member Laura Canellopoulou for their service of 24 and 20 years, respectively.

NESA Leaders in Istanbul

Fall Leadership Conference - October 23-26, 2014

After a 12-year absence, NESA school leaders returned to historic Istanbul for four days of high-quality professional learning and personal renewal. With a breathtaking view of the Bosphorus and the Blue Mosque visible across the Golden Horn, the elegant Conrad Hotel hosted the FLC for the third time (also in 1994 and 2002), with an unprecedented number of delegates — more than 500 — a record!

NESA Executive Director David Chojnacki opened the conference with welcome remarks, followed by Anthony Jones, Headmaster of our host school, Robert College, and Bea Cameron, Regional Education Officer from the Office of Overseas Schools, who delivered greetings from the State Department to NESA educators.

Andy Hargreaves from Boston College gave the opening keynote on "Professional Capital", 'recovering and redefining' what it means to teach, to be a teacher and to be valued as a high quality professional. On Friday, grading expert Ken O'Connor outlined the six "Musts" to make grading effective so students fully benefit from high-quality teaching. Author Douglas Reeves, in his Saturday keynote, "Leading for Creativity", made a compelling case for what leaders must do — and what they must avoid — to nurture creativity. Sunday morning's keynote, literacy consultant Dan Feigelson, examined how important joy and engagement are in literacy instruction. Sunday afternoon, Auditi Chakravarty, the College Board's Vice President for Curriculum & Instruction, gave delegates the inside story behind the overhaul of the SAT exam.

Delegates took advantage of in-depth training during four three-hour workshops presented by 20 specialist speakers, including a 'prototype' session by Michelle Kuhns and Michelle Remington from the American School of Dubai on standards-based reporting in the high school. Other topics included school leadership, leadership "stance", school sustainability, crisis communications, school culture, teacher evaluation and learning-focused supervision. Extended strands for business managers (four days) and board trustees (three days) were also offered. Additionally, NESA members and affiliates presented a record-breaking 27 one-hour General Interest Workshops, with 42 presenters! A special panel discussion also took place on the important subject of "Issues Around Child Protection".



Above right: NESA Executive Director David Chojnacki and Board President Kevin Schafer (TAISM-Muscat) present the Finis Engleman Award to Sarah Daignault.





Plenary session in the Conrad Ballroom.



Office of Overseas Schools Regional Educ. Officer to NESAs Bea Cameron & Kevin Schafer.



Keynote Doug Reeves, Tom Guskey & LeeAnn Jung (Univ. of Kentucky), keynote Ken O'Connor.



Kurt Nordness, Director of Riffa Views IS-Bahrain, who introduced opening keynote Andy Hargreaves.



The College Board's Judith Hegedus (left) and Clay Hensley with keynote Auditi Chakravarty.



NESA Board members Andrew Hoover (AIS-Chennai) and Brent Mutsch (ASD-Dubai)



NESA's Prof'l Devp't Advisory Committee (PDAC), flanked by Bridget Doogan and David Chojnacki.



The TAISM-Muscat delegation.

On Saturday morning, MSA and NEASC Accreditation Awards and the NESAs Virtual Science Fair Awards were announced. At Saturday evening's Gala in the Conrad Ballroom, several touching tributes were paid to this year's Finis Engleman Award recipient, Sarah Daignault, the founding Executive Director of the National Business Officers Association and co-presenter of the business managers strand at the FLC for ten years. Also at the Gala, NESAs Board President Kevin Schafer (TAISM-Muscat), on behalf of the Board, honored NESAs Director of Operations Jill Kalamaris and staff member Laura Canellopoulou for 24 and 20 years of service to the organization, respectively.



A dance from the Black Sea.



Michelle Kuhns, Dir. of Learning, & Michelle Remington, HS Principal, (ASD-Dubai) presented a 3-hour workshop on Standards-based Reporting in the HS.

Complementing the professional focus with the best of NESAs hospitality, the FLC's three social events gave delegates a chance for some fun too, starting with Wednesday's welcome cocktail reception at the Conrad's Summit Bar with a spectacular view of the Bosphorus. At Thursday's Welcome Event, delegates enjoyed a traditional seafood dinner in the charming Kumkapi quarter of Istanbul, and at Saturday's Gala in the Conrad Ballroom, a superb Turkish and international buffet plus a lively folklore music and dance performance.

Next year's Fall Leadership Conference is October 22-25 at the InterContinental Hotel in Abu Dhabi, UAE. Mark your calendars!



Left: Lamps in the Covered Bazaar.





Far left: FTI 2014 speakers (not pictured: Jesse Payne)
Left: "Spider-net" activity in Graham Watts' institute.
(Photo: Fatima Malak, Saudi Aramco Expatriate Schools)

Delegates from Saudi Aramco Expatriate Schools.



Members of AS-Doha's PL Council, our "rock stars"!



NESA staff member Maria Boutzarelou and Director of Prof'l Learning Bridget Doogan at the FTI registration desk.

Above: Delegates buying books authored by AS-Doha students about respect, integrity, excellence and diversity, with Arabic translations! (Photo: Fatima Malak, Saudi Aramco Expatriate Schools)

Speaker Michelle Rupiper with two delegates.



Speakers Graham Watts and Bob Garmston.



FTI Report

Fall Training Institute 2014 — Doha

NESA's thirteenth annual Fall Training Institute took place November 7-8 at the American School of Doha, Qatar, a NESA member school. More than 300 educators attended one of nine two-day institutes, gaining in-depth professional development.

Topics included: Next Generation Science Standards, Becoming a More Effective Presenter, Concept-based Social Studies (MS/HS), Conceptual Mathematics (7-12), Assessment in the Arts, ELL Instruction, Inquiry-Based Projects for Early Childhood, Teaching Meaning Making in Reading (3-8), and Mindfulness & Habits of Mind.

NESA thanks Superintendent Deborah Welch, Curriculum Director Gail Seay and the faculty and staff of the American School of Doha for all of their on-the-ground logistical support and organization which made this year's FTI such a resounding success.

We'll see you at next year's FTI at the American School of Dubai, November 6-7, 2015.



Delegates from Karachi American School and Karachi Grammar School.



Speaker Faye Gore with delegates from International College-Beirut.

NESA Virtual Science Fair 4.0 & NVSF5th: A Year of Academic Celebration!

By Dr Randy Spaid, NVSF Co-Director, Middle Georgia State College

If middle school students planning their science fair projects could ask Sir Isaac Newton for help understanding force and motion, what advice would he offer? Teams in this year's NESA Virtual Science Fair 4.0 will find out what Newton would say using a new support feature on the NVSF home page: *Ask-A-Scientist*.

Thirteen science teachers met in Prague to learn how the A-A-S will enhance the eleventh iteration of the NVSF, which commenced in November. The leadership team includes Project Director Stuart Fleischer (AIS-Israel), tech support specialist Brian Turner, NVSF5th Grade Director Jimmy Leeper (AS-Doha), and sustainability college professors Randy Spaid and Eric Brunsell.

The Ask-A-Scientist feature of NVSF 4.0 is a clever way to promote the history of science: the topic "experts" include Louis Pasteur (Ask-A-Biologist), Marie Curie (Ask-A-Chemist), Rachel Carson (Ask-An-Environmental Scientist), Isaac Newton (Ask-A-Physicist), Leonardo da Vinci (Ask-An-Engineer/Mathematician), and Caroline Herschel (Ask-An-Earth Scientist/Astronomer). Behind-the-scenes, a cadre of university research scientists will provide the expert feedback in the "voice" of the well-known scientist. Students will learn about these scientists by taking their biography quizzes and can earn electronic badges for a high score, plus more badges via topic quizzes at each A-A-S forum.

NVSF 4.0 will incorporate best practices and innovative game theory strategies to engage science fair teams as more badges are earned for completing a "Preflight Checklist" and an "Inflight Checklist" which guide students through the process of science investigation: narrowing their topic, forming a testable question and hypothesis, etc. Teams will record their progress, questions, and tentative explanations in their Science eJournal and will create a science fair project wiki. Category winners in the local school science fairs are eligible to compete with other schools in Round 2 and the subsequent Champions League, with opportunities for international team partnerships in NVSF 4.0 and VSF-Deutschland.

While the NVSF5th will continue with college student distance mentors assisting the children, the NVSF 4.0 for middle school was redesigned to align with the Next Generation Science Standards (NGSS), which concentrate on asking questions, developing hypotheses, testing models, making evidence-based arguments and learning other skills real scientists "use all the time". The NGSS and NVSF 4.0 impart an appreciation of the significance of science and provide an organizational schema for interrelating knowledge from various science fields into a coherent and scientifically based view of the world. They emphasize process-skills that stress the importance of models and going more in-depth which may help develop more STEM-qualified students, as they prepare for college and the working world.

Additionally, conducting a NVSF 4.0 science or engineering project can teach specific Common Core mathematics standards as students apply mathematics to the real world, ie, designing an apparatus and taking measurements, and analyzing numerical data using descriptive statistics, mathematics principles and equations. This process is especially important to understand how scientific principles are defined by mathematical equations. Students also learn a variety of language arts and literacy standards as they perform background research, write a research paper, maintain a laboratory notebook, create a display board, and orally communicate with judges.



At the Prague NVSF meeting (l-r): Konna Parker (Dostyk AIS, Kazakhstan), Josh Van Lare (ACS Amman), Christina Bakoyannis (ACS Athens), Dr Gabriela Jonas Ahrend (Technical University of Dortmund), David Ratner (WBAIS), Melanie Tanner (AS Kuwait), Susie Geller (WBAIS), Dr Stuart Fleischer (WBAIS), Jimmy Leeper (AS Doha), Dr Randy Spaid (Middle Georgia State College), Dr Eric Brunsell (University of Wisconsin), Rob Desmoreau (AIS Riyadh) and Brian Wright (AIS Kuwait).

For more information, contact Dr Stuart Fleischer (sfleischer@wbais.net) for NVSF 4.0 and Jimmy Leeper (jleeper@asd.edu.qa) for NVSF5th.



LEFT: ARKIS students participating in a CAS charity trip.

BELOW: ARKIS students and cross cultural experience.

When the World is the Classroom... Everyone is a Teacher

By Aisha Janahi, Abdul Rahman Kanoo International School (ARKIS) Principal

For the past seven years, the Abdul Rahman Kanoo International School (ARKIS) in Bahrain has arranged CAS charity trips to different countries (Tanzania, Zanzibar, Vietnam, Kenya, Ghana, Comoros and Uganda) in order to assist in renovating a school, acquainting students with the local culture and customs and distributing gifts and rations of food (oil, rice, flour) to children in local orphanages, disabled centers and underprivileged families. The countries visited so far have enriched the students' experience and taught them more about diverse cultures and a new learning environment. The learning though, does not begin as the students set foot in the host school, but much earlier before that ...back home!

The CAS trips have provided a platform for learning and reflection not only for participating students, but for the whole school. They also present an opportunity to embed a culture of community service and international mindedness, stretching from Pre-school to our High School and even beyond the gates of ARKIS. All fundraising is done by the students, initiating activities to planning and execution. Starting from three months prior to the trip, a "Fill a Bag with Love" Campaign takes place across the school. Students are introduced to the school we will be visiting and are asked to fill a bag with new stationery, toys and clothes. Parents play a positive role, as many take their children out and have them hand-pick the gifts. Our Pre and Elementary schools are especially active during this humanitarian campaign. Also, for fundraising, our CAS students hold an annual International Fashion-Show and Festival where they introduce different styles of fashion, culture and music of other nations.

To involve parents and the local community, the school encourages students to seek out sponsors to pay for their trip expenses rather than the parents paying. They are provided with the necessary documents to help them to approach national and international companies and donors for sponsorship. As a result, we have many telecommunication companies, banks and even international brands come on board, as a result of the students' relentless effort. Upon the students' return, the school hosts a Photo Exhibition and Ceremony where local media, sponsors, other schools, the Ministry of Education, parents, staff and students are invited to share the CAS trip experience. The photo gallery also includes the reflections of our students that are compiled from the diaries they keep during their trip as well as a video on all past trips.

When it comes to teaching values, especially concepts such as volunteerism and community service, the best learning environment is not a classroom, but our local and international community where students are allowed to explore and feed their natural curiosity. When you make the world your classroom, everyone becomes a teacher!

www.kanooschool.edu.bh



Doha Supt. Deborah Welch accepts the Cameron Cup from David Chojnacki

NESA Virtual Science Fair Winter Update

By Stuart Fleischer,
NVSF Project Manager, WBAIS Israel

This past year, the NESA Virtual Science Fair had over 1,000 students comprising 350 teams participate in the fifth grade and middle school project from NESA and other non-NESA international schools. Several middle school teams from NESA collaborated with teams from Germany, Korea and the US.

In the Middle School, our top NESA teams held off candidates from NAIS and Virtual Science Fair Deutschland to take top honors once again. The American International School of Kuwait went home with the highest award, The Dr. Robert A. Sills Science Achievement Award, presented at the October NESA Fall Leadership Conference in Istanbul.

In the NVSF Fifth Grade, the American School of Doha was awarded the Cameron Cup in a very close competition with teams from Walworth Barbour-AIS and ACS Amman.

As of June 2014, nearly 8,000 middle school students and 2,000 fifth-grade students have collaborated with 4,500+ distance e-mentors from over 50 U.S. universities, including science education faculty in Europe, the Middle East and Asia.

The NVSF celebrates its tenth year in 2015. This acclaimed project is supported by the U.S. Department of State's Office of Overseas Schools and of course NESA. It crosses geopolitical borders in order to enable middle and upper elementary school students from over 75 countries to participate in scientific research, multicultural conversations and exchange of science investigation and problem-solving ideas.

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What Lies Beneath: Schools As Icebergs

It's what's going on below the surface at a school that drives success.

By Steve Leever, Middle School Principal, American School of Doha, Qatar

Schools are like icebergs, with the vast majority of what drives student learning and success not immediately evident from the surface. In 2008, during my interview process at the American School of Doha (ASD), [I realized] ASD faced the same problems many schools face: How do we build a school community that is cohesive and welcoming? How do we make the school feel smaller? Where do students, teachers and parents turn for help?

Working steadily to build effective school systems to meet student needs, we developed three types of support: systems support, academic support, and social-emotional support. The programs touching on more than one type of support were the most effective and helpful to students.

Systems Support

We improved our teaming structures, common planning time, advisory, collaborative time, purposeful use of space, student-considerate scheduling, teacher leadership structures, child study process, curriculum, parent advisory council, and shared decision making.

We now have multiple teams at each grade level that are as similar as possible demographically. Four core teachers work exclusively with their team of students for language arts, math, science, and social studies. The whole grade level mixes together in physical education, rotational explorations (art, drama, IT, robotics, careers, etc), electives, and music.

A parent advisory council (PAC) vets changes the school is considering and is a positive agent for change. We established norms for the PAC, trained strong parent facilitators to keep conversations on topic, and promoted transparency to the community.

Academic Support

To support a diverse population, using a framework modeled after response to intervention, ASD put in place tiered supports in reading, math, writing, and study skills. We use benchmark assessments and appropriate interventions as necessary, moving from informal to formal interventions with an emphasis on the least restrictive environment.

One of the most positive achievements is an emphasis on student learning habits in our standards-based grading system – we seldom talk about grades. Students know that when their learning habits are strong, success is always within reach. Advisory is also a key component of academic support, as this is where learning habits, study skills, and progress against standards are regularly reviewed.

“*One of the most positive achievements has been to emphasize student learning habits in our system of standards-based grading – we seldom talk about grades.*”

Social-Emotional Support

Much support is provided through our advisory program. Our One Tribe, Be Kind program is our attempt to address bullying. Recently, all our advisories created movie trailers for the campaign. We established a school-wide philosophy of Work Hard, Play Hard. If students want to be at school, we can ask them to do very difficult work, and they will willingly engage.

Our guidance counselors lobbied to embed guidance curriculum in classrooms. Our technology department advocated for embedding digital citizenship. As a result, we experienced marked decreases in discipline related to computers, bullying, and poor middle school decision-making.

All About Synergy

Almost all schools have these types of systems in place. But do they work to complement each other, or are they disconnected and competing? Many things are taking place below the surface [of the 'iceberg'] to create an environment for achievement.

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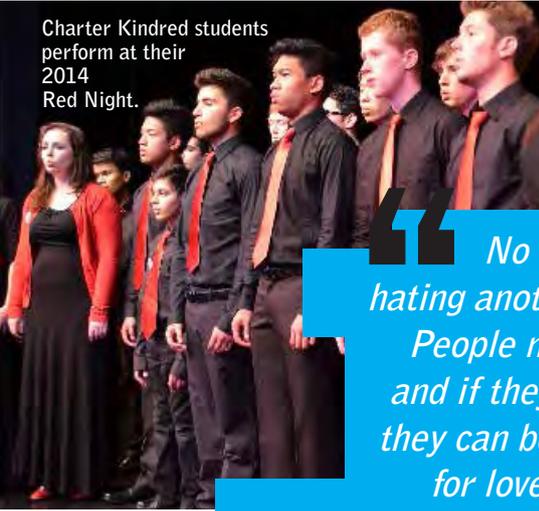
Excerpted with permission from AMLE Magazine, August 2014, pp. 20-22, Association for Middle Level Education, www.amle.org.



Compassion: This is What We Stand For

By Melanie Brink, Choral Music Teacher, The American International School of Muscat (TAISM), Oman

Charter Kindred students perform at their 2014 Red Night.



TAISM Charter for Compassion poster.

“No one is born hating another person. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.”

Nelson Mandela

Last year I was planning an annual benefit concert for my chamber choir, Kindred, at The American International School of Muscat (TAISM). It happened to be scheduled on Martin Luther King Jr. Day, so we knew we wanted the theme of civil rights to be woven into the program. And while focusing on the historical works of MLK, there was a need to include current efforts being made so the singers would feel a deeper connection. The search was on.

Later that week, a colleague showed me the Charter for Compassion website, www.charterforcompassion.org. The Charter for Compassion transcends religious, ideological, and national differences. Supported by leading thinkers from many traditions, the Charter activates the Golden Rule around the world. Within minutes of navigating through the site, an overwhelming desire to be a part of it stirred in me. It was a perfect match for our socially engaged musicianship unit.

Having young children, little by little I realize the importance of supporting them with tools to cope with news about a troubling world. The same goes for our students. Sometimes it is tricky to address the dark possibilities when all is fine, but this is an ongoing responsibility. We cannot settle for an all-is-well approach because how many times have we heard stories about teasing, being left out, or bullying creeping up when least expected? While these conversations are hard, they are crucial. The power lies in moments where we prepare youth with tools to face adversity by taking the steps to practice compassion and give them a voice to say out loud, *“This is what we stand for”*.

Inspired by the website’s resources, Kindred made its own Charter video that was shown during the concert. The text

charterforcompassion.org

We, school community members of TAISM, declare our shared commitment to the following principles, and pledge to hold ourselves and one another accountable to their realization.

We recognize that every person shares a common humanity capable both of happiness and suffering. We pledge in our words and actions to treat everyone in this school community as we would wish to be treated, to help those around us who are in need, and to make amends when we cause another pain.

We recognize that we are a school with different abilities, body sizes, races, religions, classes, gender identities and sexual orientations. We pledge to step into the shoes of others and see how things look from their point of view, especially when we disagree or find ourselves in conflict.

We recognize that intolerance and hatred cause suffering and that that when we stand by doing nothing, or laugh or post comments online when others bully, we contribute to the problem. We pledge to stand up to bullying and keep this a school where everyone belongs.

In signing, we commit to practice the values in this Charter within our school community; in our daily interactions, whether teacher-to-teacher, teacher-to-student, or student-to-student; and in the projects we undertake within our community and in the world.



was also printed in the program, and following the concert, people were invited to sign the pledge. A banner hangs in a TAISM corridor as a reminder. Our hope is to continue these types of opportunities so that the concept is not a once-a-year experience, but a daily routine and resource we can turn to if needed.

Whether or not we make an impact isn’t the question. It’s the kind of impact we make. The ripple effect will be present regardless; it just depends on whether that impression is static or proactive. It’s the simple, tangible acts of mindfulness, kindness and empathy that resonate how love can be learned and, in return, courageous decisions can be made.

- Start a compassionate community initiative:**
- *Introduce the Charter at an assembly; include it in a newsletter*
 - *Have school community members create a video or poster about compassion*
 - *Connect the Charter to a lesson, a class project, a concert, or any school event*
 - *Sign and share the Charter*
 - *NESA schools can become partners in the Compassionate Schools Network*
 - *www.facebook.com/CharterforCompassion*



AIS Israel Student Project Wins Grand Prize in International Discovery Award Competition

By Diane Vahab, ELL and Spanish Teacher, AIS-Israel

In their award-winning documentary, seventh and eighth grade students at the Walworth Barbour American International School (WBAIS) in Even Yehuda, Israel, state: "We became witnesses." An elevated social consciousness is just one of many positive outcomes from their project, "Confronting Adversity through Secret Newspapers in Terezin," for which the students won the Lowell Milken Center (LMC) for Unsung Heroes' \$10,000 Discovery Award grand prize. The winning students include seventh graders Emma Halimi and Assaf Shrim, and eighth graders Yeun June Jang, Gabriel Mendiuk and Eduard Strebl.

The student project is based on young Holocaust hero Pavel Weiner, who spent his childhood in the Czech Republic's Terezin ghetto, and models how young people can be responsible global citizens. Under the leadership of teacher Diane Vahab and librarian Marina Brodsky, the WBAIS Middle School English Language Learners Humanities II class read diaries of children in the Holocaust, their memoirs and secret magazines using primary resources. They visited Beit Terezin Museum, hosted Holocaust survivors at an Oral Living History Day event at their school and connected with a Social Studies teacher in New York, Karen Weiner, the daughter of the unsung hero of their project and the editor of her father's diary.

In addition to the documentary, an online interactive journal called *Neshar 2.0* was created by the other students of the class: Jane Aulova, Giulia Bergui, David Elharrar Mediavilla, Damin Jeon, Egor Larin, Ron Shalev, and Aravind Unnithan. *Neshar 2.0* is modeled after Pavel's secret magazine called *Neshar*, which means eagle in Hebrew.

On November 3, 2014, an awards ceremony took place in the middle and high school, followed by an event with parents and community members to showcase the Discovery Award winners' project as well as the other projects created by the class. The students explained the learning process like docents in a museum, answering questions and illustrating the project's journey.



Discovery Award documentary students holding their award and prize with Marina Brodsky and Diane Vahab.

Pavel Weiner managed to survive the Holocaust and through his diary, left behind a legacy for young people today: a record on how to use the lessons of history to repair the world. According to the students, "His writings reflect his character, attitude, patriotism, mature way of dealing with aggression, hope for the future and the victory of the truth." Ms Vahab says that the project taught her students how to work together as a team, resolve conflicts, communicate their ideas, conduct primary research and ultimately see they can effect positive change in the world.

- Contact: Ada Renan, WBAIS Community Relations Director: arenan@wbais.net, or Diane Vahab: dvahab@wbais.net

- Link to project: <http://lowellmilkencenter.org/2014-discovery-award-winners/pavel-weiner/>

The journal created by other students in the class.



Eduard explaining the documentary.



Lincoln School's Online Museum

By Bill Willis, Director of Technology, Lincoln School, Kathmandu, Nepal

Lincoln School in Kathmandu was invited to participate in the beta test of the Google OpenGalleryProject (www.google.com/opengallery), part of the Google Cultural Institute (www.google.com/culturalinstitute). The project is still in development, but we have our very own online gallery now, located at: <http://lsnepal.culturalspot.org>

Google has provided the school with an online consultant located in Paris, and in return, we provided Google with feedback.

The school has been able to create numerous exhibits with OpenGallery. The vision for our museum gallery is to showcase exemplary work of the school community, raise the profile of the school, and to provide a new platform for the expression of school projects.

For example, our museum gallery was a perfect fit for AP Art student Yazmin Moktan's exhibit, "The Nepal Collection" as an example of outstanding work.

One of the cool features of the OpenGallery is how pictures are rendered. Normally when you create a web page, you want to use low-resolution images, otherwise it would take forever to load the page, something we are especially sensitive to in Nepal. The OpenGallery is different. You upload high-resolution images, and the OpenGallery automatically adjusts the image. This allows you to zoom in on images, taking advantage of all the pixels available as seen in the picture below, taken by Peter Hennigar. Peter is a member of the Lincoln School faculty and a fellow museum curator. The photo is in the "Exploring Nepal" exhibit.



Visit our museum, check out an exhibit, click on a photograph, and then use the magnification tool to zoom in on any part of image: <http://lsnepal.culturalspot.org>. Enjoy your visit!

Go to Google's Open Gallery and sign up for an invitation. Once you get an account, you can add administrators and curators, and multiple exhibits.

Create, curate, and spread the culture.

bwillis@lsnepal.com



NESA Virtual School Project Meetings - Istanbul 2014

By Kenny Paynter, NVS Project Manager

The thirteenth annual NVS Project meetings during the 2014 NESA Fall Leadership Conference in Istanbul were very well attended, and our agenda was broad ranging — from nuts and bolts project issues to general tech trends and cool tech tools.

One issue clearly emerging is that there are many ways now for schools to have an internet presence which would help sustain programs online during an emergency (most recently Google Classroom), but there are very important issues of consistency and institutional management that play into developing a robust and sustainable approach.

ACS-Athens has generously shared with the group a very well-planned Moodle course template which informs and organizes their deployment process. With any technology tool, the importance of training is especially significant, and to that end we are exploring an opportunity for some of us to engage in advanced Moodle training in February.

Many thanks to NESA for supporting our very productive sessions!

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Preparing Our Kids for the Robot Takeover

In this provocative online *Washington Post* article, Sam Chaltain, co-author of six books, including *Our School: Searching for Community in the Era of Choice*, makes the case that the schools of tomorrow should focus less on content knowledge and more on the development of new skills and habits equipping children to deal with life and solve problems that don't even exist yet.

Chaltain argues that this focus on content which makes up so much of the current debate surrounding education — “from high-stakes testing to the achievement gap to the growing controversy around the Common Core” — is a “remnant of our industrial-era model of schooling in which the undisputed objective was to cram as much information as possible into the minds of schoolchildren.” But in the world of the

near future, where everyone will have instant access to all of the world's knowledge and ‘human wisdom’, the purpose of schools will need to shift.

But how? Chaltain says we can begin with this: “Start focusing less on what we want kids to know and more on who we want them to become.” He highlights several schools in the US that are teaching timeless qualities or characteristics they think will help young people be successful into the future. For example, at the Mission Hill School in Boston, they are: forethought, perseverance, production and reflection; at Philadelphia's Science Leadership Academy: inquiry, research, collaboration, presentation and reflection. Other traits include critical thinking, self-direction, empathy, integrity and cooperation.

This new educational mindset reflects research on how people learn. Chaltain mentions that Paul Tough in his book, *How Children Succeed*, contends the amount of information absorbed by students matters less to their development than developing “persistence, self-control, curiosity, conscientiousness, grit, and self-confidence.”

Chaltain also references Arthur Costa (a past NESA conference speaker!), and his seminal *Learning and Leading with Habits of Mind*, which has influenced so many NESA educators and shaped NESA schools' approach to education and professional development. Dr Costa writes: “We are interested in enhancing the ways students produce knowledge rather than how they merely reproduce it. . .The critical attribute of intelligent human beings is not only having information, but also knowing how to act on it.”

Originally titled, “We're failing to prepare our kids for the impending robot takeover. Here's what we should teach them (This is the most important school reform that nobody is talking about)” by Sam Chaltain, The Washington Post, October 7, 2014. Link to article: <http://wapo.st/1OJM9mj>

“We are interested in enhancing the ways students produce knowledge rather than how they merely reproduce it.”

Arthur Costa

International College Educator Honored at ISTE 2014

In June, 2014, the International Society for Technology in Education (ISTE®) bestowed its Making IT Happen Award on four education leaders during a ceremony in Atlanta, Georgia; one of the honorees was **Mahmoud Shihab**, PhD, ISTE Ambassador for the Middle East and Africa region and Director of the Educational Resources Center at International College in Beirut, a NESA member.

ISTE's announcement stated, in part: *The Making IT Happen Award honors outstanding educators and leaders who demonstrate extraordinary commitment, leadership, courage and persistence in improving digital learning opportunities for students. Since its inception in 1995, more than 500 educators from around the world have received this award.*

Mahmoud Shihab has been instrumental in helping teachers understand and apply the ISTE Standards throughout the Middle East region. He is a member of the team developing a coaching certificate program in the Arab Peninsula. Additionally, he facilitated the translation of the ISTE Standards into French and Arabic in order for French and Arabic-speaking educators to integrate technology into curriculum and make the Standards meaningful for all teachers.

ISTE® is the premier nonprofit organization serving educators and education leaders committed to empowering connected learners in a connected world. It serves more than 100,000 education stakeholders throughout the world.

Congratulations, Mahmoud!

www.iste.org/lead/awards/making-it-happen-award



Qatar Academy Doha Hosts “Mini-NESA”



Qatar Academy (QA) Doha hosted over 400 faculty members from four other Qatar Foundation schools November 5 at the 2014 Mini NESA Conference, an annual professional development and networking event where educators share expertise and ideas with each other. The presentations covered a multitude of areas involving both the teaching and learning process and featured research-based best practices that focus on student learning and support practical application and transfer.

According to William Lee Wong, Academic Coordinator for 21st Century Learning and NESA Representative of QAD, participants each attended two of the 48 workshops available. “We were very excited that we had workshops in both English and Arabic and our own Director and Senior School Principal (Michael Hitchman) also delivered workshops,” he said.



QA Doha Director Dr. Eric Sands views lists of workshops offered at “Mini-NESA” with two delegates.

Qatar Academy Doha teachers presented or co-presented 31 of these workshops, and Mr Wong highlights, “There were a variety of workshops for Math, Language, IB curriculum and 21st century integration. In addition, we had workshops tailored for early education, primary, middle and high school staff attendees”.

In his welcome address to the faculty members from Qatar Academy Mshereib, Qatar Leadership Academy, Qatar Academy, Sidra and Awsaj Academy, QAD Director Dr Eric Sands underscored the collaborative efforts of all the schools under Qatar Foundation’s Pre-University Division who all work together to realize their shared goal of providing academic excellence to its students.

“We were very excited this year to able to invite all other Qatar Foundation schools,” Mr Wong agreed. “Mini NESA is a great opportunity to network, share and collaborate with other teachers. At QF, we have a wealth of expertise within our classroom walls and Mini NESA is one of the best platforms to showcase the talent that Qatar Foundation has to offer”.



This article appeared in the online *Qatar Tribune*, November 7, 2014, Tribune News Network, www.qatar-tribune.com. Reprinted by permission. Link to article: <http://tinyurl.com/nvtyf3x>

Contact: William Lee Wong, Academic Coordinator for 21st Century Learning, Qatar Academy, wwong@qf.org.qa

ACS Amman Holds Rice Bucket Challenge for Collateral Repair Project (CRP)



Innovative Multi-disciplinary Class Instilling Global Citizenship

By Adam Carter, Middle School Social Studies Teacher, Schutz American School, Alexandria, Egypt



Instilling "global citizenship" in students is essential to prepare them for our rapidly changing world, and goes well beyond simply traveling or living in another country. It refers to a more holistic worldview, understanding the commonalities we share and recognizing our responsibility to help our fellow man and safeguard our planet's future. At Schutz American School we have designed an entire class called CONNECT focused on global citizenship and global collaboration.

The content and structure of the course reflect the "no-borders" idea. CONNECT is a middle school class taught collectively by five teachers of different subjects: social studies, math, language arts, art and music. The mixed-grade format allows students from grades six, seven and eight to interact, which helps build community and deepen social relationships across grades. The multi-disciplinary approach allows us to tackle the global citizenship themes from a variety of viewpoints. In terms of logistics, we also deliver the class in a variety of styles and settings: as a group (50 students) in the auditorium for a presentation, in special rooms or outside for art and music projects, or in two smaller groups for focused group activities.

In terms of content, we began the year with the goal of instilling empathy in our students, as research (and our personal experience) shows that once students connect emotionally with people in need, a deeper social consciousness and desire to help follows. We studied the lives of people with disabilities and did some role-plays so students could identify personally with the

difficulties such people overcome. We then studied characteristics that global citizens possess, with each teacher using his/her subject to deliver the content. We participated in three global peace initiatives (one based on music and two based on art) so students not only applied their skills and creativity, but also got a taste of what global collaboration feels like.

To ramp up our global collaboration, we started working with iEarn, participating in its Learning Circle projects. During three classes, we watched the *Girl Rising* documentary about the plight of girls worldwide, using that as a springboard for discussion. Students then conducted deeper research and took part in student forums on the iEarn site.

CONNECT is designed to motivate students to take an active role in seeking solutions and delivering assistance wherever they can. In the spring we will work on international initiatives. Locally, we have partnered with a special needs school and are working with a blanket distribution program for the under-privileged of the Nile Delta.

In the spring we are planning "Week Without Walls" service projects in Upper Egypt and a collaboration project with the International Community School of Addis Ababa, Ethiopia. We will participate in the Global School Net Cyber Fair 2015 to showcase our work and allow students to celebrate their success.

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CONNECT students with children from the special needs school.

In its own version of the ALS Association's "ice bucket" challenge, American Community School - Amman partnered with CRP to organize a "rice bucket" challenge. So, rather than making people cold, this challenge made people full!

All through September, ACS families and staff collected bags of rice to donate to CRP. They hit a whopping total of 730 bags. ACS teachers volunteered at CRP to distribute rice to 608 families, which included 2,241 people of different nationalities and religions. There was a huge line outside CRP's door; the street was so crowded cars could not pass!

Ghazwan, CRP's Programs Director, said it was CRP's largest one-time distribution ever. "We were distributing all day," he said. "It was exhausting, but it makes you happy that you are helping people. The idea came from the ice bucket chal-

lenge. The challenge was different, but it had the same idea: to support the people."

Additional bags of rice were distributed over the course of the Eid al Adha week with CRP distributing lamb and rice to 70 families, and then to 17 more households. The second group of families, with 53 children, was taken on a trip to the Royal Bird Park after receiving the food. CRP also planned to give additional food vouchers to a third group of families.

CRP stated: "We are thrilled with the large numbers of people we have been able to reach through this partnership and could not be more grateful to the American Community School and the many families, staff and students who helped make the Eid holiday brighter for so many!"

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NESA Executive Director Visits Member Schools

Following the Fall Leadership Conference in Istanbul (October 23-26), NESA Executive Director David Chojnacki traveled for three weeks throughout the NESA region. He visited the following member schools:



With Danny Gordon, Aramco MS Principal.



With CAC's Eveleen Iskander (supt's office) and Nadia Rashad (playground supervisor).



David and Schutz Director Nathan Walker.



With AIS-R Supt. Brian Matthews & Curr. Coord. Renee Couturier.

- Schutz American School, Alexandria, Egypt
- Cairo American College (CAC), Egypt
- American School of Doha (ASD), Qatar (where NESA's Fall Training Institute took place, November 7-8)
- Saudi Aramco Expatriate Schools, Dhahran
- International Schools Group (ISG - Dhahran and Dammam campuses), Al-Khobar, Saudi Arabia
- American International School-Riyadh (AIS-R), Saudi Arabia

Aramco Assoc. Supt Chris Wollock, Dir. of Learning Tracey Carey & David.



David with Jailan Abbas, CAC Egypt Studies.



With ISG's Trevor Naidoo.



ISG Damman Head John Rutton & Curr. Dir. Ginny Prairie.



At the FTI in Doha: David, Gail Seay, ASD Dir. of Learning/PDAC Chair, NESA's Bridget Doogan & Maria Boutzarelou.

Mr Chojnacki had an opportunity to speak with administrators and teachers at each school about their work and gain valuable insights and input as to how NESA might do a better job of serving its members. A lot of great learning and collaboration took place!

Enjoy this 'photographic tour' of his trip!



What Teaching the “Growth” Mindset Looks Like in Schools

“It’s one thing to say all students can learn, but making them believe it – and do it – can require a 180-degree shift in students’ and teachers’ sense of themselves and of one another,” writes Sarah Sparks in this front-page *Education Week* article.

The key, say those who are implementing the research of Stanford professor Carol Dweck, is getting students to buy into the “growth” mindset about intelligence and talent. “When we understand that we can build our intelligence, rather than it being fixed, we take risks,” says Eduardo Briceno, co-founder of Mindset Works, a company that has developed the Brainology curriculum based on Dweck’s work. “We are interested in learning from mistakes rather than focusing on how people see us and wanting to do things perfectly and quickly.”

“How you set it up for kids matters,” says David Dockterman (Scholastic and the Harvard Graduate School of Education). For example, a teacher shouldn’t introduce a problem in a new unit by saying, “Let’s start with an easy one.” If students don’t get it right, this sets them up for discouragement and failure. Instead, the teacher should say, “This might take a few tries.” Another example: a high-school chemistry teacher sees that some students who answered incorrectly are scowling and unhappy and says, “We’re going to see in this class really great scientists who were wrong again and again.”

Some teachers who’ve heard about “fixed” and “growth” mindsets believe it’s enough to exhort students to put in more effort. “You can’t just tell a child to try hard without giving them strategies and supporting their efforts,” says Dweck. Teachers should avoid generalities (“Good job!”) when praising improvement; instead, they should draw attention to a student’s focus, effective strategies, effort, and persistence. This “takes the spotlight off fixed ability and puts it on the process of learning,” says Dweck. It’s also important to give shout-outs for improvement, mentioning specific details on how a student was successful, while addressing students’ learning problems privately.

“When we understand that we can build our intelligence, rather than it being fixed, we take risks.”

The biggest mistake is to praise intelligence (“You’re so smart at this”) versus effort and strategy. SciAcademy in New Orleans has gone so far as to ban the word “smart” among staff members. Says Spencer Sherman, a dean and science teacher at the school. “You get in the habit of saying ‘smart’, and you give kids the expectation that [intelligence] is fixed.”

SciAcademy learned the hard way not to assign students to Advanced Placement classes based only on grades. Teachers found that students who thought they were in AP because they were smart got frustrated and shut down when they encountered very challenging work. Now the school opens AP courses to all students and tells them, “This will be the hardest class, with the most homework, but you’ll learn more” and requires an entry essay test based on very difficult text. Says Sherman, “Now the students in AP don’t think they got there by being smarter than everyone else, but because they worked really hard for it.”

“Growth Mindset’ Gaining Traction as Ed. Strategy” by Sarah Sparks in *Education Week*, Sept. 11, 2013 (Vol. 33, #3, p. 1, 21), www.edweek.org

From *Marshall Memo 502, A Weekly Round-up of Important Ideas and Research in K-12 Education*, September 16, 2013, www.marshallmemo.com

EVENTS



Volume 17 / Number 2 >>>> WINTER 2015

Winter Training Institute



Near East South Asia
COUNCIL OF EDUCATIONAL SCHOOLS

WINTER TRAINING INSTITUTE JANUARY 23-24, 2015

Bahrain

Standards Based Assessment Literacy

This year's WTI in Bahrain is a prototype in that it has been designed for school teams and is focused on one topic: enhancing your school's literacy regarding the fundamentals of assessment. **Carol Commodore** will be leading this groundbreaking effort. Dr Commodore is founder of Leadership, Learning and Assessment, and co-founder of the Wisconsin Assessment Consortium.

Departing from its usual format of multiple separate institutes, the WTI will be a mix of keynotes and facilitated work sessions during which delegates meet with their subject area teams as well as with their school teams.

The subject areas are as follows:

- *ES English Language Arts*
- *MS/HS English*
- *ES Math, MS/HS Math*
- *ES Science, MS/HS Science*
- *ES Social Studies*
- *MS/HS Social Studies*
- *Arabic L2 (Non-native) K-12*

The WTI will take place at **Riffa Views International School** in Bahrain, January 23-24, 2015. More details about the WTI are located at: www.nesacenter.org/page.cfm?p=1295.



Hotel Accommodations - Crowne Plaza Bahrain:

Room reservations should be made directly with the Crowne Plaza via the NESA website. Go to www.nesacenter.org for a link to a room reservations form.

For questions about the WTI, contact Bridget Doogan, NESA's Director of Professional Learning: bridget@nesacenter.org.



Spring Educators Conference

When: March 20-23, 2015

Where: Bosphorus Hilton Hotel, Istanbul, Turkey

Who: Educators of all grade levels, subjects and disciplines

What: Keynotes

4-hour specialist workshops and multi-day offerings

Teacher-presented workshops

General interest sessions

Social Events: Welcome Reception and Gala Evening

Professional Learning & Personal Renewal

KEYNOTE SPEAKERS:



• **HEIDI HAYES JACOBS** - "*New Literacies & Dispositions*": President of Curriculum Designers Inc; Executive Director, Curriculum Mapping Institute; author of *Curriculum 21: Essential Education for a Changing World*. www.curriculum21.com



• **BENA KALLICK** - "*Valuing Dispositional Thinking*": Co-founder of Performance Pathways and the Institute for Habits of Mind; Program Director for <http://Eduplanet21.com>.



• **DEBBIE SILVER** - "*Resilience/Grit*": Educator, speaker, humorist; author of *Drumming to the Beat of Different Marchers: Finding the Rhythm for Differentiated Instruction*, and *Fall Down 7 Times, Get Up 8: Teaching Kids to Succeed*. www.debbiesilver.com



• **DYLAN WILLIAM** - "*Formative Assessment*": Emeritus Professor of Educational Assessment at the Institute of Education, University of London.



> REGISTER ONLINE:
www.nesacenter.org
Early bird deadline:
February 10



SPRING EDUCATORS CONFERENCE MARCH 20-23, 2015
Istanbul





Solution Seeking: Teaching for Transfer Through Backward Design (4-hour workshop)

CHIC FOOTE: Director and Senior Consultant of Helix Consulting; Curriculum 21 Faculty; McTighe Associate Consultant. www.helix.ac.nz

If Critical and Creative Thinking is the end in mind, how do we get there? What is required for effective transfer to occur? What curriculum design strategies and processes provide the most authentic, engaging and deeply relevant learning opportunities? In this interactive workshop, we will examine the potential of rich and relevant problem-based learning approaches within a UbD (backward design) process. You will have opportunities to share and work collaboratively within or across schools. (K-12)

Transferring Learning from the Classroom to the Wider World (4-hour workshop)

CHIC FOOTE

Step outside the known to access and build personal learning networks in the wider global community. Explore the ways this process can enhance the learning culture of school and examine the potential to transform curriculum and the related teaching and learning opportunities to the wider world. You will develop strategies to transfer your own learning beyond the classroom. These will be applied to classroom curriculum to ensure authentic, engaging and contemporary learning opportunities (All levels).

SPECIAL OFFERINGS (multi-day workshops):

5-Day "Adaptive Schools Certificate Program": March 19-23

ROBERT GARMSTON, Co-developer of Cognitive Coaching and the Center for Adaptive Schools (now Thinking Collaborative), and CAROLYN McKANDERS, consultant specializing in individual, group and organizational development and a Director of Thinking Collaborative. www.thinkingcollaborative.com

For international schools to effectively respond to the press for accountability and provide quality learning for all students, they must simultaneously address two perennial goals: the professional development of individual educators, and the development of the organization's capacity to learn



and be adaptive. Both build the capacity for school improvement, without which reform efforts will fail.

In this Center for Adaptive Schools Foundation Training, learn how to build strong collaborative

and caring work cultures, in which results-oriented faculties work together for continuous school improvement. Explore the latest practical findings in organizational development, team learning and navigating the currents of change.

More details: www.nesacenter.org/page.cfm?p=1403



Socratic Seminars: A Leader's Workshop (3-days)

JOHN ZOLA, Teacher trainer and presenter on Socratic Seminars, critical thinking and effective decision-making. johnzola.com

This three-day participatory and interactive workshop series provides in-depth training in the skills associated with leading Socratic Seminars. Seminars are a way to explicitly promote dispositions associated with civil discourse and thoughtful interaction around topics of shared interest. They support Common Core and AERO standards related to close reading of texts, as well as the skills of speaking and listening. You will engage in "adult" seminars on texts provided prior to the SEC. Additional topics include text selection, assessment and grading, working with second language learners, and creating a "culture" of Socratic inquiry in the classroom.

More details: www.nesacenter.org/page.cfm?p=1400

REGISTER ONLINE
by FEBRUARY 10:
www.nesacenter.org

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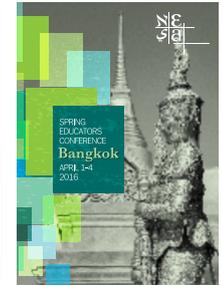
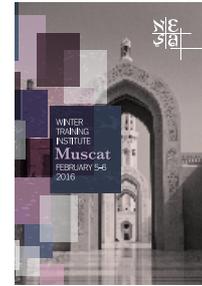
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• **Maria Boutzarelou**

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2015-2016 EVENTS



The Board in Istanbul, October 2014: (back row, l-r) B. Matthews, N. Walker, B. Mutsch, R. Puffer, A. Hoover, H. Fleetham; (front row, l-r) K. Schafer, C. Johnson, D. Welch.

Welcome New Affiliates!

Canadian International School

Bangalore, India
www.canadianinternationalschool.com

Clearpath EPM

Florida, USA
www.clearpathepm.com

Curriculum Associates

Massachusetts, USA
www.curriculumassociates.com

inRESONANCE

Massachusetts, USA
www.inresonance.com

Interactive Data Partners

North Carolina, USA
www.interactivedatapartners.com

Laureate Online Education

Maryland, USA
waldenu.edu/nesa

WIDA International School Consortium

Wisconsin, USA
www.wida.us

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