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NESA at 50
Exploring Innovations, Opportunities and Transformational Learning

The opening plenary of the 2018 NESA Fall Leadership Conference in Athens (October 18-21) engaged the NESA community in capturing the emerging future. Participants explored perspectives on school change, innovation and transformational learning. The impact of education in NESA schools was explored through the eyes of NESA graduates (via a film) reflecting on:

• The residuals of education?
• What matters most?
• What needs to change?
• What wants to happen in education?
TABLE SUMMARIES:

“Create tools that promote adaptability, flexibility and enhance collaborative structures within the NESA region.”

“How can we take advantage of virtual opportunities to enter into sustained collaborative partnerships with colleagues around the globe to transform student experiences by increasing our capacities to personalize ongoing PD for teachers in our schools?”

“International school communities should cultivate a trend which challenges organizational assumptions, celebrates useful errors and encourages all managers to reflect and critically examine their practices.”

“We need to reflect on structures for development of PL networks and how to deliver metrics to measure soft skills for 21st century learners. For NESA to have a collective vision of professional development and a platform for exchanging and curating resources, for example, exchange programs, regional country conferences, sharing presenters, all to help share practical strategies with consistent reflection and on-going development.”

“Future readiness through the lens of student voice and identity drives all that we do.”

“In re-imaging PD for 21st century educators, we need to reflect on structures for development of PL networks and how to deliver metrics to measure soft skills for 21st century learners. For NESA to have a collective vision of professional development and a platform for exchanging and curating resources, for example, exchange programs, regional country conferences, sharing presenters, all to help share practical strategies with consistent reflection and on-going development.”

“As educators, administrators, let us lovingly, creatively, collaboratively, adaptively, and compassionately be wrong - knowing that’s OK!”

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“As educators, administrators, let us lovingly, creatively, collaboratively, adaptively, and compassionately be wrong - knowing that’s OK!”
Joellen Killion on Celebrating Milestones and Embracing Transformational Learning

At the opening plenary of the Fall Leadership Conference, Joellen Killion facilitated a panel of conference speakers and a World Cafe that engaged the NESA community in the emerging future. She began her remarks as follows:

The theme of this year’s conference is School Change: Innovations and Opportunities for Transformational Learning. We gather to look back with gratitude for the assets gained, to marvel in and appreciate the riches of the present, and look ahead to the emerging potential for NESA, its schools, their staff, and all students.

This is a time to be fully present with one another so that we are open to new ways of thinking and acting, the hallmarks of transformational learning.

Like other big birthdays that end in zero, 50 is a milestone. For human beings, it is a sort of halfway mark that prompts a variety of responses—sometimes reckless abandonment in a return to youth, sometimes deep reflection on one’s legacy and recommitment to one’s purpose, or sometimes just business as usual.

For organizations, businesses, or institutions, the 50-year mark is not a pivot downward as it is for human beings. Rather, this is a time to redouble efforts to journey onward beyond the 50-year mark. Transformational learning involves the whole being. It requires activation of the heart, head, and hand in authentic contexts from which learners draw meaning and within which they have opportunities to engage with their learning. It promotes permanent changes in the way learners think and behave.

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Transformational learning involves the whole being. It requires activation of the heart, head, and hand in authentic contexts from which learners draw meaning and within which they have opportunities to engage with their learning. It promotes permanent changes in the way learners think and behave.

To complete this brief (15-minute) survey, “Data Protection and Cyber Security in Schools,” and to learn more about its benefits, go to: www.9ine.uk.com/research

Dr Bea Cameron and David Chojnacki have co-developed and supported these collaborative projects for more than 20 years. Among the projects is the “Sustained Systemic” approaches that were developed by Bea Cameron and David Chojnacki. The projects have been supported by NESA and A/OS. The projects have been supported by NESA and A/OS.

Growing Our “Sustained Systemic” Approaches

In 2001 Bea Cameron and David Chojnacki again practiced innovation with the NESA Virtual Schools Project, born out of the security issues in Islamabad. The goal was to keep the school open, and their strategy became virtual schooling. Dr Cameron, David Chojnacki, ISO-Islamabad Superintendent Rob Ambrogi and other NESA leaders partnered with Themas Jefferson High School for Science and Technology in Virginia. The project has now expanded into the World Virtual School.

Finally, a more recent project has been the NESA Governance Initiative. Dr Cameron helped develop the A/OS project on School Governance. Dr Cameron, David Chojnacki, Rick Detwiller and Teresa Arpin developed an innovative model devoted to Principles of Good Governance. This seminal work is making a difference by positively impacting governing bodies throughout the world.

At NESA we name Collaboration as the cornerstone of our success. It is an honor for NESA to work in partnership with Dr. Bea Cameron who has co-developed and supported these collaborative projects for more than 20 years.

Dr Cameron with Maddy Hewitt, NESA Executive Director, at the October, 2018, Fall Leadership Conference in Athens.
Jill Kalamaris Receives NESA’s Finis Engleman Award

In recognition of her 28 years of contributions to the NESA organization, the NESA Board presented Director of Operations Jill Kalamaris with the Finis Engleman Award at the October 2018 Fall Leadership Conference in Athens.

Dr Finis Engleman was an outstanding educator and the moving force behind the birth of NESA. The award in his name is bestowed upon an individual who has provided outstanding and sustained service to the NESA region and beyond.

Executive Director Maddy Hewitt and her predecessor, David Chojnacki, jointly paid tribute to Jill during the Gala Evening celebrating NESA’s 50th anniversary:

"A leader is best when people barely know she exists, when her work is done, her aim fulfilled, they will say: We did it ourselves."

This is the art of leadership at its best: leadership that conceals leadership.*

The Art of Leadership that conceals Leadership is an art Jill has mastered in her 28 years of service to NESA, most recently as Director of Operations.

She has worked with three (well, four) Executive Directors: Stanley Haas (then Mary Anne), David Chojnacki and Maddy Hewitt.

Jill has served NESA with joy, creative problem solving, backbone (when called for), empathy, and attention to detail; once she knows all ducks are in a row, she EXECUTES decisively.

Her commitment to a culture of “ME to WE” is reflected in her daily interactions. It has shaped our team—up and down and even beyond the organization. All our team members say “WE did it! And WE did it!”

This spirit of “WE” is also alive in our NESA partnerships with distinguished speakers and thought leaders, with our Board members and school leaders, with teachers and curriculum coordinators, principals and business managers, HR directors, and specialists, with hotel staff, with service providers of every order.

The great irony is that, due to her personal and professional ethos of “WE,” as well as to her modesty and grace—she would prefer not to be singled out.

But tonight, we embrace this irony, as we circle up and celebrate NESA, and celebrate JILL. Here gathered tonight in this room full of inspired educators and leaders, we at NESA join together to bestow on Jill our version of a ‘Lifetime Achievement Award.’

The highest award NESA grants is the Finis Engleman Award. It is presented to an individual who has provided outstanding and sustained service to the NESA region and beyond.

This year, on the occasion of our 50th anniversary, the NESA Board of Trustees bestows this award upon Jill Kalamaris.

* Source: “Paradox of Leadership” by Michael Shinagle, Harvard University; www.extension.harvard.edu/professional-development/blog/paradox-leadership.

Right/ Jill Kalamaris accepts the Final Engleman Award from former NESA Executive Director David Chojnacki and current Executive Director Maddy Hewitt.
Above/ Members of the NESA Board of Trustees honor Jill at the FLC in Athens.
Communities of Practice at 2018 Fall Training Institute - Amman

NESA’s 17th annual Fall Training Institute took place at the American Community School, Amman, Jordan, November 2-3, 2018. Continuing our commitment to ‘communities of practice’, five of the eight two-day institutes were planned in coordination with a NESA Collaborative.

- Guiding Language Learners to Grow & Show Their Proficiency - PAUL SANDROCK (in collaboration with the NESA World Languages Collaborative)
- Sketchnoting in the Classroom - SYLVIA DUCKWORTH
- Cultures of Thinking: Developing Critical Thinking Dispositions within a Standards-Based Environment - MARK CHURCH
- Service Learning - Compass Education Level 1: Practitioners Certification Workshop - TOM McLEAN (in collaboration with the NESA Service Learning Collaborative)
- Designing Engaging Assessments in the Arts - DENNIS INHULSEN (in collaboration with the NESA Performing & Visual Arts Collaborative)
- Media Literacy: Copyright Clarity - RENEE HOBBS (in collaboration with the NESA Librarians Collaborative)
- Building Student Involvement in a Standards-Based Learning System - MICHELLE KUHNS
- Supporting Science Students in Three-Dimensional Learning - CHRISTOPHER ZIEMINSKI (in collaboration with the NESA Science Collaborative)

This year we celebrate 50 years of NESA, and to mark this milestone, at the opening plenary two videos were shown of students and educators in NESA schools singing ‘Happy Birthday’ to NESA. (To view the videos, go to nesacenter.org)

We thank ACS Superintendent Larry McIlvain and his incredible faculty and staff for their support, planning, and on-the-ground organization that made the FTI such a valuable professional learning experience.

Mark your calendars for next year’s FTI: November 8-9, 2019 – an encore in Amman!
Educator Recruitment in International Schools: The Administrator’s View

By Jeffrey Wilusz, M/HS Assistant Principal, American Community School, Amman, Jordan

International educator recruitment is integral to the work of a school leader; yet it is also one of their most difficult and time-consuming tasks. Previous research on “recruitment” primarily focused on the recruit, establishing clear patterns for why educators leave schools and what candidates look for in their future place of employment.

While this information is vital, the process of how school leaders apply this information or what comprises their recruiting plans was absent from the majority of scholarly work. Moreover, data was needed to better understand the intricacies of international educator recruitment and what school leaders could do to refine or improve their approach to recruiting.

In order to gain the perspective of the school leader, this study was guided by two research questions:

- What self-described strategies used by a select sample of international school leaders were identified as effective when recruiting qualified international educators?
- What did a select sample of international school leaders identify as essential knowledge needed in order to have a successful recruitment season?

Through surveys and interviews completed by 99 school leaders (superintendents/heads of school, principals, vice-principals, and human resources staff) located throughout the world, specific tactics/strategies were identified as helpful when recruiting.

From the data, five themes emerged to describe what school leaders consider “essential knowledge”:

1. Adaptation: The ways they have had to adjust their recruiting in the short and long terms.
2. Fit vs. Match: How they approach people and positions available in their respective schools.
3. Success: Defining success and the measures they use to gauge this.
4. Location and Capabilities: How strategies and approaches change due to the location of their school and the limitations that may be attached to it.
5. Timelines: How recruitment changes depending on when a school leader starts his/her recruitment process.

As expected, the data concluded there is no “one-size-fits-all” method to recruiting. However, it allows school leaders a glimpse of how others in similar positions approach recruiting and a recommended plan for implementation. School leaders need only to apply these five themes to their own situation (school, region, packages, laws, etc.) to have a greater understanding of how to approach their own recruiting process.

Recruiting for schools is of utmost importance because the educators who are hired are the foundation of student learning for years to come. The act of recruiting as a central research topic is important and worth further investigation. However, its real significance and value will be determined in practice by school leaders, in their ability to find qualified international educators to improve the educational experiences of their school community.

This study was conducted as part of the author’s doctoral research paper entitled, ‘Educator Recruitment in International Schools: The Administrator’s View’.

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Recruitment Cycle

<table>
<thead>
<tr>
<th>TOP RECRUITMENT RECOMMENDATIONS OF INTERNATIONAL SCHOOL LEADERS SURVEYED</th>
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<tbody>
<tr>
<td>Prior</td>
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<tr>
<td>• Start planning at the end of the previous year.</td>
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<tr>
<td>• Establish a recruiting team.</td>
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<tr>
<td>• Reflect on past strategies and potential limitations.</td>
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<tr>
<td>• Establish a budget.</td>
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<tr>
<td>• Identify an ideal finish date and timeline of relevant recruitment activities.</td>
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<tr>
<td>• Review and update printed materials for potential recruits.</td>
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<tr>
<td>• Identify and post positions (definite &amp; tentative) available for the following year.</td>
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<tr>
<td>During</td>
</tr>
<tr>
<td>• Devy up responsibilities among recruitment team.</td>
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<tr>
<td>• Identify current staff with similar interests to recruits and connect them for further information.</td>
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<tr>
<td>• Discuss “fit and match” and vetting debrief of candidate(s) with recruitment team.</td>
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<tr>
<td>• Follow-up congratulatory email and request for reflection information to unsuccessful recruit.</td>
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<tr>
<td>After</td>
</tr>
<tr>
<td>• Open line of communication with school representatives and recruit immediately after contract signing.</td>
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<tr>
<td>• Assign point people for further help and question answering.</td>
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<td>• Establish roles and itinerary for new-hire orientation.</td>
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Guiding Language Learners to Grow and Show Their Proficiency: A Resounding Success!

By Frederique Myers, French Teacher, American International School-Riyadh, and member of the NESA World Languages Collaborative Core

NESA Fall Training Institute, Amman, Jordan. November 2018

When Paul Sandrock started us off at his two-day institute, “Guiding Language Learners to Grow and Show Their Proficiency” at this year’s NESA Fall Training Institute in Amman, we knew it was going to be a weekend full of meaningful learning. Paul, who is Director of Education at the American Council on the Teaching of Foreign Languages (ACTFL), came to us with a vast amount of knowledge and a practical approach to train us on guiding our language learners to grow and show their proficiency.

This year’s outcomes for the FTI were aspirational, to say the least. We wanted teachers to build on what they had learned at past institutes, but were also mindful that new participants needed to gain a sense of accomplishment. Therefore, we asked Paul to cover the following goals:

1. First, we invite all language teachers in NESA schools to join our Facebook page, “World Language Collaborative” (Facebook.com/groups/181646391395966/) and share new ideas and successes when applying the FTI weekend learning in the classroom or simply to ask questions of our community.
2. Second, we would love your help! We are working on a Google site: https://sites.google.com/asbindia.org/nesalanguagescollaborative/home with useful links for language teachers, where we will archive information from past institutes and build a bank of resources for different languages. Please share any language-specific resource that might benefit other teachers from NESA schools.
3. Finally, we want to hear from you! Therefore, we created the Twitter hashtag #NESA-lchat. This is another opportunity to share great articles you’ve read, an activity you created that efficiently developed your students’ proficiency or innovative ways you’ve used technology to improve student outcomes.

The NESA World Languages Collaborative looks forward to continuing to build a community of inspired and innovative language teachers through amazing professional development like the Fall Training Institute, but also through social media and innovative technology. Please stay in touch!
fmyers@asur.org

Paul Sandrock at FTI-Amman with members of the NESA World Languages Collaborative Core (l-r): Dia-lam Kapil (ACS Amman), Frederique Myers (AISR-Riyadh), and Margaret McCarron (ASB-Bombay).
The Youth-to-Youth Program, founded in 2016, is an educational and social integration program for unaccompanied minors aiming to address four areas of need: academic learning, skills development, wellness (through Sport and Art) and social integration. Approximately 100 unaccompanied refugee minors have received various types of formal education with the collaboration of ACS Athens faculty and student volunteers! In addition, 18 unaccompanied refugee minors are currently attending ACS Athens on full-time scholarships.

The “Color of Peace” event, promoting sport, peace, and social inclusion, was one more manifestation of the values of both ACS Athens and the “Peace and Sport” Organization, in a collective effort to make a positive impact among individuals in need of a better and peaceful life.

By Annie Constantinides, Director of Athletics, American Community Schools of Athens, Greece

During an inspiring and emotional celebration by the Peace and Sport Organization on the island of Rhodes on October 18, 2018, ACS Athens was honored for its “Color of Peace” event that took place April 20, 2018. All JK-Grade 12 students participated in this event dedicated to promoting peace through sport and to highlighting the importance of education for ALL children while empathizing with and supporting young individuals who have lost their homes because of war.

Based in Monaco, “Peace and Sport” is an independent, international organization that promotes Peace through the power of Sport, under the High Patronage of H.S.H. Prince Albert of Monaco.

Each year, the “Regional Peace through Sport” initiative rewards a company, foundation, institution or event that has demonstrated its commitment to benefit society through sport and uses its assets and experience to promote sustainable peace and social awareness. ACS Athens’ award was accepted by Dr. Stefanos Gialamas-ACS Athens President, Ms. Annie Constantinides-Director of Athletics, and Ms. Manya Louvari-Member of the ACS Athens Board of Trustees.

ACS Athens created the “Color of Peace” event to support the “April 6 – White Card” worldwide campaign to promote the constructive values of sport around the globe. On April 20th, the entire ACS community of more than 1000 students and faculty participated in a celebration in support of empathy and peace, and against discrimination. The celebration included a soccer match with ACS students and unaccompanied refugee minors who live at the shelters of “The Home Project” Organization, an ACS partner for the “Youth-to-Youth” Program.

Leading to the “White Card” celebration, the school organized activities in support of the Youth-to-Youth Program, where all students addressed the significance of peace in a troubled world and the power of sport in uniting cultures. The ACS Athens student body consists of over 65 nationalities, and is an example of respecting and celebrating different cultures, while fostering an environment that respects and promotes universal values and principles for humanity.

The entire ACS community of more than 1000 students and faculty participated in a celebration in support of empathy and peace.
A Can of Paint and a Little Teamwork - Rebranding Our Library

The library at the International Schools Group (ISG)-Dhahran campus is quite literally the heart of the school. Formerly known as the “Learning Resource Center,” it was recently rebranded as the “Learning Commons.” We will move to a new campus in a few years, but in the meantime, the library needed a facelift to coincide with its new vision, mission, and brand that didn’t cost a fortune. The result is a renewed Learning Commons that students and staff love and are using in new ways!

The ISG Special Projects Manager (the author) -- who works with teachers and staff to plan their learning spaces to be more efficient and effective -- along with a team of support services staff, worked with librarians and library personnel to identify needs, create a wish list for the new Learning Commons, rethink the spaces and work on solutions.

Perhaps the biggest challenge was the sheer volume of students who use the space while classes are conducted within the library, due to the different schools’ schedules. Tables and soft seating were clustered next to areas where classes met, and the noise levels were often unmanageable. There were also numerous secluded areas where students could get into mischief. A need for increased student access to more technology tools was also identified. The library felt closed off and impersonal, and students even had difficulty finding books!

After many revisions, we had a workable plan. Following the annual book weeding process, we boxed up 80 percent of the print resources in spring, 2018, to prepare for bookshelf removal and painting over the summer. As part of the branding, colors of the three schools we serve were used as accents, with most walls painted a light gray. Bookshelves were moved away from windows, to protect books from UV rays and to open up the library and bring the outdoors in!

We repurposed library furniture as needed, and our amazing support staff refurbished pieces from the school’s “furniture boneyard.” We added counters, high seating and charging stations to our expanded Tech Hub. Circulation desk areas were made more visible and accessible. We added several clearly marked stations for catalog searching, and also eliminated desktop computers, as students were using them primarily for gaming rather than instruction. Most students bring their own, but they can check out devices from the Tech Hub to use in the library.

Tables and soft seating areas are now scattered to diffuse the noise level and limit congregating while still allowing collaboration. A large office area was repurposed into a true Quiet Zone for study and reading. We relocated the bookable classroom space to an open area beside a large bank of windows that allows fewer distractions and less external noise. In some of the darker, cozier areas, we placed single soft seats for individuals to curl up with a good book.

We ended up with two extra spaces – a great problem to have! One will be a green room/production space; the other is being converted into a quasi-Makerspace for weekly challenges. Our inaugural project was origami, and it was a huge hit! Using instructional books, paper and a touchscreen TV that looped origami how-to, students created over 450 cranes showcased in a hanging installation.

We also covered and furnished an unused outdoor patio area, “The Nest”, for breaks and outdoor classroom activities. Once the weather cools down, it will surely be one of the most popular places on campus!

Our primary expense so far has been for paint, plus hundreds of hours of labor, but the results have been outstanding already! Learning Commons usage has increased, but noise levels are noticeably lower. Patrons are able to find quiet places to study and collaborative spaces to work.

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Photo Credits: Renju Jacob, LC Tech Hub Coordinator
1/ The new ‘bookable space’ in the ISG Learning Commons, with the hanging origami crane installation.
2/ The new Tech Hub.
3/ The ‘bookable space’ before renovation.
The GAIA Project has initiated a ‘Center for Genomic Studies’ at WBAIS to establish heritage tree orchards under the guidance of young citizen scientists.”

The WBAIS Heritage Tree Project

By Dr. Stuart Fleischer, NESA Virtual Science & Engineering Fair Director & The GAIA Project Director, Walworth Barbour AIS in Israel

Imagine in the near future we visit our local grocery store only to find one variety of orange, apple, cucumber, etc. We no longer have choice as consumers. All the varieties of fruits and vegetables have been reduced to a minimum number of species. The great genetic diversity is gone. Maybe this is not our imagination, but reality.

In response to this issue, students from “The GAIA Project” (Global Awareness Investigation and Action Research) at the Walworth Barbour American International School in Israel and from Kfar HaYarok, a local agricultural school, have taken this problem head on with great seriousness.

Fig and pomegranate trees and the grape vine are species found in the Holy Land since biblical times. In Israel, there are approximately 400 kinds of ancient vine and 150 fig varietals with wonderful names such as “Hamdany” (“greedy” because of the sweet taste) and “Tawil” (“tall” because of the long fruit). Some of these fruit trees date back over 3000 years; others arrived from Persia and Byzantium along with varietals from the areas under Arab and Ottoman rule. Today, those ancient species of fig, grape and pomegranate are found only among the remains of ancient archeological sites.

In the winter of 2018, our collaborative research groups established a small farm with over 150 trees and vines from 11 species of fig, pomegranate and grape. The goal is to grow these varietals to maturity and encourage farmers to reintroduce these Heritage trees and vines back into the market while enlarging the gene bank and protecting these species from extinction.

WBAIS has initiated a “Center for Genomic Studies” where our students and other local students are excising genes, studying similarities in varietals and learning how to genetically “barcode” each varietal for future studies. Through Canada’s Gelp University, we are now collecting and analyzing tissue samples of each of our Heritage Trees. This is an international initiative dedicated to supporting the development of DNA barcoding as a global standard for species identification.

With the global reduction of species diversity, it is essential to preserve ancient varieties of fruit trees, which contain unique genetic data that is of great importance to science. The GAIA Project is establishing heritage tree orchards under the guidance of young citizen scientists. Conserving these horticultural treasures will allow for future generations to enjoy the genetic diversity and beauty of these plants on Israel’s landscape.

By the way, our citizen scientists are as young as 12-years-old!

Contact Dr. Stuart Fleischer for more information: sfleischer@wbais.net

(left) Russell Ellwanger, CEO of TowerJazz Semiconductor, and Dr. Stuart Fleischer (WBAIS-Israel). Mr. Ellwanger’s company supports the Heritage Tree Project and The GAIA Center for Genomic Studies through research grants.
NESA Virtual School Employs Globally Coordinated Plan for Online Academic Continuity

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

At our annual meetings at the 2018 NESA Fall Leadership Conference in Athens, the NESA Virtual School (NVS) consortium participated in a series of exercises developed this past summer by the World Virtual School (WVS) group (composed of representatives from seven of the eight global regional associations) during their annual meetings in Washington, DC.

These coordinated exercises were comprised of the following:

1. A pre-meeting readiness self-assessment survey.
2. A crisis scenario/“tabletop exercise” and peer debriefing.
3. A review of “best practices” documentation for emergency online academic continuity (curated by WVS).
4. A self-identification by each school of its current stage of readiness combined with.
5. A declaration of annual measurable goals towards improvement.

The data gathered through these exercises at the NVS meetings is being compiled with corollary data generated at each of the other six regional meetings to provide the Office of Overseas Schools and NESA Executive Director Maddy Hewitt (with scarf).

These schools are very active in “The GAIA Project” which shares collaborative research with WBAIS in Israel. The NVSEF group “rocked the house” during this training session. Eighteen teachers from NESA and CEESA schools were all determined to raise the level of scientific habits of mind within their student research groups, Grades 5-8. This year, Dr. Stuart Fleischer and Dr. Randy Spaid, Co-Directors of the NVSEF, focused on “nuts-n-bolts,” while many of our veteran teachers presented mini-workshops on tips for successful research.

Brett Thomson (AIS Zagreb) and Brian Wright (ASD-Doha) dazzled with engineering tips and ideas. As the NVSEF added the big “E” last year to incorporate engineering practices into our Science Fair, we were excited to see what can be done and how to start a successful engineering component.

The powerhouse winners of the NVSEF, Salome Vergheze (AIS Chennai) and Wayne Isaac (AIS Kuwait) brilliantly presented their “secrets to success.” We all took notes and raised our hands like eager students wanting more prized gems of experience.

Finally, Valya Leaton (AIS Riyadh) presented an amazing workshop on “Argument Driven Inquiry” (ADI), which gives students opportunities to figure out how things work or why things happen. Valya gave many recommendations on improving laboratory instruction through ADI and downloaded for us numerous resources for more valuable ideas.

This is the 14th year of the NVSEF. We look forward to another exciting year of science and engineering. If you missed this opportunity to join our power-packaged cadre of science educators, let us know now so we can give you information about next year’s meetings and activities.

Dr. Stuart Fleischer, NVSEF Project Manager, WBAIS-Israel

NVSEF 2019 Training Session in Prague

By Dr Stuart Fleischer, NVSEF Project Manager, WBAIS-Israel

The NESA Virtual Science and Engineering Fair (NVSEF) team of educators met this past October in Prague. Two local Czech schools hosted our yearly training workshops, Gymnasmum Boticka and Arabiska, the two top science schools in the country, invited our cadre of international teachers to their schools.

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Dr. Stuart Fleischer, NVSEF Project Manager, WBAIS-Israel
5 Simple Steps to Raise Your Job Posting Game This Year

By David Macfarlane, Commercial Director, Teach Away

If you're not in these places, how can they find you? Here's how to raise your job posting game in 5 simple steps:

**Step 1. Make it mobile friendly**
Today, candidates expect job applications to work across different devices. Teachers also expect more of the “easy apply,” one-click functionality that makes applying faster and easier.

**Step 2. Include real pictures of your school and teachers**
It doesn't cost a lot to hire a photographer or take good digital pics. This is a chance to give candidates a glimpse of what life is really like at your school.

**Step 3. Make requirements work both ways**
The job posting shouldn't just be a job description. If you’re focused only on what you’re looking for in a new teacher versus what you have to offer, it may not be resonating with candidates, especially in this job seeker’s market. List things teachers care about, like your school’s culture, community, career progression opportunities, etc.

**Step 4. Be transparent about salary**
Sell the position by highlighting the salary and bonus that come with it (the most critical factor in deciding whether or not to apply for a job, according to our survey). If you’re hesitant to include compensation up front, you may inadvertently cause qualified teachers to lose interest.

**Step 5. List those benefits**
Teachers with children, for example, consider family health insurance a more significant factor in their decision to apply for a job than salary and bonus.

There’s always room for a bit of marketing wiggle with different types of candidates - maybe you can’t offer the best salary, but you can highlight other benefits that make the prospect of working at your school appealing.

With 53 percent of candidates starting their job search at least six months in advance, it’s time to think of your recruitment as a year-long strategy. Make sure your online presence is doing the heavy lifting for you at all times.

Even if you're not actively recruiting, keep a career page live on your school website and a year-round presence on an education job board. That way, you can build your pipeline of great teachers over time and get in touch when the time is right.


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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. This program offers in-depth training over time and the chance to network with literacy specialists and leaders from schools around the region.

We are pleased to announce the International Literacy Coaching Cohort (ILCC) will meet for the first time in Chennai prior and during the Winter Training Institute, January 25-28, with a full cohort of 25 members. Its second meeting will be in Bangkok during the Spring Educators Conference, with three more sessions during the 2019-2020 school year.

For details about ILCC, please go to www.nesacenter.org/events/international-literacy-coaching-cohort.
WINTER TRAINING INSTITUTE
Chennai, India
January 25-26, 2019
VENUE: American International School Chennai, India

> REGISTER: www.nesacenter.org/events

SPEAKERS & TOPICS

COMMUNITIES OF PRACTICE

Joellen Killion, Senior Advisor at Learning Forward
Examine the principles and infrastructure of communities of practice that focus on student learning driven by educator learning. We will also examine how several NESA schools are implementing communities of practice, how they are handling challenges, and how they are celebrating successes.

THE INTERNATIONALLY MINDED EDUCATOR

Lana Al Ashbar, Lower Elementary Principal, and Zoe Dare, Lower Elementary Support Services Team Leader & Counselor, The American School of Doha, Qatar
Why is having an internationally minded mindset essential to your work as an international educator? In this institute, develop an awareness of the importance of having an internationally minded mindset and its implications on your practice in culturally and linguistically diverse international school settings.

DESIGNING QUALITY ASSESSMENTS FOR PHYSICAL EDUCATION: EMBEDDING RESEARCH-BASED ASSESSMENT PRACTICES WITH THE SHAPE STANDARDS

Natalie Bolton, Associate Professor, University of Missouri-St. Louis, Assessment & Evaluation Consultant
Explore ways to embed research-based assessment strategies into your classroom practice aligned with SHAPE (Society of Health and Physical Educators) standards, with emphasis on how to assess Standard 5. We will focus on assessment design and create an online bank of assessment items using a variety of assessment methods.

PROJECT-BASED LEARNING

Suzy Boss, Author of Project-Based Teaching and All Together Now: How to Engage Your Stakeholders in Reimagining School, suziboss.com
Project-based learning can lead to deeper learning and increased student engagement. But not all projects achieve the same results. Learn to plan for high-quality, academically rigorous PBL that connects with students’ real-world interests. (Elementary through secondary)

EFFECTIVE DIFFERENTIATION OF BOTH ENDS OF THE SPECTRUM IN GR. 6-12 MATHEMATICS

Stevie Leinwand, Principal Research Analyst, American Institutes for Research, stevieleinwand.com
(In collaboration with NESA’s Math Collaborative) This fast-paced, example-laden two-day session will focus on practical strategies for balancing the needs of both the struggling students and the high flyers who arrive in our middle and high school mathematics classrooms.

GOING DEEPER WITH PROJECT-BASED LEARNING

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HIGH SCHOOL READING AND WRITING WORKSHOP: GROWING TEENS AS READERS, WRITERS AND THINKERS

Stevie Quate, Author and consultant on adolescent literacy with the Public Education and Business Coalition (PEBC), stevieq.com
(In collaboration with NESA’s Literacy Collaborative) Immerse yourself in a workshop similar to a high school English classroom. This interactive experience will lead to an understanding of a contemporary model of the reading and writing workshop appropriate and necessary for high school. Leave with strategies for designing a reading and writing workshop, a collection of resources, and a variety of practical tips.

REVIEWING AND REFINING PRACTICES AROUND COMMUNICATING STUDENT ACHIEVEMENT

Ken O’Connor, Author of How to Grade for Learning: K-12 and Standards-Based Grading Quick Reference Guide, oconnorgrading.com
In this fast-paced, example-laden two-day session will focus on practical strategies for balancing the needs of both the struggling students and the high flyers who arrive in our middle and high school mathematics classrooms.

NUMBER TALKS: MOVING BEYOND TELLING (MATHEMATICS)

Sherry Parrish, Author of Number Talks: Helping Children Build Mental Math and Computation Strategies, and Number Talks: Fractions, Decimals, and Percentages, numbertalks.com
(In collaboration with NESA’s Math Collaborative) Investigate the implementation of Number Talks, a 5- to 15-minute classroom conversation around purposefully crafted computation problems that are solved mentally, as a change agent for shifting our beliefs and practices about teaching and learning mathematics through memorization to building student understanding and fluency using mathematical relationships.

TIMESTAMP: Time spent together at NESA professional learning events trickles into every aspect of the schools we serve, reaching thousands of students every day.

> FULL DESCRIPTIONS at:
www.nesacenter.org/events
Spring Educators Conference
March 29-31, 2019
VENUE: Royal Orchid Sheraton, Bangkok, Thailand

CONFERENCE DESIGN FEATURES
• 3- or 4-day certificate courses
• Daily keynotes for all participants
• Teacher workshops and sharing
• Social events and networking opportunities

KEYNOTE SPEAKERS:

Coaching and Coachability: Working Beautifully for Beautiful Work
STEVE BARKLEY, Consultant specializing in school improvement, professional development and coaching. www.BarkleyPD.com

Mr. Barkley will facilitate a 4-week “Coaching & Coachability Inquiry Cycle”, both online (powered by GoDaddy and in-person at the SEC. See pp. 28-29.

For students to produce ‘beautiful work’ (Ron Berger) they need the following:
• work that matters
• opportunities to study excellence
• to engage in a culture of critique
• multiple revisions
• public presentations

Teachers need the same opportunities to generate beautiful learning for themselves and their students. Assess how coachable you are and examine how a coaching culture within your school models the learning behaviors that students need to emulate. What possibilities exist for you to coach and be coached?

Extended Plenary Panel on School Change: Innovations, Opportunities & Transformational Learning
JOELLEN KILLION, Senior Advisor at Learning Forward and author of Assessing Impact: Evaluating Professional Learning

This extended plenary provides an opportunity to engage the NESA community in capturing the emerging future. Participants will explore perspectives on school change, innovation and transformational learning. The impact of education in NESA schools will be explored through the eyes of NESA graduates (via a film) and a panel of speakers facilitated by Dr. Killion.

Powerful, Playful Inquiry
BEN MARDELL, Principal Investigator at Project Zero, Harvard Graduate School of Education

Play is central to how children learn. Much is known about the importance of play in children’s development. Yet little research has explored what it might mean to put play at the center of schooling. What is the relationship between play and meaningful learning? How do teachers, curriculum, and a school community create a culture that supports a playful pedagogy?

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

AERO English/Language Arts: Practical Strategies for Authentic Assessment
CINDY COMMONS, Assistant Professor, Lamar University

An aligned standards-based curriculum includes a strong match between standards, assessment tools, and instructional strategies. Using the backward design process, learn the steps to create authentic assessments that inform instruction and effect student learning, and allow students to demonstrate achievement of clearly communicated learning outcomes.

AERO Mathematics: AERO Teachers Taking Action – Implementing the NCTM\Effective Teaching Practices
ERMA ANDERSON, Science/Mathematics Consultant at the U.S. State Department’s Office of Overseas Schools

Gain a richer understanding of the high-lever age, research-informed teaching practices identified in NCTM’s Principles to Actions. Graduates of the AERO Math Specialist in International Schools and Mathematics Fellows in International Schools will share how the eight teaching practices have formed a framework to guide their daily work of teaching mathematics.

AERO Introduc tion to the Next Generation Science Standards
CAREY JOHNSON, Eighth Grade Science Teacher, Elementary Science Coordinator, The American International School of Muscat, Oman

With a focus on the practice of science and engineering, the NGSS will fundamentally change the way science is taught, learned and assessed. Gain a deeper understanding of the NGSS and the resources available to assist in implementation of an NGSS based program. This is an introduction to the NGSS and not a curriculum writing workshop.
Coaching and Coachability
A 6-week Inquiry Cycle, anchored by a three-day in-person experience at SEC, with pre- and post-conference online collaborative learning.

Steve Barkley & NESA’s Coaches Collaborative

Why?
To produce beautiful work (Ron Berger) all learners (students, teachers, coaches, leaders) need:
• work that matters
• opportunities to study excellence
• to engage in a culture of critique
• multiple revisions
• public presentations

Coaching provides these elements for teachers, coaches and leaders.

What?
Explore Beliefs and Values
Identify and Practice Skills
Develop a Plan of Impact

TEACHERS
• Join a process to seek ongoing coaching input on an upcoming student learning outcome or a more extended student development focus.
• Engage with peers in PLCs or collegial teams or departments in a focus on teaching critique, revision, and excellence.
• Invite like-minded colleagues to join peer coaching exchanges.

INSTRUCTIONAL COACHES
• Extend practice and coaching feedback on the use of identified coaching/conferencing/facilitating skills.
• Engage in a process to increase teacher-to-teacher peer coaching within the school.
• Develop questions and ideas to facilitate a leadership exploration of the current culture and support for coaching.

SCHOOL LEADERS
• Lead by making a personal and public commitment to be coached.
• Model the rewards of being coachable.
• Extend practice and coaching feedback on the use of identified coaching/conferencing/facilitating skills.
• Survey staff to identify current beliefs and practices regarding coaching for teaching excellence - beautiful teaching.

How?

DATES
March 13-28
Participants invited to log in to the platform. Coaches Collaborative Core members facilitate:
• Introduce and begin to engage with one another
• Introductory webinar or podcast with Steve Barkley
• Explore resources
• Follow-up questions, comments, concerns, with Steve Barkley and the Core facilitators

March 29-March 31
3-Day Workshop at SEC Bangkok (see below)

April 1- April 24
Follow-up questions, comments, concerns, with Steve Barkley and the Core facilitators

April 25
Submission, KASAB reflection on the process

April 30
NESA Certificate on Coachability issued

NETWORKED COMMUNITIES OF PRACTICE INQUIRY CYCLE

March 13-28
Explore data on which to build the inquiry
Articulate and define the challenge or opportunity
Set goals for learning (educator and student)

March 29- March 31
Learning
Implementation/trailing/experimentation

April 1- April 24
Online coaching and feedback
Online coaching and feedback

April 25
Assessment/evaluation/reflection of impact using evidence
Decision regarding next-steps or long-term implementation

At SEC-Bangkok:
Day 1, March 29
4-hour Workshop with Steve Barkley -- “Coaching with peers, mentors, and instructional coaches”
Coaching with peers, mentors, and instructional coaches is guided by conferencing skills of questioning, paraphrasing, and feedback. This session will provide identification, modelling, and practice with these critical coaching skills.

Day 2, March 30
4-hour Workshop with Steve Barkley -- “Teachers’ collaboration can be extended with skillful facilitation”
These sessions will provide a questioning process that can guide teachers in PLCs, grade level and department collaborations to generate reflection and innovation focused on increased student success. Examine the difference between professional working communities and professional learning communities.

Day 3, March 31
2-hour Designing and Planning with Feedback (with Steve Barkley and the Coaches Collaborative Core members) -- Taking it home . . . Next steps (for me)
This session will begin with Steve Barkley responding to implementation questions that were collected during the two previous workshop days. Then, open space technology process will be used to participants to form common interest groups for planning implementation strategies. Mr. Barkley and the Coaches Collaborative core members provide input and feedback.

This 6-week inquiry cycle involving online and in-person professional learning begins on March 13 in an online space followed by a three-day in-person learning experience at NESA’s Spring Educators Conference. The cycle concludes with practice and feedback.

Join a dynamic group of teachers, coaches and leaders to grow your ability to coach and be coached. Assess how coachable you are and examine the coaching culture within your school. Earn a NESA Certificate in Coachability and leave with a plan to advance student success in a culture of coaching.

NESA’s first networked community of practice will redesign professional learning to:
• Move from learning prescribed content to co-creation and inquiry cycles
• Move from focus on adult learning to adult learning that impacts student learning
• Move from learning in isolation to learning in networked communities
• Move from events to programs

NESA’s first networked community of practice will redesign professional learning to:

CONNECT AND ENGAGE
March 13-28
Online introductions and orientation (Online asynchronous)

LEARN AND PLAN
March 29-31
3-day workshop at the SEC (In-person)

PRACTICE AND REFLECT
April 1-30
In-school application
Online coaching and feedback (Online asynchronous)

For more information, please visit: www.nesacenter.org/events/spring-educators-conference
WINTER 2019

4-DAY CERTIFICATE COURSES
March 28-31, 2019

Writing Workshop to Wind Down the Year Powerfully (K-2)
EMILY DELIDDO, Educational Consultant, Former Senior Staff Developer at Teachers College Reading and Writing Project; languageisliving.com

Reflect on structures, routines and strategies to implement a Primary Writing Workshop through unit planning and data analysis following the writing process. The energy K-2 writers bring to publish across units in different genres and demonstrate growth will guide our focus. Explore weaving balanced literacy components to plan a productive end of year and prepare for Fall 2019.

Building Strong, Skillful and Passionate Writers: A Foundation Course in Writing Workshop for Grades 3-8
VICKY VINTON, Literacy consultant, author of What Readers Really Do: Teaching the Process of Meaning Making; teachersnpractice.wordpress.com

Take a deep look at the structures and components of a Writing Workshop. Explore how to implement and use those components to help students become thoughtful and meaningful writers, while deepening your own understanding of genre and craft. We’ll also touch on mentor texts, responsive feedback, assessment and the teaching of grammar.

Adaptive Schools Foundation Seminar
CAROL SIMONEAU, Director of Thinking Collaborative; thinkingcollaborative.com; & JIM ROUSIN, Executive Director, Generative Learning Teaching Association for Human Systems Dynamics; generative-learning.org

In this Adaptive Schools Foundation Seminar, learn how to build strong, collaborative, and caring work cultures, in which results-oriented faculties work together for continuous school improvement. Participants will explore the latest practical findings in organizational development, team learning, and navigating the currents of change.

Teaching Parenting the Positive Discipline Way
JOY MARCHESSE, Founder of Positive Discipline UK, and Positive Discipline Lead Trainer; positive discipline.co.uk

Learn how to provide parent education programs that are consistent with your classroom discipline programs. The program emphasizes experiential activities that reach the heart to inspire deeper understanding and change. Parents, teachers, and childcare providers can work together to provide a secure, consistent environment for children at home and in the classroom.

Continuous adult learning that impacts continuous student learning.

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

3-DAY CERTIFICATE COURSES
March 29-31, 2019

Integrating Service Learning in the Curriculum
- CATHRYN BERGER KAYE, International Consultant and Author, President, CBK Associates and ABCD Books; cbkassociates.com
- TARA BARTON, Director, Serve Learn Educational Consultants and Service Learning Coordinator, AIS-Johannesburg, www.servelearn.co
(In collaboration with NESAs Service Learning Collaborative Core)

Gain inspiration, knowledge, skills, resources and a deepened understanding of meaningful service learning in schools PeaK12. Explore ‘Why’ and ‘What is ‘service learning through the five stages followed by ‘How’ service learning is integrated into the current curriculum. Explore approaches to the curricular design process through three frameworks, and develop a plan or unit of study.

Creating Powerful, Playful Inquiry Projects in Early Childhood
- BEN MARDELL, Principal Investigator at Project Zeros; Harvard Graduate School of Education;
- RUTH BAXTER HESSELDAHL, Kindergarten Teacher, International School of Billund (ISB), Denmark
(In collaboration with NESAs Early Childhood Collaborative Core)

How can early childhood educators fashion compelling, developmentally appropriate inquiry projects? How can children’s natural inclination to learn through play be part of these projects? What is the role of pedagogical documentation in creating powerful inquiry projects? We will draw on findings from the Pedagogy of Play project to help answer these questions.

Powerfully supporting transformational learning for educators.

Learner agency is an emerging area of focus for adult professional development.

The Art and Science of Mathematical Storytelling
DAN MEYER, Chief Academic Officer at Desmos; danmeier.com

(In collaboration with NESAs Math Collaborative Core)

Students love consuming and producing stories, much more than they love math class. They also LEARN more from stories than many math lessons. Learn to apply storytelling techniques to math instruction, including activity launches in act one, rising action in act two, thrilling resolutions in act three, and turning students into mathematical storytellers themselves.

Growing Tomorrow’s Citizens: Assessing Seven Critical Competencies (Assessing 21st Century Skills)
TOM SCHIMMER, Educational consultant, author of Creating from the Inside Out: Bringing accuracy to student assessment through a standards-based mindset

This course focuses on ways assessment practices must modernize to align with the goals of 21st century learning. Assessing critical thinking, creative thinking, collaborative thinking, and social competence will be explored. Learn which principles of sound assessment are reaffirmed, which need to be reworked, and which need to be rethought.
NEW “MEMBER” STATUS SCHOOLS:

Jeddah International School
Jeddah, Saudi Arabia
www.jischool.org
Director: Tarek Alharazy

THINK Global School
New York, NY, USA
www.tgs.org
Head of School: James Steckart

NEW ‘AFFILIATE’ SCHOOL:

Al Shola American School
Ajman, UAE
www.sholaamericanschool.com
Principal: Chuck Knisley

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: March 15 (spring - online only), May 20 (fall), October 25 (winter). Email to Laura Canellopoulou, laura@nesacenter.org. See specs and past issues at: www.nesacenter.org/whats-happening/nesa-news-magazine.