

InterED



THE JOURNAL OF THE ASSOCIATION FOR THE ADVANCEMENT OF INTERNATIONAL EDUCATION

Leading with Teams: Today's Leadership Requirement

By Steve Barkley

Why teams?

My career as an educator was birthed, incubated, nurtured, developed, and seasoned on teams. My student teaching was a year-long experience in a grade-4 classroom with a master teacher, two student teachers, a graduate assistant and visiting professors. My first year as a teacher I was on a four-teacher team with 120 students, grades 5-6, in one large room. Students left early once a week in order to create team time. Nearly all days ended with the team around a table figuring out, "what happened today" and "what are we going to do tomorrow?"

After five years in that setting, I became a grade one teacher teaming with an experienced primary teacher in a double classroom. I survived the transition thanks to a team approach. We were members of a seven-teacher, K-1-2 team. After a few years, I became the team leader for the K-1-2 staff and joined my principal's school leadership team. Now in weekly meetings, I learned to plan for student learning K-8 and coordinated student, teacher, parent, system needs across the school.

My last, thirty-plus years as a teacher and administrator trainer and consultant have been built and supported by a team of talented individuals bringing scheduling, design, art, technology, publishing, communication, travel planning, etc. skills to create

the services I provide. I have always felt that working with a team was a benefit. I believe that today it is a requirement. The complexity of desired outcomes we are looking to produce can no longer be accomplished with the skills and resources of an individual. This is especially true in schools, and the necessity is often multiplied in international school settings. School heads and administrators need to function as leaders of highly effective teams, and support their leaders in building quality teams across the campus and community.

John Maxwell's (2001), *The 17 Indisputable Laws of Teamwork*, states that teams:

- involve more people, thus more resources, ideas, and energy than would an individual.
- maximize a leader's potential and minimize weaknesses.
- decrease a leader's exposure.
- provide multiple perspectives on how to meet a goal and thus create several alternatives.
- share credit for victories and the blame for losses, creating humility and authentic community.
- keep leaders accountable for the goal. Individuals can change goals without accountability.
- can simply do more than an individual.

This strikes me as a valuable set of benefits for making the investment in building effective teams. Most importantly for

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FORMER AAIE LEADERSHIP & HISTORY

aaie.org/about-aaie

editor's comments

Dear Colleagues,
As we consider our future in international schools, my thoughts are shaped by the recent events around the world - hurricanes, earthquakes, human loss - not a very cheerful place to begin I'm told. And then I look at the individuals who risk all to save a few; who persist in rebuilding their city or country; who have measured the response of others, found it wanting, and stepped in to fill the void. Then my perspective changes and I begin again with a few simple words: hope and persistence.

I am reminded of Elizabeth Warren when asked to take her seat in the Senate while reading a letter from Coretta Scott King. The US Senate attempted to silence her, but "she persisted" when told to stop. I am mindful of Dr. Ernest Mannino and his vision that the families and children of those serving on behalf of the United States around the world would have good schools with high quality teachers, well-established curricula and resources, I guess you could say 'he persisted' too. Further, he and others posited that when students, community and faculty come together around the world they learn how to respect, understand and work together. Every country can point to people who persisted to make positive changes: Gandhi, Mandela, Mother Teresa, Dr. King, Malala Yousafzai and others. The names we know and the ones we do not. Persistence has been defined as the quality that allows someone to continue doing something or trying to do something even though it is difficult; we persist in providing high quality, innovative and engaging education for children and students around the world even in the midst of extraordinary turmoil.

So maybe part of the message in this issue is focused on persistence, motivation, commitment and willing service on behalf of others. Charles Barder, Superintendent of the Year 2017, shares his reflections and lessons learned from a career in international schools for those of you who missed his outstanding talk at the February 2017 AAIE Conference. Also within this volume is the winner of the Ernest Maninno Graduate Student Scholarship Award, Ann Jurewicz who shares her recent research on creating a school culture where teachers would want to remain. A 'stay culture'

of commitment to the school, students and community.

Our authors contributing to the theme of Transformative Leadership include Steven Barkley, Warna Gilles as well as Oli Tooher-Hancock and her colleagues. Research that supports team building, distributed leadership and relationship building are all informing our practice in international schools. Steven, Warna and Oli all have first-hand experience in helping schools successfully move forward. Their work highlights the need for highly motivated, committed leaders to create sustainable international schools. Warna, also reminds us that sometimes tackling the toughest task first and 'eating the frog' is the best advice we have (let's hope there aren't two).

Reading Tim McMahon's column about Facing History reminds us that "We must beware of the itch for push-button order and instead, seek to touch people." Touching people is exactly what GIN does for students, faculty and community around the world. Reading about the instrumental work of the GIN team, schools and ambassadors demonstrates the ability we have to be and stay connected to one another. Ty Fredrickson's work with The Bangladesh Initiative exemplifies servant leadership; supporting families and children who would not have the resources to attend school through a focused scholarship program for them is just one of the initiatives described in this article. He further reminds us that we cannot ask others to do the work if we are not willing to do it ourselves.

Among the most important contributions AAIE can make to the membership is to bring together a group of persistent, motivated and committed individuals who continue to serve international schools. The energy is literally 'catching' - the conversations are compelling and the need to provide sustainable support is without question. Join us in New York City in February and have an opportunity to talk with our authors and others about their ideas, experiences and successes.

All the best,

Bev Shaklee



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Dear Friends:

Here at Atlanta International School, we have been engaged in conversations across our parent community about this rampant disease of upper middle class and elitist privilege known as “Affluenza.” Have you heard of this? I rather suspect it is endemic in many of our schools.

At the start of this school year, John Allman, head of school at Trinity in New York City, wrote a letter to his community. Please do give it a read. I came across it in a September 22nd New York Times article online entitled, *Can Prep Schools Fight the Class War?* Another good read linked below: www.nytimes.com/2017/09/22/nyregion/trinity-school-letter-to-parents.html?smid=fb-nytmetro&smtyp=cur&r=0

I hate to say it resonated with me to the point where I was thinking of entitling this article, “Can International Schools Fight The Global Class War?” John cited the ongoing divisiveness in the USA and consumerist parents who used the school to opportunistically advance their child’s own self-interest. It made me question whether international schools, as well as those traditional preparatory schools discussed in the NYT article, really are credentialing services for the affluent global elite? John went on to describe something that we hope to unpack at our 52nd Conference in New York City in February 2018. International education and international schools are expensive. They are, therefore, by nature, exclusive. Sure, some schools have some capacity for need based financial aid, for merit based scholarships, and some of us try to take small steps towards socio-economic inclusivity—but the emphasis has to be on small here. Where is the learning for action and for scalable impact that most of our vision, mission and core value statements require of us?

Let us now turn to the two old favorites of technology and globalization. The two are inextricably linked and remain more than a little relevant to our own industry, no?

Mark Zuckerberg said in his February 2017 article entitled, Building A Global Community, “Our greatest opportunities are now global—like spreading prosperity and freedom, promoting peace and

understanding, lifting people out of poverty, and accelerating science. Our greatest challenges also need global responses -- like ending terrorism, fighting climate change, and preventing pandemics. Progress now requires humanity coming together not just as cities or nations, but also as a global community.”

He goes on to ask five important questions that I thought worth sharing with you all here:

- “How do we help people build supportive communities that strengthen traditional institutions in a world where membership in these institutions is declining?”

Our conference theme
this year is all about
transforming our world
together—as leaders of our
schools, united in bringing
about positive societal change
through the direct impact
our schools, communities and
young people have in the world.

- How do we help people build a safe community that prevents harm, helps during crises, and rebuilds afterwards in a world where anyone across the world can affect us?
- How do we help people build an informed community that exposes us to new ideas and builds common understanding in a world where every person has a voice?
- How do we help people build a civically-engaged community in a world where participation in voting sometimes includes less than half our population?
- How do we help people build an inclusive community that reflects our

collective values and common humanity from local to global levels, spanning cultures, nations and regions in a world with few examples of global communities?”



What struck me was that, although these questions and comments were from the billionaire founder of Facebook and addressing Facebook’s current and future role, I have actually heard this, or rather themes, questions and sentiments like these above from many of you over the years.

Our conference theme this year is all about transforming our world together—as leaders of our schools, united in bringing about positive societal change through the direct impact our schools, communities and young people have in the world. We all want our young people to grow into the best versions of themselves as young human beings that they can be. Yet, this seems to be becoming increasingly difficult for us. We are in a world of increasing chaos and divisiveness, hate speech, rising nationalism and ignorance writ large given louder voice by leaders and media figures who do not appear to champion the cause of humanity.

So, we need to do it. It is up to us. We need to step up and step up big. We need to ask ourselves the tough questions of how to do this and really how to do this with many more people than just the socio-economically advantaged who are privileged enough to afford a private international education. The challenge, of course, is in “the how.” This is another one we hope to explore, together with the questions raised above in NYC in February at our conference.

And as for technology? At our school we state publically that we are today on the threshold of fundamental, transformative change driven by a powerful convergence of information technologies with our physical world. Exponential advances in technology are reshaping the way we communicate, collaborate, work, play, and organize ourselves and our world at an unprecedented pace. Meanwhile, increasing challenges to our environment, our economy and to social inclusion and equity drive the need for innovative solutions to

ensure environmental, economic, and social well-being: the **triple bottom line of true sustainability**.

To solve the world's most intractable problems, our international schools and our students must not only be skilled at using the new applications and tools created by technological advances and have the computational thinking skills to understand and solve problems using complex data—they must also be empathetic, trans-disciplinary designers, engineers and creative collaborators. Again, how do our schools and communities do this? This is another area of deep exploration for those of us gathering in NYC for the 52nd conference in February.

The rise of hate speech, public displays of intolerance and xenophobia, the apparent license to say whatever you like about anyone or any group, no matter how hurtful, warped or out of context it may be is a huge worry for our community here, and I am sure for all our schools around the world. I really worry that our young people are in danger of becoming increasingly desensitized to hate speech. I also worry where this may lead our young people and the society they will inherit from us. We have been having many conversations here in our own community about this—with

our students, faculty, staff and families. We have decided to try to face this head on and not avoid having the tough and uncomfortable conversations. But this is a journey—inclusivity is not a destination in of itself, but, I personally believe, a way of being in the world. We are at the beginning of that journey here and I wanted to share a wonderful resource called “Facing History” with you all, if you do not already use it. Timothy McMahon, IB DP Econ., IB DP ToK, and MYP History Educator here at AIS sent me a wonderful digest of the key ideas that drive Facing History and how we can use this in our classrooms and communities. Tim’s missive included the following email from Facing History:

“Dear Teacher,

I am a survivor of a concentration camp. My eyes saw what no man should witness:

Gas chambers built by **learned engineers**.

Children poisoned by **educated physicians**.

Infants killed by **trained nurses**.

Women and babies shot and burned by **high school and college graduates**.

So I am suspicious of education. My request is: Help your student become

human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns.

Reading, writing, arithmetic are important only if they serve to **make our children more human**.

Sent by a Principal to his teachers on the first day of school.” www.facinghistory.org/

Tim’s actual article can be found later in this edition of *InterED*. This is another theme we shall be exploring in New York.

I sincerely hope that you have already signed up for the 52nd Conference, February 5 through 7 in New York City, “Leaders United: Transforming Our World Together”, where we will be exploring some of these complex issues together with colleagues and organizations from around the world. Our opening General Session will be in the United Nations Building in New York City—it will be a powerful place to begin this dialogue, from the podium of the General Assembly of the United Nations. See you there.

Kevin Glass

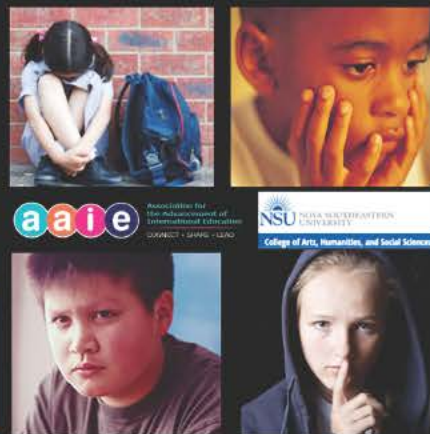
Kevin Glass is President, AAIE Board of Trustees and Headmaster of Atlanta International School, kglass@aischool.org



52nd
aaie
International Leadership
Conference & Expo
5-7 February
2018
New York City



Keynote Speaker
Mike McCarthy
The State of the World



AAIE/NSU International Child Protection Leadership Team Workshop & Level 1 Certificate Program

25-28 June 2018 / Fort Lauderdale, FL USA

This institute will offer training and practical sessions for international and independent school leadership teams looking to create and implement a comprehensive child protection plan that meets the new accreditation standards. An impressive array of international experts will provide the strategic and practical resources along with just-in-time support needed for creating successful and individualized implementation plans.

"Well worth the funds and time dedicated for learning about this all important topic. I left the conference feeling very confident in the first steps we will need to take in creating and implementing a child safety policy, etc."

Peter Nonnenkamp, Executive Director/Inter American Academy, Ecuador

A combination of whole group, team based, and specialized break-out sessions for school leaders, counselors, curriculum specialist, human resources, medical staff, etc. will ensure you receive both the team and individualized support and information needed for success. World-renowned leaders will facilitate this rigorous 4.5 day institute on the beautiful NSU campus in Fort Lauderdale.

Spaces are limited, so register your team members today at:
www.aaie.org/events/child-protection-leadership-training

Hotel Reservations Open 1 November 2017
Go to www.aaie.org/events for more information

Workshop Facilitators

Mr. Tim Gerrish
Ms. Susie March
Dr. Scott Poland
Dr. Peter Collins
Dr. Jordan Greenbaum

Registration Fee Includes:

- Transportation to and from hotel to all daily sessions and activities
- Access to the AAIE Online Child Protection Collaboration Resources
- 4 Lunches (Monday-Thursday)
- Dinner on Wednesday night

| AAIE Member Team Leader | Additional Team Member | Non-Member Team Leader | Additional Team Member |
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| Registration Fee: \$875 | Registration Fee: \$800 | Registration Fee: \$1200 | Registration Fee: \$925 |
| (After 1 March 2018 \$950) | (After 1 March 2018 \$875) | (After 1 March 2018 \$1275) | (After 1 March 2018 \$1000) |

For more information contact
yolanda@aaie.org or go to www.aaie.org
and click on the event tab



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Dear Colleagues,
AAIE had a very busy summer that resulted in many NEW opportunities to connect, share and build leadership capacity in the coming year. Thanks to outstanding partnerships and member leaders stepping forward to contribute, the AAIE Summer Institutes were a great success! The AAIE Leadership Team Child Protection Training & Certificate Program ensured 21+ new school teams received training in this important safety and accreditation topic. Meanwhile, the NEW AAIE – ISCA International Counselor Recharge enjoyed a fantastic launch to high reviews! Counselors from around the world joined together to learn about the ISCA International Model for school counseling, while gaining important understanding, resources and strategies on a variety of key counseling topics with an impressive menu of global counseling experts.

For a full menu of 2018 Summer Institute Offerings, please visit us at www.aaie.org/events/summer-leadership-institutes and take advantage of the continued and expanded learning opportunities that will be hosted from our AAIE home on the beautiful campus of Nova Southeastern University in Fort Lauderdale from 25-28 June, 2018.

The NEW AAIE Leadership Transition Retreat enjoyed a top-ranked start and high praise from attendees. Lee Fertig and Barry Dequanne coached a full group of international school leaders through a 2-day journey to better prepare for a smooth and successful professional and personal transition into new leadership roles this school year. From a recent check-in, the group continues to share triumphs, challenges and success with their journey. Maintaining transition momentum and making this initial year in their new role positive and impactful is currently the discussion topic. On behalf of the members who greatly benefited from this experience and the ongoing support given by these two outstanding leaders, I would like to thank Lee and Barry for their exceptionally planned, openly resourced and transparent facilitation of this group.

The only request was that we offer this earlier in the year! The 2018 AAIE Leadership

Transition Retreat will take place the 3-4 February 2018 as a 52nd AAIE Pre-Conference at the Marriott Marquis Hotel in New York. Facilitators will again be Lee Fertig and Barry Dequanne. If you or anyone you know will be moving to a new position in 2018 or 2019, give the gift of a great start and prepare for a strategically planned and inspired transition into this next leadership role! Information and Registration can be found at: www.aaie.org/events/leadership-transition-retreat

**Growing the next generation
of leaders includes fostering
global citizenship, developing
civic responsibility and
supporting caring actions with
our students, staff
and community to positively
impact the world around us.**

Another exciting development is the NEW AAIE Innovation Leadership Certificate, and AAIE Creative Leadership Certificate now available in 2018. Take advantage of the opportunity to participate in these rigorous and interactive learning events to develop the common language, understanding and practical strategies to grow your school, division or department/grade level into an innovation hub where creative leadership flourishes. The AAIE Innovation Leadership Certificate will be offered from 20-21 March 2018 as an AASSA Pre-Conference in Quito, Ecuador and facilitated by Dr. Shabbi Luthra and Kevin Crouch. For more information and to register go to: <http://www.aaie.org/events/innovation-creative-leadership>

The AAIE Creative Leadership Certificate will be offered from 25-28 June 2018 at the AAIE Summer Institutes in Fort Lauderdale, Florida and facilitated by Dr. Shabbi Luthra and other members of her team. For more information and to register

go to: <http://www.aaie.org/events/innovation-creative-leadership>



Many school leaders around the world have completed the high quality, online and affordable AAIE International School Leadership Certificate program over the past several years. Our rolling enrollment in the AAIE Institute GLOBAL Group allows participants to join at any point throughout the year and complete this uniquely international school leadership curriculum in under 24 months. As AAIE Leadership Fellows have moved on to complete a Master's in International School Leadership or the blended Doctor of Educational Leadership degree through our partners from Wilkes University, a need for an option that promotes regional connections and faster completion was identified.

We listened, and are very pleased to announce the NEW AAIE 2018 Regional Cohorts option that allows you to complete the AAIE International School Leadership Certificate in less than 12 months. The Cohort model also expands your access to your Mentor across the entire program, while promoting stronger collaboration and networking with a convenient face-to-face two-day kickoff meeting at a regional conference or training. The remaining coursework is completed online.

Upon completion, your AAIE Leadership Certificate graduate credits can be seamlessly applied towards a Master's of International School Leadership (only 4 additional courses) or Doctor of Educational Leadership (10 additional courses) at Wilkes University. Additional information and registration for the NEW Regional Cohorts, the Global Group or individual courses can be found at www.aaie.org/lead/certificate-masters-doctorate-degree-options

Growing the next generation of leaders includes fostering global citizenship, developing civic responsibility and supporting caring actions with our students, staff and community to positively impact the world around us. We invite you to join us at

the 52nd AAIE International Leadership Conference in dynamic New York City to explore these ideas and themes in depth as we look together for opportunities and areas for international educational leadership and transformational global impact to intersect.

The Opening Welcome Session for this conference will fittingly take place at the United Nations Building with a globally renowned line-up of thought-leaders that includes, Mike McCarthy, the General Manager of CNN International; Homa Tavangar, Global Citizenship expert, speaker and author; and Will Richardson, a

2017 Top 100 Changemakers in Education, blogger, speaker and activist.

Along with exciting speakers and challenging forums, the event will include plenty of opportunity for peer exchange and engaging discussions. For more information and to register go to: www.aaie.org/events/annual-international-leadership-conference-and-expo

"Join us in NYC and be an active part of the conversation at the 52nd as we drive international education forward together!"

Finally, AAIE is excited to announce the launch of the NEW AAIE – GIN Top 100 Global Citizens Student Leadership Challenge that will provide a select group of international student service leaders the

opportunity to join peers from around the world for a week of sharing, learning, challenges, connections, problem-solving and leadership development! For more information about this unique honors program for your top student leaders, please go to www.aaie.org/challenge and download the event flyer to share at your school.

We look forward to the year ahead and may 2017-18 be a year of leading united as we transform our world together!

Warmest regards,

Yolanda

Yolanda Murphy-Barrena

AAIE Executive Director

yolanda@aaie.org

"When I spoke with my head of school about my desire to advance professionally, he immediately recommended the AAIE Institute Certificate Program...the readings, case studies and presentations are interesting. The instructors are approachable and knowledgeable. Finally, my colleagues, through our shared coursework and online forums, bring great experiences and points of view to the table...very practical and useful."

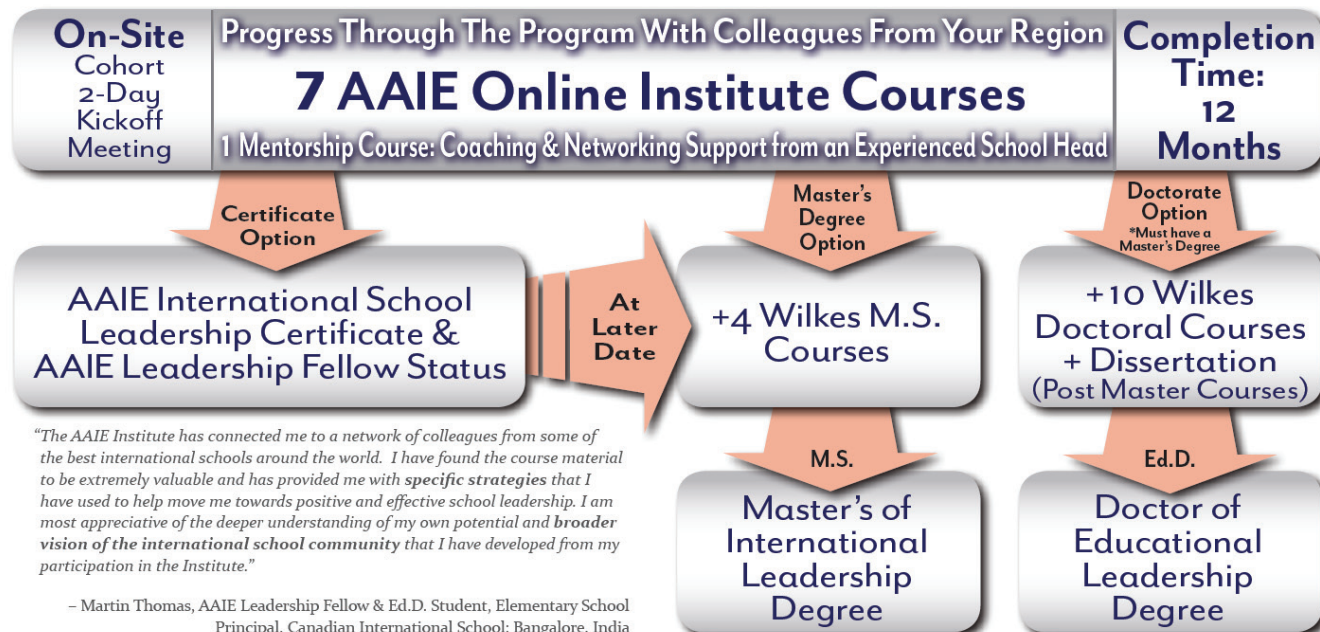
- Robert Spezzano, Upper School Assistant Principal Washington International School



Are You Ready To Take The Next Step In Your Leadership Career?

REGIONAL COHORT OPTIONS

● AAIEInstitute.org/cohort



The AAIE Institute Regional Cohorts

The AAIE Institute for International School Leadership Regional Cohorts deliver critical content and develop the unique skills required for international school leadership within a community of practice. Participants collaborate and build their international leadership network together and online while completing the one year AAIE Certificate Program. Upon completion of the AAIE International School Leadership Certificate, members of the cohort have the opportunity to conveniently and affordably further their leadership career options by completing a Masters or Doctoral degree through Wilkes University.

Advancing through the AAIE Certificate Program with colleagues helps ensure you complete your certificate program in one year while you build professional relationships, access international mentors and instructors, learn from shared experiences and prepare to be an effective international school leader.



2018 Cohorts

The CEESA Cohort
14-15 March 2018,
Prague, Czech

The AMERICAS Cohort
25-26 June 2018,
Fort Lauderdale, FL

Features of the AAIE Regional Cohort:

- ✓ Cost effective & convenient blended program
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- ✓ Mentorship by an experienced school head throughout the program
- ✓ Leadership content uniquely developed by experienced school heads
- ✓ Certificate courses easily used towards Masters or Doctoral degrees at Wilkes

Regional Cohort Courses:

International School Management and Leadership

Building and Sustaining a Healthy International School Culture

Vision and Mission to Guide International Schools

Leading for Staff and Student Learning in International Schools

Governance in International Schools

Situational Awareness and Diplomacy in International School Communities

Ethical Leadership in International Schools

Continuous Professional Growth for International School Leaders

For more information on an AAIE Cohort starting near you, visit AAIEInstitute.org/cohort, or email contact@AAIEInstitute.org.

educational leaders working to transform schools: your students deserve the best you can provide and that most likely means creating highly functioning teams.

Defining team

I was conducting a workshop for international school heads around leading teams, when about 90 minutes into the session, a head yelled out, "Oh no! My leadership team isn't a team!" As the laughter around the room subsided, there was a realization that the head had not intended to be humorous, but had shared a sudden insight out loud. My finding is that many educators have not had the team indoctrination that I experienced as I entered the field.

Most educators have not really had team experiences in their work in schools. Sometimes teachers will tell me that they have strong teams in their school. When I ask them to share an example of why they say their teams are strong they tell me, "We share everything." While sharing is nice, it is a far step from teaming. (You can find a blog on teaming vs sharing at barkleypd.com/blog/teaming-vs-sharing/) I have found that what most school personnel label as teams are really franchises.

Teachers who are franchised may work together well to discuss possible solutions for a struggling student. However, when the meeting is over, it is up to the teacher of the struggling student to decide what

to do. The teacher is not responsible for informing other members of her decision or the outcome. Teachers on a team decide together the strategy to implement. The teacher serving that student is accountable to implement the plan, seek additional support from the team if needed, and report back evidence of (or lack of) progress

Are administrators on your leadership team working in franchised silos where they support each other but do not share responsibility for each other's success? Or, do they function as team members who are vulnerable, informing colleagues when they fall short of meeting desired outcomes, and asking for commitment from colleagues to solve the problem as the team's problem? I have frequently consulted in schools where administrators *individually* shared their struggles in meeting desired outcomes, but when I tried to facilitate a team problem solving session, none of those earlier problems are presented. The heads of those schools are not leading teams.

Consider the various groups that meet together at your school. Which meetings are individuals spending time together without a clear understanding of why they are together? Which meetings are friendly and often productive franchises that support the individual doing her job after the meeting? Which meetings are teams with shared goals, commitment, and accountability to each other for the goals to be met? Transformation will require teams.

If we want to be able to get these complex systems to work better, we need to abandon our reliance on the leader-as-hero and invite in the leader-as-host. We need to support those leaders who know that problems are complex, who know that in order to understand the full complexity of any issue, all parts of the system need to be invited in to participate and contribute. We, as followers, need to give our leaders time, patience, forgiveness; and we need to be willing to step up and contribute (Wheatley & Frieze, 2011, para. 8).

Leadership Actions

In *A Simpler Way*, Margaret J. Wheatley and Myron Kellner-Rogers (1996) identify three focus points for effective teams that I believe can provide a framework for purposeful leadership actions:

- Flow of information throughout the team
- Rich and diverse relationships among the team members and with the broader community
- A common vision that unites the team

I created this visual (next page, upper left) to illustrate the connection and the payoff of the three elements.

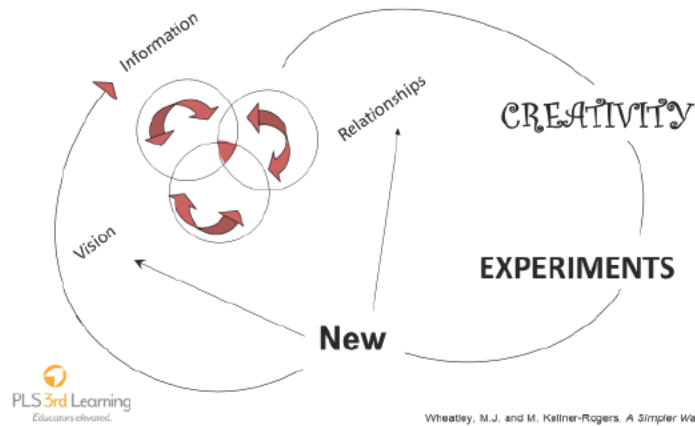
When the three elements of information flow, relationships, and vision are present the payoff is creativity that produces ideas and possibilities to advance toward the goals of the team. Experimentation and risk taking with the new ideas produce new information, or new relationships and a tightened or broaden vision; pushing the team to continuous improvement or transformation.

Leaders should:

Constantly have teams focus on the common vision that teams and the larger organization wish to accomplish. How do the goals of an individual team align with the vision of the whole school? Consider dedicating some discussion time to elements of the school vision at each

| Individualized Members | Franchise Members | Team Members |
|---|--|---|
| <ul style="list-style-type: none"> •Believe that MY energy is best spent doing MY job. I will build my success. •Often complain about going to meetings, "This is my time I should be doing my work." | <ul style="list-style-type: none"> •Believe that there is value in thinking together and sharing resources. "I can perhaps progress faster with the background knowledge and experiences of others." •Are open participants in meetings, sharing and learning. They leave the meeting accepting responsibility for only their assigned tasks or clients(students). | <ul style="list-style-type: none"> •Believe that they and teammates have shared responsibility for the success of all tasks and clients (students) assigned •Are problem solvers during and following the team meeting. Any problem (such as a struggling student) brought to the team is owned by the team. "Any problem I have must be shared with the team." |

Leading With Teams



staff meeting. Perhaps a question posed for responses in small groups: “Share an example of our students being empowered as learners.” Too often, visiting the mission and vision is a once-a-year staff activity.

Build rich and diverse relationships within a school and among the school staff and the community. As a leader, how do you create ways for teachers to work with colleagues across content areas and grade levels? I worked with an upper school administrator who selected several students whose academic progress was insufficient. He then brought together teams of teachers who had the students in their classes and provided time for the teachers to meet, develop a plan, assess the impact of their plan and celebrate progress or redesign plans. This led to teachers from various departments observing in each other’s classrooms and engaging in conversations about shared commitment to student success (shared vision). How are staff members encouraged to form parent and community relationships which

might serve as a resource to an exhibition group of students; a teacher’s quick look at the staff resources list shows a colleague who can make the connection.

Margaret Wheatley (2006) writing in *Relationships: The Basic Building Blocks of Life* states:

A simple means to support and develop relationships is to create time to think together as staff. Time to think together has disappeared in most organizations. This loss has devastated relationships and led to increasing distrust and disengagement. Yet when a regular forum exists where staff can share their work challenges, everything improves. People learn from each other, find support, create solutions, and gradually discover new capabilities from this web of trusting relationships. This is no surprise. We’re all “bundles of potentiality” that only manifest in relationship (para. 11).

can become resources for achieving the school goals? Do you and your staff pool your contacts in the community? Consider collecting a list of “who do you know?” from the staff and providing it as a resource for all. For example, wanting an attorney who

Create processes for information to flow throughout the organization and the community. How well informed are your Primary Years Programme teachers about the learning skills required for students to be successful at the start of Middle Years Programme? Do parents with students at several grade levels have more information about what’s happening across the school than members of your leadership team? How do you communicate to team members that they have a responsibility to “share the news,” good and bad, with their teammates? One school head holds each leadership meeting in a different member’s work space. That member is given the first 15 minutes of the meeting. Five minutes to brag and ten minutes to ask for assistance with a current problem or opportunity.

Promote experimentation with ideas to move the team closer to reaching the goals from the vision. Experimentation means that failing is an acceptable and expected way to learn and move closer to the desired outcome. In *Empower: What Happens When Students Own Their Learning*, Spenser and Juliani (2017) identify *failing* as a process that is temporary and different from *failure*, which could be seen as being final. Modelling is a critical leadership behavior to build this culture. How many of your team members can tell a story about a failing their leader has experienced and shared? What experiment are you currently leading?

Writing in *The Five Dysfunctions of a Team*, Patrick Lencioni (2002) describes teams struggle from:

- an absence of trust
- a fear of conflict

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- a lack of commitment
- an avoidance of accountability
- an inattention to results

After examining the dysfunctions, I approached identifying a list of leadership focus points.

Leaders should:

Build trust among the members of teams. I think knowing each other is the initial step in building trust into a team. Structuring purposeful opportunities for sharing oneself and listening to others is a start. As a leader, how often do you structure opportunities for staff to share “who they are?” and “what they think.” Too many leaders only structure such opportunities at the beginning of the school year.

I met a head who requires sitting with two different colleagues at each staff meeting and begins each meeting with a question or two for discussing key beliefs about teaching and learning. Peer coaching is a great way for staff to know each other and build trust. Lencioni (2002) states that if trust is present, team members will ask for help, accept questions from each other, and risk offering feedback to colleagues.

Teach staff skills for working through conflict. When staff approach their jobs as individuals or franchise members, they tend to avoid conflicts. Teams require working through conflicts to consensus or agreement. Communications skills are needed for working through conflicts. Listening to each other and informing people with differing opinions that you have heard and understand their views is important. Teaching and coaching open questions and paraphrasing is helpful. A facilitator can remind teams to consciously use these skills when conflicting views emerge.

Encourage commitments to be public and often recorded. When facilitating team meetings, consider ending the meeting by asking individuals to state the actions they have committed to take following the meeting. If some commitments were the same for all members, restate them at the closing and record in the minutes for the meeting and/or in the agenda for the next meeting.

Structure ways for team members to hold each other accountable. Accountability increases when our work becomes public. This is one of the benefits I find in

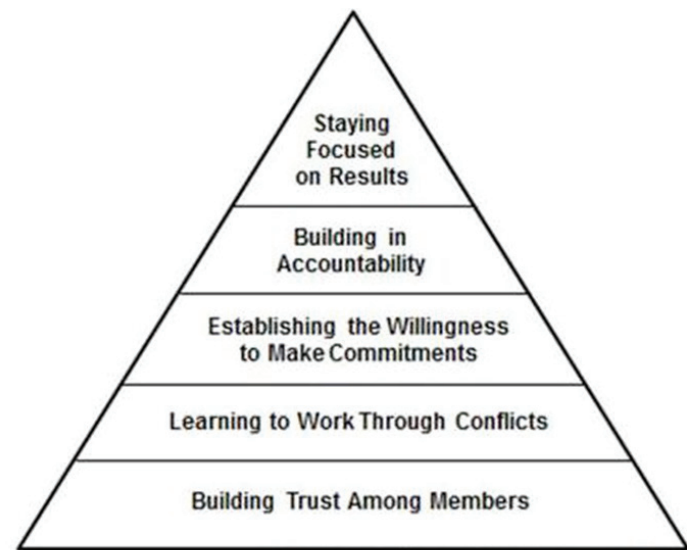
professional learning communities. I worked with a school leader who told me that after two years as principal, two teachers shared that they wanted to transfer to another school because they felt her expectations were too high.

Having worked with the staff in that school, I can identify that the principal did have high expectation; but the pressure came to those two teachers each week when they had to put their student work and instructional plans on the table with their Professional Learning Community (PLC). Those PLC members were the real level of accountability. Does your leadership team function like a PLC? How public is members’ work with their teammates?

Keep teams focused on team goals

It is easy for teams to lose attention on goals and become increasingly focused on activities. Teachers develop a plan to increase student perseverance in problem-solving and create a list of projects they will implement. Their meetings and discussions increasingly focus on what they are implementing... tasks completed. A leader may need to raise the question about what evidence suggest that the plan is showing progress toward the desired result. Consider asking teams to identify a timeline of desired evidence as they implement their plan, and to determine timeframes to gather available indicators.

International schools create both a demand and an opportunity for building transformational leadership. School leaders today are tasked with meeting ever increasing demands for both the depth and expanse of student learning outcomes. Continuous political, technological, economic, and



Patrick Lencioni, *The Five Dysfunctions of a Team* (Jossey-Bass), pg. 97

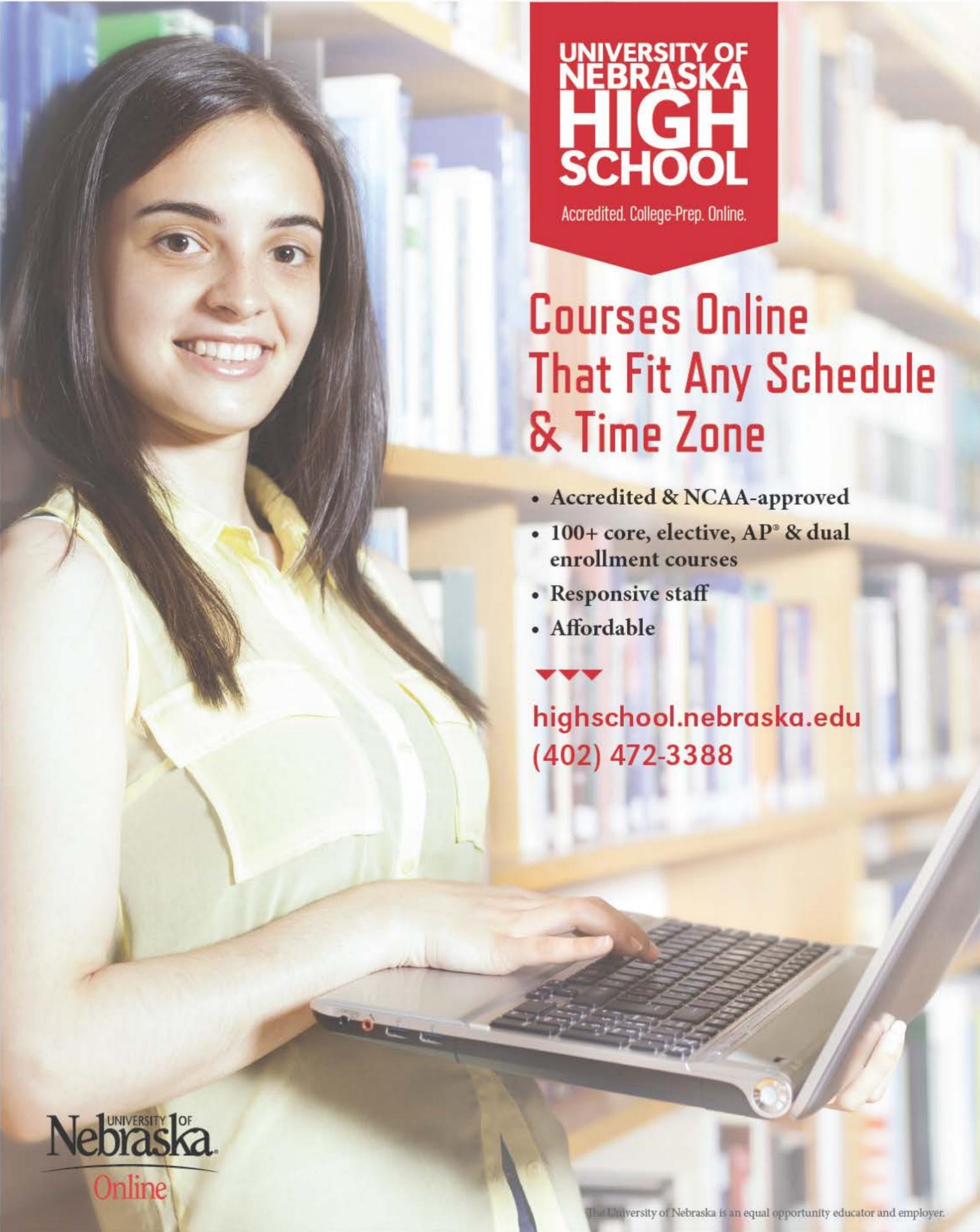


social changes require transformational school leadership. Building effective teams and preparing and coaching staff to be team leaders and team contributors is a required leadership skill.

Steve Barkley is Executive Vice President at PLS 3rd Learning. He has provided training, facilitation, and consulting to educators across the USA and internationally for 35 years. His website www.BarkleyPD.com provides blogs, podcasts, and videos as resources for individuals and teams. He can be contacted at: sbarkley@pls3rdlearning.com

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Reflections on Leadership

My international school leadership journey has been an amazing ride. With the announcement to leave my current position in June 2018 and take a gap year, I naturally have had cause to reflect on so much. “Privileged” is the word that keeps coming up for me, as I know it does for most of you.

There has been no greater privilege than to serve, get to know, work with, and have an impact on thousands of students, colleagues, parents, and community members from all over the world. I have even had some amazing board members.

The benefits of having my own kids in first class schools with first class faculty are among the many added bonuses.

Additionally, there are the amazing experiences we have had, and the amazing people we have met along the way. We did a sharing one night at a dinner a few years ago, and the question was “Who is the most famous person with whom you have had personal contact in some way?” It was amazing to go around the table and hear the names and experiences – Yo-Yo Ma, Richard or “Dicky” Dreyfus, as he is known by one of our colleagues, Aung Song Syu Kyi, Muhammed Ali, kings, queens, heads of state, prime ministers, sports stars, entertainers – one of us has even had the chance to sing with Joan Baez – all experiences that we would not have come close to had we stayed in our home countries.

I believe in the end that we are all driven by the need to have a positive impact on others. As I think about my move from teacher to counselor to principal to Head of School, with some university teaching mixed in, I realize that it was all about wanting to have the most impact that I could on the most people. And I think we are all wired that way—how can we have maximum effect on others – in our case, on schools, and still enjoy what we do.

But the work is extremely hard as most of you will attest. Almost immediately as your tenure begins, you lose your identity as an independent individual (you cannot just

By Charles Barder

be yourself when you want to be). You can also assume that you are talked about every night at some dinner table in the community, some parking lot, and most certainly at a cocktail reception where the truth serum of alcohol flows freely.

The pressure on our personal lives is intense. Having our own kids, and sometimes our partner, in the same school as us has many wonderful parts to it – but it is also stressful. And simply the demands of the job mean that our families sacrifice a lot in order for us to do our job.

As a mayor of a small town, you are never really off duty. You know more, and are responsible for more, than you would ever care to know. From being confronted with the safety and security of a school community to the inevitable illness, tragedy, and even death, we are responsible for so much more than we imagined, dealing with challenges for which we did not receive training in Admin 101. Etched in my mind, is the memory of being called to a location near school at 3:30, one afternoon a few years ago, to identify the body of a much beloved Swedish PE Teacher who went out for an afternoon jog, had a heart attack, and died on the spot. I know many of you have stories in handling crises. I repeat – the work is hard.

And there are inherent risks that we all face as the opportunities come along. Failure is waiting around the corner. Our communities are quite fragile, and relationships can change quite quickly. And nowhere is that more true than when it comes to the work with our boards or owners. This is the group that hires us, who signs our contract, and who has the responsibility for the governance of the school. And this relationship remains quite troublesome for far too many of us around the world, even today.

Many of you know that I continue to devote quite a bit of my time and energy to promoting best practice in board governance. We are making inroads in Hanoi, not only with our board, but with the

growing number of board members, heads, and senior administrators who have attended our September workshops over the last four years. Attendance this year was over 120, and the board is already planning for next September.

This work does give me some hope. And there is excellent work being done by regional associations, consultants, and others around the world. However, it is a long journey and in the meantime, the problems persist and difficult circumstances continue to make our work extremely difficult.

Looking back, I can think of three myths that slowed my growth, development, and success as an international school leader in confronting the challenges I faced.

The first myth was that you have to figure things out for yourself. To seek help, was not only a sign of weakness, but would only serve to reinforce those who believed that I lacked experience or skill to do the job. I am a charming fellow, and I was sure that things were not that bad, that people liked me, and that I was on top of things while not paying attention to what was going on around me. Needless to say, I was a foolish, naïve, and basically wrong in my approach.

You cannot do this job (or any job for that matter) in isolation. There is significant strength in being honest with myself regarding a perceived “weakness” with which I might need help. Therefore, I encourage you to reach out to someone. The AISH-AAIE Leadership Legacy project is just one of many opportunities for us to seek help and assistance when we need it.

Our work is isolating. We can all benefit from some peer coaching, mentoring, and keeping a regular dialogue going with a few people on a regular basis, even when there is not a crisis. There is no question of the benefits from having a coaching-type relationship with someone. Even now, I have found having a coach to be of extreme importance to me as an international school leader.

I am convinced that more often than we are aware, we contribute to the problems we

face. Go to people whom you can trust to be honest with you. And do it before it becomes a crisis, or before the point of no return.

The second myth that I am aware of in International School leadership is if you hang in there, things will change in the end, and the “good people” will prevail. What I have learned is that there are a few, select set of circumstances such that, no matter how badly you feel you have been treated, no matter how right you think you are, you simply need to leave a situation. There have been a few times when there was so much I wanted to say and do to confront a situation. I wanted to stay and fight it no matter what it took. I wanted the chance to speak out, and let everyone know the truth.

Unfortunately, there is sometimes a situation that, in the end, there was nothing to be gained by trying to fix things when you are relatively powerless to do anything about it. The very best option is simply to walk away from it all. What I have learned is that in due course, I have been able to look back and determine what I can learn from it. And as we have heard on so many occasions, often our most painful experiences are the ones we learn the most from, if we get far enough away from them and get a perspective.

So in the end, I became convinced that this was the best, and the only real option that I had at my disposal – take myself out of the situation as soon as feasibly possible and work toward seeking answers to the question, “What did I learn from this?”

But even after walking away from a situation, the feelings of anger, hurt, and failure can linger. So the third myth is believing that some day I will be able to fix things, change things, or somehow have an impact and improve the situation that I chose to leave. While this may be human nature, it was not in my best interests in the long term to continue to feel this way. I was determined to push ahead with my life and get on with things. But bitterness and resentment set in as the months went by. I found myself talking about it more and more in terms of “what they did to me” and “how wrong they were.” I was in danger of functioning in reaction to what had happened, and thus not in a position to present my best self.

Among other things, it was reading about Nelson Mandela and his reconciliation program in post-apartheid South Africa that helped me be aware of the need to NOT hold onto these events, with the hope of still affecting things for the good.

Sometimes, it involves forgiveness... of ourselves... and of others. Sometimes, it means accepting the fact that while our work is important, it is not quite as dire as we make it out to be sometimes. One need only to listen to or read the news to put things in perspective. Our challenges pale in the shadow of the life and death issues faced by so many people each day. “Letting go” allows you to listen clearly once again to your heart, and with renewed strength, take advantage of that next opportunity that comes along. The ultimate goal is reconciliation—with yourself, with the people, and with the events that were involved.

In summary, the work we do as heads is extremely challenging. My experience has taught me three things - to seek guidance, help, and assistance as much as possible... be able to walk away when it is clear that the situation cannot be changed... and finally to let it go and move on. And I will no doubt keep reminding myself of these three things for the rest of my life.

Charles Barder, Head of School, United Nations International School of Hanoi, can be reached at hos@unishanoi.org. www.unishanoi.org



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IN MEMORIAM

Ernest Mannino

Dr. Ernest Mannino graduated from Watertown High School in Massachusetts in 1940 where he was a 3-sport varsity player. He attended Huntington Prep School where he was captain of the football and basketball teams. He attended Harvard University and was made Captain of the baseball team, but left to fight in World War II as an Air Force Lieutenant Bombardier.

Upon completion of his service, he returned to Harvard in 1946, where he was an excellent third baseman. In 1950, he became a teacher and coach, and then became principal of the Coolidge School in Watertown, MA. He served there for ten years before being asked by Attorney General Robert Kennedy to come to the Department of State and put his experience to work in the interests of overseas schools.

Dr. Ernest Mannino was appointed in 1963 to a survey team created by the Department of State and the Agency for International Development to assess the condition and status of schools tasked with educating the dependents of government employees. Dr.

Mannino served as the Special Assistant for Dependent Education to the Deputy under Secretary for State for Administration. The team completed the survey findings in December 1963.

Based on these findings and subsequent interagency discussions, it was determined that the Department of State needed to establish a central office to provide guidance and support to overseas schools. The Overseas Policy Committee was established with Dr. Mannino as the Executive Secretary, and consequently they established the Office of the Overseas Schools Staff. Dr. Mannino, with extensive experience as a school administrator, was named the office's first Director. He went on to serve in this role for thirty-four years under eight presidents and eleven secretaries of state. In 1970, he earned his PhD in Educational Administration from Michigan State University.

Upon his appointment as director for the Office of Overseas Schools, he assembled regional education officers and developed a program entitled, "school-to-school project," which paired high-quality American school systems with overseas

schools. This program became the driver for increased support and recognition of the mission and needs of overseas schools, leading to the formation of the Association for the Advancement of International Education, where Dr. Mannino served on the board, and is considered a founder.

Dr. Mannino's advocacy through AAIE and the Office of Overseas Schools spawned a collaboration between AAIE and the American Association for School Administrators that brought additional attention, resources and increased commitment by stateside officials to creating and maintaining high-quality overseas schools for the long-term. He also created the Overseas Schools Advisory Council linking businesses to overseas schools and generating \$300 million dollars in support of their programs.

Dr. Mannino's vision, motivation and commitment to the families and children who serve our country internationally was without question. Dr. Mannino died on August 25, 2017. He leaves a legacy through his work on behalf of the Office of Overseas Schools that will be long remembered.



Dr. Ernie Mannino with 2012 AAIE Superintendent of the Year Award Recipient Dr. Richard Spradling

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Creating a Stay Culture at Your International School

A recent article by Fehse (2016) in TIEonline discussed the notion of the “teacher tourist”: a teacher who moves from school to school every two to three years. Does a teacher tourist culture in fact exist internationally, and if so, can anything be done about it?

With the continual development of globalization, an increasing number of international schools are popping up worldwide and expected to reach 11,000+ by 2020 (International Schools Consultancy Research as cited in Keeling, 2010). At the same time, teacher shortages are emerging in English-language home countries. Advancements in technology, communication, and transportation make global mobility easier than ever while still remaining connected to home and family, minimizing culture shock. Job searching is easier with technology facilitating movement, and making the world a teacher's oyster. However, it is well documented that such high voluntary turnover has negative impacts on students and their learning (Darling-Hammond, 2003; Guin, 2004), while students thrive in environments where teacher turnover is low (Connors- Krikorian, 2005). Voluntary turnover is also financially costly for schools.

These conditions have resulted in high interest in teacher retention for international school leaders, but determining what makes teachers stay is like the proverbial blind men touching different parts of the elephant. Recent studies have constellated around a comprehensive U.S.-based study by Ingersoll (2001b) assessing teacher characteristics, school characteristics, and organizational characteristics with results pointing to the organizational characteristics of salary, benefits, and leadership (Desroches, 2013; Mancuso, 2010; Weston, 2014). Desroches also assessed host country characteristics and found perceptions of “healthy living” significant.

By Ann Jurewicz

The study discussed here broadened the examination of international teacher retention by looking comprehensively at both on- and off-the-job factors influencing teacher retention using a construct called “job embeddedness” (Mitchell, Holtom, Lee, Sablinski & Erez, 2001). Rather than assessing teacher attitudes toward factors influencing retention, this study conducted a cognitive analytical assessment measuring factors that “embed” a teacher, both in the school community and in the host country, increasing likelihood of retention.

Job embeddedness, developed by Mitchell and colleagues (2001), looks at three areas of an employee's on-the-job organization and off-the-job community: fit, links, and sacrifice. Organization “fit” relates to the job itself, while “links” assesses professional work connections, and “sacrifice” looks at the costs for moving on from a position. Community “fit” assesses how well the host country suits a person, while “links” deals with family connections, and “sacrifice” addresses what one would give up in moving.

Summary of Mitchell et al.'s job embeddedness construct

Using four of the main recruitment agencies for hires made in the 2015-2016 and 2016-2017 school years, teachers from all ages, regions, and marital/family status were surveyed in the spring of 2017 resulting

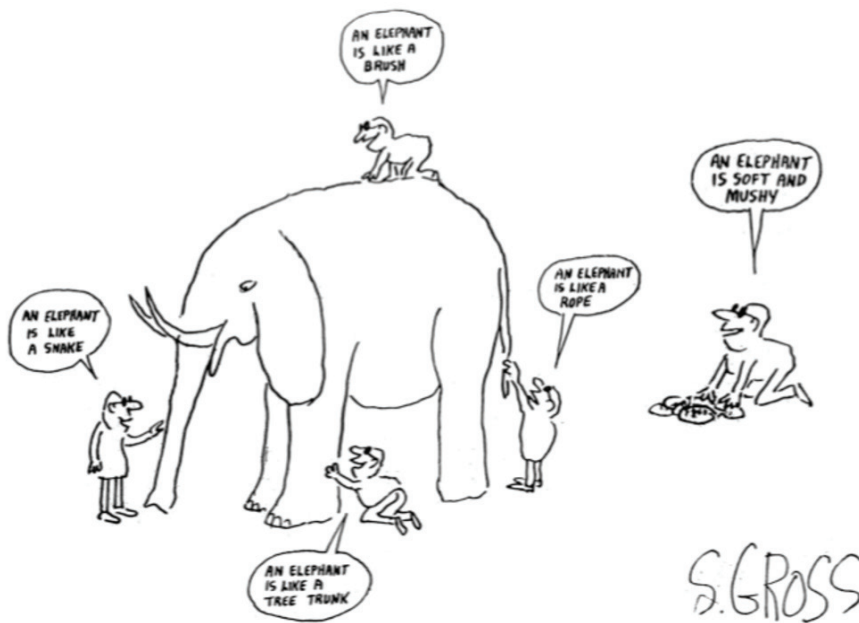
in 975 qualified respondents globally, the largest study to date on international teacher retention. Of these respondents, 491 were up for renewal, of which 302, or 61.5% renewed. The 302 teachers who renewed, along with the 484 teachers who were not up for renewal, were asked their stay intentions for the following year with 49% intending to renew.

Noteworthy Findings

The actual and predicted renewal rates alone are noteworthy in that they are substantially lower than documented in previous research at 68% - 83% (Desroches, 2013; Mancuso, 2010; Sims, 2011; Weston, 2014). This is somewhat expected as only teachers on the job market were surveyed, but as they are the most mobile of international teachers, they provide the key to increasing retention. Even more significant is the predicted renewal rate of teachers after their third year with a school. Despite a 61.5% renewal rate after year two, only 43.4% intended to stay past year three, a drop of 19.5 points. This supports Fehse's (2016) concept of the “teacher tourist” who moves on after two or three years at a school.

So what are the influencing factors encouraging a teacher to stay? Using logistic regression (the quantitative analysis method with the strongest predictive value), the results of this study verify the significance of organizational characteristics found in previous research, delineating them into the embeddedness areas of Organization-Fit and

| Job Embeddedness Mitchell et al., 2001 | ORGANIZATION | COMMUNITY |
|---|---|---|
| FIT | Job matches well Co-worker relationships Org culture match | Weather/climate Non-work activities Sense of “home” |
| LINKS | Years in org/field Work teams/committees # Co-worker interactions | Spouse/partner Children Close friends |
| SACRIFICES | Autonomy Pay/benefits Promotion/PD | Community attachment Safety Respect in community |



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Organization-Sacrifice. Community-Fit, an embeddedness factor including “healthy living” was also significant. Demographically, married/coupled teachers with non-working partners were slightly more likely to move (reasonable, given the difficulty of living on one salary), as were single teachers, and teachers tenured in their home countries. However, these demographic characteristics held predictive significance of increased retention at 35–60%, whereas an increase in the embeddedness factors doubled or more than tripled a teacher’s likelihood of staying.

The Sacrifices of Moving

The cognitive factor with the greatest influence on teacher retention entailed the sacrifices a teacher would make when leaving a position. Sacrifice was measured using a series of items on a four-point Likert scale ranging from strongly disagree to strongly agree. For every one point of difference in the composite responses of Organization-Sacrifice, a teacher was three times as likely to stay when measuring actual and intended contract renewal. Sacrifice included the obvious considerations of salary and benefits, but it also covered a teacher’s autonomy, respect, and promotional opportunities.

This combination of salary/benefits coupled with autonomy and promotional opportunities validates the previous research showing the significance of compensation (Desroches, 2013; Mancuso, 2010), but also explains the studies where supervision and the work itself held significance over money (Fong, 2015; Weston, 2014). While financial

compensation is important to a point, freedom in the job and career development must be equally considered. Given the significance of Organization-Sacrifice resulting in triple the likelihood of a teacher staying, administration and school boards should focus their attention on autonomy and promotional opportunities along with compensation packages.

Granted promotional opportunities are not possible for all teachers at any given international school, particularly since international schools are smaller in size and lead positions are fewer in number. However, rotational lead roles in departments or at grade levels, combined with teacher leadership roles on committees, may be ways to provide new hires with incentives to stay. Holding such leadership roles build teacher résumés and give them substantive experiences in the area of promotional growth that they would be hesitant to sacrifice in making a lateral move.

Host Country as “Home”

The second most significant factor influencing teacher retention in this study was Community-Fit, resulting in a two to two-and-a-half times increase in likelihood of staying. Like Organization-Sacrifice, Community-Fit was measured using a four-point Likert scale ranging from strongly disagree to strongly agree on items regarding weather, environmental quality, leisure activities, and community connections. These results verify two previous studies that showed “healthy living” was predictive

of increased retention in South American international schools (Desroches, 2013; Sims, 2011).

The conundrum Community-Fit presents to school leaders is that there is little administration can do about the weather or environmental qualities of the host country. However, aspects within reach for increasing Community-Fit scores can often be overlooked, particularly when it comes to building host country connections for new teachers. Onboarding, in the form of new teacher orientation, can enhance the “soft landing” teachers make in a new employment position. Assistance with setting up personal lives, facilitating host country social experiences, and connecting new teachers with returning faculty are all ways to build Community-Fit.

Recent attention in business research (Byford, Watkins, & Triantogiannis, 2017; Korver, 2015) focuses on the need of organizations to include, “onboarding and integration” in helping new employees navigate cultural norms and build relationships. In the international school context, given the strong predictive value of Community-Fit shown in this study, this would mean helping new teachers navigate the host country culture and norms, and facilitate relationships leading to community embeddedness such as formalized periodic social events and/or creating a teacher-led social committee for regular informal gatherings that connect people in and out of school.

The “Fit” of an Organization and Desire to Stay

The third significant factor influencing teachers to stay was Organization-Fit, and it is the factor most closely aligned with the “leadership” characteristic shown to have significance in previous teacher retention research (Desroches, 2013; Mancuso, 2010). Organization-Fit was also measured on a four-point Likert scale ranging from strongly disagree to strongly agree, with every one point of difference in the composite responses increasing the likelihood of contract renewal by one-and-a-half to two times. In this study, Organization-Fit met the significance threshold of <.05 in actual contract renewal while intended contract renewal was approaching significance at <.059.

Organization-Fit items cover both the fit of the job and the fit of the culture of the organization. While this factor of

embeddedness aligns with the “leadership” aspects influencing teacher retention in previous research, it goes further by pointing to cognitive perceptions of having professional growth and development along with authority and responsibility.

From the open-ended commentary provided by teachers at the end of the survey, when asked what makes them most want to stay, repeated remarks mentioned opportunities to hone skills and develop as a professional. This mattered less in one-off conference opportunities, but focused more around ongoing opportunities to grow professionally through collaboration with colleagues. Teachers also remarked interest in staying if there was a positive school culture where the organization and leadership shared the teacher’s beliefs and values.

Implications

The implications of this study are considerable. Far more than demographic variables such as age, marital status, and years of overseas teaching, embeddedness is highly significant in predictive likelihood of contract renewal. The three factors of Organization-Sacrifice, Community-Fit, and Organization-Fit emerged consistently across two distinct sample populations—teachers up for contract renewal (actual retention), and teachers asked their future stay intentions (intended renewal). The magnitude, or strength, of these factors was also consistent for both populations, increasing the likelihood of contract renewal by two to three times.

The key to increasing retention may very well lie in a focus on the newest hires. With a current 50-60% retention rate, the potential for extending teacher tenure within this population is likely to result in substantial gains financially and programmatically. Turning two- to three-year stays into four- or five-year stays cuts teacher transition costs in half and builds a stay culture at a school, strengthening school programming and student achievement.

Conclusion

Technology has transformed job searching in the international school setting, facilitating teacher mobility at a time when schools are growing in number, and teacher shortages are increasing. This study indicates as

much as half of the international teachers do indeed move on from schools every two to three years, likely due to their personal and professional needs not being met. If school leaders want to retain quality faculty for building strong academic programs leading to high student achievement, it is critical they focus on those needs.

This study further elucidates that these individual teachers are not so much “teacher tourists” as they are savvy professionals interested in adequate compensation, career advancement, quality of life, and a workplace environment rich with growth opportunities. Salary packages need to be competitive, but promotional opportunities also need to be available. Creatively expanding teacher leadership roles, along with investing in onboarding and integration programs to build community in and out of school, will demonstrate care for the newest hires, as well as, the seasoned members of faculty and meet the “whole teacher” needs likely to result in a stay culture.

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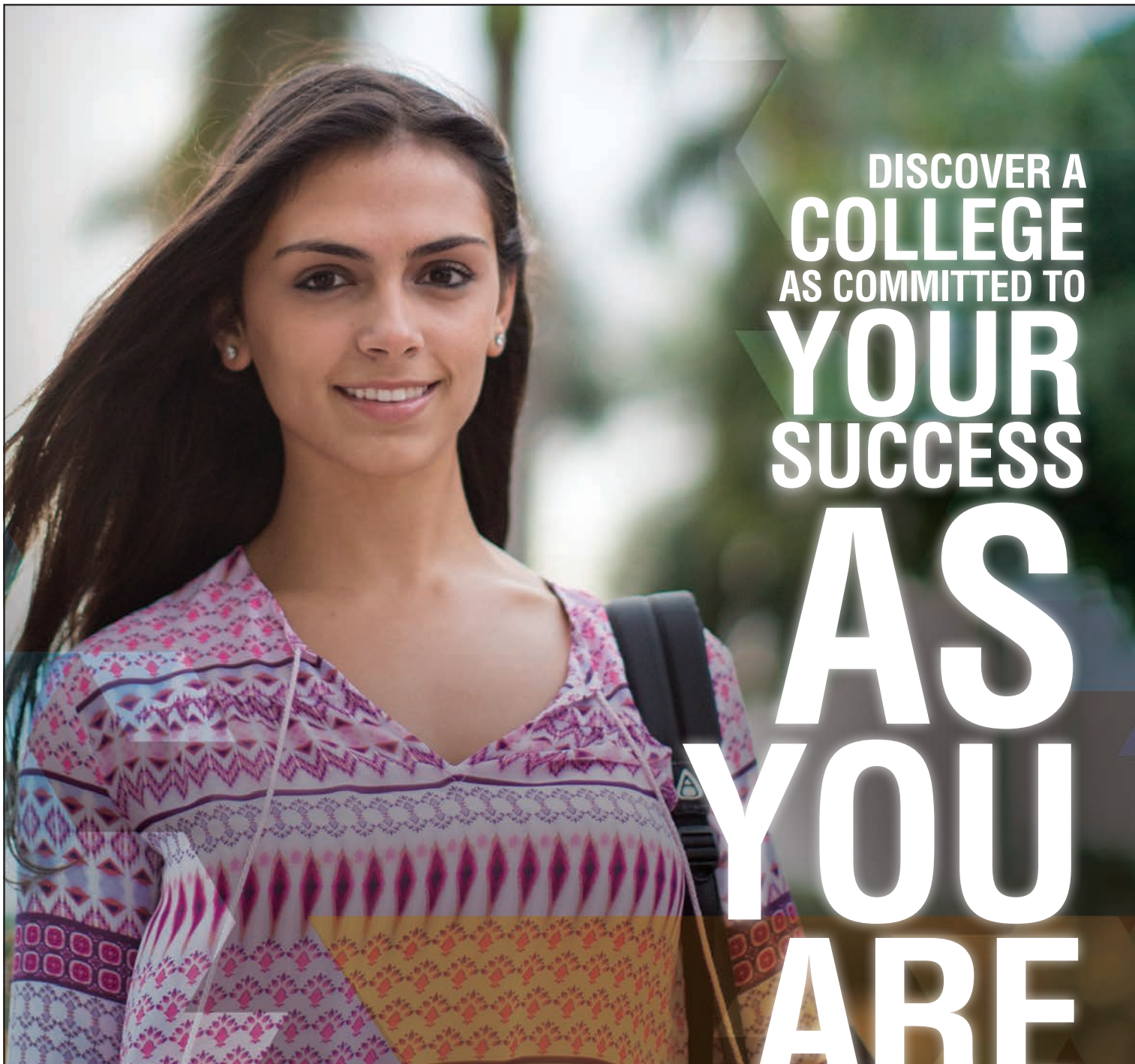


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Dimensions of Leadership

Ever increasing demands on school leaders drive the need to expand the range of strategies that can be applied to the daily challenges in international school communities. The leadership literature provides useful tools for building a framework of strategies to utilize. The following tactics provide guidance on strategic leadership, relationship building, and using time effectively.

3D Leadership

3D leadership refers to the multiple aspects and complex approaches that are needed to strategically lead organizations. Strategic leadership requires three essential dimensions: relationship management, technical management, and strategic thinking (Patterson, 2016; Kunnanatt, 2016). Relationship management is the ability to build interpersonal connections, project warmth, and establish rapport. A study of school leaders who achieved National Distinguished Principal status found that personal leadership traits of being likable, trustworthy, and having integrity were rated the highest by the principals' subordinates (McCollum, 2012). Leaders who are not "likable" are not trusted and consequently have limited influence on their organizations. The leader's credibility is strengthened through their use of warmth, active listening, and skill in fostering both two-way and multi-way communication. Without establishing trust within the school community, the staff may outwardly comply but will not be sufficiently engaged and motivated to achieve the school's mission and vision (Cuddy, Kohut, & Heffinger 2013). Building a culture of trust promotes collegiality, which is working together to solve problems. The key objective in building trust is to create a school culture that allows people to "interact with one another with freshness and purpose." (Boudett, City, & Murnane, 2016, p. 7).

Job related competence, or technical knowledge/management, is another dimension of strategic leadership. Although important, given the complexities of today's organizations there is a movement away from relying exclusively on competence as a leadership trait. A leader who is highly competent

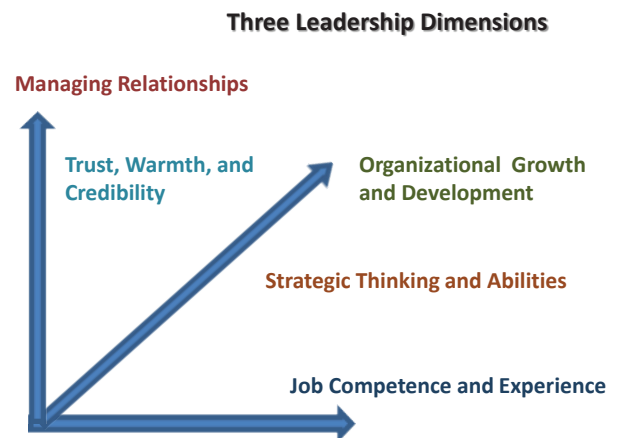
By Warna Gillies

but lacks social skills and warmth will elicit resentment and disrespect from their staff (Cuddy, Kohut, & Heffinger 2013). One current leadership trend places greater emphasis on the ability to build relationships and manage teams to achieve the organizational mission and vision.

Organizational growth is maximized through the use of interdependent, high performing teams. There is decreased need for traditional top-down supervision as teams are empowered (Kunnanatt, 2016). Effectively managing team performance is the ability to delegate and then trust staff to do their jobs. Patterson (2016, pg.60) points out, "When the manager is the singular answer it creates a daily ritual of people as "questions" lining up at the manager's door. Take a number. People march in as questions and come out as answers. The process repeats itself day after day." Successful leaders are continually on the lookout for projects to delegate and subsequently use coaching to provide guidance as needed (Patterson, 2016). The ability to delegate builds organizational capacity and enables the leader to work strategically, focusing on the bigger picture and what is needed to move the school forward. Delegating is characteristic of the distributed leadership style – an approach used by highly successful international school principals (Gurr, 2015). When leadership is distributed the stakeholders have ownership and feel empowered to make improvements in curriculum, teaching, and assessment. School principals with a distributive style "will openly say the success of their school is due to the leadership of many, and they genuinely value the contributions of teachers, parents, and students." (Gurr, 2015, p.138). These transformative leaders are vision-driven and committed to building

school communities where stakeholders have shared values and a common purpose.

The figure below illustrates the relationship between job competence, relationship management, and strategic thinking. Strategic thinking is the ability to visualize the internal and external conditions so that effective systems and procedures can be in place to facilitate the work of teams. Strategic thinking is the ability to work effectively with others to assess situations, problem solve, and move forward to achieve the institutional goals.



Graph 1. Three Leadership Dimensions. Adapted with permission from "3D Leadership," by A. Patterson, 2016, Talent Development, Volume (70). 58. Copyright 2017 EBSCO Industries.

Effort and Performance – the Myth of 110%

The pace of the school leader's job is non-stop with multiple and competing priorities – all demanding attention. It is easy to fall into the trap of working harder and longer hours trying to keep up with overwhelming job requirements. As the level of effort increases it can exceed healthy limits resulting in decreased job performance and increased dysfunction and anxiety. The perception that it is necessary to work longer and harder is called the "Myth of 110%" (Beecham, 2016, p. 105). As stress increases our ability to communicate, think creatively and problem solve is negatively impacted. The best anyone can offer is 100%. Optimal performance is balancing the level of effort, or energy, with a calm and focused mindset. Maintaining a healthy lifestyle and sensible

approach to work can enhance performance and serve as a model to the school community. Beecham (2016, p.109) recommends an 85% to 90% level of effort to get into the “zone” where the effort seems minimal and the best performance is achieved.

The school leader’s performance is likewise affected by their response to resistance and change. Swimming upstream requires a greater effort than going with the current. Discernment is needed to determine when and how it is best to work with difficult situations. It can be less effective to overtly resist circumstances, requiring energy and interpersonal capital to change difficult situations. Substantial effort is needed to facilitate significant change, often creating conflict when the process is not managed effectively. The resulting conflicts may permanently fracture relationships, often leading to the frequent leadership turn-overs that we see in international schools. The effective management of change is a leadership task identified as an important area for principals to improve (McCollum, 2012). Dependent on circumstances, it can be best to accept situations as they are initially, build relationships to establish trust, and then work strategically to facilitate the needed changes.

Vertical Dimensions of Leadership

There is a saying in the military that “where you stand is where you sit”, illustrating the need to extend the leader’s limited organizational perspective. It is important to understand the viewpoints and issues of both subordinates and superiors, known as the Two Up–Two Down Model of leadership (Schmaltz, 2016). Two Up–Two Down refers to knowing what it’s like for people in your organization up and down the ladder. Every decision has implications that may be quite different for one type of stakeholders versus another (McCollum, 2012).

Expanding the principal’s vertical perspective throughout the organization leads to improved communication and alignment to the school’s vision and mission. A study from McCollum (2012) demonstrated that school principals can hold inaccurate perceptions about their own leadership skills, perceiving their abilities more positively than the ratings from their superiors or subordinates. One way to increase vertical awareness is to be visible in the school by conducting classroom visits and simply

walking around the campus – inviting informal, non-judgmental communication with students, teachers, cafeteria employees, bus drivers, and administrative staff. Taking time to get outside of the office and interact with staff is called “Management by Walking Around”, or MBWA. Asking staff questions like, “How is it going?” invites different perspectives and new feedback. It is especially important to seek communication with those who are introverted and who would not normally seek out interaction with the principal. Over-relying on communication from one or two people on the staff can severely limit the principal’s perceptions and effectiveness. Interacting on a casual basis, using warmth, fosters positive relationships and builds community (Cuddy, Kohut, & Neffinger, 2014)

A school system in Georgia has implemented *conversation walks* as a system to help school principals build their instructional leadership skills (Zapeda and Lanoue, 2017). The walks are conducted by a central office leader and the school principal for the purpose of observing specific instructional strategies. Walks are scheduled for half a day and include observations of four to six classrooms followed by debriefing sessions to discuss common threads and the teaching observed. The walks promote conversations about best practices and enhance the principal’s understanding about student learning (Zapeda and Lanoue, 2017).

Managing up means considering the work of superiors, or the school board and how they prefer to communicate, receive and process information, as well as their preferences for considering new initiatives, making decisions, and managing change. Managing up effectively is the understanding the preferences of superiors to be able to work effectively to achieve organizational growth. For example, when considering a policy change for the school, the board may be more influenced through facts and data, as opposed to ideological or narrative discussions.

Eat a Frog

A quote commonly attributed to Mark Twain provides useful advice about the management of daily priorities: “If it’s your job to eat a frog, it is best to do it first thing in the morning. And if it’s your job to eat two frogs, it’s best to eat the biggest one first.” The advice relates to the use of time

and how we can procrastinate about unpleasant tasks and situations that involve conflict (McDewitt, 2014). Time is a scarce resource in schools and principals are overloaded by the constraints on their schedule. Still and yet – we can delay difficult tasks that are best dealt with more readily, such as having a difficult conversation with an employee. Avoidance is a coping skill that can backfire. Delaying challenging tasks can increase anxiety and activate the school’s rumor mill—often reducing performance and increasing the stress surrounding the situation. McDewitt (2014) recommends ranking the items on the “to-do” list according to what makes you feel most uncomfortable and that becomes a priority for the day. In conclusion, there is no singular leadership approach that is applicable across all circumstances. Successful school leaders craft their responses appropriately to the culture and context of the situation they face (Gurr, 2015). When working effectively, school leaders have an extensive impact on their communities – positively influencing students’ academic achievement, learning outcomes, the school culture and climate, as well as the school’s reputation and success. To summarize, successful school leaders build trust, lead strategically, manage by walking around, and “eat the frog!”

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Links Among Distributed Leadership in IBMYP Schools, Program Coordinators' Role Clarity, and Professional Self-Efficacy

The increasing complexity of tasks confronting Formal Instructional Leaders (FILs) in K-12 schools has led to a growing need for the distribution of leadership (Elmore, 2000; Lambert, 2003; Spillane, Halverson, & Diamond, 2001). In a DL model, leadership is flattened from a traditional hierarchical model to a situation where a group of individuals interact with other group members and pool their expertise (Heck & Hallinger, 2009; Muijs and Harris, 2007; Spillane, Halverson, & Diamond, 2004). Simply, DL is the sharing of leadership between two or more individuals and the building of leadership capacity within a network of individuals that includes top-level administrators, middle-level administrators, and others (Gronn, 2002; Harris, 2003).

DL has become attractive to school organizations because it reflects progressive changes in leadership practices and actions (Harris, 2006; Harris & Spillane, 2008). Schools actively practicing DL are characterized by the interaction of multiple leaders rather than direction by single leaders in formal positions of authority. Such interaction is perceived as allowing individuals to develop leadership and expertise in specific areas of school operations, enhancing the likelihood of positive change and improved student learning and achievement within the school (Spillane et al., 2004).

Leadership must be distributed in a specific way in order to bring about improved student learning and achievement (Harris, 2011; Day et al., 2009). DL needs to be purposefully planned if it is to have a positive impact on school improvement where FILs empower people at middle-level leadership positions, by providing them with decision-making authority and control over resources (Leithwood, Mascal, & Strauss 2009). Ultimately, for DL to flourish in schools, FILs must be committed to the distribution of leadership (Harris, 2011; Murphy, Smylie, Mayrowetz, & Louis, 2009).

By Oli Tooher-Hancock,
Jill Sperandio & Laura Roberts

A key aspect of FILs' commitment to distributing leadership is the degree to which they assign control of the curriculum to middle-level leaders such as program coordinators. Program coordinators are invested with leadership responsibilities in a DL model. More specifically, program coordinators play an important role, as they are responsible for teacher delivery of the chosen curriculum and instruction of the school, including teacher unit and lesson planning, assessment practices, professional development, and best practice to improve student learning and achievement.

Research findings suggest that student learning and achievement improves when the school implements shared forms of leadership (Robinson, Lloyd, & Rowe, 2008; Waters, Marzano, & McNulty, 2003). FILs must relinquish some authority and power by repositioning their role "from exclusive leadership to a form of leadership that is more concerned with brokering, facilitating and supporting others in leading innovation and change" (Harris, 2011, p. 8). We hypothesized that distributing the leadership in schools, which requires support from FILs to middle-level leaders, would have a positive effect on student learning and achievement because DL requires program coordinators who have the expertise to be responsible and accountable for the development of curriculum and instruction. Program coordinators need to be clear about the leadership aspect of their role, which in turn will empower them to carry out the responsibilities assigned to their role with confidence.

Purpose of the Study

The main purpose of this study was to investigate Middle Year Program Coordinator's (MYPC) perceptions of FILs' commitment to distributed leadership functions and its correlates. More specifically, the investigation set out to determine if this perception

had a relationship with MYPCs' perceptions of the support they received from their FIL, MYPCs' self-evaluation of their role clarity and MYPCs' sense of their own professional self-efficacy (Tooher-Hancock, 2014).

A causal model that posited the following sequence of action guided the study: Greater FIL commitment to the DL model will lead to greater support from the FIL to the MYPC. This, in turn, will lead to the MYPC's (a) greater role clarity and (b) greater professional self-efficacy as well as improved organizational effectiveness, increasing the likelihood for improved student learning and achievement.

Research Design

The design for this research consisted of a non-experimental correlational study with controls for third variable effects. We employed an online survey in which a questionnaire created by the primary author provided both quantitative and qualitative data to answer the research questions (Tooher-Hancock, 2014). Using quantitative and qualitative data allowed for triangulation (Jick, 1979; Maxwell, 2012; Trochim & Donnelly, 2008).

The survey examined the perceptions of MYPCs on (a) the FILs' commitment to formal distribution of leadership, (b) support from the FILs to the MYPCs, (c) the MYPCs' role clarity, and (d) the MYPCs' professional self-efficacy. The study built on recent works on the MYP and DL, notably those of Bolivar (2010); Hulpia and Devos, (2009); Hulpia et al. (2009); Lee, Hallinger, and Walker (2012); and Robertson (2011a).

We examined the perceptions of MYPCs in the three IB global regions and included three categories of schools identified by the IB as private international, private national, and public state. Data was collected regarding the perceptions of MYPCs on (a) the FILs' commitment to formal distribution of leadership, (b) support from the

FILs to the MYPCs, (c) the MYPCs' role clarity, and (d) the MYPCs' professional self-efficacy. Online survey responses were obtained from 135 MYPCs representing 36 different countries. Of the 135 respondents, 84 MYPCs also responded to the following open-ended question: What additional support, and from whom, would improve your ability to carry out your role as an MYP coordinator?

Key Findings and Implications

The IBMYP is a concept-based curriculum framework focused on learning that is current, concurrent, relevant, and meaningful (Marshman, 2010). The program requires a change in methodology from the mastery of curriculum content to inquiry-based learning, with a strong emphasis on teacher development of learning modules. These modules include interdisciplinary units that enable students to grasp international mindedness in the context of their studies. The roles of MYPCs are important, as they help guide teachers in developing appropriate and challenging modules that promote critical thinking of students. We hypothesized that for the IBMYP and philosophy to be successful in schools, a DL approach would be necessary and further that when FILs made a commitment to DL, this would bring about greater support, thus empowering the MYPCs as middle-level leaders. This, in turn, would have a positive effect on student learning and achievement. If a DL model had not been embraced in schools following the adoption of MYP, and traditional hierarchical structures had remained, we hypothesized the MYP would not be delivered optimally.

The findings of this study suggested it would be beneficial to use professional development to increase awareness of DL, educate FILs about the importance of DL in 21st century education, and encourage them to practice DL. A previous study on middle-level leadership resonated with this finding (Mayers & Zepeda, 2002). Further, as well as an increase in awareness of DL, how can FILs be taught to be supportive? Through professional networking and development of leadership, FILs can reflect on their current practice and how it may or may not reflect the reality of a complex educational organization. Given the nature of schools today, FILs need to adjust how they and their constituents view their power and authority. This can be achieved by openly developing and supporting middle-level

leaders and by empowering them to have responsibility and accountability amongst the faculty, students, and parent population.

The IB requires the distributed leadership model be adopted in schools that want to be authorized to offer any or all three of the IB programs: The Primary Years Programme and the Diploma Programme as well as the MYP. Therefore, the IB needs to educate the school community, particularly school leadership, at the authorization stage about the needs of the coordinator given the job description and role definition that the organization prescribes. Further, there needs to be suitable follow-up and action taken if DL is not embraced by the school and by the FIL. The IB organization must specify in more detail what a DL model is and the definition of a pedagogical leader. At the time of this study, the only official document on pedagogical leadership from the IB (2009) was in relation to the PYP. Both DL and pedagogical leadership need further emphasis and need to be outlined clearly in detail in the written job description. These views were echoed in the qualitative responses gathered in this study from MYPCs. Finally, schools that choose to adopt the IBMYP must understand the philosophical framework of the MYP, the importance of the role of the MYPC as a pedagogical leader, and the necessity of a DL model to support the MYPC in the position.

Final Reflection

This research on the perceptions of middle-level leaders on FIL commitment to DL contributes to the developing body of literature on DL. This specific study of DL in the MYP context extends knowledge of DL in general by focusing on the importance of a DL model in schools following an innovative and concept-based curriculum framework. The study concluded that DL is a powerful type of leadership in schools, but that DL needs to be purposefully planned if it is to have a positive impact on student learning and achievement. DL deliberately sets out to address the increased pressures and demands on schools by requiring a more responsive approach of leaders and their followers (Harris & Spillane, 2008). Thus, FILs must empower people at middle-level leadership positions such as MYPCs by supporting their leadership, decision making, and control over resources (Leithwood et al., 2009).

Ultimately, for DL to flourish in schools, FILs must be committed to and show an understanding of the part they play in supporting those chosen, to take on the coordination of the instructional program, and the nature of the support needed by these coordinators. Further, DL requires ensuring careful selection of personnel, and that leadership boundaries are open and fluid, changing depending on the task required.

We do not claim that formal leadership structures are taken away or are obsolete (Harris, 2011), rather that leadership is re-framed and redesigned to allow for greater leadership capacity at the middle level (Gronn, 2002; Harris, 2006). As demonstrated by study, for a distributed leadership structure to be successful, the IB effectively mandates a DL structure, and the formal leadership of the school must recognize the extent and form of the support needed to make it work. Eventually, the organization is re-cultured to embrace and empower middle-level leaders, so everyone learns that DL is essential for optimal functioning in schools.

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A Bit about Facing History

Here are some of the key ideas that drive Facing History. www.facinghistory.org/ Their teaching materials focus on using the lens of human behavior and helping us to understanding our choices.

Civility is a work of the imagination. **It is through imagination that we render others sufficiently like ourselves** for them to become subjects of tolerance and respect.

On the flip side, **"You've got to be taught to hate and fear"** – song from South Pacific

Students are inspired to use the whole of their spiritual, moral, and intellectual resources to solve a problem.

Teachers help young people think critically and independently, to consider implications of choices, and make judgments with intellectual honesty, integrity, justice, and empathy.

What we teach has to be a counterweight – lessons that promote understanding and caring

In order to shape the future we must **squarely face the realities of the past – not try to hide them** – Hanna Arendt

Mistreatment of others happens when we have unchallenged dogmas of racism, etc.

Things in the past didn't just happen. They were the results of choices made by countless individuals and groups.

People tend not be shocked by atrocities if they follow hundreds of small steps, many of them almost imperceptible. If you did not take a stand at step A, then why would you at step B and so on.

By Timothy McMahon

History is **not inevitable**. The more we **learn about why and how people behave the way they do**, the more likely we are to get involved and find our own solutions.

Education in democracy must be what Tocqueville called, *"an apprenticeship in liberty."* Citizens emerge when we promote the right attitudes, values, and skills.

What happens to a dream deferred? Asked Langston Hughes. Does it sag like a heavy load or explode like a raisin in the sun?

Dear Teacher,

I am a survivor of a concentration camp. My eyes saw what no man should witness:

Gas chambers built by **learned engineers**.

Children poisoned by **educated physicians**.

Infants killed by **trained nurses**.

Women and babies shot and burned by **high school and college graduates**.

So I am suspicious of education.

My request is: Help your student become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns.

Reading, writing, arithmetic are important only if they serve to **make our children more human**.

Sent by a Principal to his teachers on the first day of school.

Facing History uses the lens of human behavior, holding up the **mirror of history** to help us ask ourselves, who are we and who can we be?

Nazism appealed to loyalty, belonging, and community to encourage a psychological state in which people are sucked in to processes that sapped their consciousness and allowed them to abdicate social responsibility.

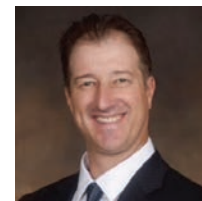
Members were protected from thinking by routines, clichés and constant pressure to conform. People outside of the membership were turned into numbers. We must beware of the itch for push-button order and instead, seek to touch people.

- Examine the consequences of actions and analyze the causes.
- Confront moral questions of violence, racism, anti-Semitism, and bigotry
- Move from judgment to participation.
- Adolescents can be the moral philosophers of our generation
- Turning neighbor against neighbor leads to violence.
- We pose significant questions in order to complicate the thinking of those who would be content with unexamined solutions.
- **The new three R's: rethinking, reflecting, and reasoning**

Timothy McMahon is IB DP Economics & Theory of Knowledge, and MYP History Educator at Atlanta International School, tmcmahon@aischool.org, www.aischool.org

The upcoming theme for the Spring 2018 InterED is
Sustainable Leadership

*Submit your writings, reflections, and experiences
 to BevShaklee, bshaklee@gmu.edu*



Building Bridges, Leadership, and Service Learning: The Bangladesh Education Initiative

By Ty Frederickson

When Kevin (name used with permission), a recently graduated international high school student and leadership team member, and I walked into the SubilArcher Anwar Memorial School in rural Comilla State, Bangladesh, we immediately sensed its potential to realize a shared vision.

As educators, building bridges between international communities and cultures implicitly requires a commitment to innovative leadership practices. Kouzes and Posner's (2012) seminal research on leadership identified five central characteristics that effective leaders consistently practice: they 1) Model the Way, 2) Inspire a Shared Vision, 3) Challenge the Status Quo, 4) Enable Others to Act, and 5) Encourage the Heart. These qualities of effective leadership are the components that have the capacity to link global learning communities and empower our students.

While working at International Baccalaureate (IB) World Schools in the United States and in the Middle East, my wife and I co-facilitated a school-based, student-centered leadership organization: Students Against Prejudice. The organization's central mission is to create opportunities for young people to identify globally-relevant social injustices and pursue a more informed understanding of why they occur. A secondary objective is for the participants to engage in critical self-reflection in order to help them facilitate an awareness of their evolving leadership identities.

While working in the Middle East, one aspect of the organization's focus began to center on members of the migrant labor community. Our six-month program to assist the repatriation of several hundred Bangladeshi men resulted in my desire to visit the rural communities where many of their families still lived. We discovered that very few, approximately 1%, could read or write their names in Bengali, their mother tongue. They were subsequently limited in the international migrant labor work force by their profound illiteracy. This dilemma

was a primary reason for their marginalized condition, and was a result of exceedingly limited access to educational opportunities in their local schools.

Model the Way

In order to demonstrate the value of curiosity and commitment, we found a way to model what we expected from others, especially our students. Aakash (name used with permission) and I made our initial visit to Gush Kande, Bangladesh to explore the community and gain a better understanding of the schools, the people, and the culture. Our primary motivation was to discover why so many families were making serious sacrifices for a chance to improve their quality of life. Annual tuition, at \$12 U.S. per student, proved to be cost prohibitive for families earning approximately \$150 U.S. through their local farming practices. As a result, few children were making notable progress in their schooling. Given that the governing elders, school administrators, and many families in the community desired assistance to support access, we began to raise money to support tuition payments for the most economically disadvantaged students. Today, we maintain a renewable annual tuition coverage for fifty-students in the Gush Kande Primary School and the SubilArcher Anwar Memorial School. This aspect of the Bangladesh Education Initiative rests on the principle that if a family desires its child or children to attend school and they cannot afford the tuition, we will cover the cost.

After the initial relationship-building trip to rural Bangladesh, more groups of students began to visit the communities. Over eight years, approximately seventy members of various student-centered leadership teams have journeyed to Gush Kande and SubilArcher to plan and integrate a wide variety of service learning programs. Each project is ongoing and specifically designed to provide resource-rich options for students and their families. For example, we collect and distribute the necessary

materials (writing utensils, paper, scissors, erasers, etc.) for 1,500 students enrolled in one K-5 school and two 6-10 schools to offset this additional cost beyond their tuition expenses.

In order to support economic opportunity, and build a more sustainable earning system for as many families as possible, we also began a livestock purchase-distribution program that provides either one goat or three ducks to approximately seventy local families each year. And we have offered small amount, interest-free, micro loans to local women with a 100% repayment rate over the last six years.

Challenge the Status Quo

Internet access is critical in developing communities. Consider the inherent limitations placed on students that cannot connect with the world beyond their schools. Students with immediate access to digital resources in the right conditions have the potential to thrive. Students and their teachers in developing schools who lack basic access to otherwise readily-available information are more likely to stagnate. When pressed about the role online learning would serve at SubilArcher, one educator confided in me that "If we want to catch up with the world, we have to use technology; otherwise, we will be like ancient human beings." This educator's concern reverberated with me when Kevin and I first walked into his classroom. We quickly realized that the students in that learning environment were a promising combination to challenge the rigidity of tradition.

We held exhaustive collaborative dialogues with the community members, including the teachers, administrators, governing elders, and family members regarding the explicit and implicit long-term consequences of integrating web-based technology in their school. The decision to move forward was entirely owned by the community and they collectively committed to the project, given our assurance that we would financially and pedagogically support the introduction and utilization of the devices and the software for years to come. The driving catalyst was

the realization that the evolution of teaching and learning depended upon connecting with ideas and people beyond the borders of school and culture. If we were going to challenge traditional educational structures, both in rural Bangladesh and in the world, this was the place to try. The students, all fifteen-year old grade 10 candidates for the Bangladesh National Curriculum Exam, were as eager to participate in the innovative program as their teachers. While none of us was certain of how the initiative might unfold, and the extent to which it would connect learning communities, we were ready to take the risk.

I had an established relationship with Wilkes University in Wilkes-Barre, Pennsylvania through my role there as a doctoral student in the School of Education. We were able to engage a small team of senior engineering students working on their capstone project to design and build a self-sustaining, solar-powered, iPad-housing unit that would be deployed to the school grounds in Bangladesh 7,885 miles away. After the materials were designed, tested, and shipped to SubilArcher, we traveled to the site and erected the building to ensure all of the connections for generators, lights, and 3G access were working properly.

Enable Others To Act

After the initial setup, student leadership teams comprised of 6-14 volunteers traveled to SubilArcher over several years in order to serve as a facilitator to various programs, including the technology integration initiative. Each member was a recent graduate of the International Baccalaureate Diploma Programme. Given their respective IB backgrounds in inquiry-based learning, they were only asked to determine the specifics of how they would engage with various members of the school community over five days. While they were fully informed as to the nature of the ongoing work in the local schools, they were allowed to determine their unique intended leadership role(s). The overriding objective was to identify what action they would take that would positively contribute to the school, its students, and their own leadership development. Although many projects were implemented as a means to build collaborative learning communities, including painting the schools, planting shared gardens, role-playing skits designed to teach microfinance, and various games, many team members focused on building

the foundation to successfully embed technology into the curriculum.

The sustained interest in establishing a technology-centered classroom on a dirt floor in a room without electricity was motivated by this central question: How could teaching and learning be affected by supplementing the traditional curriculum with online technology? Team members pre-designed lesson plans and agreed upon logistical approaches to guide the integration of iPads to enhance the academic experience for both students and teachers. They crafted Mathematics units using videos and readily available, free software that supported their grade level exams; they practiced using scientific software to align with the national curriculum; they created music and visual art programs to extend the students' learning opportunities. As there were a limited number of devices, smaller cohorts of five students and one educator were guided by two team members so their individual time with the devices was maximized. Incoming grade 10 students who were expected to sit the national exams were given priority access and the focus targeted their learning over the next few months. All seventeen SubilArcher students involved in the technology program and who sat the national tests subsequently achieved a passing grade, which made them eligible to attend the local college.

Encourage the Heart

Building global partnerships is increasingly possible when we realize our potential to disrupt the status quo. The four walls of our classrooms are as much an artifact of tradition as they are an obstacle to our profession. As the project's leader and as an educator, I am primarily concerned with creating opportunities for students of all ages to identify their passions and to build like-minded teams in the pursuit of them. Our work in rural Bangladesh to connect communities locally, regionally, and globally is largely designed to encourage students to see that they are capable of following the visions embedded in the hearts, even when the task seems formidable. A critical aspect of building bridges in the attempt to transform global education is to physically and virtually connect people regardless of the societal constructs that have historically shaped our potential.

The first step to teaching these principles is to practice them by modeling effective, innovative leadership practices. We clearly

cannot ask of others what we are unwilling to do. We also must enlist our students to be disrupted by risk and open to change. Our world is evolving, as is our profession. Technology may be the catalyst for the opportunities embedded in this evolution. Just imagine if schools in impoverished communities anywhere on the planet were able to connect with resource-rich schools on other continents. The emergence of mobile technology no longer limits what we are able to do as educators driven by the possibilities of establishing relationships between schools merely separated by geographical distance. The potential for a major institutional paradigm shift is happening in our field. Our responsibility is to cultivate it.

On that early June day when Aakash and I first arrived in Gush Kande, we blazed a trail that would transform lives, including our own. Four years later, after the implementation of so many successful projects, Kevin and I took the risk of walking into an unknown world. In doing so, we immediately recognized an opportunity far larger than ourselves. Years later, Kevin stated, "My global service learning experiences inform every aspect of my life." I have consistently heard the same sentiment from virtually every team member who has volunteered in the Bangladesh Education Initiative. As educators, we want to capitalize on teachable moments that resonate with our students throughout their lives. Global service learning and the emergence of technologically-linked learning communities have the capacity to shape the trajectory of our professions, which underscores the critical importance of challenging the status quo as means to empower our students.

Dr. Ty Frederickson is an Assistant Professor in the Department of Educational Leadership at Wilkes University in Wilkes-Barre, Pennsylvania. He has spent twenty years as an international educator in Southeast Asia, the Middle East, and in IB World Schools in the United States. He conducts student and faculty-centered workshops focused on social justice issues and presents on the Bangladesh Education Initiative, Leadership Development, and Service Learning all over the world. He may be contacted at ty.frederickson@wilkes.edu for further information.

Resources

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with international colleagues from
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diverse ideas, resources
and leadership experiences

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with vision, wisdom and integrity
throughout your leadership journey

News from the GIN Community

We, the Global Issues Network-GIN, are honored to be invited to submit articles from our passionate and empowered Global Citizens on five continents for every issue of the AAIE InterED. We also want to highlight our collaboration with AAIE for our first Top 100 Global Citizens Leadership Challenge inviting students from around the world to join us at Nova Southeastern University at the end of June. /www.aaie.org/events/challenge

Each article in this edition gives you insight into the innovations that are part of our plans to better empower our members to meet and create their future. We always begin by asking everyone to look inward to discover their passion and use your passion to guide you as you create a project in your

local community. Talking to community members is key to creating a project that will be sustainable and truly make a difference in our world. Our students have followed this advice.

"Never doubt that a small group of thoughtful, committed, (global) citizens can change the world. Indeed, it is the only thing that ever has."

Margaret Mead

We continue to host student-led Regional GIN Conferences around the Globe.

Growth of Local GIN Conferences

We stridently support and encourage the growth of local GIN Conferences. We now ask every GIN School to support

their students to host a local conference each year. This creates more access for students, local collaboration between neighboring school communities and the vital opportunity for working together on projects addressing the same global issues and learning about other projects. Local GIN Conferences have proven to be so successful and are growing around the world. It is vital for students to have this collaboration and the tools to empower them to address their future. We welcome you all to contact us if you have question and please submit articles to Linda.Sills@gmail.com

Did you know?... We now have a DONATE button on our GIN website globalissuesnetwork.org/

Your donation will make a lasting difference in our world and it is tax deductible!

GIN Global Ambassadors gather to work together. See more information, right page.



| | | |
|---|--|---|
|  <p>GIN Euro 2018: Luxembourg</p> <p>March 8th-10th, 2018 Hosted by International School of Luxembourg SAVE THE DATE!</p> |  <p>GIN South Am 2018: EngaGING Minds, EnlarGING Ideas</p> <p>March 15th-17th, 2018 Hosted by International School Curitiba, Brazil</p> |  <p>GIN North Am 2018: Vermont</p> <p>April 5th 2018 Hosted by Rutland High School in Rutland Vermont SAVE THE DATE!!</p> |
|---|--|---|



NOVA SOUTHEASTERN
UNIVERSITY

"Top 100 Global Citizens Leadership Challenge"

Fort Lauderdale, FL

23-30 June | 2018



NOVA SOUTHEASTERN UNIVERSITY

A beautiful private university that specializes in Oceanography and Sustainability. Located in Fort Lauderdale, Florida, USA

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Dining Halls are open to participants
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Transportation will be provided:

- Conference excursions
- Shuttles to and from the airport
(Fort Lauderdale - FLL)

TRAVEL REQUIREMENTS

Visa (Contact your embassy)
Travel Insurance
Signed Parent Permission Agreement

TO PARTICIPATE

Attendance is contingent on meeting deadlines:

- Tuition payment
- Completion of the Pre-Conference Challenge Report
- Travel requirements: Visa, Insurance, Parent Permission

SCHOLARSHIPS AVAILABLE!
Tuition for the week is \$1500 USD

JOIN OUR GLOBAL CITIZEN LEADERSHIP CHALLENGE OUR CALL TO ACTION!

The AAIE GIN Global Citizen Leadership Challenge supports and empowers student leaders to innovate equitable, empathetic, sustainable solutions for our shared global issues.

IMPORTANT NOTE: Limited to 100 qualified and passionate students from around the world in 9 & 10th Grades and/or currently 14-16 years old

LEARN • INSPIRE • LEAD • EMPOWER

- Make global issues personal:** Engage your passion and empower your community as a Global Citizen and Leader of Today
- Learn how to **build a strong community team** and foster community partnerships
- Understand your **local-global issue systems** and **design sustainable and empathetic local-global solution(s)**
- Draft your **Empathetic Action Plan Proposal** to create dialogue and test your solutions with your community team
- Continue to **grow your impact** as a member of the Global Issues Network

APPLICATION AND PROJECT

Challenge Accepted? Follow these steps:

Step 1: **Complete Application**

Apply: Visit www.aaie.org/100 to apply

DEADLINE: Rolling admission from 15th August 2017 to 15th January 2018

IMPORTANT NOTE: Review the application and prepare your answers before you begin your application.

Step 2: **Commit to Attend**

DEADLINE: Within 30 days of acceptance notification

Step 3: **Complete Pre-Conference Challenge Report**

Upon acceptance, you will need to complete the required AAIE-GIN Pre-Conference Challenge Report outlined in your acceptance notification.

Visit www.aaie.org/100 for more information

DEADLINE: Within 60 days of acceptance

Step 4: **BOOK FLIGHT - ANSWER YOUR CALL TO ACTION!**

APPLY EARLY!

www.aaie.org/challenge

PANAGIN 2017

The PANAGIN 2017 conference sure was an unforgettable one. The fun activities, great organization, and amazing projects made the conference really special. Besides all of these incredible contributions, there was also some impressive “behind the scenes” work, including the GIN Carbon Footprint Team.



The Carbon Footprint was in charge of calculating the total emissions of CO2 throughout the conference and devising a sustainable plan to offset these carbon emissions. The team worked really hard before and during the conference, and still continues to do so.

Their offsetting plan consists of implementing a more efficient and sustainable recycling program at school, planting trees that will sequester large amounts of CO2 throughout the period of five years, and even putting into effect a “food digestion” program that turns waste into compost and non-potable water (though this is more of a long-term project). Additionally, the team is working on Carbon Offsetting guides in order to serve as aid and reference to hosts of future conferences.

The International School of Panama is really proud of the work done by the Carbon Team, and is currently seeking and developing ideas on implementing the team in future conferences and events that may not be necessarily be related to GIN. This way, they could help make greener conferences that have less of a negative environmental impact on our planet.



GIN Asia 2018: A Place to Stand

This year's EARCOS Global Issues

Network conference will be held in conjunction with the annual Model United Nations event at Concordia International School Shanghai on January 20 and 21, 2018.

The issues that MUN discusses directly connect with Global Issues Network, so why not hold a conference where both teams can innovate, contribute, and discover more?

Our theme for the 2017/18 conference, “A Place to Stand,” can be interpreted many different ways. I interpret it as where I am in this world, and how I can benefit my school, my home, and my environment in order to ensure that I am doing my part to help the environment.

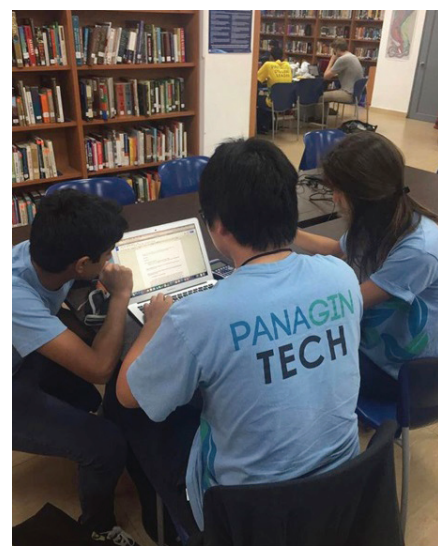
We have started planning this since 2016, and I remember sitting in the classroom with both MUN and GIN leaders shouting out names for who we wanted as keynote speakers. After tons of communication from our GINMUN teacher facilitators, we are ecstatic to welcome the following keynote speakers: bestselling author and former child soldier Ishmael Beah, chief technical advisor for the United Nations Peter Dalglish, teenage environmental activists, Melati and Isabel Wisjen, peace and conflict resolution expert, Kim Phuc and executive director of the Jump Foundation, Justin Bedard.

From keynote speakers, change maker panels, an NGO fair, and student workshops, I am excited to have schools from all over the world participating in our combined GINMUN conference. The school year has barely even started and the



GIN and MUN clubs are already hard at work. I can't wait to see how the conference turns out, and I hope this experience is able to spark new interest and ideas!

Karen Ma is an 11th grader and Global Issues Network leader.



GIN Global Ambassador Program: Next Steps

"The projects that we have done so far have made me understand that we can all be leaders and make a difference. Leaders aren't necessarily the people who have the most followers and are very smart but the people that have courage to stand up for their beliefs and are not scared to be different."

Maria Cuartas, The Colombus School, Colombia, GIN GAP 2016-2017

The Global Ambassadors Program (GAP) was founded in 2015, as a Global Issues Network youth directed initiative. GAP values are grounded on the belief that empowering students to work collaboratively can solve local-global issues. Over the last two years, the program has welcomed over 80 students from across 30+ nationalities and provided best practices for them to develop empathetic action as a global community.

"GIN Ambassadors will promote global dialogue, leadership and action through collaboration"

The GAP course thus far has worked with students from around the world using a hybrid format. This hybrid format calls for youth led in-field community organizing and the virtual delivery, documentation and publishing of their thinking and process. Our young leaders value honorable leadership, collaboration, lifelong learning and civic engagement. Ambassadors actively work to strengthen themselves as lifelong learners and empathetic educators, as community builders and engaged global citizens, to create sustainable local-global GIN communities.

"This project allowed me to look over the progress of a project I was already working on with a more objective eye. I was able to re-evaluate the work I was doing and redirect my goals to have more effective results. I look forward to the future of this program and the personal progress it entails."

Shakira Costa, International School of Curacao, GIN GAP 2016-2017

Since the launch of Global Ambassadors Program in 2015, our objective has been

to develop and provide inclusive, meaningful and empowering support to young change-makers

around the world. As part of the Global Ambassador Program, we have asked for continuous feedback from our Global Ambassadors (GAs) and GIN Educator Advisors. We ask our GAs and educators to test, apply and give us feedback based on their insights and experience of our curriculum. We see our community members as not just participants, but as co-developers of our programming.

"reiterating and redesigning the GAP Course curriculum"

This year we will be reiterating and redesigning the GAP Course curriculum based on the feedback we have received from GAs and GIN Educators in line with our program's vision:

The Council of GIN Ambassadors will promote global dialogue, leadership and action through collaboration; empowering students to develop sustainable, socially responsible solutions for their local-global community.

We are currently joining efforts with GAP alumni and GIN student leaders from across the world.

If you are an educator, student leader, or teacher that wants to support us either through facilitation, feedback or co-development, we would love to hear from you! Please contact Valeria Wu, the GAP Youth Director at valeria@globalissuesnetwork.net for more information on how to get involved.



GIN NOTES

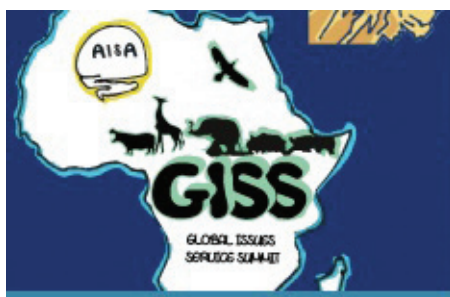
Valeria's GINstory

Valeria Wu: GIN Global Ambassador Program Youth Director

Valeria is an 18-year old studying at Colegio Roosevelt, in Lima, Peru. Her work with GIN dates back to 2011, as a 6th-grade photographer for the first AASSA GIN Conference hosted by F.D.R, The American School of Lima. Ever since then, she has built a strong connection to the program and participates actively as a GIN community leader. She has attended five GIN conferences in Costa Rica, Peru, Mexico, United States (UNESCO GIN) and Brazil. As part of her own GIN project, Valeria co-led an installation of 14 solar water heaters in her school that save approximately 75 metric tons of Co2 annually. The project got selected as finalist of the Americas for the Zayed Future Energy Prize in 2014, and received a 50,000 USD grant to expand renewable energy in her school.

Valeria is currently the Youth Director for a new chapter of GIN programming, called the Global Ambassadors Program (GAP). GAP aims to create a network of student leaders at every international school who will promote service, leadership and broaden accessibility to Global Issues Network programming. In two years, the program has already served over 80 students from 30 nationalities and presented at over 10 conferences across the world. Valeria was invited to keynote, present and facilitate GAP workshops in the Speaker Series hosted by Singapore American School in Pulau Ujong, Singapore and the GIN Bali Conference hosted by Canggu Community School in Bali, Indonesia.

Valeria Wu is GIN Global Ambassadors Program (GAP) Youth Director, valeria@globalissuesnetwork.net. For More Information: globalissuesnetwork.org



GIN Africa 2018: Global Issues Service Summit

January 18-20, 2018 Hosted by
International School of Kenya



GIN Asia 2018: A Place to Stand (HS)

January 20 - 21, 2018 Hosted by
Concordia International School
Shanghai Contact Us:
ginasia@concordiashanghai.org



GIN Central and South Am 2018: Pan-American School Costa Rica

March 8-10th, 2018 Hosted by Pan-
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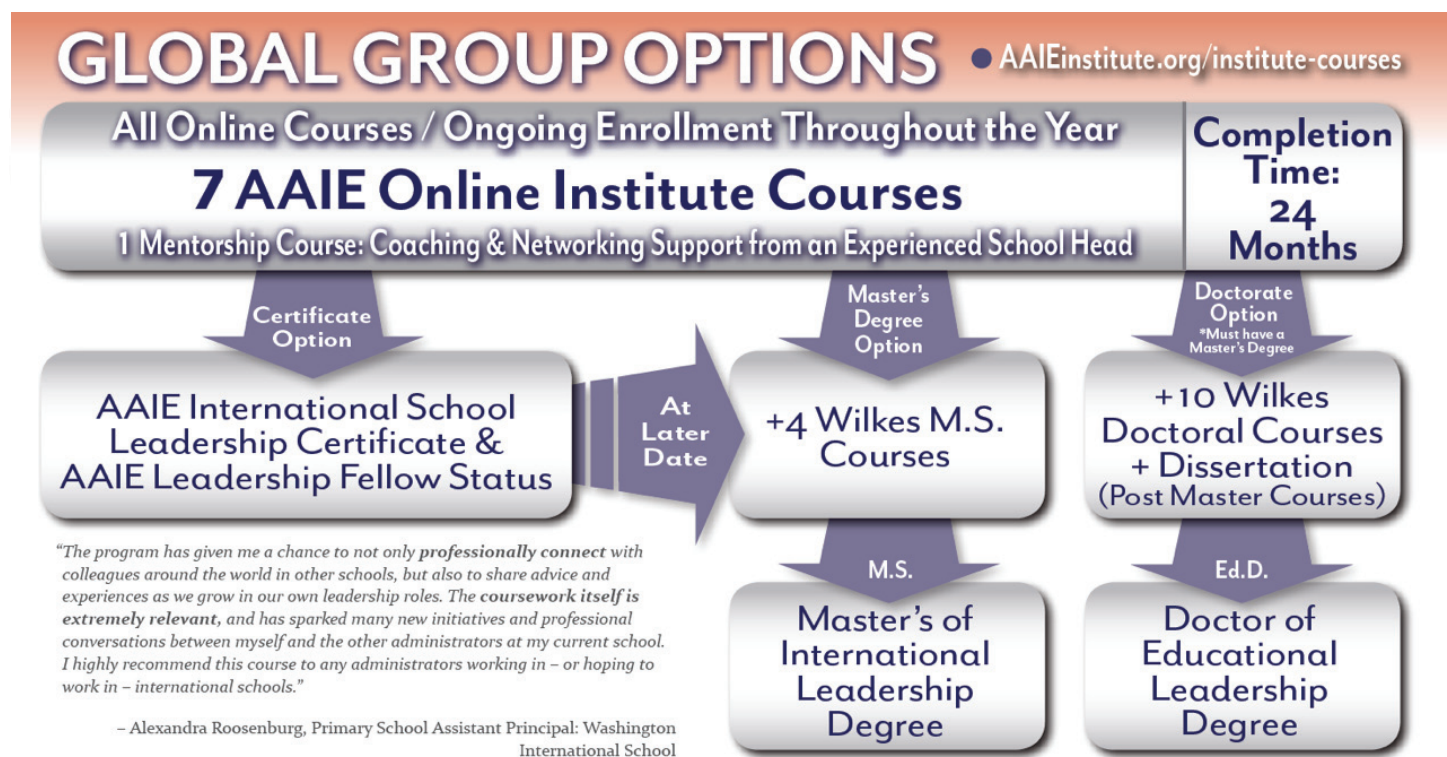
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