



ECIS TRAINING COURSES PROFESSIONAL DEVELOPMENT

JULY 2022



The Educational Collaborative for International Schools
www.ecis.org

ABOUT ECIS

Founded in 1965, ECIS (the Educational Collaborative for International Schools) is a non-profit global membership organisation. ECIS exists as a professional life-force for members, a vibrant network of thoughtful doers and change-makers. Our membership represents 500 membership communities and 65,000+ passionate educators and leaders in over 80 countries on six continents.

ECIS members are privy to an abundance of strategy, inspiration, bright ideas and daringly innovative projects that can help shape and enhance your own objectives. By becoming a member, you remain at the forefront of trends and big picture thinking that affect the education sector, and you have quick access to cutting-edge products and services that support education.

ECIS is focused on skill development and creating a culture of lifelong learning. We want to ensure that all students at ECIS member schools know they can become the doers of the future, by encouraging them to be thinkers.

We believe that education should be personalised, immersive, embedded, connected, evolutionary, and diverse.

Through the power of commonality and inclusion, we are committed to social justice and equity through diversity, inclusion and intercultural understanding. All our work is guided by our commitment to social justice and equity as an essential component to a meaningful and lasting international education for all students.

[VALUES BOOKLET \(PDF\)](#)

65K

EDUCATORS

500+

MEMBERSHIP
COMMUNITIES

83

COUNTRIES



OVERVIEW

At ECIS, we look forward to building a strong and sustainable partnership that create a better world for everyone. We know that when children receive an excellent education, the global impact is significant: health improves, poverty decreases, there is economic growth and increased political stability.

At ECIS, we take the future seriously and we understand that creating the thinkers of the future matters. Providing fluid, dynamic and innovative teaching and learning experiences that develops 'dreamers and doers'. We aim to create lifelong learners with aspirations to create a caring, international community that develops well-rounded individuals with strong values and the skills to thrive within an ever-changing world. In this world, education and technology go hand in hand because like technology, we believe education must never stand still.

Providing world class training and development aligned to Bukhatir Education Advancement and Management International's mission and vision is our partnership promise to you. If we want to deliver excellence in teaching and learning, we need to make sure that teachers are highly effective and operate to a high standard; the very best possible.

We offer to work in partnership to develop and establish robust training programmes that are agile and bespoke, aligned with your vision and priorities. We will work diligently in our role in providing outstanding teaching and learning. ECIS will support continued development.

OUR TRAINING WILL:

- be designed to drive your mission, vision and goals
- be ethical and seek to develop teachers who act with empathy, integrity & intelligence
- utilise robust research and literature about how children learn and what makes excellent teaching & learning
- apply cutting edge research and literature about educational leadership and what effective schools do
- support leaders and teachers to use the latest technology to drive innovative teaching and learning
- develop advanced cognition so that teachers are equipped to help engage children in deep learning, think critically and creatively and understanding themselves as learners
- be a blended programme of face-to-face & remote training in conjunction with opportunities for independent learning & collaboration
- use expert coaching & mentoring to provide opportunities for leaders & teachers to think, reflect & problem solve
- be delivered by trainers & facilitators with international experience, expertise

In conclusion, our partnership will strengthen opportunities for leading learning for socially conscious, global citizens, with a strong sense of inclusion. We need to keep children safe, improve school leadership & improve teaching. When we do these three things well, we have significant impact on the quality of learning.



BESPOKE TRAININGS

These are bespoke trainings ran by our world class facilitators the sessions are versatile and agile and can be delivered to any group size.



TRAINING FOR TEACHERS

Brilliant behaviour management

We know that getting behaviour management right can make a real difference to the learning and lives of all students. When behaviour is poor, learning rarely happens. This session provides a practical toolkit of strategies for brilliant behaviour management in the classroom.

Retrieval practice - knowing more and remembering more

Cognitive Science tells us that learning is a change to the long term memory. Retrieval practice is a key strategy for moving information from the working memory to the long term memory. This session brings retrieval practice to life by sharing lots of practical ways to help students to know more and remember more.

Thinking hard through active learning

Active learning is about making the brain active and getting learners to think hard. This session explores how teachers can embed active learning approaches into their everyday practice so that learning is optimised.

Magnificent modelling - what great work looks like

In order to achieve success, learners need to know what excellence looks like-whether that be an excellent serve in tennis or an excellent story in English. Modelling is a brilliant way to achieve this. This session explores what great modelling looks like and how teachers can model for maximum impact.

An introduction to assessment for learning

Assessment for learning is a cornerstone of effective practice in teaching. It enables learners to know where they are now, where they want to be and how to get there. This session provides a clear overview of what assessment for learning is and how to make it work in the classroom.

Questioning to promote thinking

The ancient Greek philosopher, Socrates said 'I cannot teach anybody anything, I can only make them think.' As teachers, our role is to promote, consolidate and extend thinking with learners. In this session, we will share a range of key strategies and approaches to promote great thinking.

Scaffolding for success - the benefits of starting small

Greatness is the cumulative effect of small steps. Scaffolding is an important strategy that breaks down tasks and provides support for learners to become more independent. In this session, we will explore how teachers can start small using scaffolding to enable learners to take big strides in their learning.

The power of effective feedback

Research indicates that the impact of effective feedback on learning is high. When it is done well, it supports students to take the next steps in their learning with confidence. This session explores why feedback matters and how teachers can give effective feedback at a whole class and individual level.

Leading people-how to have difficult conversations.

Whether you are an experienced middle leader or new to middle leadership, having difficult conversations is something that can keep you awake at night. This session explores what makes difficult conversations so hard and provides practical strategies and approaches for success.

Metacognition - a game plan for learning

Metacognition or 'thinking about thinking' helps students to have a game plan for their learning and see learning as a process. It helps them to understand themselves as learners and know what to do about their learning. In this session, we unpack what metacognition is and how teachers can use it to drive student learning.

TRAINING FOR TEACHERS

Talk for learning-a little more conversation

We know that talk is an important part of learning. We start off in life learning how to talk and as we develop, we learn through talk. This session explores how we can use talk in the classroom to support and develop learning. Participants will leave with a toolkit of practical approaches to develop talk in their own context.

Stretch and challenge

As teachers, we need to teach to the top and believe that all our learners are capable of great things. We know that some students may need more support or take longer, but we need to provide stretch and challenge for everyone. In this session, we will share a raft of practical strategies and approaches for teaching to the top.

High expectations for all learners

As teachers, we should never settle for second best from our students. High expectations of all students are the foundation of successful classroom practice. In this session, we will consider how teachers can establish high expectations and support learners to live up to them.

Questioning to check understanding

Checking understanding is a key strand of assessment for learning and questioning. We cannot assume that just because we have taught students something, that they have learned it. This session provides teachers with a plethora of ideas for how they can check understanding successfully.

Developing independent learners-from dependence to independence

As teachers, our goal for all learners is to make them independent. However, building the bridge from dependence to independence is a real challenge. This session will explore how teachers can use the gradual release model and other practical strategies to help learners to stand on their own feet.

Literacy-reading across the curriculum

Teaching reading is an essential life skill for learners and it is important that all teachers see themselves as teachers of reading. If you are a teacher of Science, then you need to teach students to read like a scientist. This session will provide teachers across all subject and phases with a practical toolkit for teaching reading in their context.

Getting lessons off to a great start

Getting lessons off to a great start matters. If the start of the lesson is not good, then it is hard to recover. This session explores ways in which teachers can get lessons off to the best start possible in order to maximise learning.

MIDDLE LEADER COURSES



ASSESSMENT & LEADERSHIP

What role do middle leaders play in ensuring teachers are engaged in current, best practice around assessment? We know that assessment is most useful when teachers know how to use it to improve learning and achievement. This course draws on the latest research and literature about assessment and explores it through a middle leadership lens.



BUILDING & LEADING TEAMS

The course draws on the extensive body of literature and research in order to identify what is most useful, practical and productive in leading teams. Teachers and administrators are by definition expected to be leaders. The key is to use that authority thoughtfully, sensitively, and productively. Should we find ourselves in the role of a leader without perceived authority – a more informal position, it is a different dynamic.



COACHING AND LEADERSHIP

During the course, participants will explore key coaching theory and have practical opportunities to translate this into practice. They will explore how effective coaches listen well and ask powerful questions. Across the two days, they will build a toolkit of strategies and approaches to apply in their own context. They will leave the course with the confidence and skills to become a 'coaching leader'.



CURRICULAR DESIGN & LEADERSHIP

This course explores diversity, equity, inclusion and justice, and co-creates actions that lead to breakthroughs which will enable yourself, your institutions, and the international education community to flourish. Key questions include: What systemic inequities do our fears protect and how can we interrupt them? How do we support those within our care to experience breakthroughs in order to flourish?



DESIGN THINKING PROCESS - LEADING CHANGE

During this course, participants will develop knowledge, tools and skills from Design Thinking that are geared specifically for middle leader success as they face difficult, sticky problems in their own context. The course consists of progressive activities that develop real solutions for real problems in your classroom or in your school, as well as short learning modules that teach the design process.



MANAGING AND EMBRACING CONFLICT

During this course, participants learn to identify conflict and what their roles and responsibilities are within such a situation. They develop strategies to manage emotions, manage change and learn how to separate the personal from the professional. On a practical level, participants learn how to have difficult conversations and practise different techniques in a safe and supportive environment.



TEACHER QUALITY IMPROVEMENT

This is an interactive course that gives middle leaders the knowledge and practical tools to lead teacher teams. Across the course, you will explore what effective teaching and learning looks like based on the latest research and literature. You will also learn how to use evaluation as a catalyst for high quality professional development at an individual and group level.



THE CULTURE OF LEADERSHIP

The Culture of Leadership is an exciting core course that gets to the heart of this by focusing on international teacher leadership at the middle level, exploring the relationship between culture, context and leadership. During the course, participants explore critical aspects of the middle leader role and how their beliefs and values influence their practice.



INSPIRING & SUSTAINING DEI BREAKTHROUGHS

This course explores diversity, equity, inclusion and justice, and co-creates actions that lead to breakthroughs which will enable yourself, your institutions, and the international education community to flourish. Key questions include: What systemic inequities do our fears protect and how can we interrupt them? How do we support those within our care to experience breakthroughs in order to flourish?

BESPOKE MIDDLE LEADER COURSES

What makes an excellent middle leader?

Middle leaders are the engine room of any school; they work with teachers to ensure great learning happens. This session explores the knowledge, skills and behaviours middle leaders need to develop in order to secure real impact.

Developing your leadership style

Great leadership looks like lots of different things. The most effective leaders can adapt their leadership style to match the person, situation or issue they are dealing with. This session focuses on helping leaders to develop their leadership style to get the best out of themselves and others.

Leading change at the middle level

Change is a constant in education and middle leaders are pivotal in making sure that change has impact on teaching and learning. This session explores key theory about change management and how middle leaders can translate theory into practice.

Creating the conditions for success

We know that leaders make the weather in a school. The culture and climate in a school are important in terms of creating the conditions for success. This session explores what leaders can do to create a culture and climate of excellence within their area of responsibility.

Leading people-how to have difficult conversations.

Whether you are an experienced middle leader or new to middle leadership, having difficult conversations is something that can keep you awake at night. This session explores what makes difficult conversations so hard and provides practical strategies and approaches for success.

Building capacity through coaching and mentoring

We know that coaching and mentoring are important in terms of building capacity and sustainable improvement. In this session, middle leaders will explore why coaching and mentoring matter and develop the knowledge, skills and behaviours to be effective coach mentor.

School evaluation-how well are we doing?

School evaluation is integral to school improvement because schools need to know where they are and what they need to do to get better. This session explores what effective and accurate evaluation looks like.

Leading the curriculum-intent, implementation and impact

The curriculum is the vehicle for learning in schools and an effective curriculum can make a huge difference to learner experience and outcomes. This session provides a clear walk through all aspects of curriculum design for middle leaders, focusing on the three pillars of intent, implantation and impact.

An introduction to instructional coaching

Research indicates that instructional coaching can have a significant impact on the quality of teaching and learning in schools. This session explores what instructional coaching is, why it matters and how middle leaders can use it to optimise teaching.

Leading teaching - what does great teaching look like?

Great teaching looks like lots of different things, but what does the latest research tell us about what works best? This session draws on the latest research about great teaching and supports middle leaders to think about how they can put it into practice in their area of responsibility.

The science of learning

Through cognitive science, we know more than we ever knew before about how children learn. We know that they are capable of far more than we traditionally thought possible. This session explores how middle leaders can translate what we know about how children learn into best practice in the classroom.

Effective time management and delegation

If you ask any middle leader what their biggest challenge is, they will tell you that there is never enough time. This session provides practical strategies and approaches to help middle leaders to manage their time and delegate effectively.

Making data work-using data to drive improvement

In schools, we collect lots of data but it is only useful if we do something with it. Middle leaders need to know how to use data to drive improvement at a subject, group and student level. This session explores why data matters and supports middle leaders to use it with intelligence and integrity.

LEADERSHIP TRAINING

Leadership mindset

The impact of effective leadership on schools and learning is huge. Drawing upon relevant research and practice, this session unpacks the concept of leadership and explores how the most effective leaders think, act and behave.

Leading into the future - vision and values

In a changing world, this session considers how we can lead into the future. In this session, we focus on how we can use our values to shape a vision that will support sustainable improvement.

Leading whole school transformation and change

In education, change is a constant and leaders need to be able to navigate it with confidence and competence. This session will focus on how leaders can manage change to secure effective school transformation.

The coaching leader - building better conversations

The impact of effective leadership on schools and learning is huge. Drawing upon relevant research and practice, this session unpacks the concept of leadership and explores how the most effective leaders think, act and behave.

Trust: The bedrock of a successful school

Trust and relationships are the bedrock of great schools. This session unpacks what trust looks like and how leaders can build it.

School evaluation-how well are we doing?

School evaluation is integral to school improvement because schools need to know where they are and what they need to do to get better. This session explores what effective and accurate evaluation looks like.

Positive partnerships with parents and carers

Parents are important stakeholders in any school and their influence cannot be underestimated. This session concentrates on how leaders can harness parental support successfully.

Effective decision-making strategies

The process of decision-making is complex and requires leaders to think hard, be objective, see the bigger picture and remain focused on priorities. This session will unpack decision making principles, theories and models.

Making the most of meetings

Time is precious in schools and leaders need to make sure that time spent in meetings is optimised. This session explores practical approaches to making the most of meetings so that they are positive, professional and productive.

Maintaining full battery power-well-being and development for leaders

Leadership in schools is busy. As a result, your own development and well-being can become a low priority. This session explores how prioritising your own development and taking care of your well-being are essential for effective leadership.

Effective lesson observation and feedback

Evaluating the quality of teaching and learning is important and lesson observation is a core component of this. This session focuses on developing the fundamental skills of effective lesson observation and feedback so that it is professional, constructive and productive.

How to deal with imposter syndrome

Lots of leaders struggle with imposter syndrome; the feeling that they don't deserve their success and that they will be exposed as a fraud. This session unpacks what imposter syndrome is, what it looks like and how to deal with it.

New to whole school leadership

Making the shift from teaching to leadership is hard, and new leaders often take up post feeling unprepared. This session explores what new leaders need to know and how they can get off to a great start.

Working with the board for shared success

The partnership between school leaders and the board is critical in terms of establishing the vision, values and strategic direction of a school. This session explores what a successful partnership looks like and how leaders can achieve it.

EXPERT FACILITATORS AND TRAINERS



Helen Morgan provides training, coaching and educational expertise in a range of different contexts. Her portfolio is underpinned by over 20 years of experience as a teacher, local authority consultant and Headteacher. As a local authority consultant, Helen led on the implementation of the National Strategies for English and Literacy across the curriculum.



Nancy Lhoest-Squicciarini is currently Head of Community Relations at the International School of Luxembourg. Prior to this, she was the Assistant Principal responsible for Teaching and Learning, Chair of ECIS Curriculum and Assessment Committee. Her work in Teaching and Learning embraced elevating teacher leadership while ensuring that the curriculum was aligned with researched based effective instruction.



Sarah Kupke is Head of Professional Learning at ECIS, and until 2021, she was the Head of the Sindelfingen Campus at the International School of Stuttgart. Before moving to Germany in 1990, she taught in primary, secondary and special education as well as teaching undergraduate education in London. Sarah believes that intercultural understanding is vital to our appreciation of one another.



Kam Chohan is the Executive Director for ECIS. With an impressive background in education and leadership, Kam is a learning leader and brings insight, wisdom, and compassion to the role. She holds qualifications and experience in Leadership and Professional Development. Kam is committed to social justice and equity through diversity, inclusion, and intercultural understanding in international education.



Jim Ellis is a dynamic educator focused on development in and out of the classroom. He is also known for his work with design thinking and leadership training, having served individuals and schools around the world. Jim also served as a director of an outdoor education summer camp programme near Flagstaff, Arizona and has written many articles and a book for middle school teachers.



Teresa Belisle is Director of Learning Research & Development at International School of Prague. Teresa has had impact on learners from early childhood through adults for more than 30 years in France, the United States, Mexico, Egypt, Thailand, and the Czech Republic.



CHILD PROTECTION

ALL SCHOOL STAFF WILL HAVE ACCESS TO THE TRAINING

ECIS is a proud Founding Member of the International Task Force for Child Protection (ITFCP), and we uphold the group's standards for child protection. The expectations of ECIS are based on the following principles:

- All children have equal rights to be protected from harm and abuse
- Everybody has a responsibility to support the protection of children
- All schools have a duty of care to children enrolled in the school and those who are affected by the operations of the school
- All actions on child protection are taken with the best interests of the child, which are paramount

As such, we support an ethos of protection for all our schools and our partners partner in this crucial work is the International Centre for Missing and Exploited Children.

Every child has the right to be protected from all types of potential harm, and foremost at every school campus is the safety and wellbeing of all students. At ECIS, we are committed to providing essential training to develop vibrant and effective child safeguarding cultures for all staff at our member schools.

With 55 years of experience in the international school sector, safeguarding is at the heart of what we do. Our dedicated and experienced team comprises former educators in both state, independent, and international education sectors. Our commitment is a community-wide focus on child protection, as each group of stakeholders must feel confident that all members of the school community are playing a vital role in ensuring a safeguarding culture in order for every child to thrive.

ONLINE TRAINING

Our certificate programme in child safeguarding is designed, therefore, around this principle of community responsibility. As a participant in our programme, you will learn how the recruitment and on-boarding of new staff, the creation and implementation of policies and procedures, and the oversight of school leadership and the associated governing body are interconnected and mutually-reinforcing areas of building a safeguarding culture.

We assess your understanding with case studies throughout the module because we want to ensure that, no matter how you identify yourself as a stakeholder in your community, you understand how the pieces are connected, so that you may rest assured that your school is building the best child safeguarding culture that it can.

PLUS

Also available in Spanish, Mandarin, and Arabic.

Regular ICMEC webinars to connect with child protection teams globally.

NOTEABLE FEATURES

- Online course is mobile-friendly as well as desktop-friendly: You can use any device to take the course!
- Highly interactive quizzes to check for comprehension, with immediate feedback
- Full versions have tailored courses for different staff members in your school
- Full versions will issue a certificate upon completion



NEASC, MSA, and Cambridge Assessment International Education recognise completion of the ECIS Child Protection Certificate as evidence of alignment with accreditation standards around child protection, health, and safety.

INCLUSIVE RECRUITMENT

From advertising to appointment

One of the root causes in the gap of having a diverse staff representation at all levels is largely due to ineffective recruitment processes. The processes need to be robust in monitoring and evaluating that all outcomes through the recruitment intake cycle is fair and reasonable.

The session will explore how to ensure that recruitment systems that are put in place are consistent, inclusive and aligned with the values of the organisation.

By the end of the session, participants will understand:

- The Business case of having a diverse representation
- The value of inclusive recruitment
- From job specifications, to advertising to interviews/selection, pointer for consideration on inclusivity
- Understanding and managing biases during interviews
- Evidence and accountability in being fair and inclusive
- Consider opportunities to take proactive measures to level the playing field between different structures
- Trouble shooting live issues

This workshop will be interactive, with anecdotes, and practice scenarios. Due to the expertise and (lived) experience of the facilitators, the session can be adapted to meet participants' needs.

All queries will be responded to in a sensitive and understanding manner. Taking into consideration that some of the discussions may be highly emotive, the facilitation style and method will model the concept of respect and dignity.

Facilitator: Snéha Khilay

Working at an international level, Snéha has advised and worked with Board Members, CEOs, Executive Directors and Senior Managers on how to develop a strategic and operational approach to the changing stance on equality, diversity, inclusion and unconscious bias. Snéha helps identify and implement effective solutions to their organisation-related 'diversity dilemmas'.

DEIJ: DIVERSITY, EQUITY, INCLUSION, AND JUSTICE

Women in Education and Leadership

Sharing women leaders' stories to explore allegiance is a way of harnessing our unique strengths and growing our capacity as leaders. This session explores overcoming imposter syndrome and creating and leveraging relationships and personal interactions to develop our organisation. For men and women, the session is designed to expand our collective capacities.

Language Equity and Language Justice

Academic development as well as cultural identity are enhanced when students' home languages are nurtured and used in school. When English is the only language of instruction, whose are the voices we are not representing? This session unpacks evidence-based strategies and teaching approaches that embrace the active use of diverse languages to increase cognitive connections and shape a culture of inclusion.

Designing Access for All Learners

Educators as designers of inclusive cultures, ideate, build and manage systems and resources to support all students. Using the design cycle, this workshop engages us in applying universal design for all students to access learning: If the system or tool is good for one person's learning, it is good for everyone's learning.

Decolonising of the Curriculum

How can international schools move beyond perpetuating colonial curricula? We will challenge our own thinking about systems of oppression, embracing and exploring uncomfortable questions, learning about the value of diversity and considering what is included and what is omitted in the curricula models we use.

Confronting Bias, Power and Privilege, Intersectionality

Creating a culture of allyship creates a safe space to intentionally confront entrenched systems of power and privilege. Within a dialogue of understanding, we will explore how we can move beyond "othering", the difference between 'not being racist' and being 'anti-racist' and how we reflect upon the small steps that create change in our systems.

Creating a Sense of Belonging through Community

A learning environment that embraces diversity and celebrates inclusion, through the lens of equity and justice, is a community where all stakeholders feel a sense of belonging. This session engages us in planning for how we embrace conflict as a tool for growth, how we plan for transitions in and out of our school community and how we care for all our stakeholders within a climate of psychological safety, empathy and compassion.

Building an Equitable and Inclusive School Culture

When DEIJ is the lens through which we do everything, what does DEIJ look like /sound like / feel like? We will focus on intentional steps towards creating a school culture of self-care and community care where stakeholders integrate with the culture rather than being assimilated into it.

We will explore how diversity can promote different perspectives, constructive self-criticism, and cognitive curiosity where everyone is included, respected and safe.

TEACHER TRAINING AND DEVELOPMENT

Tes Institute International teacher training and development



DELIVERED BY TES INSTITUTE



ECIS and Tes are working in partnership to support international schools worldwide, by helping them to develop and retain the talented teachers they need for their school to succeed.

Tes have been supporting schools and championing great teaching for more than 100 years. Today they provide a wide range of software and services to help schools and students flourish.

Through Tes Institute, the fully accredited teacher training and development part of TES, they help school staff all over the world to be the best they can be with flexible, personalised online and in-school teacher training and CPD. From trusted support staff and passionate graduates to confident teachers and leaders, their unique approach allows learners to study in their own time, learning from their peers as well as from highly experienced tutors.

Support your staff to become empowered, reflective practitioners with an International Postgraduate Certificate in Education (iPGCE)

Validated by the University of East London, Tes Institute's iPGCE is a Master's level online learning programme that will help you to increase the quality of teaching in your school by supporting your teaching staff to develop their teaching practice and pedagogy and become empowered, reflective practitioners who can critically engage with a wide range of education issues from a multidisciplinary subject/phase perspective.

As an ECIS Member, you can access a 5% discount on programme fees.