CHILD PROTECTION

REHEARSE FOR SUCCESS

plus

BLENDED EDUCATION

CREATING THE RIGHT LEARNING ENVIRONMENT

HELPING YOUR CHILD WITH LEARNING

A FULL AISAI 2015 CONFERENCE PULL OUT INSIDE!
The Association of International Schools in Africa is a collaborative learning organization dedicated to leading and supporting strategic thinking, professional learning and school effectiveness. Through our programmes and services AISA provides for the varying needs of nearly 42,000 students and over 2,500 teachers and administrators. In partnership with our Associate Members, comprised of businesses, school-to-school partners, organizations, universities, and individuals from throughout the world, the Association serves as a support organization for international schools in 34 countries throughout sub-Saharan Africa.
Recently AISA has welcomed two new members to our team, Max Henderson and Katherine Tucker. You’ll be able to read more about them both elsewhere in this edition of ConneXions. What really intrigues me about their arrival at AISA, besides them both being great colleagues alongside Connie and Barnabas, is the opportunities they bring with them. Key among these is an opportunity for AISA to reflect on the way we have done things in the past and to listen to new ideas – often delivered with great gusto. In short - their arrival is an opportunity for AISA to embrace change.

Katherine is passionate about Learning – which is good because she is our new Professional Learning Director. The mere fact that we are now talking about Professional Learning and not professional development represents a significant change in our thinking. Even in a few short weeks we are more often asking ourselves how what we do at AISA will result in changes in the learning taking place in your classrooms. Are we spinning our wheels or are we facilitating genuine change?

Max is our new Marketing and Communications Director. He is so keen to meet everyone in our network but with 4500 teachers and over 40,000 students across Africa – he has his work cut out for him. But I am sure over time he will reach out to as many of you as he can to find out what you are up to – and yes – to hear what learning is happening around you. He is very keen to share your experiences with others in our community. I believe it is this collaborative learning that will invigorate our entire organization.

Some of you may recall, and may have even participated in, the Pathways Survey we conducted for much of last year. I think this helped us learn a lot about what we really should be doing at AISA to support the learning that takes place in our diverse community of member schools. The AISA Board is about to embark on a strategic thinking retreat to refine the ideas that came out of the Pathways study. As committed heads of schools they understand the need for ongoing change and school improvement. I look forward to participating in their conversations around improving learning.

For my part, this year I intend to ask myself similar questions to those Peter Senge does as he identifies the elements of a learning organization in his book, *The Fifth Discipline: The Art and Practice of The Learning Organization.*

**As members of AISA**

1. Do we collaborate (Systems Thinking)?
2. Does each of us strive to be the best he or she can be (Personal Mastery)?
3. Do we know who we are, where we are going and how we will get there (Building a Shared Vision)?
4. Are we synergistic (Team Learning)?
5. Do we examine our own perceptions (Mental Models)?

It would be easy to say we are all learning organizations because we provide and support plenty of learning opportunities. I don’t believe that is enough. Schooling is not the same as Learning. As Mary Joseph Tomaselli puts it: “Calendars of events, classes, and training programs do not make an organization a learning organization any more than wearing a cape and tights makes one Superman”.

As we start a new year AISA pledges to renew our efforts to become a Learning Organization. We also pledge to support you in your learning so you can better support the learning in your classrooms.

**Dr Peter Bateman**

Executive Director (AISA)

---

2. [http://goo.gl/2ZBr51](http://goo.gl/2ZBr51)
AISA INTERNATIONAL CHILD PROTECTION SYMPOSIUM

March 9 & 10, 2015
Westin Hotel, Cape Town South Africa

The AISA International Child Protection Symposium is open to School Leaders and Counselors from International Schools around the world. At a time when protecting the children in our schools is foremost in our minds this Symposium will bring together thought leaders in various topic areas related to Child Protection for a two day meeting March 9 & 10, 2015 at the Westin Hotel (just opposite the Cape Town International Convention Centre - CTICC) in Cape Town, South Africa.

School Leaders will join their colleagues from around the world in practical discussions and facilitated sessions relating to what steps International School should be taking in terms of ensuring that their students are kept safe.

Go to http://www.aisa.or.ke/page.cfm?p=2705 for more information.

INTERNATIONAL BACCALAUREATE WORKSHOPS

October 10-12, 2014: Cape Town, South Africa

AISA is organizing 3-day institutes in cooperation with the International Baccalaureate to offer the following workshops:

- CAS (Diploma Programme) (Category 1 & 2)

Go to http://www.aisa.or.ke/page.cfm?p=1672 for more information.

AISA LEARNING 2.014 CONFERENCE

September 18-20, 2014
International Community School of Addis Ababa, Ethiopia

In 2014, the first Learning 2.0 conference outside of Asia will be held – this time in Africa. The conference will be hosted by the ICS Addis Ababa in Ethiopia. Supported by AISA. The AISA Learning 2.014 Africa intends to be the first of a series of innovative, invigorating and engaging educational conferences.

HURRY AND REGISTER NOW! Go to http://learning2africa.org/conference-details/registration/

Learn more about Learning 2.014 at http://learning2.icsaddis.edu.et/
My work with child protection began over twenty years ago in Manila, working with street children, most of whom had experienced some form of sexual abuse or exploitation.

As part of the Center for the Prevention and Treatment of Child Sex Abuse, I worked with the many people and institutions involved in treating, stopping, and preventing child abuse; law enforcement, healthcare and mental healthcare professionals, parents, teachers, priests and politicians. This was no simple problem, and it required all these parties to come together to create a multi-faceted solution to a multi-faceted problem.

As my work put me in greater and greater contact with Filipino educators, training them to educate students on personal safety, I began to realize there was no such training for the teachers at the school my children attended. At the time there was little awareness or understanding of children being hurt by people they know. When we looked at our own community, at the children we knew and loved, we assumed that it could not happen here. It’s a hard thing to move past this assumption, one that takes time and will, but it must be done because we do love our children, and our children deserve protection.

International schools that do institute child protection polices face a unique challenge when working to create a multi-faceted solution. By their nature, international schools exist in a bubble, and connections with local or regional institutions or agencies often don’t exist beforehand. The faculty of a public school in North America or Europe will have well established relationships with local law enforcement, social services, and perhaps even hospitals and mental health professionals. That same is not often true for international schools, and it can lead those international schools to attempt to take on the various roles those agencies and institutions would fill in a local school.
Consider what happens when a report of sex abuse is made. The police will begin an investigation, and medical professionals may collect forensic evidence, counselors can speak with the victims, and of course local laws will be used to prosecute the offenders. These various agencies work together to create the multi-faceted solution that is required, but only because of well-established relationships. For international schools to convincingly implement effective child protection policies, relationships with host country institutions, and regional agencies, must be forged.

Consider a case of domestic violence involving a family at an international school. The incident could be reported to the local authorities, and part of the school’s response could be to encourage the parents to attend counseling to prevent further incidents. If the school is able to report that abuse to the local authorities, or if needed in the family’s home culture – just as they would if the abuse happened at a school in that home country – the family is much more likely to get the help they need. If a school’s response is contained within the school, a parent could easily pull their child out of that school to avoid investigation of allegations of abuse. They could not so easily avoid scrutiny if the international school in question has links to other schools in the region, who can be alerted and continue to take appropriate steps to protect their new student. Even informing the embassies of the actions of their citizens, so the home country’s law enforcement can take their own action, can provide ample incentive for families to take the needs of their children seriously. If a person does not think they will be held accountable for their actions there is little motivation to change.

At the moment, though, there are few examples of international schools that have fostered those relationships. Instead, international schools tend to take on the many roles of the various institutions that need to be involved in a multi-faceted response – investigator, counselor, even a form of legal authority. This is simply not effective when attempting to treat and prevent child abuse, especially child sex abuse. Sometimes international schools do this because there is a lack of trust in the local authorities, or because we believe we can do better, or because there is not a sense of urgency to confront the breadth of the issue. The challenge for school is not just to develop policy and procedure. The true challenge is to build relationships with local authorities, institutions and agencies, and to build mutual trust in order to create the multi-faceted solution needed.

“Ensure reports of abuse are investigated by a third party, not someone from within the school.”

How, then, do international schools begin this process? A first step schools can do is to have a clear policy on reporting allegations of abuse to relevant authority, and to know whether those allegations will be investigated and by whom. Ensure reports of abuse are investigated by a third party, not someone from within the school. Find out which local authorities investigate cases of child or sex abuse and make sure the investigators know the counselors or administrators who would pass on those reports. If necessary, consider making contact with Interpol or the FBI. Above all, make sure your school is aware of local law regarding reporting child abuse; there are cases of schools being sued for failing to report abuse as required by local law. That’s a situation no one wants to end up in.

International schools are a diverse group, so I cannot say, ‘Adopt this structure and procedure to protect your children.’ There is no such silver bullet. Each school exists with its own culture, within a different host nation, with students of diverse backgrounds, all of which intersect to create truly unique communities. It is up to those communities to reach out and make connections the same way we ask our students to reach out and connect with each other. Local police and social services, other international schools, home country embassies and agencies, these are all necessary to create an effective and comprehensive child protection program for the children we love.

About the Author

Lois is a member of the AISA Child Protection Team. She is a social work practitioner and administrator with over 20 years experience in the field of international child protection, mostly in Asia. Lois has worked with all relevant populations in her work to prevent and heal child sexual abuse, from children to law makers, including international schools. She founded the Center for the Prevention and Treatment of Child Sexual Abuse in Manila, Protect and Save the Children in Kuala Lumpur, Prevent Child Sexual Abuse in Hanoi, Tuir in Chennai, Chun Xiao in Xi’an, consultant to Afgund in Riyadh, and helped develop Child Rights Advocacy Networks (CRAN) for international schools in Riyadh, Shanghai and Accra. Her agencies played major roles in helping governments in India and Philippines write into law child protection policies for schools.
These tasks included:
- Create word processing & Excel documents
- Research a topic and present a visual representation of findings (not chart or graph)
- Write an email canceling a meeting for the 4th time and set up a new appointment
- Write a memo to a high performing team that has been coming to meetings late. Tell them to get to meetings on time from now on.
- Solve a problem online with another person who does not speak English.

Large companies as well as online entrepreneurs are turning to social media for marketing purposes. 70-80% use Facebook and over 77% use Twitter (Search Engine Watch). Effective postings require the writer to evoke a strong emotional response so that readers will share and/or comment.

It is through sharing, commenting, and reposting that a business’ or organization’s message is spread organically.

In the United States, the Common Core State Standards as well as local standards set a high bar for writing. As an example, here are the basic standards for 9th -10th graders:
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
The International Baccalaureate program also has a strong emphasis on writing. Its various assessments include exhibitions, essays, data response questions, and text response questions.

Clearly communication skills are a high priority in schools, universities, and the business world. Writing, of course, is the key means of communication and the most commonly assessed communication skill. Writing instruction should be a coordinated K-12 initiative; students do not suddenly blossom into accomplished writers in 11th or 12th grade without experiencing inspired writing instruction at all grade levels.

We know writing is a complex process and that writing well is an uphill battle for many of our students. Hemingway is often quoted as saying, “There is nothing to writing. All you do is sit down at a typewriter and bleed.” Some of our students bleed more than others. Staunch the bleeding and build student competence and confidence when writing by providing non-graded rehearsal time prior to the actual writing task.

Canadian educators Dr. Terry Campbell and Michelle Hlusek report, “The use of peer talk and discussion to rehearse for writing and the use of drama have all been well researched.” Students who are able to rehearse their ideas produce high quality writing. They go on to explain that the “in-your-head” talk is a reflective process that allows students to...

- Try out new words
- Listen to how sentences and phrases sound
- Experiment with alternative ways to develop their ideas without fearing low grades because an approach doesn’t work well.

Furthermore, students need to understand both the content they will be addressing and the intricacies of the genre they will use during their writing. In Oh, Yeah!? Putting Argument to Work Both in School and Out the authors speak of both declarative (content) and procedural (how to do it) knowledge. Students in all grade levels need (Smith, Wilhelm, & Fredericksen):

- Time to write, revise, & edit
- Instruction in how to reason
- Dialogue with their peers

These following three instructional practices, especially when combined, help students rehearse their thoughts and learn procedures before they produce writing that will be assessed:

- Using visual prompts
- Introducing procedural knowledge instruction with easily accessible content (e.g. popular media)
- Providing individual think time and conversations with classmates.

Here are several examples of these practices that can be adapted to most subject areas and grade levels.

Visual prompts provide scaffolding for visual learners, students working in their non-native language, and students who have language-processing issues. The prompts also help students figure out what to do next as they plan, write, revise, and edit. Mini-lessons, focused on the prompts, can be done orally so that students have practice using the procedures and specific skills.

Example #1 - Revision: Barry Lane in Reviser’s Toolbox uses binoculars as a metaphor for the revising process. He creates the image of zeroing in on a paragraph and turning the knobs on the binoculars to see the details as a way to help students understand how they might expand a scene or an idea.

A mini lesson might consist of a piece of text the teacher has written projected on a screen from an overhead or a document camera or a LCD projector. Together the class uses the binocular imagery to zoom in to add more details or zoom out to add a larger context to the point being made. Afterwards the students might work in pairs to use the strategy with their own writing. As students become more familiar with this strategy, the visual prompt posted in the room or in a digital notebook cues them to a possible revision strategy they can use independently.

Example #2 - Grammar & Usage: Proper language usage is measured on any writing assessment. In Mechanically Inclined: Building Grammar, Usage, and Style into a Writer’s Workshop the author uses visual scaffolding to help students master proper usage.

Using posters like the one above, the teacher could do a 5-minute review of a grammar rule. “OK everyone, focus on this poster as a guide and write a complex sentence using correct structure and punctuation. Let’s share. Now, when you go back and revise your assignment, make sure you include 3 complex sentences.”

Some of my students never mastered the difference between plurals and possessives. I would have created and placed visual scaffolds for possessives all over my room, down the hall, in the bathrooms, and maybe the principal’s office—anywhere the students might go!
Example 3: Structuring an Argument.

This visual prompt is based on ideas in *Oh, Yeah!? Putting Argument to Work Both in School and Out*. In the US there is a current obsession with argument, and this type of writing is being emphasized in public schools over other genres. Providing this type of visual prompt will help the students internalize a specific approach to writing argument pieces. However, just posting a step-by-step process obviously will not lead to effective writing. Students need to have non-threatening practices using the procedure.

One possibility is to introduce the structure using material to which all students can relate. It might be a video or a fairy tale or comic or a topic of interest to students. Start the lesson with a defendable and debatable claim:

- Video games are harmful.
- Children should not hide their talents (Use the movie *Frozen* as the text.).
- Best friends don’t ever tell on each other.
- Wolverine is the best X-Man to have on your side.

Engage your students in helping you build the argument, always coaching by encouraging them to cite their sources or asking why a particular point is important to the argument? Rehearsing the steps in developing a strong argument in a non-graded situation helps students internalize the procedural knowledge to which Smith, Wilhelm, and Fredericksen refer. Then when it comes time for a formal piece of writing, students can concentrate on the content because they are comfortable with the structure. Older students might use the Deatabase website (http://idebate.org/debate) from the International Debate Education Association to garner ideas as they learn to develop their argument.

Example 4 - Analysis of Informational Text. Many readers have difficulty determining what is really important in a selection. The SOAPSTone mnemonic, a strategy used in College Board AP courses and adaptable to lower grades, helps students zero in on the information they need to understand the text and then to write about it.

<table>
<thead>
<tr>
<th>Mnemonic</th>
<th>What it Stands For</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Speaker</td>
<td>Who is the speaker/writer in this piece?</td>
</tr>
<tr>
<td>O</td>
<td>Occasion</td>
<td>What is the occasion—time &amp; place—related to this piece?</td>
</tr>
<tr>
<td>A</td>
<td>Audience</td>
<td>Who is the intended audience? How might that affect the message?</td>
</tr>
<tr>
<td>P</td>
<td>Purpose</td>
<td>What's the speaker/writer's purpose?</td>
</tr>
<tr>
<td>S</td>
<td>Subject</td>
<td>What is the subject?</td>
</tr>
<tr>
<td>T</td>
<td>Tone of the Speaker</td>
<td>What is the attitude of the speaker/writer? How do you know—what words convey that attitude?</td>
</tr>
</tbody>
</table>

Once again, providing time for students to rehearse their ideas, marshal their evidence, and experiment with language before they write will lead to better pieces. Working in partners or small groups gives every student voice and an opportunity to participate. They can give one another feedback and work through tough passages together. Eventually we want them to work independently, but building the skills necessary for analysis, organization and development of ideas is a process that takes more than one or two assignments.

Example 5 – Developing a Powerful Narrative: Jason Ohler has a wonderful website on digital storytelling (http://www.jasonohler.com/storytelling/index.cfm). It is also a great resource to use when teaching narrative writing. Here is a graphic organizer from his site.

It is very similar to other story maps, but what I especially like is that he adds transformation to the process of telling a story. How do the characters change over the course of the narrative, how are they different or what do they know at the end as opposed to the beginning? The concept of change is one that any grade level student can understand. Helping our students to think about the transformative process and how it affects the characters and the outcome of the narrative will lead to more powerful writing.
Combine Ohler’s visual prompt with an activity entitled 5 Card Flickr, and you have a thoroughly engaging activity that allows students to play around with approaches to developing narrative that they can use later in an assessed task.

5 Card Flickr is derived from the game 5 Card Nancy. Nancy is the cartoon with the little girl with big hair, her Aunt Trixie, and her friend Sluggo (http://en.wikipedia.org/wiki/Nancy_%28comic_strip%29). Supposedly, any random set of Nancy cartoon frames can be arranged to tell a complete story (http://www.scottmcloud.com/4-inventions/nancy/index.html).

Instead of Nancy cartoon frames, 5 Card Flickr uses images from Flickr (https://www.flickr.com/), other digital image sources, or hard copy photos.

- Partners choose five random images before they know what the assignment is.
- The narrative graphic organizer is presented to them.
- Using their images and the graphic organizer, the partners construct a narrative.
- Partners share with the class, receive feedback, and have a chance to revise their story to make it more compelling.

Here’s a site with examples: http://5card.cogdogblog.com/show.php?id=25740

This activity can take 10 minutes or multiple classes depending on the instructional purpose. Students can try out different leads, various forms of conflict, and developing resolutions to the problem presented in the narrative. This type of intellectual fun, once again, helps build students’ understanding of a specific genre. They can apply these ideas and approaches when engaged in an assessed assignment. Writing instruction is a multi-faceted and time-consuming process. If we want our students to write well, we must intentionally plan for the necessary time they need to develop the skills and thinking processes required. Ideas for all of us to keep in mind as we plan:

- Model
- Non-threatening (no grades) practice
- Content and procedural knowledge
- Feedback
- More practice

Rehearsing for a writing task is just one aspect of writing instruction, but it is a critical one.

“Rehearsing for a writing task is just one aspect of writing instruction, but it is a critical one.”

Rehearsing for a writing task is just one aspect of writing instruction, but it is a critical one.

References


About the Author
Jill Spencer works with educators to increase their capacity to be more effective in the area of digital learning, especially in how it applies to literacy, instructional practices, and differentiation. Her books, Teaming Rocks! Collaborate in Powerful Ways to Ensure Student Success, Ten Differentiation Strategies for Building Prior Knowledge, and Ten Differentiation Strategies for Building Common Core Literacy have been AMLE Book Club selections. Jill also contributes regularly to middle level publications and blogs including Teaming Rocks! (http://teamingrocks.wordpress.com/). Jill taught social studies, language arts and reading. As an academic coach, she helped teachers integrate technology and literacy across the curriculum. She also has taught graduate and undergraduate courses in middle level education and literacy across the curriculum and has presented at a variety of conferences. Since leaving the classroom Jill has worked with public, private, international, and charter school educators as a coach and presenter. In recent years, this work has often focused on technology integration, differentiation and the Common Core literacy standards. Jill’s website, http://jillspencer.net, has links to examples of her handouts, pictures from her sessions, comments from participants, and examples of her workshops.
Experience our TieCare Solutions
- Health, life, disability and travel insurance solutions for any country, any nationality.
- Direct bill medical networks in the U.S. and around the world.
- Financial stability from a long-time supporter of AISA.
- Knowledgeable representatives who make visits to your school.
- File and track your claims on our member-friendly website.
- Specialized in the unique insurance needs of international educators for more than 30 years.

Contact Jimmy Nguyen for more information: Jimmy.Nguyen@gbg.com
Many people believe that teaching is about the person with the knowledge standing in front of students and verbally delivering this new information. The underlying assumption is that in a classroom, if the students are TOLD the information, then this content has been ‘covered’ – that teaching has happened and students should now know the new information. In fact, nothing could be further from the truth. Here’s why:

**Telling Isn’t Teaching!**

Simply ‘covering’ our content is not enough – we also have to make sure our students hear, understand and remember this information. We need to create an environment that actively supports learning. As the dictionary tells us, the two primary definitions of the word ‘covered’ are:

1. To shroud in darkness, or
2. To bury in a hole.

Given these definitions, our objective, as a teacher should certainly never be to ‘cover’ our content! In fact, our goal should be very much the opposite – we need to ‘uncover,’ ‘reveal,’ or ‘bring to light’ this new material.

Doing this requires us to fundamentally switch our thinking about how learning occurs. We need to:

**Consider learning from the viewpoint of the student.**

Here are four fundamental techniques for achieving this:

1. Segmenting learning
2. Incorporating physical movement
3. Creating student ownership
4. Using music

Segmented Learning. Learning occurs best when it is delivered in short bursts. This means offering new information in chunks of approximately 5-10 minutes, then allowing students to process and encode the information in memory. When we teach in this way, the amount of material students retain rises dramatically compared to the more traditional approach of endless lecturing.

Many teachers become trapped by believing that the more they talk, the more students learn. In fact, the opposite is true. From the student’s point of view, the ‘overload’ point comes much sooner than we expect. Once a student’s brain reaches ‘overload’, the more the teacher says, the less material is truly retained. Simply put,

**Too Much, Too Fast, Won’t Last.**

In the right learning environment, learning is delivered in manageable segments, allowing students sufficient time to feel confident with one idea, before building upon that point and adding more information.

Once we have delivered our first 5-10 minute lecture, options for students to processes the information include:

- Peer to peer conversations about the content.
- Making notes or drawing mind maps.
- Students summarizing main points in partners.
- Applying the idea in some practical way.
- Large group discussions where the class considers how this information could be applied in the real world.

**Physical Movement.** When students are actively engaged in the classroom, their attention levels soar. Traditional learning environments have somehow become erroneously linked to sitting, when in fact standing or stretching stimulates blood
circulation, which actually enhances learning. Conversely, sitting for extended periods of time has a sedating effect and can become physically uncomfortable—factors that impede concentration. In an interactive learning environment, there are plenty of opportunities to encourage standing rather than sitting. Teachers stand; why not students?

Why do so many students dread the classroom? Perhaps one reason is that they know they’re going to be sitting uncomfortably in a hard chair for most of the day. Certainly there is a time and place for sitting in the classroom, such as while taking a test or taking notes. However, making students sit still for extended periods will very likely decrease their attention, motivation, and recall. Here are just a few options for getting students up and moving—as a natural part of the lesson:

- Invite students to stand up and form a pair or trio to come up with the answer to a question—or decide what questions they have for the teacher.
- Let students stand up to get their own resources—never ‘give out’ supplies or handouts.
- Conduct a short demonstration in the front of the room and ask students to gather round to watch.
- Ask students to stand up and repeat the main learning point to at least three of their peers before sitting down again.
- After a test, celebrate by inviting students to give high fives to at least four other students, while up-beat music plays.

Ownership. Too often, the entire learning environment is primarily controlled by the teacher. Ownership refers to the value students derive from being included in decision-making processes during a lesson. When students feel their own voice matters, a subtle, yet important, shift in perspective and energy occurs. They move from being a passive receiver to an active explorer.

When students are given the opportunity to be involved at the decision-making level, they no longer sit back and expect the teacher to do all the work; they become stakeholders in their own success. This group dynamic not only produces a more stimulating teaching environment, it balances the onus of responsibility between the teacher and participants.

In a classroom, when students feel empowered, they tend to accept more responsibility for the conditions around them. This shift in perception makes them more receptive, and improves cognition and recall. This is because ownership gives learning meaning, which plays a critical role in cognition. Opportunities to allow more ownership in the classroom include allowing students to choose:

- Where to sit
- Who they work with
- Whether to do a project as an individual or with a partner
- The order content will be addressed during the lesson
- To do just 7 of 10 homework problems

Music. Music is often thought of as purely fun, something to be used only when taking breaks. Yet the fact that music can facilitate a state change in our mind/body makes it a powerful tool for teachers. Not only can music, when it is used purposefully, help reduce stress, it can enhance cognition, memory, and emotional intelligence. We also know that music can induce relaxation, creativity, self-discipline and motivation.

Since music has an immediate physical, emotional, and psychological effect on human beings, it can help build social
connections, heighten awareness, and provide a sense of safety. It floods the brain in rhythms and beats that induce a wide range of states from energized to relaxed. What better way is there to tap into the emotions and consciousness of a learner than with the music they love?

As teachers, we can tap into music’s ability to enrich the classroom environment. Here are a few easy ways to integrate music into your teaching practice:

• Play an up-tempo song to energize a group or set a lively mood.
• Play slow-tempo music to calm your students or set an inspirational mood.
• Play music during transitional activities, for example, while students pick up handouts or reorganize their chairs.
• Use a particular song to signal the end of an activity.
• Play music while students are in small group discussions. This ‘sound pad’ acts as a cover for conversations, encouraging introverts to contribute and ensuring conversations from one group don’t distract others.

As teachers, it’s important that we know and understand our content. However, it’s just as important that we create the right learning environment, so our students can understand, process and remember the new information. When we involve students in the learning process — physically, emotionally, and intellectually — student engagement increases and educational outcomes improve dramatically.

About the Author
Dr. Rich Allen is a highly regarded speaker and educator with more than 30 years experience working with teachers. Founder and President of Green Light Education, he is the author of many popular books in the field of education, including: “Green Light Classrooms,” “High-Impact Teaching in the XYZ Era of Education”, “TrainSmart: Effective Trainings Every Time,” “High Five Teaching,” and most recently “U-Turn Teaching” and “The Rock ‘n Roll Classroom.” He has taken his dynamic teaching strategies to such diverse countries as Canada, the United Kingdom, Australia, New Zealand, Hong Kong, Singapore, Thailand, Brunei, Russia, Jordan, and Brazil. His primary focus is to work with schools and school districts to embed effective teaching methods into mainstream curriculum. Dr. Allen completed his doctorate in educational psychology at Arizona State University, where he studied how the human brain receives, processes, and recalls information—knowledge that informs all aspects of his teaching strategies. He divides his time between his home in the US Virgin Islands on the sun-kissed paradise of St Croix, and his wife’s home in Sydney, Australia, where he is learning to be a step-Dad to two amazing young women. He can be reached at: rich@drrichallen.com

Complete Student Management for International Schools

Trusted by International Schools in more than 115 countries

• AdminPlus: A fully integrated student information system.
• Admissions Plus Pro: Track applicants through the entire admissions process.
• Online Forms for admissions, re-enrollment, parent verification, staff employment applications, billing, and more.
• Accounting with dual-currency and multi-language options.
• Integrated with finalsite.

Free online demos at www.rediker.com

www.rediker.com | 413-566-3463 | sales@rediker.com

New! TeacherPlus Web Gradebook
Works great on PCs and Macs and is fully integrated with AdminPlus.
The ten things you can do with your child to help them develop an understanding of their place in the world

Celebrate similarities and differences
From their earliest years, help your child to be aware that everyone has similarities and differences. People, just like plants and animals, all have the same basic needs of shelter, food and care but, like plants and animals, there are differences in people too; in their appearance, where they live, the food they eat, their interests and lifestyles. The differences are what make people so interesting. Find opportunities in everyday life to help your child to understand this. Emphasise the similarities and value the differences in everyone.

Always look for similarities before the differences
Encourage your child to put themselves into ‘other people’s shoes and have a good walk around’. They could think about other children or people in their school or in their community or in other places in the world. What similarities and differences do these people have to your child’s own life?

Help your child develop a sense of their own identity
Look at your own family history. Talk about where all your family members were born and have lived. Talk about the celebrations you have and the traditions you follow and help your child to know why these are important to your family. Talk about other things that make your family unique. You could design a family crest or badge that reflects your own family.

Help your child to develop a sense of others
Help your child to see things from the point of view of other people. Talk about the celebrations and traditions of your friends and neighbours. Everyone does things in different ways and for different reasons. Help your child to understand that different doesn’t mean wrong.

Get a world map and display it where you can all see it
The kitchen is a great place, or somewhere that your whole family gathers together. Then every time you talk about a different country, you can take a look at the map and find out where it is. Ask your child to find the country and perhaps identify who has visited or lived there and what makes the country similar and different to your own.

Explore the food you eat
Think about the food you eat each day and try to find out where all the
ingredients come from to make it. For pizza, there may be tomatoes from Spain, cheese from Switzerland, flour for the dough from the USA and olives from Italy. Talk about how we depend on so many different countries for the food that we enjoy. You could even eat your way around the world, exploring a food, dish or recipe from a different country each week.

**Find out where things are made**
Help your child to look at the labels of their clothes, their toys and the everyday things around you to find out where they were made. Talk about how these items have found their way from the country they were made in to your local store – this can lead to some really interesting discussions about trade and transport.

**Enjoy music and stories from other countries**
Collect stories from around the world. This can include traditional folk and fairytales from other countries, and stories about other countries too. You could read your way around the world. You can do the same with music too.

**Find out what's happening around the world**
Encourage your child to follow news around the world on a child-friendly news website or news source such as CBBC or First News, or you may find this page of the Newsuem website helpful: www.newseum.org/todaysfrontpages/ Choose a global news story and talk about this with your family. Think about the impact of this news story on the children and adults of that country, and of your own country too. Think about the similarities that you will all share as a result of this news story, and the differences too.

**Talk about the roles people play and the jobs people do**
Talk about the people that your child comes across in everyday life – the cook, the office manager, the school leader and the caretaker at school. Help your child realise that each one of these people has an important part to play in making the school function well. Think about all the people in your local community and talk about how important it is to have someone who runs the shop, who helps people when they are ill, who collects the rubbish, and who teaches children. Help your child to value the work that everyone does.

All of these activities will help your child to start developing a sense of themselves and of others. This is essential for the development of international mindedness; a vital part of learning and a fundamental part of the International Primary Curriculum. To find out more about the IPC visit [www.greatlearning.com/ipc](http://www.greatlearning.com/ipc).

Thank you to the International Primary Curriculum for providing this article, the IPC has a strong emphasis on improving learning through helping students develop an understanding of International Mindedness. To find out more about the IPC visit [www.greatlearning.com/ipc](http://www.greatlearning.com/ipc). We at AISA would love to hear from you as to your own ideas for developing international mindedness and ways in which you used this article as it was or how it sparked off further ideas. We can provide this as a handout too if it helps! Please email us at: learning@aisa.co.uk

---

**AISA Global Issues Service Summit**

The AISA GISS is a summit held annually at an AISA member school. The summit inspires and supports service learning and the integration of global issues education within participating schools. This commitment to service learning and global issues education will better prepare students to make positive contributions to the global community. It will also ensure that the myriad of issues faced today will be addressed by creative individuals who act responsibly, ethically and with a more inclusive global perspective. This unique conference builds both student and faculty partnerships across the African continent and beyond. It provides an opportunity for students and educators alike to share best practices and learn new ideas for sustainable solutions to global issues and strategies to promote service and service learning.

**AISA GISS 2015**

American International School of Mozambique (AISM)

AISA is pleased to announce the 2015 AISA-GISS event in Maputo from April 23rd - 25th. A message from the host school:

We have done it once, and are eager to do it again, but bigger and better. The American International School of Mozambique is hosting AISA-GISS 2015.

Educating for Sustainability is the theme for AISA-GISS 2015. We will celebrate education and learn its role in the construction of a more sustainable world. This year’s program and surprises are being crafted by our GISS Steering Committee, formed mainly by students. All our student council is engaged in the different tasks demanded by the event, from catering to communication with sponsors.

For more info: [http://www.aisa.or.ke/aisa-giss](http://www.aisa.or.ke/aisa-giss)
The University of Nebraska is an equal opportunity educator and employer.

Details >>>

highschool.nebraska.edu/AISA

UNIVERSITY OF NEBRASKA HIGH SCHOOL

Accredited. College-Prep. Online.

Visit with Charlotte Seewald to learn how UNHS can benefit your students.
- 100+ core, elective & AP® courses
- Enroll any time of year
- 24/7 access — fits any schedule

Details >>>

details.nebraska.edu

The University of Nebraska is an equal opportunity educator andemployer.
What is blended learning? Blended learning is a formal education program in which a student learns in part through online delivery of instruction and content, with some element of student control over time, place, path and place in a supervised brick-and-mortar location—a school. The most common models that have emerged can be categorized into the following model: Rotation, Flex, Self-Blended and Enhanced Virtual.

In a Rotation model, (the most common) students rotate on a fixed schedule, spending some time immersed in traditional face-to-face learning and some time learning online. This model includes four sub-models:

- The **Station Rotation** model involves students rotating in a contained classroom.
- The **Lab Rotation model** involves students learning in a classroom and going to a learning lab for online learning.
- The **Flipped Classroom model** involves rotation between a school for face-to-face teacher-guided work, and the student’s home or an off-site location for online learning.
- The **Individual Rotation model** gives each student an individualized schedule.

The **Flex model** utilizes online learning curriculum as the foundation of student learning. The expert content teacher is available online. Students do their school work on site (at the school), with a facilitator-learning coach, at the facility interacting with the student on an individual basis. This model is becoming very popular. Many 21st century minded entrepreneurial educators are starting up flex academies (or blended schools). The San Francisco Flex Academy offers an interesting YouTube: https://www.youtube.com/watch?v=6lwsLHd2UE

The **Self Blended model** combines online learning and brick-and-mortar education. In this model, students take one or more courses online (off site) with an online teacher and also maintain brick-and-mortar education (on site).

The **Enriched Virtual model** students divide their learning between brick-and-mortar and online methods. Within each course, students split their time between both learning methods.

---

**About the Author**
Dr. Donna J. Skinner, Education and Sales Consultant for K12, Inc. K12 is the largest provider of school online accredited curriculum and support services. K12 has over 10,000 students enrolled in 100 countries. Contact Donna at: dskinner@k12.com
aisa 2015
MARCH 6 - 11, 2015
CAPE TOWN • SOUTH AFRICA
PROGRAMME
### Pre-Conference

<table>
<thead>
<tr>
<th>Facilitator</th>
<th>Workshop</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dawn Rutland</td>
<td>Inquiry and the Librarian across the three programmes (Continuum)</td>
<td>5-7 March</td>
</tr>
<tr>
<td>Jill Shadbolt</td>
<td>Collaborative Planning (PYP)</td>
<td>5-7 March</td>
</tr>
<tr>
<td>Andrew Watson</td>
<td>TOK (Diploma Programme)</td>
<td>5-7 March</td>
</tr>
<tr>
<td>Laura Malbogat</td>
<td>Creating Inclusive Classrooms: Access for all students in the MYP years 4-5/DP (special needs) (MYP + Diploma Programme)</td>
<td>5-7 March</td>
</tr>
<tr>
<td>Jayne Kranat</td>
<td>Cambridge IGCSE Maths Workshop</td>
<td>7 March (Only)</td>
</tr>
<tr>
<td>Helen Rees-Bidder</td>
<td>Cambridge IGCSE English Workshop</td>
<td>7 March (Only)</td>
</tr>
<tr>
<td>Richard Robinson</td>
<td>Cambridge IGCSE Physics Workshop</td>
<td>7 March (Only)</td>
</tr>
<tr>
<td>Cathy Berger-Kaye</td>
<td>Service Learning Institute</td>
<td>6-7 March</td>
</tr>
<tr>
<td>Doug Walker</td>
<td>Trauma Counseling (First Responders Training)</td>
<td>6-7 March</td>
</tr>
<tr>
<td>Jeremy Schwartz</td>
<td>Advanced Moodle Training for Teachers (AISA SchooLink Schools Only - Bring your own laptop)</td>
<td>6-7 March</td>
</tr>
</tbody>
</table>

### School Leaders Retreat

<table>
<thead>
<tr>
<th>Facilitator</th>
<th>Retreat</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kevin Bartlett</td>
<td>Leading for Learning</td>
<td>7-8 March</td>
</tr>
<tr>
<td>Chip Boarder</td>
<td>Financing Learning</td>
<td>7-8 March</td>
</tr>
<tr>
<td>Teresa Arpin</td>
<td>Governing for Learning</td>
<td>7-8 March</td>
</tr>
</tbody>
</table>

### Business Managers Institute

<table>
<thead>
<tr>
<th>Facilitator</th>
<th>Retreat</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Willows</td>
<td>Building Upon Common Ground: A Narrative Approach to Admissions, Communications and Advancement.</td>
<td>7-8 March</td>
</tr>
</tbody>
</table>
### Monday March 9th, 2015 (10:00 – 17:00)

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Institute Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rich Allen</td>
<td>From Tuning Out To Turning On: Engaging Modern Minds</td>
</tr>
<tr>
<td>Jill Bellamy / Marcus Ciambrello</td>
<td>Learning Through Inquiry</td>
</tr>
<tr>
<td>Laura Benson</td>
<td>Literacy Leaders and Collaborative Coaching</td>
</tr>
<tr>
<td>Joseph Brandell</td>
<td>Pre-AP Strategies: AP Vertical Teams for Mathematics</td>
</tr>
<tr>
<td>Donna Chuula / Helen McBride</td>
<td>Learning Support-Responding to student needs and challenges in the classroom</td>
</tr>
<tr>
<td>Lynne Coleman</td>
<td>Professional Development: Leading Adult Learning</td>
</tr>
<tr>
<td>Michael Furdyk</td>
<td>Project-based Learning &amp; Technology for Global Citizenship</td>
</tr>
<tr>
<td>Willis Goldbeck</td>
<td>Students and Teachers Learning to Manage the Long Term Future Together</td>
</tr>
<tr>
<td>Juliette Gyure</td>
<td>Schools as Thinking Communities</td>
</tr>
<tr>
<td>Cathryn Berger Kaye</td>
<td>The Process Revealed: Exploring the Five Stages of Service Learning</td>
</tr>
<tr>
<td>Stephanie Parsons</td>
<td>Choice, Play and Independence in the Upper Elementary and Middle School Classroom</td>
</tr>
<tr>
<td>Michal J. Pasternak</td>
<td>The Power of Stories in the International Classroom</td>
</tr>
<tr>
<td>Donna Kalmbach Phillips</td>
<td>Designing and Implementing a Teacher Action Research Project</td>
</tr>
<tr>
<td>Jo Sargent</td>
<td>Beliefs about teaching and learning in Early Years</td>
</tr>
<tr>
<td>Rachelle Savoie</td>
<td>Creating Engaging, Relevant and Authentic Learning Experiences</td>
</tr>
<tr>
<td>Jill Spencer</td>
<td>Student Literacy and the Common Core: A Match Made in Heaven or...Elsewhere? Secondary Grades</td>
</tr>
<tr>
<td>Ted Temertzoglou / Carolyn Temertzoglou</td>
<td>Physical Education &amp; Sport: Building Physically Literate 21st Century Learners</td>
</tr>
<tr>
<td>James Wehrli</td>
<td>AP Microeconomics</td>
</tr>
<tr>
<td>Douglas Williams</td>
<td>Learning to Work Like a Mathematician (Primary K - 6)</td>
</tr>
<tr>
<td>Santha Kumar</td>
<td></td>
</tr>
</tbody>
</table>
THERE'S NO EXCUSE FOR CHILD ABUSE

AISA International Child Protection Symposium
March 9 & 10, 2015
Westin Hotel, Cape Town South Africa

At a time when protecting the children in our schools is foremost in our minds, this Symposium brings together thought leaders in various topic areas related to Child Protection for a two day meeting at the Westin Hotel, Cape Town. Open to School Leaders and Counselors from International Schools around the world.

REGISTER NOW!
<table>
<thead>
<tr>
<th>Presenter</th>
<th>Institute Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rich Allen</td>
<td>From Tuning Out To Turning On: Engaging Modern Minds</td>
</tr>
<tr>
<td>Jill Bellamy / Marcus Ciambrerro</td>
<td>Learning Through Inquiry</td>
</tr>
<tr>
<td>Laura Benson</td>
<td>Literacy Leaders and Collaborative Coaching</td>
</tr>
<tr>
<td>Joseph Brandell</td>
<td>AP Calculus</td>
</tr>
<tr>
<td>Donna Chuula / Helen McBride</td>
<td>Learning Support-Responding to student needs and challenges in the classroom</td>
</tr>
<tr>
<td>Lynne Coleman</td>
<td>Professional Development: Leading Adult Learning</td>
</tr>
<tr>
<td>Michael Furdyk</td>
<td>Project-based Learning &amp; Technology for Global Citizenship</td>
</tr>
<tr>
<td>Juliette Gyure</td>
<td>Teaching Thinking Skills - Let’s get practical</td>
</tr>
<tr>
<td>Cathryn Berger Kaye</td>
<td>Knocking Down Walls: Advancing Curriculum with Service Learning</td>
</tr>
<tr>
<td>Stephanie Parsons</td>
<td>Choice, Play and Independence in the Upper Elementary and Middle School Classroom</td>
</tr>
<tr>
<td>Michal J. Pasternak</td>
<td>The Power of Stories in the International Classroom</td>
</tr>
<tr>
<td>Donna Kalmbach Phillips</td>
<td>Designing and Implementing a Teacher Action Research Project</td>
</tr>
<tr>
<td>Jo Sargent</td>
<td>Beliefs about teaching and learning in Early Years</td>
</tr>
<tr>
<td>Jill Spencer</td>
<td>Student Literacy and the Common Core: A Match Made in Heaven or...Elsewhere? Secondary Grades</td>
</tr>
<tr>
<td>Ted Temertzoglou / Carolyn Temertzoglou</td>
<td>Physical Education &amp; Sport: Building Physically Literate 21st Century Learners</td>
</tr>
<tr>
<td>James Wehrli</td>
<td>Macroeconomics Skills and Pedagogy</td>
</tr>
<tr>
<td>Douglas Williams</td>
<td>Learning to Work Like a Mathematician (Primary K - 6)</td>
</tr>
</tbody>
</table>
### Educators Conference

**Three Hour Workshop**

**Wednesday March 11th, 2015 (10:00 – 13:00)**

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Institute Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rich Allen</td>
<td>Dynamic Instructional Strategies in Action</td>
</tr>
<tr>
<td>Jill Bellamy / Marcus Ciambrello</td>
<td>Back Off and Let Your Students Do the Thinking</td>
</tr>
<tr>
<td>Laura Benson</td>
<td>Standing On The Shoulder of Giants: Mentor Texts to Ignite Students’ Reading and Writing</td>
</tr>
<tr>
<td>Joseph Brandell</td>
<td>Connecting Pre-AP Mathematics with AP Calculus</td>
</tr>
<tr>
<td>Donna Chuula / Helen McBride</td>
<td>Learning Support-responding to student needs and challenges in the classroom.</td>
</tr>
<tr>
<td>Lynne Coleman</td>
<td>Facilitative leadership in the classroom</td>
</tr>
<tr>
<td>Michael Furdyk</td>
<td>Digital Tools for Future Friendly Schools</td>
</tr>
<tr>
<td>Juliette Gyure</td>
<td>A shared thinking schools journey: A local and global perspective</td>
</tr>
<tr>
<td>Cathryn Berger Kaye</td>
<td>A Pause for Reflection that Matters</td>
</tr>
<tr>
<td>Stephanie Parsons</td>
<td>Comprehending Complex Texts</td>
</tr>
<tr>
<td>Michal J. Pasternak</td>
<td>The Ensemble Approach of the International Schools Theatre Association (ISTA)</td>
</tr>
<tr>
<td>Donna Kalmbach Phillips/</td>
<td>Teacher Action Research: Stories from the Field</td>
</tr>
<tr>
<td>AISA Scholarship Holders</td>
<td></td>
</tr>
<tr>
<td>Jo Sargent</td>
<td>Beliefs about teaching and learning in Early Years</td>
</tr>
<tr>
<td>Rachelle Savoie</td>
<td>Creating Engaging, Relevant and Authentic Learning Experiences</td>
</tr>
<tr>
<td>Jill Spencer</td>
<td>Build Students’ Competence and Confidence With Engaging Vocabulary Activities</td>
</tr>
<tr>
<td>Ted Temertzoglou / Carolyn</td>
<td>Activating Physically Literate Communities</td>
</tr>
<tr>
<td>Temertzoglou</td>
<td></td>
</tr>
<tr>
<td>James Wehrli</td>
<td>The AP Economics Exams: Grading and Writing Questions</td>
</tr>
<tr>
<td>Douglas Williams</td>
<td>Give Them A Choice (Years 4 - 9)</td>
</tr>
<tr>
<td>Set</td>
<td>Facilitator</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Set 1</td>
<td>Doug Walker</td>
</tr>
<tr>
<td>Set 1</td>
<td>Tony Rizzuto</td>
</tr>
<tr>
<td>Set 1</td>
<td>Lois Engelbrecht &amp; Veronica Pickering</td>
</tr>
<tr>
<td>Set 1</td>
<td>Jane Larsson</td>
</tr>
<tr>
<td>Set 2</td>
<td>Chris Roose</td>
</tr>
<tr>
<td>Set 2</td>
<td>Dennis Larkin</td>
</tr>
<tr>
<td>Set 2</td>
<td>John Ritter</td>
</tr>
<tr>
<td>Set 2</td>
<td>Sherry Hamby</td>
</tr>
</tbody>
</table>
We are really lucky to have a skilled and diverse team working for us at AISA, but who exactly is that face behind the email? In this section we are going to introduce you to a different member of the team each newsletter. Find out who they are and how they are working to improve learning across our member schools.

In this edition we are going to introduce to you our new Professional Learning Director - Katherine Tucker. This is a new role at AISA and it reflects our continuing commitment to meeting your needs and improving learning across our schools.

Professional Learning / Professional Development what's the difference?

With our continuing journey at AISA to become ever more learning focussed we are having some great discussions about what this actually means in practical day to day terms. This is a great example that reflects some of the conversations we are having as an organisation. From our viewpoint using the word Professional Development felt as if there was something that needed to be fixed, whereas as Professional Learning supported what we hope our programmes do, enhancing what you are already doing and inspiring great learning in your classroom.

How would you measure a good Professional Learning programme?

Professional Learning should be measured on the impact it has on improving student learning in your school. It’s nice to go to a conference, and meet other people and maybe sneak a bit of shopping in but our primary purpose is for us to learn, thus in turn improve our schools and then most importantly to improve the learning taking place in our classrooms, day by day, hour by hour.

What were you doing before you joined AISA?

Foremost I am a teacher. I have worked in a variety of international schools around the world as well as inner-city London schools, both as a teacher and a school leader. For the past 7 years I have been involved in teachers’ learning. I worked for Fieldwork Education, supporting schools globally, in particular in developing and supporting schools using the International Primary Curriculum (IPC) and the International Middle Years Programme (IMYC). I have also worked in the NGO field world improving schooling for some of the world’s poorest. Recently I have led on a UNICEF and World Bank joint project in Azerbaijan, reviewing their curriculum and developing a teacher certification programme.

I first came to Uganda as a teenager on my gap year between school and university. I fell in love with the continent and have found it hard to leave since. I have lived in both East and West Africa and have worked in: Nigeria, Gabon, Kenya, Uganda, Ethiopia, Swaziland, Liberia, Ghana, Tanzania and Mauritius. I understand the complex challenges that come hand in hand with working in Africa as well as the immense and colourful joys of the continent that can be quite intoxicating. I look forward in this role to promoting learning across the continent and maybe coming to visit some of you and learning about even more parts of this fascinating continent.

What do you think are the most important aspects of improving learning for children today?

I think we are at a very exciting stage with educational thought. I have read that 85% of what we have learned about the brain we have learned in the last 15 years. That means what we now know about the brain, how we take in information and how we process that information is different to what I learned at teacher training college, and this needs to be reflected in our classrooms. I love reading articles about the brain and thinking about how that can be interpreted in practical ways for teachers and schools. I think developing international-mindedness is a vital skill for our students as is the skill of learning. I believe in helping our students to understand their strengths and weaknesses of the individual wirings of their own brain, teaching them to become self-learners, helping them build connections, making sure they are not just busy but busy learning. I hope that at AISA we will be able to share and connect our thoughts amongst the vast array of wonderful educators that we have across the continent to enable us to provide the best cutting-edge learning experiences for our students that we can.

Do you have any unusual hobbies?

I love to dance with fire poi. You may have seen this at various places around the world, for those that haven’t it is dancing with balls of fire on the end of a chain. I first learned this skill, in my childhood when I was in a marching band and I used to twirl my drumsticks. After hours of practice with drumsticks – maybe even making Michael Gladwell’s 10,000 hours of practice, (that he suggests is necessary for mastering a skill) – I was ready to play with fire. As a young teacher in Uganda I was at a party when I saw this being done for the first time. I saw it and immediately recognised the skill, I could transfer my skill from drum sticks to fire, and I never looked back. I have performed all around the world. I love the energy it brings to an event. Fire restrictions allowed, you just may see me dancing in front of Table Mountain in Cape Town this March.

How do we contact you?

I would love to hear from you, especially if you are leading on professional learning at your school. Please email me at ktucker@aisa.or.ke to discuss yours and your school learning needs, or just to share your thoughts, ideas or to celebrate a good piece of learning that you saw.
Your Website Is More Than Just A Pretty Homepage

It’s your school’s home base, and it should reflect who you are.

Our award-winning designs communicate what makes your school unique with personalized navigation and custom, responsive styling geared toward the mobile future.

Finalsite provides a complete web solution that fits your school and connects with your community. With team members in Brussels, Berlin, London and Bangkok who work with schools in more than 60 countries, we’re nearby to help you exceed your goals.

Contact us today to learn more!

www.finalsite.com
education@finalsite.com
1.860.289.3507
AISA Pre Conference Institutes
5-7 March 2015

AISA School Leaders Retreat
6-8 March 2015

AISA Educators Conference
8-11 March 2015

AISA Business Managers Institute
6-8 March 2015