



INTERNATIONAL SCHOOLS ASSOCIATION

ISA NEWSLETTER

Education is the best instrument to build a better world.

COVID-19 PANDEMIC

HOW OUR MEMBER SCHOOLS ARE ADAPTING TO THIS NEW WAY OF LEARNING?



Prioritize health and well-being now and when schools reopen

The outbreak of COVID-19 is an unprecedented public health crisis, touching nearly all countries and communities across the world. To date, there have been more than 2.5 million confirmed cases and almost 200,000 reported deaths. The health impacts of COVID-19 are devastating and, rightly, in the forefront of our minds, across our media, and impacting people's lives and livelihoods across the world.

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Not all consequences of the pandemic are as visible. Strict isolation measures, the closure of schools and workplaces, and loss of income to many families has had, and will continue to have, significant negative impacts upon education, health, and wellbeing.

Unfortunately, one of the most tangible outcomes of COVID-19 is the ever-increasing socio-economic gap between learners, with some of the most vulnerable children bearing the greatest impacts. Over 365 million children are missing out on important school feeding programmes, which keep them healthy and motivated to learn. Lack of access to school meals may compound loss of income due to the crisis, and families may be pushed to resort to negative coping mechanisms to meet their needs, including child labour or reducing the number and quality of meals at a time when staying healthy and keeping a strong immune system is particularly important.

Homelearning may itself be a source of stress for families and learners, with pressure to take on new responsibilities, sometimes with limited time or resources. Many children are suffering from anxiety, living without access to the internet or other means required to benefit from distance learning. Some older children are stressed about missing months of education as they have to care for younger children in the home while parents and caregivers are working. Parents/caregivers who do not have the same level of education, or do not speak the major language of instruction in the country, or who have children with special educational needs, face compounded challenges.

The mental health implications of the COVID-19 outbreak are far reaching. In Thailand, a recent survey of 6,771 students conducted by the United Nations, in association with the Children and Youth Council of Thailand, found that more than 7 in 10 children and young people said the pandemic is affecting their mental health, causing stress, worry and anxiety. More than half of respondents also said they are worried about studies, exams and future education and employment, and 7 per cent were concerned about domestic violence.

By Stefania Giannini, Assistant-Director-General for Education (UNESCO)

For the whole article from: <https://en.unesco.org/news/prioritize-health-and-well-being-now-and-when-schools-reopen>

WE WELCOME A NEW MEMBER TO OUR INTERNATIONAL EDUCATION COMMUNITY!



Head of School's message



Where the Rubber Meets the Road

“Is it hard?”

“Not if you have the right attitudes. It’s having the right attitudes that’s hard.”

– Robert M. Pirsig, *Zen and the Art of Motorcycle Maintenance*

One of my favorite amusements recently has been watching people react to students at The Harbour School. There is that momentary startle, with the widening of the eyes and the slight lift of the eyebrows, then a bemused half-smile, followed by a furtive glance at me with the age-old wordless “Oh my gosh” expression, then a return of attention to the student. So when a seven-year-old explains, in casual conversation, that a Portuguese Man-of-War is not a jellyfish (“... but don’t worry, that’s a common misperception. It’s actually a colony of attached animals called zoids”) or a nine-year-old launches into an explanation of antibiotic resistance or a middle-school student explains the constraints of furniture design for subsidized housing units, I love to watch the adults. In Kenya, when a team that included a hospital’s founder and the Head Nurse listened to pitches for the interior design of a new Learning Center that our students had designed and fully funded (considering factors including flexible positioning, hygiene and local sustainability), the team’s looks went back and forth from the students to me as though they were not entirely sure that I wasn’t practicing ventriloquism.

Tour guides on school trips are amused to find that our students know more than most adult tourists about the countries they are visiting. People are surprised to hear that we have won the Odyssey of the Mind competition for the past three years in Hong Kong or that both of our teams were among the five finalists in Hong Kong's Technovation Challenge and one won the competition for Judges' Choice, while still bouncing along happily both during their presentations and between them. ("They're so perky!" one person observed.)

But I've also begun to realize that folks are not just astonished because our kids are confident, passionate, knowledgeable, happy and impressive. What they are astonished at is that these kids study at The Harbour School, which describes itself as a progressive school.

Progressive? Somehow, over the years, some people have begun to think that "progressive" is a synonym for "easy" and that students can't possibly be learning if they are not at the same time mean and miserable. "But wait... isn't that supposed to be the happy school? Don't they have a boat?"

But that's not what "progressive" means at all. Although there are lots of definitions of "progressive," there are four that almost all progressive schools would agree to. And creating a school that can fulfill these characteristics is much more difficult than running a conventional school. First, we know that we're not the ones who make learning fun. Learning is a natural instinct, and like most natural instincts it already is fun. Primates will work hard doing something they don't like, just for the opportunity to work with a puzzle or learn something new. Learning is a positive reinforcement, like food. Four-year-olds are constantly trying to learn all of the time, asking questions about everything from why the sky is blue to what a turtle has for breakfast, and two-year-olds struggle over and over again to perfect a new skill like climbing over the sofa. Computer games that challenge and teach are billion-dollar industries. In order to make learning un-fun, one would have to do things like forcing children to sit for long periods in seats (which is unhealthy at any age), or create an atmosphere of anxiety where the stakes are too high to try something new and fail, or prohibit social interaction and create a competitive atmosphere where one student's success is another's failure. One would have to limit learning to what one person (the teacher) thinks is important, without considering relevance to the life and interests of the learner. So progressive schools try not to do those things.

(For the whole article: <http://www.ths.edu.hk/founder-s-message>)

IN PRAISE OF OUR TEACHERS

By Natalie Mierczak, Vice Principal Prep to Middle School



I have not had an active teaching role in the classroom for two and a half years since becoming Vice-Principal and oh, how I miss it! VC@T, THS's virtual school platform, provided me with just the excuse I needed to go back to being part of teaching and learning through observations and pop-ins. Stepping back 'inside the classroom' during these last 11 weeks of virtual learning has really filled my tank back up, so to speak, and I owe a big thank you to our teachers for making this possible.

From the get go, the VC@T journey had not been easy. We were one of only two schools in all of Hong Kong to kick off virtual learning back in November last year, when the government mandated school closures for six days due to protests. From rolling it out administratively and strategically, along with ensuring parent and teacher preparedness while never losing sight of student engagement and learning along the way, it was no easy feat. Nevertheless, this experience has turned out to be incredibly fulfilling for me as I am lifted daily by the can-do optimism of our teachers, their ability to continuously innovate, their resilience, creativity, strength, grit and 'out-of-the-box' thinking.

I would like to qualify here that these are qualities our teachers exhibit everyday on campus, however VC@T is an entirely different beast and who would have blamed them if they kicked up a fuss? So I am justly in awe of our teachers for all they have achieved so far. These past three months has left me deeply honoured to be a part of The Harbour School team and more than that, I know that we have some of the best teachers here in Hong Kong. This blog gives me, a very proud Vice-Principal, the opportunity to boast without shame the many moments of amazing I have witnessed. (To read the whole article: <http://www.ths.edu.hk/single-post/2020/04/29/In-praise-of-our-teachers>).

COLEGIO INTERNACIONAL SEK (CHILE)

Edu Lab Steam



Edu Lab STEAM, on behalf of FAB Lab Atacama (Chile), invited our school to share our story of digital transformation in their Regional Teacher Professional Development Program. The activity took place at the Huanchaca's ruins in Antofagasta (Chile). This training featured teachers from different schools all around the northern region of Chile.

Our school's IT & Innovation Coordinator shared our experience, and the long road our team is paving to build a strong tech program. Our goal is to encourage other school communities to boost creativity and XXI Century skills abilities through groundbreaking methodologies.

Mr. José Alegría G.
Director of Admissions
Colegio Internacional SEK Chile

Odisea

SEK Chile was invited to keynote by NGO Odisea at "Cumbre de Condores Oriente School" located in Renca. We shared our one step methodology of play, through a scratch Workshop where students could animate their own videogame. The goal was to boost creativity in students and facilitate dynamics that encourage teachers to pursue technological oriented activities. During our participation we shared our own digital transformation progression, and the path suggested to start integrating XXI Century Skills in our classrooms. In our school sharing is caring!

Paola Etchevers
IT and Innovation Coordinator
Colegio Internacional SEK Chile



HIGHER CHAMPS INTERNATIONAL SCHOOL (MYANMAR)

HCIS has implemented Google Classroom for our "Summer School" Program as we finished school in early March and will restart in June. This was a last minute option for us as up until a few days before the start of summer school, all schools were still open and students attending daily. Our teachers are uploading videos, assignments and projects on Classroom and have dedicated hours everyday to assist and mentor our students in their continued learning. While this does not equally replace having a teacher in the classroom with our students, we are doing the best we can to provide an effective learning experience under the current conditions. The plan for our academic school year will be using Google Hangouts to conduct live virtual learning classrooms for our students which we feel will be much more effective than our current model. Internet in Myanmar is typically very slow and this is a challenge we are currently facing as some of our students cannot view the videos uploaded and have long periods of time where the internet is not available. This poses a tremendous challenge for conducting live streaming classrooms, but we are currently exploring ways to address this issue.



One of the main challenges we are currently facing is the lack of participation in our current virtual learning program. Parents are typically busy with their businesses or due to low English skills, cannot help their children with the assignments. Parents are under the impression that the schools will reopen very soon (we do not foresee this for at least a few months) and they are not putting an emphasis on virtual learning stating that they will just wait until the school reopens to reinforce their child's learning. There are many cultural norms that we are up against and because of this we are trying to find ways to best navigate this difficult time.



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SHORT FILM CONTEST

2020

ISA INTERNATIONALISM AWARD +
PRIZE OF 3000 CHF (SWISS FRANCS)

UNESCO
CONSULTATIVE STATUS SINCE 1951

For more information, please click [here](#)

INDIA INTERNATIONAL SCHOOL (INDIA)

PEHAL SANSTHA is an NGO where over 130 under-privileged kids are provided with meals and education. Students of our school went to organise a Christmas workshop there, where we all did craft, taught them carols, played the game 'friend santa' and together made a DIY Christmas tree; engaging all the children there with team work!

Making a difference!



LETS CONTREE'S RANG DE JAIPUR!- a step towards beautifying walls of jaipur junction/railway station, RIICO flyover and govt. schools.

Climate strike- Students showed their solidarity following young activist Greta Thunberg at Albert Hall to spread awareness about climate change and demand action by the people and government for the same.



Joint Responsibility

AASHRAY CARE HOME - Teamwork makes dream work- where we conducted various activities:

CLEAN DAY- When we said no to plastic!

YUOTH 4 JOBS - On World Disability Day, we went there and made them realize 'ability in disability'. We conducted activities of art of living.

ENVIRONMENT DAY- Students went to VT Road near a police station, where through an enactment, students emphasized the importance of oxygen and were awarded by the Assistant Commissioner of Police.

10 DAY WORKSHOP - Students conducted a 10 workshop at a government school, supported by an NGO, teaching students skills in dance, drama and yoga, supported by art and crafts.



AGORA LLEDÓ INTERNATIONAL SCHOOL (CASTELLÓN, SPAIN)

Migrating digital natives to home-learning in the wake of school closures



How a Globeducate School manages this new challenge

Having anticipated possible school closures early in the New Year, our umbrella organisation Globeducate's Leadership began a global strategy for online learning by the start of February. When the news of school closures in Italy broke, ICS Milan, Rome International School and Southlands International School were ready to launch their virtual learning programmes for students aged 3 to 18.

What has been asked of students and teachers all over the world has been immense - students have had to adapt to learning at home, away from the routine of school and the familiarity of their friends and teachers, and teachers have been engaging students in an entirely new environment.

Our admissions teams have been hosting virtual open days and Q&A webinars. As I write this, our schools in Italy, Spain, Andorra, France, Portugal, Qatar, Canada and the UK have all had to close; only our schools in India remain open today. The landscape is changing on a daily basis.

Globeducate has the advantage of already having a well established culture of online education – through online professional learning communities and through online schooling in Canada and France. Our in-house experts shared best practices early in this emerging crisis, using tried and tested home-schooling methods.

MILAN

On the first day of closures, our team at ICS Milan launched their remote learning strategy the ICS Remote Learning System, which was shared and adapted by other Globeducate schools. Through this programme, teachers are available every day from 8am to 4pm, using a range of strategies including live interactive sessions, individual interviews with students, offline activities such as videos, projects, special challenges, exercises and storytelling for our youngest children.

The provision also includes PE, Music and Design. Lab lessons were crucial for this school, due to open a brand new campus, in September, to be at the forefront of online education in the response to Covid-19 and our staff there have also been supporting neighbouring local state primary school.

ROME

Rome International School's innovative use of Google Meet and Google Classrooms is another example of interactive learning being the best route for teacher to student online teaching as students who are isolate can join their classmates and teachers through a desktop and web cam.

Our best practice across the Group has shown that online learning isn't about emailin worksheets to "keep students busy" but about creating meaningful opportunities to try new ways of connecting and learning. The human interaction aspect of e-learning is crucial for student success and wellbeing and for teachers too,who tell us they miss seeing their classes.

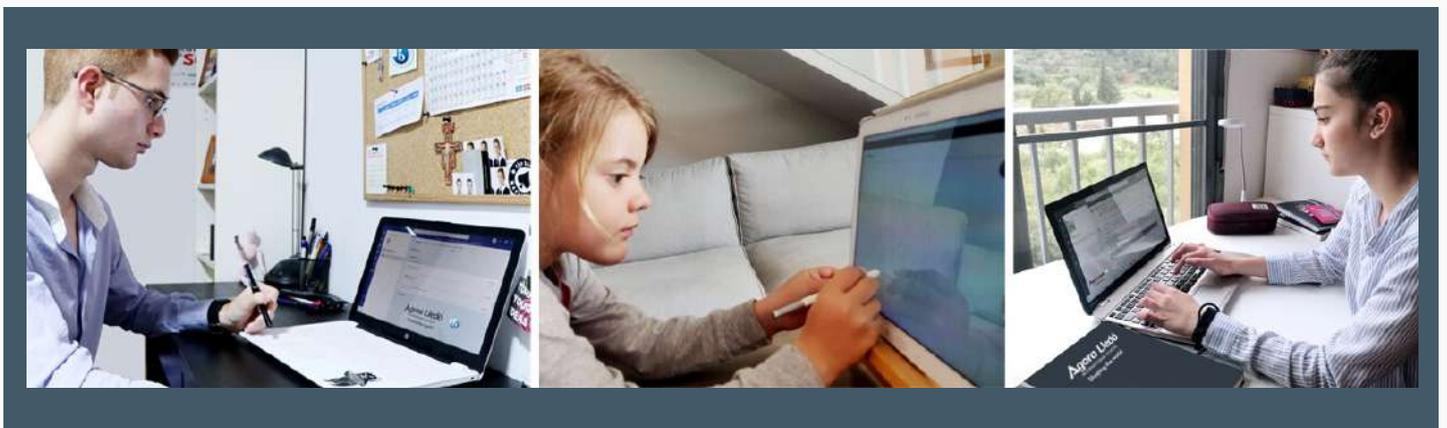
World Poetry Day

Our schools have celebrated World Poetry Day, 21st March, through a Globeducate Poetry "Slam" in which students from around the world uploaded their video creations. Globeducate's partnership with WWF sees us working with the education team there to create an online Our Planet's Future summit in which all of our students can join. Other global online projects are in the pipeline, all designed to build virtual bridges between our schools, and between school and home.

I am proud to say that in a very short space of time Globeducate has led the way in educating students online. Part of this success, I am certain, has been through enhancing our established online professional learning communities. We believe in creating opportunities for professional dialogue, and our online communities have been pivotal for creating a culture of collaboration cross the group. Teachers are familiar with questioning, exploring and learning together across the miles, in order to expand and challenge their thinking, and to share good practice.

Despite the fact that online remote learning is a reality for everybody now, our schools are more connected than ever, often in some very creative ways. The challenge of home-schooling has been fully embraced and as soon as we knew all schools would be closing their physical doors, we were ready to support each and every one of our 51 schools across the world.

When we launched our new Globeducate mission in November 2019, marking our evolution from NACE Schools, we talked about the unprecedented challenges our students would face in the world of tomorrow. We believe that the world is changing at an incredible pace and that education has to keep up with a constantly shifting environment – of course, we didn't know that just three months later, these words would resonate so strongly with each and every one of us.



TNS BEACONHOUSE (PAKISTAN)

TNS Distance Learning Programme

At TNS Beaconhouse, we are proud to deliver our high-quality education and fulfill our mission in the context of our two Lahore campuses. We are also proud that we will be able to do so under exceptional circumstances that may require partial or full campus closure. Holding true to our motto learning without boundaries. In such circumstances, our commitment is to provide an alternative means of education in the form of the TNS Distance Learning Plan.

The following TNS Distance Learning Plan is designed to address the following scenario:

- Asynchronous learning to ensure the opportunity to learn for all students at their own pace given certain deadlines;
- Synchronous engagements to support learning and socio-emotional well-being of students through real-time engagements;
- Limited and/or variable online access to technology and internet for some students;
- Extended flexible timeline for Distance Learning delivery (at least, if not more than two weeks)
- A commitment to monitoring and improvement of this plan and the student experience during the time of its implementation.

The following Online Platforms support both Distance Learning and faculty/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely:

1. Beaconite emails, Google Classroom and ManageBac are the communication tools used to contact and communicate with TNS families, Nursery-DP2.
2. Beaconite Emails, Google Classrooms and Zoom/ Google Meet are the online Distance Learning platforms/ tools used in the Early Years.
3. Google Suite used in the Primary Years through the student Beaconite email address.
4. MYP and DP, Google (Classrooms, Meet, Docs, Slides, Sheets), Zoom, ManagBac and Whatsapp are the learning platforms used in MYP and DP.



WOODSIDE SCHOOL, PUNTA DEL ESTE, URUGUAY

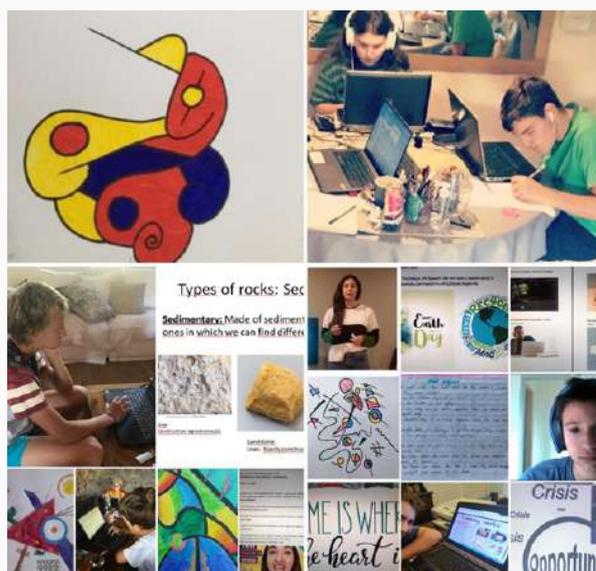
OUR SCHOOL'S APPROACH TO VIRTUAL CLASSES: INTERACTION, SOCIOEMOTIONAL ABILITIES AND FLEXIBILITY

Although we were already used to online platforms as a tool and using it for blended learning, it was quite another thing to rely on them as our only teaching environment after only two weeks of beginning the school year. This was an unprecedented situation but thanks to the highly open-minded educational leadership that inspires us all at our school we could, after one week, come up with general guidelines for our teachers to create their first activities while getting acquainted with some of the new tools. The teachers' immediate reaction was outstanding. The amount of creativity they put into the sudden switch from face to face lessons to online multi-platform and their generosity sharing among them their experience with others who had little or no knowledge of the use of certain platforms still continues to astound us. The collaborative spirit of our school staff contributed to a unique and innovative response to this unthinkable quarantine scenario: virtual classes.

After these first weeks we are delighted to say that the outcome was a dynamic environment where various learning platforms were combined to provide learners with a multisensory set of approaches to the curriculum that is also easily adaptable to students requests,-because things do not always work- and profoundly dynamic as every weeks different in so many ways. Santillana, a Spanish content platform, Edmodo and Zoom are combined in various doses depending on each teacher's objective and the learning outcome pretended.

Interaction with teachers is provided on a daily basis, following the pre-solation schedule, intending to maintain some known routines and helping students organise their timetables effectively.

Debates and videoconferences are opportunities to share feelings, doubts and achievements and we are starting to generate collaborative and interdisciplinary activities to replicate some of the methodologies the students were used to when they actually came to school everyday.



e-learning and emotional aspects

Around the world nearly 300 million children are out of school due to the coronavirus pandemic. As schools have switched to online teaching and learning parents are trying to deal with children's academic work, while keeping all members of the family in the house balanced both psychologically and physically. Emotions play a critical role in understanding the learning and performance of human beings. Considering the increasing role and impact of emotional factors in the e-Learning context, in this text I will try to summarize some information about the relationship between e-learning and its psychological background.

EMOTIONS AND THEIR ROLE IN THE e-LEARNING CONTEXT

Emotions are basic psychological systems regulating an individual's adaptation to personal and environmental demands. They are subjective experiences and multidimensional constructs with affective, cognitive, expressive, motivational and physiological components.

Emotions have an effect on learning and achievement, mediated by self-regulation and motivation. I think the most important ability is self-regulation because it helps children to interact productively with their teachers and peers while managing their own responses.

But what is self-regulation?

It is the ability to regulate and manage thoughts, reactions and impulses. It is essential for ongoing learning, educational success, getting along well with others and maintaining good health.

Self-regulation abilities are important for children's transition to and participation in e-learning platforms. These abilities help children to learn concepts and to engage successfully in e-learning activities.

Emotionally positive parent-child relationships contribute to self-regulation skills across early years. For example; parenting styles focus on children's autonomy within set limits and predict stronger self-regulation development in children.

What you can do to activate your child's self-regulation?

A combination of genetic and environmental factors shape the development of self-regulation abilities. Organized and predictable home environments provide children with a context where they can develop their self-regulation skills. Interactions between children and their parents and caregivers help children to understand their emotions and to regulate their behavior.



When your child struggles with a strong feeling, encourage her to name the feeling and what caused it. Wait until the emotion has passed, if that is easier.

Help your child find appropriate ways to react to strong emotions. For example, teach your child to take a break or get adult help when he/ she feels overwhelmed. Say things like 'Let's relax' and 'I can help you if you like'.

Set a goal; goals make it easier for children to self-evaluate and understand the progress they have made.

Practice self-control with games. There are many different games that help students work on their self-control skills! Jenga, Freeze, and Simon Says are just a few of them.

Use literature. Picture books are a great way to introduce and discuss self-regulation skills at all levels.

Discuss scenarios. Talk about real-life situations that encourage learners to stop and think about managing their behavior.



ROAD TO ISA'S 70TH ANNIVERSARY 2021!!!



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* UNESCO CONSULTATIVE STATUS

MORE OF OUR HISTORY...

The beginning of the MYP



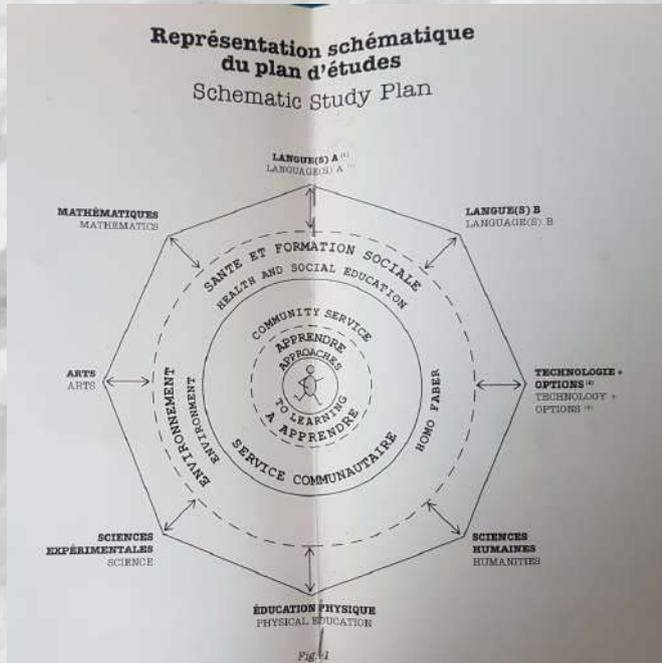
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FOR THE MIDDLE YEARS
OF SCHOOLING
11-16 YEARS



Our 1980s bulletins



The image shows six covers of the ISA Bulletin, arranged in a 2x3 grid. Each cover features the ISA logo and the title 'ISA Bulletin'. The covers are from different years and issues:

- Top-left: No. 104, March 1983. Contents include: Editorial, 1982-83 ISA Conference, The State for New Schools in Scotland, Book Review, Report on the 1982 Symposium of the I.S.A., Report on the 1982 Symposium of the I.S.A., Minutes of I.M.E.S.P. 1982-83, A Contribution to I.S.A. Conference.
- Top-middle: No. 105, March 1983. Contents include: Editorial, The Future of Education, The State for New Schools in Scotland, Book Review, Report on the 1982 Symposium of the I.S.A., Report on the 1982 Symposium of the I.S.A., Minutes of I.M.E.S.P. 1982-83, A Contribution to I.S.A. Conference.
- Top-right: No. 106, March 1983. Contents include: Editorial, The Future of Education, The State for New Schools in Scotland, Book Review, Report on the 1982 Symposium of the I.S.A., Report on the 1982 Symposium of the I.S.A., Minutes of I.M.E.S.P. 1982-83, A Contribution to I.S.A. Conference.
- Bottom-left: No. 107, September 1984. Contents include: Editorial, The State for New Schools in Scotland, Book Review, Report on the 1982 Symposium of the I.S.A., Report on the 1982 Symposium of the I.S.A., Minutes of I.M.E.S.P. 1982-83, A Contribution to I.S.A. Conference.
- Bottom-middle: No. 108, February 1984. Contents include: Editorial, The State for New Schools in Scotland, Book Review, Report on the 1982 Symposium of the I.S.A., Report on the 1982 Symposium of the I.S.A., Minutes of I.M.E.S.P. 1982-83, A Contribution to I.S.A. Conference.
- Bottom-right: No. 109, February 1984. Contents include: Editorial, The State for New Schools in Scotland, Book Review, Report on the 1982 Symposium of the I.S.A., Report on the 1982 Symposium of the I.S.A., Minutes of I.M.E.S.P. 1982-83, A Contribution to I.S.A. Conference.



The First
ISA
Jerusalem
Youth
Encounter
By Esther Lucas

YOUTH LEADERSHIP ENCOUNTER 2020 (DECISION PENDING DUE TO CORONAVIRUS DEVELOPMENTS)



INTERNATIONAL SCHOOLS ASSOCIATION

Youth Leadership
Encounter
On Global Issues



NEXT
YOUTH LEADERSHIP WILL
TAKE PLACE IN _____
BETWEEN _____ AND _____.

In 2019 we were in Castellon, Spain.
Follow this space for details about
the next Youth Leadership
Encounter On Global Issues.

Details
to be
announced
soon.

Introducing Millie



We are life-long mentors

“There are moments in our lives when we must take decisions that will impact our long-term happiness”

There are moments in our lives when we must take decisions that will impact our long-term happiness. Applying for boarding school, choosing the right university and major, finding the most relevant internship – these are some of the most critical moments in the early stages of our lives.

Some people wander at random and not follow any guidance beside listening to hearsay and shouts from those around them, wasting their time in short-term pursuits without having any overarching goal. Some others follow the advice of people who have explored a certain path they think they'd like to replicate, ignoring the fact that circumstances around them have changed and that what worked for others before might not work for them now. Yet others, like sheep, follow the flock that has gone before them and instead of focusing on what they really want, they follow the latest trends made popular by the majority.

We believe all people have potential, and that each person has unique needs. Our guidance, while initially focusing on college admissions counseling and tutoring, will gradually evolve to become a holistic, ongoing mentoring around every aspect of life.

We are doing this by building a community of mentors and students from all around the world. The community lives and breathes through technology (most exchanges take place online) and in-person interactions, starting with winter and summer retreats for students and mentors to learn mingle and network while having fun.

♥ London + New York + Hong Kong

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