

The International School Community



Where has CBK Associates been? Here we include:

- An **Overview of Conferences and On-Site Consultations**
- An **In-depth Look at Visits to Three Schools**
- **List of Schools and What People are Saying . . .**

Conference Presentations and Association Sponsored Institutes

- Association of International Schools in Africa (**AISA**), Conference Keynote, plus day long presentations and workshops at Johannesburg Conference, October 2012
- Central and Eastern European School Association (**CEESA**), Preconference and workshop sessions on service learning at annual conferences in 2007-2011 and 2013, plus three two-day Service Learning Institutes held in 2008, 2009, and 2010
- East Asia Regional Council of Schools (**EARCOS**), Leading a multi-day Service Learning Institute at Jakarta International Schools, November 2011 and October 2012; Presenting at the International Teachers Conference in Bangkok, March 2012, and Administrators Conference in Bangkok November 2013; also EARCOS weekend workshops scheduled for Shanghai in November 2013, Kuala Lumpur in February 2014
- European Council for International Schools (**ECIS**), Various European Locales. Conferences presentations and preconference sessions on service learning at annual November conference in 2006-2009, and November 2013
- Near East Schools Association (**NESA**), Presentations on service learning at annual conference in Bangkok, 2010, plus two-day Service Learning Institute in Abu Dhabi, October 2011

School On-Site Consultations

- **Hong Kong Academy**, Five-day visit to align the International Baccalaureate curriculum with service learning, including all faculty presentations and work with each grade level, and parent presentation
- **Jakarta International School**, Consultations in 2011 and 2012 with plans to return in February 2014; these multi-day visits include K-12 programming with curriculum development and design for 9th/10th grade social studies, meetings with every high school department to advance service learning, youth leadership sessions, and administrative meetings
- **International School of Johannesburg**, Consultations to develop a Service Learning program; four visits in 2008, 2009, and 2012 with for multi-day institutes; Returning fall to lead a weekend institute plus consult at the school for four days, 2013
- **Singapore American School**, Initially a one-day visit as an introduction followed by a five-day visit to meet with each grade level (K-8) for a half day, plus a half day with high school student leaders
- **American School of Warsaw**, Two multi-day visits to advance the school-wide Service Learning program, 2009 and 2010, providing faculty professional development and to model lessons with students at various grade levels including the development of service learning protocols for the CAS program
- **International School of Zagreb**, Consultations to develop a Service Learning program; two multi-day visits in 2010 to provide professional development for faculty and to model lessons with students at all grade levels

Visits to Three International Schools

Cathryn Berger Kaye, M.A., CBK Associates



The following are examples and models of ways I have offered consulting to schools in many parts of the globe. Please note that communication with the school always frames how the program is designed and delivered, and the selection of the topics. Plans take into consideration school priorities, time available, and options for ongoing support.

Of special interest to schools with the International Baccalaureate Programme, Cathryn Berger Kaye also consults with the **IB** to assist with the integration of service learning in CAS and the concept of service learning across the curriculum.

Singapore American School: Advancing Service Learning

The first visit was for one day when I was already in the region in November 2012. On this occasion a series of brief appointments were scheduled to review what was occurring at different grade levels K-8, and also with the high school program. A volunteer service coordinator was present to allow for continuity. With each group we clarified best options for service learning as integral to classroom content. Based on the request of participants, I returned two months later for a full week.

This week long schedule in early February 2013 was arranged with half days of professional development for each grade K-8. An additional evening meeting was held with a small group of high school student leaders in anticipation of a full day with leaders from all the high school service clubs.

Each K-8 meeting included a review of the service learning process, the Five Stages of Service Learning. Each meeting looked at the specific curriculum at this grade level and identified authentic and purposeful ways service learning would enhance academics. Where grade levels already had service learning concepts in place, we looked at strengthening and further advancing what was established. This often meant clarifying the investigation stage or adding more deliberate reflection and literature suggestions. Each session also reviewed relevant 21st century skills and competencies that could be met during in the process. A full service learning packet of materials was provided as well as a copy of my curriculum *Strategies for Success with 21st Century Skills: A Learning Curriculum that Serves*, elementary level. The response from every grade level was most positive as they reported greater understanding of the purpose and process of service learning and how it would advance their curriculum. The school's curriculum coordinator attended many of these sessions as did the volunteer service coordinator.

With the high school leaders, I led them through specific experiences that would assist in building teamwork in their clubs and clarify roles and responsibilities; they agreed they could each lead these activities with confidence. We also looked at the structure of the clubs. Based on the sequence of discussions and open-ended "blue sky" thinking, they came to the conclusion that the traditional president/vice president model may be hindering their work, and a more collegial framework on small committees that provided every member with a valued role would do more for keeping students involved and engaged.

A meeting with the administrative team to review progress was held on the last day.

International School of Prague: Introducing Service Learning

This was a two-day visit prior to a regional conference. Pre-K through grade 5 teachers were scheduled for 40 minutes per grade level; all teachers in each grade level attended. Middle and high school teachers came in different configurations for brief meetings. This visit was described by Arnie Bieber, head of school, as a “teaser” to introduce service learning as a more deliberate pedagogy in line with what the school intends to incorporate to meet its mission more fully. Two grades had significant service learning experiences developed as a core teaching approach. When reviewed, the teachers were eager for suggestions to continue the authenticity for the next year’s students, aiming to avoid “cookie cutter” response to real-life situations.

For 90 minutes, I led a service learning workshop for the school faculty aimed at a common language and thought process as they move forward. Informal feedback was most positive and several teachers said they began planning for new ideas during the session.

Leading an all-faculty session on the service learning process is recommended when this can be scheduled. Length can be from 90 minutes to a half or full day, depending on scheduling options. Always this is recommended to strengthen common understanding and language. In some larger schools this session is divided by divisions.

Jakarta International School: Building Academic Integration

Over two consecutive years, 2011 and 2012, I provided professional development to the faculty at JIS, and a third year visit is scheduled for February 2014. For both visits, I spent days at the school working with faculty followed by an EARCOS weekend workshop on service learning themes: 75 educators attended the first year three-day Institute; the next a two day Institute with 40 attendees.

Year One: Over the three day visit with JIS faculty, the curriculum coordinator planned my time to meet with different groups and cadres. In addition to meeting with teachers at various grade levels, I was scheduled to meet for lengthy sessions with administrators. These were quite fruitful in assuring the administrative teams on their two campuses were well-grounded in the concepts of high quality service learning and its benefits. We successfully removed the notion of service learning being an add-on. Terms were clarified for all schools – primary and secondary, in fact the high school administration meeting was the longest. On the last day the executive administration team dedicated time to review and determine next steps. A large number of faculty members attended the three-day institute. The first half day of the institute involved service-related field experiences for all 75 participants. This was such an effective model that the next school year replicated this for all 250+ faculty members. Plans are underway to do the same for support staff.

Year Two: This week-long visit was devoted to the high school. For a day and a half, I collaborated with a curriculum team on developing two new social studies/humanities units intended to have a strong service learning thrust – one for grade 9, one for grade 10. The benefits of my participation were evident: service learning became to be seen as the engine that would move the curriculum forward. We were able to also identify which 21st century skills could be scaffolded during each of these units. Woven into the process was the concept of allowing for student ingenuity and initiative in aspects of the service experience. The rest of the week was primarily scheduled with every high school division, and also for CAS and the Group 5 project. With each group we again reviewed the service learning process and discussed or developed appropriate planning based on the Five Stages of Service Learning. Several departments were novices, others were moving ahead with well-articulated ideas. Additional time was dedicated to a meeting with the middle school administrator, high school student leaders, and other administrators to review and consolidate ideas for future planning.

Additional School Visits

Multi-day professional development have also been provided onsite to the following International Schools between 2008 and 2013; exception to “onsite” is noted:

- The International School of Amsterdam, Netherlands
- American School of Bombay – professional development provided through a series of six Webinars
- International School of Brussels, Belgium, four day summer Institute for teacher development
- American International School of Bucharest, two days
- Lincoln School, Costa Rica – webinar
- American School of The Hague, The Hague, Netherlands
- United Nations International School, Hanoi, two days
- Chinese International School, Manila, Philippines
- International School of Estonia, Tallinn, two days
- American School of Krakow, Poland, two visits, two days each
- American International School, Vienna, two days

What People are Saying . . .

From Europe

“Cathryn Berger Kaye provided us with an excellent four day professional development series specifically tailored to the needs of our organization. Cathryn facilitated each day in ways that allowed attendees to interact, learning skills and knowledge that can be applied to their individual roles. In addition to the workshops Cathryn also provided one to one specific and individualized coaching sessions. In the time since the workshop Cathryn has continued to make herself available for follow-up questions and to provide advice and support when needed. I would most definitely recommend Cathryn Berger Kaye for running professional development programs for your organization.”

Michelle Brown, International School of Brussels, CAS Coordinator and HS Science Teacher

From Asia

“Cathryn Berger Kaye is an outstanding presenter! She is highly engaging and meets the needs of her audience. CBK has a depth of knowledge we should look for in a presenter. I would gladly go to hear Cathryn again, knowing that I would grow professionally. I highly recommend her to my colleagues.”

Eric Semler, Concordia, Elementary School Principal

From South America

“I am a teacher in Buenos Aires, Argentina. I went to your keynote presentation in Lima, and I must say it was quite inspiring. I wanted to thank you for re-energizing me in my teaching and you have given me so many new ideas to integrate into my classes. Before the conference I was getting so overworked and burned out by the demands of my job, I had lost sight of the big picture. Thank you for giving that back to me.”

Robin Glas, MS Science, Asociación Escuelas Lincoln, Buenos Aires, Argentina