



From Ideals to Ideas to Action

Sharing our humanity...and our Earth

Summary of Today's Presentation

Yokohama's Green Journey

Triple Bottom Line, Sustainability and Differentiation

'High Noon' Issues

Where are we heading?



Audience Warnings

- Lots of ideas today, hopefully some will stick
- I am assuming everyone takes the social problems we are facing seriously.
- Bear with me, I will try to bring things together in the end

Looking back to last year's presentation

2007

Achieving **Balance** and setting **Priorities** and making
green initiatives 'sustainable';
through **Triple Bottom Line** theory



Triple Bottom Line: The business world's version...

Financial

Environmental

Social



Sustainable
Capitalism



How does Triple Bottom Line work in business?

Extends accounting methodologies

- “Green Accounting”
- Process: Metrics / Quantification / Performance management
- Public Reporting in a similar style to financial statements

Alignment of scores for all bottom lines



Triple Bottom Line: Educational Version

Academic

Intangible Core

Financial



**Sustainable
International
Education**



The Three Educational Bottom Lines

Academic: Summative academic results (e.g. IBDP)

Intangible Core: Everything else!!

- The 'Soul of Education': Hidden curriculum; Pastoral curriculum; Informal curriculum; etc
- Includes: Values education, internationalism, emotional intelligence, etc.
- TOK, CAS
- Some elements can be measured; some cannot

Financial: Income statement, cash flow, etc.

So....

So, after the presentation last year, what happened at YIS?



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The Green Journey at Yokohama International School

- Environmental Committee of Teachers drew up a “Green Plan”
- 2 of the 11 of the revamped school aims address environmentalism
- The Green Plan is now a major component of the school’s strategic plan
- Implementation is underway



Beginning to See Results

Some initial successes include:

- Carbon offset for all vehicles (\$2,000 US of offset); 'Green Club' of 20 High School and Middle School students formed, Annual community conference has environmental / community theme; various gardening projects going on; 'cool biz' in the offices; trees for shade in the playground; film on windows to save energy; linked cafeteria contract to green stuff; bottled water consumption greatly reduced; redevelopment of buildings to green standards being included in long term plans; overt goal to hit Kyoto targets; plans to convert one parking lot to garden;
- Still a fragile programme, one year away from 'sustainability'.



Trouble in Paradise?

1. Volunteer compliance
2. Challenge of existing infrastructure.
3. Not greening challenge...it's change management
 - Little wins, improve relationships, flexible planning, provide reasons, big picture



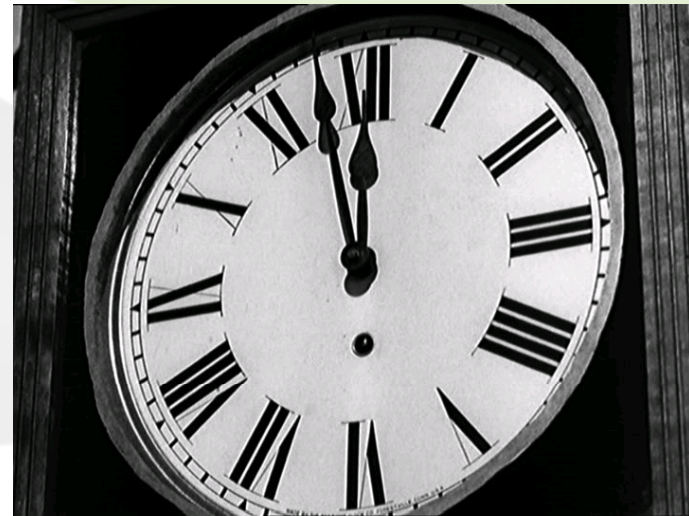
What is the ultimate goal?



This year's theme: High Noon

Challenges are:

- Global poverty
- Peace and conflict
- Education for all
- Global infectious diseases
- Digital divide - uneven access to information and communication technologies
- Disasters and emergencies



Question

So how do we begin to address the high noon issues
...in a manner that is sustainable?



Sustainable?

What if
person X
leaves?

Board changes?

School
strategic plan
changes?

Sustainable?

Enrolment drops?

Head of school
moves on?

Sustainable = "To keep in existence; maintain"

How sustainable are various programmes at your school?

Think about various programmes at your school?

- Sports
- Fine Arts
- Environmental
- Academic
- Extra-curricular
- Other

Discuss: What is a programme at your school that is highly sustainable? What is a programme that is not?

“Internationalism Lite”



Fashion



Food



Festivals

Flags



Sustainable or Superficial Success?

- “Internationalism Lite” implies a lack of depth to activities.
- Sustainable depth is achieved with a web of mutually reinforcing activities.



Your approach to 'sharing our humanity'



Questions to Think About:

- Do you track what sort of interactions and opportunities students are going to be exposed to over the course of their 'schooling'?
- We map the formal curriculum, so shouldn't we be mapping the 'Intangible Core' to ensure kids aren't falling through the cracks?
- Maybe you think you are doing this, but would every student appreciate what you are doing? Every teacher?

Group discussion

Where do the 'sharing our humanity' themes fit within your school?

- What do you use to inform discussions on the matter?
- If you could be doing more, why aren't you?
- Does anything else have to stop or be reduced?



Where are international schools heading in terms of developing their programmes?

So how different are international schools?

- Trends clearly show international schools becoming a smaller proportion of IB schools.
- Many countries around the world (e.g. Thailand) have significant numbers of international schools primarily catering to host country nationals.
- The title ‘international school’ is unrestricted.
- Overseas trips and exposure to foreign cultures are now commonplace in many school systems around the world.
- Globalization and immigration mean one can have rich diversity in student populations in a wide variety of school systems.



One BIG difference: Sharing our Humanity



*Not driven by
political agendas or
economics*

In other words...

Intangible Core

**International
Education**



Problem

But as international education grows, is this leading to unforeseen implications?

More or less, diversity

Electronic Publication and the Narrowing of Science and Scholarship (Evans, 2008)

- “as more journal issues came online, the articles referenced tended to be more recent, fewer journals and articles were cited, and more of those citations were to fewer journals and articles”
- “may accelerate consensus and narrow the range of findings and ideas built upon”

Are we doing the same thing?

- More schools, more conferences, less real ideas?
- Are we becoming less diverse?



A different look at being different

We have been talking about “High Noon” / Green issues. About ideals...

But none of this exists in a vacuum. Much sits between the academic realm and market realities.

1984

Differentiation in Schools

1. We all appreciate the importance of differentiation in the classroom.
2. It follows then we should have a range of educational options available within any one locale to serve students.
3. Furthermore, schools will 'compete' with each other when their educational offerings cross over.
4. And if two schools are crossing over in terms of their programmes, from the student perspective do you really need both?



Why should schools be different?

- It can be better for the kids.
- And it can be better for us professionals too—no reason not to share!
- And if international schools are to be leaders in education, they then need to be different...



Parental Priorities

International Schools in Switzerland Mackenzie, Hayden and Thompson (2003)		Bilingual Schools in Argentina Potter and Hayden (2004)	
Language Skills			
Rank	Priority	Rank	Priority
1	“Desire of children to be educated in English”	1	“Desire for a bilingual education”
		2	“Wanted children to speak English fluently”
		3	“Wanted children to learn English”
Impression of the school			
Rank	Priority	Rank	Priority
2	“Good impression when visiting the school”	4	“Thought children would be happy”
		5 (tie)	“Caring school”
Academics			
Rank	Priority	Rank	Priority
3	“Curriculum used in the school”	5 (tie)	High academic standards
		7	Existence of international exams
Note: The studies did not present parents with identical priorities and thus similar priorities were grouped together as applicable.			

Another theory...

Two types of Factors affecting decision making:

- Decider
 - Strong influence upon school selection
 - E.g. Amazing playground

- Enabler
 - 'Enables' the basic educational programme
 - 'Hygiene factor'
 - E.g. Normal playground



Deciders Framework

Educational Visionary's Zone



**Dominant
Decider**

Standard Decider

Decider or Enabler

Standard Enabler

Essential Enabler

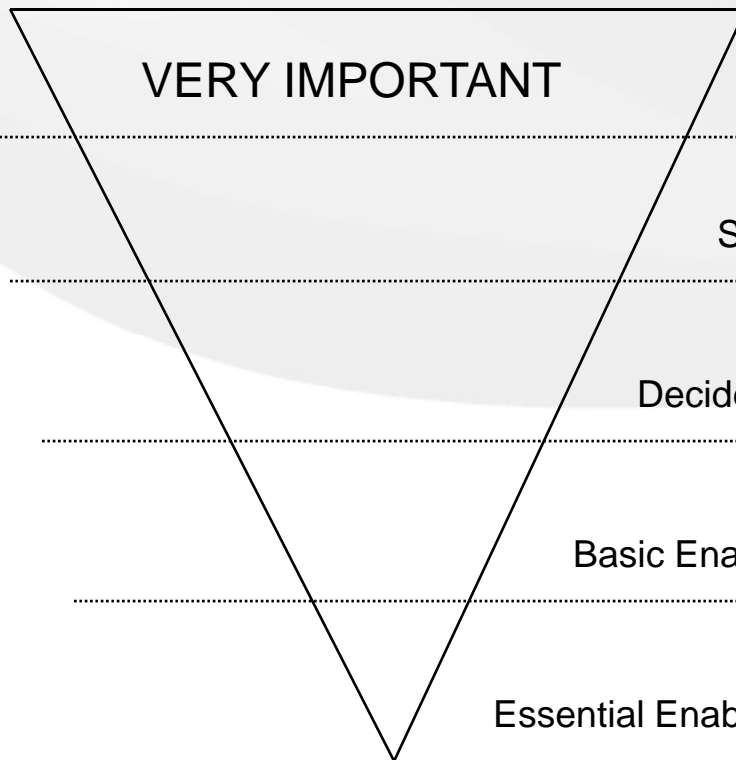
From an educational perspective, Enablers provide the basic educational programme while Deciders lead to an increasingly better programme

Educational Managers Zone

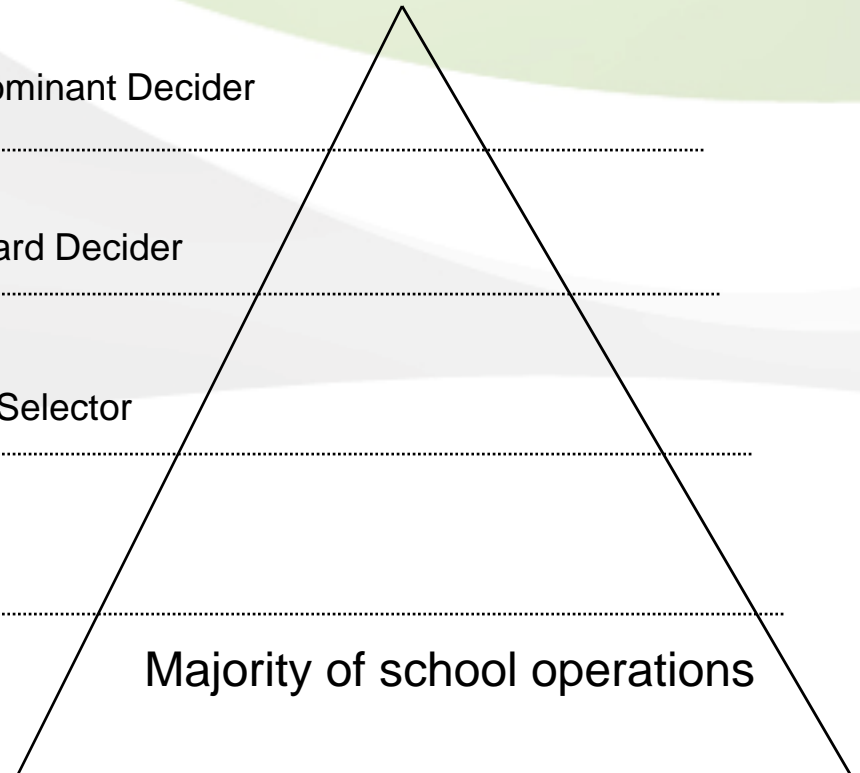
Note: Like Maslow's hierarchy of needs (1943), the qualifiers must be in place for selectors to be effective

The Counter-Intuitive Nature of School Differentiation

Relative Importance of Activities upon the Differentiation



Proportion of School Activities and Investment



The Business Side of Differentiation

- Differentiation plays a huge role in the market appeal of schools.
- Great argument for the business types in governance positions.
 - For example, the YIS 'green' initiative was appealing to the board because of its differentiating value.



So what?

How does a Triple Bottom Line concept and Differentiation help us with:

- Global poverty
- Peace and conflict
- Education for all
- Global infectious diseases
- Digital divide - uneven access to information and communication technologies
- Disasters and emergencies

Differentiation and Triple Bottom provide you with...

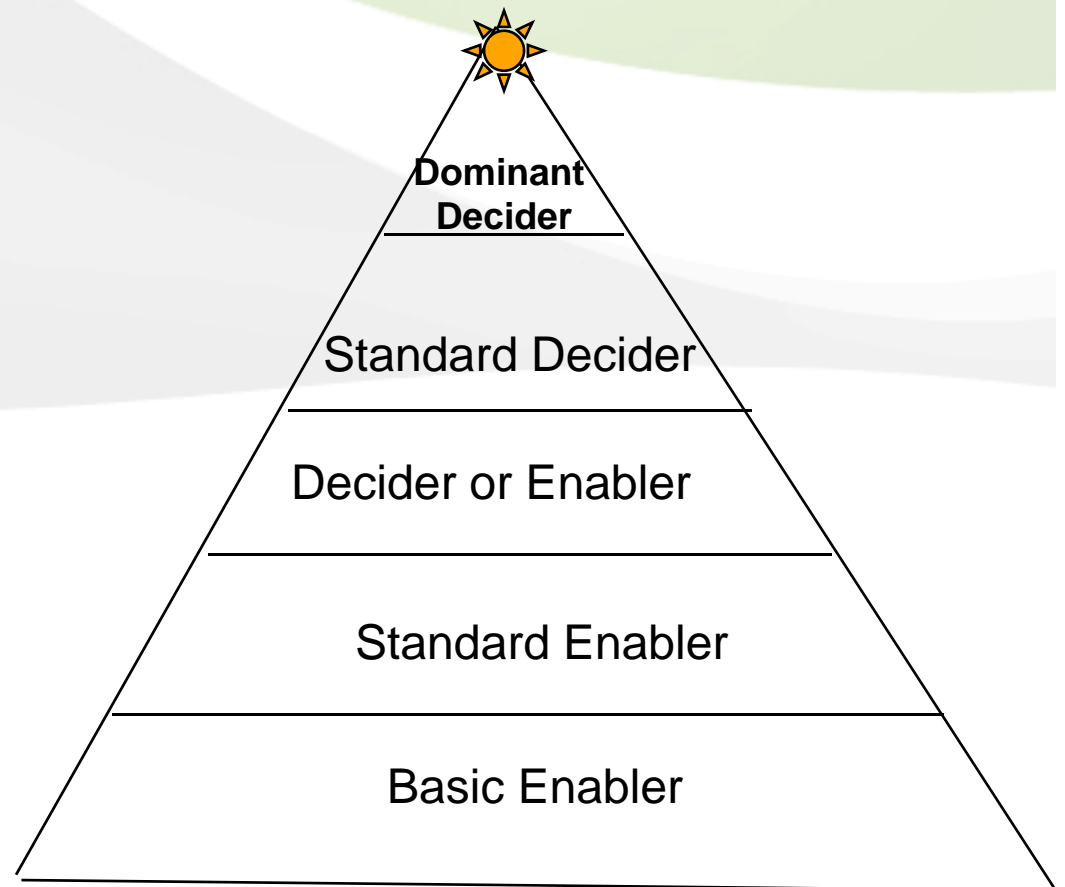
Mental framework for organizing ideas.
Language communicating and persuading.
Framework for balancing priorities

TRIPLE BOTTOM LINE

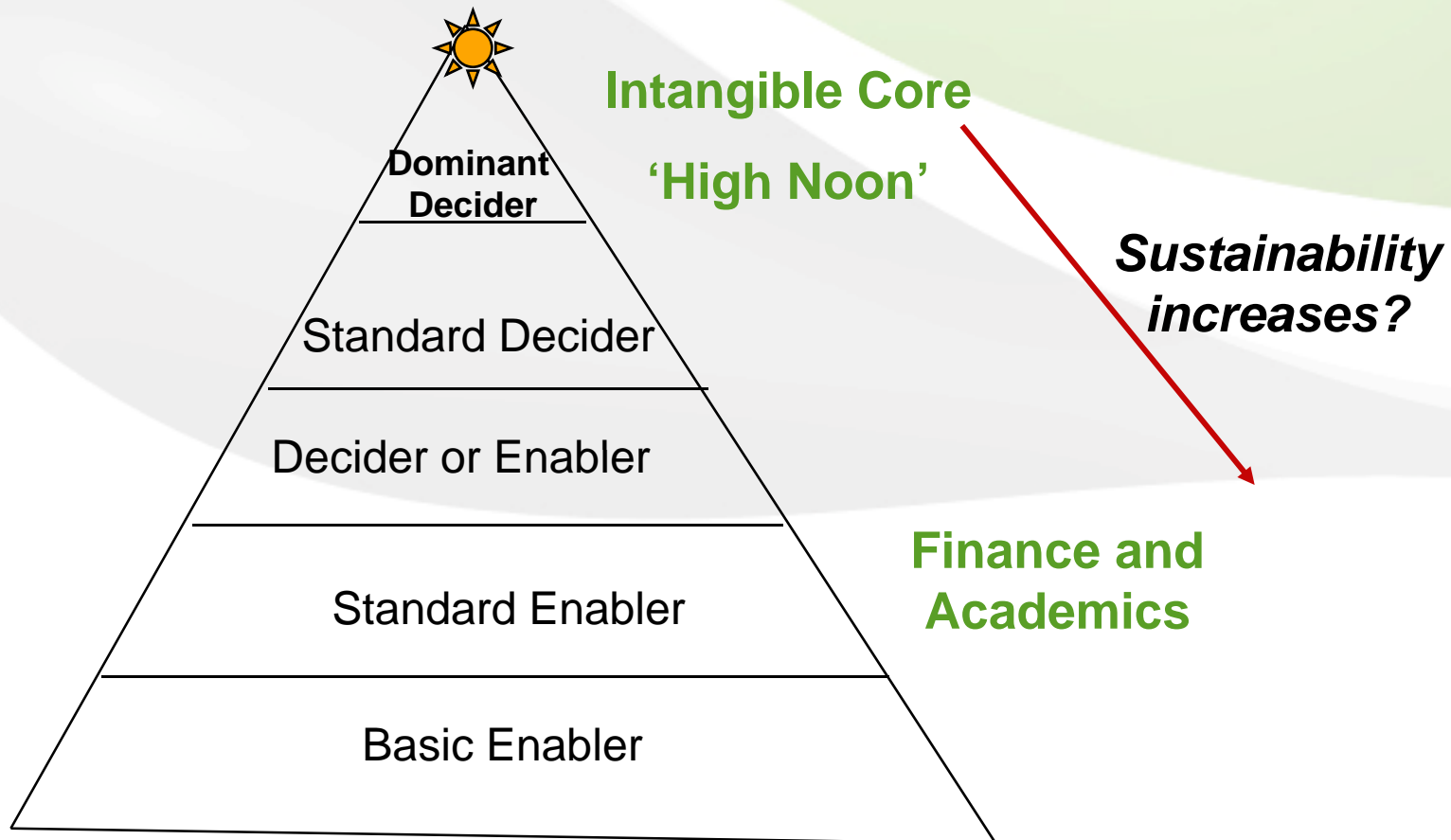
Academic

Intangible Core

Financial



Putting High Noon into Action



Some BIG ISSUES we face...

- We need more philosophical discussion about what defines us as international schools.
- What is our role in a global society?
- What are we doing that is making our schools different (for the better)?

Looking ahead...some implications

- International schools need to move on. The monopoly on international education is gone.
- Prediction: within the next ten years, international schools will be moving on from the IB
 - IB is too far down the pyramid now
- Those leaders operating near the top of the pyramid are already well underway.



Leadership Implications

- International schools, with their high degrees of strategic flexibility, have profound opportunities to be leaders in education.
- We are (generally) not driven by economic or political agenda but by ideals.
- Support those operating at the top of pyramid, without losing sight of the basics.
- If you are afraid to do things differently, you can't lead.



Priorities

- ‘Sharing our Humanity’
- Seek new ‘Deciders’
- Connect and integrate programmes
- Prioritize:
 - budgets
 - management systems
 - staffing.
- Use the mission statement
- Answer: What are you NOT going to do?



From Ideas into Action

Data Rich Decision Making

- Map activities
- Look for opportunities
- Find gaps

Manage Systems

- Look at your timetable, budgets, student loads, staff expectations
- Consider normal classroom work, special projects and CAS

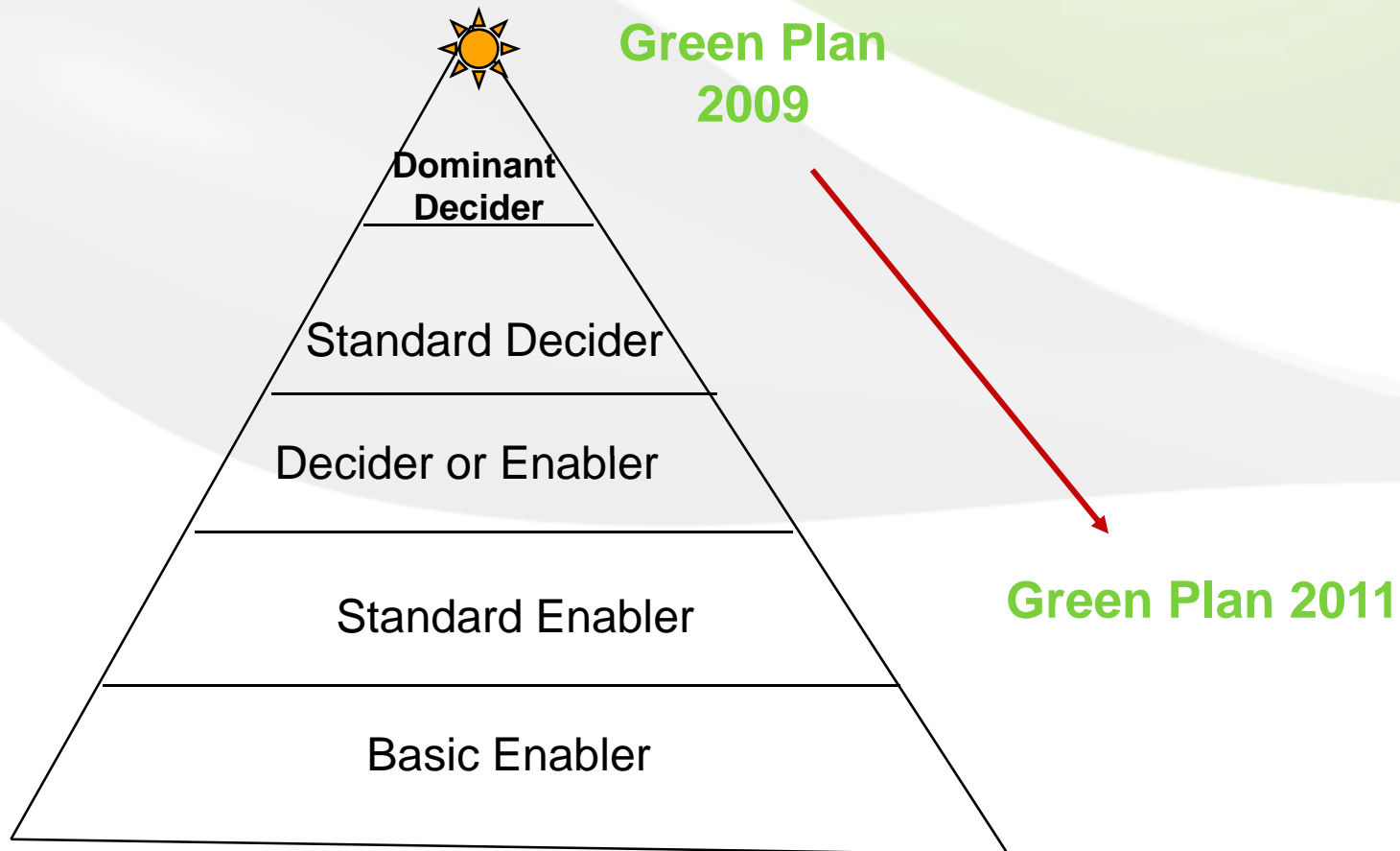
What this means for YIS

- Green Plan will be part of 'social initiatives' programme
 - Connect with other 'high noon' initiatives
- We will be looking to make more data driven decisions in shaping this programme
 - Apply the lesson's learned
- Use new mission and aims of the school
- In the short term, this programme could be a differentiator for us.
- In the long term, it better not.



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YIS Green Plan



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Our Leaders must ensure...

- Sustainable programmes that will help address the big issues facing society.
- Priorities are centered on the intangibles. And we need to get even better in this area—FAST!
- We generate more ideas, try more things and take risks.
- “High Noon” issues become Enablers



Final Thoughts

Sharing our Humanity: we shouldn't need this as a theme, it is what we do anyway. But we need to get even better at it.

The **problems** we are facing to are too **BIG**. We need to get innovative. Don't be afraid to be different.

"We can't solve problems by using the same kind of thinking we used when we created them." (Einstein)



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