

School Leaders

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education. Efficiency, productivity, accountability, and, in some contexts, profit, all matter. These Principals have come to see management (including non-educational tasks) as part of the job—an entirely natural, desirable, and welcomed part of leading a school.

Not one type, but many

Across the types, Principals queried sought a different balance between education and management. For some, management tasks were a functional need—part of the job, just distinct and separate from education. For others, the lines were blurred; management systems were accepted if useful in improving education. For a few, management thinking brought its own rewards; for these Principals, sometimes, being a manager matters as much as being an educationalist.

Importantly, the Teacher-Principals were just as successful as the Educational-Executives, they just related to management differently. Whatever the type, these interviews revealed that Principals can be both teachers and managers—they can enjoy spreadsheets, metrics, and data while still being passionate pedagogues. They can both present a set of accounts to the school board and sing in a school band... though perhaps not at the same time! As neatly summed up by one Principal:

“Knowing what is going on, and being comfortable in both worlds, strengthens my hand in all sorts of ways.”

These types reflect the changed and changing nature of international school leadership. If such a thing as a “pure educationalist” ever existed, then those days are long gone. Today’s Principals face both educational and management pressures. The types show how Principals manage both, while staying sane.

Maybe then, as well as being skilled instructional leaders, compassionate listeners, and steady hands in turbulent times, international school leaders also need to cross-cut education and management. Words like “client” and “customer” may cause us to wince, but, like it or not, international education is now big business. It may be uncomfortable to sit on the fulcrum this change, but that is what Principalship demands. Successful Principals understand their relationship with education and with management; they are comfortable with whatever “type” they choose to embody. ●

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Sing It! Songs as a Tool for Language Acquisition

By *Ettie Zilber*

Notice how babies are soothed and respond to the melodies and lyrics of children’s songs. Observe how children, teens, and adults sing, whistle, or hum along with songs on the radio, TV, or iTunes. Sense how songs engage emotional and nostalgic reactions from times and events long past, as the lyrics are ingrained in memory many years later. Notice how the younger generation affiliates itself according to its taste in music, or to its adoration of certain performing groups. They are inordinately motivated to learn these lyrics and memorize the bios of the artists. They’re even willing record themselves in action. Just look at the success of “carpool karaoke” and many other YouTube clips.

If songs are so socially and emotionally engaging and so instrumental in the cognitive and physical development of children’s first language, think of how useful they could be in teaching and learning multiple languages. If you invest effort into researching and using popular songs as teaching tools, you will find enormous outcomes in your students’ learning of any target language, and at any age.

The following criteria should be considered when introducing songs into your lessons:

1. The song offers a relevant theme or content: this is an opportunity to use the song as the prompt for an engaging discussion about topics of interest to the age group, aligning it with the curriculum. Students relate these themes to their lives, using vocabulary and grammar picked up from the song.

2. It is relevant for the age group and the culture of the school: you should screen each song for appropriateness, respectful vocabulary, and content.

3. It introduces and reinforces a grammatical expression through the lyrics: this is an enjoyable way to reinforce correct grammar, vocabulary, and sentence structure, and it will never be forgotten.

4. It is popular, an old familiar standard and/or current: the more times the students hears the song repeated on the radio, TV, or iTunes, the more “free” reinforcement the students receive outside the classroom. In addition, the students are motivated by the popularity of the song or the singing group.

You can also introduce follow-up activities, such as practicing selective listening comprehension; studying grammar; reading songs, articles, or books for linguistic purposes; composing songs; writing an article about a song; writing a letter to the vocalist; discussing the meaning of a song; translating the song to your native language;

writing dialogues using the words of a song; imitating the dancing that accompanies the video clip of the song; doing role plays; dictating a song; using lyrics for fill-in or cloze activity.

Singing then analyzing songs is also a useful activity for group project work; to energize or relax classes; to practice pronunciation, intonation, and stress; to break the routine; for choral repetition; to develop greater vocabulary; to teach about culture; to learn about your students and to have fun (Murphy 1992). Need to add some zest to your classes? Ask students to bring their favorite song to class. This is one homework assignment kids will not forget.

Enjoyable, interesting, and stimulating subject matter and activities lead to successful learning outcomes. Introducing popular songs into your daily lesson plan or unit plans is guaranteed to be all this and more. Your students will love it, especially if you sing along. The outcomes will be immediately obvious. ●

Helping Hands

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low, and blue—great bright colors for a little boy!

Hand Out is now embarking on the construction and customization of the 3D printed hand for Paul. Over the next few weeks, ISK students will be printing out all the parts needed to construct the prosthetic. They will then assemble the arm and ensure it fits the measurement constraints and the mold taken. Paul will then have to come back for a fitting and a training session on how best to use the arm and, if all goes to plan, Paul will leave with a functioning prosthetic.

Since Paul is young and growing quickly, he will have to come back for regular fittings and updates for the prosthetic. Here, the true benefit of 3D printing is apparent. Students can continually customize the prosthetic to match Paul’s growth rate. Furthermore, this can be done at a cost of only US\$30–US\$50 per prosthetic hand, compared to the US\$1,200 Paul was quoted from the hospital.

Hand Out is committed to a life-long partnership with Paul, there-



ISK's Hand Out club (photo: ISK).

fore it is imperative that the club continue to grow and maintain active members.

If you are inspired by Paul’s story and would like more information about both the club and Paul’s journey, please visit our website <http://handoutisk.com> ●

Maciej Sudra is Design Teacher and Denzil Mackrory is Physics Teacher at ISK.

what's your story? editor@tieonline.com

Format: submit your article as a Microsoft Word file to mhilley@tieonline.com. Max word count 800. Title + byline. Rolling submissions. Images: Send high-quality JPEGs of 300+ dpi as attachments.



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