



**ACADEMY FOR INTERNATIONAL SCHOOL HEADS**

# **OASIS DAY**

**9 February 2012**

**9:30am - 11:45am**

**Westin Copley Place, Boston**

**America North 4<sup>th</sup> floor**

[www.academyish.org](http://www.academyish.org) [bambibetts@aol.com](mailto:bambibetts@aol.com)

## OASIS DAY EVENTS

9:30 - 11:45	'Leading the Way to a New Culture of Teaching and Learning'	Alan November America North
12:15 - 2:15	AISH Annual meeting and lunch	Turner Fisheries
2:30 - 4:30	AISH Board Meeting (board members only)	Courier 7 <sup>th</sup> floor

**THANK YOU TO OUR GENEROUS SPONSORS!**



## How might international schools heads lead the charge toward a new culture of teaching and learning?

### VITAL QUESTION

#### PREPARATION MATERIAL

Here are some online resources and questions that can help prepare for our upcoming workshop. We have selected a cross section of videos and podcasts that will help stimulate thinking and provide some models of innovation upon which we can build during our workshop. We highly recommend that all participants be given the opportunity to view one or more of these resources and respond to the questions.

- **Alan's Ted Talk January 2011 - Students as Contributor**  
<http://www.youtube.com/watch?v=ebJHzpEy4bE>
  - **Question:** What legacy do you think your students can create to make a contribution for other students or the community?
- **Myths and Opportunities: Technology in the Classroom**  
<http://vimeo.com/3930740>

In this video interview, Alan compares the global knowledge of children in the 1700s with today. He also describes three myths surrounding our use of technology and learning.

  - **Question:** What can schools do to make one of these myths a reality?
    1. Technology will be a great equalizer of society
    2. We will use the web for diversity of opinion
    3. Technology will make children smarter
- **Flipped Model of Learning: With Jonathan Bergmann and Aaron Sams**  
<http://novemberlearning.com/flipped-model-of-learning-a-podcast-with-jonathanbergmann-and-aaron-sams/>

In this podcast, Alan November interviews Jonathan Bergmann and Aaron Sams, chemistry teachers from Woodland Park, CO. The discussion focuses on their models of flipped learning where the traditional model of classwork and homework is reversed, leading students to a deeper understanding about the concepts being taught. With the flipped model, the teachers can talk to every student every day. In addition, Jonathan and Aaron provided us with a series of resources to share that pertain to the work they and their students are doing.

[Take part in a learning network](#) with other educators who are interested in and/or utilizing the flipped model.

[Visit Jonathan and Aaron's Web site](#) with links to good educational videos.

  - **Question:** Do you agree that providing students with immediate feedback on problem sets in class is a more logical design of learning than sending students home to do traditional homework?
- **Building Legacy with Textbook: Garth Holman and Michael Pennington**  
<http://novemberlearning.com/building-legacy-within-a-textbook-with-garthholman-and-michael-pennington/>

In this podcast, Alan November interviews Garth Holman of Beachwood Middle School in Ohio and Michael Pennington of Chardon Middle School in Ohio. These two teachers and their classes have worked collaboratively to develop a wiki-based textbook that covers the material taught in their world history classes. This textbook has grown over the past several years through the work of dozens of students as they build legacy by recording their learning in this way.

To view the work these students have done, visit <http://dgh.wikispaces.com>. To reflect on this work with Garth and Michael, you can connect with them through their blog at <http://www.teachersfortomorrow.net>.

  - **Question:** Are your students creating a legacy that contributes to the learning of others? If not yet, can you imagine how you can design learning adventures where your students do create a legacy?

- **Student Scribes with Darren Kuropatwa – Part 1 of 3**

<http://novemberlearning.com/student-scribes-with-darren-kuropatwa---part-1-of-3/>

In a continuation of our series on student learning jobs, Alan speaks with Darren Kuropatwa, math teacher at [Daniel McIntyre Collegiate Institute](#) in Winnipeg, Manitoba. In the first part of this conversation, the two discuss Darren's student scribe program, its impact within his classes, how he manages them and uses them as a part of his teaching and how global publication of student work has engaged his students and enhanced his classroom.

**Student Scribes with Darren Kuropatwa – Part 2 of 3**

<http://novemberlearning.com/student-scribes-with-darren-kuropatwa-part-2-of-3/>

In this episode, Alan and Darren continue by talking about how this publication has also led to a shift of control that fundamentally changes teaching and learning. They also discuss the issues around professional development and personal development that are needed in order to build a collaborative classroom.

**Student Scribes with Darren Kuropatwa – Part 3 of 3**

<http://novemberlearning.com/student-scribes-with-darren-kuropatwa-part-3-of-3/>

In this final segment of Alan's conversation with Darren Kuropatwa, the discussion shifts to class work and homework assignments. Darren has some fascinating ideas about how students can demonstrate an understanding of the application of mathematics, for example, by using the camera on their cell phone to photograph patterns of trig functions.

- **Question:** Some teachers have questioned the value of the official scribe model to have a negative impact on the rest of the students paying attention in class. Other teachers, see an opportunity to use the model to give more problems in class with immediate feedback. What do you imagine would happen in your classes if you adopted an official daily scribe model?

- **Talking Student Tutorials with Eric Marcos – Part 1 of 2**

<http://novemberlearning.com/talking-student-tutorials-with-eric-marcos-part-1-of-2/>

In this episode Alan speaks to Eric Marcos, BLC presenter and middle school teacher in Santa Monica, CA. Eric explains how one individual screencast tutorial made to help a student with homework blossomed into a robust tutorial site called [MathTrain](#). Through this site, students have been empowered to create math tutorials for students in their class and around the world.

You will also learn from Eric and several of his students how this work has positively impacted everyone involved.

**Talking Student Tutorials with Eric Marcos – Part 2 of 2**

<http://novemberlearning.com/talking-student-tutorials-with-eric-marcos-part-2-of-2/>

In this episode, Eric, his students and Alan focus on the student created tutorials' impact on how students are learning and how Eric can evaluate problems individual students might be having. Eric also describes the skills and equipment that teachers would need to start a similar program in addition to new opportunities that his classes are becoming involved with through their work.

- **Question:** Shifting the design of learning solutions to students can be a major change in the culture of the classroom. Many students will claim that they would rather learn from another student than their own teacher. How much of a shift can you enable for your students to make a contribution to the learning community?

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## Areas of Focus for School Administrators

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We believe the following focus areas are vital to instill at all levels within all educational settings.

- **Elementary, Middle and High School: Web Literacy** - While many believe students are already savvy when it comes to navigating the Web, from what we have seen during our observations and from what we have heard in talking to students, this is simply not the case. It is vital that students, who are using the Internet as their dominant tool for research, have a strong grasp of how the Internet really works. Otherwise, they run the risk of being tricked into believing misinformation or finding resources that are not as valuable as others that they could be using. Teachers and students need to develop the skills of performing advanced searches in whatever search tool they are using, and they must also learn to successfully validate the information that they find. The following are a few starting points.
  - The role of the school librarian is more important than ever. This individual, or team of individuals must take the lead when it comes understanding information. They need to be sure that every teacher in the school has the experience needed to guide students effectively as they research on the Web.
  - A group of students should be organized and given search scenarios so that a group of teachers can critically watch the processes students are using to find information on the Web.
  - Professional development must be provided that prepares teachers to utilize the knowledge and toolset needed to find and validate information.
  - Every school should have a committee that looks at the school's curriculum maps and finds ways to embed information literacy across all learning areas.
  
- **Elementary, Middle and High School: Globalizing the Curriculum** - The Internet can provide access to perspectives from around the world that can help prepare our students to be successful in the global economy. It is essential to prepare students to have knowledge of how to work with people around the world and across all curriculum areas. Engaging students with authentic audiences can also be an extremely high motivator for quality student work and preparation. Redesigning the assignments to challenge students to work with people around the world is the key. Here are some examples of how to begin the process.
  - Students must learn how to properly utilize country codes in the searches they perform so that they can target resources from around the world. For example, if students are searching for information on the causes of the American Revolution, using site:uk in their Google query can lead them to British resources. (see root zone database)
  - As with Web literacy, a committee should be formed to look at curriculum maps in all areas to see where global perspective could be inserted across the curriculum.
  - Teachers and students could search through the growing number of global projects available through Skype (<http://education.skype.com>).
  - Classrooms could look at the world through service by getting involved with Kiva (<http://www.kiva.org>), a world-wide, micro-lending organization.
  - Understanding how Twitter (<http://www.twitter.com>) can be used to target up-to-the-minute perspective on global issues can be an eye-opening and curriculum-building experience.
  
- **Elementary, Middle and High School: Enhancing Collaboration** – As employers develop their businesses in the global landscape, one of the essential skills they voice as being most important is empathy. As you probably know, developing empathy cannot happen in isolation, but instead, through working collaboratively with others and practicing how to listen, negotiate and work together toward a common goal. Becoming fluent in these skills require a great deal of practice under the guidance of understanding, thoughtful educators who provide purposeful, problem-solving experiences. In addition, these same educators should provide students with a robust toolset that allows them to asynchronously work toward solving these same problems, because in a global economy, time zones do not always work in our favor.

Here are a few examples of how to bring collaboration into your school. The following examples demonstrate a few places to start.

- Every classroom needs to become a global communication center with a video camera, microphone, speakers and connectivity software like Skype (<http://www.skype.com>).
  - Administration, teachers, parents and students should come together to discuss and create an online code of ethics that spells out the proper ways to connect with their global peers.
  - As students develop their information literacy skills, they should be finding other classrooms, authors and experts who can become regular visitors offering to share their extended knowledge.
  - Student work should be showcased on the Web so that others can review, make comments, offer suggestions and more.
  - As much as possible, the process of completing classwork should be collaborative and the toolset they use to complete their work should reflect this collaborative mindset. Students could be brainstorming together or peer editing work using Google Docs (<http://docs.google.com>). They could be united in organizing the resources they find on the Web using social bookmarking tools like Diigo (<http://www.diigo.com>). They could be analyzing tutorials they find on the Web and developing new more effective tutorials based on the critiques they develop together.
- **Elementary, Middle and High School: Developing More Rigorous Assignments** - When technology is first introduced into schools, these new tools are most often used to simply automate the tasks that have always been done. Instead of writing papers, students type papers. Instead of making posters, students create electronic presentations. While there is certainly some value in automating tasks, the real value is when school faculties look beyond the boxes and wires and begin asking, “What can our students do now that they would not be able to do or would be extremely difficult to do without this technology?”
    - Ask yourself if the work students are doing is creating a legacy that can in turn motivate other students to perform at ever higher levels. For example, students can be writing the equivalent of a textbook for history that students in subsequent years add to. In this way, students will learn the work ethic value of creating a knowledge product that has lasting value beyond the grade.
    - Challenge students to develop a library of tutorial videos that compliments and extends the material they are learning. This content could be developed by them, and it could be pulled from resources already available on the Web. Take a look at the work coming out of Eric Marcos’ class (<http://www.mathtrain.tv>).
    - Have students build up an RSS aggregator like Google Reader (<http://www.google.com/reader>) to collect global resources around current events. Have them analyze the similarities and differences in how these events are being reported.
    - As students are designing science projects, have them scour the Web for award winning projects from students around the world. Challenge them to improve upon the work their global counterparts have done. Perhaps even use this as an opportunity to communicate with these other young scientists.
    - Use mobile technology to help students report on the world around them. While on a field trip, have them use portable, digital tools like TwitVid (<http://www.twitvid.com>) or UStream (<http://www.ustream.tv>) to interview experts in the field.
    - Have high-school students research the top minds in many different fields that relate to their interests or to the school’s curriculum. Then, have them go to Twitter (<http://www.twitter.com>) to see if these individuals are sharing their thoughts and resources there. Students can categorize these people in appropriate groups.
- **High School Graduation Expectation** - We now have an amazing list of web resources that can better prepare our high school students to manage life long learning after they graduate. Our experience tells us that the overwhelming majority of universities do not teach incoming Freshman how to manage the vast amount of research and high level expertise they will need to succeed at the highest levels of academic success.

- We recommend that all high school students (beginning in 9th grade) have a Diigo (<http://www.diigo.com>) account to build their own personal research libraries.
  - We also recommend that all high school students have a Twitter (<http://www.twitter.com>) account for tracking the best minds and organizations in the world (e.g. Smithsonian).
- **Essential for all leaders: Administrative Role Modeling** - If you want buy in for any initiative from your faculty, staff, students and parents, modeling is key. If stakeholders do not see their administration taking these initiatives seriously, it is less likely that they will take them seriously. What does this mean for you? What steps could you take to begin modeling the various focus areas we have outlined? Here are a few ideas to serve as jumping off points.
    - Organizing a meeting that includes members from all stakeholder groups (school leaders, teachers, parents, local business leaders and students). Together, discuss how technology might be combined with current school programs to change the culture of teaching and learning.
    - Regularly inviting guest speakers into faculty meetings and professional development sessions via Skype (<http://www.skype.com>).
    - Developing a student advisory group that regularly meets with the administrative team to discuss technology's impact on their learning.
    - Building a robust search engine full of vetted Web sites for families, covering a variety of school and family issues (<http://www.google.com/cse>).
    - Utilizing and encouraging teachers to utilize a process of collaborative note taking, using Google Docs (<http://docs.google.com>), to manage and record staff and departmental meetings.
    - Providing numerous methods of getting news of school events out to your students' families and the community. These should include email blasts, a school-wide Twitter (<http://www.twitter.com>) and/or Facebook (<http://www.facebook.com>) account, video announcements posted on the school Web site, etc.
    - Guiding faculty-wide book discussions within an online collaboration tool such as a Ning (<http://www.ning.com>).

Creating a plan for implementing meaningful observations in the classroom that measure how well teaching and learning is meeting your goals. You might consider a document we have created as a guide. It can be found at <http://www.novemberlearning.com/nladminobservations>.

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## Education Essentials Checklist for School Leaders

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It seems as if there is an onslaught of new tools coming to us via the Internet on a daily basis. What does this mean for school leaders who are striving to develop an educationally sound program? Here, we will cut through the hype and focus on essential questions. The list of questions below is our attempt to get you to look critically at your school's program and begin measuring its effectiveness in teaching skills to today's teachers and students that will outlast tomorrow's changes in technology.

- **Are you watching the differences between what boys and girls as well as students of different socio-economic statuses are doing with technology?** When online, boys and girls as well as students of different socio-economic statuses tend to take part in varying types of activities. For example, students who come from homes that can't afford to have technology tend to use computers on a more superficial level than do students who have a computer at home. While this seems natural, are teachers making it a point to create balance in the lives and skills of their students? It's not enough to just give access. Through appropriate groupings and assigned roles, teachers can assist in broadening skill sets while still utilizing individual strengths.
- **How are students being grouped? Are groupings heterogeneous and of multiple ability levels?** As you watch students work, you should see a good mixture in the types of groupings being used. There is a place and time for individual work as well as small and large group work. While group work is going on, what percentage of students do you see on task? If you see students not engaged, question it. There is a reason. Are we tapping into their strengths and learning differences?
- **Are students always relying on the same search engines? Are they cross-referencing with other sources?** Just as we don't allow students to pull all of their information from one book, we also should not allow them to pull information from only one site. Doing so is doing a great disservice to the students. Are students being taught to look critically at the information they are pulling in as a result of their searches? Are they using appropriate search and information evaluation techniques?
- **Are students using primary sources of information?** It's easy to get second hand information from a third hand source, but learning directly from someone who is involved in your area of study is a recipe for success. Are your teachers teaching students to find leaders within the community and globally as well as resources online that provide primary sources of information? The result will be a much richer learning experience.
- **Is there clear alignment of technology with curriculum or is it being used just for the sake of using it?** All too often, we see the class that is learning a spectacular new program with no foundation within the curriculum. Without this foundation, the technology is meaningless. As implied in the introduction, what is here today in the world of technology will be gone tomorrow. But the ability to leverage tools and resources in a meaningful and productive way will help us go the distance in preparing our youngsters to become community leaders tomorrow. Don't teach blogs and wikis. Teach writing, and use these tools as part of the process of giving students an authentic, global audience.
- **Is technology being used to accomplish what you could not achieve before?** Effective uses of technology allows teachers and students to do things that would have been nearly impossible to do just five years ago. We can easily make connections with people and resources around the world that will positively impact our students. If your technology investment is being used as a \$1,000 pencil, you have an opportunity to rethink learning strategies.
- **Are students and teachers making global connections, or are they staying within the school walls?** Teachers have the tools at their fingertips to make connections with others in the world beyond the four walls of the school building. Are they taking advantage of these connections with students? Blogging brings a global audience to the classroom and can open up regular dialogue with others. RSS can allow students to hear points of view, other than their own, based on their interests or areas of study. Technologies such as Skype, allow us all to talk to anyone in the world for free as simply as picking up a telephone.

- **Is content being developed, or only consumed?** Within just the past few years, there has been a huge movement online to develop an arsenal of tools that allow students to become content producers. Are teachers utilizing these tools? At home, students are fully engaged in the creation of movies, podcasts and photo albums for a variety of purposes. At school, many are having these experiences blocked from them as they walk in each morning. Having students produce content, and putting that content up for a global audience to review and critique creates excitement in the classroom as well as a sense of pride and ownership within each student.
- **Is there an eye toward assessment?** In many states summative measuring tools such as standardized testing are required, but balance can be achieved by infusing formative assessment tools into the mix. There are a variety of these tools that can be mentioned here. Student blogs and online portfolios are both great ways of following student progress. They can be used for self reflection and immediate real time feedback from the teacher and others in the global community. Simply put, we must think beyond the test.

**Is effective planning in place to develop leadership?** Are all leaders within the community working together to create a strong, focused vision, and is this vision aligned with the critical needs of the school? Technology is not a vision—learning is. What does your staff development plan look like? Are learning resources being moved online? Are student voices providing feedback to the leadership team concerning their recommendations for uses of technology?

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## Faculty Discussion Questions

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- What new responsibilities can we give to students that will build capacity for learning?
- What steps can we take to create an authentic audience for student work?
- What techniques can we use to provide families with more information or involvement?
- How can we involve students in the faculty development process?
- Should we require every student to be Web literate, and if so, how?
- What benefits would we see by engaging our students in writing a code of ethics of behavior on the web when not in school?
- What are our next steps toward supporting a collaborative culture of learning?
- Do you see opportunities to design assignments to teach global empathy?
- Can your students make more contributions to the world while they are in school?

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## Observation Suggestions for Administrators

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Below are questions administrators should keep in mind as they are assessing technology usage and are enhancing the capacity of teaching and learning in their schools.

- Does technology serve to create new opportunities for teaching and learning that were not available before, or is the computer simply serving as a \$1000 pencil merely automating standard assignments?
- Are students thinking critically about the information they access online? Are they gathering their content from multiple resources? Are they cross-referencing information and bringing in content that provide opposing or alternative points of view?
- Are the boundaries of social discourse being expanded? Is collaboration a point of emphasis? For example, are foreign language students being connected with native speakers, or are science classes connecting with the local crime scene investigation team?
- What opportunities are being taken to build school/home/community connections?
- Is content being developed and published to authentic audiences or only consumed?
- Are students being exposed to a broad range of skills and applications or are teachers focusing too much on too few? Are they being taught to create podcasts, engage in digital storytelling activities, utilize social bookmarks, collaborate with others using VOIP tools, etc.?
- Can students utilize technology to create content when their teachers do not have the same technical knowledge?
- Are faculty development sessions addressing curriculum with as much intensity as the tools being used, or are the tools the sole purpose? Are faculty development sessions being offered online and in different formats to engage teachers at different levels? Is support available to all staff members in an efficient and productive manner?
- Are students using social media to collaborate on schoolwork?
- Do teachers have the ability to override school filters with a password to utilize appropriate resources that have inadvertently been blocked?
- Does the current allocation of technology within the school meet current needs? Are pioneering teachers being encouraged and rewarded for their work? Are these teachers being utilized as role models for those who are still trying to figure out how to leverage it all?
- Has your school's Acceptable use Policy been reviewed recently? Does it address newer technologies, student safety and ethical considerations? Are students acting in a socially responsible manner, and are they demonstrating respect and appreciation of others? Are students aware of protecting their identity and the identity of others?

Visit <http://novemberlearning.com/>





# **AISH ANNUAL MEETING**

**9 February 2012**

**Turner Fisheries**



**ACADEMY FOR INTERNATIONAL SCHOOL HEADS  
ANNUAL MEETING  
9 February 2012  
Westin Hotel, Boston  
12:15- 2:15 PM**

- Welcome and opening remarks by AISH president, Robert Landau
- Overview of 2011 progress – Bambi Betts/Andy Page-Smith
- Open Forum – Table discussions: Continuation of ‘vital questions’ discussion from AM session; other Issues and ideas; feedback from groups
- Some light entertainment!



**STRATEGIC PLAN**

**MISSION**

The Academy serves international school heads through focused advocacy, support and professional development.

**VISION**

The Academy is a dynamic, collaborative organization created for and governed by international school heads which will:

- advocate for international school heads;
- provide targeted and differentiated professional and personal development opportunities essential for educational leadership
- collaborate with educational organizations worldwide.

**OBJECTIVES**

- A majority of members will have participated in AISH professional development activities, a majority of whom will have rated this experience as valuable
- AISH will have increased its membership to 400
- A majority of members will agree that AISH advocacy has significantly improved their effectiveness as heads (e.g. in recruitment).
- All members will adhere to published ethical guidelines.

## AISH MEMBERSHIP STATISTICS

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Individual memberships	191	237	260	295	340	359
Males	140	171	191	214	252	253
Females	51	66	69	81	88	106
Nonrenewals -previous year	33	26	39	31	42	41
Supporting members	10	11	11	10	12	17
Joined for 2 year membership	-	27	22	28	41	28
First time members	69	62	56	55	72	51
New heads	-	21	15	30	22	13
Deputy heads	-	-	-	-	6	12
Current heads	154	222	244	270	296	308
Former heads	12	15	16	25	35	39

### NATIONALITIES

	10-11	11-12
Australian	20	23
Austrian	1	2
British	45	57
British/French	2	1
British/Iranian	1	1
British/Australian	-	1
Bulgarian	1	1
Canadian	27	32
Dutch	1	2
Ecuadorian	-	1
French	1	1
German	4	5
Ghanaian	1	1
Indian	2	3
Irish	5	5

	10-11	11-12
Jordanian	-	3
Korean	1	1
Lebanese	-	1
Mexican	1	1
Scottish	1	1
Singaporean	-	1
Spanish	1	1
South African	1	1
Swedish	1	1
Sudanese	1	1
Swiss	4	2
Swiss /USA	1	1
UAE	-	1
USA	163	174
USA/French	1	2

	10-11	11-12
USA/German	2	2
USA/Greek	1	1
USA/Thai	1	1
USA/UK	-	1
Unknown	27	17
Uruguayan	1	1
Venezuelan	1	1
Zimbabwean	-	1

### MISCELLANEOUS STATISTICS

1. A total of 547 Heads have been members of AISH since its inception, up from 475 total from Feb 11 meeting.
2. Number of new surveys online since February 2011: 102
3. Summer Seminar enrollment  
2012: 22 to date  
2011: 43  
2010: 55  
2009: 58  
2008: 55  
2007: 27  
2006: 23
4. New & Aspiring Heads Institute enrollment  
2012: 8 to date  
2011: 34  
2010: 32  
2009: 23  
2008: 22  
2007: 17  
2006: 23

### SUPPORTING MEMBERS 2011-2012

1. AISA
2. Buffalo State SUNY
3. Carney Sandoe & Associates
4. Council of International Schools (CIS)
5. Education Across Frontiers
6. Independent School Management
7. IBO
8. ISC Research
9. ISG Advisors, LLC
10. JBI International Insurance Brokers Ltd.
11. K12, Inc.
12. Pearson Learning Assessments
13. Perkins Eastman
14. TD Bank
15. Tri-Association
16. UNI Overseas Placement Service
17. World Scholar's Cup Foundation

## ANNUAL REPORT FOR 2011

<b>WHAT WE DID WELL</b>	<b>Strategic plan connection</b>
1. Ran a successful Summer Seminar, first ever 'think tank', launching the AISH initiative to make a strong contribution to the future of learning with international press release	Prof. Development/ Advocacy
2. Renewed the 'vital friends' network, including a stronger outreach to heads new to a region	Support
3. Launched AISHbook – our own private social network.	Support
4. Launched an investigation into alternative curriculum options available to international schools	Support
5. Ran the 4th successful 'Vital Questions' Symposium (OASIS ) hosting a panel of university presidents; 115 in attendance)	Prof. Development
6. Ran a highly successful New and Aspiring Heads Institute with record attendance	Prof. Development
7. Supported a number of individual members working through governance and other issues	Advocacy
8. Added 8 new supporting members	Collaboration
9. Increased individual membership by approx. 6%; (9% previous year) and increased number of nationalities amongst members	Membership to 400 by 2009
10. Expanded membership to include 12 deputy heads	Membership goal
11. Doubled the number of AISH supporting members	
12. Managed a record number of surveys on AISHnet (106) for a total of 500 +now available on the website	Support
13. Added dozens of new resources to the website	Support
<b>WHAT WE COULD HAVE DONE BETTER</b>	
1. Attracted even more individual members	Membership goal of 400
2. Had a more organized, stronger regional presence	Prof. Development Support
3. Offered more professional development opportunities	Prof. Development
4. Attempted more and/or stronger collaborations/partnerships	Collaboration
5. Better follow up on working with accrediting agencies on how best to monitor governance standards	Advocacy
6. Better follow up on the issues arising from the university panel	Advocacy

## OUR AISH THEME SONG

<p>Some-times in our schools          We all have pain          We all have sorrow          But if we (secured an excellent escape clause in our contract)          There's always tomorrow</p> <p>Academy, will keep you strong          Will be your friend          Will help you carry on          For – it won't be long          'Til you'll need AISH - to lean on</p> <p>Please swallow your pride- If you have needs          Get them on AISHnet          There all of your friends - They'll show you the way          This is a sure bet</p> <p>Academy, will keep you strong          Will be your friend          Will help you carry on          For – it won't be long          'Til you'll need AISH - to lean on</p> <p>(Bridge)</p> <p>Just call on Bambi          When you need a hand          We all need somebody to lean on          She just might have the answer          That you'll understand          We all need the academy - to lean on</p>	<p>Academy          When summer is near          Please have no fear          There's a solution          We'll - meet by the beach          And start a heads' revolution</p> <p>Academy, will keep you strong          Will be your friend          Will help you carry on          For – it won't be long          'Til you'll need AISH - to lean on</p> <p>(Bridge)</p> <p>Just call on Bambi          When you need a hand          We all need somebody to lean on          She just might have the answer          That you'll understand          We all need the academy - to lean on</p> <p>(Ending)          Call AISH (If you need a friend)          Call AISH (When you're at wits end)          Call AISH (When you're Board's micromanaging)          Call AISH (When you're budgeting)          Call AISH (When you're recruiting)          Call . . . . AISH</p>
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