



34th Annual World Conference on Invitational Education & school visits in Lexington, Kentucky

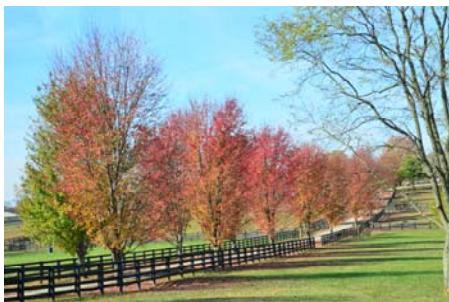
31/10/2016-5/11/2016

written by Lancy Tam Suk Yin, Principal, Law Ting Pong Secondary School, Hong Kong

Our trip

It has been a truly inviting trip. Like what Allyson Schoenlein, the Chair of the IAIE Board of Trustees wrote on the greeting page of the conference, we did 'hit the Refresh Button'. The school visits we made, the keynotes and breakout sessions we heard and the people we met filled us up with immense energy and positivity. We were assured and for sure refreshed, ready to make an impact when we are back to Hong Kong.

William Purkey said that Invitational Education is 'the only approach to education that addresses the total array of real life actors and day-to-day activities that make up any school. It involves itself in the actual educational ecosystem of people, places, programs, policies and processes.' The conference itself is already a miniature of this enactment of the IE spirit.



When we reached Lexington airport after a long flight, it was late at night. Yet, we were greeted by Peter Wong, Ken Wright and his wife! It could never be better than this especially when you arrived at an unfamiliar airport. It was the first of the many inviting experiences we had in Lexington! Thanks so much, Ken and Peter.

What followed in the week was dynamic, like all the Derby races! We visited *three schools*, all super inviting and had a *three-day conference*. During the conference, we had to have poster sessions and break-out sessions to present our school to visitors from the States and Hong Kong. The highlight of

course came during the award presentation ceremony. We were so honored to receive the **Inviting school award** and we are so determined to provide an intentionally high-challenging and low threatening environment in the school where teachers and students can love and trust each other and thrive.

School visits

EAST JESSAMINE MIDDLE SCHOOL

We arrived at East Jessamine on Halloween and all their staff including the Principal were dressed up with Halloween costumes! How fun! We were ushered to breakfast and performances by the Jaguar Band and Jaguar Chorus. They had their elementary feeder schools in too and I could see how they interacted with their kids- very engaging! Each group of us was hosted by a JAG Ambassador group who took us around the campus and observed lessons.



This school has 810 students with 14% needing special help. They have a strong team of counsellors and youth service coordinator meeting regularly with the senior management doing strategic visioning. Their number of teaching staff was not as many as Hong Kong. They only have slightly more than 50 colleagues and they do a lot of personalized learning and intervention, very close to our **Formative instructional Practice in classrooms**. But they do have a unique counselling team with no teaching load.

We observed several lessons, 15 mins each and we noticed that they have very *clear learning targets*. Teachers put in a lot of efforts in getting students to *read and write*. *Expectations* for different behavior and performance are well displayed in the class and the corridors. The *differentiated instructions* are obvious in each classroom. Students could be writing a wiki page while the others are doing reading. I admire their use of '*reading plus*' which is a software for intervention, helping students with reading different subjects, say Science and Humanities. This software has pages on SeeReader which change the way you read, Read Around which help you become a word master and iBalance which is like a game that trains your eyes to read more efficiently and accurately. Teachers would make use of the data to drive instruction for individual students, small groups or a whole class. Reports link teachers directly to appropriate video-based and print-based resources that help them deliver differentiated, direct instruction based on students' needs. The intervention time is on rotation with other electives so the notion of 'you have to get that right' is clear. (www.readingplus.com)

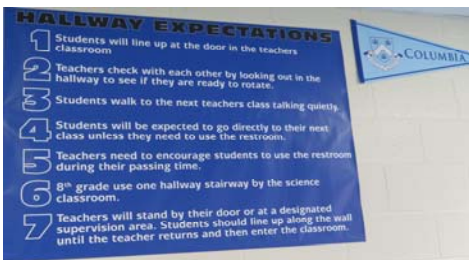
Peer assessment is a key component in lesson as you would see students being asked to write evaluations justifying which one is the best project etc according to rubrics. Each test has targets stated and the results would be evaluated. Most of the things were done online using their inhouse platform.

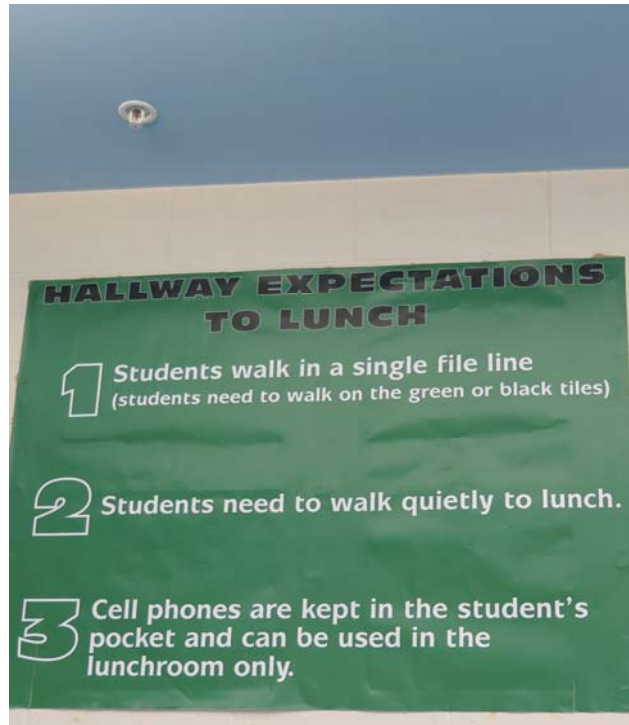
For *Maths*, we saw lots of examples of formative assessment and students were asked to *articulate* the calculating procedures. In Geography, the teacher was using *Webquest* which enabled a clear grasp of core knowledge and at the same time, allowed creativity.

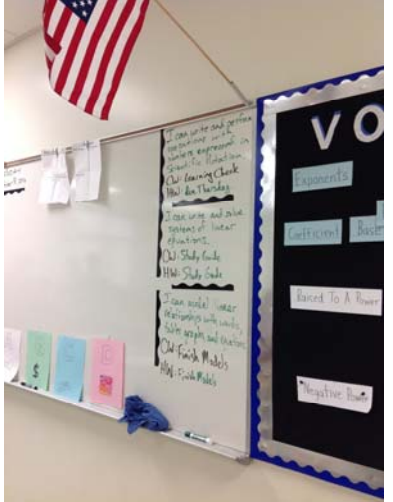
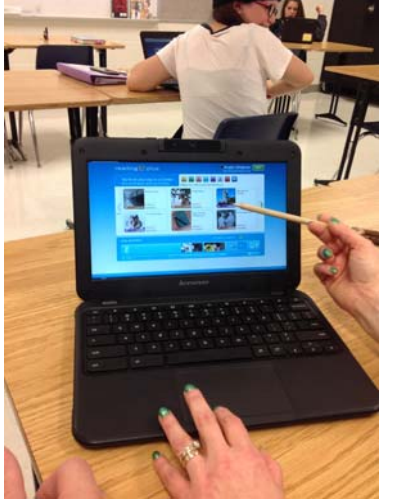
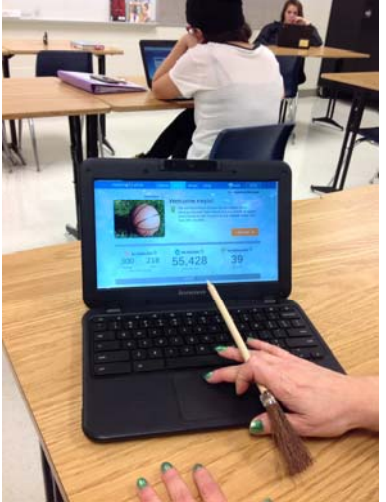
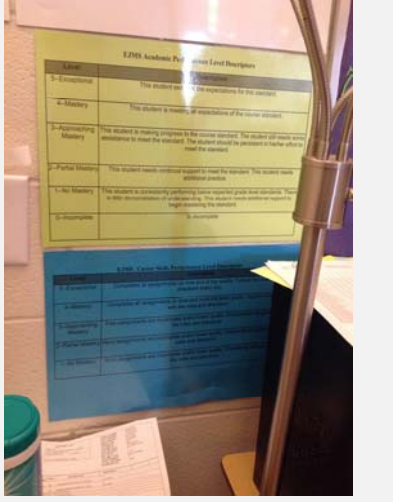
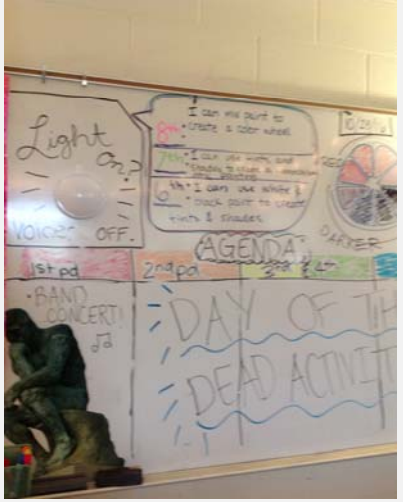
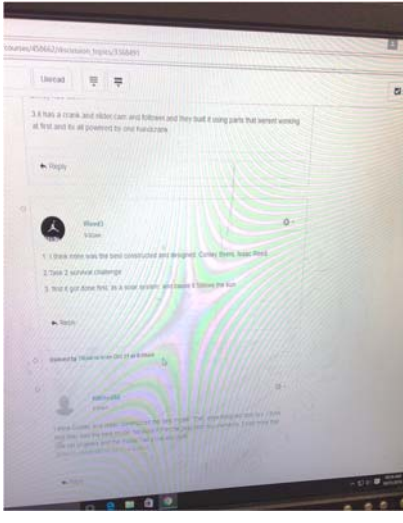
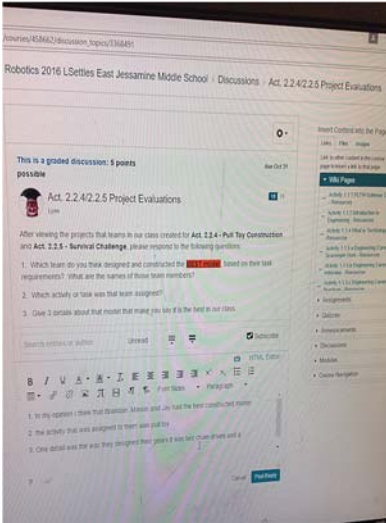
One thing that impressed me was in the same Geography lesson where the teacher picked up a cheese wrap from the floor. He teased the class saying that no one would eat cheese for Halloween and he made it clear to the students that such behavior is inappropriate. He neither scolded the class nor made it a big deal but the message was so clear.

You wouldn't hear too much yelling or shouting for correct behavior in the school. Instead, you saw teachers respecting the students a lot and trying their best to understand their condition. They have the Jaguar pride recognition where teachers would give out their recognition slips. Same with the Pride, achievement, work ethic where students could earn their points from good deeds they did. The school also published pamphlets like the study skills InfoGuide, how to build strong relationship and 'no place for bullies'.

The *lesson routine* was very clear in all classes which made the students fully understand what they need to do to have a good lesson and therefore could inculcate their self-management skills.

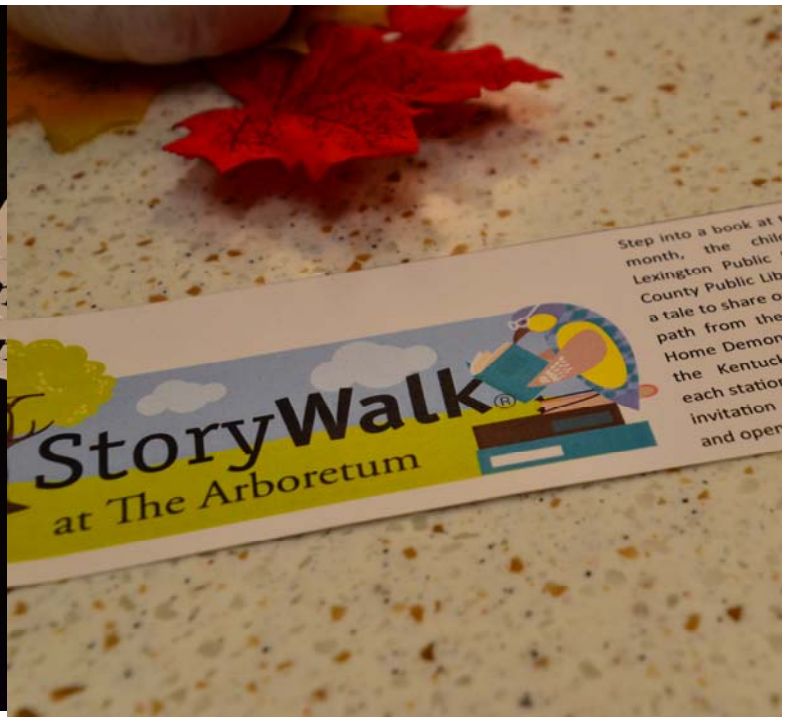
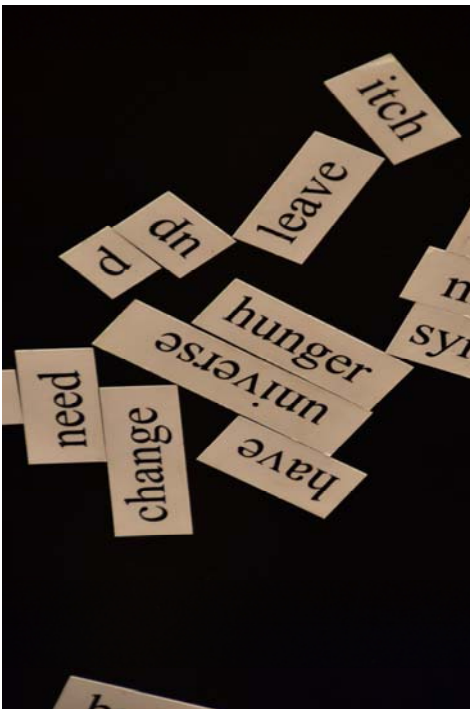






Jessamine County Public Library (JCPL)

We were brought to the *Public library* which is one of their school partners for field trips and which serves as an extension of their learning community. The library is huge and has many facilities which are very inviting, like the Creative/Craft space where people could even use their 3D printers. There's also an equipped recording studio for media production. Of course, they have lots of *storytime* and some are walking storytime. Bits of everything for all age groups. It just made me think of how we could extend the service of the library into more a learning and craft center.





WEST JESSAMINE HIGH SCHOOL

This school is one of great quality. Although the teachers-students ratio again is not small, (1100-1300 students vs 60 teachers) the students were very proactive and *aim high*. They even lined up with local universities so that students could attend lectures on skepe.

They are very keen on doing *individual learning* plan where their progress would be mapped by academic counsellors. Again, academic counsellors has no

teaching load.



In the classes, *articulation is a skill to nurture*. There are lots of opportunities for students to articulate. When asked why students behaved so well in class, students themselves said that's because the teachers gave them *personalized attention*. In the class, you find everybody listening and the teacher would walk near the student. Every student is respectful of the teacher and greet them with Mr xxx and Ms xxx. Students reckon that they have lots of choices in the curriculum and their views got respected. That's why they are very serious in doing the individual learning plans.

Students would be assessed and streamed and restreamed during the term. There are lots of *formative assessments* and students can retake an assessment in two weeks' time. It could be another set of scripts though.

The impression we got in West Jessamine high, would be that *the standard and expectation are same and clear to everyone*. There's a well set of established *protocol for classroom routine*. Staff were well trained as to how to do emails, how to set learning targets, how to design formative and summative assessments.

The most interesting thing in the school is that they have a police in residence who would help with bullying cases and disciplinary cases. He would also monitor social media too and CCTV. Self- defense program is his duty too.

Scheduling is an amazing thing in WJHS. Students are taking core subjects and electives. It's like November the school would ask the panel for electives to offer and in January they collect the data and set up course requirements. Finalization of the classes would be done early. As restreaming is not uncommon in the school, the timetabling has to be made really flexible. You may end up with classes of students with the same ability but from different levels. So they would run the senior schedule and then the freshman one. Courses have to allow for acceleration and struggling ones at the same time.

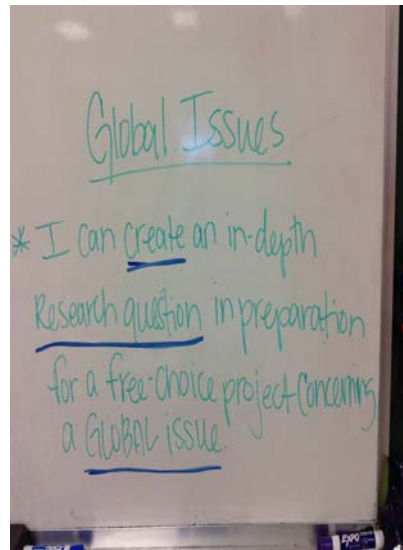
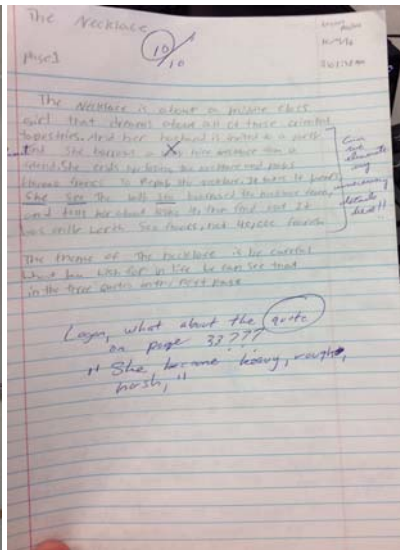
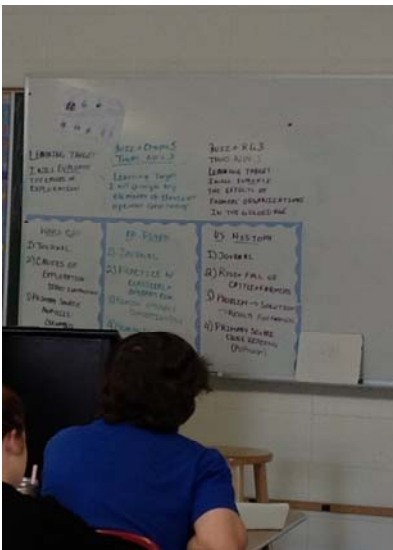
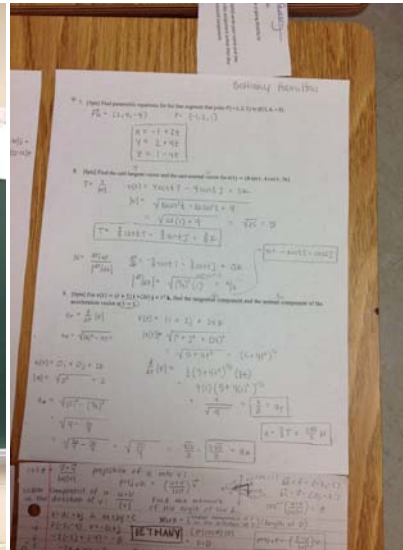
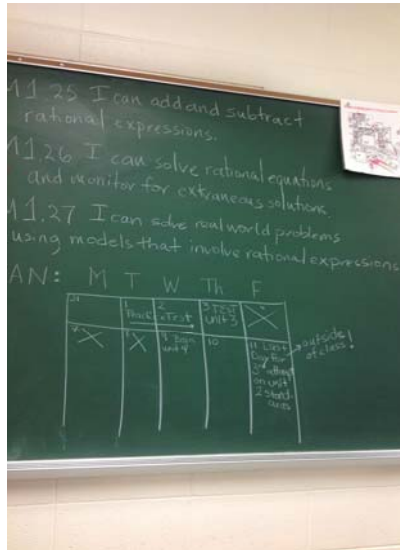
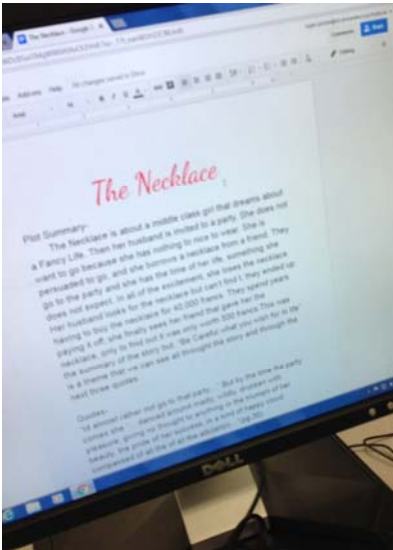
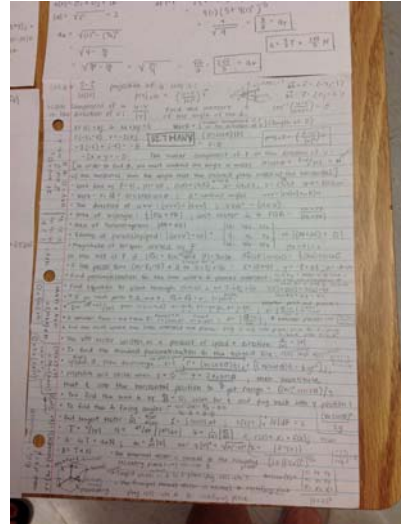


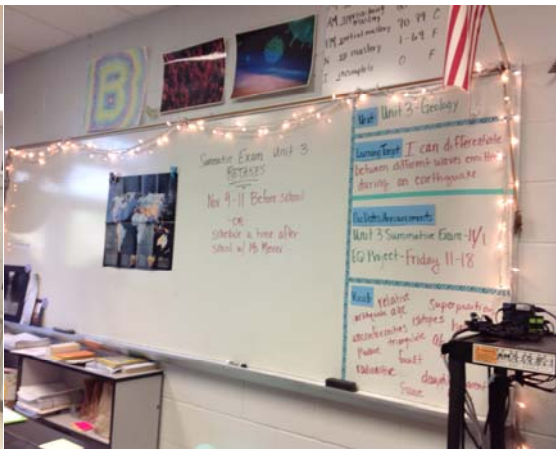
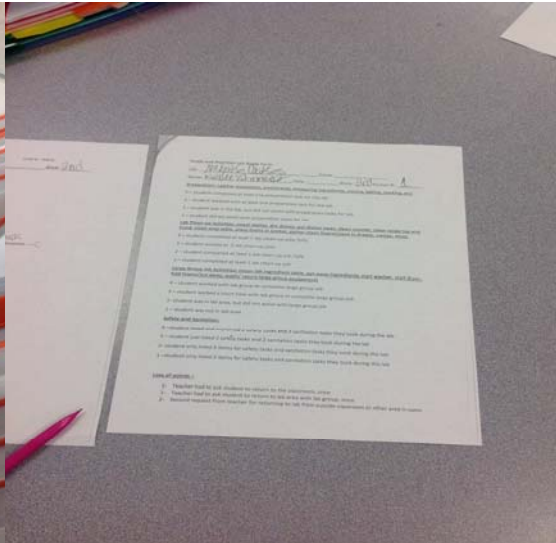
Photo taken with the Principal



↑ A very spacious stadium ↓ Great Band performance, followed by Q & A with the students







EAST JESSAMINE HIGH SCHOOL

Again, in East Jessamine High school, we found very clear learning targets in each classroom. There were formative assessments too and teachers were *engineering all sorts of discussion*. Same with West Jessamine High, we found mixed ages in the same class, meaning that the school has been keen on target oriented approach. Students were told of various *sources of resources, online and reading articles*. This happens in all subjects, including food science and media design.

Collaboration with universities and work companies is common. Food science students gain their work placement with restaurants in the county and would be easy to get a job once they graduate. Students are to gain professional qualification when they finish their units.

They use a program, using *Athletics* to promote academics, special program for those academically weaker as motivation. Students need to attain a certain point average like the GPA before they can continue the sports training.

Rules are implicit and yet taken very well by all students. We didn't see any students opening the door of the homerooms. They have to wait till someone inside open that for them, be it teachers or classmates.

All projects carry *clear purpose, guidelines and rubrics*, not to say which websites and what resources to read. The quality of the projects is high as they would be published or podcasted.

Teachers have basically five lessons a day, out of 6 and the class size is 32. They also have the carousel system for subjects of electives. Subjects are diverse, namely musical theatre, geography and environmental science etc.





Conference

3/11/2016

The conference started on 3/11 with keynotes and breakout sessions. Here by I would jot down some ideas, resources or inspirational quotes I heard during the conferences:

WHAT I LEARNED FROM WILLIAM PURKEY

By Kate Asbill

We should always *recharge and reset* ourselves if we have to stay inviting.

In schools, personalized learning and student leadership are the key for student development. Teachers should always *share best practices in classrooms* and stretch our thinking.

Blue cards are about 'being able and valuable'. Feelings are important. Everything must be blue. You need many blue cards to clear the impact of an orange card. There is a permanent storage of some kind of memories. So one should always stay blue, promoting positive climate for learning, leading and living.

'I touch the future. I teach.' WE should teach students like *saving starfish one at a time*. WE should be inviting in the rain and do things intentionally.

Most awards only come after five years of process. So *process is as important as product. We do daily practices intentionally; we strengthen relationships; we put theory into practitioners; we make 'castle' look easy; we dance like nobody is watching and sing like nobody is listening and love like you have never been hurt. We live as we are living in heaven. Living intentionally!*

Invitational education is from the inside. WE create the condition that someone else is motivated and feel valuable. WE trust people can improve and we put in positivity in all the messages.

OUR SCHOOL PRESENTATION

We had *our presentation* in the first breakout session. The participants apparently were very interested in our stories and amazed at the work we have done! Very encouraging.

We traced our stories to the time when we first changed the mode of operation to a DSS school and the impact it brought. We then took the audience to follow our IE footprints and led them to see the development of the school till now. We did mention some of the difficulties we met and how we confronted the hiccups. Since the adoption of IE, we found that we *had a framework and the common language* in every school scenario. Coupled with our practice of 7 Habits, the students and staff all felt valued and respected. *Their choices did matter.*



OTHER BREAKOUT SESSIONS & KEYNOTES

Academic coaching to support Student's Well-Being, by Maureen Breeze, Life bound, CO

Maureen gave a good session on how to support students' well-being by *academic coaching*. She demonstrated how to use academic coaching as a tool for working with students to *deepen their self-awareness, connect to their strengths, create a vision for what's possible and take positive risks for personal growth*. I suppose that's the weakest link in most of the Hong Kong's schools. Not all teachers are professionally trained to be a counsellor so very often, teachers have to be the counsellors. Though the teachers are the people who know their students best, they may not be the ones competent in counselling skills and in most of the cases, it could hamper the counselling effect.

Well-being is not only physical. It could be health, social, emotions, and financial which we should all handle during counselling. Sometimes, they could be all intertwined and we have to help get the students out from such wheel. Coaching questions is one thing that HK teachers should learn and be trained.

It's important to know the students' strength, no matter they are academic, self-management, communication or leadership. We should also know their anchor and support from home and what they can change. What are their greatest challenges? Students need to acknowledge their needs and feel safe for making mistakes.

Coaching is like an internal conversation. It could be an action based model, balancing action vs insight. Teachers should be on the sideline, coach on the sidelines, and not giving solutions.

www.lifebound.com www.caroljcarter.com



Invitational Education in Building bridges vs Building walls by Tim Crook



Bridges are invitational instead of barriers. We *build bridges to support, to serve, to strengthen* etc.

However, very often, we built walls instead, like the Berlin Walls to separate.

We have to reach out to build bridges through *relationships*. Without relationships, we build walls. Most issues would be solved by building bridges or building relationships.

Intentionality is awareness. We need to make people involved by making them aware of being an inviting individual. A simple question could be: *How we want to be perceived by people that know us? What is my reputation as an inviting individual? Am I considered as a proactive professional by my peers? Do I live the mission of my company/ school? Do I have balance in my life? How do I decide when to say yes and when to say no to the tasks asked of me as a professional? How do I fill my tank? What drains my energy and how do I recharge that?*

Be a bridge builder. Tim.crook@asbury.edu

Stressed about test scores? No worries!

Invitational Education = High Student Achievement, by Kim Arrington, Carlsbad Municipal School, NM

This school's presentation demonstrated how invitational education and a positive school culture effects student achievement. Intentional strategies for successful student achievement were shared: *instruction (learning), leadership (leading), and Invitational education (living)*.

Inviting seeds of growth should be sowed at all times. It could be done through '*purpose, process, and proof*.' Students should be highly respected as individual. Students only care when they know how much you care about them. Students could be asked for responses to intervention and triangular data collected. Students should also take part in student data meetings. Student- led conferences should be held so that students could tell parents how they perform.

Fun night, Science and Maths nights are organized for school spirits. Programs like character counts, renaissance learning incentive program, summer reading program, walk and ride to school and the anti-bullying program are conducted. In the end, truancy court is obsolete.

Many teachers left the profession because of the negative environment in education. So *more celebration of whatever kind of data or instructional strategies*. Fidelity awards should also be set up for teachers and all sort of awards that we could think of. Professional learning communities should be set up with aspiring principal class. *PLC should be made more and regular in running*.

All leadership is done through ICORT- intentionality, care, optimism, respect and trust.

Sunshine project is organized for inviting living. Some fund is used to buy flowers for teachers. Other service projects are like collecting dimes, clothing closets.

In the class, *more smiles, more think pair share, more blue cards, more social skills development and support local organizations*. Sharing and training on what blue and orange cards are and setting of inviting goals. Workshops and seminars could be more purposeful if other schools and principals are invited.

Check the levels of functioning: intentionally disinventing, unintentionally disinventing, unintentionally inviting and intentionally inviting. Creating district level PLC and triangular data sheet to help teachers. More data success and PLC celebration. Teachers could streamline process and create consistency for

intervention- same time slot. Adopt champion model for PD. Teachers could write lesson plans together in PLC and share. Recognize diversity and adopt a phonics program with staff and students.

To be inviting requires patience. The world was not created in a day and neither were people. Students who are loved at home come to school to learn and students who aren't loved at home come to school to be loved

OUR AWARD-Inviting school award





Conference 4/11/2016

I AM SOMEONE

By Scott Harvey

This has been one of the most inspiring and powerful talks on *cyberbullying*. I just hope that Mr Harvey could come to our school and give an exactly the same talk. Scott first started with the use of technology in engagement. The most powerful question he asked was: *If you won't say it face to face, then why do that online?* The video that he showed was so sobering, so sad and yet outrageous! Something has to be done.

He said that most people who used technology wrongly did lack understanding how technology should work. People, like students just figure the understanding on their own. Once they start using social media in a wrong way, it won't stop and it would just eat up your life. *Technology is not the devil; how it's used is the devil.*

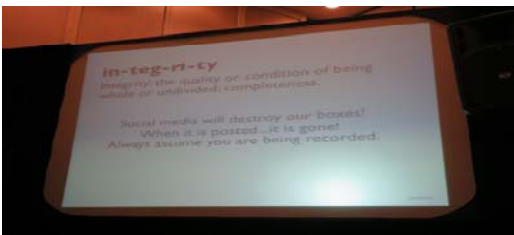
Making a complaint needs to be done in a correct way; we have to be nice to people all the time. The rest of the story may never happen. When we upload video on the web, you have to remember. *You have freedom of speech, you are free to say things but you are not free of the consequence you have to bear.* Integrity is the quality or condition of being whole.

Signage of right things

Do as you say that. Social media will destroy our boxes. When it is posted, it is gone. Always assume you are being recorded. People now are messed up with technology. 86% of the sexual pics are shared though they are promised as private. Any types of sharing is considered as distributing children pornography. 44% of high Sch boys have seen a pornographic pic of a classmate on their device. Girls should know that they do not need to prove for their body.

Some suggestions: Phones are kept in their parents' rooms for charging after 11pm.
Would I speak up if someone is disrespecting the rules? *Everyone is someone's everything!*
With great power comes great responsibility. It's time to be someone!
(Hero by Superchick)

We should use technology to help people. We have to be the same person everywhere.



OTHER BREAKOUT SESSIONS & KEYNOTES

The Strength and Passion Revolution, Jim Mahoney, Battelle for kids, OH



Jim started his session with a story about pilots, illustrating that, in any jobs, we should treat people in the way they want to be treated.

When we talk to students, list three things you would want to know about them:

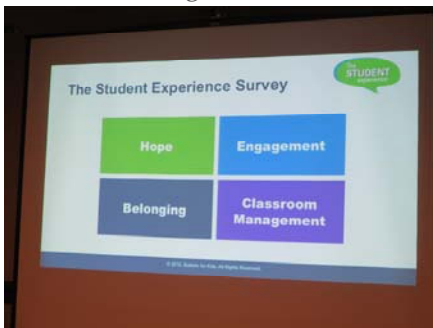
Family background

What they like, interest

What learning style, which lessons they enjoy most?

Peers they mingle with

These form the ground for Personalized education



The most heartwarming experience does not come from high test scores. It usually comes from Connection with people, Collaboration with people. It could also be about my strength, some kind of engagement, Meaningful work or experience being appreciated for that.

When we do Student survey, it's like finding your best day at Sch Well-being of students come from: Hope, engagement, belonging, classroom management. Tomorrow can be better! Students need Feedback. They are not on the bar yet because their intention doesn't reach the perception. We should always ask the students (Thrively)

We should teach the students through *Formative instruction and give them the Best assessment and Learning experience*. What is your Best learning experience?

WE have to *create hope for students, not wishful and Make hope happen*. We have to Create Goals Provide agencies- skills to accomplish them. We should also put them in a cluster of same interest so that they are able to share n define paths together.

How to live an inviting life, Peter Wong

IE goes beyond the manipulation of skills. We should love ourselves and then love the others. We cannot give if we do not have love. Walk your changes and IE has given the spirit and We should move beyond impossibilities Learn to do things from unintentional to People make the difference: House is Only life could touch a life. We could all make a difference. You raise me up to more that I can be.



talk. Reform has provided the tools for life for the whole reforms in Hk given the right strategies. intentional, from hardware to heart ware. built by hands and family is built by heart.

When we reach moments of stillness, we should recharge our batteries. Live with a flourish and Inviting school treasury. Synchronise and orchestrate the four areas. *The heart of education is the education of the heart.*

The Triple Crown of invitational Learning at Huntington High school

- By Kimberly A. Enders (kenders@k12.wv.us)
-

Huntington high school is an award winning school who practices *Service leadership*. They designed lots of programs to help out with various stakeholders in the school. They have Food pantry and even Clothing pantry which stocks prom dresses. They even provide Laundry services and other immediate help to community nearby, eg helping out with flood victims and offering playground to nearby community centers. That helps cultivate a caring and serving spirit in the school.

To cater for the students with special needs, they have *specific dancing program* and organize special picnics for them, finding a safe landscape. Their Cooks talk to students cheerfully. All these help students enhance their self-concept. Good *self-concept* is the memory of inviting acts which are accepted and successfully acted upon. School does provide reference points for behaviours. But basically, they appeal to students' whispering self and make them feel that 'they are beautiful; they are loved.'

The teachers are *highly involved in students' activities*. 'Everything the teacher does, as well as the manner in which he or she does it, incites the person to respond in some way or another and each response tends to set the person's attitude in some way or another. '(Dewey, 1933)

Student council did a lot to make the campus inviting too, e.g. Band boosters, homecoming parade, homecoming dance, Survival guide for freshmen. They would buy each student a donut on the first day of school too. Clubs like Theatre class, Graduation coach, Spirit Club are organized.

Academically, they have distinguished scholar project and freshman academy. Some teachers would be working with the kids. Others are like Cadets, Character and leadership development projects, Mentor project and graduation coach. They target at high Family involvement.

Interestingly, they have *Building good relationship video* and Building positive relationship with students video for teachers.

For athletics, they have lots of champion titles and they offer Career technical education.

All these of course need to be put together and create an *inviting 'climate'*

For teachers, it's the same. Lots of things to make it invitational towards staff, like thanking a teacher, making breakfast for teachers, having family fun night, inviting teachers' family and also families in the community to come for BBQ sausages and sandwiches! They offer healthy food choices to everyone in the school and promote healthy life style by organizing cross country trail and cake walk.

It's a total *internal holistic process*. Impressive.

Conference

5/11/2016

THE INVITATIONAL TRIFECTA: HOW WE TRANSCEND INVITATIONAL LEARNING TO LEADING TO LIVING AND BECOME A CHAMPION

By Gene Childress

Gene started by giving an analogy using *horse racing*. Horses after racing need to walk with their trainer for an hour. Have we walked with the students after the learning and help them get prepared for the next learning stage? We get to lead using different strategies. Leaders have to learn to make decisions. Leader is to make decisions. He's to decide whether it's black or white or when it should be grey. We are the champion and we have to do something different to make a difference. As a leader, we should change the things to be right. Situational leadership is to live every moment of the day. What do you learn? How are you living?

Learning, leading and living

We always think that our world is the world
We should sit down and reflect and understand what is life to be different: sit down and talk to the students or teachers and ask them to explain to you. If we have the foresight before crisis, the world is better

How can I personally make a difference as a model for IAIE

HOW DO I INSPIRE OTHERS and how do I encourage myself to be super inviting?

Do not give a chance for any uncomfortable feelings to result. Make 'inviting' your character

'How are you this morning?'

'Relax and get something out of it'

'Start the steps!'

HIT THE RESET BUTTON: A MEETING OF THE MINDS

How can you be more inviting to yourself?

How can you be more inviting to your colleagues??

How can we inspire our students to be more inviting?

Common things about the conference participants: Focused, Learn fast, Make use of resources, Curious, Know how to Relax, Proactive and outspoken, Smiling, Ready to listen, Ready to make people happy n comfortable.

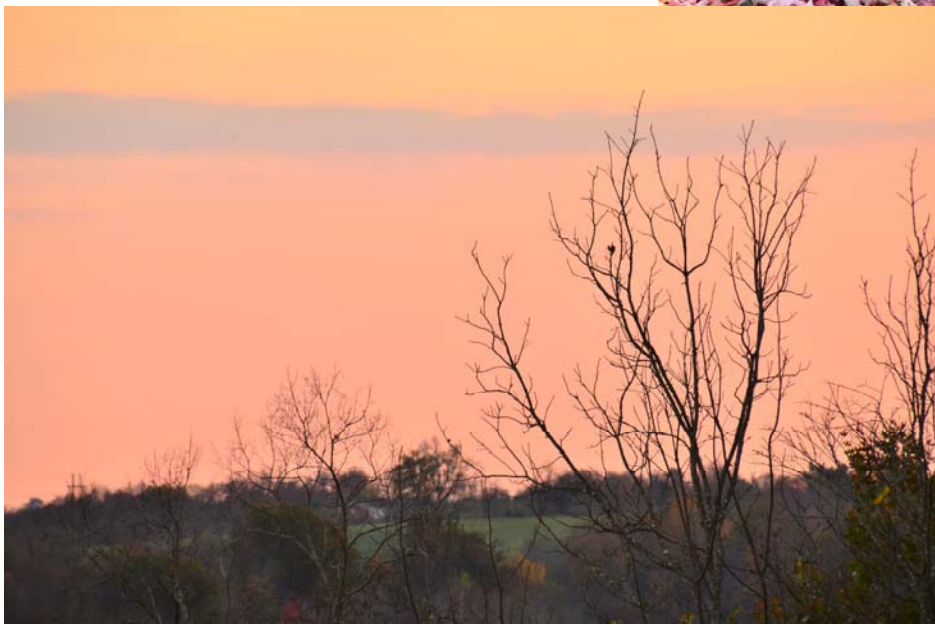
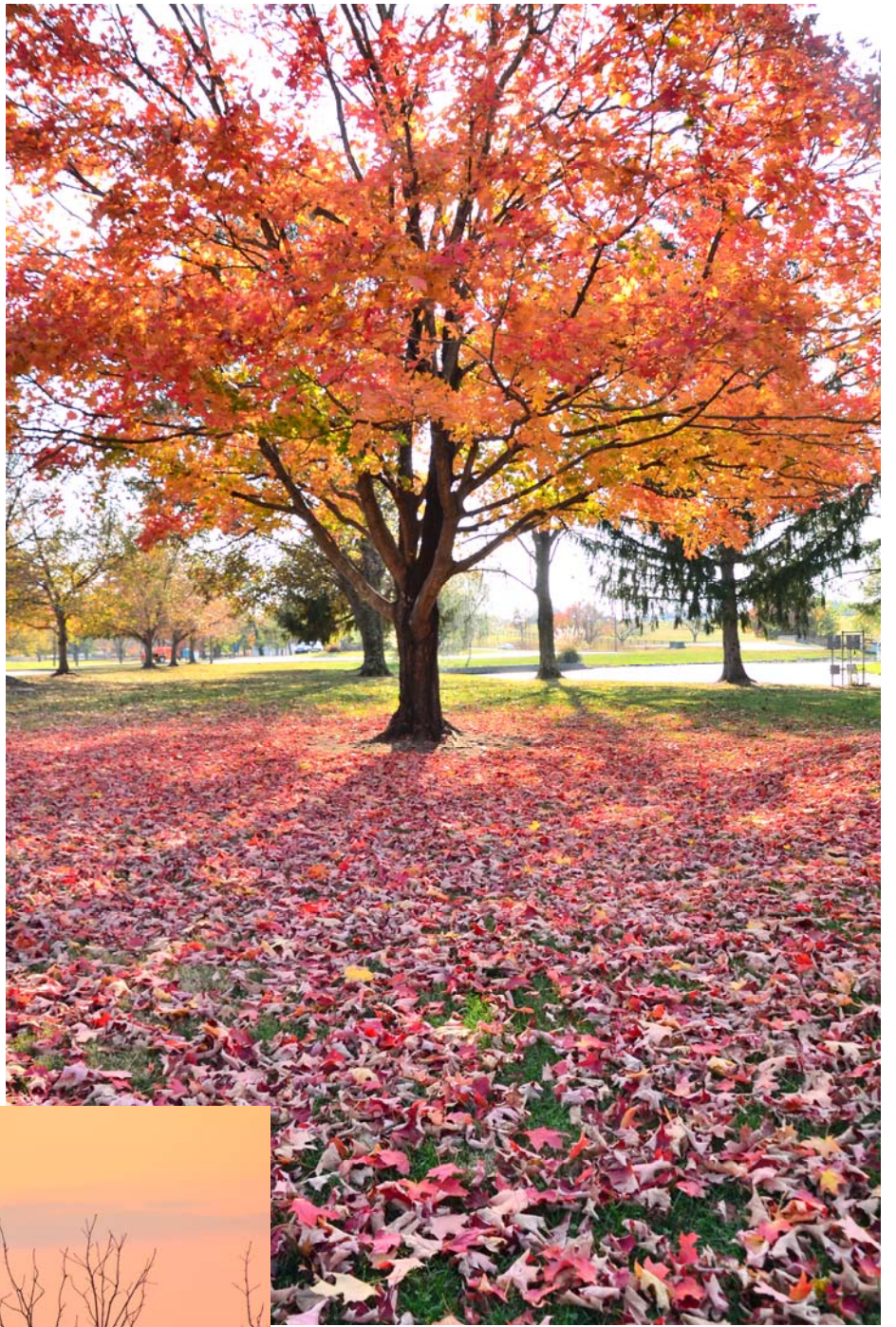
Relationship needs to be cultivated.



Other highlights









Triumph starts here

With Silver Charm and Sea Biscuits

Galloping with achievements and fun!

I hit the refresh button, recharging my strength, my energy and my insights.

Lancy

Fall 2016