



The Insider: *IPSF E-Bulletin*



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Upcoming Events

Next IPSF Meeting

The next meeting of the 20016/17 IPSF membership will be held on Fri. Dec. 9 2016

See Page 5 for details

A Message from the Director, Dr. Ronnie Miller:

Entering the second year of its operation, IPSF has embarked on an exciting and challenging journey which will influence our ongoing professional standing as private schools. The IPSF Executive is now in the midst of negotiating with an American accrediting agency, regarding the steps involved in having our members go through an accreditation process. Our plan now anticipates that if an agreement is signed, all IPSF members will be required to participate in the accreditation process, which will last between 1.5 to 2 years. Assuming the negotiations proceed as expected, as of September 2017, only accredited schools will be recognized as full IPSF members. Schools which are in the process of acquiring accreditation will receive a candidate status. It is our hope to complete the negotiations and sign the agreement in early 2017, and begin the accreditation process shortly thereafter.

This is an exciting prospect for IPSF members. As we know, the Ministry of Education does not accredit schools; the MOE maintains schools' Notice of Intention (NOI), and in the case of High Schools, it may provide the authority to grant high school credits. This authority, of course, can be removed, sometimes under disputed circumstances. The provincial political climate, obviously, can have an effect on the entire process. An example of this is the moratorium on opening off-shore Ontario schools. The IPSF Executive believes that school accreditation, by a long-standing, reputable accrediting agency, is paramount for the growth and professional stability of our member schools.

Last year Mr. Hugh McKeown headed our Code of Ethics committee, and its final draft has been recently approved by our members. After being reviewed by a lawyer, our voluntary Code of Ethics has now been placed on the IPSF website and we encourage and expect our members' adherence to the final version of the Code of Ethics. The 2017 membership form will reflect this request.

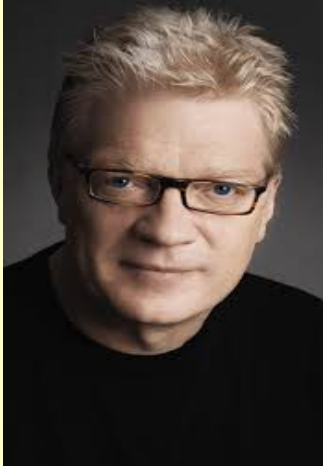
Two more initiatives are currently being pursued by IPSF:

1. The school principal/owner mission to China. The trip itinerary has been developed, and members who are interested in joining the mission are encouraged to contact Mr. Hugh McKeown.
2. An award granting committee has been established by Mr. Christian Bayly. The committee will develop the criteria for the award nomination and will share these criteria with members and begin receiving nominations in March, 2017.

Finally, the IPSF Executive would like to thank Mr. Anthony DiLena, the Coordinator of Private Schools, for his very professional and helpful cooperation with us since the inception of this organization. Our open line of communication with Mr. DiLena during his tenure as Coordinator, as well as his candid responses to our inquiries and concerns, and his high degree of professionalism, have greatly supported us in our pursuit of excellence in private school education. Mr. DiLena retired from the MOE on November 30, 2016, and we are looking forward to forging a collegial and professional relationship with his successor.



Interesting TED Talks for Teachers



February 2010,

Bring on the Learning Revolution! Sir Ken Robinson, Educator and Author

Sir Ken Robinson makes the case for a radical shift from standardized schools to personalized learning — creating conditions where kids' natural talents can flourish.

Why don't we get the best out of people? Sir Ken Robinson argues that the reason we don't get the best out of people is because we've been educated to become good workers, rather than creative thinkers.

Students with restless minds and bodies are ignored or even stigmatized, with terrible consequences. **"We are educating people out of their creativity," Robinson says.**

A visionary cultural leader, Sir Ken led the British government's 1998 advisory committee on creative and cultural education, **a massive inquiry into the significance of creativity in the educational system and the economy**, and was knighted in 2003 for his achievements.

https://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution

Strong global growth projected for private K-12, but variable by market

26 Oct 2016

A new report by Emerging Strategy, *Opportunities for Private Education: China, India, Indonesia, Malaysia, and the UAE*

Reviewed by Hugh McKeown

Prepared by the Shanghai-based market intelligence firm Emerging Strategy, *Opportunities for Private Education: China, India, Indonesia, Malaysia, and the UAE* picks up on estimates from International School Consultancy (ISC) and the BBC to point out that there are more than four million students enrolled worldwide today in 8,000 international schools, and that "hundreds of millions" more are enrolled in English-taught K-12 programs in private schools. Here are the highlights:

- There are more than four million students enrolled in international K-12 schools worldwide, and many millions more in private primary and secondary schools
- International school enrolment is projected to double again by 2025 to surpass eight million students
- An analysis of select markets in Asia and the Middle East reveals that local market conditions, as well as the regulatory environment for private providers, varies considerably from country to country
- Factors that influence the future outlook in a given national market include: the relative quality of the public education system, government regulation, the level of competition in private K-12, and prevailing demographic and economic trends



Promoting Cognitive Flexibility in Our Students
A Critical 21st Century Thinking Skill
As Adapted From: Edutopia, July 22, 2016, Judy Willis, MD

“H.G. Wells predicted that our future would be a race between education and catastrophe. We live in very exciting times. As educators, we can unleash our creativity, with the help of neuroscience, to boost our students' developing executive functions.”

Dr. Judy Willis puts forward the idea that in today's world, the skillsets of cognitive flexibility are more critical and valuable than ever before. She lists these skillsets to include:

- Open-minded evaluation of different opinions, perspectives, and points of view
- Willingness to risk mistakes
- Consideration of multiple ways to solve problems
- Engagement in learning, discovery, and problem solving with innovative creativity

Willis believes that students with these skillsets will be prepared to achieve their highest potentials for cognitive flexibility and the creative cognition to embrace the as-yet-unknown opportunities awaiting them in the 21st century. She then moves on to suggest ways that educators can activate students' developing neural networks of skillsets

Building the Skillsets for Cognitive Flexibility

1. Resisting Inattentional Blindness

Inattentional blindness is when we restrict our attention to a specific given task and fail to notice other obvious details. For example, counting the number of Os in a sentence might mean that the actual subject content is totally missed.

“What we see depends on what we look for.” Educators need to change the way students approach problems or interpret information. We need to help them build an awareness and break the neural pattern of inattentional blindness.

We should offer opportunities for inquiry, discovery, and trial and error. Students might work in collaborative groups to use the data, evaluate information, and then draw, compare, and revise their own conclusions.

Teachers should use less restrictive language. On assignments and homework give questions that may have more than one answer and can provide a variety of problem solutions to find a solution.

Teachers should give more wait time before requiring an answer from a class of students. Students process thoughts at different speeds and once they realize that someone else already has an answer their brain stops looking for one. Getting students to all write their response down before asking for an answer gives everyone the opportunity to make the mental effort of processing for the correct answer.

Promoting Cognitive Flexibility in Our Students, a Critical 21st Century Thinking Skill (Continued)

2. Divergent Thinking

- Move away from the uniformity level of thinking, encourage students to widen their points of view and become more creative in their thought process, by using divergent thinking exercises and practices, such as a “This is not...” game, where students pass around a familiar object and on their turn say for example, “This is not an egg beater, it’s a _____ (e.g. kite string rewinder, double-hole sand driller).”

Teachers could also encourage expanded perspectives in students by asking for “alternative representations” such as rewriting a story from a different character’s perspective or describe an event from the perspective of an inanimate object

Similarly, students should be encouraged to view what they are learning from a variety of perspectives. How the same news story is covered by a variety of different modes of media. Students should be given opportunities to recognize different perspectives in a variety of situations

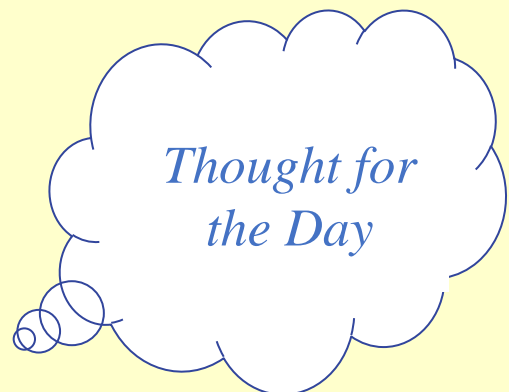
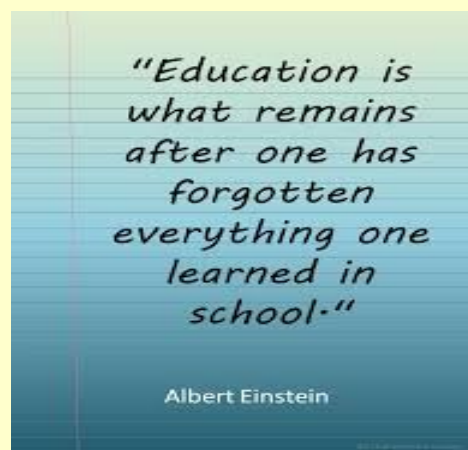
3. Transfer Opportunities

Teachers should give students opportunities to transfer learning to new situations. This extends “cross-brain connections and creative potentials”.

- Once students have learned the appropriate unit in biology, ask them to describe what interventions from modern times they would take back to the 15th century to reduce the ravages of the Black Plague.
- Collage art inspires cognitive flexibility because components are decoupled from their literal roles and used in novel ways.
- As you learn about the nutritional food pyramid, create an ideal school lunch menu that maximizes your favorite foods and fulfills the nutritional requirements.

Teachers as Caretakers of Student Brainpower

As you guide students to activate and strengthen their growing neural networks of executive functions, you’ll see their progress in self-management, organizing, making thoughtful decisions, planning for goals, media literacy, flexible thinking, and creative innovation. Embedding these skills will establish their most valuable sources of wisdom for successful, joyful engagement with the 21st century’s challenges and opportunities.





E-Bulletin



Date: Friday, December 9, 2016

Time: 10:00 AM – 1:00PM

**Location: 212 Eglinton Avenue East,
Second Floor Multi-purpose Room**

Toronto M4P 1K2



Contact the Editor

If members have articles, news, events or any other ideas to share and be included in the e-bulletin, please send them for consideration to the editor, Helen Rees, at ipsfhelenrees@gmail.com

Please let us know if there are particular topics you would like covered in future bulletins.

Thank you!!

