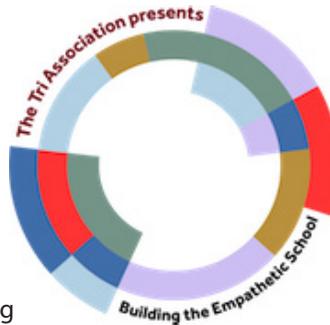




Tri-Association Highlights Spring –Summer 2019

Building the Empathetic School

This year's Conference theme is being met with much enthusiasm on the part of educators in our region. The inspiration to highlight students' social-emotional development, teacher wellness and the intrinsically human nature of our work in schools, was born out of conversations with Michael Murphy, who co-authored the following article on the Empathetic School. Michael will be participating actively in this year's pre-conference and conference program.



*When we set our compass
 "due north" to empathy,
 we humanize our work
 in schools.*

**Carol Ann Tomlinson and
 Michael Murphy**

Schools, not unlike hospital emergency rooms, are incessantly busy places. Those in charge must make complex decisions at wearying speed, knowing that those decisions bear strongly on the welfare of others, and yet finding sparse opportunity to reflect on their actions in the press of the day. The question of what internal or external compass guides educators' decision making is complex as well, and in many instances, there is no evident answer.

School leaders seek to do well for the adults whose work they guide. Teachers seek to do well for the

young people they teach. And yet, there are few sustained conversations in many schools about a compass we agree to use that points us to "due north"—to the direction most likely to lead us to a good place.

We make decisions about curriculum too often based on documents that an external authority hands to us. We make instructional decisions to ensure that we "waste" no time in covering curriculum, so that our success and that of our students will be judged affirmatively on standardized measurements that many teachers themselves believe are oppressive and even unjust. We find ourselves making disciplinary moves

based on a uniform point system, when our students are decidedly not uniform. We adopt new initiatives with no deep understanding of their implications because, on the surface, they seem fresh or may alleviate the urgent pressures that bear on all of us associated with schools. It's easy to interact with parents from a position of exhaustion and even defensiveness. And in all these instances, we always mean to do better. Still, the job gets done. Good things happen in schools on a regular basis. And we move on.

We must acknowledge, however, that these kinds of decisions are not pathways to lasting improvement. So,

At a glance

Regional News

- New Member of the Tri-Association Board
- Platinum Award from CASE Latin America
- Best Delegation Recognition "Hacia Democracy" 2019
- Tri-Association Awards 2019

2019 Recipient of TieCare International Global Leadership Award

2019 Recipient of the Tri-Association Community Service Award

2019 Emma Gutierrez de Salazar Scholarship Award

School Articles

- Show Us You Believe
 By: Maisie Jung

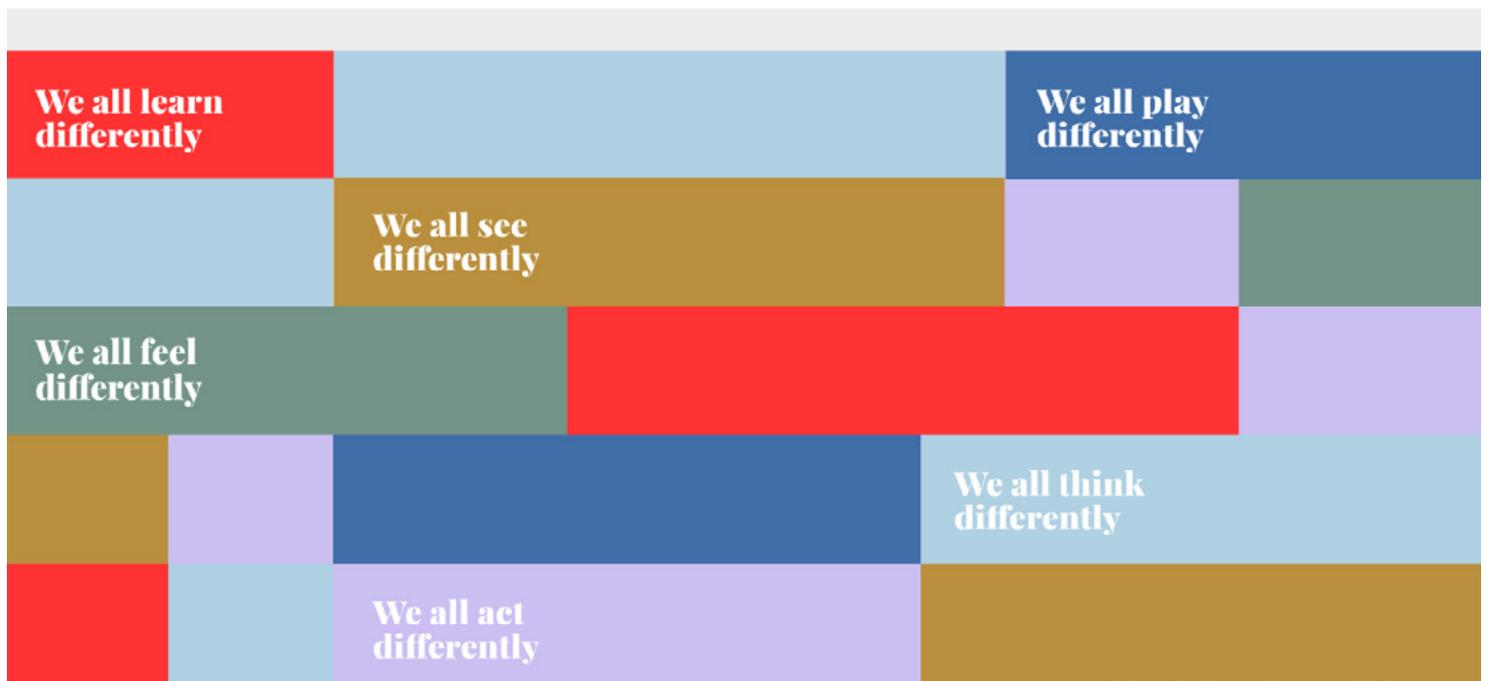
Annual Educators' Conference Highlights

- This year we will be Monterrey, Mexico the week of September 24-28, 2019. The pre-conference program will take place at the Milenium Hotel and the main conference is scheduled on the campus of our host school for this year, the American School Foundation of Monterrey.
- Registration link https://www.tri-association.org/cf_forms/view.cfm?formID=54
- Link to conference brochure <https://joom.ag/rBUa>
- You can access program details, travel information, conference fees, and hotel reservations through the following link: <https://www.tri-association.org/page.cfm?p=526>
- The newly renovated Milenium Hotel is the main hotel for the conference. The hotel is providing a preferential rate until **September 1, 2019**.
- You can access rates, and hotel reservation links by going to the Association website and clicking on the registration button on the lower right hand corner of the home page www.tri-association.org. **Conference fees and other pertinent information can also be found in this location.**
- Early Bird Registration ends September 2, 2019. Payment must accompany Early Bird Registration.
- **Secondary hotel options will be displayed on the Association site starting June 15, 2019.**

38th Annual Educators' Conference
September 24 - 28, 2019
Monterrey, Mexico

Tri Association presents:

Building the Empathetic School



> New Member of the Tri-Association Board

The Tri-Association welcomes Dr. Francisco Galicia, Superintendent of the American School of Puebla as the incoming ASOMEX President and newest Tri-Association Board Member. Dr. Galicia is replacing Mahklouf Ouyed who is finishing his term in June. Dr. Galicia will join Andrew Roberts from ACCAS, and Liliana Jenkins, Board President, in representation of AASCA.

> Platinum Award from CASE Latin America

The American School Foundation of Monterrey was recognized by CASE Latin America with the Platinum Award for their Fundraising Campaign Edge of Excellence. Below is the announcement to the school community and a picture of Michael Adams, Superintendent with Members of the Development Committee.

Congratulations, ASFM!

The following announcement was shared with the ASFM School Community

ASFM is the first international school ever to receive the "CASE Latin America Platinum Award" in the Fundraising Category for its Edge of Excellence Campaign.

The goal of ASFM's Edge of Excellence Annual Giving Campaign is to raise financial resources to accelerate the construction of 21st century state-of-the art educational environments. It promotes parent involvement and creates a long-lasting culture of giving in parents, alumni, staff and friends. The funds contribute directly to the school's continued success while promoting the vision of Open Minds, Caring Hearts and Global Leaders.

The Annual Giving Campaign is a 6-week long effort that usually takes place in October and November of each year, led by the Alumni and Development Office and a team of ASFM Volunteer Parents. In three years, the Edge of Excellence initiative has raised over \$1.65 million USD and has built 10 projects that directly impact student learning and potential.



> Best Delegation Recognition "Hacia Democracy" 2019

For the 4th consecutive year, the team from the American Nicaraguan School brought home the distinction of being selected as the best delegation at the **Hacia Democracy Conference**, held in the Dominican Republic this past March. This annual event, sponsored by Harvard University, offers students the opportunity to debate and solve a regional challenge in a simulation modeled after the work of the Organization of American States.



> 2019 Recipient of the Tri-Association Community Service Award

The Columbus School in Medellín, Colombia is this year's recipient of the Community Service Award for their leadership in the project TOM Colombia. TOM stands for Tikkun Olam Makers and comes from the Jewish term "Tikkun Olam", which means, "repairing the world".

TOM is a global movement that brings together teams of developers, designers, engineers and students in "Makathons" in order to create sustainable and affordable solutions for people with disabilities. By blending assistive technology innovations with service learning the Columbus School is creating a valuable forum for students to use their creativity and expertise towards the solution of real world challenges.



> 2019 Emma Gutierrez de Salazar Scholarship Award

Karla Moya from Country Day School is the recipient of the Scholarship Award given by ASOMEX Directors to a female host country national staff member serving in a leadership role in a Tri-Association school. The award was started in 2018 to honor the memory and legacy of Emma Gutierrez de Salazar, Director at the American School of Tampico until her passing in 2017.

Karla Moya is a native of Costa Rica and works at Country Day School as a Learning Support Specialist. At a very young age Karla decided to dedicate her life to helping those with exceptionalities. Her relationship with a cousin with special needs motivated her to study English and Special Education at the University of Costa Rica. Before joining the Country Day School family, Karla worked to develop an inclusion program for students with Downs Syndrome at a private high school in San Jose, Costa Rica. At CDS Karla works closely with classroom teachers to coordinate and accommodate instruction to meet the needs of all learners. Over the past few years she has grown personally and professionally, leading inclusion in classrooms and making sure all students and teachers receive the support they need and deserve.



We appreciate the support you provide to the Tri-Association and hope that this year ends on a high note for you and the members of your school community.

I look forward to seeing many of you this September in Monterrey, Mexico!

I want to end this edition with a article submitted by Maize Jung, a graduating Senior, who makes a compelling case for the power of teachers "showing" students that they believe in them!

Best,
Sonia Keller, Executive Director

Show Us You Believe

By: Maisie Jung

The job of an educator is so much more than teaching core skills and information. Teachers have the power, and, thus, responsibility to build confidence and passion in their students' academic and life pursuits. To fulfil this responsibility, teachers must believe that each and every one of their students can and will succeed and see it as fundamental to their jobs to make this happen.

We can tell when our educators believe in us, and when they don't. We not only hear the words used but also perceive the body language and words *not* used. Teachers who are understanding of their students' struggles and are enthusiastic about helping them and showing they believe in them create an exciting environment of growth.

Remember your favorite teacher? The one who impacted you the most? Those impactful teachers aren't simply trying to get kids through the year, handing out packets and reciting slideshows. These teacher did so much more. They involved their students, opened in-depth discussions on students' interests and sparked a passion for the subject. They were aiming to make a difference in their students' education--in their lives.

This power to instill confidence, of course, has a flip side. When we see annoyance or exasperation directed at us from our teachers it becomes more difficult for to go to the teachers for help. I couldn't count the number of times I've heard a kid talk about how they are bad at and dislike a subject, while in the same breath recounting a memory of a teacher in that subject who made them feel inadequate or unable because they were struggling. Excelling students are often treated as more valuable than other students, sometimes subtly, sometimes explicitly. I have both seen and experienced this hierarchy of value at various points and know how much disdain for school can result from it.

For a teacher to teach well, it is vital that they are continuously reaching out to their students and helping them aim high. Educators are entrusted with the most important job in the world--developing the minds of the young generations. And the minds of those students are heavily influenced by their teachers every day. Show us you believe. Show us you care.



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Florence, SC 29501

Home Office Contact Numbers

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► From the Executive Director

Please send me articles featuring the important work and events taking place in your school!

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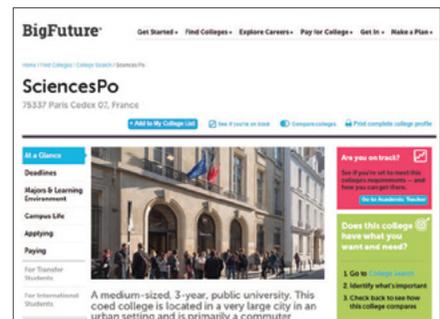
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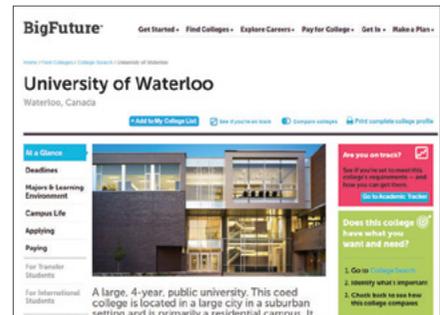
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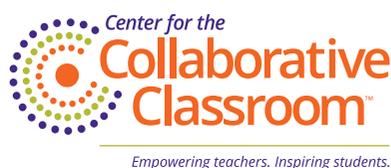
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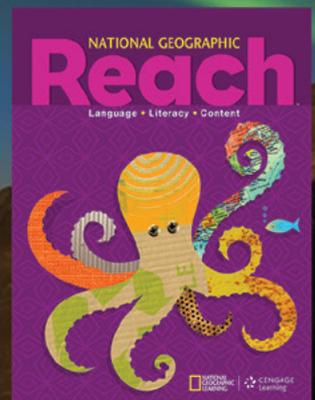
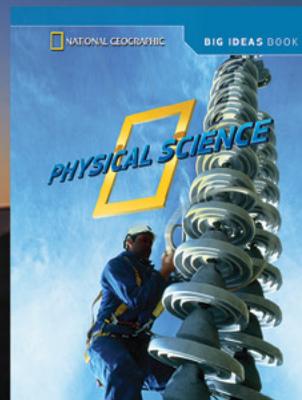
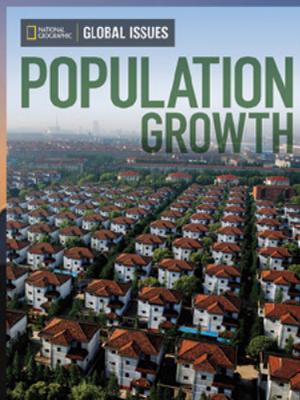
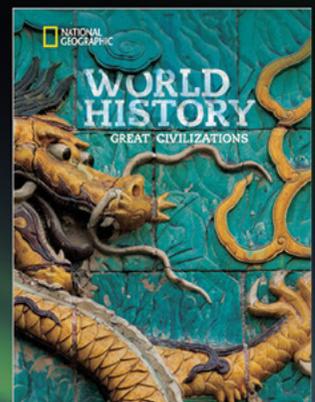
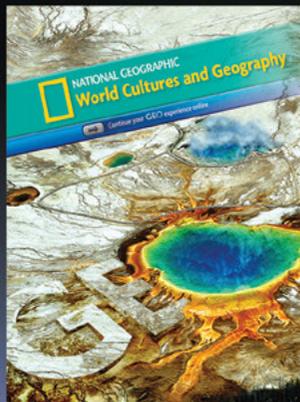
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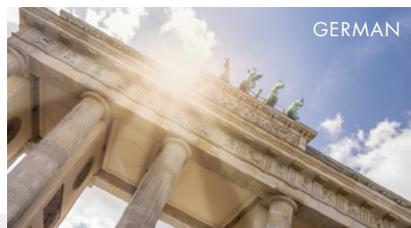
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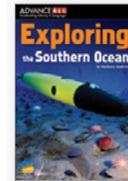
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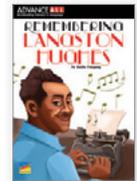
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