MUSIC EDUCATION

Teaching Options Beyond Public School

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Charleston, WV
West Virginia Music Educators Association Conference
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OVERVIEW

- Introduction/Background
- Philosophy and Curriculum
- Preparation (Formal and Informal Education)
- Options and Definitions
- The Job Hunt
- The Experience
- Returning Home
- Q/A - Closing
INTRODUCTION AND BACKGROUND

• John Christian, Director of University Bands
• 23 Years K-12 Teaching Experience
  • **USA** - Michigan(2) Pennsylvania(1) California(1), Florida(6) Georgia(4), Wisconsin(3) Oregon(1)
  • **Overseas** Morocco (2) Kazakhstan (5)
• Courses K-12 Music (Choral, Instrumental, and General,) Elementary Classroom Grade 3 and 4, Pre-School Library, Theater, Middle School Technology, Global Issues and International Relations
INTRODUCTION AND BACKGROUND

8 Years Teaching Adjunct/Full-Time in Higher Education

Music
- History of Jazz, History of Rock and Roll, Music Appreciation
- Brass Choir, Band, and Orchestra
- Applied Brass and Conducting

Education
- Seminar in Reflective Practice
- Techniques in Assessment

• Degrees
  - Bachelors of Music Trombone Performance UW-Whitewater
  - Masters of Arts Educational Instruction and Curriculum Central Michigan University (CMU)
  - Post Bac and Post Grad in Music Education, Conducting, and Performance UW-Milwaukee and CMU
PHILOSOPHY OF EDUCATION

• What do you believe? Why?
• Heroes?
• Models?

CURRICULUM

• Does it serve you?
• Why is it important?
• How will it be implemented?
• Foundational vs. Specialization
FORMAL AND INFORMAL PREPARATION

- Formal – examples?
- Semi-Formal - Examples
- Informal – examples?
OPTIONS AND DEFINITIONS

TYPES OF SCHOOLS
TEACHING IN AMERICA

Boarding, Independent and Parochial Schools
THE JOB HUNT – WHAT YOU WANT

DESIRE
- Autonomy
- Curriculum Writing
- Healthy Budget
- High Quality of Music
- High Salary

ESSENTIALS
- Professional Development
- Housing w/furniture
- Affordable Health Care
- Potential Moving Allowance
THE JOB HUNT – WHAT THEY WANT

ESSENTIAL
• Flexibility
• Willing to Moderate a Club OR
• Willing to Coach Sports
• Work Independently
• Collaborate Spirit
• Certification

DESIRABLE
• Humility
• Knowledge of a secondary area or certification in second area
• Masters with 3 years experience
TEACHING OVERSEAS
THE JOB HUNT – **WHAT YOU WANT**

**ESSENTIAL**
- Non-Profit School
- Income in USD
- Annual Airfare Provided
- Overseas/Settling In Allowance
- Housing w/furniture
- Health Care
- Non-Taxable Income

**DESIRABLE**
- School with only 40% nationals
- Shipping Allowance
- Utilities provided
- Professional Development
- Retirement
- Transportation
- Tuition Breaks for Children
THE JOB HUNT – WHAT THEY WANT

ESSENTIAL
• Flexibility
• Willing to Moderate a Club OR
• Willing to Coach Sports
• Work Independently
• Collaborate Spirit
• Certification

DESIRABLE
• Humility
• Knowledge of or willingness to learn the language
• Knowledge of a secondary area or certification in second area
• Married and spouse teaches
• Masters with 3 years experience
JOB HUNT

Resume and Portfolio
Social Media
Application
The Job Fair Experience
NOW... TEACHING OVERSEAS

The Experience
NOW... TEACHING OVERSEAS

The Experience

Countries: Kazakhstan, Morocco, Georgia, Tunisia, Tajikistan, Australia
PREPARATION FOR THE TRIP

TRANSITIONS

• Family Relationships
• Passport and Legal Docs
• Closing Shop in America
• Opening Shop in your new place
• Living Resources
• Flexibility
RETURNING HOME

Readjusting to America
Worldly View
Priority Shift
New Definition of Minority
Third Culture Kids
QUESTIONS

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Teaching K-12: Private, Parochial & International Schools

Teachers with K-12 certification (some experience a plus) have a wide range of options. The types of schools where one can teach in terms of the amount of integration into the host culture, from island to full immersion. Below are categories of international teaching opportunities for K-12 certified teachers.

Types of Schools

Independent schools fall into five major categories:

1. **Community Schools**, which are nonprofit units supported by governmental and business interests, and established through parents in the area. These schools are the most common type recommended by the Department of State.

2. **Embassy Schools** operate within an embassy or consulate, often for security purposes, and have small enrollments. As the American presence grows in the areas where these schools exist, community schools are often formed and ultimately replace the embassy schools.

3. **Corporate Schools**, such as those operated by oil companies, primarily provide private education for children of company employees, whether they are from the United States or other nations. These schools are usually in countries where other US schools do not exist. More than one language track is often involved, and nonemployees’ children generally are accepted into the school.

4. **Proprietary Schools**, as the name indicates, are established as a business, with a definite profit motive in mind, or at least with the expectation that sufficient income generates to remain solvent as a not-for-profit corporation. Such schools begin in developing nations or as elite private schools in established areas.

5. **Parochial Schools** with varied curricula and open admissions policies often can meet the American student enrollment needs in a community, and they can also receive tuition aid or grants for secular purposes to assist with operating costs. These schools, however, are not to be confused with church mission schools, which have a wholly different and religious purpose.

6. **Department of Defense Schools** Located at US military bases around the world, the teaching environment is roughly similar to that of American public schools. Contact with host-country nationals would be relatively limited since students and staff are American. The milieu will be decidedly military.

Private International Schools- Job Fairs

Located worldwide, nearly 1,000 private, English-language K-12 schools educate the children of expatriate diplomats and business people, and occasionally children of wealthy host-country nationals. The teaching environment is similar to that of elite US private schools. Although one can apply directly to a given school, the most efficient way is through job fairs given in the US, most of which take place in February (apply early, since some fill up by December!). Job fairs include the following:

**International Schools Services and Schrole Advantage (ISS)**

This very selective program entails interviewing at an International Recruitment Center (IRC) after passing the initial screening by ISS. Must have a bachelor's degree, teaching certification, experience living overseas, and be willing to go to any country for a 2-year contract. Areas in particular demand include math, science, computers, library science, and elementary teaching. Apply by December 1 to qualify to register for the IRC. Most teachers placed by ISS have several years of teaching experience.

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Search Associates
Fairs in February/ March and June. Candidates lacking certification or experience may be eligible for Search Associate's International School Intern Program (ISIP).

University of Northern Iowa's Overseas Placement Service for Educators
Nonprofit. More than 100 schools and organizations are represented at a job fair in February in Iowa.

Queen's University Teachers' Overseas Recruiting Fair
This annual recruiting event is in February in Kingston, Ontario. It provides a forum for teachers to have face-to-face interviews with administrators of international schools or their representatives. Participation is limited to teachers with at least two years of full-time elementary or secondary classroom experience.

Teachers International Consultancy

International Schools by World Region/Country

Global Associations
- Conference of Independent Schools (CIS)
- Educational Collaborative for International Schools (ECIS)
- Independent Schools Council (ICS)
- The Association for the Advancement of International Education (AAIE)
- Council on Standards for International Education (CSIET)
- US Department School Directory (US Department of State)
  https://www.state.gov/m/a/os/c1684.htm
- IB World School (IB) https://www.ibo.org/programmes/find-an-ib-school
- COBIS (Council of British International Schools) – Jobs
  https://www.cobis.org.uk/recruitment/search-for-vacancies-in-cobis-schools
- TIE (The International Educator) – Login to access the online newspaper

Africa – AISA Member Schools
- https://www.aisa.or.ke/School-Member-Directory
- Independent Schools of South Africa (ISASA)

Central America, Caribbean, and Mexico –
- Association of American Schools of Central America, Colombia, Caribbean & Mexico
- American School Foundation Monterrey (ASFM)
- Caribbean Association of Independent Schools (CAIS)

Europe –
- CEESA Member Schools https://www.ceesa.org/about-ceesa/members/member-schools.html
- European Council of International Schools (ECIS)
- European Council of National Associations of Independent Schools (ECNAIS)
- BSME Member Schools (British schools) http://www.bsme.org.uk/search-for-school/schools.html
- Sweden – Internationella Engelska Skolan: https://engelska.se/
Asia and Australia -
- East Asia – EARCOS Member Schools
  - https://www.earcos.org/mem_schools.php
- Near East/South Asia Council of Overseas Schools (NESA)
- Association of Independent Schools of Western Australia (AISWA)
- ACAMIS Member Schools https://www.acamis.org/membership/member-school-directory
- FOBISIA (Federation of British International Schools in Asia) -
  - https://www.fobisia.org/page.cfm?p=672
- Thailand – Lertlah Schools: http://www.lertlahrecruiter.ca/

The Middle East -
- MEIBA Member Schools (IB Schools) http://www.meibaschools.org/schools.aspx

North American Schools -
- Canadian Accredited Independent Schools (CAIS)
- The Quebec Association of Independent Schools (QAIS)
- Directory of Canadian Offshore Schools (CICIC)
  - https://www.cicic.ca/982/perform_an_advanced_search_in_the_directory_of_offshore_schools_and_international_education_resources.canada
- South America –

Volunteer Organizations
Most long-term volunteer opportunities (1 year or more) will provide basic amenities and a small stipend for teachers. Options range from the government-sponsored Peace Corps to religious organizations (from non-proselytizing to traditional missionaries). Many volunteer opportunities will work in schools attended by host country national children.

Independent and Private School Associations

National Associations
- National Association of Independent Schools (NAIS)
- The Association of Boarding Schools (TABS)
- International Boys’ Schools Coalition (IBSC)
- National Coalition of Girls’ Schools (NCGS)
- Council for American Private Education (CAPE)
- Council for Spiritual and Ethical Education (CSEE)
- Friends Council on Education (FCE)
- National Association of Episcopal Schools (NAES)
- National Catholic Educational Association (NCEA)
- Network of Sacred Heart Schools (NSHS)
- Partnership for Excellence in Jewish Education (PEJE)
- American Montessori Society (AMS)
Regional Associations

- Association of Delaware Valley Independent Schools (ADVIS)
- Association of Independent Schools of Greater Washington (AISGW)
- Association of Independent Schools of New England (AISNE)
- Independent Schools Association of Northern New England (ISANNE)
- Independent School Association of the Central States (ISACS)
- Independent Schools Association of the Southwest (ISASW)
- Northwest Association of Independent Schools (NWAIS)
- Southern Association of Independent Schools (SAIS)
- Southwestern Association of Episcopal Schools (SWAES)

State and Local Associations

- New Jersey Association of Independent Schools (NJAIS)
- Pennsylvania Association of Independent Schools (PAIS)
- Association of Independent Maryland Schools (AIMSMDDC)
- Association of Independent Michigan Schools (AIMS)
- California Association of Independent Schools (CAIS-CA)
- Connecticut Association of Independent Schools (CAIS-CT)
- Florida Council of Independent Schools (FCIS)
- Georgia Independent School Association (GISA)
- Hawaii Association of Independent Schools (HAIS)
- New York State Association of Independent Schools (NYSAIS)
- North Carolina Association of Independent Schools (NCAIS)
- Ohio Association of Independent Schools (OAIS)
- Palmetto Association of Independent Schools South Carolina (PAIS-SC)
- Tennessee Association of Independent Schools (TAIS)
- Virginia Association of Independent Schools (VAIS)
- Cleveland Council of Independent Schools (CCIS)
- Independent Schools of Saint Louis (ISSL)
- Association of Colorado Independent Schools (ACIS)

Other Jobsites

- Jobs in the Catholic Church
- Indeed
- LinkedIn
- Simply Hired
- League of Symphony Orchestras
- Southern Teachers Agency
- Calwest Educators Placement

Governance systems for American independent overseas schools vary. Although local control of public schools in the United States is a well-established feature, such authority is governed by state and federal regulations.
Independent Schools overseas attempt to offer opportunities for more direct input from parents because of the insular nature of the enterprise. The bylaws of these schools usually mandate the direct participation of all stakeholders in governance decisions, generally to a much larger extent than would be experienced in American public schools. Most American overseas schools, however, end up looking very much like schools in the United States.

Curricula have common elements, pupil-teacher ratios are similar, texts are standard and represent those usually found in stateside schools; extracurricular activities, including athletics, are numerous and resemble those found in US schools. Part of the reason for this similarity is that the American schooling model is a familiar one, but this also happens because parents are eager for their children to have the same, or at least a similar, school experience as those children "back home." As much as the American overseas schools may wish to mirror those in the United States, the schools are subject to local (foreign) governmental regulation.

Schools must follow the laws of the host nation, even if they conflict with the stated mission of the school. Some countries, for example, require instruction in the official national language. Others control who teacher hires, using requirements quite different from the licensing standards associated with American teacher preparation. However, if a school wants stateside accreditation, it has to meet the American licensing standards. American overseas schools may also have to incorporate under local law if they wish to conduct business activities in the host country, such as hiring employees, purchasing supplies, maintaining bank accounts, and building or renting facilities. Without such legal status in a country, a school could not operate. The US Embassy in most areas has a legal attaché, provided by the US Department of Labor, who can assist schools in personnel matters.