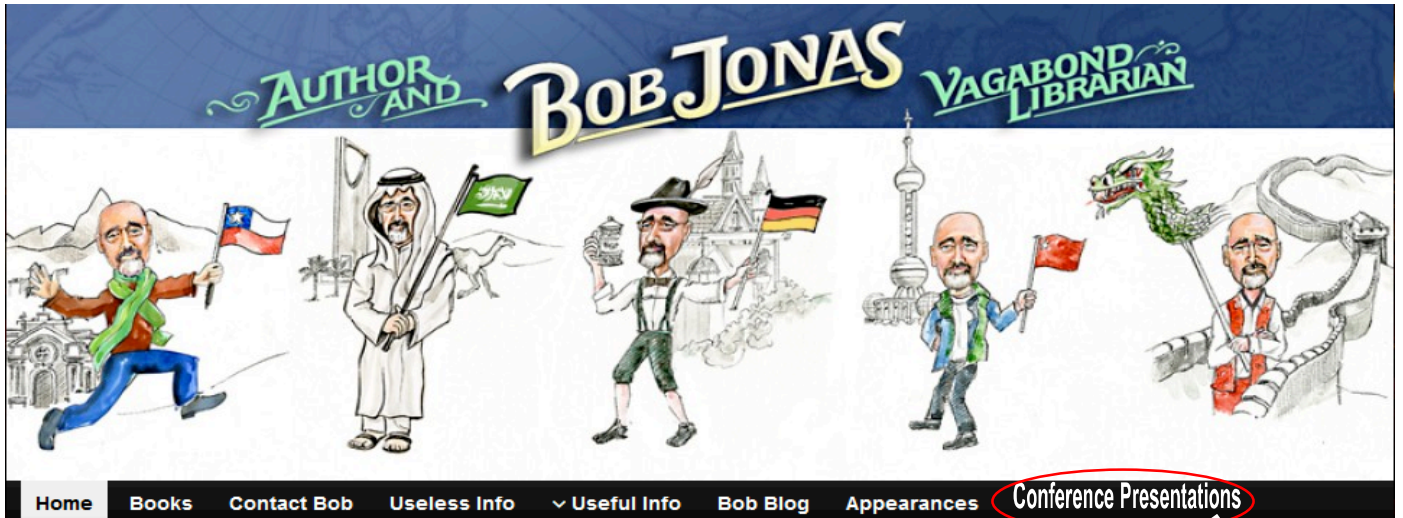


WLMA Workshop: *Get Yourself Overseas*



<http://www.vagabondlibrarian.com>

Overseas Employment Resources for Educators



The Excitement of Teaching Overseas

The Facts:

- There are over 5,000 K-12 overseas international schools worldwide. Between 300 and 400 new schools are expected to open in the next 5 years.
- Most of these schools have excellent, state of the art facilities.
- English is the language of instruction at almost all of these schools—no foreign language necessary, but, a great opportunity to learn a foreign language
- You will work with student body and staff from around the world.
- Small class sizes are the norm.
- Tremendous opportunity to save and travel

Benefits provided by many schools:

- Health/life/accident insurance
- Pension funds
- Annual home leave
- Free tuition in excellent schools for family members
- Great professional development
- Most Americans pay no US or local tax —local tax varies with some countries but not with the US
- Generous travel allowance

Opportunities—what's out there?

Scattered throughout the world are hundreds of international schools interested in employing teachers and administrators from around the world. This network employs approximately 35,000 professionals and serves close to 350,000 students. About 220 of these schools are run under the auspices of the United States

Department of Defense and the remainders are autonomous institutions, sponsored by a variety of different groups.

Curriculum varies from school to school and reflects the needs of the student body. Some schools offer a typical American or British program. If the school has a high number of host-country students enrolled, courses are often offered in both English and the host country language. Others offer both American and British tracks.

A growing number of schools are making the International Baccalaureate (IB) and Advanced Placement (AP) available for talented, university-bound students and some institutions have developed their own unique educational program, culled from a variety of sources. Most school graduates (95%+) attend universities

Types of international schools

Independent International Schools

Many international schools are sponsored by the United Nations and their affiliated agencies. Some are religious or proprietary schools with boarding facilities. The majority of these schools are private, non-profit institutions with considerable parental involvement in their governance. Almost all use English as the main language of instruction. Many are single or in a network of for-profit schools, many run by local enterprises.

With the exception of corporation-affiliated schools located in hardship settings where salaries and benefits are often extremely generous, most schools tend to pay staff teaching abroad more than enough to save and travel and live an extremely comfortable standard of living in the host country. Educational resources may vary greatly from country to country.

Department of Defense Dependents Schools (DODDS)

The U.S. Department of Defense operates around 220 elementary and secondary schools located primarily in NATO countries on American military bases in Europe and in the Pacific. Teachers and administrators for DODDS schools are hired in the United States and candidates must have American training and certification.

Once hired to teach abroad in a DODDS school, you will be a U.S. government employee and most likely represented by a union. Your students will be the children of military and civilian personnel working on the base. Salaries are very competitive with those in the U.S. and the benefits are excellent. As federal employees, DODDS teachers teaching overseas pay all federal and social security taxes required of citizens living within the United States.

U.S. Department of State Affiliated Schools for Teaching Overseas

There are nearly 200 American overseas schools recognized by the U.S. State Department's Office of Overseas Schools. Located in many of the world's capital cities, most were established to serve the families of American citizens working abroad and offer a great option for teaching overseas.

Over the years, rapidly changing political and economic factors in many countries have had a strong impact on teaching abroad in these schools. Many are now educating children from many different countries. Several studies indicate that in the last ten years the typical American overseas school has experienced a drop in its American population from two thirds of the student body down to one-half or one-third of the total student enrollment. Thus, teaching overseas often means teaching not just international students, but local kids as well.

Hiring requirements, salaries and benefits for teaching overseas in these schools vary considerably. The schools themselves are extremely varied. Some have a student population of 3,000; others run an academic

program with fewer than ten students. Some are located in countries with very difficult living conditions, others can be found in locales described as “paradise.” Some schools provide their international teaching staff free housing, a car for personal use, tax-free salaries, and a bonus upon completion of the contract. Others may offer only a subsistence salary and basic travel costs.

Keep in mind that Americans are generally entitled to a \$92,600 exclusion of taxable income if they teach abroad for at least 11 months of the year. However, many European countries levy local income taxes on teachers teaching overseas immediately or after one, two or three years of residence. Even if your income for teaching abroad is excluded from tax, Americans who teach abroad must still file a U.S. tax return. Whether British or American, you should check the tax situation for teaching overseas concerning the country you will be teaching in and not make any assumptions.

Where to find an International Teaching Job

If you're just beginning to learn more about teaching in an international school and you want to know where the teaching jobs overseas exist, what they pay and how to apply, there are a variety of resources for teaching overseas. How you proceed should depend on your goals. If you want to teach abroad in a specific country, or within a small region, your best bet is to get a list of American and international schools in those countries and write directly to them. Be forewarned that restricting the places you might teach abroad will limit your chances of finding a job. Candidates who maintain an open mind towards teaching overseas have a far better chance of being hired.

Recruitment Fairs for Teaching Overseas

There are several organizations that screen and recommend candidates to teach abroad in international schools. You may register with one or more of these organizations. They will process your application materials and present your credentials to schools with opportunities to teach abroad.

Generally, a candidate wishing to teach abroad registers with the agency and completes a series of forms, which, together with confidential recommendations from former supervisors, makes up the candidate's file. These files may be forwarded to schools that require candidates for specific positions teaching overseas.

Throughout the year, these organizations host “recruitment fairs” for teaching overseas in various parts of the world, which bring together the schools and the candidates for several days of interviewing. Once registered, the candidate who wants to teach abroad has the option to attend one or more of the recruitment fairs being held by the agency. These may be attended by as few as 20 international schools or as many as 120. The ratio of candidates to schools can be anywhere from 1:3 to 1:6, although in recent years the number of candidates has dwindled while the number of schools in attendance has increased - all good news for the international candidate interested in teaching overseas.

These job fairs are usually intense, three-day events where the agency will match the needs of the schools to candidates' qualifications for teaching abroad. If a specific school is interested in your candidacy, you will be called for an interview. One clear advantage in attending recruitment fair is that most candidates manage to be interviewed by representatives of at least three or four overseas schools. Moreover, many schools fill a significant portion of their international teaching jobs with candidates they have interviewed at recruitment fair.

1. **Search Associates**, a U.S. based recruitment agency which hosts fairs all over the world, has established a strong record for helping teachers and administrators teach abroad in international schools.
2. The **European Council of International Schools** (ECIS, based in Hampshire, England) is another major placement agency that hosts recruitment fairs for teaching overseas attracting both

British and American teachers wanting to teach abroad in international, American, and British schools.

3. **International Schools Services (ISS)** is a U.S.-based placement agency for international schools. ISS hosts several fairs each year where headmasters and candidates who want to teach abroad can meet in different regions of the United States

4. **Council of International Schools (CIS)** US office: 1 908 903 055 www.cois.org/

5. **ISS/IRC-International School Services (ISS)** Tel: (609) 452-0990 www.iss.edu/

6. **University of Northern Iowa** hosts an annual job fair. Tel: (319) 273-2083
www.uni.edu/placement/overseas/

Step-by-Step Guide to Overseas Teaching

For the best results in teaching overseas, most recruiting agencies suggest the following sequence of activities:

1. Start the process early. Review jobs for teaching overseas on www.tieonline.com and begin contacting schools in November for employment the following September.
2. If you are interested in teaching abroad in one or two countries only, write directly to schools located in these regions. Forward your resume, cover letter, transcripts and at least two letters of recommendation.
3. Try to determine as soon as possible the international teaching job you are qualified for by reviewing the ads on TIEonline or other publications for teaching overseas mentioned previously. If you find a good option to teach abroad, send a cover letter, resume, two letters of recommendation and your university transcripts. Also indicate when and where you will be available for an interview. Most administrators take the view that letters of recommendation from school supervisors are dramatically over-inflated. Most have become quite adept at reading between the lines and ferreting out subtle reservations. Successful applicants in teaching overseas usually produce very strong letters of recommendation, indicating for example whether the recommender would place the candidate in the top 10 percent, 25 percent or 50 percent of teachers with whom he or she has worked. For these recommendations to be accorded validity, they should be sent out on a confidential basis.
4. After writing to securing information on services and fees, register with one or more of the private agencies of universities that specialize in teaching overseas in international schools. Then select the organization that seems most suited to your needs, taking into consideration which fair will be easiest for you to attend. Register for at least one recruitment fair for teaching overseas and request information a month or two prior to the fair regarding how many schools are seeking candidates with the qualifications and experience you offer.
5. If a school wants to interview you at recruitment fair for teaching overseas, by all means register for that fair. Once registered, you can arrange to have other interviews as well for teaching overseas. Be sure and tell potential employers that you are available on Skype as well.
6. If you do not receive an offer at the fair or immediately afterward, don't give up. Inquire about new international teaching jobs that appear daily on www.tieonline.com and in TIE and other newspapers. Call or email a school where you have a strong interest. Keep checking, as there are a significant number of jobs for teaching overseas that open up between June and September. If you are traveling, pay a visit to any school where you might be interested in working.

Be very to careful in considering what kind of school you will be working for and how willing you are to adapt to local laws and customs, which in some areas of the world are extremely restrictive.

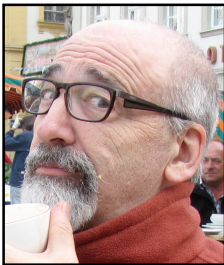
Additional Help

1. School and administrator reviews: www.internationalschoolsreview.com
2. T.I.E (The International Educator) Sold as online, text version, or both: www.tieonline.com Subscription to TIE, The International Educator, will bring you the most up-to-date listing of teaching overseas positions in international schools. If you see an international teaching job that piques your interest and for which you are qualified, follow the instructions concerning application procedures that are incorporated into the ad and you can approach the school directly.
3. Bob Jonas: www.vagabondlibrarian.com, chinabobnsue@yahoo.com, Facebook Author Page, Pinterest, Youtube Channel, Bob Jonas, and Twitter, #vagabondbookguy

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- "Job Fairs." *Search Associates*. Search Associates, 2013. Web. 14 Apr. 2013.
<<http://www.searchassociates.com/Job-Fairs/Default.aspx>>.
- "Why Teach Abroad?" *TIE Online*. Ed. Daniel Lincoln. TIE, 2012. Web. 14 Apr. 2013.
<<https://www.tieonline.com/preview2.cfm>>.

PNLA Presenter: Bob Jonas Author/Storyteller/Librarian/Traveler



Bob Jonas has been a school librarian for twenty-one years—four in Beaverton, Oregon and seven in China—Shanghai, Beijing, and Hong Kong. In South America he worked for three years in Santiago, Chile, and then three years in Riyadh, Saudi Arabia. Bob's final overseas post was in Erlangen, Germany. As of this writing he has been retired for fifteen days.

As a storyteller, writer, and librarian, he motivated, inspired, stimulated, stirred, cajoled, provoked, and did what was necessary to instill a love of reading in kids on four continents. As an author he hopes to continue his quest—in one degree or another—for as long as there are kids waiting to be inspired.

Although he has left the work-a-day world behind, he has a mountain of work yet to do. He and his wife Susan—recently hired as the new high school librarian on Vashon Island, WA—will be camped out on the island where he will write every day, she will go to school every day, and where he has promised to have dinner waiting when she returns from a hard day—of this promise she still has a few doubts. Bob is now booking conference presentations and school visits for 2015/16—still darn cheap.

As an author he has explored many forms of writing over the years. After becoming a school librarian the focus of his writing shifted to YA literature, the perfect age audience from which to share an enormous well of experiences gained working overseas.



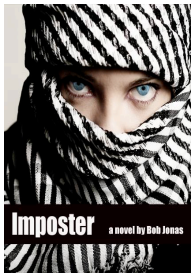
ChinAlive, his first YA novel, focuses on a teenager attending a school in Shanghai. Jonas loves seeing the world through the eyes of kids who are relocated to countries where they have little knowledge, and at times find themselves on the edge of political intrigue, government overthrow, and unrest.

Charlie Evers is a tenth grade student at an international school in Shanghai, China. After Ignoring all warnings about Chinese Internet censors, he navigates to sites that look informative but shred the government on politically sensitive issues. As a teenage American student he thinks he is safe. He will never finish his last research assignment

The illusion of safety is ripped away when Charlie is taken. Imprisoned onboard an old riverboat, a seven-day journey up the Yangtze River catapults him deep into China's turbulent past, to a buried mountain fortress. This is the headquarters of ChinAlive, a Democracy movement he never imagined, with a mission the world thought long dead--the overthrow of the Chinese government.

The life Charlie Evers took for granted is over. His new life—that of a conspirator, terrorist, and refugee—is certain to earn him a date with the executioner. But the bullet will not be free. Charlie's family will be charged if they wish to reclaim his body, but only if they are still alive.

***ChinAlive* is Available on Amazon, Kobo, Barnes & Noble, Powell's, and just about any online store in both electronic and paperback editions.**



Imposter, his second YA thriller—this time set in Saudi Arabia—continues his exploration of the world as experienced by his students, again finding danger in a part of the world with which they have no familiarity.

In a more tolerant world, Zane Walker's charade would have been ignored. In Saudi Arabia, a sixteen-year old boy masquerading as an online cleric cannot be ignored. In a media studies class he is taking at an international school, he is to create media personae, an online presence using social media. One student creates a new product. One creates a service. Another creates a non-profit to raise money and awareness. Zane Walker creates an international incident.

His interpretation of the assignment, because of its incendiary possibilities, was never to go live, like those of his classmates. Somehow, inexplicably, it does. He now has thousands of followers, thinking his fatwas—religious edicts—are coming from a scholarly Muslim cleric. To many, he is leading a long overdue Islamic reformation.

When the religious police show up at his western compound with a decree to detain him, the only reformation they are interested in is his head on a plate. The truth of his efforts, that he was set up by a terrorist cell to create discord between the United States and Saudi Arabia, may not be enough to quell the wrath of the religious establishment, the Royal family, and the worldwide condemnation for his disrespect.

Launch Date for *Imposter*: Fall, 2015

