Suggestions are made for teachers considering teaching abroad. The following topics are covered: (1) problems encountered in working in a foreign environment, e.g., culture shock; (2) general considerations in making the decision to teach overseas; (3) steps to follow when seeking an overseas position; (4) overseas employment opportunities with the Department of Defense Dependents Schools; (5) overseas placement services for educators; (6) The University of Maryland Overseas Program; (7) international jobs—teaching; (8) an alphabetical list of 225 Overseas American Community Schools; (9) answers to questions regarding recruitment for international schools; and (10) the Fulbright Teacher Exchange Program. (JD)
TEACHING IN OTHER COUNTRIES

An overview of the opportunities for

TEACHERS FROM THE U.S.A.

PRESENTED BY DR. RAY D. BERNARDI
AMERICAN VOCATIONAL ASSOCIATION CONVENTION
ORLANDO, FLORIDA
SATURDAY, DECEMBER 2, 1989
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WHY TEACH OVERSEAS?

There are almost as many reasons why teachers want to teach in another country as there are teachers who go, but some common threads do emerge from a careful study of this variety of reasons.

Perhaps the most obvious is the simple desire for travel and a new experience. All of us want a change now and then, and teachers are no exception. How many of us, gazing out of our classroom window on a bleak Monday morning in February have wished we were doing something more exciting—and teaching overseas seems to offer the opportunity for both escape and rejuvenation at the same time. And so it does, approached with caution, clear vision and careful planning.

Teaching in a new and different environment also offers the chance to try out new professional ideas and to revitalize teaching styles. Immersion in a new culture, and often in a new language, brings the nature of teaching into perspective, perhaps giving the individual teacher a long-awaited chance to experiment with a new curriculum, or simply refine and hone professional skills that may be suffering from at least a touch of atrophy in surroundings that may have ceased to offer much in the way of pedagogical stimulation.

Many other reasons have motivated teachers to choose a foreign teaching post. The opportunity for new friendships, for new cultural experiences, and for new gastronomic pleasures rank high among these, and all of them are available for the teacher who is willing to take the plunge.

In talking to teachers who have taught overseas, most, if not all, of them found that their motivation to go did lead them to an experience that did enrich, stimulate and frustrate and infuriate. Why one should teach overseas is not a question which should be asked, or answered, lightly; but it is one that many teachers in the past have faced. Those who have come to a positive realization about their own personal motivation for going overseas have nearly always enjoyed the challenge that it posed, and the benefits it offered.
International Business Education

POINTS TO PONDER ABOUT TEACHING OVERSEAS

Although the decision to teach overseas has some glamorous and practical advantages, there are also disadvantages to be considered, and even some snares for the unwary and ill-prepared.

To Get Away from Your Problems

Teaching overseas is no solution to problems that already exist in the personal environment at home. Support systems disappear, a new environment increases physical stresses (at least at first) and subtle challenges arise from the new environment to test the strongest of us. Before you decide to teach overseas, make sure that those who will go with you, or those you love who are staying behind, are 100 percent behind you. Without resolving personal problems at home the chances of a successful overseas teaching experience are definitely diminished.

Unpredictability

The new environment has its own ways of testing newcomers. The biggest and most omnipresent of these is unpredictability. Most of us are creatures of habit, and have our ways of regulating our lives that make us feel comfortable and content. How will we react when these are taken from us, and we are not sure what to put in their place? Being flexible and able to deal with crises as they occur—and they will—is a big part of being a teacher overseas. Living and working in a new culture is, by its very nature, an unpredictable experience. BUT, ISN'T THAT ONE OF THE MAIN REASONS WHY ONE WANTS TO TEACH OVERSEAS?

Frustration/Irritation

Close cousins to unpredictability are frustration and irritation. How short is your fuse? Teaching overseas often requires a great deal of patience with situations and/or people that we would find intolerable in our own home environment. In the new environment where we are foreigners, we are forced not only to tolerate but to accept situations which we can think of positively as learning experiences. Patience, tolerance, and an ability to accept the unacceptable are part of every overseas teacher's arsenal. Those who do not possess these gifts in abundance would do well to reconsider carefully.

Money

On a final practical note, even money can be a consideration, too. Very few teachers are lucky enough to get rich teaching overseas, the experience may drain rather than replenish the coffers.
"EXTRA" SKILLS NEED BY AN OVERSEAS TEACHER

Teaching overseas is obviously a two-edged sword—it delights and frustrates, gives and takes away, rewards and punishes. In his book, Survival Kit for Overseas Living, (good reading for someone considering an overseas teaching post), Robert Kohls lists the following skills possessed by the ideal overseas teacher. How many of them do you possess?

1. Tolerance for ambiguity
2. Low goal/task orientation
3. Open-mindedness
4. Non-judgmentalness
5. Empathy
6. Communicativeness
7. Flexibility/adaptability
8. Curiosity
9. Warmth in human relationships
10. Motivation
11. Sense of humor
12. Self-reliance
13. Strong sense of self
14. Perceptiveness
15. Tolerance for differences
16. Ability to fail

Dr. Kohls suggests that any teacher going overseas rate himself/herself on a scale of one to five for each of these items. If the total is less than 15, he says, you've got some work to do!

COPING WITH CULTURE SHOCK

No consideration of the possibility of living and working overseas in any profession would be complete without at least giving some thought to the culture shock phenomenon. It is an inevitable part of moving from a known environment to an unknown one. Whether you plan to teach in Britain, Burma or Botswana, coping with culture shock, to whatever extent it may smite you, is going to be part of the adjustment experience.

Experts writing on culture shock have identified four distinct phases that anyone living in a new culture goes through. The length of each phase varies with the individual but, in general, each phase lasts longer than the preceding one. The four phases seem to be:

1. Fascination: An initial period of time when everything is new; there are seemingly few problems since everyone is being extremely accommodating and the predominant feeling is one of exhilaration at being overseas after a long period of anticipation.
2. Friendship: Immediately following the initial euphoria comes the stage in which the need to build a new social structure to replace the one left behind becomes paramount. At this time there is an understandable, but potentially dangerous, tendency to gravitate exclusively to the company of one's fellow countrymen (small "c") for friendship, and to take refuge in the familiar—a situation which can easily solidify into the "we-they" syndrome in the third stage.

3. Frustration: After enough time has elapsed to become familiar with the country, to make initial contacts with the people and to come to grips with the requirements of the new job, a stage of depression begins (often inadvertently fueled by the mutual support from the expatriate group), where the problems and difficulties that are an inevitable part of the adjustment process seem to outweigh any possible, or potential, sense of achievement. The people seem to become intransigent, the physical environment unpleasant and the demands of the job impossible to fulfill. The result may be hostility towards the host country and those who are in authority and it becomes the predominant emotion, and homesickness results—sometimes to such a degree that there is a tendency to decide that the whole experience is not worth it and that an early return home is preferable to remaining permanently miserable.

4. Fulfillment: Fortunately, although the previous stage can be a very difficult one to live through, it does usually come to an end with the growth of cultural awareness and leads into a period in which the experience of teaching overseas becomes both fulfilling and rewarding. The onset of this phase stems from a personal realization and acceptance that the new environment, in all its aspects, is unlikely to change and so that if the experience is to be satisfying, it is the individual who must adapt to the new environment by learning to operate within its confines. This may require compromises, often many of them, but it will also result in a realization that conflicts can be worked out and that the potential for success and happiness during the time spent overseas is as great as the individual is prepared to let it be.

There is no way of avoiding culture shock to some degree when going to live in a new country, but there are ways to minimize its impact and to cut down on the length of time occupied by the frustration and hostility stage. They are:

1. Be aware of what is happening, recognize the symptoms of culture shock and share your feelings with others to avoid the feeling of isolation which is so destructive in the long run.

2. Find new ways of coping with old (and new) problems, so that flexible thinking can lead to satisfactory resolutions instead of permanent inertia.

3. Finally, and perhaps most important, it is imperative to have reasonable expectations from the overseas teaching experience and living in a new culture (if one expects the new environment to be similar to the one at home, stay home!).
MAKING THE FINAL DECISION ABOUT TEACHING OVERSEAS

Almost time to make the final decision! If you have read this far, you may feel that what is needed now is some way of deciding whether to proceed further and start looking at the actual possibilities of teaching overseas.

There are three fundamentally important questions to answer here:

1. Would I function well as a teacher overseas?
2. Would I enjoy the experience?
3. Am I going to actively seek an overseas position?

To get some idea of how you might answer these fundamental questions, the issues which they address have been divided into twenty small and more concrete areas. Be honest with your answers. They'll help you answer the big questions!

Leaving the United States (Home)

1. What emotional ties do I have with the USA, Florida, the area where I live in the USA? Could I deal with them at a distance?
2. What practical commitments do I have in the USA? Can they be dealt with by others in my absence?
3. How will I react to another country in which the customs and traditions are quite different from those in the USA?
4. Will I feel cut off if I am not involved in what goes on around me the same way as I am in the USA?
5. How well will I cope with homesickness and loneliness?
6. How well will I cope when I return and resume my life in the USA?

Doing the Work Overseas

7. How do I feel about leaving my present job? What ways are open to me to go overseas to teach?
8. What kind of overseas teaching experience will I be able to find? (DoDDs, U.S. Community School, Foreign School, etc.)?
9. How easy is it for me to adapt my skills and methodology to different requirements?
10. How well do I cope with frustration/failure in my work?

11. How important is being familiar and comfortable with the school environment to me?

12. How willing am I to adapt to a new student population?

Being in Another Culture

13. How will I react to being suddenly cut off from things that I enjoy doing?

14. How easy is it for me to establish new relationships with people?

15. Do I have any prejudices? What are they? How could they affect my attitude toward others?

16. How important is my personal freedom to do what I want? Could I survive curtailment of this freedom? To what degree?

17. How much privacy do I need? Could I survive with very little?

18. How important are my material possessions? Could I do without the majority of them for a while?

General Considerations

19. How well do I know myself? What I am really like?

20. How willing am I to venture somewhat blindly into the unknown?

NOW, ARE YOU READY TO "MAKE THE FINAL DECISION" ABOUT SEEKING AN OVERSEAS TEACHING POST?

STEPS TO FOLLOW WHEN SEEKING AN OVERSEAS POSITION

Educators seeking overseas employment should begin the application process a year in advance of the intended starting date. Consider the following suggestions when looking for a position:

1. Begin by identifying schools of interest. Names and addresses of schools may be obtained through various directories such as "The ISS Directory of Overseas Schools" which provides data on over 600 overseas schools which hire American (U.S.) educators.
2. Begin corresponding with the appropriate Headmasters and Superintendents. Because of postal delays associated with overseas mail, you may wish to provide more information in your initial correspondence than you would when seeking a stateside position. Send a resume/vita, transcript of course work, letter(s) of recommendation, and verification of certification at this time. Many overseas school administrators make a recruiting trip to the United States each year in February or March which provides the opportunity for applicants to obtain interviews.

3. For the Department of Defense schools (DoDDs), write for a copy of their publication, Overseas Employment Opportunities for Educators, which contains all of the relevant data for making an application. The mailing address for this publication is:

Department of Defense
Office of Dependents Schools
2461 Eisenhower Avenue
Alexandria, VA 22331-1100

4. Consider enlisting the aid of a placement service which specializes in the placement of educators overseas. There are two universities which sponsor OVERSEAS RECRUITING FAIRS. Such events bring together large numbers of candidates and administrators for face-to-face interviews. A small registration fee is required for the services rendered. For information about the fairs, write:

Overseas Placement Service for Educators
University of Northern Iowa
Room 152, Gilchrist Hall
Cedar Falls, IA 50614

Educational Career Services
University of California at Los Angeles
405 Hilgard Avenue
Los Angeles, CA 90024

There are several private organizations which also sponsor overseas recruiting fairs. A placement fee is charged. Two of them are:

International Schools Services
P.O. Box 5910
Princeton, NJ 08540

Teacher Overseas Recruiting Centers
P.O. Box 9027
Cleveland, OH 44109

5. Apply for a passport and begin thinking about necessary arrangements for a one, two, or three year commitment.

6. Begin researching the countries of your choice. This will help you make a favorable impression during an interview and may also assist you with the adjustment of living overseas should you accept a position.
Overseas Employment Opportunities for Educators

Department of Defense Dependents Schools
School Year 1990-91
This map shows the location of schools operated by the U.S. government for the children of U.S. personnel living abroad.
FOREWORD

Elementary and secondary schools have been operating on U.S. military bases overseas since 1946 for the children of military and civilian personnel assigned overseas. The Department of Defense Dependents Schools (DoDDS) provides educational opportunities comparable to those offered in the better school systems in the United States. This segment of U.S. public education consists of approximately 271 elementary, middle, junior high, and high schools and a community college. The schools are located in 19 countries around the world, with an enrollment of approximately 153,000 students, and are staffed with approximately 16,000 employees. The overseas school system is one of the largest U.S. school systems; it is exceeded in enrollment by only a few other school systems.

Courses of study parallel those of the public schools in the United States, and standard textbooks are used. Students vary in background and heritage as widely as the regions within the United States from which they come. Frequent changes in home and school result in some adjustment problems, but the students usually adapt rapidly to their new environments. The general atmosphere in the overseas dependents’ schools is similar to that found in schools in the United States.

Some of the elementary schools are small, and the teachers must teach multiple grades. Many junior high schools have only four to eight staff members, and each educator may be required to teach in more than one field and should be willing to conduct at least one extracurricular activity. There are a number of high schools with enrollments of less than 500 as well as some much smaller elementary schools. The North Central Association of Colleges and Schools is the accrediting association of DoDDS and considers the standards contained in this brochure as the official educator qualification requirements for the overseas school system.

Please review this brochure carefully, as it contains valuable information with regard to recruitment procedures. The qualification standards contained in this brochure are the minimum standards used throughout DoDDS for appointments overseas (and in the United States) and represent minimum certification requirements. Please do not ask for waivers of the requirements or qualification standards. These standards were designed in an effort to provide the best quality educational system possible for U.S. military and civilian dependents living overseas.

Your consideration of our program is appreciated. If you have questions regarding the qualification requirements, you may contact the recruitment and assignments staff.

Mervin Scott
Personnel Director
Department of Defense
Dependents Schools
ATLANTIC REGION
Belgium, Bermuda, Canada (Newfoundland), Cuba, England, Iceland, Netherlands, Norway, Scotland

GERMANY REGION

MEDITERRANEAN REGION
Azores, Bahrain, Greece, Italy, Spain, Turkey

PACIFIC REGION
Japan, Korea, Okinawa (Japan), Philippines

PANAMA REGION

D. LENGTH OF ASSIGNMENT
The tour of duty may be one or two school years depending on the area of assignment. Selected applicants must sign a Transportation Agreement to remain overseas for the tour of duty in consideration for which transportation at Government expense to and from the overseas area will be furnished. Selected applicants will also be required to sign a mobility certificate indicating that they understand that they may be reassigned to other school positions of comparable grade and salary for which they are determined qualified. Such assignments may be to any location where the DoDDS operate. Selected applicants who do not complete the tour of duty or who leave before the completion of assignment for reasons unacceptable to appropriate officials, must bear the expense of return transportation to the United States and may be required to reimburse the government for the expense of transportation to the overseas station.

E. SALARY AND BENEFITS

1. Rates of Pay
Overseas salaries are comparable to the average of the range of rates for similar positions in urban school jurisdictions in the U.S. having a population of 100,000 or more. Teachers, librarians, school nurses, dormitory counselors, and certain other school personnel whose services are required on a school year basis, are covered by the "Defense Department Overseas Teachers Pay and Personnel Practices Act." The pay of Junior Reserve Officers Training Corps instructors is prescribed by 10 USC 2031(d) and is not the same as other educators. School year salary schedules are revised annually to reflect current compensation in U.S. school jurisdictions. The school year consists of 190 duty days, with a minimum of 175 days of classroom instruction. Teachers are presently paid on 7 different pay lanes (bachelor's degree, bachelor's degree plus 15 semester hours, bachelor's degree plus 30 semester hours, master's degree, master's degree plus 15 semester hours, master's degree plus 30 semester hours, and doctor's degree). Service increments or steps are provided to recognize years of experience up to a maximum. The range of the school year 1988/89 entry level salary rates for teachers are provided below:

- Bachelor's degree $20,270-27,220
- Bachelor's degree + 15 $20,975-28,425
- Bachelor's degree + 30 $21,680-29,580
- Master's degree $22,385-30,785
- Master's degree + 15 $23,090-31,940
- Master's degree + 30 $23,795-33,145
- Doctor's degree $24,500-34,300

2. Differentials
Applicants assigned to certain foreign posts may receive additional compensation above the basic salary due to adverse environmental factors. All post differentials are subject to change without notice.

3. Health Benefits
The Federal Employees Health Benefits Act of 1959 provides a voluntary health benefits program for all government employees, whereby the government shares the cost of the program and permits premium payment through payroll deduction.

4. Life Insurance
A low cost insurance plan is available as well as several options for additional coverage. Premiums are paid through payroll deductions. The government shares the cost of the basic plan. The amount of insurance varies depending upon the option selected.

5. Retirement
Employees hired from the United States on or after January 1, 1984 and former Federal employees who were under the civil service retirement system and who had a break in service of more than five years are covered by the Federal Employees' Retirement System (FERS). FERS is a three-part retirement plan consisting of a Thrift Plan, FERS basic benefit, and Social Security Benefits. The benefits of the program are as follows:

Part 1. Social Security. For information about the benefits that you would receive upon retirement, contact your local Social Security Administration Office.

Part 2. Civil Service Annuity. Basic annuity (1% of average highest 3 salaries during the employment x the years of service, or 1.1% of the...
GREETINGS:

This issue of the Vacancy Newsletter contains the latest list of schools attending the Fair and the tentative Fair vacancies.

Mailed under separate cover is the first printing of Fact Sheets for the 1989 edition of our annual Fact Sheet Book. Fact Sheets which arrive at our office after this first printing will be included in your book. Though most of the schools described in the Fact Sheets will be represented at the Recruiting Fair in February, some have listed only vacancy information with us this year. Schools attending the Fair are listed in the newsletter "Index" and identified by "**" in the following vacancy listings.

The enclosed Interview Request Form must be returned to us by January 27, 1989 if you are attending the Recruiting Fair. We will begin scheduling interviews on Saturday, January 28. Late returns, then, will arrive after the initial scheduling has been completed and recruiters' schedules are largely filled. Do not delay! For your convenience we have enclosed a return envelope.

UNIT FAX NUMBER: The University of Northern Iowa now has a FAX machine available to receive messages 24 hours a day. Identify each message with your name, your FAX machine number if available, and the address "ATTN: Margy Washut, Overseas Placement." The FAX number is 319-273-3509. For overseas senders, the U.S. country code is (1).

Please take a few minutes to read the following instructions and suggestions concerning interview requests.

THE PRE- SCHEDULING PROCESS. Our office will file each returned Request Form in the order of original registration. The earliest registrants will receive first consideration for pre-scheduled interviews. We will go through all of the requests, one at a time, attempting to grant everyone's first choice. Then we repeat this process until administrators' schedules are full.

ADDITIONAL INTERVIEWS. You will have the opportunity to arrange additional interviews at the Fair. This can be done during orientation sessions and whenever a recruiter is free. There will be unscheduled time set aside each day during which recruiters will be free.

CHANGES AND UPDATES. We have not received final confirmation from several schools expected to recruit at the Fair. We will distribute Fact Sheets of late schools during the Fair. You will be given ample opportunity to obtain interviews with these "open schools" while at the Fair.

Even though you may receive pre-scheduled interviews, keep in mind that they are subject to cancellation by the school administrators. We cannot guarantee pre-scheduled interviews. We have absolutely no control over the vacancies and requirements of each overseas school. The vacancies provided here are "tentative" as of January 1989. A few schools may cancel at the last minute.

LONG TERM CREDENTIALS REMINDER: Since many administrators depart on their recruiting tours in early February, sending credentials after January 15 to school administrators who are attending the Fair may be of limited value. Plan to distribute your credentials at the Fair instead.

Instructions.

1. Most administrators choose to set up their own interview schedules at the Fair. These schools are listed on side 1 of your Interview Request Form. We will not pre-schedule any interviews for these schools. Instead, please indicate which schools and vacancies interest you, as instructed. We will distribute copies of your full credentials to these administrators before the Fair. These administrators will review all of the credentials they receive, and will contact with written messages those candidates whom they would like to interview. Be sure to frequently check the message board in the lobby of the Education Center during the Fair.

Keep in mind that you have a limited number of credentials on file with us. You will certainly want to keep several sets in reserve for use during the Fair weekend. We recommend that you do not request to have all of your credentials handed out before the Fair.

2. Begin reviewing the Fact Sheets and tentative vacancies of the schools attending the Fair. Prioritize those with which you wish to interview. Please type or print clearly all of the following vacancy information on your Interview Request Form:
   a. The name and country of the school
   b. The school's Fact Sheet Book number (e.g. WC-330)
   c. The specific vacancy for which you are applying (must be a listed vacancy from the newsletter)
   d. The specific vacancy for which your spouse is applying
**#F9E-110 ADDIS ABABA, ETHIOPIA**  
International Community School  
P.O. Box 70282  
Addis Ababa, Ethiopia  
Director: Dr. Anthony Horton  
Telephone: 0049211407056

Position Description, Grades, Requirements, Salary  

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<tr>
<th>Position</th>
<th>Description</th>
<th>Grades</th>
<th>Requirements</th>
<th>Salary</th>
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<td>ELEMENTARY ED</td>
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<tr>
<td>MATH/SCIENCE</td>
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<td>SOCIAL SCIENCE</td>
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<td>COMPUTER</td>
<td>1-6 &amp; 7-12; BA; lyr; $ same</td>
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**French/Italian**  

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<tr>
<td>BUSINESS: secondary; MA; 2yrs; 50,000-70,000 DM</td>
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</table>

**Minimum Requirements**  

- BA; maj-sub.
- US cert; lyr; maj-subj.

**Qualifications Preferred**  

- Bac; minor-major subj.
- US cert; lyr; maj-subj.

**Additional Requirements**  

- Ada-1st and 2nd yrs.
- Ada-3rd and 4th yrs.

**Benefits**  

- Med-ins; relo-allow; BC/BS; med-ins; home-lv; bereavement-lv.

**Telephone:** 0049211407056

---

**#F9G-050 FRANKFURT, WEST GERMANY**  
The Frankfurt International School  
Am der Waldlust 15  
6370 Oberursel 11  
Frankfurt, West Germany  
Headmaster: Mr. Milton D. Jones  
Telephone: 06996171-2020

Position Description, Grades, Requirements, Salary  

Variety of positions not available at this time.

**Minimum Requirements**  

- BA; 2yrs. Qualifications Preferred:  
  - Contract Terms: 8/89 for 2yrs. Benefits:  
  - Med-ins; relo-allow; BC/BS; med-ins; tuition; re-up.

**Telephone:** 06996171-2020

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**#F9G-070 MUNICH, WEST GERMANY**  
Munich Intern. School  
Schloss Buchholz, Percha  
8130 Starburg, West Germany  
Headmaster: Mr. Lister W. Hannah  
Telephone: 26060

Position Description, Grades, Requirements, Salary  

**COUNSELOR:** exp in college placement - in US, British, & European universities; also exp in personal counseling.  

**Salary:**  

- $26,000-

**Telephone:** 26060

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**#F9G-140 ATHENS, GREECE**  
American Community Schools of Athens  
129 Aghias Paraskevis St.  
152 34 Halandri  
Athens, Greece  
Superintendent: Dr. John Dorbis  
Telephone: 6393-200

Position Description, Grades, Requirements, Salary  

**Elementary School**  

- Principal: 7-12; MA; 5yrs; $30,000  
- Social Science: 7-12; MA; 5yrs; $30,000  
- Physical Ed: 7-12; MA; 5yrs; $30,000  
- Science: 7-12; MA; 5yrs; $30,000  
- Art: 7-12; MA; 5yrs; $30,000  
- Foreign Languages: 7-12; MA; 5yrs; $30,000  
- Music: 7-12; MA; 5yrs; $30,000  
- Math: 7-12; MA; 5yrs; $30,000  
- Social Science: 7-12; MA; 5yrs; $30,000  

**Minimum Requirements**  

- BA; US cert; 2yrs. **Qualifications**  
  - Social Science: 7-12; MA; 5yrs; $ same  
  - Foreign Language: 7-12; MA; 5yrs; $ same  
  - Math/Science: 9-12; MA; 2yrs; $ same  
  - Music: 6.12; band; MA; 2yrs; $11,000  
  - MATH: secondary; MA; 2yrs; $11,000  
  - ENGLISH: secondary; MA; 2yrs; $11,000  
  - PHYSICAL ED: 2-12; MA; 2yrs; $11,000  

**Benefits**  

- Med-ins; relo-allow; BC/BS; med-ins; home-lv; bereavement-lv.

**Telephone:** 6393-200

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**#F9H-060 SAN PEDRO SULA, HONDURAS**  
Escuela Internacional Sampedrano  
Aparato 665  
San Pedro Sula, Honduras  
Superintendent: Mr. Gregory E. Werner  
Telephone: 51-3677  

Position Description, Grades, Requirements, Salary  

**Elementary School**  

- Principal: 7-12; BA; 2yrs; $11,000  
- Science: 9-12; BA; 2yrs; $11,000  
- Social Science: 7-12; BA; 2yrs; $11,000  
- Math: 7-12; MA; 2yrs; $11,000  
- Music: 7-12; MA; 2yrs; $14,000  

**Minimum Requirements**  

- BA; maj-subj; min-subj.  
- US cert; lyr; maj-subj.

**Qualifications**  

- Science: 7-12; MA; 2yrs; $ same
- Math: 7-12; MA; 2yrs; $ same
- Social Science: 7-12; BA; 2yrs; $ same
- Music: 7-12; BA; 2yrs; $ same
- Math: 7-12; MA; 2yrs; $14,000

**Benefits**  

- Med-ins; relo-allow; BC/BS; med-ins; home-lv; bereavement-lv.

**Telephone:** 51-3677
Position Description, Grades, Requirements, Salary

VACANCIES NOT AVAILABLE AT THIS TIME.

*F#N-258 TORREON, MEXICO*

Colegio Ingles
P. Primavera y Div del Norte
Amp La Rosita
Torreon Coahu, Mexico 27400

Telephone: (801) 277-7777

*F#N-270 CASABLANCA, MOROCCO*

Casablanca American School
Administrative Officer
American Embassy (CASA)
APO New York, 0984
Director: Mr. John J. Randolph
Telephone: 212-777-7777

Qualifications Preferred:
- Telephone: 717-777-7777
- APO New York, 0984
- Administrative Officer
- Casablanca American School

Telephone: 70111

*F#N-080 ROTTERDAM, THE NETHERLANDS*

American International School/Rotterdam
Hillegondastraat 21
YOSITA Rotterdam, The Netherlands
Director: Mr. Robert Werner
Telephone: 3110-777-7777

Qualifications Preferred:
- Position Description, Grades, Requirements, Salary
- Contract Terms: 8/89 for 2 yrs.
  - Benefits: house-allow; o/s-trnsp-tch; relo-allow; med-ins; tuition; re-up.

*F#N-090 MANagua, NICARAGUA*

American-Nicaraguan School
c/o U.S. Embassy
APO Miami, 09841
Director: Mr. Richard Chelsey
Telephone: 70111

Position Description, Grades, Requirements, Salary

Position Description, Grades, Requirements, Salary

VACANCIES NOT AVAILABLE AT THIS TIME.

*F#N-720 NiMY, MEXICO*

The American School of Niamey
Dept. of State - Niamey
Washington, DC 20520-2670
Director: Dr. Ralph Hollis
Telephone: 011-777-7777

Qualifications Preferred:
- Position Description, Grades, Requirements, Salary
- Contract Terms: 8/89 for 2 yrs.
  - BEN: "Cannot consider single teachers."

*F#N-340 STAVANGER, NORWAY*

Stavanger American School
Treskevollen 3
4041 Hafrsfjord, Norway
Superintendent: Mr. John H. Monson
Telephone: 474559510

Position Description, Grades, Requirements, Salary

COUNSELOR: 7-12; MA/PhD; 2 yrs

Telephone: 011027723942

*F#P-020 ISLAMABAD, PAKISTAN*

International School of Islamabad
PSC Box 37
APO New York, 09841
Superintendent: Dr. Ralph Davin
Telephone: 01197185571

Position Description, Grades, Requirements, Salary

VACANCIES NOT AVAILABLE AT THIS TIME.
Education

EUROPE, ASIA

The University of Maryland seeks faculty to teach on U.S. military bases overseas. Renewable annual appointments begin August 1990. Position openings in a variety of fields including mathematics, psychology, business and management, computer studies, and sociology.
Qualifications: Ph.D. or considerable graduate work beyond the master's degree, recent college teaching experience, and U.S. citizenship. Frequent travel and the high cost of schooling makes these positions difficult for those with children.

To Apply: Send resume to:
Dr. Ralph E. Millis
The University of Maryland University College
College Park, MD 20742
AA/EEO

JOY INTERNATIONAL, INC.

ENGLISH CONSERVATION TEACHER

Duration: One year from March 1, 1990 with the possibility of a one year extension.
Duties: Teaching conversational English to preschool, elementary school and adult students.
Work Hours: Seven hours a day (some split shifts likely), six days a week, Sundays and Japanese national holidays off, two-week paid summer vacation and ten-day paid winter vacation.
Salary: A winter oil allowance, a transportation allowance, housing allowance are in addition to the salary. Access to low-cost national health insurance is also provided.

To Apply: 11-69, Minami-5, Nishi-17, Obihiro, Hokkaido 080, JAPAN
Phone: 0155-33-0198 Fax: 0155-36-7930

INTERNATIONAL CATHOLIC MIGRATION COMMISSION

CULTURAL ORIENTATION CURRICULUM/EVALUATION SPECIALIST

Duties: On-going responsibility for evaluating the appropriateness and effectiveness of the c.o. curriculum. Develop needed modifications, classroom activities and materials. Provide teacher training as needed.
Location: Philippine Refugee Processing Center in Bataan, Philippines.
Requirements: Graduate degree in education, cross-cultural training, or related field. Experience in curriculum development and teaching multi-cultural students. Cross-cultural sensitivity; organizational, writing, and training skills. Prior experience in U.S. refugee resettlement strongly preferred.
Benefits: Relocation expenses, housing, insurance provided.
Salary: $20,000 U.S. per year.
There are two types of opportunities for those with an international background who want to teach. The first is to teach international subjects at home; the second is to teach American subjects abroad.

If you wish to teach international subjects at home, you have probably specialized in political science, international economics, languages, area studies, or history. Teaching jobs in any of these subjects are difficult to find. If you are aiming at college- or university-level teaching, a doctorate in the discipline of your choice is essential. If you are interested in junior colleges or secondary schools, an MA may be sufficient, although even here a PhD will occasionally be needed. In any case, work through past instructors and any professional associations to get leads to the few job openings that develop in your field.

In addition, contact the American Political Science Association (1527 New Hampshire Ave. NW, Washington, DC 20036) for its brochure, Career Alternatives for Political Scientists: A Guide for Faculty and Graduate Students by Thomas Mann.

Also attend the annual conventions of the American Economic Association, the American Political Science Association, the American Historical Association, or the Association of American Geographers for contacts and possible interviews regarding available openings.

For additional help in your job search for teaching positions in the US, write to:

American Federation of Teachers
11 Dupont Circle NW
Washington, DC 20036

and

National Education Association
1201 19th St. NW
Washington, DC 20036

Special Tips

If you want to teach abroad, you must first be a teacher in the United States—or at least have the necessary credentials. It is rare indeed that you will be hired for an overseas assignment unless you have some teaching experience. Assuming then, that you have met this requirement, two questions arise: How do I find out about overseas teaching opportunities? and How do I go about applying?

Let's look at procedures first.

When you are being seriously considered for a job, your potential employer will ask for a copy of your dossier. Therefore, even before you start looking for a job, establish your credentials—i.e., arrange to have transcripts and letters of recommendation on file at your college placement office, or in your own possession. It is often acceptable practice to send the material yourself to an overseas school. Since it is easier to let your college take care of these administrative details, however, you will probably gratefully leave this chore in their hands.

There are three main sources of teaching jobs overseas: (1) Department of Defense Overseas Dependent Schools, (2) overseas American elementary and secondary schools assisted by the Department of State, and (3) schools established by American business for the dependents of their employees. There are other sources of jobs, however, and we will discuss these under the all-embracing Other Opportunities.

A tour of duty abroad averages one or two years, depending on the area of assignment. In general, proficiency in the particular foreign language is not required.

Department of Defense Dependents Schools

Overseas dependent schools of the Department of Defense are located in the Azores, Bahamas, Belgium, Bermuda, Cuba, Denmark, England, Germany, Greece, Iceland, Italy, Japan, Korea, Midway Islands, Morocco, Netherlands, Bahrain, Newfoundland, Norway, the Philippines, Scotland, Spain, Taiwan, Turkey, and West Indies.

Background Desired

Among the qualifications for teaching positions, unless otherwise noted below, are: eighteen semester hours in professional teacher education courses, a valid teaching certificate, and at least one year's full-time teaching experience within the past five years (practice, student, and substitute experience do not qualify).

How to Apply

Write to:

Office of Overseas Dependent Schools
Department of Defense
Washington, DC 20301

DOD Dependents Schools
European Region
APO New York 09164

DOD Dependents Schools
Pacific Region
APO San Francisco 96559

or

DOD Dependents Schools
Atlantic Region
Naval Education and Training Program Development Center
Pensacola, FL 32509

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Overseas American Schools Assisted by the Department of State

There are over a hundred of these schools, which educate the dependents of US government personnel stationed overseas. These schools have either binational or international student bodies.

How to Apply
Write to: Office of Overseas Schools
Department of State
Washington, DC 20520

Schools Established by American Businesses

These schools are operated by American companies that employ substantial numbers of Americans overseas.

How to Apply
Write to corporate headquarters. Among such companies are:

- United Fruit Company
  Prudential Center
  Boston, MA 02199
- Exxon
  1251 Ave. of the Americas
  New York, NY 10020
- Gulf Oil Corporation
  Gulf Building
  Houston, TX 77001
- Orinoco Mining Company
  525 William Penn Pl.
  Pittsburgh, PA 15230
- Firestone Tire and Rubber Company
  Akron, OH 44317
- Arabian American Oil Company
  1345 Ave. of the Americas
  New York, NY 10105
- Texaco, Inc.
  135 East 42nd St.
  New York, NY 10017

Other Opportunities

Canal Zone Government

Even though American control of the Canal is passing out of existence, presumably the Canal Zone government, an independent agency of the US government, will continue until the twenty-first century to operate schools for its employees' dependents. These schools are on all levels: kindergarten, elementary, junior high school, senior high school, and college.

Background Desired
The Canal Zone government is one of those rare exceptions—it does not require teaching experience except for jobs at the college level.

How to Apply
Write to: Panama Canal Company
Division of Schools
Box 2012
Balboa Heights
Canal Zone

Friends World College

The purpose of this college is "to encourage men and women from every nation to treat the entire world as their university and to take the most urgent human problems as the basis of their curriculum."

College centers are located in North America, Latin America, Europe, Africa, the Middle East, South Asia, and East Asia. By experiencing education in three or more areas of the world, students develop competence in planning and carrying out independent programs of research, and fluency in at least two or three languages.

Background Desired
A college of this nature obviously requires teachers of unusual competence. In addition to a higher degree and teaching credentials, applicants should have a knowledge of international affairs, area studies, and languages.

How to Apply
Write to: Friends World College
Lloyd Harbor, NY 11743

International Schools Services

The ISS provides educational services for American schools overseas. Among these services are recruitment and recommendation of personnel, curricular guidance, liaison between overseas schools and American educational resources, and consultative visits to overseas schools. It is a useful source for lists of available teaching opportunities in all overseas schools, except for Department of Defense schools, which it does not service.

If you wish to take advantage of ISS facilities on your job hunt, you will have to pay a registration fee and subsequently a placement fee if you find an appropriate position with ISS assistance.
How to Apply
Write to: International Schools Services
126 Alexander St.
Princeton, NJ 08540

Peace Corps
The Peace Corps still hires a few teachers with experience for countries in Africa, Asia, and Latin America.

How to Apply
Write to: Peace Corps
806 Connecticut Ave. NW
Washington, DC 20525

Overseas Colleges and Universities
Teaching opportunities with three overseas institutions, two of which are American-related, should be explored by the PhD.

How to Apply
Write to: American University of Beirut
380 Madison Ave.
New York, NY 10017

Istanbul Robert Kolej
Yuksek, Okulu
Robert College
Pjk 8
Bebek, Istanbul
Turkey

American University in Cairo
866 UN Plaza
New York, NY 10017

Specific Locations
If you have specific aptitudes for the Middle East, you may wish to explore opportunities with the following:

American-Mideast Educational and Training Services
1717 Massachusetts Ave. NW
Washington, DC 20036

For positions in Greece, Turkey, and Lebanon, write to:
Near East College Association
380 Madison Ave.
New York, NY 10017

The African-American Institute has information on teaching jobs in Africa. Write to:
African-American Institute
833 UN Plaza
New York, NY 10017

and ask for its free brochure, Opportunities in Africa.

Positions are occasionally available in the Trust Territories to assist native teachers. These jobs are located throughout Micronesia. Write to:

Trust Territory of the Pacific Islands
Building 112
Fort Mason
San Francisco, CA 94123

Australia may be interested in applications of teachers for the primary and secondary grades. Write to:

Victoria Teacher Selection Program
California State University
Hayward, CA 94542

Exchange of Positions
If you have a teaching position and merely wish to temporarily exchange with an overseas teacher, write to:

Teacher Exchange Section
US Department of Education
Washington, DC 20202

Additional Organizations
For a list of agencies that assist overseas placement, or for specific job opportunities under US government and foreign government programs, write to:

Information and Reference Division
Institute of International Education
809 UN Plaza
New York, NY 10017
A booklet with information on agencies and organizations in almost a hundred countries that are concerned in one way or another with recruiting teaching staff may be obtained by writing to:

National Commission for UNESCO
UNESCO
New York, NY 10017

If you are interested in teaching English as a second language, send $2 to Teachers of English to Speakers of Other Languages (TESOL) at 455 Nevils Bldg., Georgetown University, Washington, DC 20057 for a list of institutions. Also contact the Center for Applied Linguistics, 3520 Prospect St. NW, Washington, DC 20057 for information on possible opportunities.

The US Information Agency may also be of help to those seeking jobs as teachers of English as a foreign language, directors of courses, and administrators in binational centers abroad. Write to:

Office of Personnel and Training
US Information Agency
1776 Pennsylvania Ave. NW
Washington, DC 20547

Also, get a copy of Opportunities Abroad for Teachers, a booklet put out by the Department of Education that explains the Fulbright program for exchanging teachers. Application procedures, awards, and arrangements with cooperating countries are covered in the booklet. Write to:

Department of Education
Washington, DC 20202

or

Superintendent of Documents
US Government Printing Office
Washington, DC 20402

Other booklets you may wish to look at are: Teaching Abroad, compiled by Marjorie Beckles and put out by the Institute of International Education (809 UN Plaza, New York, NY 10017) and Teachers' Guide to Teaching Positions in Foreign Countries, compiled by H. Dilts and H. Hullemann (Box 514, Ames, IA 50010).

A list of additional contacts for teaching jobs overseas follows:

Teaching Positions

Canada
Department of Education, Edmonton, Alberta
Department of Education, Victoria, British Columbia
Department of Education, Fredericton, New Brunswick

Caribbean Area
Department of Education, Hato Rey, Puerto Rico 00900
Department of Education, Charlotte Amalile, St. Thomas, Virgin Islands 00801

Europe
Austro-American Institute of Education, Operngasse 4, Wien 1, Austria
Gloria Felix School, Leck-Arbert, Austria
American International School, Villa Bella Vista, Ave. de Vallaurs, Cannes, France
American School of Paris, 41 Rue Pasteur, 92210 Saint-Cloud, France
The American Community School, 129 Aghias Paraskevis St., Ano Halandri, Athens, Greece
The British Institute, Athens, Greece
The Institute of American Studies, 72 Academias St., Athens, Greece
American Community School, Via Spadiri, 2 (High School) and Via Bezzola, 6 (Lower School), Rome, Italy
American School of Florence, Via Roti Michelozzi 2, Florence, Italy
LeFleuron, Torre de Cattia, Via de Michelangelo, Florence, Italy
Miss Barry's American School, Via dei Bardi 30, Florence, Italy
St. Stephen's School, Via Lungro, 1, 00178 Rome, Italy
The American Junior High School in Italy, Ravello, Costiera Amalfitana, Italy
The International School of Milan, Via Caccialepori 22, Milan, Italy
American High School in Luxembourg, American College in Luxembourg, 52 Av. des Bains, Mondorf-les-Bains, Luxembourg
American International School of Rotterdam, Hillegondastraat 21, Rotterdam, Netherlands
American School of The Hague, Duorstraat 6, The Hague, Netherlands
International School of Amsterdam, Meer en Vaart 13, Amsterdam, Netherlands
American High School of Barcelona, Via Augusta 123, Barcelona, Spain
King's College, Cuesta del Segrado Corazon 10, Madrid-16, Spain
American College of Switzerland, 1894 R. Leysin, Switzerland
Franklin College, 6902 Lugano, Switzerland
Le Chateau des Enfants, The American School in Switzerland, CH 6926 Montagnola, Lugano, Switzerland
The International School of Geneva, 62 Route de Chene, 1208 Geneva, Switzerland
United Nations School, 1 Ave. de la Paix, Geneva, Switzerland
International Finishing School, C.U. L. Heyer, 432 Beckum, Westf., West Germany
John F. Kennedy School, Teltanerdamm 87/93, Berlin, West Germany
Munich International School, 8136 Perlach bei Starnberg, Schloss Buchhof, West Germany

Latin America
Escuela Americana, Apartado Postal 1572, San Salvador, El Salvador
American School, Apartado Postal No. 83, Guatemala, Guatemala
American School, Tegucigalpa, Honduras
American High School, Apartado 1119, Cuernavaca, Morelos, Mexico
American School Foundation, Calle Sur 136 No. 135, Tacuba., D.F., Mexico
American School Foundation of Monterrey, Río Missouri Ote 555, Colonia del Valle, Monterrey, N.L., Mexico
Escuela John F. Kennedy, Queretaro, Qro., Mexico
Pan American School of Monterrey, Apartado 474, Monterrey, N.L., Mexico
American-Nicaragua School, Apartado Postal 3670, Managua, Nicaragua
Romey Air Force Base Schools, Puerto Rico, APO New York, 09636
Secretary of Education, Department of Education, Hato Rey, Puerto Rico 00900
Escuela Bella Vista, Apartado 290, Maracaibo, Venezuela
Escuela Campo Alegre, Apartado del Este 60082, Caracas, Venezuela
Director of Personnel Services, Department of Education, Charlotte Amalie, St. Thomas, Virgin Islands 00801

Pacific Area
Director of Education, Department of Education, Pago Pago, American Samoa 96920
Department of Education, Queensland, Brisbane, Queensland, Australia
Education Department, Tasmania, GPO Box 169 B, Hobart, Tasmania, Australia
Education Department, Victoria, Treasury Place, Melbourne, C.2, Victoria, Australia
Education Department, Western Australia, Parliament Place, Perth, Australia

Personnel Director, Department of Education, Agana, Guam 96910
Office of the High Commissioner, Trust Territory of the Pacific Islands, Saipan, Mariana Islands
State Department of Education, Juneau, Alaska 99801
Office of Personnel Services, Department of Education, State of Hawaii, P.O. Box 2360, Honolulu, Hawaii 96803
This is an alphabetical list that includes most of the "U.S. Community Schools" in countries around the world.

THE UNIVERSITY OF NORTHERN IOWA
OVERSEAS PLACEMENT SERVICE FOR EDUCATORS
September 1988

THE FOLLOWING LIST OF THE SCHOOLS INCLUDES MANY WHICH COMMONLY UTILIZE UNI'S OVERSEAS PLACEMENT SERVICE FOR EDUCATORS. IT IS COMPILED FROM OUR LATEST INFORMATION ABOUT ADDRESSES AND ADMINISTRATORS. CHANGES ARE INEVITABLE, HOWEVER, SO PLEASE WATCH YOUR NEWSLETTERS FOR UPDATES AND CORRECTIONS.

APO/FPO ADDRESSES, AND ADDRESSES IN CARE OF A U.S. EMBASSY OR CONSULATE, ARE OFTEN FOR LETTER MAIL ONLY. BULK OR PARCEL POST SHOULD NOT BE MAILED, UNLESS THIS HAS BEEN APPROVED IN ADVANCE BY THE SCHOOL. INQUIRE FIRST BY LETTERS WEIGHTING UP TO 16 OUNCES. THERE ARE RESTRICTIONS WHICH PROHIBIT THE USE OF THESE APO/FPO AND CONSULATE ADDRESSES FOR PERSONAL MAIL, SO TO AVOID POSSIBLE COMPLICATIONS ALWAYS ADDRESS ENVELOPES TO AN OFFICE (e.g. "SUPERINTENDENT") NOT TO A PERSON. DO USE NAMES IN YOUR LETTER INSTEAD.

WE ENCOURAGE YOU TO BEGIN CORRESPONDING WITH OVERSEAS SCHOOL ADMINISTRATORS WELL IN ADVANCE OF THE FAIR. BE SURE TO MENTION, IF APPLICABLE, THAT YOU WILL BE AVAILABLE FOR AN INTERVIEW AT THE MIDWEST OVERSEAS RECRUITING FAIR IN CEDAR FALLS.

Notice that the name of the chief school administrator is also listed should one want to write one of these schools about a teaching/administrative position.

A-010 ALGERIA, ALGIERS
American School of Algiers
c/o American Embassy Algiers
Department of State
Washington, DC 20520-6030
Director: Mr. Wayne Halsema

A-060 ARGENTINA, BUENOS AIRES
American Community School
Andres Michaylo 4073
1636 La Lucila
Buenos Aires, Argentina
Superintendent: Mr. Paul Foss

A-300 AUSTRIA, VIENNA
American International School of Vienna
Salammersdoerferstrasse 47
A-1110 Vienna, Austria
Director: Dr. J. Geoffrey Pierson

A-310 AUSTRIA, VIENNA
Vienna International School
Strasse der Menschenrechte 1
1220 Wien, Austria
Director: Mr. T. Michael Maybury

B-100 BANGLADESH, DHAKA
American International School of Dhaka
AIS/Dhaka
Department of State
Washington, DC 20520
Superintendent: Mr. Stephen M. Kapner

B-140 BELGIUM, BRUSSELS
International School of Brussels
19, Katzenberg
1170 Brussels, Belgium
Superintendent: Mr. Robert Ater

B-150 BELGIUM, EKEREN/ANTWERP
The Antwerp International School V.Z.W.
Veldwijkstraan 180
2070 Ekeren, Belgium
Headmaster: Mr. Robert F. Schaecher

B-180 BELGIUM, WATERLOO
St. John's International School
1410 Waterloo, Belgium
Principal: Mr. John E. O'Neil

B-210 BOLIVIA, COCHABAMBA
Cochabamba Cooperative School
Casilla 1395
Cochabamba, Bolivia
Director: Dr. W. Cary Anderson

B-230 BOLIVIA, LA PAZ
American Cooperative School
c/o American Embassy
Dept. of State - Bolivia
Washington, DC 20520
Superintendent: Mr. Herman Penland

B-260 BOLIVIA, SANTA CRUZ
Santa Cruz Cooperative School
Casilla 753
Santa Cruz, Bolivia
Director: Mr. Eric Spindler

B-330 BRAZIL, BELO HORIZONTE
American School of Belo Horizonte
Casixa Postal 25501
30.161 Belo Horizonte, M.G. Brazil
Director: Mr. Sidney R. Stewart

B-340 BRAZIL, BRASILIA
American School of Brazil
Pan American School of Brasilia
c/o American Embassy-Brasilia
APO Miami, 34030

B-350 BRAZIL, CAMPINAS
American School of Campinas
Casixa Postal 1183
13.100 Campinas, S.P. Brazil
Director: Mr. Stephen K. Field

B-360 BRAZIL, CURITIBA
The International School of Curitiba
Casixa Postal 7004
80.520 Curitiba, Brazil
Director: Mr. Karl M. Lorenz

B-390 BRAZIL, RECIFE
American School of Recife
Rua Sa e Souza 40B
51030 Recife, PE Brazil
Superintendent: Mrs. Helen V. Gueiros

B-410 BRAZIL, RIO DE JANEIRO
Escola Americana do Rio de Janeiro
Estrada da Gavea, 132
22451 Rio de Janeiro, Brazil
Headmaster: Dr. Lester Lancers

B-430 BRAZIL, SALVADOR
Escola Pan Americana da Bahia
Casixa Postal 231
Salvador, Bahia 40.000, Brazil
Headmaster: Dr. James Monk

B-470 BRAZIL, SÃO PAULO
Chapel American School - Maria Imaculada
Casixa Postal 21293 - Brooklin
04698 Sao Paulo
Sao Paulo, Brazil
School Director: Mr. William A. Sheehan

B-480 BRAZIL, SAO PAULO
Escola Graduada
Casixa Postal 7,432
01051 Sao Paulo, SP Brazil
Superintendent: Dr. Clifford H. Strommer

B-520 BULGARIA, SOFIA
American School of Sofia
c/o U.S. Embassy Sofia
Department of State
Washington, DC 20520
Director: Mr. Dean Kauffman

B-530 BURKINA FASO, OUAGADOUGOU
International School of Ouagadougou
Administrative Officer/ISO
Dept. of State - Ouagadougou
Washington, DC 20520-2440
Director: Mr. Ken Vogel

C-020 CAMEROON, DOUALA
Int'l. Educational Center for Curriculum and Administration
Am: Consultate General-Douala
Department of State
Washington, DC 20520
Principal: Mr. Daniel W. Sheehan

C-030 CAMEROON, YAOUNDE
American School of Yaounde
Administrative Officer ASOY
Department of State - Yaounde
Washington, DC 20520-2520
Director: Dr. Katherine S. Edwards

C-110 CHILE, SANTIAGO
The International School of Santiago
Casixa Postal 2.501
8-520 Santiago, Chile
School: Mr. Dale L. Small

C-150 CHINA (P.R.O.C), BEIJING
The International School of Beijing
c/o American Embassy
17 Guang Hu Lu
Beijing, P.R.O.C. China
Principal: Mr. Scott Chambers

C-170 COLOMBIA, BARRANQUILLA
Colegio Altagracia
Fundacion Educativa
Apartado Aereo 50303
Barranquilla, Colombia
Superintendent: Dr. Curtis C. Harvey

C-170-210 JAMAICA & COLOMBIA
Inter-Regional Center for Curriculum and Materials Development
P.0. Box 65
Cullowhee, NC 28723

Information Exchange
AV A Convention, 1989
Saturday, Dec. 2
ANSWERS TO QUESTIONS REGARDING RECRUITMENT FOR INTERNATIONAL SCHOOLS

Q For what schools does ISS recruit?
A ISS recruits for approximately 200 international American schools worldwide, including company-sponsored, community-sponsored, and proprietary institutions. In most cases, the curriculum is American-oriented; English is the language of instruction.

Q Who attends these schools?
A Typically, the students are children of expatriate families who work in business, government service, education and other sectors. The enrollment in these schools is multinational and often includes children from the host country. Other than U.S. Department of Defense Schools, for which ISS does not recruit, there are more than 80,000 children in grades K-12 who attend American and international schools overseas. On average, the American population in these schools constitutes about 30 to 50 percent of the total enrollment.

Q How large are these schools?
A The schools vary tremendously in size. ISS has recruited staff for schools with enrollments as low as one and as high as 2,800 students.

Q What positions are listed with ISS?
A Positions are recruited through ISS at all grade levels, K-12, and in all curricular, supervisory, specialized, and administrative fields. ISS has served as a not-for-profit assistance organization since 1955 and is the most well known and widely respected organization of its kind among overseas school personnel.

Q What documents are contained in the ISS dossier forwarded to a recruiting school?
A The ISS dossier consists of the ISS resume (the first 2 pages of the application), the ISS Personal Statement form, and confidential references covering the last ten years of professional experience.

Q What percentage of ISS candidates are placed each year through the Educational Staffing services of ISS?
A Approximately 30 percent (or 350 people) of active ISS candidates are placed annually in American and international schools in all regions of the world.
Q What is the range of salaries paid by these schools?
A Salaries for staff of overseas schools vary considerably. Teaching salaries may range from a low of $5,800 to a high of $50,000 annually. Administrative salaries may range from $25,000 - $60,000 plus annually. The cost of living in the host country, size of school, and isolation of location are among factors affecting salaries. Frequently salaries are paid in host country currencies, sometimes with a percentage paid in U.S. dollars.

Candidates should always consider the total value of the compensation package when considering a position. It is important to determine the following:
1. Is housing or a housing allowance offered?
2. Are shipping and storage allowances provided?
3. Is an overseas or a "settling-in" allowance included?
4. What other benefits are provided?
5. Must local taxes be paid on salary?
6. How does the cost of living in the host country compare to the U.S.?

Q What is the length of time for an overseas contract?
A Most schools require a two-year contract, although some contracts are for one year only. Contracts can be renewed when both the school and employee are in agreement.

Q Should ISS Educational Staffing services be used to find a one-year experience overseas?
A No. Even though some contracts in overseas schools are for one year, the expectation on the part of the recruiting school is that the contract will be renewed for a second year if conditions are acceptable to both the teacher and the school. ISS discourages registration from applicants interested only in a one-year experience overseas.

Q Is transportation paid to and from the school?
A Yes, the school initially pays for transportation one way with return transport provided at the completion of the one or two-year contract.

Q How competitive is the process of finding a position overseas?
A ISS maintains an overall candidate bank of about 20,000 files from which approximately 1,200 candidates are actively pursuing an overseas position each year. Competition for a position varies according to the number of candidates qualified in a particular field. ISS is a not-for-profit organization, not a commercial placement agency and does not guarantee placement for candidates, however ISS accepts as candidates only those individuals whom we believe have a strong potential for placement.

Q What are the factors which make a candidate more competitive for overseas placement?
A One or more of the following variables are major factors in a candidate's success or overseas placement: 1) willingness to consider employment in two or more large geographic regions (e.g. continents); 2) expertise in more than one teaching or administrative area; 3) previous overseas living and/or working experience;
4) evidence of motivation toward development of a multicultural or global perspective in one's personal and professional life; 5) an advanced degree; 6) outstanding references; 7) talents and/or skills in extracurricular activities.

These factors are not ranked in importance but all are considered to a greater or lesser extent by recruiting school administrators.

Q Is it important to have current certification in a teaching or administrative field for work in overseas schools?

A Approximately 70 percent of the schools which recruit through ISS require certification for one or both of the following reasons: 1) the school is accredited by one of the U.S. accrediting organizations such as Middle States Association of Schools and Colleges or 2) work permit requirements of the host country.

Q Why are administrative positions overseas the most difficult to obtain?

A While there is a large number of experienced and qualified administrative candidates, there is a relatively small number of administrative openings each year. Also, previous overseas experience as a teacher or administrator is often a significant factor in the selection process for administrative positions.

Q When and where do recruitment trips by overseas administrators take place?

A Most of the recruiting trips by overseas administrators occur in February and March. To assist both schools and candidates, ISS sponsors two International Recruitment Centers (IRCs) in the U.S. each year and one overseas. In 1990, ISS will sponsor three IRCs: in Boston, MA; San Francisco, CA; and New Delhi, India.

ISS candidacy must be active to register for one of the U.S. recruiting events. ISS candidates who attend one of the IRCs will have the opportunity to schedule interviews with administrators whose schools list vacancies in their teaching or administrative fields.

Q Is it important to attend an ISS International Recruitment Center?

A Our experience indicates that candidates who attend one of our IRCs have a much greater chance of being placed. In fact, at least 75 percent of the candidates who secure overseas employment through ISS do so as a result of interviewing at one of the IRCs. The conference format condenses the recruitment period into a few days and one location thus providing an efficient and cost-effective means of interviewing with overseas school heads.

Q Does ISS require a photograph for the ISS candidate file?

A No, ISS does not require a photograph. However, interviewing administrators prefer to keep a photo of each candidate they interview. These photographs not only serve as a memory prompt for the recruiter, but also may expedite the work permit/visa procedure should a position be offered and accepted.
Q **How will ISS notify me of an overseas position for which I qualify?**

A When a position is listed with our year-round recruitment service (which is available to schools all year but is most often utilized between March and August after the IRCs), the "active" pool of candidates is screened for ISS applicants who best meet the specifications of the school. The ISS notification of a specific position sent to a candidate includes a brief description of the school and pertinent details regarding salary and benefits.

Q **Is it necessary for me to notify ISS of my interest or disinterest in positions?**

A No, not generally. ISS sends professional dossiers to the recruiting school and notifies those candidates at the time a position is screened. Dossiers are thus received by the school at approximately the same time that candidates receive notification of the position. School heads then contact candidates in whom they are interested. Sometimes when the recruiting timeframe is limited, ISS will request candidates to call our office if they are interested in a job for which they have received notification.

Q **How does the school make a decision once my dossier has been sent?**

A If a school director is interested in your candidacy after reviewing your dossier, you can anticipate that she/he may require a personal interview. Candidates are urged to make every reasonable attempt to meet with a recruiting administrator as hiring decisions are strongly influenced by the interview. This interview also gives the candidate an opportunity to acquire as much information about the school, community, living conditions, and so forth, as needed to make a well-informed decision if a contract is offered.

Q **What happens to my ISS file if I accept employment overseas or if I am no longer actively looking for a position in an overseas school?**

A A candidate's file is placed in "deactive" status when the candidate accepts a position or is no longer seeking a position overseas. Also, candidates who do not return updating papers—sent in the fall by ISS—are assumed to be no longer interested and their files are deactivated. To reactivate, the candidate should inform ISS well in advance so that the necessary file changes can be accomplished before the busy recruiting period begins in December. Files may be destroyed after five years if not kept current.

Q **What is the reactivation process?**

A In order to activate your file, you must submit completed updating papers to ISS with a $25.00 reactivation fee. Updating references must be requested from current supervisors and submitted directly by the referees to ISS.
Opportunities Abroad for Educators: Fulbright Teacher Exchange Program

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CFDA Number 82.003
FORM APPROVED: JMB NO 816-0181
ISBE OBJECTIVES

The International Society for Business Education is a vital link connecting the interests of business and education.

Business educators and business representatives benefit from affiliation with ISBE through the following opportunities.

- To meet business people and business educators from four continents yearly for a week conference to discuss problems in education and to exchange ideas for advancing business education around the world.

- To visit and to observe operations in progressive industrial and business establishments in various member countries.

- To serve as a business ambassador of goodwill from the United States.

- To discuss problems of business management with outstanding business people in various member countries.

- To enhance the knowledge of new developments in business education and industrial training at the international level.

- To exchange ideas and literature with contacts in foreign countries.

- To acquire a better understanding of the cultures and traditions in other countries.

- To establish exchange programs involving materials, teachers, students and business representatives.

THE INTERNATIONAL SOCIETY FOR BUSINESS EDUCATION

The United States Chapter is
A Division of the
National Business Education Association
And
The Société Internationale pour l'Enseignement Commercial
Invites all business educators and business representatives to an important message.
THE INTERNATIONAL SOCIETY FOR BUSINESS EDUCATION

The International Society for Business Education serves as the only international business education organization in existence. Both business educators and business representatives benefit from affiliation with the Society.

In 1901 a group of business people and business teachers from 13 nations met in Zurich, Switzerland, to form a new international organization to further develop business education in all countries of the world. They decided to name it the Société International pour l'Enseignement Commercial, which is French for The International Society for Business Education.

All functions of the Society at the international level use the name SIEC while functions of the Society in the United States use ISBE.

PURPOSE OF ISBE (SIEC)

The fundamental purpose of the Society is to form a bridge between business education and business life on an international basis.

WHO SHOULD JOIN

Individual Members
Any active or retired teacher, student or patron who is interested in promoting business education at the local, state, national and/or international level may join ISBE. The membership year runs from July 1 to June 30. Individual members must join NBEA before they are eligible to join ISBE.

Collective Members
Educational institutions and business firms including publishers, manufacturers, distributors and others who subscribe to the principles and objectives of ISBE are eligible for collective membership and for all benefits of the Society.

International Membership
The present membership in ISBE is more than 2,000 persons and firms from 18 nations: Argentina, Austria, Belgium, Canada, Denmark, England/Wales, Finland, France, Germany, Holland, Korea, Italy, Norway, Scotland, Spain, Sweden, Switzerland, and the United States.

Each country forms its own chapter and is an integral part of the international organization, SIEC, headquartered in Lausanne, Switzerland.

The U.S. Chapter of ISBE is the international division of the National Business Education Association. Its headquarters are located at Reston, Virginia.

SIEC CONFERENCES (COURSES)

International economic courses (conferences) have been yearly events of the Society since 1907, with the exception of the war years. These courses are held in one of the member countries and are generally scheduled the last week in July. Fees for the course and accommodations are nominal.

The delegates meet many outstanding leaders in education, business and government. A well-balanced program of lectures and tours enable the delegates to gain a better understanding of the life and economy of the host country.

MEMBERSHIP BENEFITS

As a member you have an opportunity to share experiences with other dedicated promoters of business education through the following:

1. SIEC journal, INTERNATIONAL REVIEW OF BUSINESS EDUCATION, biannually
2. Chapter newsletters, twice yearly
3. Annual International SIEC Conferences
4. Proceedings from SIEC Conferences
5. Annual ISBE meetings (general membership, reception/banquet, and concurrent sessions) held during the NBEA Convention.
6. ISBE presentations at local and regional professional meetings.
7. Exchange opportunities for materials, teachers, students and business people