

MEETING MINUTES
ISB BOARD OF TRUSTEES
REGULAR SESSION
MPB 3
Tuesday, 16 December 2014

Present: Dr. Sumiter Singh Broca
Dr. Prathip Chiaravanond
Mr. Nimit Damrongrat
Ms. Joy Davy
Mr. William Harvey
Mr. John Heinecke
Mr. Eric Ma
Mr. Kevin Sypolt
Mr. Marc de Vries

Absent: Mr. Ira Blumenthal
Mr. Gurdist Chansrichawla
Mr. Janewit Kraprayoon
Ms. Kristina Kvien
Dr. Voraporn Socratyanurak

Administration: Dr. Andy Davies, Head of School
Mr. Graeme Scott, Deputy Head of School for Learning
Dr. Ugo Costessi, Deputy Head of School/Chief Financial Officer

I. OPENING

Mr. de Vries opened the meeting at 6:05 p.m.

Approval of Minutes

Minutes from the 18 November 2014 meeting were approved 9-0 as presented.

II. STUDENT COUNCIL UPDATE

Ms. Swikriti Dasgupta presented the results of the Student Lounge Survey, which asked if students would use a student lounge if one were available. There were 275 responses from High School students, of whom 96 % said they would use it, two to three times a day. The majority felt that the proposed lounge should be for the benefit mainly of 11th and 12th graders as they are taking the IB exam. There were also some suggestions from the student body, e.g. that it would be more convenient if it was near the library, if food was allowed in the lounge, if it was soundproof with comfortable seating and possibly a sleep area. The current proposal is to have one lounge, but this may be increased to four, one for each grade. She concluded by saying that the student council would review the logistics and decide on the next steps. Having the lounge(s) near the library might pose problems as it is considered to be too loud because of MS students and soundproof rooms do not currently exist in the library

III. ISB 2020 SAN FRANCISCO VISIT REPORT

A group of administrators and teachers made a second R&D visit to the US in October 2014. The group went for 5 days and visited four schools, three colleges, two companies, and one research centre. The reason for the visit was that students needs are changing in response to changes in global societal needs and college and career needs. Therefore one needs to understand how learning has shifted, and how the world has changed in order to build capacity in our students to be innovators.

The team visited the **Brain Lens Laboratory**, which conducts research on children with learning disabilities, with a view to identifying the impact of early interventions? From research on twins, it appears that the heritability of creativity is 21%, with motivation accounting for another 40%, implying that there is lots of room for malleability. Another important finding is that children who are metacognitive, i.e. aware of how their brains work, are better learners.

The team also visited **Tesla Motors**. A key lesson from this visit was that skills matter more than content, e.g. HR and recruiting managers should be good at understanding people and not just content. Other important lessons were that it was critical to remove the risks attendant on failure so that there was more risk-taking, and that collaboration and interpersonal skills were vital but were relatively rare.

The team also visited the **San Francisco School**, where they met with the Head and staff. They concluded that the mission of the School was rather similar to ISB's as it was also a child driven school with independence as the aim, e.g. the children grow their own vegetables. Some interesting features of the school include the fact that children are admitted on the basis of a very rigorous assessment of whether the family and the school are a good fit and not on the basis of academic tests. It was noticed that children were playing with equipment that costs nothing, although some of it was borderline risky.

The **Minerva Project** was also studied. This is a four year programme that begins with interdisciplinary work in San Francisco in the first year, then involves work on the student's major in Berlin and Buenos Aires in the second year and in Hong Kong and Mumbai in the third year, where they look at global financial institutions. The fourth year consists of coursework in London and New York. The curriculum involves a high degree of interactive online learning which addresses big questions and world issues in an interdisciplinary, skills-based way. Their students are very smart across the board but are outstanding in one subject.

The **KIPP Summit Academy** was also visited. This is a group of schools, scattered all over the US. Physical facilities tend to be poor but the children were very engaged and had excellent social skills. Teachers are recruited on the basis of belief in students, and a love of collaboration, with a focus on continuous improvement and identification with values/culture. "Prides" (as in pride of lions) are organized through the school, and HS kids help younger children in their Pride. Some difficult decisions have been made, e.g. there is no language program.

The **Greater Good Science Centre** was also visited. A key finding from this visit was that an effective Social Emotional Learning (SEL) program can lead to an 11% point gain in academic achievement (based on a meta analysis of thousands of students).

The team also visited Santa Clara University and the University of California at Berkeley. Some key findings were that service learning is hugely significant and that college admissions officers like to hear

about the struggles students had, and how they overcame them, i.e. whether they have grit and resilience.

To sum up, a) social-emotional learning (SEL) is critical; b) students need to know about how their brains work, and memory and learning; c) change can be quick as well as slow and strategic; d) the IB Diploma Programme is highly valued; and e) even colleges are changing. It is important to note that getting into college is a key goal for all these schools, especially KIPP.

The next steps for ISB are to share these findings with the leadership team and then filter them divisionally to the teachers. A start has been made at building networks, e.g. with the Nueva school visited last year. SEL is very important, but there is a need to build understanding in the administration, then the faculty, and then finally get it into classrooms. Building relationships with these colleges is a key part of this process.

Board members agreed that a strong vision and mission was necessary for every successful organization. ISB challenge is how to incorporate the important points from these schools and try to incorporate e.g. SEL. Yet ISB has its own context, but can certainly learn from them. In this context it was asked what had been done at e.g. KIPP to encourage SEL. The key point here was that really special faculty had to be on board and that KIPP had replaced almost all its faculty in the first 2 years.

IV. COMMITTEES

The Business Committee reported that it had met with KPMG, and concluded that hedging was valuable because of the weakening of the Baht. Some scenarios had been run for enrollment and its implications for the 2015-16 budget.

The SILC committee has met today and discussed the progress of the scholarship programme. As regards the possibility of late starts, options for late starts had been reviewed and discussions held with Montri Transport. A late start committee led by Phil Rodgers had been set up.

The CoT promised to provide an update later in the Executive Session.

V. GENERATIVE THINKING

The Board took up the question of where an integrated facility for encouraging art, creativity, etc. should be located. Various options, mostly on the boundaries of the campus were discussed.

The Board then brainstormed the issue of what activities could be pursued by students through such a center over the next 3 to 10 years. A number of ideas were presented, e.g. a wilderness campus, a life skills center, a place to teach automotive and woodworking skills, computer sciences; more science type programmes, marine biology lab, a center for blue sky thinking, a speaking centre where students can learn to express themselves, a radio station or media center, a passion centre, a flexible space, A garden, a farm, or possibly even use this space to relocate central facilities that are not well placed in the center of ISB right now.

In the subsequent discussion, it was agreed that these concepts should be developed a bit with some narrowing down, deciding whether to focus on academics or on other things, remembering, however, that if the building is reasonably large, these need not be mutually exclusive. The need to think about

the future of ISB was also recognized.

VI. COMMENTS AND QUESTIONS

There were none.

VII. ADJOURNMENT

The meeting was adjourned at 7:40 p.m.

The next meeting will be held on Tuesday, 20 January 2015.

Verified as approved by the Board
at its meeting January 20, 2014



Sumiter Singh Broca
Secretary, ISB BOT