

Three-year Pilot Plan

GLOBAL IMPACT DIPLOMA

Three-year Pilot Plan

- Below is a list of ideas for the GID's three-year pilot plan. Like any plan, we want this to guide some of our thinking but not constrain it. One of our strengths as a GID is our ability to adapt and iterate quickly (*it's also a core collaborative value in our [Impact Compass](#)*).

Project Teams	Sub Projects	Year 1 2025–2026	Year 2 2026–2027	Year 3 2027–2028
TEACHING and LEARNING	Competencies & Impact Joe Bonnici	Collect and curate global evidence of GID Competencies and impact (student artifacts, reflections, stories, etc.). Show evidence of the competencies students have grown in the most through GID courses, along with the competencies that need more work. Develop a clear measure of impact for our students, our schools, and the GID.	Refine competencies, experiences, and artifacts based on evidence from Year 1. Create a repository of exemplary student work and the impact they've had.	Update the competencies for the next three years based on learnings.
	Courses & Learning Experiences Joe Bonnici	Pilot current GID core courses. Collect feedback from learners, teachers, coordinators. Look for designs that best meet our needs of	Refine current courses based on feedback. Co-design 1-2 new courses or experiences (campus exchanges, summer program, etc.) with schools. Do course pitch	Decide on the core courses and experiences that are best at meeting the needs of agency, meaningful learning, well-being, and impact.

Project Teams	Sub Projects	Year 1 2025–2026	Year 2 2026–2027	Year 3 2027–2028
		agency, meaningful learning, well-being, and impact.	competitions with teachers and students.	
	Impact Portfolio & Exhibition Jaclyn Barnhart	<p>Clarify expectations and guidelines for exhibition.</p> <p>Analyze having a shared platform vs. platform autonomy and flexibility; if shared, analyze platform options to ensure viability for each GID school context and alignment to goals and purpose</p> <p>Select and pilot a platform to see which one is the most feasible and impactful.</p> <ul style="list-style-type: none"> • Learnlife • Volantis • Citizens • Google Site <p>Design and test a system for moderating portfolios with this rubric by the end of year 1 across schools.</p> <p>Test system at least once with in-progress portfolios before the end of year 1.</p>	<p>Design an Impact Portfolio & Exhibition Guide/Handbook for students and teachers to clarify purpose, structure/components, approach to assessment, and timeline</p> <p>Refine portfolio structure and moderation process.</p> <p>Curate a bank of diverse examples of Impact Portfolios.</p> <p>Design and test the structure for both in-person and online Impact Exhibitions across full GID schools.</p> <p>Test online exhibition platforms</p> <ul style="list-style-type: none"> • AirTable 	<p>Curate and refine a bank of diverse examples of Impact Portfolios.</p> <p>Expand in-person and online Impact Exhibitions for all GID schools.</p>

Project Teams	Sub Projects	Year 1 2025–2026	Year 2 2026–2027	Year 3 2027–2028
	Internships Jaclyn Barnhart	<p>Pilot internship placements with a small number of local/global partners.</p> <p>Gather stories and feedback to shape what makes internships most impactful for our students.</p> <p>Look for opportunities to do global internships online and in person over breaks.</p> <p>Generate short summary for organizations to describe the benefits and responsibilities of hosting a student for an internship.</p>	<p>Gather stories and feedback to shape what makes internships most impactful for our students.</p> <p>Create profile for internship hosts and host organizations, perhaps targeting socially responsible organizations that focus on impact.</p>	<p>Build connections with multinational companies and organizations for internships and projects online and in person.</p>
	GID Student Collaboration & Leadership Mel Kempe	<p>Connect students and faculty through GID course mailing lists.</p> <p>Pilot a GID Buddy program for full diploma students to pair students up from different schools.</p> <p>Pilot a GID Student Leadership program that utilizes an Advisory Committee structure to empower students to pitch initiatives, give us feedback, help redesign courses, and to</p>	<p>Launch a student-led mentoring collaboration between schools.</p> <p>Create a global Impact Project exhibition.</p>	<p>Lean into the collaborations and leadership opportunities that are most impactful.</p>

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		tell us how they'd like to lead and collaborate long-term.		
	Communities of Practice & Professional Learning Joe Bonnici	<p>Check out our roadmap here.</p> <p>Create CoPs for GID Coordinators and for Administrators. Put together a similar plan to the one teachers have.</p> <p>Test the systems and structures for CoPs that has been put in place for feedback, moderation, alignment, and for sharing best practices.</p> <p>Create opportunities for teacher visits and exchanges at various schools.</p>	<p>Refine systems and structures for feedback and moderation based on year 1 reflections.</p> <p>Continue building opportunities for teacher visits and exchanges at various schools.</p>	
ORGANIZATIONAL DEVELOPMENT	Legal Structure DJ Condon	Register as a legal entity.	Create a board for the formal entity.	
	Governance DJ Condon Corey Topf	Create an Extended GID Steering Team to lead projects for the year.	Hire compensated team members.	

Project Teams	Sub Projects	Year 1 2025–2026	Year 2 2026–2027	Year 3 2027–2028
		Identify KPIs and revisit mission and vision of the organization.		
	Financial Sustainability DJ Condon Corey Topf	Establish the financial model for the GID, including the possible introduction of fees and compensation.	Create funding through a combination of grants and fees.	
POSTSECONDARY	University Outreach (Relations & Recognition) Theressa Smith & Katie Leishear	<p>Identify universities to build relationships with (popularity with our students, alignment with the GID, alignment with student pathways).</p> <p>Present at various conferences to spread the word about the GID (e.g. CIS Global Forum in Nov. 2025)</p>	Create an informal network of GID Partner Universities.	<p>Have universities confidently understand the value of the GID program and actively seek out students completing it.</p> <p>Partner with one or two of those universities to present at main conference to continue educating the larger community on the GID (both sides of the desk).</p>
	Transcripts & School Profiles Katie Leishear	<p>Work with founding schools on documenting the GID (transcripts, profiles, portfolios, etc.).</p> <p>Create a university-facing guide for interpreting GID credentials and get feedback from universities.</p>	<p>Refine documentation tools with input from admissions reps.</p> <p>Have a 2 page school profile insert completely refined and polished to send to universities.</p>	<p>Use compelling data from 2027 graduates to refine school profile and 2 page insert</p> <p>Work on developing portfolios to showcase student work within the program to be used for universities but also other</p>

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			<p>Have a polished school profile section that all partnering schools can adopt and tweak if necessary.</p> <p>Define course names for transcript purposes and ensure consistency across schools.</p>	secondary schools considering the program.
OUTREACH & IMPACT	GID Outreach & Summits Theressa Smith	<p>Goal #1 - Build awareness and extend the GID through current networks, and explore/expand through new networks (including college/university circuit)</p> <p>Goal #2 - Establish, in advance, a yearly calendar of outreach and collaboration events to begin in 2026-27</p> <p>Goal #3 - Use feedback from the April 2025 Summit to tweak/create a design template for an annual international summit</p> <p>Establish a cycle of promotional presentations at conferences that includes:</p>	<p>Goal #1 - Implement the rotation of calendared events</p> <p>Goal #2 - Increase student involvement in the process of outreach</p> <p>Goal #3 - Re-evaluate outreach needs to update the schedule of presentations/summits and our approach</p>	

Project Teams	Sub Projects	Year 1 2025–2026	Year 2 2026–2027	Year 3 2027–2028
		<ul style="list-style-type: none"> • Regional conferences (tapping the local GID schools) • International leadership conferences -- a rotating team (suggest triads) of mixed-role educators, best to dovetail with conferences that schools/educators already traditionally attend • Recruiting fairs and agency workshops -- Search Associates, ISS, AMISA, GRC, Carney Sandoe <p>Continue presenting online through podcasts, webinars, etc. (AAIE, TIE Online, NEASC, ECIS, etc.) as invited</p> <ul style="list-style-type: none"> • Generate a list of other opportunities to market and inform • Create a formal outreach list of other marketing opportunities and a communication template to extend beyond the current circle 		

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		<p>Explore the option of an in-person GID/Pathways Summit* for April or May 2026 (should this be earlier?)</p> <p><i>*Clarify purpose of summits (versus training or GID promotion): propose that it is solution/creation-based for networking, collaborative creation, and decision-making amongst active GID schools only, but could be combined with other purposes</i></p> <p>Consider establishing regional mini-summits online or embedded in current regional conferences (pre-conferences at CEESA, AAIE, ECIS, NEASC, AMISA, EARCOS, etc.).</p>		
	University Outreach (Relations & Recognition) Theresa Smith & Katie Leishear	<p>Identify universities to build relationships with (popularity with our students, alignment with the GID, alignment with student pathways).</p> <p>Present at various conferences to spread the word about the GID (e.g. CIS Global Forum in Nov. 2025)</p>	Create an informal network of GID Partner Universities.	<p>Have universities confidently understand the value of the GID program and actively seek out students completing it.</p> <p>Partner with one or two of those universities to present at main conference to continue educating the larger community on the GID (both sides of the desk).</p>

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	New School Onboarding Corey Topf	<p>Update the GID Guide to work as an onboarding kit for schools (links and information about courses, roles & responsibilities, program purpose & values, assessment philosophy, etc.)</p> <p>Create clear requirements for the types of schools that can become GID Schools (e.g. schools must already be accredited).</p> <p>Course & GID Trainings</p>	<p>GID Schools will be designated as Diploma Schools (full GID) or Collaborating Schools (at least one GID course).</p> <ul style="list-style-type: none"> Founding Schools will also keep their Founding School designation if they maintain enrollment. <p>Continue providing onboarding kits, training, and mentorship for new schools.</p>	

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		<ul style="list-style-type: none"> Provide a training on the Imperfect Art of Living (July 2025, September/October 2025) Develop a timeline and structure for the Foundations of Leadership for Impact course training and others 	Increase the number of full GID Diploma schools.	
	Impact Corey Topf	<p>Put out a call for Student Impact Ambassadors from each school. Maybe work with Mel on connecting this to leadership.</p> <p>Collect evidence of impact.</p> <p>Publish an initial impact report on agency, meaningful learning, and well-being.</p>	Continue collecting powerful examples of impact.	Publish a 3-year impact report along with our vision for the next three years.
	Marketing & Storytelling Greg Hessee	<p>Find a company to build our website for the GID (ask for schools to split the cost).</p> <p>Determine website content manager and responsibilities</p> <p>Update the marketing materials for schools.</p> <p>Share “stories of impact”: ways the program is impacting</p>	<p>Get feedback on the branding of the GID (logo, fonts, colors, etc.) and begin making any necessary iterations</p> <p>Continue sharing “stories of impact”: ways the program is impacting students</p>	Have fully-launched website with annually-updated outcomes and storytelling process to consistently: a) define ideal storyteller at each campus, b) collect best example of inspiring outcomes and c) share via website or, ideally, social media outlets

ct Teams	Sub Projects	Year 1 2025–2026	Year 2 2026–2027	Year 3 2027–2028
		<p>students, and ways students are impacting their community.</p> <p>Determine possibility of social media site dedicated to GID collaborative</p>		

ChatGPT Synthesis of the GID Summit Survey

Three-year Visions

1. A Meaningful Alternative to Traditional Pathways

- GID is envisioned not as a fallback for those opting out of IB or other systems, but as a standalone, respected pathway.
- It provides equal or greater merit through authentic, ethical, and growth-based learning, rather than high-stakes testing.

2. Centering Learner Agency & Wellbeing

- GID is driven by a commitment to learner autonomy, personalized pathways, and mental health.
- There's a strong desire to serve students who may be underserved in traditional systems, including those with learning differences, creative talents, or nontraditional aspirations.

3. Ethical, Real-World, Impact-Oriented Learning

- The emphasis is on impact, not just achievement: students become ethical changemakers.
- Learning is grounded in community needs, storytelling, empathy, and systems thinking.

4. A Co-Created, Interdisciplinary, Joyful Journey

- A core aspiration is that the GID be co-created with students—deeply engaging, passion-driven, joyful, and filled with discovery.

- Integration with courses like The Imperfect Art of Living or Leadership for Impact suggests a desire to embed meaning and connection into the fabric of school culture.

5. Scalable, Sustainable, and Collaborative Across Schools

- There's a clear vision to build an ecosystem: global cohorts, school-wide implementation, robust alumni networks, and shared learning experiences across borders.
- Schools aim to offer more bespoke courses, internships, and transcendent experiences like summits and collaborations.

6. Respect and Recognition in the World Beyond School

- Many hope for universities and employers to value GID graduates for their demonstrated competencies, passions, and ethical leadership—not just their transcripts.
- GID graduates are expected to stand out as adaptive, skilled, and visionary contributors.

Add to Plan

1. Program Clarity, Structure & Governance

Strategic Goals:

- Ensure the program is *clear, credible, and well-communicated* to all stakeholders (students, parents, universities, educators).
- Develop *scalable and inclusive systems* for growth and quality assurance.

Action Steps:

- Explore hiring GID-specific leadership/admin as the network grows.
- Consider a cap on participating schools to ensure quality and manage logistics.
- Define clear KPIs for each core aspect of the GID (e.g., “meaningful learning,” “ethical impact,” “competency mastery”).

2. University & Postsecondary Strategy

Strategic Goals:

- Ensure the GID is not just credible, but compelling to universities and future employers.
- Position GID students as *purpose-driven, self-aware, and impactful applicants*.

Action Steps:

- Year 1: Build a standalone GID profile, school profile add-ons,
- Year 2: Design and distribute a GID transcript and diploma template to member schools; standardize course naming conventions.
- Present GID at university conferences; host webinars with immersive overviews for new institutions.

3. Collaboration, Professional Learning & CoP Expansion

Strategic Goals:

- Cultivate a strong, active global educator network with ongoing collaboration and shared leadership.
- Expand access and support for coordinators, administrators, and public schools.

Action Steps:

- Run immersive webinars and onboarding workshops for new schools or interested educators.
- Offer safeguarding guidance, especially in impact-driven work and internships.

4. Course Design, Internships & Learning Architecture

Strategic Goals:

- Ensure course and internship offerings model competency-based learning, ethical impact, and authentic experiences.
- Provide service learning opportunities and pathways that can coexist with other programs (e.g., IB, local diplomas).

Action Steps:

- Define archetypes of successful internships; partner with B-Corp certified companies and other ethical organizations.
- Build a feedback and moderation system for competency-based assessment, including exemplars and rubric calibration.

- Revisit the GID competencies to clarify and evolve them with input from teachers and learners.

5. Equity, Inclusion & Accessibility

Strategic Goals:

- Make the GID inclusive of public/non-fee-paying schools, and adaptable to various school contexts.

Action Steps:

- Consider policy-level partnerships to support public sector adoption.
-

6. Evaluation, Quality Assurance & Market Insights

Strategic Goals:

- Maintain program quality at scale, grounded in evidence, iteration, and research.

Action Steps:

- Establish systems for formative moderation and course quality checks.
- Conduct ongoing market research to learn from similar models globally and refine the GID accordingly.

Change or Remove from Plan

No Major Objections: Strong Validation

- **Consensus:** The vast majority of stakeholders affirm that the plan is clear, comprehensive, and appropriately flexible.
- **Learning mindset:** Appreciation for the plan's **responsiveness, iteration, and adaptability** as the community learns and grows together.

Themes to Refine or Explore Further

1. Course Adaptation for Subject Credit

- **Insight:** Schools are adapting GID courses for different subject areas (English, Social Studies, Electives).
- **Need:** A flexible framework or toolkit that allows **credit alignment** while maintaining course integrity.
- **Suggestion:**
 - Create “**course adaptation guides**” showing how GID courses can align with different credit systems.
 - Share case studies or **examples from pilot schools** doing this successfully.

2. Simplify Where Possible

- **Concern:** Some elements feel like "more for more's sake."
- **Suggestion:**
 - Prioritize *depth over breadth*.
Consider streamlining electives or initiatives that **don't yet have clear demand or purpose**.
Emphasize **quality and impact** of core offerings before expansion.

3. Structure & Entity Formation

- **Insight:** A few voices suggested that **organizational structuring (entity/legal status)** might be necessary sooner.
- **Suggestion:**
 - Consider forming a **lightweight entity or governance structure** in SY25–26 (rather than SY26–27), to support legitimacy, university credibility, and school accountability.

4. Merge or Clarify Overlapping Areas

- **Insight:** Impact and Storytelling are closely linked.
- **Suggestion:**
 - Either **merge** these elements into one domain (e.g. “Impact Through Storytelling”) or **clarify the distinction** between them.
 - Emphasize that *storytelling is a powerful tool for demonstrating and amplifying impact*.

5. Growth Philosophy: Focus on Learners, Not Just Schools

- **Caution:** Avoid an IB-style “expansionist” mentality.
- **Suggestion:**

- Frame growth goals around **learner access, quality learning experiences, and global collaboration**—not just adding more schools.

“Our goal should be kids, not schools.”

6. Internships: Expand Scope and Support

- **Insight:** Interest in developing **non-corporate** internship pathways (e.g. NGOs, creative industries, community orgs).
- **Suggestion:**
 - Broaden the vision of internships to include **arts, social enterprises, grassroots orgs, etc.**
 - Provide **support structures and coaching** to schools trying to implement them

Recommendations to Integrate

1. Develop a **Course Adaptation Resource** for subject credit alignment.
2. **Audit the plan** to identify and potentially reduce “extras” that do not yet have strong student/school demand.
3. Consider **founding a GID legal entity** or governance framework by SY25–26.
4. **Clarify or combine “Impact & Storytelling”** into a coherent pillar.
5. Keep growth learner-centered; avoid expansion for its own sake.
6. Diversify internship pathways beyond corporate models.
7. Continue building space for **emergent co-creation**, iterative refinement, and community-led solutions.

GID News

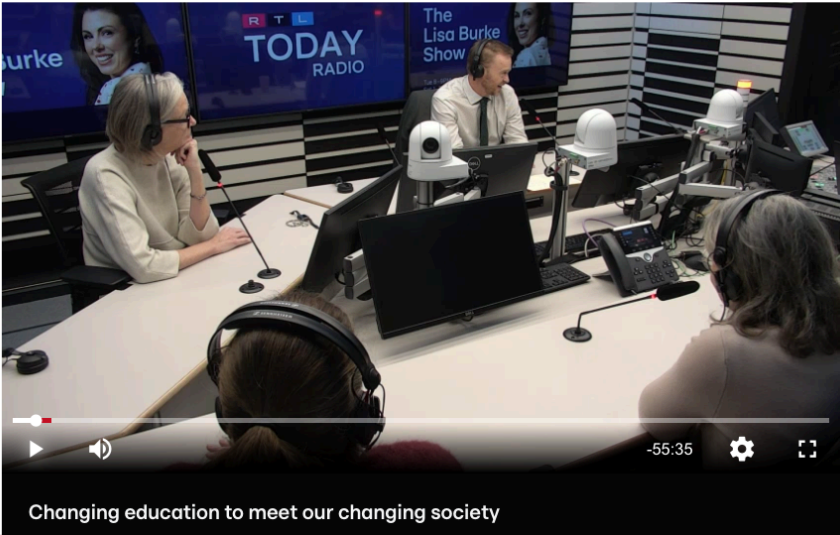
Last updated Dec 31, 2025

GID NEWS


Go [here](#) to share **stories of impact and celebrations** at your school, and we'll add them below!



January/February

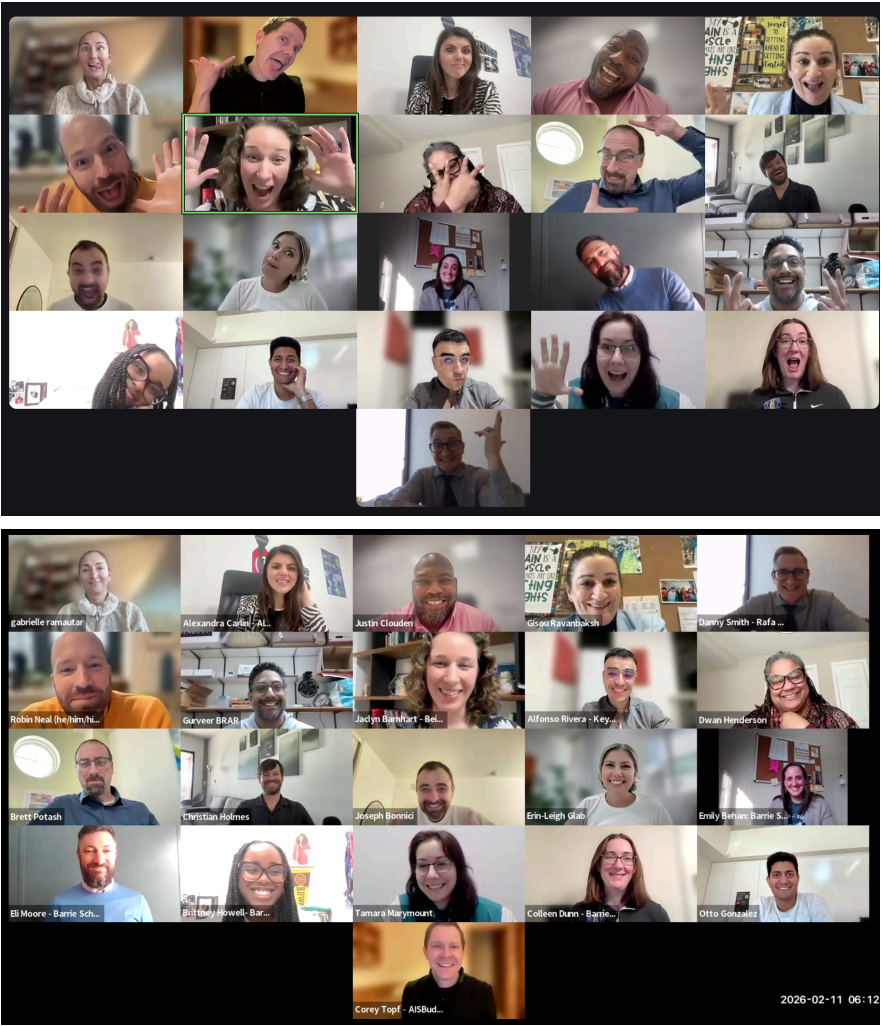
SCHOOL or GID	TOPIC	STORIES OF IMPACT / CELEBRATIONS
ISLuxembourg	Radio & TV interview about the Dual Diploma	The ISL team represented the GID beautifully in their interview with RTL. Here's the link to the article and video!


		<div><h1>ISL pioneers new pathway to holistic education</h1><p>Lisa Burke</p><p>The International School of Luxembourg is amongst the first in the world to offer the new Global Impact Diploma (GID) alongside the IB</p><p>Update: 19.01.2026 15:28</p><div><p>Changing education to meet our changing society</p></div></div>
GID	AAIE Conference in Toronto	<p>We had a great turnout at our AAIE Pre-Conversation in Toronto on February 1st. Thank you to Mel, Joe, Corey, and Theresa for sharing our GID journey with so many schools around the world!</p>





		
GID	The GID was the focus of NoTosh's Newsletter after the AAIE Conference	Ewan McIntosh attended our AAIE Pre-Conversation and wrote a thought-provoking article about the GID. Here's the link to the article , and here's the link to the presentation where we discuss the Waterline Principle.

		<div><div>Colegio Franklin Delano Roosevelt <small>The American School of Lima</small></div><div>FDR Internships at CASACOR</div><div>Learning Beyond the Classroom: Our GID Program in Action</div><div></div></div>
GID	GID Coordinator Training	<p>We wrapped up our first-ever GID Coordinator training, and we had 24 participants from 19 different schools.</p> <p>A huge thank you to Alexandra (AISBucharest), Corey (AISBudapest), Jaclyn (BCIS), Joe (FDR), and Justin (AISBucharest) for leading the three sessions for future coordinators and sharing what has been learned so far at all of our schools!</p>

		 <p>The great work our GID Community has been doing over the last two years was recently featured in this article on ISC Research!</p>
GID	ISC Research Article	

		<div><div><div>ISC RESEARCH</div><div>HomeWho we SupportWhy Work With Us?IntelligenceOur CommunityStoreContact</div></div><div><div>Co-Designing for Impact: How the Global Impact Diploma is Changing the Story About International Education</div><div><div>Feb 10, 2026</div><div>As international schools rethink how learning prepares students for an uncertain world, the Global Impact Diploma offers a bold alternative: a co-designed, competency-based program that puts agency, well-being, and real-world impact at the heart of secondary education.</div></div></div></div>
Escuela Campo Alegre in Venezuela	New GID Collaborating School!	<div><div><div>We are thrilled to welcome Escuela Campo Alegre as a GID Collaborating School for 2026-2027! Welcome to the GID Community, ECA!</div><div></div><div><div>Reminder of our GID SCHOOLS for 2026-2027*</div><div><div>● Diploma Schools (7)</div><div><div>○ American International School of Bucharest</div><div>○ American International School of Budapest</div></div></div></div></div></div>


		<ul style="list-style-type: none"> ○ American School of Lima, Peru ○ Barrie School ○ International School of Curitiba ○ International School of Luxembourg ○ Rafa Nadal School ● Collaborating Schools (25) <ul style="list-style-type: none"> ○ American School of Milan ○ Atlanta International School ○ Avenues Shenzhen ○ Bavarian International School in Munich ○ Beijing City International School ○ Carol Morgan School of Santo Domingo ○ Colegio Americano de Guatemala ○ Colegio Decroly Americano ○ Colegio Nueva Granada, Colombia ○ Escuela Campo Alegre ○ Frankfurt International School ○ Garzon School, Uruguay ○ International School of Azerbaijan ○ International School of Havana ○ International School of Kuala Lumpur ○ International School Nido de Aguilas ○ Istanbul International Community School ○ Khartoum American School ○ Nova International School Skopje ○ Marymount, Barranquilla ○ Maharishi School ○ Schutz American School ○ St. Augustine Preparatory School, Nicaragua ○ Townshend International School ○ UNIS Hanoi <p>*Schools in bold are new for 2026-2027 (10 new schools)</p>
AISBudapest	Entrepreneurship for Impact Course	<p>AISBudapest and FDR in Lima are two schools piloting the GID Entrepreneurship for Impact course. At the heart of the course is creating real value for the community, and one of the businesses has created a babysitting service for English-speaking parents at our school. Students get</p>

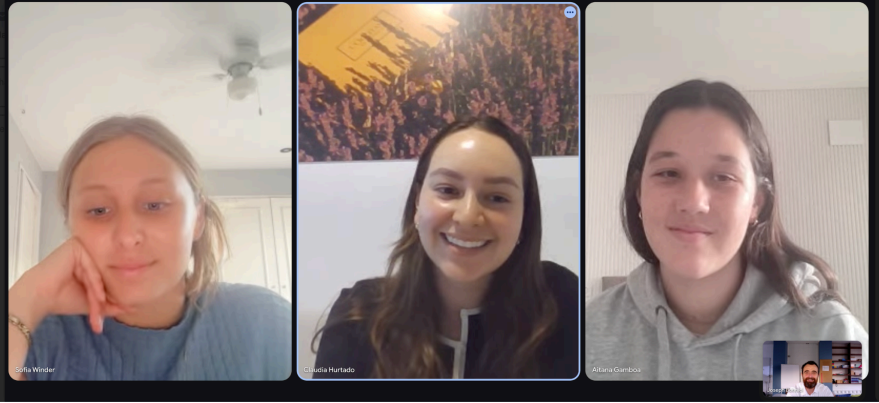
		<p>first-aid training and they get trained by experienced babysitters by doing shadow experiences. Here's their website!</p> <div><div><div> Sitters 101</div><div>Home Pricing +36 20 394 3899</div></div><div><div>PEACE OF MIND FOR FAMILIES</div><div><div>Fun they love, care you trust</div><div>Find trusted care while your children have fun.</div><div><div>Book Now</div><div>Pricing</div></div></div><div></div></div></div>

December

SCHOOL or GID	TOPIC	STORIES OF IMPACT / CELEBRATIONS
GID	Thank you!	<p>What a year!</p> <p>As we wrap up 2025, it's important to reflect on what we've built together as a GID Community in such a short amount of time.</p> <p>Last year the GID was just an idea at our schools.</p> <p>Now, here we are, almost a semester into our first year as a program, and it's incredible to think about where we're at and where we're headed!</p>

		<p>Here are a few quotes from our GID students that help highlight the impact the GID and the courses are having on them, as well as the impact they're having through the GID:</p> <p>"I really value the opportunity to explore global challenges through hands-on projects and discussions. I appreciate how we get to engage with different perspectives and learn practical skills that are useful for life, not just for school. The supportive environment also motivates me to speak up and be creative."</p> <p>"Philosophy is something I have loved as I encountered some of the more difficult situations & realized some harsh truths about our society. However, the standard English class forces me to condense my wild thoughts into a structured format. Hence, this GID course encourages me to be 'imperfect' and let my sophisticated thoughts retain their unique nature. The assignments also allow me to reference more of my personal experiences and connect them in a coherent and meaningful way to the main ideas of each lesson."</p> <p>"It's helping me value connections to people and create a life I love without being attached to grades or scholastic performance. I am usually so fixated on grades, however this course has helped me think so much about my life beyond what our society considers 'succeeding.' I now have a course that helps me create connections with the people around me and find happiness through ways that don't just involve strictly academic achievements."</p>
GID	AAIE Dr. Keith Miller Innovative Leadership Award	<p>This month we found out that our Global Impact Diploma won the AAIE Dr. Keith Miller Innovative Leadership Award!</p> <p>Joe and I, and the entire Extended Steering Team, are filled with enormous gratitude to our GID Community. Each of you has helped bring the GID to life for our students around the world, and this award honors the collaborative impact we are having together!</p> <p>We know the countless hours and selfless dedication that go into getting new courses and initiatives off of the ground at our schools. So please take some time to savor this important recognition from AAIE, an organization that continues to be a champion for educational innovation around the world!</p> <p>With so much gratitude,</p> <p>The GID Extended Steering Team</p>


		<p>Jaclyn Barnhart, Joseph Bonnici, DJ Condon, Greg Hessee, Mel Kempe, Katie Leishear, Theresa Smith, Corey Topf</p> <div> <div> AAIE AWARDS 2026 Dr. Keith Miller Innovation Award </div> <div> The Global Impact Diploma  </div> </div>
GID	New website!	<p>Over the break we finished the new GID Website. Take a look below!</p> <ul style="list-style-type: none"> • Global Impact Diploma Website
Bavarian International School in Munich	Leadership for Impact & Students Presenting	<p>Two students from BIS were invited by Rachael Thrash to present to the IB, including Olli-Pekka, in a webinar on student leadership on December 4th. They presented their leadership efforts and learnings so far this year.</p>
International School of Luxembourg	ISL Guide to the GID	<p>ISL has created a guide to the Global Impact Diploma and in the spirit of collaborative impact, they are sharing this in case other GID Schools want to borrow aspects of it or get inspiration from it. Thank you Tanya, DJ, and the entire ISL crew for putting this together and for sharing!</p>


<p>FDR (American School of Lima, Peru)</p>	<p>Internship for Impact Course</p>	<p>Here's a great full circle moment.</p> <p>The Innovation Academy (IA) began at FDR back in 2013 and there was an internship experience for several years that was a core part of the program.</p> <p>One of the IA graduates from the Class 2018, Claudia Hurtado, who did an internship of her own during her junior year, is now a Brand Manager at L'Occitane (she is pictured in the middle). In February, she will be mentoring two GID students from FDR for their GID Internship for Impact course. Sofia and Aitana (FDR) are both interested in marketing and this is a great opportunity for them to learn from an outstanding FDR and IA graduate at a great company!</p> <p>We can't help but think long-term about our future GID graduates offering similar opportunities once they enter careers of their own!</p> <p>A huge shout out to Joe (FDR) for building such meaningful, long-term connections for learners throughout your 18 years in Lima!</p> 
<p>GID</p>	<p>Early Student & Teacher Feedback</p>	<p>In October, we surveyed GID students and teachers to get an early read on how the courses were going. Here is the synthesized feedback we shared with Coordinators in November.</p> <p>Teacher Feedback on GID Courses</p> <ul style="list-style-type: none"> • Imperfect Art of Living • Foundations of Leadership for Impact <p>Student Feedback on GID Courses</p> <ul style="list-style-type: none"> • General Feedback • Imperfect Art of Living • Foundations of Leadership for Impact


		<ul style="list-style-type: none"> • Entrepreneurship for Impact
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November

SCHOOL or GID	TOPIC	STORIES OF IMPACT / CELEBRATIONS
GID	Admin Community of Practice	<p>On Thursday, November 6th, Theresa (formerly FDR) and Mel (AISBucharest) led an excellent session with GID Administrators. Thank you as well to Justin (AISBucharest) and Katie (formerly FDR) for leading sessions on GID Internships and university updates.</p> <p>They recorded the session as well and have shared the slides:</p> <ul style="list-style-type: none"> • Admin CoP Nov. 6 Recording (Apologies for missing the opening celebrations!) • Admin CoP Nov. 6 Slides <p>The slides are full of interesting information, but be sure not to miss links to these key resources:</p> <ul style="list-style-type: none"> • Slide 10: Link to GID Dashboard • Slide 12: Link to GID Profile for Universities and Counselor LoR Guide • Slide 37: Link to AIS Bucharest's GID
FDR, AISBucharest, AISBudapest	Blue Skies Leadership Podcast	<p>The Blue Skies Leadership podcast is officially published and you can listen to the episode linked below. Two students from our GID Schools (Maddie from AISBudapest & Nicole from AISBucharest) spoke beautifully about their experience in the full GID.</p> <ul style="list-style-type: none"> • Beyond the Transcript - Global Impact Diploma: Designing Diplomas for Real-world Impact
GID	Competency Poster	<p>The AISBudapest communications team created a great GID Competency poster. Feel free to download it for your school!</p> <ul style="list-style-type: none"> • GID Competency Poster

		 <p>The infographic is titled 'Global Impact Diploma' and 'An International Collaboration for Impact and Innovation'. It features a central blue circle labeled 'GID CORE COMPETENCIES'. Surrounding this circle are eight competency icons and descriptions:</p> <ul style="list-style-type: none"> DRIVE: I can take ownership of my learning and well-being, persevering through uncertainty to create meaningful contributions. EMPATHETIC IMPACT: I can understand and value others' perspectives, recognize their needs, and act with genuine care to make a meaningful impact. REFLECTION: I can maintain a learning mindset, engaging in authentic reflection to understand patterns in my thinking, identify strengths and areas for growth, and improve my learning, well-being, and impact on others. COLLABORATIVE IMPACT: I can generate ideas, products and solutions with people from diverse backgrounds, building inclusive, supportive communities that foster shared purpose, shared impact, and psychological safety. IMPACT DESIGN: I can define and design tasks that are purposeful, and manage a project to create measurable impact. COMMUNICATION: I can communicate with clarity, empathy, and impact, ensuring that I both understand and am understood, even when perspectives differ.
GID	Future Learning Design Podcast	<p>Three students from our GID Schools were asked to be on the Future Learning Design podcast with Tim Logan to talk about their GID courses. The episode should be out in the next month or two.</p> <p>If you've never listened to Tim Logan's podcast, we highly recommend it, and this episode about career and life pathways is extremely relevant for the work we're doing in the GID.</p>
ASMilan	Imperfect Art of Living	<p>Sara Malik (ASMilan) is teaching the Imperfect Art of Living as a 10th grade English course. She recently shared with us that a parent-teacher conference ended up lasting 20 minutes because of how grateful a mom was for the impact the course was having on her daughter. She said her daughter is now "more emotionally intelligent than ever and applies concepts to their relationship. She also seems more reflective and it's very clearly felt at home." 🥰</p> <p>If you have other stories of impact like this from our courses, please share them here.</p>

AISBucharest	Internship for Impact Launch	<p> AISBucharest held a hugely successful Tapas y Vino gathering to launch the GID and the Internship for Impact course. The event was well attended and gave students the opportunity to network with local professionals who might be interested in mentoring them at their organizations. </p> <p> Congrats to AISBucharest's GID Coordinators (Justin and Alexandra), their admin. team (Mel and Rachel), and their students! You all continue to inspire us, as does your communications team! </p> <p> Go here to see more pictures and video of the event. </p> 
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GID	International School Leader Magazine	<p>The GID has been chosen to submit an article for ISC Search's magazine. Their Jan-March issue is about Trailblazers in Education and we're currently finalizing the article together.</p> <p>We'll share the link when it's published!</p>
AISBudapest	Imperfect Art of Living: Imperfect Stories Launch	<p>Unit 2 in the course is called Imperfect Stories because one of the pillars of meaning is storytelling. Stories not only connect us with one another, but they also help us make sense of our lives. So students spend the unit unpacking various stories in their own lives and then sharing one live at the end in Moth Storytelling style.</p> <p>To launch the unit at AISBudapest, Tim invited a member of the school community to share his personal story with the class. For the last two years, the person has been working to process his Leukemia diagnosis, and</p>


		<p>recently he's made the decision to share it more publicly in order to help others process struggles they're facing.</p> <p>The students were deeply moved and extremely grateful. One student in particular even made a point to thank Graham (AISBudapest's principal) for the course, the GID, and for opportunities like this.</p>
GID	CIS Presentation	<p>Earlier this month, Corey (AISBudapest) had the opportunity to present the GID to college admissions officers and high school counselors at the Global Forum in Sevilla, Spain.</p> <p>The highlight: connecting with so many like-minded universities that are recognizing the need to be more adaptable and to give students real opportunities to solve real problems.</p> <p>It was also great to see our GID Counselors from around the world who help students find their best-fit pathways and programs!</p> <p>Go here to see a few more pictures of the conference!</p>


		thank you to Justin (AISBucharest) for his work to get this experience off the ground for our students!
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October

SCHOOL or GID	TOPIC	STORIES OF IMPACT / CELEBRATIONS
GID	GID Schools for 2026-2027!	<p>GID SCHOOLS for 2026-2027*</p> <ul style="list-style-type: none"> • Diploma Schools (7) <ul style="list-style-type: none"> ○ American International School of Bucharest ○ American International School of Budapest ○ American School of Lima, Peru ○ Barrie School ○ International School of Curitiba ○ International School of Luxembourg ○ Rafa Nadal School • Collaborating Schools (23) <ul style="list-style-type: none"> ○ American School of Milan ○ Atlanta International School ○ Avenues Shenzhen ○ Bavarian International School in Munich ○ Beijing City International School ○ Carol Morgan School of Santo Domingo ○ Colegio Americano de Guatemala ○ Colegio Decroly Americano ○ Colegio Nueva Granada, Colombia ○ Frankfurt International School ○ Garzon School, Uruguay ○ International School of Azerbaijan ○ International School of Havana ○ International School of Kuala Lumpur ○ International School Nido de Aguilas ○ Istanbul International Community School

		<ul style="list-style-type: none"> ○ Khartoum American School ○ Nova International School Skopje ○ Marymount, Barranquilla ○ Maharishi School ○ Shanghai American School ○ St. Augustine Preparatory School, Nicaragua ○ Townshend International School ○ UNIS Hanoi <p>*Schools in bold are new to the GID.</p>
GID	Course Certificate	<p>Dan Miles (ISKL) and Mare Stewart (SAS) brought up a great idea to provide GID Course Certificates for students once they complete the courses. The Extended Steering Team thought it was an excellent idea as well, so we made a certificate that schools can make copies of, add their own school logo to at the top, and modify for their students.</p> <p>Here is the certificate: https://bit.ly/3IUn8iZ.</p> <ul style="list-style-type: none"> ● Please make a copy of that rather than editing the original. ● To make a copy, you'll need to sign into Canva or create an account.
Marymount & Nido	School Visit	<p>On the week of October 13th, Jessica Berdugo (Marymount) from the Imperfect Art of Living and Ashley Falcon (Marymount) from the Global Impact Project visited the International School Nido de Águilas to exchange teaching strategies and facilitate an asynchronous activity between schools called the Imperfect Beauty Art Gallery. Students shared their different perceptions of beauty based on their geographical location. Many lessons were learned including:</p> <ul style="list-style-type: none"> ● Simultaneous Text Integration: Nido de Águilas implements the curriculum by having students read The Power of Meaning and Designing Your Life simultaneously, which is a different structural approach than the visiting school because they received The Power of Meaning a month into the school year and Design Your Life last week. ● Assessment of Reading: A key takeaway was Richard Braithwaite's (Nido) method for assessing reading annotations. He regularly dedicates class time for students to share their annotations and personal connections with the text, making the assessment a shared, in-class activity rather than just a homework check. ● Impact of School Policy on Curriculum: The school's strict no-cell-phone policy directly impacts the curriculum. Richard was apprehensive about assigning major digital projects like the

		<p>gratitude video, demonstrating that curriculum activities must be adapted to the school's specific logistical constraints.</p> <ul style="list-style-type: none"> ● Success of Asynchronous Projects: The "Imperfect Beauty Digital Gallery" was a highly effective asynchronous activity. It successfully created a cross-cultural bridge, allowing students to empathize over shared themes (like family and sports) and spark curiosity about cultural differences. ● Effective Brainstorming Techniques: For the "Storytelling" unit, the teacher used an effective in-class activity ("concentric circles" with a future-self prompt) to help students begin brainstorming for their first drafts, linking a physical activity directly to the writing process. 
TISA (The International School of Azerbaijan)	CEESA Expand Your Impact Leadership Conference for Students	<p>We are excited to invite your students to take part in the CEESA Expand Your Impact 2025 programme — a unique opportunity for young people to connect with global changemakers and develop their leadership for impact.</p> <p>Kick-Off Event</p> <ul style="list-style-type: none"> ● Date: Saturday, 6 December 2025 ● Time: 12:00 – 15:00 CET ● Format: Online ● Host: International youth changemaker Melati Wijsen and the Youthtopia team <p>Programme Highlights</p> <ul style="list-style-type: none"> ● Kick-Off Session (Dec 6th): Inspiring workshops and interactive activities with Melati Wijsen and team. ● 3 x 1-Hour Coaching Sessions (Jan–Mar 2026): Small-group coaching with a Circle of Youth Changemakers to guide students through their own impact journeys. ● Grand Finale & Awards (April 2026): Students will showcase their

		<p>progress and celebrate achievements across the CEESA network.</p> <p>Participation Fee: \$75 USD per student</p> <p>Register Here: Link</p> <p>This programme is designed to help students move from inspiration to action, equipping them with the tools, confidence, and networks to make a meaningful difference in their communities. We warmly encourage you to share this opportunity with your students and empower them to take part.</p> <p>For questions, contact Rebecca Greenall at TISA. (email below)</p> 
AISBudapest	Fiscal Sponsor	For this school year, AISBudapest will serve as the Fiscal Sponsor for the

		<p>Global Impact Diploma while we finalize our long-term legal structure. This means all GID-related funds will be managed through AISBudapest's financial systems to ensure transparency and accountability.</p> <p>To maintain clear oversight, we will provide monthly financial statements to our Extended Steering Team (EST), offering regular visibility into income, expenses, and budget allocations as we continue to build a sustainable and transparent financial model for the future.</p>
Learnlife	Collaborating School	<p>Since the start of the GID, we've been collaborating closely with LearnLife to help develop a possible flexible Diploma. One key insight is that running any full GID Diploma requires significant capacity—dedicated coordinators, multiple teachers, and consistent engagement in communities of practice. This has proven challenging for LearnLife, especially when trying to design bespoke courses that add extra workload for both their team and ours. As a result, we have agreed with Learnlife to pause the full diploma pathway for their school and instead move forward this year as a Collaborating School. This approach allows greater flexibility and agency for them, while ensuring that future full diploma programs maintain the necessary oversight, cohesion, and alignment.</p>
FDR, AISBucharest, AISBudapest	Blue Skies Leadership Podcast	<p>Joe (FDR) and Corey (AISB) were invited onto the Blue Skies Leadership podcast this month and brought along two students as well from our GID Schools. They spoke beautifully about their experience and we'll share the link as soon as it's published!</p>
GID	Fashion for Future Internship Opportunity	<p>Fashion for Futures is a program that offers internships at fashion shows around the world. They are providing 10 scholarships to GID students for Milan Fashion Week in February. If you might have interested students, here is the overview, and please reach out to Justin Clouden (jclouden@goaisb.ro) or Corey Topf (ctopf@aisb.hu).</p>
GID	Future Learning Design Podcast	<p>Tim Logan from Future Learning Design reached out to us to see if three students could join his podcast to talk about three different GID courses. We're in the process of finalizing the students.</p>
AISBudapest + ISLuxembourg GID	In-person Training for Imperfect Art of Living	<p>We've been leading this training online for five years now, and we love this new in-person iteration for the Global Impact Diploma.</p> <p>A special thank you to Maggie McKee (AISBudapest) and Tanya Irene (ISL) for giving their hearts and souls to the course. It was an absolute honor to co-lead this experience with both of you! Here is feedback on the course, and a few LinkedIn Reflections: Felim (ASMadrid), Gareth (REAL School), Ruth (Wolfert).</p>




**Khartoum
American School
& AISBudapest**

Student
Connections in
the Imperfect
Art of Living


It's not just teachers connecting through the Imperfect Art of Living course, students are too! Once a month, a group of students from AISB and KAS are connecting in small teams and here's one of the groups that met this weekend!



Note from the student:

		<p>“Hi Mr. Topf,</p> <p>I just wanted to let you know that my and my design partner(s) finished our October design challenge.</p> <p>I had a lovely discussion today with [my team] about the GID and other things. It was insightful to hear a new perspective from students from another part of the world - we will definitely continue next month as well.</p> <p>Thanks again for this opportunity!”</p>
AISBucharest	GID Swag	<p>Bucharest is leading the way with GID swag. Check out their new cube chairs and decals for their school! Thanks for continuing to inspire us!</p>  A photograph of a woman and a man smiling and holding various items related to the Global Impact Diploma (GID). The woman, on the left, is wearing a pink jacket, a floral bucket hat, and sunglasses. She is holding a small white card that says "Global Impact Diploma" and "AISB introduces the GID". The man, on the right, is holding a large blue cube chair with the "IMPACT DESIGN" logo and text. He is also holding a small white card that says "Global Impact Diploma" and "AISB introduces the GID". In the background, there are colorful posters on the wall and a window.

September

SCHOOL or GID	TOPIC	STORIES OF IMPACT / CELEBRATIONS
AISBucharest	Building GID Community	<p>AISBucharest celebrated the launch of the GID Program with a special welcome lunch for all participating students!</p> 
GID	Q&A for Interested Schools	<p>On September 17th, we had a great turnout for our Q&A (around 60 participants and 60 schools signed up). We continue to be inspired by the number of schools interested in learning about the GID.</p> <p>Thank you to Theresa Smith, Jaclyn Barnhart, Mel Kempe, Corey Topf, and Joe Bonnici for leading the Q&A. And thank you to GID students from American International School of Budapest and FDR (The American School of Lima) for sharing their experience so far in the program!</p> <p>Here is the Zoom recording: https://bit.ly/4pApfcg.</p>

Marymount & Nido de Alguilas	School Visit	Jessica Berdugo and Ashley Falcon from Marymount will be visiting Nido de Alguilas in Chile on October 13th to visit the team there and learn from each other. Thank you Gilles Buck, Kurt Supplee, Rich Braithwaite, Patricia Podorsek, and the whole Nido crew for hosting!
AISBudapest & ISLuxembourg	Imperfect Art of Living Training	<p>Two sessions of the Imperfect Art of Living online training are underway and here are some beautiful reflections so far:</p> <ul style="list-style-type: none"> • Grateful for a reminder about what's important in learning and in life. I'm going to initiate a "learning focus group" at school where I can work with others who are interested in re-imagining how we are teaching core classes. I teach "regular English," but there is SO MUCH I can take away from the EDIAL approach. • It's wonderful to see a community being built here, with like minded, leading with curiosity and compassion. • This course is a highlight of my week. Thanks to everyone for being on this ride together. <p>Thank you Maggie McKee (AISBudapest) for your leadership of this and for leading the in-person training in October. Tanya Irene (ISLuxembourg) will also be joining as a co-trainer!</p>
GID	AAIE Pre-Conference	Join us in Toronto for the AAIE pre-conference on the Global Impact Diploma and a screening of What School Could Be's new film "Multiple Choice." A huge thank you to the following crew for presenting at the conference (Joe Bonnici, Mel Kempe, Theresa Smith, Corey Topf).
GID	E.E. Ford Grant	Met with John Gulla at E.E. Ford to talk about possible grant funding. They only fund US schools so we met with AIS and Barrie (potential GID School) about possibilities.
GID	Blue Skies Podcast	Dan Kerr has invited us onto the podcast with a couple of GID Students.
Khartoum American School & AISBudapest	Imperfect Art of Living Course	8 students have volunteered to be Design Partners for the course and connect across schools. We were hoping for more schools and students, but this will be a great group to pilot with for the first year.

August

SCHOOL or GID	TOPIC	UPDATE / CELEBRATION / COMMUNITY IMPACT
GID	Non-profit Registration	DJ's son Louis is helping get the GID registered as a 501c3. He is helping us with pro bono legal support and funding to establish GID as a non-profit organization. A huge thank you to Louis and DJ!
GID	Q&A	For schools interested in the GID, we are holding a Q&A on September 17th. <ul style="list-style-type: none"> Feel free to share this sign-up form with any schools you know of that might like to explore the GID!
GID	Presentations	We continue to be invited to share our story in a variety of ways, and here are a few coming up: <ul style="list-style-type: none"> TIE Online Podcast: September 10th CIS Global Forum: November 13th & 14th AAIE Pre-conference: February 1st
GID	Impact Portfolio	A team is working on this and we hope to have more information in the next few weeks. Thanks to Jaclyn for leading this and for the team that has stepped up to contribute (Tamara, Patricia, Alexandra, and Allison)!
AISBudapest & GID	GID Student Ambassadors	<p>We recently sent out this survey to students taking GID courses and the full GID at AISB. One of the questions asked if they would like to be GID Ambassadors and we've had great interest!</p> <ul style="list-style-type: none"> 10 very interested 19 somewhat interested <p>Mel Kempe is currently working on creating systems and structures to connect student leaders/ambassadors across GID schools. More to come soon!</p>

AISBudapest & FDR	Competency Report Pilot	<p>AISB & FDR are piloting a competency report this year and please feel free to make copies and use or adapt:</p> <ul style="list-style-type: none"> • Competency Report (all courses) • Competency Dashboard (one class)
GID	Teacher Trainings	<p>The Imperfect Art of Living Trainings are happening soon online and in person.</p> <p>Stay tuned for semester 2 trainings on all GID courses!</p>
GID	Communities of Practice	<p>For each of the courses, CoPs have been set up and many of us have already met 2 or 3 times. If yours hasn't been active and you'd like to join a more active team, please contact Devin (devin@learnlife.com).</p>
GID	Logo & Style Guide	<p>Our Style Guide has been updated with a cleaned-up logo! Thank you AISBudapest for providing a designer for this!</p>
GID	GID Calendar	<p>We set up a calendar of events and please let us know if you'd like us to add anything to it!</p>

Monthly Project Updates

Last updated Feb 10, 2026

February Project Updates

During the first week of the month, each team will add our plans below. Throughout the month, we will add what we've accomplished.

Teaching & Learning Team

Point Person Project	February Plan	February Accomplishments	Obstacles or Assistance Things I'm struggling with or need help with
Mel K. GID Student Collaboration & Leadership			
Jaclyn B. Impact Portfolio, Exhibition, Internship			
Joe B. Competencies & Courses	Finalize plan for Leadership workshop while also revamping Weeks 1-6 of the course. Co-lead stories of impact intro for March getting all those pieces in place.		

Organizational Development Team

Point Person Project	February Plan	February Accomplishments	Obstacles or Assistance Things I'm struggling with or need help with
DJ C. Legal Structure, Governance, & Financial Sustainability	Still working on figuring out in which country GID should incorporate. We have looked at several countries and their requirements but still don't know which one would be best.		Finding outside expertise that doesn't cost a lot of money

Corey T. Financial Sustainability	Continue researching the most feasible and viable incorporation options and meet with a legal expert.		
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Outreach & Impact

Point Person Project	February Plan	February Accomplishments	Obstacles or Assistance Things I'm struggling with or need help with
Katie L. University Outreach & Transcripts	<p>Checking in on fellow counselors with their course selection process</p> <p>Hopefully meeting re: course naming for transcript purposes</p> <p>Begin drafting main profile blurb for all school profiles</p>		
Theresa S. Outreach & Summits	<p>Summit Preparations</p> <ul style="list-style-type: none"> Follow-up with each team of Impact team leaders for a summit-prep update Build the plan with Katie and Greg to lead the wellness impact team <p>AAIE Pre-Conference Pres EST Membership Process</p>		
Greg H. Marketing & Storytelling	<p>Collect stories from storytellers and begin Instagram feed population accordingly</p> <p>Design summit session</p>		
Corey T. New School Onboarding & Impact	Request stories of impact in the GID Summit survey and begin curating these for the GID Summit.		

	<p>Prepare a way to welcome our new GID Schools at the Summit in March.</p> <p>Begin curating stories of impact for our new Instagram account, focusing on the Fashion for Futures internship experience.</p> <p>Continue meeting with interested schools.</p>		
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December/January Project Updates

During the first week of the month, each team will add our plans below. Throughout the month, we will add what we've accomplished.

Teaching & Learning Team

Point Person Project	December/January Plan	December/January Accomplishments	Obstacles or Assistance Things I'm struggling with or need help with
Mel K. GID Student Collaboration & Leadership			
Jaclyn B. Impact Portfolio, Exhibition, Internship	<p>Support diploma schools with initial implementation of Impact Portfolio</p> <p>Share Internship goals with GID community to get initial local internship partnership data</p>	<p>Support diploma schools with initial implementation of Impact Portfolio</p> <p>Launch of Internship for Impact CoP</p>	
Joe B. Competencies &	Refine the Foundations of Leadership course, to align it	Updated impact challenges for FLI to reflect the course's new	

Courses	<p>more with the GID approach to learning, using the feedback received from teachers/students</p> <p>Work with Dom and Rebecca to design a Foundations of Leadership training, which we'll be launching in March</p> <p>Complete an FAQ for coordinators that we'll continue to update during the our Coordinator sessions</p> <p>Revamp CoP for teachers for year 2 to align better with the teaching of competencies</p>	<p>sequence revolving around the GID's definition of impact.</p> <p>Completed the Admin Roles and Responsibilities doc</p> <p>Created the FAQ with some initial questions</p>	
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Organizational Development Team

Point Person Project	December/January Plan	December/January Accomplishments	Obstacles or Assistance Things I'm struggling with or need help with
DJC. Legal Structure, Governance, & Financial Sustainability	Explore the Netherlands as a place to incorporate; decision on this issue; draft a set of Board by-laws to share		
Corey T. Financial Sustainability	Send out the GID Member School fee document to schools and meet with any that need financial assistance.	Create the financial overview for schools and sent it out to all GID Schools for 2026-2027.	

Outreach & Impact

Point Person Project	December/January Plan	December/January Accomplishments	Obstacles or Assistance Things I'm struggling with or need help with

Katie L. University Outreach & Transcripts	<p>Discuss course names more in depth with team</p> <p>Organize Google Drive with resources for incoming GID counselors</p>	<p>Excel spreadsheet with GID universities</p> <p>Emails sent out to GID counselors re: March date but still waiting to hear back</p>	<p>Still need to finalize course names before things get to the end of the year</p>
Theresa S. Outreach & Summits	<p>Summit Organization, including communication to leaders and all invitees</p> <p>Prep for January 18 Summit Leaders meeting</p> <p>Coordinate with Katie -- follow-up meeting to discuss issues raised at the Counselor CoP</p> <p>Generate issues to be followed up from the Admin CoP</p>		
Greg H. Marketing & Storytelling	<p>Contact storytellers to request content</p> <p>Get the instagram site populated by end of January</p> <p>Review/revise website</p>	<p>Contact storytellers to request content</p> <p>Review/revise website</p>	<p>Simply waiting for content now. Should nothing arrive by valentine's day, I will contact again and then we can see if there's any issue</p>
Corey T. New School Onboarding & Impact	<p>Work with training leads to align core aspects of the GID Trainings so that we're clear about what's Global and what's Local for each.</p> <p>Look through the feedback so far from students and find evidence of impact.</p> <p>Based on this outline, see where we're strong and where we need to improve when it comes to impact after a semester into the program.</p>	<p>Co-planned and co-led the GID Coordinator training course to help coordinators understand what's global and what's local in the GID.</p> <ul style="list-style-type: none"> Working on alignment with the other courses <p>Continuing to work on collecting evidence of impact and stories of impact for the GID Summit.</p> <p>Impact Strengths:</p> <ul style="list-style-type: none"> We have a range of stories 	

		<p>and feedback demonstrating the impact the GID is having on students</p> <ul style="list-style-type: none"> • We are consistently developing and measuring impact competencies • We continue to have an impact on education more broadly through our trainings and public recognition, and we hope to continue shifting the story of what success looks like in our schools (AAIEaward). • We launched our Impact Portfolio program with Diploma Schools. <p>Impact Areas for Growth:</p> <ul style="list-style-type: none"> • Having a consistent impact on our communities is a big area of growth for us. • We need to create more community partners at our schools to create shared impact. 	
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November Project Updates

During the first week of the month, each team will add our plans below. Throughout the month, we will add what we've accomplished.

Teaching & Learning Team

Point Person Project	November Plan	November Accomplishments	Obstacles or Assistance Things I'm struggling with or need help with
Mel K. GID Student			


Collaboration & Leadership			
Jaclyn B. Impact Portfolio, Exhibition, Internship	Get feedback on Impact Portfolio & Exhibition Guide from diploma schools and begin Impact Portfolio implementation Introduce goals to Internship CoP	Got feedback on Impact Portfolio & Exhibition Guide from diploma schools and redrafted accordingly Shared the guide with diploma schools	
Joe B. Competencies & Courses	Compile student feedback data and share it with schools Communities of Practice- Take on role and check in with different groups to get feedback from folks Support Mel with the initiative to get students together in different spheres HElp set up for the GID Summit–Stories of Impact + Projects Help plan trainings for Coordinators and LFI	Feedback from students–thank you, Corey for the help with IAoL Helped finalize the plan for the GID summit along with Theresa and Corey Started planning training session for Foundations of Leadership for Impact 👥 Haven't started to work on COP's yet.	

Organizational Development Team

Point Person Project	November Plan	November Accomplishments	Obstacles or Assistance Things I'm struggling with or need help with
DJ C. Legal Structure, Governance, & Financial Sustainability	Draft 501c3 application (which could also be used for a Stichtung in the NL)	Meeting with outside sources with experience about best country(ies) in which to establish GID as a legal entity	Choice of country significantly depends on tax implications, i.e. will donors receive a tax write-off for their contribution. Where are donors/foundations likely to come from?

Austin V. Legal Structure, Governance, & Financial Sustainability	Final recommendation for financial strategy in a one-pager format.	Finalized the one-page financial strategy. We've begun sharing this with heads of school.	
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Outreach & Impact


Point Person Project	November Plan	November Accomplishments	Obstacles or Assistance Things I'm struggling with or need help with
Katie L. University Outreach & Transcripts	Organize Counselor meeting for all GID diploma schools.	Spoke at Adnub CoP Started Spreadsheet with uni info Organized Dec counselor meeting	
Theresa S. Outreach & Summits	Co-host Admin CoP Design a yearlong plan for Admin CoP Facilitate planning meetings for Summit Team Planning and AAIE Pre-Conference Prep	Admin CoP  Follow-up draft plan crafted, communication to CoP pending	
Greg H. Marketing & Storytelling	Finish populating GID Storytellers for all GID schools Create Instagram account for GID Determine website developer for GID main page and contact with expectations	Current list of GID Storytellers here Instagram account started	Need to contact ALL schools - many missing volunteers Need images for Home Page
Corey T. New School Onboarding & Impact	Organize a meeting with the GID Summit team leads to design an initial draft for their sprint.	Finalized the date and the initial draft for the GID Summit with Theresa and Joe.	

	<p>Finalize the GID Trainings and send out sign-up forms to GID Schools first, and then open it up to interested schools.</p> <p>Look through the feedback so far from students and find evidence of impact.</p> <p>Continue collecting evidence of impact here, and start curating it based on this outline.</p>	<p>Put together the plan, overviews, and sign-up forms for GID Training. Sent out to our schools.</p>	
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October Project Updates

During the first week of the month, each team will add our plans below. Throughout the month, we will add what we've accomplished.

Teaching & Learning Team

Point Person Project	October Plan	October Accomplishments	Obstacles or Assistance Things I'm struggling with or need help with
Mel K. GID Student Collaboration & Leadership	<p>Articulate leadership vision and potential student roles; solicit ideas for other opportunities: meet with Joe, Austin, Corey, and/or Greg.</p> <p>Use data from mid-semester student survey and connect with students interested in leadership opportunities.</p> <p>Outline a CoP structure to connect student leaders connected and accountable - share this with Devin and Extended Steering Committee.</p>	<p>Opportunities Proposal:  GID Student Leadership</p> <p>Data will not be collected until Nov 4, 2025 ; next step is to have coordinators share opportunities with all students.</p> <p>Moved to November in case there is no student interest.</p>	
Jaclyn B.	Create guide for Impact	Guide drafted	

Impact Portfolio, Exhibition, Internship	<p>Portfolio and share with Diploma schools for feedback and in turn implementation</p> <p>Host Internship for Impact CoP and introduction to goals for this year</p>	<p>To be shared with diploma schools in a few days</p> <p>Hosted Internship for Impact CoP</p>	
Joe B. Competencies & Courses	<p>Develop a competency sprint from this outline and send calendar invites for it to happen in November [Update- The Competency Sprint outline is developed, but we'll need to keep it in the drawer for now to make space for training.]</p> <p>Send out on October 20th teacher survey.</p> <p>First week of November, share feedback with course designers & synthesize feedback and use the feedback on competencies to inform the competency sprint.</p> <p>Create a system of how to collect collect and curate global evidence of GID Competencies and impact (student artifacts, reflections, stories, etc.). [Update- we are tablin this for now to make space for training.]</p>	<p>Survey to teachers sent out</p> <p>Outline for Coordinators training created and meeting set</p>	

Organizational Development Team

Point Person Project	October Plan	October Accomplishments	Obstacles or Assistance Things I'm struggling with or need help with
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DJ C. Legal Structure, Governance, & Financial Sustainability	Take steps toward becoming a legal entity by clarifying relationships between non-working Board, an operational Ext. Steering Committee, and a management team	Learned that it is premature to initiate 501c3 process, that no real urgency to achieving non-profit status, that AISB is willing for GID revenues & expenses to go through its accounts. So, moving forward, first tackle process for establishing a voluntary Board, which then creates (or recreates) foundational documents	Everybody on board with concept of a voluntary Board that does not engage in operational issues? What does this mean for EST going forward?
Austin V. Legal Structure, Governance, & Financial Sustainability	Flush out the financial model and make a final recommendation on fees	V1 draft of the financial model complete.	

Outreach & Impact

Point Person Project	October Plan	October Accomplishments	Obstacles or Assistance Things I'm struggling with or need help with
Katie L. University Outreach & Transcripts	Continue working on LOR tips and best practices for counselors Trying to wrangle GID counselors for mini get-together	Will have a draft ready for team feedback Email with doodle sent, aiming for the first week in October	
Theresa S. Outreach & Summits	Planning for the Admin CoP restart (November 6th) with Mel Continued planning of the preliminaries of the Summit with JB and CT -- including sorting volunteer leadership for the problems of practice sessions	Teaming with Mel -- invited and confirmed Admin participants for CoP meeting on Nov. 6; currently finalizing the agenda Requests made of GID educators to co-lead impact teams at Summit 2026	

	<p>Collaborating with Katie regarding counselor-based initiatives, including a discussion about continuing a counselor CoP</p> <p>Supporting Corey in outreach with new schools as needed</p>		
<p>Greg H. Marketing & Storytelling</p>	<p>Revise storyteller toolkit based on steering committee feedback</p> <p>Determine best social media outlet for storytelling</p> <p>Contact GID schools to determine storytellers</p> <p>Determine website options</p>	<p>Storyteller toolkit revised based on steering committee feedback</p> <p>INSTAGRAM!</p> <p>GID coordinators contacted for storyteller list</p> <p>Squarespace defined as website option - time to determine developer and maintenance</p>	
<p>Corey T. New School Onboarding & Impact</p>	<p>Meet with schools interested in becoming GID Schools.</p> <p>Meet with GID Founding Collaborating Schools looking to move to Diploma Schools.</p> <p>Continue working with Theresa, Joe, and others to put together a more detailed plan for the GID Summit.</p> <p>Continue collecting evidence of impact here, and start curating it based on this outline. Work with Greg and Mel to think about how to give students ownership of this as well.</p> <p>Hold an in-person training for</p>	<p>We had a great group for our first in-person GID training, and we received some excellent feedback on the experience.</p> <p>Met with 6 schools on October 26th for an informal Q&A (these schools are taking part in the Imperfect Art of Living course)</p> <ul style="list-style-type: none"> • Kodaikanal International School • Barrie School • Nova International School • Maharishi School • St. Augustine Preparatory School • American International School of Chennai 	

	GID Imperfect Art of Living.	Met with several other schools throughout the month: <ul style="list-style-type: none"> • UWC ISAK • Keystone Academy • COJOWA • ASMadrid • CAGuatemala • ISL (becoming a Diploma school) 	
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September Project Updates

During the first week of the month, each team will add our plans below. Throughout the month, we will add what we've accomplished.


Teaching & Learning Team

Point Person Project	September Plan	September Accomplishments	Obstacles or Assistance Things I'm struggling with or need help with
Mel K. GID Student Collaboration & Leadership	Articulate the Student Leadership vision and roles.	No progress to date. Mid-semester forms will be sent to coordinators and classes in October.	Must identify specific roles and projects for student leaders rather than soliciting general interest: will schedule meetings with Jo and Austin next month.
Jaclyn B. Impact Portfolio, Exhibition, Internship	Complete proposal for impact portfolio platform(s) to be shared with Diploma schools and EST. By end of month, reach out to GID community for Internship Project Team.	Drafted proposal for impact portfolio platforms and shared with EST for feedback.	

Devin C. Communities of Practice & Professional Learning	Follow up with CoPs, make sure everyone has gotten started, collect feedback, implement feedback.	Most groups have started. I've reached out to all team leads to see if anyone is not able to attend because of the times, and tried to place everyone in a CoP at a time that works for them. I will start a CoP whatsapp group this week and propose a once a semester all CoPs meetup.	Some CoP participants have gone radio silent. They don't respond to their groups or don't show up and they haven't responded to my emails. I assume it's beginning of the school year craziness. Time zones continue to be a pain in the neck for many, but I think we've mostly worked it out.
Joe B. Competencies & Courses	<p>Align surveys with Devin (Teachers/CoP) and Mel (students) to streamline feedback we receive</p> <p>Start planning a <i>competency tune-up up</i> which would take place ideally in November and would bring together course designers, course teachers, students(?) and interested members from the EXT steering team (DJ?) to ask ourselves these questions and more:</p> <ol style="list-style-type: none"> 1) How effective has the implementation of the GID competencies been in our courses 2) Are educators and students understanding how they drive learning? 3) Are we missing any competencies 4) Do we need to make any tweaks 5) Most importantly, is the rollout of a competency-driven experience staying true to the vision and mission of the GID 	Competency refinement sprint overview	

	Create a protocol that goes through the steps by which learners and educators can evaluate competencies–This can be a standalone product or it might also be part of the Competency tune up.		
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Organizational Development Team

Point Person Project	September Plan	September Accomplishments	Obstacles or Assistance Things I'm struggling with or need help with
DJ C. Legal Structure, Governance, & Financial Sustainability	Constitute a GID Board	Pursued US-based 501c3 non-profit organization status. At this point, it seems we should shift the focus to clarifying the leadership structure and confirming foundational documents such as bylaws in order to prepare ourselves to become a legal entity. The 501c3 status can be put on hold.	Turns out we first need to constitute a what's called a non-stock corporation, which will require things like a Board, bylaws, etc. We will also need to provide financial projections, which Austin is working on.
Austin V. Legal Structure, Governance, & Financial Sustainability	Decide on key decisions that influence the financial plan. Revamped Strategy slides with a draft.	Created  GID Financial Structures Created a financial model	Need to decide what our values are around compensation and charging.

Outreach & Impact

Point Person Project	September Plan	September Accomplishments	Obstacles or Assistance Things I'm struggling with or need help with
Katie L. University Outreach & Transcripts	Reviewing Material for CIS Conference *Also starting to work on talking points for counselors to use in their Counselor LOR (but this is slow and steady, will be ready by April)	Finalizing 2 page Insert w/help from everyone	Need to see presentation materials for CIS (here you go)
Theressa S. Outreach & Summits	Compiling Events Calendar to include international, regional, and university events for 25-26 Support the finalization of the GID profile draft to go public Draft/send email to coordinators and counselors regarding transcript reminders Collaborate with Katie on the talking points for the Counselor LoR Review Summit 2025 Feedback to begin mapping Summit 2026	Conference & Networking Events Done! THANKS, Katie. Transcript Reminders Email Info First draft has been reviewed. See the meeting agenda for the Summit 2026 proposal. Meetings with potential schools/programs are ongoing	
Greg H. Marketing & Storytelling	Gather feedback on storyteller toolkit Revise storyteller tool and	Received detailed feedback from Theressa, and revised toolkit accordingly Drafted concept of cadence and	Ready to determine storytellers at each site and begin posting, BUT need to determine best way to communicate with schools considering the number

	<p>finalize with folders for images</p> <p>Determine list of schools with which to share and means of communication without overload</p> <p>Determine cadence and social media means</p> <p>Begin reviewing website creators, purposes, and costs</p>	<p>approach for social media posts with recommendation of site (Instagram)</p>	<p>of emails they may already be inundated with</p>
<p>Corey T. New School Onboarding & Impact</p>	<p>Finalize this document on Becoming a GID School.</p> <p>Design and lead a Q&A for interested schools.</p> <p>Finalize course details and dates for semester two immersive course training and collaborative design teams.</p> <p>Work with Theresa and others to start mapping out the next GID Summit.</p>	<p>Completed the Becoming a GID School document and added a space for FAQs.</p> <p>Held a Q&A with around 60 schools interested in the GID (recording).</p> <p>Here is the initial draft of the GID Trainings and the outline. We're in the process of getting feedback from possible trainers.</p> <p>Worked with Theresa and Joe to put together the first iteration of the GID Summit</p>	

August Project Updates

Teaching & Learning Team

Point Person Project	August Plan	August Accomplishments	Obstacles or Assistance Things I'm struggling with or need help with
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Mei K. GID Student Collaboration & Leadership	<p>Connect students and faculty through GID course mailing lists.</p> <p>Articulate a vision for a GID Student Leadership program that utilizes an advisory committee structure to be shared with coordinators and students for feedback and expressions of interest.</p> <p>Solicit interest in and begin organization for a GID Buddy program (focused on connecting full diploma students).</p>	<p>GID Welcome Survey and Teacher Survey created (by Corey and Jo - thank you!).</p> <p>Draft started. Will partner with Joe to talk more about this and then get initial feedback from T&L team.</p> <p>Not yet started. Need to solicit input regarding purpose and intended impact.</p>	<p>Need the names of teachers and students for each course. From the coordinators? Do we need permission forms?</p> <p>Question: does it make sense that these are students from the Leadership for Impact course and that they have to be full GID students?</p>
Jaclyn B. Impact Portfolio, Exhibition, Internship	<p>Determine if shared platform is beneficial for Impact Portfolio and decide platform(s)</p>	<p>Organized all information related to Impact Portfolio & Exhibition into a single document</p> <p>Reached out to get project team members for the platform inquiry</p> <p>First project team meeting complete and next steps established</p> <p>Initial data gathered related to in-use school platforms</p>	<p>Different priorities within the team</p>
Devin C. Communities of Practice & Professional Learning	<p>Launch CoPs. Identify a point person who will communicate with Devin about how the CoP is going.</p>	<p>Reached out to all groups. Only one does not have their first meeting setup, but I think that should be sorted now. I'll follow up in a week to see if they have a first date on the calendar. A couple groups have identified a point person. I'm waiting to</p>	

		hear from a couple others.	
Joe B. Competencies & Courses	<p>Design student & teachers surveys to gather feedback on rigor and engagement in courses</p> <p>Create a challenge to be launched in the next pathways summit or online for folks to work in groups and pitch collaboration for an impact course to alternate to Entrepreneurship for Impact</p> <p>Gather feedback on the effectiveness for competencies to inform refinement. This should help us continue to define impact</p>	<p>Created student survey for coordinators to hand out after the first 5 weeks of class.</p> <p>This is the teacher survey that course designers will receive.</p>	

Organizational Development Team

Point Person Project	August Plan	August Accomplishments	Obstacles or Assistance Things I'm struggling with or need help with
DJ C. Legal Structure, Governance, & Financial Sustainability	Look into pro bono support and funding for nonprofit costs	Both pro bono legal support and funding to establish GID as a 501c3 have been secured. Fees will be about \$1000 and the process will take 6-8 months.	I need to be able to give the lawyer a bunch of our documents.--DONE
Austin V. Legal Structure, Governance, & Financial Sustainability	Draft financial model	<p>Very rough draft began.</p> <p>Revamped Strategy slides to align</p>	Would like to discuss principles and projects

Outreach & Impact

Point Person Project	August Plan	August Accomplishments	Obstacles or Assistance Things I'm struggling with or need help with
Katie L. University Outreach & Transcripts	<p>Create two page insert for school profile</p> <p>Determine course names for transcript</p> <p>Create section for main school profile</p> <p>Present GID to universities & other counselors</p>	<p>Two-page insert completed, feedback received and used for updating</p>	
Theresa S. Outreach & Summits	<p>Review the feedback from the April 2025 Summit</p> <p>Generate a list/calendar of potential promotional events</p>	<p>Still reviewing GID summit feedback</p> <p>Met with Laura Light of AAIE to discuss possibilities for GID to host a pre-conference</p> <p>First connection with Whitney Retzer from MicroSchools to consider possible collaborations and professional learning opportunities</p>	<p>Summer/travel schedule (almost completed)</p>
Greg H. Marketing & Storytelling	<p>Develop System for capturing stories of impact (social media options)</p>	<p>Storyteller One-Stop Document created and ready for population with appropriate names</p>	

	Determine website designer and budget	Consider handing “Stories of Impact” off to GID Student Ambassadors at each school to capture stories of impact	
Corey T. New School Onboarding & Impact	<p>Update the GID Guide to be an onboarding kit</p> <p>Set up trainings for the GID and GID courses as a taster for possible new schools (Semester 1)</p> <p>Create clear requirements for the types of schools that can become GID Schools (e.g. schools must already be accredited).</p> <p>Get clarity around successful impact. What are the contributions we hope to see and how will we measure this?</p>	<p>The GID Guide has been updated.</p> <p>Imperfect Art of Living trainings</p> <ul style="list-style-type: none"> • Online - 18 participants • In person - 8 participants so far (Deadline Sept. 21st) <p>Sent out a message to the GID, interested schools, and posted on LinkedIn</p> <p>Dom, Jia, and Joe are looking into a Leadership training second semester</p> <p>Created the initial draft of the Becoming a GID School overview.</p> <p>Impact defined document (embedded in the GID Guide)</p>	<p>I would love feedback on the guide to see if there's anything else we should add or remove.</p> <p>Please provide any feedback as well on the Becoming a GID School document.</p>

GID Project Teams

Core Projects & Teams

Project	Subprojects	Lead	Team
Teaching & Learning	GID Student Collaboration & Leadership	Mel Kempe	Tamara Banjevic (Marymount), Alexandra Carlin (AISBucharest), Allison Kang (Avenues), Patricia Podorsek (Nido)
	Impact Portfolio, Exhibition, Internship	Jaclyn Barnhart	
	Communities of Practice & Professional Learning	Devin Carberry	
	Competencies & Courses	Joe Bonnici	
Organizational Development	Legal Structure, Governance, & Financial Sustainability	DJ Condon Austin Volz	
Outreach & Impact	University Outreach (Relations & Recognition) & Transcripts	Katie Leishear	
	Outreach & Summits	Theresa Smith	
	Marketing & Storytelling	Greg Hessee	
	New School Onboarding & Impact	Corey Topf	

Calendar of Events

2025-2026 GID Calendar

FULL YEAR Overview

July 30 - GID Launch
Aug. 3 - Extended Steering Team
Aug. 24 - GID Coordinators
Aug. 31 - Extended Steering Team

AUGUST 2025						
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SEPTEMBER 2025						
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Sept. 10 - TIE Online
Sept. 14 - IAoL Online Training
Sept. 17 - GID Q&A
Sept. 21 - IAoL Online Training
Sept. 30 - Extended Steering Team

Oct. 5 - IAoL Online Training
Oct. 6 - GID Coordinators
Oct. 14-17- IAoL In-Person Training
Oct. 19 - IAoL Online Training

OCTOBER 2025						
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Nov. 2 - Extended Steering Team
Nov. 4 - GID Coordinators
Nov. 13-14 - CIS Global Forum
Nov. 23 - IAoL Online Training

Dec. 7 - IAoL Online Training
Dec. 5 - Extended Steering Team

DECEMBER 2025						
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Jan. 11 - GID Coordinator Training #1
Jan. 15 - GID Coordinators
Jan. 18 - Extended Steering Team
Jan. 19 - GID Coordinator Training #2

Feb. 1 - AAIE Preconference
Feb. 8 - IAoL Training #1
Feb. 11 - GID Coordinator Training
Feb. 15 - Entrep. Training #1
Feb. 16 - IAoL Training #2
Feb. 22 - Extended Steering Team

FEBRUARY 2026						
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Mar. 1 - Leadership Training #1
Mar. 2 - Entrep. Training #2
Mar. 2 - IAoL Training #3
Mar. 9 - Leadership Training #2
Mar. 15 - IAoL Training #4
Mar. 15 - Entrep. Training #3
Mar. 22 - Extended Steering Team
March 26 - GID Summit

Apr. 14 - Entrep. Training #4
Apr. 14 - Leadership Training #3

APRIL 2026						
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MAY 2026						
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May 24 - Extended Steering Team

Apr. 19 - Extended Steering Team
 Apr. 19 - IAoL Training #5
 Apr. 26 - Entrep. Training #6
 Apr. 26 - Leadership Training #4
 Apr. 27 - IAoL Training #6

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JUNE 2026						
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GID Teams

GID Steering Team & Extended Steering Team

First Name	Last Name	Email	Role	School	Project Lead
Joseph	Bonnici	jbonnici@amersol.edu.pe	Steering Team	American School of Lima, Peru	Competencies & Courses
Corey	Topf	ctopf@aisb.hu	Steering Team	American International School of Budapest	New School Onboarding
Jaclyn	Barnhart	jaclyn.barnhart@bcis.cn	Extended Steering Team	Beijing City International School	Impact Portfolio, Exhibition, & Internship
DJ	Condon	dcondon@islux.lu	Extended Steering Team	International School of Luxembourg	Legal Structure, Governance, & Financial Sustainability
Greg	Hessee	gregory.hessee@cng.edu	Extended Steering Team	Colegio Nueva Granada	Marketing & Storytelling
Mel	Kempe	mkempe@goaisb.ro	Extended Steering Team	American International School of Bucharest	Student Collaboration & Leadership
Katie	Leishear	kmleishear@gmail.com	Extended Steering Team	Zenith Prep Academy, UCLA seasonal reader	University Relations, Recognition, & Transcripts
Theresa	Smith	tsmith@amersol.edu.pe	Extended Steering Team	Tapei American School (effective July 2026)	Outreach & Growth (Schools, Universities, etc.)

GID Foundations of Leadership for Impact Team

First Name	Last Name	Course Role	School	School Role
Jia	Acree	Course Designer	International School of Curitiba	Director of Curriculum and Modern Learning
Joseph	Bonnici	Course Designer	American School of Lima, Peru (Colegio Roosevelt, FDR)	Innovation Diploma Coordinator
Dominic	Verwey	Course Designer	American International School of Budapest	Service Learning Coordinator
Vanessa	Banaci	Course Contributor	International School of Curitiba	High School Teacher
Tamara	Banjevic	Course Contributor	Marymount	Biology teacher, Curriculum Leader Tech Department, Innovation leader.
Crystal	Barnes	Course Contributor	International School of	Head of High School

			Havana	
Rebecca	Battistoni	Course Contributor	Istanbul International Community School	Whole School Teacher Librarian
Richard	Braithwaite	Course Contributor	International School Nido de Aguilas	High School Teacher-- English
Alexandra	Carlin	Course Contributor	American International School Bucharest	DP History / ToK Coordinator
Marlon	Delancy	Course Contributor	Atlanta International School	Teacher
Ileana	Gongora	Course Contributor	International School of Havana	Teacher
Rebecca	Greenall	Course Contributor	International School of Azerbaijan	Service & Action Coordinator
Dan	Miles	Course Contributor	International School of Kuala Lumpur	Pursuits Program Coordinator
Fabien	Moussay	Course Contributor	International School of Luxembourg	Project-based Learning Coordinator
Kate	Sorell	Course Contributor	American International School Bucharest	English Teacher
Mare	Stewart	Course Contributor	Singapore American School	Quest program advisor
Yanlong	Tai	Course Contributor	Beijing City International School	Teacher
Sarah	Webster	Course Contributor	Bavarian International School in Munich	Science Teacher Assistant MYP Coordinator

GID Imperfect Art of Living Team

First Name	Last Name	Course Role	School	School Role
Corey	Topf	Course Designer	American International School of Budapest	AISB Global Pathways Director
Sara	Bakri	Course Contributor	Khartoum American School	Learning Support Teacher
Jaclyn	Barnhart	Course Contributor	Beijing City International School	IDEATE Program Coordinator
Jessica	Berdugo	Course Contributor	Marymount, Barranquilla	Curriculum leader English Department, ELA teacher 12th grade
Richard	Braithwaite	Course Contributor	International School Nido de Aguilas	High School Teacher-- English

Christine	Calderon	Course Contributor	American International School Bucharest	DP English Teacher
Maie	Hassan	Course Contributor	Khartoum American School	Lead Teacher
Greg	Hessee	Course Contributor	Colegio Nueva Granada, Colombia	Innovation Coordinator and AP Lead
Tanya	Irene	Course Contributor	International School of Luxembourg	Initiatives Programme Partner Learning Coordinator
Allison	Kang	Course Contributor	Avenues Shenzhen	Associate Division Head
Massimo	Laterza	Course Contributor	Schutz American School, Alexandria	HS Principal and Deputy Head
Sara	Malik	Course Contributor	American School of Milan	High School English Teacher (Grade 10 & IB) and High School Student Council Co-Chair
Maggie	McKee	Course Contributor	American International School of Budapest	Teacher
Tanay	Naik	Course Contributor	UNIS Hanoi	Secondary School Deputy Principal: Teaching and Learning
Tim	Pruzinsky	Course Contributor	American International School of Budapest	HS English Teacher
Pedro	Ramos	Course Contributor	Avenues Shenzhen	Interdisciplinary Project Teacher
Brady	Riddle	Course Contributor	American School of Lima, Peru	HS English Teacher
Layla	Saad	Course Contributor	Khartoum American School	English and Humanities teacher
Shola	Shaffer-Young	Course Contributor	Rafa Nadal School	Teacher
Ryan	Starns	Course Contributor	Rafa Nadal School	Teacher
Mare	Stewart	Course Contributor	Singapore American School	Quest program advisor
Colin	Strand	Course Contributor	Schutz American School, Alexandria	HS Social Studies Teacher
Jenny	Wells	Course Contributor	Learnlife, Barcelona	Learning Guide

GID Internship for Impact

First Name	Last Name	Course Role	School	School Role
Justin	Clouden	Course Designer	International School of Luxembourg	Initiatives Program Online and Partner Learning
Jaclyn	Barnhart	Course Contributor	Beijing City International School	IDEATE Program Coordinator

Joe	Bonnici	Course Contributor	American School of Lima, Peru (Colegio Roosevelt, FDR)	Innovation Academy Coordinator
Christopher	Briner	Course Contributor	American School of Milan	IBDP Coordinator
Tanya	Irene	Course Contributor	Rafa Nadal School	Head
Anne	Lang	Course Contributor	American International School Bucharest	DP Business Teacher
Michelle	Mi	Course Contributor	Istanbul International Community School	College Counselor/ DP Coordinator
Corey	Topf	Course Contributor	American International School of Budapest	Global Pathways Director
Ivan	Velasco	Course Contributor	Shanghai American School	HS Principal Pudong campus
Theressa	Smith	Course Contributor	American School of Lima, Peru (Colegio Roosevelt, FDR)	HS Principal

GID Impact Project Team

First Name	Last Name	Course Role	School	School Role
Analia	Denmon	Course Designer	Istanbul International Community School	Director of Learning, Innovation, and Development
Michelle	Salinas	Course Designer	Rafa Nadal School	Academic Director
Jaclyn	Barnhart	Course Contributor	Beijing City International School	IDEATE Program Coordinator
Ashley	Falcon	Course Contributor	Marymount, Barranquilla	Curriculum leader Global Perspectives department, History teacher 10th
Mel	Kempe	Course Contributor	American International School Bucharest	Secondary Principal
Fabien	Moussay	Course Contributor	International School of Luxembourg	Service Learning/Project-Based Learning Coordinator

Conferences and Networking Opportunities

Conferences (2025–2026)

CIS [Council of International Schools](#)

Middle East Institute on International Admission & Guidance

Feb 21-22, 2025

Latin America Institute on International Admission & Guidance

Feb 28 – March 1, 2025

EARCOS Institute on International Admission & Guidance

19–20 September 2025

Bangkok, Thailand

Global Forum on International Admission & Guidance¹

3–14 November 2025

Seville, Spain

India Institute on International Admission & Guidance

10–12 April 2026

New Delhi, India

IACAC [International Association for College Admission Counseling](#)

IACAC 2025 Middle East and North Africa Regional Institute

Oct 2-4, 2025

Muscat, Oman

IACAC 2025 Sub-Saharan Africa Regional Institute

Oct 24-25, 2025

Accra, Ghana

IACAC 2026 East Asia, Southeast Asia, and Oceania Regional Institute

April 9-11, 2026,

Hanoi, Vietnam

2026 International ACAC Conference

July 14-16

Pittsburgh, Pennsylvania, USA

2027 International ACAC Conference

July 13-15

Hamilton, Ontario, Canada

ACAMIS [Association of China and Mongolia International Schools](#)

Spring Leadership Conference

March 20-21, 2026

Guangzhou, China

AMISA [American International Schools in the Americas](#)

Leadership Conference 2025

October 22-24, 2025

Cartagena, Colombia

Leadership Conference 2026

October 21-23

Santiago, Chile

Educators' Conference 2026

April 22-24, 2026

Rio de Janeiro, Brazil

CEESA [Central & Eastern European Schools Association](#)

CEESA Annual Conference (The Heart and Art of Teaching)

March 12-14, 2026

Sofia, Bulgaria

EARCOS [East Asia Regional Council of Schools](#)

Leadership Conference 2025 (Theme: Future-Visible)

October 23-25, 2025

Bangkok, Thailand

Teachers' Conference 2026 (Theme: Elevating Voices, Enriching Worlds)

March 18-21, 2026

Bangkok, Thailand

NESA [Near East South Asia Council of Overseas Schools](#)

Fall Leadership Conference

October 16-19, 2025

Istanbul Turkey

Educators Training Institute

January 23-24, 2026

Riyadh, Saudi Arabia

Learning Futures Summit

March 27-29, 2026

Mumbai, India

Tri-Association [Association of American Schools of Central America, Colombia, Caribbean, & Mexico](#)

Annual Educators Conference

September 25-27, 2025

San Jose, Costa Rica