

Welcome to the BSME Newsletter

We're pleased to bring together stories, reflections, and developments from across our member schools, partners, and the wider BSME community. It highlights the innovation, collaboration, and commitment to education that continue to define our network, even in a year shaped by significant regional challenges.

Across the region, schools have navigated the evolving context with care, resilience, and a steadfast focus on the wellbeing and learning of their students. Leaders, teachers, students, and families have shown remarkable adaptability and strength in responding to complex and changing circumstances.

Against this backdrop, this update is both a celebration of progress and a moment to acknowledge the context in which that progress has taken place. We hope it offers connection, insight, and encouragement as we continue to support one another across the region.

The BSME Team

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A Message of Gratitude to the BSME Community

In the world of international education, we often talk about the value of community but the true measure of a community isn't found in its words, but in its resilience when the path grows steep.

We would like to take this opportunity to thank the entire BSME community for standing together during these challenging times and displaying extraordinary collaboration across borders with:

- School leaders sharing resources and best practices to ensure continuity of learning
- Teachers going above and beyond to provide stability and inspiration for their students
- Support staff working tirelessly behind the scenes to keep our environments safe and functional
- BSME Partners offering free resources and support to schools across the region

Challenging times have a way of clarifying what truly matters. For BSME, it has highlighted the unwavering commitment to our students' well-being and the professional generosity that exists between members.

To every educator, administrator, and partner within the BSME family: Thank you. Your dedication ensures that even in the most demanding seasons, our schools remain beacons of excellence and support.

Online and Offline Support

The safety and wellbeing of every individual within our member schools remains our highest priority. The BSME Team is available to provide direct assistance and we will continue to support our community through the days and weeks ahead. Please do not hesitate to reach out to us at any time via support@bsme.org.uk.

Thanks to our amazing Partner Members, we are able to offer a long list of free resources to help support you during these turbulent times. For more information please visit our website [here](#).

Thank you to our amazing Partner Members



Submit a Resource Here



British International Schools Safeguarding Coalition Update

BSME were fortunate to have BISSC co-chairs, Emily Konstantas, Founder & CEO of The Safeguarding Alliance, and Fiona Cottam, Principal of Hartland International School, take the stage at the BSME Annual School Leaders' Conference 2026 to discuss the latest BISSC updates with those in attendance.



Their session focused on the key changes to safeguarding in British Schools in the Middle East, highlighting each person's role in those changes. They also highlighted the [BSME Safeguarding page](#), which focuses on the support BSME offers member schools with training, policies and finding trusted safeguarding partners.

Recent Regional updates:

- The UAE Federal Child Digital Safety Law came into force on 1 January 2026
- The UAE Ministry of Education announced stricter student attendance monitoring and mandatory cybersecurity and digital safety education
- ADEK introduced mandatory ethical standards and conduct codes
- KHDA introduced new Child Protection and Staff Conduct Rules with stricter policies on recruitment, misconduct, and termination
- Administrative Circular No. (06) of 2025 mandates new policy and practice explicitly aimed at preventing and addressing all forms of student abuse
- A strengthened Child Protection & School Safety Context with an updated Child Protection Law 2025, which explicitly makes depriving a child of education a form of neglect or abuse
- The Qatar Ministry of Education and Higher Education unveiled its Student Protection and Welfare Policy
- Education Oversight & Student Welfare Improvements issued updates to the School Regulations in Oman

The New [BISSC Code of Conduct](#) promotes consistency and accountability across all BISSC Member Associations and their schools. It facilitates mutual support and communication between associations, supports all member schools to operate to the highest standards of safer recruitment practice, establishes sanctions for schools that do not comply with the Code of Conduct including warnings, probation, or suspension of membership for repeated concerns, and works towards strengthening safeguarding measures across all British international schools and the wider global education sector.

BISSC Meeting at the House of Lords

On December 3, 2025, BISSC held a landmark consultation at the House of Lords to bridge critical safeguarding gaps. Chaired by Emily Konstantas and supported by Lord Knight of Weymouth and Baroness Morris of Yardley, the session focused on the systemic inability of international schools to report concerns to UK regulators and their lack of access to DfE safer-recruitment portals. By presenting robust data and FOI evidence, the BISSC demonstrated that these persistent issues carry grave real-world implications.

The event saw vital engagement from high-level partners including the DfE, TRA, Interpol, NCA and the U.S. State Department, all of whom recognised that safeguarding responsibilities must extend beyond borders. This momentum, fueled by insights from contributing schools and associations, is now driving formal policy change. Moving forward, BISSC is dedicated to establishing safe reporting routes and securing recruitment portal access. The coalition remains firm in its mission: Together We Are One Voice United in Safeguarding.

BSME Talks Podcast Discusses BISSC

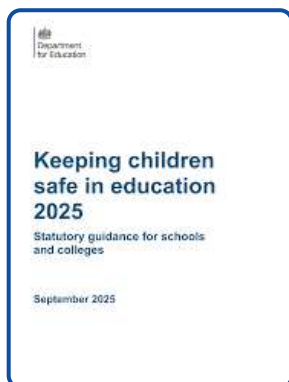
On episode two of [BSME Talks](#), Debra is joined by Emily Konstantas. The pair cover the British International Schools Safeguarding Coalition and look at the collaborative work being undertaken to ensure there is a global shift in attitudes towards safeguarding. With the organisations representing BISSC covering 1000 schools and over half a million students, their work has never been more important.

To listen to this episode of BSME Talks, please [visit our website here](#).

Updates from the Community

The UK Department for Education publishes Keeping Children Safe in Education 2025

Keeping Children Safe in Education 2025 offers guidance to all schools and colleges in England to safeguard and promote children's welfare. It highlights information that staff should know on how to identify and respond to concerns, and the importance of early help, information sharing and child centered practice. The guidance outlines the responsibilities of governing bodies, designated safeguarding leads, and all staff. This covers safer recruitment, managing allegations, child-on-child abuse, online safety and supporting mental health. Overall, it focuses on creating safe environments where students can report concerns confidently.



The UK Department for Education's Curriculum and Assessment Review, Final Report

The Final Report of the UK Curriculum and Assessment Review suggests an evidence-based overhaul of England's educational system, aimed at raising standards across the board. The review proposes keeping the current key stage structure but implementing focused, significant changes. These include updating specific subject content, reinforcing core knowledge, and expanding the curriculum to incorporate areas like digital literacy, financial education, climate education and oracy. Assessment reforms are also recommended, such as reducing the volume of GCSE exams, improving writing assessment at Key Stage 2, and introducing diagnostic assessments in Year 8. Overall, the report advocates for preserving the strengths of the existing system while making targeted revisions to enhance consistency, opportunity, and attainment for all young people, especially those who are most disadvantaged.



Introducing the Newest BSME Team Members

The BSME Team welcomed three new team members this academic year! We are delighted to introduce you to Amy, Kirsty, and Fatinah, who have already contributed immensely and become great additions to the team.



Amy Eckersley
Student Events Coordinator



Kirsty Crosby
Professional Learning Lead



Fatinah Hussain
Administrative Assistant

Hello from some familiar faces



Debra Forsyth
CEO



Nalini Cook
COO



Tanya Rattan
Membership & Services Lead



Rachel Thomas
Student Events Lead



Alexandra White
Digital Marketing & Design Lead



Natasha Etti
Finance Lead



Leila Hamad
Junior Administrative Assistant

Tribute: The Enduring Legacy of Dr. Mark Evans (1959 - 2025)



The global education community mourned the loss of Dr. Mark Evans, a pivotal advocate for British Education, who passed away on September 25, 2025. Dr. Evans was the Director and co-owner of Penta International, one of the three inspectorates formally recognised by the UK Government's Department for Education (DfE) to conduct British Schools Overseas (BSO) inspections. Yet, his influence on the framework of international education extended far beyond his direct role in inspection management.

The Genesis of the BSO Framework

In the early 2000s, Dr. Evans's visionary work laid the groundwork for contemporary quality assurance for British schools globally. Collaborating closely with the Executive of British Schools in the Middle East (BSME) he spearheaded the creation of a robust membership accreditation process. His strategic guidance and adaptability were crucial in formalising and strengthening BSME's oversight for its member institutions.

This foundational effort was timely, coinciding with the DfE's development of an official overseas inspection scheme intended to provide a UK-recognised quality benchmark, or 'kitemark,' for British curriculum schools worldwide.

The accreditation model pioneered by Mark for BSME was immediately considered by the DfE and formed the conceptual base for what became the British Schools Overseas (BSO) inspection framework. Working alongside Sir Roger Fry, Ed Goodwin OBE and Dame Christine Ryan, Dr Evans and the team established what is now a globally respected standard across five continents.

Under Dr. Evans's leadership, Penta International flourished into a leading inspectorate for the international sector, notably achieving the largest uptake among schools affiliated with both BSME and the Federation of British International Schools in Asia (FOBISIA), with a portfolio exceeding 190 inspected UK curriculum schools globally.

A Commitment to Contextualised Improvement

Mark Evans' professional integrity was demonstrated when Penta underwent a critical OFSTED quality assurance assessment that identified issues requiring rectification. Accepting the judgement, which was analogous to a school being placed in special measures, he promptly implemented decisive systemic changes. His response was driven by a deep commitment to ensuring schools had a choice of high-quality, government-approved inspectorates. This action was consistent with his passionate belief that effective school inspection must fundamentally understand context, a principle that defined his professional approach.

His contribution extended significantly through his extensive inspection training for senior leaders. This programme is highly regarded, not only for its rigour in content and delivery but for its core philosophy: empowering school leaders to genuinely understand their own context and to embed critical reflection and challenge within their school self-review processes. This enduring training has directly influenced hundreds, if not thousands, of school leaders globally, thereby creating a substantial, decentralised network committed to continuous school improvement—a legacy in which Dr. Evans took great, and justifiable, pride.

A Legacy of Humble Leadership and Support

Dr. Evans's dedication to the educational mission was manifest in his willingness to serve on school boards and provide counsel to governing bodies facing complex challenges. His aptitude for navigating intricate educational situations was admirable, yet for him, this was simply his duty to assist schools and, ultimately, the students they serve. His profound desire to see school leaders succeed stemmed from a shared passion for delivering world-class British schooling, and his guidance helped elevate the quality of education for tens of thousands of children worldwide.

Mark was characteristically humble and never sought the spotlight, taking greater satisfaction in seeing others flourish through his support. Like a true servant leader, he preferred to support a school or leader through a challenge and quietly depart, rather than receive public recognition.

His passing marks a significant loss to the international sector. For 25 years, Mark Evans was not only a professional constant but a dear friend to many, forging deep connections built on warmth, compassion, and unwavering belief in potential. While his discreet presence at global conferences will be missed, his unconditional support and enduring impact on the systems and leaders of international education ensure that his legacy will continue to shape the sector for years to come.

BSME TALKS

Introducing BSME Talks: a podcast dedicated to showcasing the unique experiences, insights, and innovations of educators in international schools across the Middle East. Each episode explores the unique highlights and challenges of teaching overseas, the impact schools are making regionally, and the lessons that connect international education to classrooms everywhere. Whether you're an educator considering an overseas move, teaching internationally, or simply curious about what's happening in global education, **BSME Talks is your space for real conversations that matter.**



Tune in to the Latest Episodes

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KONSTANTAS**

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EDUCATION
WITH TOM
DUCKLING**

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From Summer Project to London Stage: DESS College Student Takes Top Film Award

By Dubai English Speaking School College

When Year 12 student Finn Long walked into the Prince Charles Cinema in Leicester Square last September, he was one of hundreds of young filmmakers nominated for the Young Film Academy Awards 2025. When he left, he was holding the trophy for Best 2-Week Film (Ages 14–18).

His winning short film, Study Space, wasn't made in a classroom or as part of a school assignment. It was produced and directed over the summer break, in his own time, with a young production team he assembled himself. The result? A piece of work polished enough to beat entries from across the UK and beyond.

"The two-week timeframe was brutal," Finn reflects. "There were moments when I thought we wouldn't make it, but the team pulled together. The pressure taught me more about filmmaking than any textbook ever could. You learn to trust your instincts, make quick decisions, and problem-solve on the fly."

For Finn, filmmaking has been a journey that began at GCSE level. His Health Drink Print Advert NEA caught the attention of his teachers early on. But it

was his decision to pursue BTEC Creative Media at Sixth Form that gave him the technical skills and confidence to take on larger projects. The course allows students to work with industry-standard equipment, experiment with narrative techniques, and develop their own creative voice.

"Choosing BTEC Creative Media was one of the best decisions I've made," Finn explains. "The hands-on experience gave me the freedom to explore what I'm passionate about while building real-world skills. Winning the award has shown me that taking risks and working independently can lead to something meaningful. I'm already thinking about my next project."

The Young Film Academy Awards, held annually in London, celebrate exceptional young talent in filmmaking and performance. Competition is fierce, with entries judged on creativity, technical skill, and storytelling ability. For DESS College, Finn's success highlights the value of providing students with opportunities to pursue creative pathways beyond traditional academic routes.

“When students are given the tools, the trust, and the time to pursue their passions independently, remarkable things can happen.”

His win underscores a broader truth: when students are given the tools, the trust, and the time to pursue their passions independently, remarkable things can happen. Study Space may have been made in two weeks, but the skills, determination, and vision behind it have been years in the making.

Watch Finn's Award-Winning Film on [YouTube](#)



Breaking Barriers: From ASDAN Student to Mentor at ICS

By International Community School, Amman

At the International Community School (ICS) in Amman, inclusion and lifelong learning are not just values; they are active principles shaping every classroom experience. One of the school's most impactful initiatives in this regard is the ASDAN International Award Programme, a UK-based curriculum that empowers students of all abilities to develop essential life and work skills through experiential learning.

Introduced at ICS as part of its

commitment to inclusive education, the ASDAN programme provides a structured yet flexible framework for personal growth. It enables students to strengthen communication, teamwork, problem-solving, and independent learning through practical challenges that connect classroom learning to real-world contexts. Using the *Plan, Do, Review* model, students set goals, take initiative, and reflect critically on their progress, fostering both independence and confidence.

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This inclusive approach has transformed how ICS supports diverse learners. Teachers have adapted the programme to suit various learning styles, ensuring every student has the opportunity to succeed and demonstrate achievement beyond traditional academics.

The results have been inspiring; students are becoming more self-directed, engaged, and reflective about their learning journeys.

A shining example of this success is Jumana F, who recently became the first student in Jordan to achieve the ASDAN Gold Award. Jumana's milestone represents more than individual achievement, it highlights what can happen when inclusive opportunities meet perseverance and strong mentorship. Through 120 hours of independent work across modules like Healthy Living, Work-Related Activities, and Expressive Arts, she demonstrated initiative, leadership, and creativity, setting a precedent for future ICS learners.

Reflecting on her experience, Jumana shared:

"ASDAN is such a practical experience. It helps you see what teaching really involves and gives you a new appreciation for how much effort goes into every lesson. I've already learned so much, and I'm excited to keep growing."

Her peers also value her impact. Marta and Hannie, two of Jumana's students, said,

"Jumana is a great teacher who always makes lessons fun, simple, and easy to understand." They described her positive energy and supportive nature as key to helping them learn with confidence. The ASDAN teacher added that Jumana's strong social skills and warm personality have greatly supported her role as an ASDAN Ambassador and Mentor, helping her build meaningful connections and inspire others throughout their learning journey.

At ICS, we are proud to see how the ASDAN programme continues to shape students' growth, enrich teaching practice, and strengthen our inclusive culture, a model we hope will inspire other BSME schools committed to building truly inclusive learning communities.



Your Network, Your Expertise, Amplified

Join a BSME Network and connect with like-minded subject specialists, collaborate and grow your impact.

www.bsme.org.uk/regional-networks

Leading Wellbeing and Belonging in Schools



Matthew Savage
The Mona Lisa Effect



Aarti Odhrani
North London Collegiate School Dubai



Kathryn King
GEMS Metropole School Motor City



Rhys
Royal Grammar School Guildford Dubai



Sheridan Teasel
Dubai British School Emirates Hills



Leisa Grace Wilson
Teach Middle East

At GESS Dubai, BSME hosted the Leading Belonging and Wellbeing panel. This panel brought together school leaders, wellbeing specialists and student input for a powerful discussion on creating authentic school cultures where students and staff truly feel they belong.

The session opened with a deeply personal account from BSME Student Rhys, whose reflections on vulnerability and purpose set a compelling tone. His story illustrated how a genuine sense of belonging can transform the educational experience, both for students and for staff.

Drawing on recent research, the panel explored a strong correlation between belonging and engagement, noting that students with a secure social identity and emotional connection to their school display higher motivation,

improved academic performance, and stronger participation in extracurricular activities.

The discussion highlighted the physiological and psychological implications of isolation, with Aarti Odhrani citing that social isolation activates the same area of the brain as physical pain. In this context, the role of educators becomes critical. Teachers and leaders must consciously cultivate positive, safe relationships to build an environment of psychological safety and trust.

“If you want a culture of wellbeing and belonging in schools, it has to be deliberate, putting a constant, relentless focus on what builds that culture.”

The panellists acknowledged the complexity of achieving belonging in large schools, where students can easily feel lost. They emphasised the importance of “pockets” of belonging - smaller communities, enrichment programmes and activities that enable individuals to explore their passions and form meaningful connections. Sheridan noted that cultivating a culture of wellbeing “must be deliberate, putting a constant, relentless focus on what builds that culture.”

Furthermore, the panel explored the evolving role of student agency in wellbeing initiatives. Empowering students to contribute authentically to wellbeing programmes not only strengthens their confidence and self-esteem but also ensures that interventions are grounded in lived experience. The conversation extended to the growing expectation wellbeing

as a central part of a schools image, the balance between academic outcomes and emotional health, and the critical need to teach emotional literacy and resilience.

“Be authentic, show up wholeheartedly, and embody everything you teach about wellbeing.”

Wellbeing is not synonymous with happiness but emotional regulation and shared humanity. Schools that prioritise authenticity, intentional leadership, and student voice are best positioned to foster sustainable cultures of belonging and wellbeing.

Thank you to all our fantastic panellists for leading such an insightful and important conversation!



Qatar International School Earns the Prestigious Eco-Schools Green Flag Award!

By Qatar International School

Qatar International School (QIS) is proud to announce that we have officially been recognised as an Eco-School, earning the internationally acclaimed Green Flag Award—a global symbol of excellence in environmental action and education. This remarkable achievement marks an important milestone in our ongoing journey toward sustainability and reflects the shared dedication, teamwork, and passion of our entire school community.



Over the past few years, our students, staff, and parents have worked tirelessly to embed eco-friendly practices into every aspect of school life. From recycling initiatives, paperless practices, and the reduction of plastic usage to ongoing efforts to decrease food waste, QIS has been actively promoting a

culture of environmental awareness and responsibility. To further enrich our students' learning experiences, we are also collaborating with specialists in the field of sustainability who conduct interactive workshops, helping our students better understand global environmental challenges and how to take meaningful action.

This recognition is not only a testament to our school's environmental vision but also a celebration of collaboration, innovation, and community spirit.

It reminds us that even small, consistent actions can create a lasting impact when we work together toward a common goal. We extend our heartfelt gratitude to everyone who contributed to this incredible success. Together, as one QIS community, we continue to strive for a greener, healthier, and more sustainable future—one initiative, one idea, and one student at a time!



A Day of Connection and Care: Dubai Heights Academy Hosts Second Mental Health Carnival for Dubai Students

By Dubai Heights Academy

Back for another year running, Dubai Heights Academy proudly hosted its second annual Student Mental Health Carnival, an inspiring event run by students, for students across Dubai.

Organised and led by their very own Student Wellbeing Ambassadors, with support from the school's dedicated staff wellbeing team, the event welcomed delegates from seven Dubai schools - Kent College Dubai, The Millennium School, Jebel Ali School, Arcadia British School, Safa Community School, Safa British School, and GEMS Metropole School. Together, students came together to take part in this meaningful initiative promoting mental health and wellbeing.

Centred around the theme "Thrive Around the World," the day began with inspiring talks from guest speakers including Alison Lamb, Principal of Dubai Heights Academy; Danielle Walsh, former Dubai Heights Academy teacher; Tahira Mohamed from Youth Council; and Zainab Hameed, Parent Wellbeing Ambassador from Dubai Heights Academy. Each speaker shared valuable insights into the importance of different pillars of wellbeing including grit, resilience, compassion and connection.

Students then embarked on a full day of interactive activities; collaborating with peers to explore wellbeing initiatives from around the world, creating engaging wellbeing booths to present their findings, preparing their own healthy bento boxes, and contributing to the Global Wall of Wellbeing with personal reflections and messages of positivity.

Arushi Bhatia, Head of Wellbeing and School Counsellor, shared:

"Our second Mental Health Carnival was a celebration of connection, awareness, and community spirit. Each activity, conversation, and smile reminded us that wellbeing isn't a one-day event - it's a shared journey that we all take together."

With mental health and wellbeing increasingly recognised as global priorities, Dubai Heights Academy, rated Outstanding by KHDA for their wellbeing provision, remains committed to promoting student wellbeing and sharing best practices. Events like this provide valuable opportunities to connect, collaborate and learn from one another.

Sustainability in Action – From Recycling to Vertical Farming

By The English School, Kuwait

At The English School (TES), sustainability isn't a standalone project - it's part of our culture and daily routines. For over a decade, we've embedded environmentally conscious practices into every aspect of school life, inspiring our students, staff, and families to take real, measurable action.

Our long-standing recycling programme is at the heart of this effort. For more than ten years, students and parents have brought recyclable materials - metals, plastics, and paper - from their homes and communities. These are weighed, and every kilogram earns a house point, linking sustainability with our house system and instilling a sense of pride and responsibility. By involving entire families, our students have turned apartment blocks into community recycling hubs, with monthly collection totals proudly shared on our social media pages to celebrate progress and transparency.

TES also leads the way as a plastic-free school. Every student uses a reusable water bottle and refills it at classroom coolers, while lunchboxes are free of disposable wrappings. Given that there are no bins in the lunchroom, any plastic waste brought from home must be taken back, encouraging reflection and

conversation around sustainable choices.

Most recently, we've expanded our efforts through indoor vertical farming - an innovative project where students grow fresh, organic produce on-site and harvest it for distribution to parents, staff, school activities and even to the salad bar at Jumeirah Messilah Beach Hotel. This "farm-to-table" partnership not only reduces food miles but also gives students hands-on experience in sustainable agriculture. Seeing food they've grown served in five-star hotels brings immense pride and demonstrates real-world impact.



Complementing these initiatives, TES has transitioned to energy-efficient LED lighting, further reducing our carbon footprint. With a thriving Eco-Warrior team leading new projects and inspiring peers, sustainability at TES continues to grow from strength to strength - empowering our students to become true champions for the planet.

GEMS Winchester School Dubai Achieves the AI Quality Gold Mark: A Regional First for the Middle East

By GEMS Winchester School Dubai

GEMS Winchester School Dubai (WSD) has become the first school in the Middle East to achieve the prestigious AI Quality Gold Mark from the Good Future Foundation, a recognition that celebrates excellence, ethics, and innovation in artificial intelligence integration across education. This milestone highlights WSD's leadership in shaping future-ready learning for all members of the school community.

The award, confirmed in June 2025, followed a rigorous external review of nine domains including leadership, curriculum design, professional development, inclusion, and safeguarding. WSD earned top ratings in leadership and vision, curriculum planning, and professional development, reflecting its coherent strategy for embedding AI across teaching, learning, and operations. Underpinning this success is a clear strategic vision: to make AI an enabler of inclusion, creativity, and deeper learning. At WSD, AI is not treated as a trend but as a tool to enhance equity and opportunity - supporting students of determination, extending challenge for the most able, and streamlining teacher workload through intelligent systems that analyse patterns and trends.

Professional learning has been central to WSD's journey. A whole-school CPD programme empowers teachers to innovate responsibly, with AI Champions in both Primary and Secondary phases leading evidence-based practice

These champions ensure that pedagogy, ethics, and technology progress hand in hand, creating a confident teaching culture that continuously adapts to rapid change. Equally, parental engagement has been pivotal. Workshops, seminars, and newsletters have helped families understand AI's potential and pitfalls - especially around misinformation and online safety. This partnership reinforces digital citizenship and trust between home and school.

As the first in the region to earn the AI Gold Mark, GEMS Winchester School Dubai stands as a beacon of innovation, illuminating a path that other BSME schools can confidently and collaboratively follow. If any BSME school is interested in finding out more, please contact the school, or for more information from the Good Future Foundation, please visit their [website](#).

BSME Annual School Leaders' Conference 2026

Headline Sponsor



In February, BSME School and Partner Members from across the Middle East, and beyond, came together for an incredible few days at the BSME Annual School Leaders' Conference 2026. Over 300 senior leaders and education service providers joined us in Abu Dhabi for three days packed with inspiration, discussion, and connection.

This year's theme, **The Human Algorithm**, had attendees considering how schools can balance the exciting possibilities of AI and tech with the essential human aspect of education. Delegates explored ways to make curiosity, empathy, humanity and purpose the guiding stars, even in a world that's increasingly digital.

The programme featured a dynamic mix of speakers and sessions designed to challenge and inspire:

- **Leading with Purpose in a Digital Age:** Sessions urged leaders to centre decisions on human values, not just technological efficiency.
- **Ethics, AI & the School Community:** Panels examined how emerging technologies affect learners, educators, and families – pushing attendees to think deeply about equity, wellbeing and agency in tech-enabled schools.

- **Workshops on Innovation & Pedagogy:** Practical breakouts pushed participants to redefine learning, leadership practices, and strategic priorities for staff development.

Across formats, delegates were invited not just to learn about change, but to imagine how they can help shape it. Our new **Partner Pitches** gave delegates a quick insight into our partner members. These one-minute pitches highlighted exactly how partners can provide strategic value to schools.

Some of the best moments happened outside the formal sessions. From the welcome reception and conference dinner to a fun social quiz night, the conference was a chance to catch up and forge new connections.

BSME would like to thank everyone who made this year's conference such a success. From our sponsors, and exhibitors, to our speakers and delegates, each and every person made this event truly incredible.

You can view the best moments in our event gallery [here](#).

If this year's conference proved anything, it's that the future of education is bright and intrinsically human.



“ I walked away feeling inspired, challenged and motivated

...a reminder of why collaboration and continued learning are at the heart of great teaching. ”

BIS Abu Dhabi Student Achieves Highest Grade in the World for IGCSE Business Studies

By The British International School Abu Dhabi

The British International School (BIS) Abu Dhabi is proud to announce that Year 12 student Wadeed has achieved the highest grade in the world for the 2025 IGCSE Business Studies exam, scoring an exceptional 149 out of 160. In recognition of this outstanding accomplishment, Wadeed received a Headteacher's Commendation Award from Mrs. McGlue, celebrating his academic excellence and personal growth.



Wadeed's journey to global recognition is one marked by determination, strategic learning, and a deep passion for the subject. Initially challenged by exam technique and confidence in Year 10, he transformed his approach in Year 11 by adopting active recall methods, using flashcards, and consistently practicing past papers. He also studied examiner reports to understand how to structure high-scoring answers and developed a flexible framework for tackling longer questions, integrating case study material with economic concepts.

His teachers played a pivotal role in supporting his development. Ms. Chowdhury said "Wadeed was always curious and thoughtful. He embraced feedback, worked hard to deepen his understanding, and consistently applied his learning in meaningful ways. His achievement is a reflection of his growth and the collaborative effort between student and teacher."

The Business Studies curriculum at BIS Abu Dhabi encourages students to think critically, explore real-world scenarios, and apply theory in practical contexts.

I never imagined I'd get the highest mark in the world. But once I understood how to structure my answers and apply different perspectives, everything started to click.

Through masterclasses, peer assessments, and structured revision support, students like Wadeed are empowered to reach their full potential. Now studying IB Business Management at Higher Level, Wadeed continues to inspire his peers and mentor his younger sister, sharing study tips and strategies that helped him succeed. His story is a powerful example of how passion, persistence, and high-quality teaching can lead to extraordinary outcomes.



His win underscores a broader truth: when students are given the tools, the trust, and the time to pursue their passions independently, remarkable things can happen. The Study Space programme may have been made in two weeks, but the skills, determination, and vision behind it have been years in the making.



Unveiling the Future of Learning at Kent College West Cairo

By Kent College West Cairo

At Kent College West Cairo, we proudly align ourselves with the standards and ethos of the BSME, ensuring that every aspect of our educational journey reflects the excellence and integrity of top international British schools. Through continuous growth, innovation and a commitment to quality education, we aim to provide our students with an inspiring environment that meets global benchmarks while nurturing local values.

When Kent College West Cairo first opened, our campus master plan was designed in three phases, beginning with the Early Years and Junior School Buildings, followed by the Senior School Building. This year, we're proud to share that construction of the Senior Building has officially begun – a milestone that reflects our long-term vision and marks a new chapter for our current and future senior students.

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The new building is the result of close collaboration between our management and academic teams. Together, we've carefully planned and designed the space to ensure our students have everything they need – from an inspiring learning atmosphere to facilities that encourage creativity, innovation and wellbeing. This step forms part of our original long-term vision for the campus, grounded in educational research and best practice, to create purpose-built spaces that support every stage of a child's learning journey.

Designed to reflect the highest standards of quality, innovation and inspiration, the new Seniors' Building will redefine the learning experience. From the moment you step inside, the grand reception area sets the tone for prestige and innovation, embodying the distinctive character of Kent College West Cairo. The building will feature vibrant social spaces that encourage collaboration and creativity, cutting-edge science laboratories for exploration and discovery and light-filled study hubs that inspire critical thinking and a lifelong love of learning.

Adding to this, the new swimming pool, advanced sports facilities and STEAM and Innovation Hubs will offer students opportunities to develop teamwork, problem-solving and technological skills, preparing them to thrive in an ever-evolving world.

For our senior students, this project represents growth, opportunity and belonging – a space that truly reflects their aspirations. As they embark on the IGCSE curriculum for the first time this year, we are excited to see them continue their journey in a setting designed to match their ambition, curiosity and potential.

At Kent College West Cairo, the future of learning is taking shape – The Way to Educational Excellence.



AKIS Staff Wellbeing Programme: A Movement Transforming Whole School Culture

By Al Khor International School

In just twelve months, Al Khor International School (AKIS) has transformed a single guiding-statement pillar, 'Positive Wellbeing' into a dynamic, research-informed wellbeing culture now embedded across the organisation. What began as a small selection of light-hearted activities has evolved into a whole-school movement engaging academic, administrative, and ancillary staff.

Early in the process, leaders recognised that staff might perceive wellbeing initiatives as 'one more thing' added to an already full schedule. To counter this, leaders began by listening. A differentiated workload survey for teachers and learning assistants generated candid insights that informed significant changes. Notably, Professional Learning and Development (PLD) sessions were streamlined, reduced in frequency and delivered in smaller, more relevant groups. This freed time during the school day, enabling wellbeing activities to take place without encroaching on personal or family time.

From this foundation, the Wellbeing Programme took on a momentum of its own.

Participation has been spontaneous rather than obligatory, fuelled by monthly challenges, mindfulness sessions, creative workshops, and social gatherings shaped directly by staff feedback.

Qualitative and quantitative measures guide development, with anonymous surveys, focus groups, and participation data reviewed regularly by a dedicated wellbeing committee and trained wellbeing leads. Staff sentiment has shown measurable improvement, 78% rate the programme as 'great', and anecdotal feedback points to strengthened relationships, improved morale, and a calmer learning environment for students.

A key improvement has been the integration of preventative systems that blend dialogue, data, and personalised support. AKIS uses wellbeing coaching, regular leader check-ins, grief support, and counselling alongside leadership training to ensure those supporting others are equally supported. Wellbeing is now a standing item in leadership meetings, induction programmes, and staff briefings, keeping it central to school life.



The Business of Schools Webinar Series

8th - 11th June 2026 | Online Masterclasses

[Unlock the Details](#)



As the programme continues to evolve, AKIS aims to model positive stress management to support student health and wellbeing. A workforce that feels balanced, valued, and connected has the capacity to create calmer learning environments and nurture the holistic wellbeing of the students they serve.



Young Interpreters: Empowering Students to Lead Through Language and Inclusion

By Aspen Heights British School

At Aspen Heights British School, every language is valued and every voice is celebrated. In our diverse international community, language is more than a means of communication; it is a bridge that connects people, builds confidence, and strengthens belonging.

At Aspen Heights British School, part of International Schools Partnership (ISP), our approach to language and inclusion is shaped by the ISP Multilingual Learning (ML) Pillar of Learning. This pillar champions inclusion, equity, and recognition of every learner's linguistic identity, reflecting ISP's global commitment to ensuring that multilingual learners feel seen, valued, and supported to succeed across its family of schools.

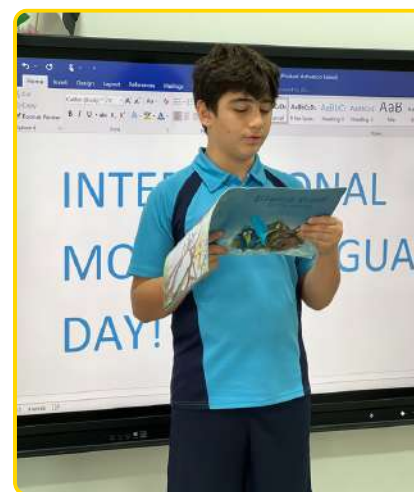
Through this lens, multilingualism is viewed as a cornerstone of international learning. ISP schools nurture students to learn and communicate confidently in world languages, providing both local and global connections.

At Aspen Heights, this belief comes to life through our Young Interpreters Programme, which empowers multilingual students to use their skills to support others and fosters a culture of care and inclusion across the school.

The students selected for the programme all showed remarkable promise through our English as an Additional Language (EAL) provision. When they first joined Aspen Heights British School, many of them spoke little or no English.

Yet, through dedication and the support of our EAL team, they became confident, conversational English speakers within months. Having experienced first-hand what it feels like to be new and finding your voice, they volunteered to train as Young Interpreters to help other students feel the same sense of safety, comfort, and welcome they once received.

So far, Aspen Heights has proudly trained 12 Young Interpreters, and this year we're excited to expand the programme to welcome 50 new students. Our interpreters are fluent in Arabic, Spanish, Ukrainian, French, Polish, German, Russian, Turkish, and Italian, and they play a vital role in supporting new pupils and families. They offer friendly translation help, ease transitions, and ensure everyone feels welcomed and understood from their very first day.



There are plenty of opportunities for our young leaders to share their languages and celebrate the diversity that makes Aspen Heights British School so special. One such occasion was International Mother Language Day, when the Young Interpreters led storytelling and cultural sessions across the school. Pupils listened in delight as stories and songs were shared in Arabic, Spanish, and French. One student read Goha, a much-loved Arabic folktale, while another sang the traditional Mexican song Cielito Lindo, bringing their culture to life through language and music. Their enthusiasm and confidence inspired others to share words from their own mother tongues, turning the day into a joyful celebration of understanding and belonging.

As Luce, our Italian Young Interpreter, shared:

“When I first joined Aspen Heights, English was difficult for me, but now I can help others feel confident too. It makes me proud to share my language and see everyone learning from each other.”

The Young Interpreters Programme exemplifies Aspen Heights British School's commitment to community and wellbeing and reflects ISP's vision for multilingual learners who thrive academically, socially, and globally. By celebrating diversity, nurturing leadership, and embracing every language, we show that kindness truly speaks every language.

Explore BSME Networks

In challenging times, it is important to keep a sense of community. Alongside many free resources, BSME has 31 Networks available to help keep educators connected throughout the region.

Each Network has a Regional Network Lead who hosts an online termly meeting. These are amazing opportunities to connect with like-minded colleagues across the BSME community and learn from one another.

Two new Networks have been launched for Term Three; the **BSME Science Secondary Network** and the **BSME Islamic Studies Network**. These new networks aim to bring together specialists for growth and continued development.

Please feel free to register for any Network and encourage your staff and colleagues to do the same so they can keep up to date with Term 3 meeting dates, watch recordings of previous meetings and access some great free PD.

Some Networks are seeking a new Regional Network Lead. If this sounds like something you would be interested in, please [get in touch now](#) to discuss this opportunity.

Click on any of the icons to learn more about BSME Subject Communities. If you require login details, please ask your school CPD Lead, or email communities@bsme.org.uk



Building Positive Mental Health Habits from the Classroom Up

By the myHappyMind Team; Katy Smith-Strowes, Learning Support Teacher at Sara Village School; and Dufney Botha, Assistant Principal at the British School of Dhahran

myHappyMind is the award-winning, NHS-backed mental health and wellbeing programme used in over 2,000 schools worldwide. Rooted in neuroscience and positive psychology, it helps children understand their brains, manage their emotions, and build lifelong resilience while creating calmer, happier classrooms.

The programme has shown measurable impact:

100% of schools say their classrooms are calmer and happier

89% report improved attendance, averaging five extra days in school per pupil each year

100% say it supports pupils with SEN and SEMH needs

Mini Case Study

"ISG at Sara Village School and The British School of Dhahran are excited to be introducing myHappyMind with EYFS2, KS1 and KS2 students

We love how low-prep the programme is and that myHappyMind Plus aligns seamlessly with our PSHE objectives, making it easy to integrate into our curriculum. myHappyMind and myHappyMind Plus align with our approach to wellbeing through positive education and restorative practices.

The onboarding process has been straightforward, and having a dedicated Customer Happiness Manager to support us gives us great confidence.

The programme's Impact Report demonstrates the positive difference myHappyMind has made in other schools, both in the UK and internationally, and we're excited to see a similar impact upon our pupils' mental health and overall wellbeing."

[Learn more about myHappyMind](#)



Beyond Measurement: Listening as the New Wellbeing Metric

By Laura Tristram, Co-Founder, Lumii.me

Listening to Every Voice. Strengthening Every Mind.

Schools today are more attuned than ever to the importance of wellbeing. Many use surveys, scales, and reports to measure how students and staff are feeling. Yet, as many educators and pastoral leaders are discovering, data alone rarely captures the whole picture. True wellbeing insight begins when we move beyond measurement – and start listening.

Listening establishes a rhythm of daily connection. It gives students space to express emotions as they arise, not just at scheduled intervals. It provides teachers with moments for self-reflection and helps leaders see emotional patterns across their school communities before small challenges become larger ones.

Across the region, schools are exploring creative ways to do this – from wellbeing journals and check-ins to digital reflection tools that give every voice an opportunity to be heard. This shift marks a quiet but powerful evolution in how we understand care: from reactive support to proactive, emotionally intelligent leadership.

As one wellbeing lead recently reflected,

“When we started listening beyond what we saw, our whole school culture began to change.”

Because wellbeing isn't something we measure once a term – it's something we listen to every day.

[Learn more about Lumii.me](#)



Enhancing student wellbeing through data-driven approaches at Kings' School Al Barsha

By Komodo Wellbeing

Kings' School Al Barsha, guided by their ethos "The Best by Every Child," has successfully elevated their student wellbeing program through innovative technology implementation. Through the use of Komodo's wellbeing platform, this Dubai-based British curriculum school transformed their already strong foundation into a comprehensive system that delivers measurable outcomes.

"We have always had data on wellbeing but what Komodo has given us is the ability to see trends across the school that maybe we couldn't see before," explains Michael Clark, Primary Headteacher at Kings' School Al Barsha.

The implementation addressed several key challenges: creating a systematic approach to wellbeing data collection, identifying school-wide trends, and providing students with a confidential communication channel. The platform's intuitive design enabled rapid adoption by both students and staff.

The impact has been transformative across multiple dimensions:

Enhanced student voice: The check-in feature has proven particularly valuable, allowing students to request support conversations without classroom embarrassment. "From a students' point of view, the check-ins have been really powerful," notes Michael Clark.

Data-driven interventions: When surveys revealed heightened social anxiety among students concerned about peer perceptions, Kings implemented a school-wide "kindness month" initiative. Follow-up surveys demonstrated significant, measurable improvements in social anxiety metrics.

Early identification: "One thing that is quite powerful is the recommended check-ins, where the platform picks up on patterns and trends that we can act on. We've had students pop up that maybe weren't on our radar beforehand," shares Mr. Clark. This early warning system enables proactive support before issues escalate.

Unexpected staff benefits: The platform's 'compliments' feature has positively impacted teacher wellbeing.

"There's nothing better than opening your laptop and getting a shout out from a student that you teach every day... **It's been a real boost to our own wellbeing.**"

Kings' School Al Barsha demonstrates how thoughtful integration of technology can enhance wellbeing initiatives, creating a more supportive environment where both students and staff thrive. Their experience shows that when data collection is purposeful and paired with responsive action, it can significantly strengthen a school's wellbeing framework

[Learn more about Komodo Wellbeing](#)



Scaling Excellence: How Multi-School Groups Are Enhancing Student Outcomes Through Standardised Systems

By iSAMS

When International Schools Partnership (ISP) sought to improve consistency and efficiency across their growing network of schools, they faced a challenge familiar to many educational groups: how to maintain

high standards while respecting each school's unique needs. Their solution offers valuable insights for school groups or schools with multiple campuses operating across the Middle East region.

[Continue on Next Page](#) →

Case Study: ISP's Journey to Group-Wide Excellence

ISP's network spans multiple countries, each with distinct regulatory requirements and diverse student populations. Their previous fragmented systems created inconsistencies in student data, limited visibility for group leadership, and prevented schools from learning from each other's successes.

The impact on students was clear: without standardised wellbeing tracking, support gaps could emerge. Without consistent reporting, it was difficult to identify and replicate best practices that improved student outcomes. Administrative staff spent excessive time reconciling data rather than focusing on student needs.

Measurable Impact Through Standardisation

By adopting a unified approach across their network, ISP achieved several student-centred outcomes:

- **Enhanced Student Wellbeing Tracking:** Standardised safeguarding and wellbeing tools ensure no student falls through the cracks, regardless of their school or if they transfer within the network.
- **Improved Learning Continuity:** When students move between schools within the group, their academic records, assessment data, and support plans transfer seamlessly, eliminating disruption to their educational journey.

ISP's phased implementation approach offers a roadmap for other multi-school and multi-campus organisations. Their regional implementation team worked collaboratively with each school, ensuring local compliance with Ministry of Education requirements across different countries while maintaining group-wide consistency.

The scholarly merit extends beyond operational efficiency: when school groups establish consistent data practices and shared systems, they create opportunities for evidence-based improvement. Schools can benchmark student outcomes, identify effective interventions, and scale successful practices across their networks.

For schools groups managing multiple campuses across the BSME network in UAE, Qatar, Saudi Arabia, and beyond, ISP's experience demonstrates how standardised systems can enhance both individual student outcomes and group-wide educational excellence.

[Learn more about iSAMS](#)



Quick-Fire Tips for Improving Your Teacher Recruitment & Retention

By Tes

One former principal at a leading Middle East international school told us recruitment was his **biggest challenge**. He worried about the knock-on effects on curriculum and enrichment.

His concerns are valid. When recruitment falters, teacher wellbeing suffers, and student outcomes decline. For BSME schools, there are two levers you can pull to improve your recruitment: **hire strategically and retain effectively**. Remember, retention begins at recruitment.

International schools face unique dynamics: mobility is part of the appeal for many teachers. But stability matters. Continuity in the classroom supports learning, culture, and community. So how do you balance inevitable movement with strong retention?

Drawing on a century of experience supporting schools, here are practical steps to strengthen recruitment and retention:

Recruitment

- **Define your target profile:** Be clear on the skills, qualifications, and attributes you need. A strong fit reduces early attrition

- **Articulate your identity:** Showcase your school's values and culture. Alignment at the outset prevents mismatched expectations
- **Leverage technology:** Tools like an applicant tracking system streamline processes and enable data-driven decisions

Retention

- **Prioritise CPD:** Research shows professional growth is central to retention. Teachers value opportunities in subject expertise, leadership, AI integration, student safety, and DEI.
- **Offer flexibility where possible:** Even small steps, like allowing marking from home, can reduce workload stress and improve satisfaction
- **Recognise achievement:** A culture of appreciation fosters morale and loyalty. Be somewhere people want to work!

Recruitment and retention aren't isolated tasks, they're strategic imperatives. When schools get them right, the benefits ripple across student outcomes, staff wellbeing, and community strength.

[Learn more about Tes](#)



Student Events

We want to thank the thousands of students who have participated in a BSME student event this year, and the schools and staff who hosted or supported them in doing so.

BSME students across the region flourished across a diverse range of disciplines and demonstrated world-class skill, camaraderie and passion and can all be immensely proud of what they have achieved.



[View the 2025/26 Results Here](#)



[View the 2025/26 Gallery Here](#)

Stay tuned for further updates on next year's events 👁️



Own the Future: Why Schools Need Strategic AI Governance Now

By Schoolbox

Across the Middle East, schools are racing to “get on board with AI.” It’s already embedded in planning systems, learning platforms, wellbeing tools, and teacher workflows, not as a single solution, but through dozens of apps, features, and pilot projects.

Every new licence promises innovation. But behind the excitement, leaders are discovering a hidden cost: duplicated spend, unclear data flows, inconsistent model behaviour, and no shared direction.

The issue isn’t capability, **it’s architecture**. AI is entering schools through multiple unconnected tools. Platforms that support student writing feedback, formative assessment, lesson planning, content generation, behaviour insights, and moderation all sit in different systems, each running its own AI models with no shared context or governance.

Individually, each tool seems useful. But collectively, schools end up paying for overlapping AI capabilities across multiple systems, with no unified standards, no compounding intelligence, and no visibility of how data is being used. Decisions once made by individual teachers or IT teams now carry

school-wide financial, pedagogical, and data-privacy consequences.

It’s like managing dozens of mini investment accounts instead of one portfolio. You lose visibility. You can’t track returns. Each account grows (or leaks) in isolation, and your overall performance never compounds. The same happens when AI intelligence is scattered across tools: each model learns alone, and the school never captures the full return on its data, effort, or expertise.

There’s also a longer-term risk few schools see coming. When AI strategy sits with vendors rather than leadership, schools gradually lose control of their own intelligence. Switch platforms and your trained data may not follow. “Acceptable Use” policies that feel invisible today, such as allowing vendors to train external models, can resurface later as cost, exposure, or compliance risk. In effect, leadership has outsourced the value of its own data.

Where Leading Schools are Shifting

Forward-thinking leaders are breaking this cycle by treating AI not as a collection of tools, but as a school-wide operating layer. They’re designing AI

strategies that balance innovation, governance, and long-term value.

That shift begins with three questions:

1.CONTROL

Who owns our data, model behaviour, and decision-making?

2.COST

How many times are we paying for the same AI capability?

3.COHERENCE

Are our systems learning from each other, or creating AI silos we’ll regret later?

Why This Matters Now

Answering these questions leads to a safer, simpler, future-ready AI model reducing vendor lock-in, preventing accidental data leakage, and ensuring innovation strengthens rather than fragments your learning ecosystem.

AI will continue evolving. The real question is whether your AI ecosystem evolves with your direction or around it.

Learn more about Schoolbox and the work they are doing to help schools build secure, coherent and future-ready digital ecosystems by visiting the link below.

Learn more about [Schoolbox](#)






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Profile for Moshe Appleton

- Overview
- Interests/Strengths
- Learning Needs
- Specific Strategies

Add to Differentiation Profile



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experts to learn more!

 schoolbox.education

Could AI drive down workload and boost wellbeing?

By The National College

Most recent Department for Education data shows average weekly working hours continuing to rise, with leaders working 57.4 hours and teachers working 49.4 hours per week. While this is generally slightly lower in most international schools, workload remains a major issue which has knock-on effects for retention, whole school wellbeing and much more.

While there is no magic wand to solve this issue, there are hopes among certain areas of the sector that the implementation of AI could be a major factor in reducing teacher workload. In a recent TeacherTapp survey, 54% of teachers surveyed said they had used AI in the last week to support with school work.

This year we've also seen the Department for Education encourage the use of AI by saying in a policy paper; "AI has the power to transform education by helping teachers focus on what they do best: teaching."

However, AI is not without risks. Data protection, safeguarding and the accuracy and quality of some answers are persistent concerns.

This is where Teacher & Leader AI from The National College can be helpful - sitting within a secure and GDPR-compliant platform it is one of the safest AI platforms available.

The AI tools have been built by educators and it sources answers from informed, accurate locations including the Department for Education, Ofsted, school data and the National College's expert-led content itself. Meaning teaching staff can trust the answers they receive and that any data shared is not being passed on or seen anywhere else.

Teacher & Leader AI is free for all members to access and new members can get instant access too. Read more about the tools [here](#).

Learn more about [The National College](#)



The Real Cost of Outdated School Payment Systems

Why modernising school payments pays off more than you think!

By Zenda

Educational institutions are discovering that modern financial technology offers transformative benefits that extend far beyond simple transaction processing. Spreadsheets that don't quite match up, parents calling about missing payments, hours spent reconciling transactions across multiple platforms.

While these challenges might seem like unavoidable administrative realities, leading schools are discovering a better way forward.

Beyond Simple Payment Processing

The conversation around financial technology in education has shifted dramatically. What was once primarily about accepting online payments has evolved into comprehensive operational transformation.

Modern platforms are tackling the real pain points that keep school finance teams working late and prevent administrators from focusing on what truly matters - supporting student success.

Consider the typical school finance workflow: tuition collected through one system, cafeteria payments through another, transportation fees via a third

platform, and extracurricular activities managed separately.

Each system requires its own reconciliation, reporting, and troubleshooting. The result? Finance teams drowning in administrative tasks while dealing with fragmented data and delayed cash flow.

A Unified Approach

Education-specific financial technology platforms are changing this reality by bringing everything together. When all payment streams flow through a single, integrated system, something remarkable happens. Administrative time drops - some schools report reductions of up to 70%. Cash flow becomes predictable through automated reminders and flexible scheduling. Real-time dashboards replace end-of-month surprises with actionable insights.

When these platforms connect seamlessly with existing student information systems and accounting software, data flows automatically.

No more duplicate entries. No more reconciliation headaches. Just clean, reliable financial data that supports better decision-making.

The goal of automation isn't to replace accountants, but to elevate their purpose, by redefining their role.

The Family Experience Matters

Parents notice the difference immediately. One login. One platform. Complete visibility into all school-related expenses. The simplified experience reduces friction, improves payment

compliance, and strengthens the school-family relationship — benefits that directly impact retention and reputation.

Schools investing in specialised financial technology aren't just upgrading their payment systems. They're reclaiming time, improving operations, and creating the financial foundation that allows them to focus resources where they belong: on delivering exceptional education.

Zenda partners with schools to streamline financial operations through comprehensive, integrated, education-focused technology.

Learn more about [Zenda](#)

