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in an International Context
Department of Education
University of Bath*

Celebration for MA Graduates at Machabeng College, Lesotho



Congratulations to MA graduates

In June, Mary Hayden and Jeff Thompson were delighted to be able to take part in a celebration to mark the graduation of teachers who had successfully completed the MA in Education programme through the Study Centre at Machabeng College Lesotho. Held at Machabeng as part of a school assembly which allowed teachers to share their success with their own students, the celebration was a happy occasion led by the Acting Headmaster, Mr Christy Philip, with participation from the Chairman and Vice Chairperson of the Machabeng Board, Mr Teboho Kitleli and Mrs Matiisetso Libetso.

We were pleased to be able not only to congratulate in person teachers currently in Lesotho (Dinah Fening, Florence Kulundu, Mpho Makara, Stanley Mayanja, Teboho Motaboli, Fungai Shava and Nico van de Castele), but also to note the success of others who completed their MA through Machabeng and have now moved on to posts elsewhere: Trevor Pitman, Steve Sargeant and Theo Turatsinze. Congratulations to all, and thanks to previous Heads David Wilkinson, Neil Richards and Leif Berntsen for their support along the way, as well as to previous Study Centre coordinators Sheila Barnsley and Theo

Turatsinze, and to Arklay Guthrie, the current Study Centre coordinator at Machabeng, for his work behind the scenes in making the celebration run so smoothly. *We look forward to further graduations through the Machabeng route before too long!*

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INTERCOM

International into National Does Go

What exactly constitutes British society and culture? This question sprang to mind on encountering the article on 'Globalisation and International Education' by Jim Cambridge in *Intercom* 10 which contrasted the educational views of Professor George Walker, Director General of the International Baccalaureate Organisation and Visiting Professor at the University of Bath, and Dr Nick Tate of the Qualifications and Curriculum Authority. Professor Walker had commented that, in a world in which national as well as international schools are increasingly operating in an international environment, the IB is no longer seen as the preserve of the latter. By contrast, Dr Tate had felt that the IB is inappropriate for widespread adoption in maintained schools in England and Wales because it is an international qualification not devised with (British) society and culture in mind. He argued that in the IB Diploma Programme programme, for instance, English is very much about world literature. Presumably Dr Tate fears that the widespread adoption of the IB in English and Welsh maintained schools could lead to the creation of generations of young people without a clear sense of what it means to be British.

'Cultural heritage' view of curriculum

This view fails to take into account, I believe, the perception held by many of Britain as a plural, multicultural society in which its members simultaneously belong to the national culture and to a variety of subcultures. A 'cultural heritage' view of curriculum, where the choice of texts is limited to the finest in the language, as prescribed by the great and the good of the national culture, does not serve the best interests of all students, particularly those who choose to identify more strongly with a particular subculture. Similarly, it fails to take account of the fundamental principles underpinning the IBO.

Fundamental Principles

Whilst the IB offers an international curriculum, this does not mean that it is designed to eradicate a student's sense of national and personal identity. On the contrary, as the former IBO Director General Roger Peel emphasised, 'the honesty of the IB stems from the fact that we require all students to relate first to their own national identity - their own language, literature and cultural heritage ... this process requires a high level of first language competence, and being able to speak a second language competently enables not only face to face communication with people across national and cultural barriers, but also access to the accumulated records of a culture'.

Thus Groups 1 and 2 (Languages) are at the heart

of the IB Diploma. Dr Tate's comment that IB English is about world literature fails to recognise the way in which the IB Diploma languages programme is designed to meet the needs of students all around the world. Given that 67 of the 165 texts/writers on the Prescribed Book List are 'British', and would not appear incongruous on even the most traditional University degree programme, and given that the remainder represent the greatest names in world literature, it is difficult to understand how the IB programme could not be considered appropriate for students in the maintained sector of England and Wales.

Notwithstanding the fact that IB languages A2, B and *ab initio* are as appropriate for students in British state schools as they are for their counterparts in international schools, the A1

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programme allows students to relate not only to their own culture and language, thus reinforcing personal and national identity, but also to other cultures and languages. Thus it facilitates the promotion of an international perspective, a key educational goal in a world that is becoming ever more globalised and interdependent.

Living and working in a globalised world

As Jim Cambridge notes, it is a misconception to think of globalisation 'as a single discrete phenomenon', but few would doubt that the world is becoming an ever more interconnected place. Spending at least part of one's life on an assignment in a foreign country will soon exceed the probability, a century ago, of ever stepping out of the town where one was born. As interconnection speeds up, more and more people will be faced with the challenge of living and working in a foreign culture. In this context, whatever usefulness ethnocentrism might once have yielded will be redundant. Some might argue that innate human acculturation skills will enable those faced with cross-cultural challenges to adapt to and successfully complete their overseas assignments, but the reality is different. Many

a personal view by Bora Rancic

would argue that intercultural sensitivity is not natural and that respect for lifestyles other than one's own is not the norm. In the light of this, it is no surprise that the difficulty of successfully meeting the international managerial challenge is reflected by an observation that only about 20% of international workers perform highly effectively and that 15-40% of American business personnel return home before their contracts run their full course. Furthermore, one study has found that nearly ten per cent of employees returning from overseas postings left their companies within two years, at an estimated cost of £1.2 billion annually. One may speculate that ethnocentrism, where people make judgements about culturally diverse others using the standards with which they are familiar from their own socialisation, is a root cause for the failure of so many people to successfully negotiate cross-cultural experiences, and to complete professional assignments.

Ethnorelativism

Which brings us back to Dr Nick Tate and Professor George Walker, for when the latter talks about convincing those who are not international of the importance of this kind of education he is really talking about an education that will develop life long learners who have a high degree of international understanding and a consciousness of the shared humanity that binds all people together. In other words, learners who are able to take an ethnorelativist, rather than an ethnocentric, view of the world.

There is a growing belief that a useful approach to the understanding of international education lies in the concept of 'crossing frontiers'. 'Crossing Borders' is the sub-title of Fennes & Hapgood's book on *Intercultural Learning In The Classroom*. This implies a movement away from ethnocentrism towards ethnorelativism, for which the design of the IB English A1 programme allows. Those people who fear that the adoption of

the IB into a national system might lead to a wholesale loss of personal and national identity may be unaware of recent research which suggests that the development of a national and international identity are not mutually exclusive. Cynthia Wong contends that when one gains international understanding in an international education, one also tends to appreciate one's roots more. This view is supported by my own research; being international does not mean giving up one's strongly held beliefs and drifting into a kind of 'international normlessness'.

The Imperative of International Education

Despite the enthusiasm shown in some UK quarters for the IB, notably by the Secretary of State for Education himself (TES March 10 2000), there are no plans to replace A Levels, in the short term at least. The newly revised A Levels requiring students to take at least 4 subjects in the first year before cutting back to 3 in the second, are to be introduced this year. Thus, the imperative of international education in the UK, which surely must begin with internationalising the curriculum, remains unrecognised. The new A Levels may provide more breadth but there is nothing to suggest that they will provide the kind of intercultural literacy encouraged by the IB Diploma.

A broad, national/international course,

such as English A1 outlined above, coupled with the academic rigour of Theory of Knowledge and the Extended Essay, and the cross-cultural experiences possible in CAS allow for the development of the perspectives of young adults away from ethnocentrism towards ethnorelativism in a way that the traditional A Level, and now the new A Level, do not. Finally, the IB Diploma leaves students better equipped to operate in a world becoming ever more globalised and interdependent. *Unfortunately, it will remain the preserve of the few, until our educational leaders realise that international into national does go.*



Bora Rancic has been a teacher of English since 1978. He taught A Level in London and Barbados before moving to the Solomon Islands where, as Form 6 Tutor, he worked on the establishment of the Pacific Senior Schools Certificate and the National Form 7 examinations. More recently, he was a full time Masters student at the University of Bath where he developed a research interest in student perceptions of international education. He has since been Head of English at an international school in Bahrain where he taught IB English Language A1 and A2, and is currently employed by the Centre For British Teachers in Brunei where he teaches senior English at SOAS College.

Call for papers

CEIC is to host a one-day conference on 'National Systems and International Education' with the British Association for International and Comparative Education at the University of Bath on 18 October 2000. We would like to encourage discussion of international education in the context of curriculum development, educational assessment, continuing professional development of teachers, development aid and comparative research. The participation of practising teachers would be very welcome.

Short papers are invited which address the influence of national education systems on international education, and international education organisations on national systems. If you have a proposal for a contribution to this conference, please contact Jim Cambridge by 8 September 2000.

Conference fee (including lunch): £15.00 and £10.00 (students). For further details and booking please contact Jim Cambridge at CEIC, Department of Education, University of Bath, Bath BA2 7AY, by email: <J.C.Cambridge@bath.ac.uk> or by telephone: 01225 826120.

WHAT DO YOU THINK?

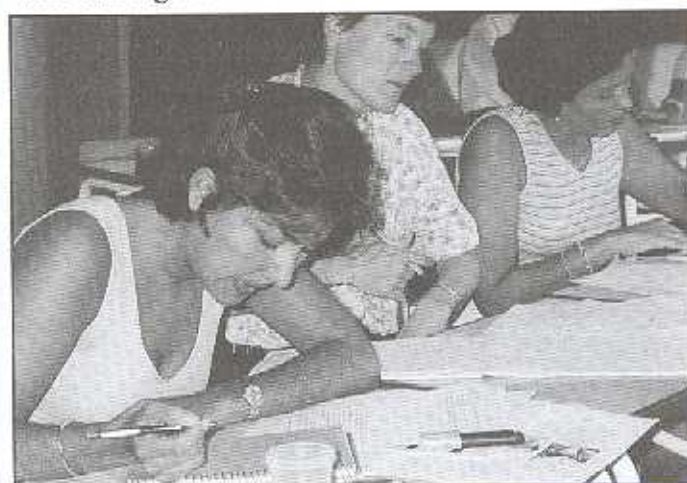
INTERCOM welcomes contributions from readers. Do you have an opinion about international education which you would like to share with other people around the world? What are your views on the article by Bora Rancic? What do you think about the points raised in the book review by Richard Pearce? Send your letters and emails to *Intercom* and we will publish what we can, space permitting, in our occasional correspondence column.

**INTERCOM,
CEIC,
Department of Education,
University of Bath,
Claverton Down,
BATH BA2 7AY,
United Kingdom.**

or ceic@bath.ac.uk or via the CEIC home page.

Study Centres

In February, John Ericson visited Peru to teach Educational Technology and Development 1 at **Colegio San Silvestre**. Thanks are extended to the Link Coordinator Mark Sunman who assisted in organising John's visit so well. Our collaboration with colleagues in Peru will continue in 2001.



Colleagues at the Lima Study Centre

Mike Fertig visited Bangkok at the end of March to teach the School Improvement unit. He was able to renew acquaintance with a number of students taught on previous visits and it was also very encouraging to meet with a number of teachers new to the MA Programme. During his time at the **New International School of Thailand**, Mike was also able to present an INSET session on 'team leadership' to teachers from the school. Many thanks are due to Keith Wecker for his continuing support of the Bath link and, most especially, to Diane Lewthwaite, the School's Coordinator for the MA Programme. Diane has worked tirelessly for a number of years to make our visits to Bangkok run as smoothly as possible. She is now giving up the Coordinator's role and this is being taken up by Doug Edwards. Welcome, Doug!

Le Bocage International School is our Mauritius Study Centre and in April Jeff Thompson and Mary Hayden taught MA units on School Effectiveness and Methods of Educational Enquiry. Thank you to Shekar Dewoo and the headmaster Terry Christian for their support. In May Jeff Thompson and Mary Hayden went on to visit **St Andrews Scots School**

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Buenos Aires, where units on Assessment and Methods of Educational Enquiry were taught, and in early June they also visited **Machabeng College**, Lesotho where they participated in a celebration for graduating MA students as well as teaching the Methods of Educational Enquiry unit.

During four days at the end of May the library of the **Amman Baccalaureate School** was the base for MA students studying Introduction to Educational Management with Steve Gough. The 10 participants in this intensive programme brought a wide variety of management experience to the learning process, which involved a series of individual and group activities designed to develop understanding of the applicability of both classical and modern management theories in the local educational context. The programme was hosted by the Principal of the Amman Baccalaureate School, Mrs. Samia Al Farra. The organisation of the programme - which included not only huge amounts of photocopying and the provision of facilities but also the tricky business of collecting Steve from the airport at 4:30 in the morning and thereafter making sure he knew where he was supposed to be - was brilliantly managed by the school Registrar, Mrs. Munira Jundi. Steve's only regret was that, with eight sessions and ten tutorials in four days, there was far too little time to enjoy the many attractions which Jordan offers the visitor. Nevertheless, time was found for a visit to the spectacular Roman site at Jerash, and to enjoy the delights of the local cuisine. *We look forward to continued collaboration through more visits to this and other Study Centres in 2001.*

Jeff Thompson was invited to be guest of honour at the graduation ceremony for IB leaving students at **St Dominic's School**, Portugal in May. He also attended in May a ceremony at **St Clare's**, Oxford where he presented prizes and certificates to IB students. George Walker was guest of honour at the graduation ceremony for **Southbank International School** held in London in June, while also in June Jeff Thompson attended the Global Connections conference held at **Deerfield Academy**, Massachusetts in June. The conference was organised by Malcolm McKenzie, a former Visiting Fellow in CEIC and the Principal Designate of the **United World College of the Atlantic** in Wales.



MA Graduates at Machabeng College, Lesotho

STUDY CENTRE DATES

15 - 18 August 2000
Le Bocage International School, Mauritius
School Improvement

25 - 28 August 2000
Maru a Pula, Gaborone, Botswana
Management of Innovation

November 2000
Amman Baccalaureate School, Jordan
Unit to be confirmed

November 2000
New International School of Thailand, Bangkok
Unit to be confirmed

November 2000
St Andrews Scots School, Buenos Aires, Argentina
Unit to be confirmed

19 - 22 February 2001
San Silvestre, Lima, Peru
Educational Technology and Development 2

All Study Centres are open to anyone who is eligible to participate and who is able to find their way to the right place at the right time.
Further details from Sue Oakley at CEIC.

IB Research Unit

As announced in the last issue of *Intercom*, the IBO Research Unit (IBRU) has been established at the University of Bath. We are currently in the process of developing the organisational structure of the Research Unit and an Administrative Assistant has been appointed to assist in this area. The initial plans for the Research Unit include the upgrading of the Research Web Pages within the IBO web pages, and linking them to an online Bibliographic Research Database for the use of IBO teachers around the world. We will also be establishing a database of known research on the IBO. This database will allow us to support educational researchers and teacher researchers when looking for articles written on the IBO.

INFORMATION WANTED

We are currently seeking information on research articles, dissertations etc. written about any of the programmes in the IBO. Information relating to such articles can be forwarded either electronically or by mail to the address below. The information that we require includes Author(s), Title, Date of Publication, Location of Publication. We also ask

for five key words relating to the publication and, where appropriate, a copy of the abstract.

We are keen to encourage a research culture within International Schools with a focus on Learning in an International Context and therefore actively seek research proposals from teachers in International Schools. Researchers should initially visit the IBO Research web pages for further information, but if they have a specific request they would like responded to they should contact the Research Unit at the address below.

Future plans for the Research Unit include the establishment of an International Educational Journal as well as the development of funding opportunities for teacher researchers in international schools. We look forward to the continued evolution of this exciting development within the IBO. For more information contact:

Roger Brown

Research Manager

International Baccalaureate Research Unit

Department of Education, University of Bath

Claverton Down, Bath BA2 7AY, UK.

email: research@ibo.org

The IBO Research Pages can be accessed via the following link:

[http://www.ibo.org/ibo/english/research/research\(e\).htm](http://www.ibo.org/ibo/english/research/research(e).htm)

or by visiting the CEIC Home Page.

November publication for new book on international schools and international education

A new book edited by Mary Hayden and Jeff Thompson will be published in November 2000. The anthology, which discusses curriculum, student-related issues and staffing, will be published in paperback by Kogan Page. It is expected to retail at about £20.

In this collection, John Lowe writes on assessment, while Gail Bradley raises the issue of inclusive education in the international school. John McKenzie considers what has been described as the 'interstitial' curriculum and Samia Al Farra discusses issues relating to international education in the Islamic world. The politics of international education are considered by Peter Zsebik.

Anne McKillop-Ostrom considers student mobility and the so-called 'global nomads' or 'third culture kids', while Brian Garton's chapter picks up on the theme of transition in recruitment of teachers for international schools, including orientation. Issues concerned with professional development for teachers are discussed by Bill Powell, who goes on to make a number of practical suggestions relating to the encouragement of reflective practice within the international school context. Carol Thearle asks about the balance between men and women in senior positions, and challenges us to consider how a more even balance at senior management levels

might be achieved within the international school context. A further chapter considers the local community as a dimension of human resource management, with Keith Allen arguing strongly for the importance of two-way links between international schools and the communities within which they are located.

Issues related to school management are also explored. Niall Nelson considers a range of views on strategic planning and the role of the Board, before describing some practical action taken at Jakarta International School, while Joc Blaney draws on his wide-ranging experience of educational leadership in both North America and Europe in making a strong case for the importance of strategic planning as a whole school activity. Michael Fertig's contribution reflects on the topical and well researched (in some national contexts, at least) fields of school effectiveness and school improvement and discusses the implications such thinking may have on the management of international schools. The organisational culture of such schools is explored by Jim Cambridge, and the volume is completed by George Walker, whose chapter focuses on international education in the context not only of international schools but also of national schools.

Books on TCKs & Global Nomads

Reviewed by Richard Pearce

David C Pollock and Ruth E Van Reken (1999)
The Third Culture Kid Experience: growing up among worlds Yarmouth, ME: Intercultural Press (ISBN 1-877864-72-2).

Asako Yamada-Yamamoto & Brian Richards (1998) *Japanese Children Abroad: Cultural, educational and language issues* Clevedon: Multilingual Matters (ISBN 1-85359-425-3).

These are two books about expatriate children and their problems, especially on repatriation. I recommend both of them to all International Schools, but for very different reasons. The contrast in approaches - and intended uses - is itself an illustration of culture-specific attitudes and is every bit as illuminating as the texts. In the American Social Psychology idiom, the returning expatriate has been dubbed 'Global Nomad' or 'Third Culture Kid', and their feeling of separation from supposed brethren which they experience on coming home is notoriously traumatic. To a European, raised in a crowded continent with sovereign states a car drive away, plurality is not so strange, but Americans' ancestors left the Old World, with its divisions and inequalities, for a better land where all would be united and equal. The aim of a study of TCKs is the remediation of the child's pain, and more recently the interpretation of the child's experience as gain. This thread runs through both books but the modes of analysis are worlds apart.

Pollock, who is a minister of religion and former missionary as well as an academic, is an honoured consultant in the American expatriate field whose diary is booked four years ahead. Van Reken likewise is a respected practitioner and consultant. The world-wide audience which has heard them over 20 years has been waiting for this book. They have delighted in Pollock's charismatic presentations at which he reassures TCKs that feeling like strangers when they go home is normal and that, though they are imperfect Americans, they are perfectly normal TCKs. This is a textbook of self-help, written for counsellors, therapists, sponsoring organisations and expatriates. The approach is phenomenological, with chapters headed 'Benefits

and challenges', 'Practical skills' and 'Unresolved grief'. Its references are almost entirely anecdotal, rarely academic, because its authority derives democratically from popular recognition by the subjects themselves and America is even less receptive to intellectualism than Britain. It is designed for use not as a source of theory but for practice, to make unhappy people feel better. It should be in the library of every International School, as a stand-by for those who identify with it and because it sensitively and thoroughly shows others how repatriated Americans see themselves.

The second book is also about expatriates whose national identity is seen as damaged by expatriation, but it reflects Japanese concepts of national identity and British educational institutions. Assembled carefully by a team based in the Linguistics department at Reading University, it naturally features language-acquisition and bilingualism prominently, but brings academic, professional and lay analyses to bear. The 25 integrated contributions, often very brief, reflect upon one another, which sharpens the contrast between Japanese and British world-views. The pragmatic British seek ways of improving the integration of children in their schools, notably through English language development, but the Japanese characteristically react to problems with implicit accommodations rather than explicit solutions. Their sophisticated social culture, which they see as a lifelong project, is the resource to which they turn. Typically, the sufferer takes responsibility, just as in Japanese conversation communication is the responsibility of the listener, not the speaker.

The final product is a compendium of valuable experience and wise advice, which nevertheless needs to be sensitively employed. Academic chapters have references indicating routes towards deeper understanding of these and other cultures; it is not so much a handbook of solutions as a case study which stimulates reflection and the development of better practice.

And even for schools with no Japanese students it is a reminder that working responsibly with other cultures involves more than nominal respect: one must accept that for other cultures, we are the strangers.



Richard Pearce has taught at independent schools in Britain and the USA, and at English and American system international schools. After sixteen years as Director of Admissions at the International School of London his interest in cultural issues led him to research into the adjustment of mobile children, through the Department of Education at the University of Bath. He is also a consultant to multinational enterprises and families on schooling for internationally mobile children.

SUMMARY OF CONTACT DETAILS

Office/Individuals	Function	Contact details
CEIC Office Prof Jeff Thompson: Director of CEIC Dr Mary Hayden: Director of Study Centres and Director of Summer School Mrs Sue Oakley: CEIC and Summer School administrator	Coordinates all administrative arrangements relating to Study Centres worldwide, and to annual Summer School Also supports research into international education and development projects worldwide [NB e-mails for other tutors can be sent to CEIC e-mail address for forwarding, if need be]	Tel: 44 1225 826120 Fax: 44 1225 826460 J.J.Thompson@bath.ac.uk M.C.Hayden@bath.ac.uk S.J.Oakley@bath.ac.uk ceic@bath.ac.uk
Advanced Courses Office Mrs Kate Bullock: Director of Studies for Advanced Courses Mrs Philippa Wheeler & Mrs Fay Jeffery: administrators	Coordinates anything to do with submission of unit assignments and dissertations, examiners meetings, feedback of grades to students, etc.	Tel: 44 1225 826634/ 826602 Fax: 44 1225 826113 K.K.Bullock@bath.ac.uk P.N.Wheeler@bath.ac.uk F.J.Jeffery@bath.ac.uk
University of Bath web site	Access to large amounts of information about all aspects of the University	http://www.bath.ac.uk
Library/Learning Centre Library Distance Learning Support Desk Mrs Francoise Dawson: Education Librarian	Distance Learning support service provides support particularly for those based away from Bath Education librarian provides support for all students of the University of Bath, based on campus or at a distance.	lisd@bath.ac.uk F.N.Dawson@bath.ac.uk Access to online journals via web page www.bath.ac.uk/Library/ [Obtain user name and password from lisd@bath.ac.uk]

**CEIC, Department of Education, University of Bath,
Claverton Down, Bath BA2 7AY, United Kingdom**

Tel: +44 1225 826120

Fax: +44 1225 826460

email: ceic@bath.ac.uk

web site: <http://www.bath.ac.uk/Departments/Education/CEIC.html>