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*Newsletter of the Centre  
for the study of Education  
in an International Context  
Department of Education  
University of Bath*

## MA subject review awards Bath excellent grade



Some students may have been aware that the Department of Education here has recently been involved in a Subject Review of the entire MA Programme. This Review is organised by the Government's Quality Assurance Agency, whose task it is to oversee quality issues in Higher Education.

So, what did it mean for us? We had many months notice of the Review and that enabled us to prepare a vast amount of documentary evidence about the MA in Education programme. Then, in early February, the members of the Review Team arrived with the task of checking whether we were living up to the claims we were making about the programme. They spent just over three days here with us, looking at student work and other documentation, talking to past and present students and also meeting with staff. A departmental coordinating group led by Prof Bill Scott included CEIC members Mary Hayden and Mike Fertig (pictured above).

In addition, as some of you will know, the Team was anxious to make contact with some of our students who are based away from Bath. E-mail connections were set up and a

number of students were contacted by Team members during the Review period.

At the end of the week, we were given oral feedback, pending the production of a more detailed report, and we are sure that you will be pleased to hear that we were awarded 23 out of a possible 24 marks for the programme.

Everyone here in the Department would like to express a really heartfelt 'Thank you' to all those who responded to the Team's questions. Members of the Team were most impressed by the degree of support expressed by students contacted, and we are extremely grateful to you all.



UNIVERSITY OF  
**BATH**

INTERCOM



# INTERNATIONAL TEACHER RECRUITMENT

A personal view

It is just after nine p.m. and after travelling for almost twenty-four hours, you have finally arrived. The one thing that stands out most as you are transported from the airport with thirty other recruits is the distinctive smell of oil in the air. You gather your bags as they are unloaded onto the Middle Eastern sands and make your way across a small piece of desert to a sterile looking administration block where an anxious administrator stands, nervously smiling as he mentally counts the heads as they walk through the door. As he

peruses his new stock, he wonders whether he has made the right choices ... you wonder the same!

International teacher recruitment is not only an integral part of a successful international school, it is also big business. With the type of money that is involved in recruiting, and maintaining, the right person for the right position,

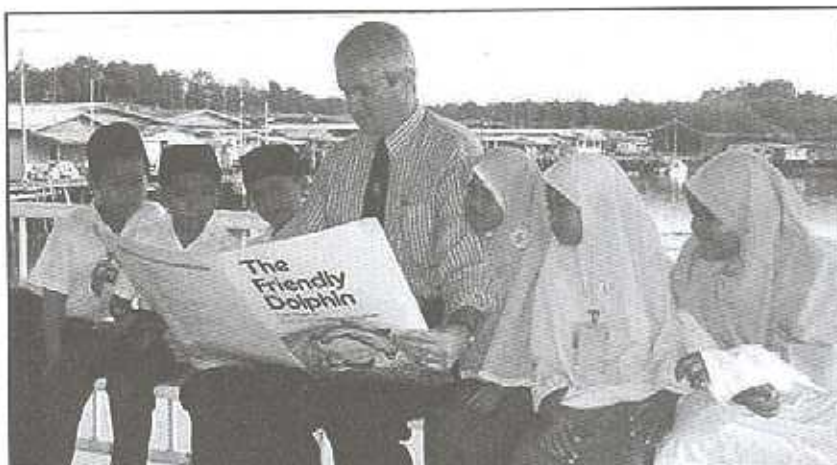
the role of the recruiter remains critical. Likewise, the obligation on the prospective employees to 'do their homework', ask the right questions and fully absorb and assess an overload of information is also of the utmost importance. An inappropriate appointment from a school's point of view can be an educational and financial nightmare. Teachers too sacrifice plenty to take up an overseas appointment and the consequences of an ill-informed or incorrect decision can be just as disastrous.

If we acknowledge that successful recruiting is an integral part of a successful international school, then we might well ask what direction recruiting will take in the early years of this twenty-first century. Up until now, recruitment fairs run by various agencies have been the most accepted form of recruitment. In a recent

survey conducted as part of a research paper, the question regarding the effectiveness of recruiting fairs received a mixed reaction. The evaluation of recruiting fairs seems to be purely in the 'eye of the beholder'. For some, it is simply a confusing 'cattle show' that is an evil necessity, but one that would be avoided, if it was at all possible. Many candidates believe that they are unable to present themselves in the best possible way, due to the intensity of the sessions, the number of interviews that they may need to attend and the impersonal feel of

the days.

Those administrators and candidates who are successful in their pursuits are generally more complimentary of the process. Overall, the general consensus seems to be that they are time efficient, cost efficient and as one administrator noted, "The cream will generally rise to the top!"



**PAUL WALSH is an international educator, who has taught in the Middle East, UK, Indonesia, Brunei and Australia.** His initial teacher qualifications were gained through the University of Melbourne and La Trobe University in Australia. In 2000, he completed his MA in education through the University of Bath, where his dissertation was an empirical investigation into international teacher recruitment. Paul is currently working in Brunei for the CfBT.

Information and Communications Technology has had an enormous impact in our lives over the past five years and that pattern seems destined to continue well into the future. In education, the implications in the area of curriculum especially, have been most significant. Another area where ICT has been prominent in schools has been in the marketing department, where most of the reputable, forward thinking institutions have pages on the world wide web that cover every aspect of the school's life, including employment opportunities. Likewise there are a number of sites that post, and update, current vacancies within schools around the world. Now, a prospective applicant can log onto a homepage and obtain a plethora of information from a school's mission statement to its preferred sporting electives. There are



## ...WHAT LIES AHEAD?

by Paul Walsh

photos to look at, statements to read and information to absorb. Already, applicants are ahead of their 1990 counterparts.

ICT has also made the process of physically applying for a position that much easier. It is now possible for a person to email any number of applications per hour to all points of the globe. The application would include a standard

curriculum vitae document and an adjusted covering letter that shows a high degree of knowledge of the school and its educational philosophies, based on information gained via the school's web page. Because of this, applicants are more likely to become less discerning, as the process

becomes easier. No photocopying, no binding, no premium postage costs for guaranteed delivery, everything is completed quickly and efficiently with the touch of a keyboard.

The implications of this scenario for administrators are simple. In years to come, it will be a brave recruiter who posts an advertisement containing an email address, asking for expressions of interest to be sent directly to the school. Schools will be flooded with applications, all of which will require some form of perusal, and reply. Administrators will possibly turn to agencies once more; this time to narrow the field based on set criteria, and then submits a final short list for consideration and direct school-based action.

Based on further survey results, it seemed conclusive that, from the administrator's point of view, a face-to-face meeting with a school's representative was still the most preferred means of choosing suitable candidates. Video links and video support material with written applications still carry little weight and are not likely to play a major role in the near future.

Innovations will evolve and practices will change thanks largely to the influence of ICT.

However one aspect of international teaching that, I believe will not be affected by ICT revolves around the qualities that are needed to function as an efficient, effective international educator. No matter what direction information technology may take us within the selection process, we still need to recruit **MAGNIFICENT** teachers ...

*Motivated*

*Accountable*

*Global Thinkers*

*Nurturing and sensitive to the needs of children*

*In tune with the traditions and customs of the host nation*

*Fervid in their desire to achieve as professional educators*

*Innovative*

*Current Educational Thinkers*

*Energetic*

*Non partisan towards political and religious beliefs*

*Team players*

It could also be expected that those **MAGNIFICENT** international educators who are prepared to take their expertise, experience and talents to any given school, are entitled to have expectations of the institution that will support them in their job. As a starting point, **MAGNIFICENT** international educators should expect to be working in a school that **CARES**.

The metamorphosis that will occur in the area of international education recruiting over the next five years are likely to be enormous. *Two aspects that will remain constant will be the importance of the decisions made by the various recruiting officers and the qualities that go with recruiting the right MAGNIFICENT international educators into a school that CARES.*

*Communicates*

*Appreciates*

*Remunerates*

*Encourages*

*Supports.*



# STAFF NEWS

## Philippa Wheeler joins CEIC

Many of our colleagues around the world will be sorry to hear that Sue Oakley is no longer CEIC administrator, although the good news is that Sue's new appointment as secretary to the Head of Department of Education means that she has not moved too far away. Equally good is the news that Sue has been replaced in the CEIC administrator role by Philippa Wheeler, who will be known to many through her work in the Advanced Courses office and has been replaced in that office by Julia Burch. Welcome to the CEIC team, Philippa!



Philippa Wheeler:  
joining CEIC team

## Martin Dobson retires

Martin Dobson has retired from his post as Chief Technician in the Department of Education. Many of our MA students and staff have been grateful over the years for Martin's good-humoured assistance, particularly in



Martin Dobson (left)  
with Jeff Thompson

Martin on his retirement - we shall miss his company very much.

## Personal Chair for Bill Scott

Dr Bill Scott, the current Head of the Department of Education, has recently been promoted to a personal Chair in Education. Congratulations Professor Scott!



Prof Bill Scott

# CEIC

## Study Centres

The first Study Centre visit to take place since the last edition of *Intercom* was that undertaken by John Ericson when he travelled to Buenos Aires in November 2000 to offer the Evaluation unit at St Andrews Scots School. Thank you, in particular, to Maria Eugenia Podesta and Flavia Santini for all their help in making the arrangements - and to Geoff Fisher, for all his support before leaving his post as Headmaster to take up a new position in Australia. Jim Harvey was the next to travel, when he set off for Bangkok to offer Equal

Opportunities in Educational Management at the New International School of Thailand in December. Jim barely had time to unpack before setting off again at the beginning of January for Amman, where the Amman Baccalaureate School was the location for teaching the Management of Innovation unit. We are grateful, as ever, to Doug Edwards at NIST and

Munira Jundi at ABS for all their support in making the arrangements for these two units. *Incidentally, Jim also managed to find the energy in mid February to climb to the summit of Kilimanjaro for the second time!*

January was also the month when Mary Hayden and Jeff Thompson returned to Lesotho, partly to offer dissertation support to those enrolled on the Bath MA programme through the Secondary Education Support Project (SESP) and partly to



Colleagues at the Study Centre at



# ROUND THE WORLD

## news

teach the Management of Innovation unit at Machabeng International College where, as ever, support was provided by Arklay Guthrie. Most recently, John Ericson has returned from offering Educational Technology and Development I at Colegio San Silvestre, Lima (thanks again to Mark Sunman for making all the arrangements) and as we go to press Paul Denley and Mike Fertig are setting off to teach Educational Technology and Development I and School Improvement respectively at Le Bocage International School, Mauritius where we are



Machabeng International College, Lesotho

grateful to Shekar Dewoo for coordinating arrangements.

Plans are in hand for further units to be offered in the near future at Machabeng College (Lesotho), Maru a Pula School (Botswana), St Andrews Scots School (Argentina) and the New International School of Thailand.

Jim Cambridge was an invited speaker at the ECIS Cross-cultural

Committee Think Tank conference on 'Teaching and Understanding other cultures' hosted by the International School of Düsseldorf in March. There was much enthusiastic discussion about the representation of different cultures in international schools, and the challenges of mobility and transition. Thank you to the organisers of the conference - particularly Beatrice Larose - for making the event such an informative and enjoyable weekend.

## STUDY CENTRE DATES

9 - 13 April 2001

**Le Bocage International School, Mauritius**

*School Improvement  
Management of Innovation*

28 April - 1 May 2001

**New International School, Bangkok,  
Thailand**

*Management of Innovation*

11 - 14 May 2001

**St Andrews Scots School, Buenos Aires,  
Argentina**

*Introduction to Educational Management*

18 - 22 June 2001

**The Dwight School, New York City, USA**

*Methods of Educational Enquiry*

June 2001

**Machabeng College, Maseru, Lesotho**

*To be confirmed*

November 2001

**Amman Baccalaureate School, Jordan**

*To be confirmed*

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 Philippa Wheeler at CEIC.



# LOOKING FORWARD TO SUMMER SCHOOL 2001

**Preparations for Summer School 2001 are building up, with applications coming in steadily across the range of over 20 different units being offered during the three weeks beginning 9 July.** As in previous years, a programme of activities has been arranged which includes not only the different units but also dissertation support sessions, seminars and social activities.

As those who have participated in Summer School during previous years will know, the taught component of any one unit is covered in a Monday to Friday period, with blocks of time available for private study in the library and access available to ICT, e-mail and all other university facilities for those who have registered for the modular programme.

Enquiries and requests for further details, including application forms, can be obtained by contacting either Mary Hayden or Philippa Wheeler at [ceic@bath.ac.uk](mailto:ceic@bath.ac.uk)

*We look forward to seeing many of you on campus again in July!*

## **Week 1 (2 - 6 July)**

Dissertation Support only

## **Week 2 (9 - 13 July)**

Current Issues in Environmental Education  
Foreign Language Teaching: Methodologies and Syllabuses

Introduction to Educational Management

Language and Learning

Curriculum Studies

School Effectiveness

Evaluation

Education in an International Context

## **Week 3 (16 - 20 July)**

Educational Discourse

Environmental Education: Management of Change

Primary Education: Aspects of Learning

Teaching in a Bilingual Context

Management of Innovation

School Improvement

Assessment

Methods of Educational Enquiry

## **Week 4 (23 - 27 July)**

Methods of Educational Enquiry

Issues in International Primary Education

Developing Inclusive Schools

Action Research: Theory and Practice

Information Technology

Introduction to Educational Management

Managing Staff Development

Mentoring: Theory and Practice

## IBRU News

### **'Research Notes' launched**

The International Baccalaureate Unit has announced the publication of the first IB Research Notes (in conjunction with the IB Curriculum and Assessment unit in Cardiff). The IB Research Notes will be published four times a year and made available on the IBO web pages <http://www.ibo.org>. The intention of the research notes as stated by Dr Helen Drennen (Director of Academic Affairs) and Professor Jeff Thompson (Director for International Education) is 'intended to stimulate the exchange of ideas and experiences relating to organized inquiry into a full range of issues concerned with the teaching, organization and administration of IB programmes in international and national schools worldwide'.

The aims of Research Notes are to:

1. provide a forum for the publication of research related to the IBO and international education;
2. present research related to the IBO to its community;
3. establish a forum for discussion on research related issues on the IBO by providing a feedback column;
4. provide the wider IBO community with an outline of some of the current research being undertaken on the IBO; and
5. to provide information about recent research articles relevant to the IBO.

The Research Notes will contain a major article in each issue as well as a feedback column, and advice on recent publications related to research in international education.

### **Call for articles**

If you would like to contribute to Research Notes then contact IBRU at [ibru@ibo.org](mailto:ibru@ibo.org) for further information.



## From Russia with Lowe

The Soros Foundation, through its Open Society Institute in Moscow and Institute for Educational Policy (IEP) in Budapest is currently supporting a major educational development project in Russia, known simply to those involved in it as 'The Megaproject'.

After giving a staff development seminar at the IEP in Budapest last year, John Lowe was invited to take on a consultancy role in the Megaproject. So far this has involved two visits to Moscow to provide inputs on assessment issues at project workshops, but it is hoped that over the next two years he will have the opportunity to work with some of the regional teams.

The basic aim of the Megaproject is to develop regional educational policy initiatives that will support the transition to a more democratic, free-market-oriented society. Although twenty three regions originally submitted proposals, this has been narrowed down to nine that are being actively supported for the present, distributed throughout the country, from Karelia in the west to the Jewish Autonomous Region in the far east. In each of these regions, a small group of educators, drawn from a range of institutions, is developing its own proposal with the support of a central group of Russian experts.

Expertise from outside the country is drawn when needed, either for particular specialist functions or as a source of information on educational developments elsewhere in the world. That is where John Lowe comes in, with his involvement in examination and curriculum development projects in Poland apparently being a useful opener of doors.

It is fascinating to observe at close quarters the challenges facing Russian educators as they try to remodel their education system to support a society experiencing fundamental transformation. Problematic legacies of the former highly centralised administration include the shortage of expertise in planning and innovation implementation at local levels and the absence of 'civil society'. The individual projects, though varying in substantive focus, all aim to develop partnerships between regional administrations and non-governmental organisations, but in many cases the latter are either very weak or non-existent. Indeed, the

projects may be a key means through which NGOs become formed.

Although John's involvement is very much on an 'as-and-when-needed' basis, he hopes that the next two years will give him opportunities to work with Russian colleagues throughout the country. Unfortunately he had to turn down the first invitation he received to attend a regional planning workshop, in Krasnoyarsk region,

Siberia. It wasn't the cold that put him off (and temperatures in Krasnoyarsk were down below -50C this winter) but the thought of his family's reaction if he agreed to attend a workshop scheduled for December 25th!



John Lowe with colleagues in Russia

### Letter to the Editor

Two phrases in Anne McKillop-Ostrom's article on student mobility and transition (*Intercom* 12, November 2000) resonate with my own thinking and experience. She writes that 'Transition issues were neither emphasised, nor considered a priority, the assumption being that this was the responsibility of the parents or sponsoring agencies', yet Schaetti reports that typically employers focus only on the wage earner, while parents are in their 'egocentric' phase, caught up in the excitement and practicalities of the move.

Research on transition reports a very large gulf between parental observations and children's own perceptions. A move, seen by their father as 'wonderful' and their mother as a 'challenge', can be a very painful transition for the children. I have seen in such children many of the emotions described in the transition literature; grief, anger, confusion, fear and anxiety, manifested in temper tantrums, withdrawal, disturbed sleep and loss of appetite.

It would appear that transition is a time when children most need reassurance and support, yet it is least available to them. Anne asks, 'How is this best accomplished?' I would like to identify, from children's perspectives, the issues seen as important or problematic before an international move, and identify strategies that may reduce anxiety and make the transition easier. I have become convinced of the importance of listening to children.

Liz Ferguson, Ashted, Surrey, UK



# **NOW IN PAPERBACK!**

## **INTERNATIONAL EDUCATION: PRINCIPLES AND PRACTICE**

Edited by Mary Hayden and Jeff Thompson

Kogan Page

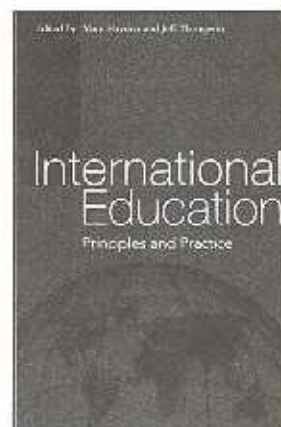
ISBN: 0-7494-3616-6

£19.99

The growth in the number of international schools has been particularly marked in recent years. Detailing developments in practice world wide, this internationally contributed book examines the relationship between theory and practice in the field of international education. Now published for the first time in paperback, this edition of the book includes a new preface by the editors which looks at the changing context and experiences in the international education sector. Each chapter of the book addresses a topical issue relating to international education, and many chapters reflect not only on the practical context, but also on the implications for the development of a wider research base.

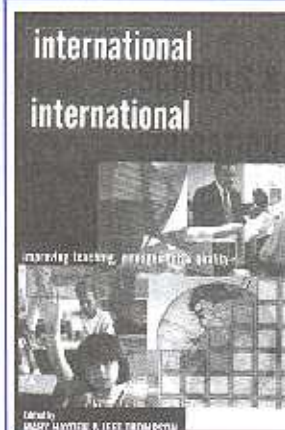
The book deals with both international schools worldwide and with national systems involved in promoting international education. With wide interest in international qualifications such as the International Baccalaureate and in the lessons that can be drawn from international modes of education, it will be valuable reading for many.

With contributions from experienced practitioners, heads, principals, directors, administrators and teachers, together with curriculum developers and researchers, this timely book will be of interest to those in schools and colleges as well as to those in the educational research community who have an interest in education beyond national boundaries.



### **WHAT THE CRITICS SAY:**

"International Education belongs in the professional libraries of all schools and in the private book collections of educators who believe that by acting upon diverse and collective ideas, an international education may be represented by the maxim 'Together -we can'" *IS Magazine*  
"A timely book on an important topic." *INTERNATIONAL REVIEW OF EDUCATION*



### **Also available**

*International Schools and International Education:  
improving teaching, management & quality*

Published 2000

Kogan Page 0-7494-3368-X (£19.99)

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](mailto:ceic@bath.ac.uk)

web site: <http://www.bath.ac.uk/ceic>