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in an International Context
Department of Education
University of Bath*

International education seminar in Bath



Seminar participants from left: (back row) Jeff Thompson (CEIC and IBO), Helen Drennen (IBO), Bob Sylvester (IB Research Committee), Martin Skelton (International Primary Curriculum), Jim Cambridge (CEIC), David Wilkinson (Mahindra UWC India), Charles Gellar (Brussels English Primary School), Brian Garton (Anglo American School of Sofia); (front row) Mary Hayden (CEIC), Jackie Holderness (Oxford Brookes University), George Walker (CEIC and IBO), Terry Haywood (IS Milan and ECIS), Keith Allen (St Clare's Oxford).

Between 29 June and 1 July this year, just before the beginning of Summer School, a group of international educators from a variety of locations gathered in Bath to discuss a range of issues relating to international education. The seminar was chaired by Jeff Thompson, with other members of CEIC participating including Jim Cambridge, Mary Hayden and George Walker (Director General of the IBO and a visiting professor at the University of Bath). Organised by Heather Bates from the IB Research Unit, the seminar consisted of a series of stimulating presentations and discussions focused around the question "Where's the international in .. ?" (professional development, curriculum, recruitment etc). The brainstorming within the group, which included individuals with a range of interests in this field (including Heads of international schools, university researchers, and representatives from organisations such as the International Baccalaureate Organization, the European Council for International Schools, and the International

Primary Curriculum) also helped to clarify the structure to be adopted for the major conference entitled *Interpreting International Education: Dimensions of Theory and Practice* which will be held in Geneva, organised jointly by CEIC and IBO, between 11 and 13 September 2002. Conference numbers will be limited to around 200, so early booking is advisable. See back-page for further information.



UNIVERSITY OF
BATH

INTERCOM

Inclusive education in international schools

Throughout the world, international schools appear to acknowledge the enriching experience of cultural and linguistic diversity amongst their students. Indeed, many international schools actually provide for this diversity. However, such provision rarely seems to extend to diversity of ability. There is little mention about utilising the variety of human achievement. Some international schools claim to be inclusive but, in many cases, views of inclusive education have been restricted to specific dimensions such as dyslexia or a mild learning disability. Examples of international schools offering a truly comprehensive, inclusive education are hard to find.

Inclusive education is a diverse and complex field that has been introduced as an alternative to segregated special education. Inclusive education may be viewed as an evolving process rather than as a fixed end point. It aims to offer a system that is not only more humane but also more effective and productive for all students. An inclusive school has students with a wide range of

Gail Bradley has taught in Wales, Abu Dhabi and Singapore. She is currently teaching at Qatar Academy in Doha. Gail was awarded an MA in Education by the University of Bath, where she is continuing her studies at Doctoral level. Gail contributed a chapter on inclusive education in international schools to the book *International Schools and International Education* edited by Mary Hayden and Jeff Thompson in 2000.

“Some international schools claim to be inclusive but, in many cases, views of inclusive education have been restricted to specific dimensions such as dyslexia or a mild learning disability”

abilities, and is an institution where nobody is turned away because of their lack of ability. The diversity of the learning group is valued and accepted.

The prospect of global mobility and the difficulties that often accompany it can be daunting enough for families with children who fit the ‘norm’, but the problems are manifold for parents of a child with special educational needs. As is evident in one international school, Dover Court Preparatory School in Singapore, such problems could include physical disabilities, and mild to severe learning difficulties. Those with special educational needs could include the hearing impaired, children with Down’s syndrome or autism, students with speech and language disorders, students with epilepsy, gifted or talented students, those with cerebral palsy and those with difficulties related to a variety of syndromes. The feature that distinguishes Dover Court from the majority of other fee-paying international

schools is the fact that it opens its doors to all. In this sense, Dover Court could be regarded as being in the forefront of inclusive education in an

international setting by accepting a great diversity of abilities and catering for a wide range of educational needs.

If, as international educators, we are aiming for excellence, achieving quality and setting high standards, then a number of issues pertaining to inclusive education in the international school require consideration. What does quality in the curriculum mean in this context? Is quality merely about obtaining good examination results and qualifications? Is this the basis on which quality can be monitored? Such an approach does not allow for diversity, since many children may be excluded if these indicators are employed for such purposes. Should quality instead be about the extent to which all students are welcomed into the school? Or does achieving quality in the international school apply only to mainstream students?

A different type of question is whether

a personal view by Gail Bradley

mainstream students can experience a high quality education if children with special needs are excluded. Tolerance and empathy, commitment, care and respect are all qualities which are advocated by many international schools. All children are entitled to a balanced and broad curriculum with opportunities to interact with peers and adults of varying backgrounds, abilities and interests. What better way is there to improve education in the affective domain and develop emotional intelligence than to include students with special needs in the intake of the international school?

What are the reasons for excluding special needs children in the international school context? Can a school be considered to be offering a high quality programme if such students are excluded? In fairness to international schools, we must acknowledge the many difficulties in implementing inclusive education in this context. It is time consuming and requires a high level of human resource. It has to be carefully monitored and well planned in order to cater for the needs and not just the rights of the child. In my experience, inclusive education does not work for practical and economic reasons if over 15% of the student population have special needs; it would be seen as being too costly in this situation and may not be economically viable. Most importantly, however, the introduction of an inclusive approach requires commitment to its ideology and values.

The school may gain many benefits by being inclusive. Apart from being able to serve a particular market need, other advantages would include the fact that all children are catered for on a continuum of skills and abilities. An inclusive approach facilitates and encourages staff teamwork, caters for individuals' rights, works toward eradicating stigma, provides opportunities for special needs children to function in the real world and to demonstrate their strengths and aptitudes, and raises awareness of standard achievement in special needs teachers. Inclusion assists the development of relationships and creativity that would not be possible in segregated situations.

For mainstream students, there are other benefits. On the practical side, they can use the facilities and services that are provided primarily for those with special needs. Inclusion can strengthen the school and enhance provision for all students, and it contributes to greater equality of opportunities. Students from inclusive schools speak warmly of increased opportunity and learning through diversity, challenging traditional views that special

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needs children in mainstream classes lower the overall standard. Familiarity and associated toleration reduces fear and rejection and, as a result, inclusive schools better prepare mainstream students for living in an inclusive society. *Inclusion encourages mainstream students to face challenges and not run away from them, leading to learning outcomes which cannot be generated from any textbook.*

Intercom welcomes
contributions from readers.
If you have a comment to make
on this article or any others in
this newsletter, please contact us
by post or by e-mail at
ceic@bath.ac.uk

Welsh Baccalaureate Project

For some time the National Assembly for Wales has been considering the possibility of piloting a new curriculum for the 16-19 education sector in Wales. The decision was made in July 2001 to award a major contract for the development of this new curriculum to the Welsh Joint Education Committee (WJEC), the examination board based in Cardiff which offers programmes including GCSE and A Levels to schools throughout Wales and England. An integral part of the contract awarded to the WJEC, for the development of what is being referred to as the Welsh Baccalaureate, is an internal advisory and evaluative dimension for which Dr Mary Hayden has been given overall responsibility. Mary will co-ordinate a team of colleagues working on the project, over the coming six years, and their work will include liaison with schools and colleges in Wales who have agreed to be part of this pilot phase.

The term baccalaureate is being used in this context to describe a broad curriculum with certain core elements. As a bilingual curriculum which places emphasis upon the linkage between academic and vocational components, this is likely to be an interesting project which will tackle some important educational issues.

Further details can be obtained from Mary Hayden.

Presidential Address

At a meeting of the British Association for the Advancement of Science, held at Glasgow University, Scotland, in September 2001, Professor Jeff Thompson gave an address entitled 'Science Education: national and international dimensions'. The address was part of a symposium on Science for 21st Century Citizens, organised by the Education Section of the Association, of which Jeff Thompson has been President for the past two years.

Study Centres

Since the last edition of *Intercom* went to press, Study Centre units have been offered in a number of locations. In August Mike Fertig travelled to Botswana to teach the School Effectiveness unit at Maru a Pula School, a visit which he combined with running dissertation support sessions for Secondary Heads and Deputies of Botswana government schools who are working towards the University of Bath MA in Education (Educational Management) with funding from the Ministry of Education. Thanks as always to Chris and Liz Madeley at Maru a Pula for their tremendous support, and to Fernando Maoto at the Secondary Department of the Ministry of Education.

Mike will be setting off again to teach the School Effectiveness unit in November at the **Amman Baccalaureate School**. Also in November John Lowe will travel to Bangkok to offer the Assessment unit at the **New International School of Thailand**. Thanks as always to Munira Jundi and to Doug Edwards for the support they have consistently provided in these two locations.



Mary Hayden (left) congratulating

Further Study Centre visits in 2002 are planned for Lesotho (January), Lima (February), Mauritius (April), Botswana (April), Buenos Aires (May) and Bangkok (May). Further details from Philippa Wheeler (email: p.n.wheeler@bath.ac.uk) or Mary Hayden (email: m.c.hayden@bath.ac.uk) or from the Study Centre website:

<http://www.bath.ac.uk/education/studycentres>

THE WORLD

news

Award of third Waterstones Prize

As in two previous years, Waterstones Bookshop on the University of Bath campus has kindly agreed to award a prize of £250 to a student of the modular programme leading to the award of MA in Education. We are delighted to announce that the prize this year, which is to be used as a contribution to course fees, has been awarded to **Maria Chew** who teaches at The **Alice Smith School** in Kuala Lumpur. Maria is currently working on her MA dissertation, and is investigating issues relating to globally-mobile 'Third Culture Kids' within the context of her own school. Congratulations to Maria on her work so far, and on being awarded this prize.



is Maria Chew, in Kuala Lumpur

Moving On?

We know that many of those registered on our various programmes are 'globally mobile' and move around the world at fairly regular intervals. We also know that, when packing up and moving on, the University of Bath is not necessarily at the top of your list of those who need to be

notified of your change of contact details. Every year we lose track of a number of students who forget to tell us when they move on. So please - if you're changing continents or countries, or just moving down the road, add us to your list of those to be notified. Details can be sent to Philippa Wheeler at CEIC, or to Julia Burch in the Advanced Courses office (or to Gill Brooke-Taylor, for research students). Even if you have already graduated, we will be happy to keep you on our newsletter mailing list if we know where you are. *Thanks - and happy moving!*

STUDY CENTRE DATES

January 2002

Machabeng College, Maseru, Lesotho

To be confirmed

18-21 February 2002

San Silvestre, Lima, Peru

Education in an International Context

April 2002

Le Bocage International School, Mauritius

To be confirmed

April 2002

Maru a Pula School, Gaborone, Botswana

To be confirmed

May 2002

St Andrews Scots School, Buenos Aires, Argentina

School Effectiveness

25-28 May 2002

New International School, Bangkok, Thailand

Education in an International Context

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.

The International Baccalaureate Research Unit continues to work on the development of a database in International Education Research. To date there are over 500 entries on the database. This project, which is continuing, will ultimately be made available through electronic means to the broader educational community.

As part of its function the Research Unit holds Research Committee meetings at which it receives proposals from educational researchers throughout the world. This activity assists the Research Unit in keeping informed of research developments throughout IB schools and in other institutions. Proposals that have been considered in 2001 include:

Learning and extended essays in the IB Diploma;

Libraries and extended essays in the IB Diploma;

The nature of democratic curriculum;

MYP implementation project;

International Baccalaureate: an urban inner city public secondary school reform experience; and

Internationalism and the significance of foreign language study in the context of the international secondary school.

Research Notes

Four editions of *IB Research Notes* have been produced in 2001. The first edition had as its main feature an article by Dr. R. Millikan, Head of Carey Baptist Grammar School in Melbourne Australia. The featured article, entitled 'Transition and Continuity between IB Programmes' was the result of visits to a number of schools in Europe that offered all three programmes of the International Baccalaureate - Primary Years, Middle Years and Diploma.

The second edition of *Research Notes* featured an article by the Research Manager Roger Brown. He reported on the preliminary phase of the joint UNESCO and IBO Intergenerational learning project which studied the types of learning that take place between students involved in the IBO CAS programme and the elderly.

In the third edition there was an article by

Gautam Sen, Diploma Programme coordinator, Koç School, Turkey. The article was based on a speech presented to a meeting of Turkish educators and the focus of the speech was on the possibility of using the International Baccalaureate Diploma Programme as a vehicle for change within national systems. The third edition of *Research Notes* also saw the introduction of two new features; commentaries by other authors on the views expressed in the leading article as well as a column entitled 'Using Technology to Support Research' by Bob Sylvester.

The most recent edition of *Research Notes* (number 4) includes as its lead article Rick Armstrong's views on 'Assessment in the MYP programme'. He provides a personal viewpoint developed from his experiences gained at many MYP workshops.

You can find all the editions of IB Research Notes discussed here at the hosted web site:

<http://www.bath.ac.uk/ccic/ibru>

Future developments

The IB Research Unit looks forward to broadening its role in the general area of learning and technology in 2001. Many sections of the International Baccalaureate Organization are pursuing various aspects of e-learning and it is with this in mind that the Research Unit will be developing a research profile specifically to support and inform other parts of the organization.

We are also actively seeking to keep in contact with teacher researchers throughout the world as we continue to develop our support services for them and their peers. We will continue to disseminate materials that are of interest to, and written by, teachers and researchers in schools through *Research Notes*, the IBRU research pages and other publications.

If you would like to comment on an article or contribute to *IB Research Notes*, please contact ibru@ibo.org

John Lowe has Georgia on his mind

John Lowe writes: I was delighted, earlier this year, to be asked to provide technical support to a series of teacher training projects based in a number of universities in Georgia and funded by the Open Society - Georgia - Foundation. OSGF is just one of the Soros Foundation institutions that are supporting educational development projects in (I believe) every country of the former Soviet Block. My first visit to Tbilisi was in May, when I ran a workshop on issues in assessment. In October I returned to take part in a series of workshops and 'clinics' for individual projects, along with Dr Markku Sassi of the University of Jyväskylä, Finland, and Professor Andrei Podolski of Moscow State University.

As always with such consultancies, I found the balance of gain difficult to judge. I learned a lot by interacting with colleagues with a different perspective on teacher training, and I think the same was true for them. I enjoyed making new contacts, both at an academic and personal



John Lowe with colleagues in Georgia

The range of projects being planned and implemented (17 in all) was considerable: from the introduction of a course credit system designed to encourage flexibility and comparability, through the development of a

level, and I found Georgia a fascinating country to visit, although I had only limited opportunity for sightseeing. At the risk of sounding like an agent for the Georgian Tourist Agency, I could wax lyrical about the country. Its scenery is



John Lowe sees his role in this project as a 'critical friend'

course for teachers of Georgian as a Second Language, to a fascinating trial of a course to reduce anxiety levels in prospective and novice teachers. The consultancy terms of reference were expressed in the usual terms of 'expertise' and I am sure Markku and Andrei provided much of this. I prefer to think of my own role, however, as primarily that of a 'critical friend', providing a different perspective that encouraged Georgian colleagues to think through some aspects of their projects in a new light.

enormously diverse: from a Mediterranean-like coastline, through rivers and hills that were gloriously covered in flowers in May, to the highest mountain range in Europe, ideal for skiing if you are so inclined. Culturally too it is a fascinating country, with churches, castles and city walls dating back to the fourth century, and religious artwork in the museums that is so fine that I found it difficult to believe its age. For me the most fascinating discovery in this respect was that the Greek myth of Jason and the Argonauts locates the home of the Golden Fleece as being on the Georgian Black Sea Coast. Just a myth of course. But then there was the jewellery in a Tbilisi museum dating back some 2500 years - pure gold, beautifully worked, and with the dominant motif of a golden ram's head!

I am hopeful that this is just the start of a continued contact with Georgian universities and I must take this opportunity for a public expression of thanks to my hosts at OSGF, Tsira Chikvaidze, Hannes Voolma and Shalva Dundua.

INTERPRETING INTERNATIONAL EDUCATION

11 - 13 September 2002, Geneva

Conference jointly organised by the
Centre for the study of Education in an International Context
and the
International Baccalaureate Organization

A major international education conference will take place at the International Conference Centre, Geneva between 11 and 13 September 2002. Entitled *Interpreting International Education: dimensions of theory and practice*, the conference is being jointly organised by CEIC and the International Baccalaureate Organization (IBO) on behalf of a number of organisations and individuals involved in the field of international education. Chaired by Prof. Jeff Thompson, the conference will have five main themes (history of international education, curriculum & assessment, professional development, organisation of schools and their communities, governance of international education) and proposals for papers to be presented at the conference are invited.

Aims of the conference

Those attending the conference will have an opportunity to hear presentations from invited speakers addressing issues in the theory and practice of international education; take an active part in debate relating to one or more of the themes identified in the conference structure, through the presentation of individual papers and/or in seminar discussion; interact with colleagues from national and international schools, researchers, curriculum developers, teacher trainers, government representatives and others working actively in the field of international education, in moving towards a shared understanding of the nature of international education; increase understanding

of the development and implementation of international education programmes and policies in practice; and participate in the launch of a major new journal, the *Journal of Research in International Education* (JRIE). Further information is currently being sent to all schools offering IB programmes and to students registered on University of Bath Masters and Doctoral programmes. For further details of the conference please contact:

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Launch of new Journal for Research in International Education (JRIE)

September 2002 will see the launch of a new journal, the *Journal of Research in International Education*, to be published by Sage. Submissions will follow the normal academic journal practice of blind peer review, and articles relating to a range of aspects of international education are sought. Jeff Thompson is Editor of the journal, with three Associate Editors: Mary Hayden, Bob Sylvester (based in Boston) and Tom Maxwell (University of New England, Armidale, Australia). Articles may be based on pieces of empirical research, or literature based, and contributions of between 5,000 and 8,000 words are invited. Further details in the first instance may be obtained from Mary Hayden or Jeff Thompson.

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