

Number 15
July
2002



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

BATH MA GRADUATES CELEBRATE IN BANGKOK



Celebrating in Bangkok (left to right): Natalie O'Connor, Aneesha Constant, Bora Rancic, Tara Srinidhi, Diane Lewthwaite, Jeff Thompson, Mary Hayden, Patsy Wecker, Khun PiChai Chuensuksawasdi, Keith Wecker, Bruce Gamwell.

On the evening of Friday 24 May, a ceremony took place to celebrate the successful completion of the University of Bath MA in Education degree by a number of teachers and administrators based in and around Thailand. Sponsored in its tenth anniversary year by the New International School of Thailand (NIST), the Bangkok Study Centre for the modular MA programme, and held at the J W Marriott Hotel in Sukhumvit Road, the ceremony was organised with impressive efficiency by Patsy Wecker, herself one of the graduates participating in the ceremony. Malcolm Nicolson, teacher at NIST, took the role of Master of Ceremonies and Prof Jeff Thompson and Dr Mary Hayden participated in the ceremony alongside the Headmaster, Keith Wecker, and the guest speaker, Khun Pichai Chuensuksawasdi, Editor in Chief of the Bangkok Post.

Graduates, who were accompanied by friends and family at the ceremony and the reception which followed, were Aneesha Constant (ex-NIST),

Bruce Gamwell (St John's International School Bangkok), Diane Lewthwaite (NIST), Natalie O'Connor (American School Tokyo), Bora Rancic (Garden International School Rayong), Tara Srinidhi (NIST) and Patsy Wecker (NIST).

The ceremony was an impressive and enjoyable occasion - we look forward to further such ceremonies with future graduates!



UNIVERSITY OF
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INTERCOM

Cross-cultural issues in international schools

One of the many features of global change is that members of the internationally mobile workforce are becoming less predominantly Anglophone. It is reflected in the increasingly heterogeneous intake of international schools, with growing numbers of students from Japan, China and the 'Tiger' economies of South East Asia, as well as other growth areas in South America and Eastern Europe. This dynamic challenges international schools of all types. Some international schools may be overtly national in nature but they cannot ignore the effect of cross-cultural factors on academic outcomes - and neither can those international schools that profess the more ideological aims of intercultural education and the development of multiculturalism.

PARENTAL WISHES

A dilemma seems to lie in reconciling the wishes of parents for an internationally transferable curriculum with the diverse needs, experiences and cultural identities of the student intake. Up to now, an internationally transferable curriculum has been delivered via the common use of English as a teaching language and international curricula like the International Baccalaureate programmes. The use of English as a common teaching language brings inevitably its own 'baggage'. Teachers tend to be predominantly Anglophone, with initial training and experience in their own educational systems, usually in Britain or North America. They will thus have a teaching philosophy that is culture-specific and familiar, approved and understood by students and parents from those countries. In those schools where Anglophone students are still in the majority, this may induce an

overwhelmingly mono-cultural environment, whose values are also reinforced in the global media and youth culture. The combination of a culture-specific school and management ethos, with culture-specific lesson materials, forms of assessment, discipline and pastoral care, will work against the success of non-Anglophone students not only in their academic progress, but also in their development of self-esteem and a cultural identity. How then can international schools provide an 'international' education that does not require the adaptation or assimilation of minority cultures in order to achieve success, and promotes meaningful intercultural learning for the predominant culture?



Michael Allan is an international teacher who, having started his career in comprehensive schools in the UK, has for the last twenty years worked in adult, further and secondary education in Europe and South America. He is currently Deputy Head at the International School of Eindhoven in the Netherlands. His Master's research was on cultural dissonance and intercultural learning at Oxford Brookes University, and he is continuing in this field with MPhil/PhD studies at Bath.

CULTURAL DISSONANCE

Cross-cultural research has shown that formation of cultural identity occurs at an early, even pre-school, age. Attitudes towards education, and expectations of it, are fundamental in the meaning systems that define and differentiate between societies. This will inevitably cause cultural dissonance, and often culture shock, as students socialised in conflict with the expectations of the school interact with both formal and informal school culture. Often this cultural dissonance has a profound and negative effect on academic achievement and the personal development of students. It provokes the tendency either to resort to ethnocentrism, or abandon native cultural values and adopt those of the school culture, in order to achieve success. However, cultural dissonance also presents opportunities for experiential learning of an affective nature that can lead to intercultural learning and the development of true multiculturalism. This is not the same as

a personal view by Michael Allan

learning about other cultures, but constitutes a development of the personality of the student. This involves the examination, rejection and adoption by students of both their own and other cultural values. It involves losing fear of the unknown, and developing the ability to function in cultures other than one's own or with which one has already had experience. The function of international schools in this process must be to mitigate the negative effects of culture shock in the school culture and, via the curriculum, enhance cross-cultural skills and those personal qualities of reflection, empathy and cognitive understanding which make the process less painful. The responsibility of promoting intercultural learning in the majority student culture lies in utilising cultural diversity as a resource for the intercultural education of Anglophone students, by incorporating it into the learning process, and promoting more than a superficial interaction with other cultures.

“How can international schools provide an ‘international’ education that does not require the adaptation or assimilation of minority cultures in order to achieve success?”

A quality assurance programme for internationalism must look beyond traditional processes in order to evaluate and improve effectiveness in this respect. Both the essence and medium of intercultural learning lie in differences, and the cultural dissonance they produce permeates all aspects of the school process. Factors such as peer group interaction, teacher/student interaction, teaching and learning styles and both formal and informal curriculum must also be analysed from a cross-cultural perspective. Development of the personal qualities necessary for successful

intercultural learning should be seen to be part of the curriculum and culture of the school.

Schools in many national systems around the world are taking up the challenge presented

“Development of the personal qualities necessary for successful intercultural learning should be seen to be part of the curriculum and culture of the school”

by their increasingly multicultural intake. International schools cannot ignore this challenge and just assume that the effect of the host country and diversity of intake will automatically result in intercultural learning and multicultural education. If these are stated aims, then they should be evaluated, monitored and developed just as any more academic aims are. The development of a culture-critical pedagogy is essential in a rapidly changing global society, and international schools have both the opportunity and the responsibility to be in the vanguard.

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

'MANAGING INTERNATIONAL SCHOOLS'

NEW MA UNIT LAUNCHED

A new MA Unit, 'Managing International Schools', will be taught for the first time at Summer School in July 2002. The Unit is aimed at those working, or aspiring to work, within international schools, and draws upon the increasing body of research on issues surrounding the management of International Schools from colleagues within CEIC and researchers outside.

Topics covered by the unit include the nature of international schools, the governance of international schools, leadership, issues surrounding the recruitment and selection of staff in international schools, the role of stakeholders, and accreditation and improvement in international schools.

As well as forming part of the MA in Education degree, the Unit can also be used to form part of the named degrees in either Educational Management or International Education. In future, it is planned that the Unit will be taught by arrangement at Study Centres, and will also normally be available during semester teaching on the Bath Campus and at Summer School. There are also plans to make a distance learning version available in the near future. If you need any further information about this Unit, please contact Mike Fertig at CEIC or by e-mail at: edsmf@bath.ac.uk.

Mr Martin Dobson

With regret we announce the death on Sunday 12 May 2002 of Mr Martin Dobson after a long illness. Martin was Chief Technician in the Department of Education from 1979 to 2000. He was a good friend of CEIC and assisted in its development in many ways. He will be sadly missed by friends, former colleagues and students all around the world.

Study C

A number of units have been offered at Study Centres around the world since the last edition of *Intercom* went to press. In November Mike Fertig travelled to Amman to teach the School Effectiveness unit at the Amman Baccalaureate School (ABS) to a group of teachers from ABS as well as from other schools locally. Mike very much enjoyed his brief stay in Jordan, and thanks are due as always to Samia Al Farra and Munira Jundi for their tremendous support for the Bath/ABS link. Also in November, the Assessment unit was taught by John Lowe at the New International School of Thailand, Bangkok. This

was a return visit for John and, as ever, we very much appreciated the support provided for the Bath/NIST link by Doug Edwards and Keith Wecker. A notable feature of the NIST Study Centre visits is the distances which participants will happily travel in order to participate - on this occasion John's group included participants who had travelled from Vietnam and New Zealand as well as from Bangkok itself.

In January Mary Hayden and Jeff Thompson travelled to Lesotho to teach the Curriculum Studies unit at Machabeng College, as well as meeting with a number of Ministry of Education colleagues and visiting other colleagues at the National Teacher Training College. Thanks to Christy Philip, and to Sally Pumford for making all the Machabeng arrangements as well as for taking over from Arklay Guthrie as coordinator for the Machabeng Study Centre on Arklay's departure for Kuwait. Mary Hayden also taught the next unit to be offered this year, in February, when participants enrolled for the Education in an International Context unit at Colegio San Silvestre Lima. Mark Sunman, as ever, is to be thanked for his on-going support and excellent administrative arrangements, as is Rina Bayly for her support over the years since this Study Centre was established. Education in an International Context was also the



Education in an International Context
recent Study Centre

THE WORLD

Centre news

unit to be offered next, and most recently, when Mary Hayden and Jeff Thompson travelled to Bangkok in May. Following a splendid graduation celebration organised by NIST, the unit had participants once again from both within and outside Bangkok - including on this occasion Rayong, Phuket, Penang, Ho Chi Minh City and Brunei. As ever, thanks are due to Keith Wecker and Doug Edwards for making our visit so enjoyable. Details of future Study Centre plans may be obtained from the Study Centre website at <http://www.bath.ac.uk/education/studycentres/> or by e-mail at ceic@bath.ac.uk.



Context: Participants at the centre in Bangkok

UNCA visitors

This year marks the thirtieth anniversary of a partnership programme with the University of North Carolina at Asheville, USA. The summer school programme was initially set up through Jeff Thompson (then at the University of Oxford) and Lloyd Remington (a former professor of Chemistry at UNCA) specifically for experienced science educators drawn from schools and universities throughout the USA. In alternate years groups of teachers have come to the

UK to undertake a study programme specifically designed for them with a particular emphasis on environmental education. In recent years the group has been led by Professor Gary Miller of UNCA, who is with us this July. We look forward to meeting up with our American colleagues once again.

Journal of Research in International Education

This new journal, to be published by Sage and with Jeff Thompson as Editor in Chief as well as Mary Hayden, Tom Maxwell (University of New England, Armidale Australia) and Bob Sylvester (Bridgewater College, USA) as co-Editors, will be launched at the Interpreting International Education conference in September 2002. This first edition will be followed by a second in December 2002, after which the journal will appear three times per year. Articles may

be based on pieces of empirical research, or be literature based, and contributions of between 5,000 and 7,000 words are invited for submission to the normal academic journal practice of blind peer review. The first edition will include contributions from Pamela Joslin (now teaching in the UK after experience of teaching in a variety of international schools around the world), Mike Allan (currently moving from the International School of Eindhoven to take up a post at the International School of Amsterdam), Bob Sylvester and Mark Hayward (former international school principal and currently educational consultant in Indonesia). Further details may be found on the journal section of the Sage Publications website at <http://www.sagepub.co.uk> or from Mary Hayden or Jeff Thompson at ceic@bath.ac.uk.

Geneva conference

Registrations are pouring in for the conference on 'Interpreting International Education: dimensions of theory and practice', to be held at the International Conference Centre, Geneva, 11-13 September 2002, and organised jointly by the International Baccalaureate Organization and CEIC. The conference, to be chaired by Prof Jeff Thompson, will have five main themes (history and nature of international education; curriculum & assessment; professional development; organisation of schools and their communities; governance of international education). Each theme is being organised by a convenor and will consist of a number of presentations aimed at stimulating discussion and participation from those attending.

Invited plenary speakers include Sir John Daniel (Assistant Director General for Education, UNESCO), the Hon Greg Crafter (President of the IBO Council of Foundation) and Dr Cecilia Braslavsky (Director of the International Bureau of Education). Presentations in the various strands will be made by colleagues from national and international schools, researchers, curriculum developers, teacher trainers, government representatives and others working actively in the field of international education.

Late bookings are being taken until 2 August - hurry to secure your place!

E-learning in the IBO

Professor Jeff Thompson and Roger Brown have recently visited two sites offering very different types of distance learning using technology. One involved the delivery across the Internet of interactive material for students and the other involved video conferencing. These visits form part of the Research Unit's investigations into the delivery of learning material across the Internet. It is intended that these visits will help to inform the development of an e-learning strategy, which takes account of the uniqueness of the International Baccalaureate curricular offerings.

International Baccalaureate Research Committee

As part of its function, the Research Unit conducts Research Committee meetings for the International Baccalaureate and receives research proposals from researchers throughout the world. By recording these proposals the Research Unit is kept informed of research developments from both researchers and teachers. Proposals that have been considered so far in 2002 include implementation of the IB diploma in national schools, visual arts and the IB diploma, and middle school students and the MYP.

Research Notes

Research Notes Volume 2 Issues 1 and 2 are now available on the CEIC pages. The web address is <http://www.bath.ac.uk/ceic/ibru/>. The lead article for Volume 2 issue 1 is entitled 'The effect of the International Baccalaureate Diploma Programme on International Understanding'. It has been written by Judy Hinrichs. This article is based on Judy's PhD dissertation and the article analyses the differences in views of international understanding held by IB Diploma Programme students and those completing the Advanced Placement programme at two different schools in the USA. Critical commentaries are provided by Professor George Walker, Director General of the IBO and Visiting Professor at the University of Bath, and James Cambridge, a

research officer and teaching fellow at the University of Bath. The lead article for Volume 2 issue 2, which is entitled 'The Value(s) of Theory of Knowledge in a Global Economy', was written by Simon Murray, Head of Sixth Form College at St George's British International School, Rome. Simon's article considers globalization as primarily a problem of knowledge. Commentaries on this article are provided by Mr. Samir Chammaa, Head of Ibn Khuldoon School Bahrain and Mr. Mike Clarke, subject area manager at IBCA, Cardiff, UK.

Current Research

The various models for the implementation of the Middle Years programme have been investigated and a report produced for consideration by the Middle Years Programme committee. Intergenerational Learning programmes in support of the Creativity, Action and Service component of the IB Diploma are being investigated. A study into distance teaching of IB programmes using video conferencing is about to commence. This two year study will evaluate the suitability of such methods for the delivery of the IB diploma programme.

We are always keen to hear from those who are involved in research that is related to any of the three International Baccalaureate Organization programmes and particularly research that involves articulation between the programmes or the transdisciplinary offerings of the IB programmes. If you would like to comment on an article or contribute to *IB Research Notes*, please contact ibru@ibo.org.

New book

A new book by Professor George Walker entitled *To Educate the Nations: Reflections on an International Education*, is to be published by John Catt Education in September. The book is a collection of speeches on different aspects of international education given by George Walker during the period 1994 to 2002 as Director General of the International School of Geneva and of the IBO.

BOOK REVIEW

Richard Pearce discusses a new volume on
managing international schools

Managing International Schools, edited by Sonia Blandford and Marian Shaw. London: Routledge-Falmer, 2001. 216 pp. ISBN 0-415-22885-9 (softback), £25.

This book is a product of the MA for International Schools course at Oxford Brookes University. It is written and edited by the tutors with some contributions from appropriate guest experts. The introduction states that this volume aims to complement *International Education: Principles and Practice* (Hayden & Thompson, 1998), an aim it amply justifies. By the publication date of this review the Bath *oeuvre* will number three; along with 20 years of the *International Schools Journal*, the professional development bookshelf is at last beginning to fill.

"The title commits the editors to two tasks: giving an account of management, targeted at the reflective practitioner rather than the researcher, and paying due attention to the diverse situations of International Schools"

The title commits the editors to two tasks: giving an account of management, targeted at the reflective practitioner rather than the researcher, and paying due attention to the diverse situations of international schools. The first can almost be taken for granted: in the UK, unlike the USA, teaching careers lead from the classroom towards the office, so Masters degrees normally supply the necessary management skills. The authors' expertise shows in each chapter. The second requirement cannot be assumed, but some chapters respond particularly well to the cultural, social and economic diversity of the schools.

While explicitly eschewing definitions of international education and international schools, very much Hayden and Thompson

territory, the book ranges over the essential practical tasks of international school managers. Is there an underlying assumption that 'international education' has its own ideology? If so, should schools seek it by responding to market demands of their (often globalist) clients, or lead the way with a millennialist agenda borrowed from John Lennon's 'Imagine'? One test of the chapters is whether they speak in terms of what is, what should be (and on what authority), or what could be.

In their introduction the editors set the scene with clarity and perception. They are clearly writing of a field that they know, and delineate issues authoritatively. The chapter on curriculum development, by Simon Catling, Professor of Education at Oxford Brookes, is an outstanding account. Covering a broad range of salient international school situations it offers frameworks from which the reader can draw appropriately. It is clear when the stance is realist and when idealist, and the reader can quickly move on from reading to planning.

The same virtues are evinced by chapters on staff recruitment and retention by John Hardman, on managing mixed-cultural teams by Marian Shaw, and on English as an Alternative Language by Jackie Holderness. Each carries authority derived from its author's evident experience of the particular problems of international schools. Though the national base of training and research is clearly British, a welcome change of accent comes from the Canadian guru of educational change, Dean Fink. Perceptively applying New World perspectives to the range of international school situations, he offers seven frames within which practitioners can plan change, so that their policies correspond to local realities. Clear and helpful chapters on standards and performance, on planning, on middle management, assessment, and on leadership complete this volume. It will be widely appreciated.

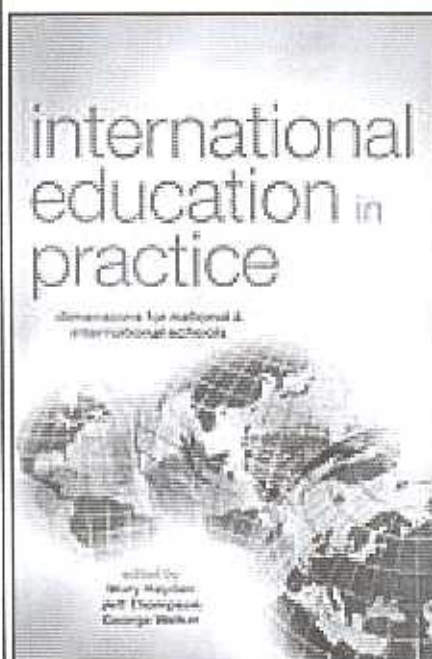
RICHARD PEARCE is based in London. He is an international educator and consultant to multinational enterprises and families on schooling for internationally mobile children.

International Education in Practice: dimensions for national and international schools

Edited by Mary Hayden, Jeff Thompson & George Walker

Paperback ISBN 0749438355

222 Pages



International Education in Practice - newly published by Kogan Page - is about the state and future of international education in relation to national schools and education systems as well as those that are classed as 'international schools'. As a survey and introduction to education in an international context in practice, the book is an essential introduction for any educator. It will also help those with more experience in the field to develop their understanding of the possibilities and realities of international education. It tackles a wide range of issues, including the history and nature of international education, translating concepts into formal curriculum frameworks, supporting and developing teaching in an international context, and organizing and managing schools and their communities for effective international education. With its scope, authoritative contributions and practical emphasis, *International Education in Practice* will be an important resource and guide for many teachers and school leaders, curriculum developers, educational administrators, politicians and students of education.

Bob Sylvester: The 'first' international school

Ian Hill: The history of international education: an International Baccalaureate perspective

Charles A Gellar: International education: a commitment to universal values

Martin Skelton: Defining 'international' in an international curriculum

Helen Drennen: Criteria for curriculum continuity in international education

Roger Brown: Cultural dimensions of national and international educational assessment

Jackie Holderness: The role of continuing professional development in the improvement of international schools

Neil Richards: Professional development: an international schools' perspective

Mary Hayden: International education: pragmatism and professionalism in supporting teachers

Keith Allen: Atolls, seas of culture and global nets

Brian Garton: International schools and their wider community: the location factor

James Cambridge: Recruitment and deployment of staff: a dimension of international school organization

Terry Haywood: An 'international dimension' to management and leadership skills for international education

David Wilkinson: International education and issues of governance

Richard McDonald: International school governance: board renewal and the pathway to bold vision

George Walker: The language of international education

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