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

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## SEE YOU IN SHANGHAI?!



A number of Intercom readers participated in one or both of the two international education conferences held in Geneva (September 2002) and Düsseldorf (October 2004) under the auspices of the newly-established Alliance for International Education. We hope that they – and all other Intercom readers – will be giving serious consideration to participating in the third such Alliance for International Education conference to be held, this time in Shanghai between 27 and 29 October 2006.

The Alliance grew out of a belief that a forum was needed for discussion and collaboration between the many individuals and organisations with an interest in this important and fast developing field. Still in relatively early days, the Alliance conferences provide just such a forum and the two conferences held so far have been well received. The Shanghai conference, organised in collaboration with the Yew Chung Education Foundation in China, will

have as its theme 'Educating for Global Citizenship', with presentations organised around six strands:

- Defining global citizenship
- Developing the global citizen in diverse contexts
- Helping teachers and administrators to promote global citizenship
- Designing curriculum for global citizenship and international understanding
- Partnerships that make a difference in promoting global citizenship
- Challenges for institutions that promote global citizenship

Beginning on the morning of Friday 27 October and finishing at lunchtime on Sunday, the conference will be conducted in both English and Putonghua, supported by simultaneous translation facilities.

For more information see the Alliance website:

[www.intedalliance.org](http://www.intedalliance.org)

Hope to see you there!

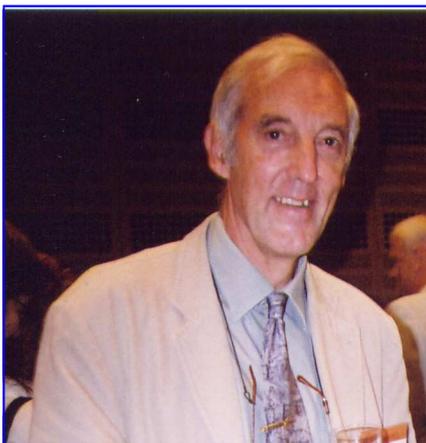


**UNIVERSITY OF  
BATH**

## A personal view by Professor George Walker

### Walker's Laws of Management

Many years ago, when I was concerned with the development of the whole curriculum, I proposed three curriculum laws. Walker's First Curriculum Law stated "If a particular group of students is required to study subject X then perhaps everyone should be studying it". This, you should understand, was in the earliest days of the concept of an educational entitlement linked to a common curriculum so I am not surprised by the tentative 'perhaps'. My Second Curriculum Law stated "The more words used in the title of a subject, the more intellectually suspect it is likely to be." This addressed a widespread view that simple descriptors like maths, history and geography would not be acceptable across the full student ability range. Instead we needed something more attractive like Man's Awareness of Time and Space (but ideally with a more challenging acronym),



*George Walker is Visiting Professor in the Department of Education of the University of Bath, attached to CEIC. Currently Director General Emeritus of the International Baccalaureate Organization, George will retire from the IBO at the end of 2006. We asked him to write this article for Intercom, reflecting on issues arising during his career in, particularly, the context of international education.*

Well, all that was a generation ago. Since then I have become more concerned with management than with curriculum reform, and the temptation to distil a few simple laws from a third of the century's experience is proving irresistible. So my first law of management states rather obviously "Never try to manage something that you are not in a position to manage." Not in a position may mean geographic distance and this was certainly the case with the IB whose activities are spread, often rather thinly, across 120 different countries. It may mean lack of knowledge – you cannot understand everything – or a lack of interest, since not all aspects of a complex organization are going to be equally fascinating. Whatever the reason, get someone else to manage it. It is called delegation and it is usually rather poorly practised.

**'Never try to manage something that you are not in a position to manage'**

usually to be studied as a Mode 3 CSE - remember? And Walker's Third Curriculum Law .... alas, I have long since forgotten.

My second law insists that the person in charge - the head, principal, director, CEO, whatever - should have a formal annual appraisal. Its precise form is not important, since it is unlikely to tell you anything about yourself that you do not already know. However, it will tell those responsible for your performance quite a lot they never suspected and that will help them provide much better support and advice. An annual appraisal is also a sound insurance policy. The high casualty rate amongst the heads of international schools is a statistic frequently discussed and deplored, but I suspect

## A personal view by Professor George Walker

that few of the victims had insisted upon an annual appraisal and therefore had no formal evidence to present on the inevitable day of reckoning.

Walker's Third Law of Management says "Never take your eye off the bottom line." Inspiring though mission statements are, they look a little forlorn when the cash runs out. The CEO may be professionally incompetent, ethically suspect or just a rather nasty person, but the official reason given for dismissal will invariably be linked to financial performance. So my advice is never miss a meeting of the finance committee, and ring your financial director at least once a day to ask simple Janet and John questions like why the figure on page 3 does not match that on page 17 when it clearly should. The answer will either be deferred income or the fluctuation of currency exchange rates, but that should not stop you asking the

### 'Management should be fun'

question. Incidentally, the alert reader will have noticed that Walker's Law of Management 3 directly contradicts Walker's Law of Management 2. That is because management is never an exact science and in any case we all know that the exception that proves the rule.

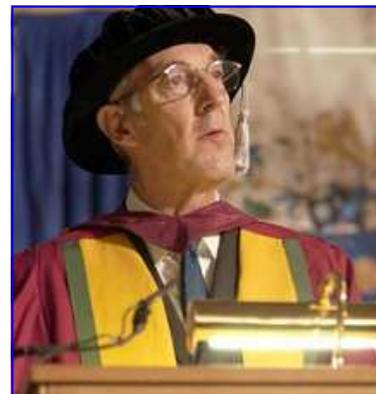
And my final rule is that management should be fun. Sadly, fun is a thoroughly unfashionable concept. It has overtones of irresponsibility (which the dictionary definition of sport, amusement, jocularly and drollery merely confirms) and it appears to add absolutely no value whatever to the final product. Yet it is fun that gets us up in the morning, and fun that keeps us fresh as we pursue a challenging profession that has no final product and only brings perceptible benefits long after we are dead. So let me replace sport, amusement, jocularly and drollery with a new definition that combines enjoyment and excitement. And let me suggest that appropriate fun has its roots, for those in the business of education, in intellectual stimulus, a regular contact with

interesting new people (who, by definition, get younger as you get older) and a strong element of unpredictability and risk.

As I "retire" from the IB (and those inverted commas signify the prospect of no less work with far less pay) I realise how unusually lucky I have been over the past 40 years and, most particularly, during the last 15 when I have been part of the world of international education. Every day has brought fresh intellectual stimulus in the form of argument and debate, reading and writing, speaking and listening that has challenged all aspects of my understanding of my so-called area of expertise. Every day has brought me into contact with new people all around the world who have met me at unfamiliar airports, shown me proudly around their schools, taken me to eat new food, sat with me at conferences and argued with me across meeting tables. Every day has delivered something unpredictable and has challenged me

### 'He had fun'

to take the risk of an unexpected response. So, if I deserve any epitaph to mark the end of a 40-year career in education, let it be simply "He had fun".



*George Walker speaking at the December 2003 degree congregation at which he was awarded an Honorary Doctor of Education degree by the University of Bath.*

# CEIC AROUND THE WORLD

Recent months have seen yet another busy period of Study Centre visits, with teaching taking place in Dubai, Vienna, Brussels, Bangkok and Shanghai. As ever, this could not have happened without the tremendous support of our local coordinators, so a very big heartfelt 'Thank You' to everyone concerned.

Upcoming visits are planned to Dubai between September 21-24 ('Managing Human Resources in Education') and Bangkok between 24-26 November ('Education in an International Context'). We also have plans to teach units in Singapore and Shanghai later this year so please watch our website for further details.

On 31 July Mike Fertig will be ending his period as Director of Studies for the Advanced Courses Programme, to be replaced by Dr Chris James (pictured below). Chris James has recently returned to the University of Bath, having been here previously before moving to the University of Glamorgan. We are delighted to have Chris back on the team and look forward to working with him again.



Thanks to Mike for all his work as Director of Studies; as regular readers will know, these administrative posts rotate regularly among academic staff—so we're pleased to say that Mike will continue to be centrally involved in Masters teaching and supervision across the various dimensions of the programme.

## **“Bye, Bye, Blackboard” (... and “Hello Moodle”!)**

After several years experimenting with virtual learning environments (VLEs), the University of Bath has decided not to continue using the Blackboard system (produced and licensed by a US company and used in many UK universities) and move to Moodle - an 'open source' (i.e. free!) system. This decision has major implications for the university as it responds to the challenges of e-learning in the 21st century. Apart from the short term issues of 'migration' of courses from Blackboard to Moodle, there is the need to develop a strategy for the longer term. In the Department of Education we have used Blackboard for a number of courses from PGCE through to EdD. The 'Technologies for Learning' MA unit makes key use of Blackboard in unit teaching - the medium is the message! - and we now have to develop a new Moodle version ready for Summer School this year. Moodle claims to offer significant advantages (apart from cost) in terms of interaction between users and its 'social constructivist pedagogy' - we will see how true these turn out to be in practice but initial student response is encouraging. It would be interesting to know how schools are responding to the increasing availability of VLEs like Blackboard and Moodle. We know of at least one international school that is abandoning all use of commercial software in favour of open source alternatives - Linux operating system instead of Windows and Open Office instead of Microsoft Office. This school is also using Moodle to develop e-learning. We would like to hear from those of you teaching in international school settings about what you are doing. Are VLEs being used? What does e-learning look like in your school? Perhaps you could write a short note for INTERCOM?!

## **FORTHCOMING STUDY CENTRES**

*See also next page*

**26 - 29 August 2006**

Tanglin Trust School, Singapore  
Assessment of Pupil Achievement

**21 - 24 September 2006**

The English College, Dubai  
Managing Human Resources in Education

# CEIC AROUND THE WORLD

## Bangkok Study Centre



Students at the Bangkok Study Centre held in June with Mary Hayden

Between 3 and 5 June, Mary Hayden taught the Research Methods in Education unit at our Bangkok Study Centre. Located at the New International School of Thailand (NIST), this Study Centre is now one of our most well established, having first got off the ground in 1995. Popular with teachers based in a number of countries in the region (not least for the shopping available in Bangkok itself!), the NIST Study Centre continues to attract participants from a wide range of international schools. On this occasion 12 teachers from locations as far away as Ho Chi Minh City attended, as well as from a number of international schools in Bangkok itself. Since it was four years since my last visit to NIST, writes Mary, (when Jeff Thompson and I participated in a graduation celebration held at the J W Marriott hotel for those Bangkok-based teachers who had graduated with the Bath Masters), I was delighted to be able to return – and to see the very impressive developments to the NIST campus to emerge during that period. Our thanks to Malcolm Nicolson for his efficient organisation of all arrangements for this unit, and as ever to NIST for hosting it. We look forward to continuing collaboration!

### NEXT STUDY CENTRE AT NIST, BANGKOK

**24 - 26 November 2006**

New International School of Thailand, Bangkok  
Education in an International Context

## Shanghai Study Centre



Students at Shanghai on Understanding Learners and Learning unit taught by Paul Denley

*How can we understand how children learn?*

*What is 'brain-based learning'?*

*What part do learning theories play?*

These and other questions were addressed over a busy weekend in Shanghai in the second unit to be taught at the new Study Centre in China. The group of students came from schools in Shanghai and from other cities in China. For some this was the first unit; others were further on in their studies. The mix of backgrounds and experience was particularly valuable with this unit as different cultural perspectives are important in developing ideas about learning. The sessions were held at the Yew Wah International Education and Training Center, which is linked to the Yew Chung Education Foundation and its two international schools in Shanghai. The visit was organised by Yolanda Pu who is the Study Centre Co-ordinator. Paul Denley, the unit tutor, enjoyed his first visit to Shanghai and managed to visit a genuine Chinese teahouse among the modern high rise buildings and abundance of MacDonaldis and Starbucks! Shanghai is a lively city and it is good to have a Study Centre there. Decisions are being made about future units to be taught at this Study Centre, so keep an eye on our website for dates.

# IBRU News

## IBRU has restructured!

The International Baccalaureate Research Unit (as reported in the last *Intercom*) has seen some organisational changes during the last six months. Its former Head, Jeff Thompson, has retired from the International Baccalaureate and continues as a Professor at the University of Bath. The Research Unit has become part of the IBO's Professional Development and Research Division (PDRD) based in Cardiff and under the guidance of Jonathon Marsh. Within IBRU, James Cambridge is Head of Research Projects, Richard Caffyn is Head of Research Support and Development, and Zhen Yao and Anna Simandiraki are Research Fellows.

Why not email us at [ibru@ibo.org](mailto:ibru@ibo.org) to discuss your research?

## Intergenerational Learning Project

This was a pilot project which now needs to be implemented, so get involved! Contact IBRU to find out **how you can use this valuable research framework in your school**. You can learn about the project from our website, presentations and recent publications:

<http://www.ibo.org/programmes/research/projects/interactive.cfm>

Cambridge J, Simandiraki A (2006), *A typology for the description and analysis of Interactive Intergenerational Learning*, In Hatton-Yeo A. (ed.), "Intergenerational Programmes – An Introduction and Examples of Practice", Stafford: The Beth Johnson Foundation: 137-44. [www.bjf.org.uk](http://www.bjf.org.uk)

Cambridge J, Simandiraki A (2006,) *Learning from Intergenerational Practice: a typology for description and analysis*, Intergenerational Justice Review (IJR), *forthcoming*. <http://www.srzg.de/english/public/1general.html>

Cambridge J, Simandiraki A, *Interactive Intergenerational Learning in the context of CAS in the IB Diploma Programme: a case study of IB World Schools in the UK*, Journal of Research in International Education (JRIE), *forthcoming*.

## International Education Research Database

This **free** online resource will help you in your research and now holds just over 4500 entries. A questionnaire is currently on the website, for your feedback on how to restructure the Database: <http://research.ibo.org/>

For a full list of IBRU research and publications, please also visit the new IBRU website: <http://www.ibo.org/programmes/research/>

### *Meet IBRU researchers at these events:*

IBNA Regional Conference, Bahamas, July 2006

IBAEM Regional Conference, Athens, Greece, October 2006

IBAP Regional Conference, Hanoi, Vietnam, October 2006

Alliance for International Education Conference, Shanghai, China, October 2006

ECIS Annual Conference, Nice, France, November 2006

### **UNIVERSITY OF BATH SUMMER SCHOOL 2006!**

Each Tuesday 1400 - 1430 : See Summer School noticeboard for details

### *Recent IBRU publications*

Caffyn R, Cambridge J (2006), Critical approaches to researching cross-cultural management in international schools. *International Schools Journal* XXV (2): 46-50.

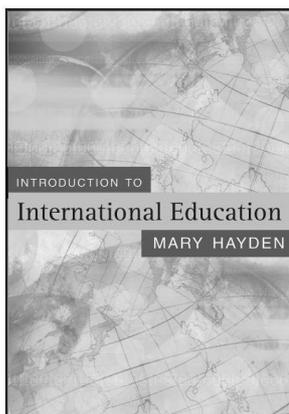
Simandiraki A (2006), *International Education and Cultural Heritage: Alliance or Antagonism?*, Journal of Research in International Education (JRIE) 5(1): 35-56.

For a full list of our research and publications, please visit the new IBRU website: <http://www.ibo.org/programmes/research/>

# Forthcoming from SAGE Publications

## Introduction to International Education International Schools and their Communities

Mary Hayden *University of Bath*



'**Mary Hayden** has written an important book at a crucial time – one that will interest not only those already working in international schools but that is essential reading for all those who want to make sure that young people will have the chance of developing the international vision and skills to deal with the world they will inherit.' - **Terry Haywood, *The International School of Milan***

A rapidly expanding number of schools worldwide now claim to be international, often through offering curricula that are international in nature or by catering for students away from their home country context. Written by an expert in international education, this comprehensive guide examines the key themes of this evolving field.

The book explores the various origins, definitions and classifications of international education and, in particular, of international schools. It considers the communities of such schools, including the students, parents, teachers, administrators and the Board. It also looks at issues including the curriculum, quality assurance and the role of international schools in the future.

This valuable book will be an excellent source of reference to academics, those engaged in postgraduate study and practising teachers.

### Contents:

*International Education: the Context / International Schools / International Schools and Parents / International School Students: Who They Are / International Schools and Globally Mobile Students: The School Experience / International Schools and Teachers / International Schools and Administrators / International Schools and the Board / International Schools: the Curriculum / International Schools: External Influences / Future Roles for International Schools*

September 2006 • 192 pages

Hardback (1-4129-1999-1) Price £70.00

Paperback (1-4129-2000-0) Price £22.99

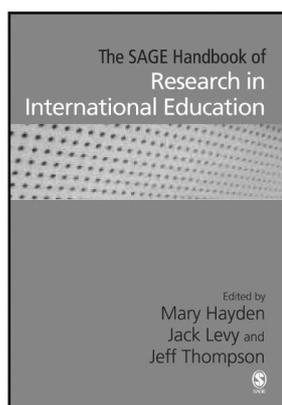
 **SAGE Publications**  
1 Oliver's Yard, 55 City Road, London, EC1Y 1SP, UK

[www.sagepub.co.uk](http://www.sagepub.co.uk)

# Forthcoming from SAGE Publications

## Handbook of Research in International Education

Edited by **Mary Hayden** *University of Bath*, **Jack Levy** *George Mason University* and **Jeff Thompson** *University of Bath*



Interest in the field of international education has never been more intense than at present. There are a rapidly increasing number of schools worldwide set up specifically to meet the demands of those parents who, through their own professional activities, wish to have their sons and daughters educated in schools that offer programmes based on international values.

Such schools have embraced the promotion of international education as one of their major goals and, consequently, an increasing number of organisations currently offer curricula that claim to be international in nature. Such global movements have created a parallel increase in the incorporation of forms of international education within national school systems throughout the world. This has resulted in wider forms of collaboration

between schools in the public and private sectors, nationally and internationally, generating a much more substantial base of professional experience in the implementation of schemes for international education than had previously existed.

This book analyses the origins, contributions and interpretations of international education. The authors identify approaches to research that will progress our knowledge and understanding of the field, and extend and even redraw it, on the basis of the research evidence presented.

Content includes:

- A historical overview of the ways in which the term "international education" has been interpreted
- The theoretical interpretation of international education in its current context
- International education in practice: exploration of the issues in terms of students, curricula, pedagogies and organising formal institutions
- Conceptual challenges for international education in the future

This handbook is an essential resource for those who are involved in the practice and academic study of international education. It will be of particular interest to researchers and teachers in universities, governmental and private curriculum development agencies, examination authorities, administrators and teachers in schools.

**December 2006 • 500 pages**  
**Hardback (1-4129-1971-1) Price £80.00**

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