

# I N T E R C O M



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

**Number 25 / June 2007**

## **IB Teacher Award to be offered by University of Bath**



Left to right: Luz-Maria Gutiérrez, Jennifer Giddings and Jonathon Marsh (IBO), Geof Wood, Chris James, Mary Hayden and John Lowe (University of Bath). Picture taken by Mark Waterson (IBO).

Those familiar with the work of CEIC and the Department of Education will know of the many links that have existed over the years with the International Baccalaureate (IB) Organization, at both individual and institutional levels. We are delighted now to be able to announce the establishment of the most recent such link. Following a visit by a team of IB colleagues during April 2007 and subject to legal agreement, the Bath MA in Education Programme has been formally recognised as meeting the requirements of the IB Teacher Award scheme.

The award scheme is currently being piloted by a number of universities worldwide. By linking with university-delivered postgraduate courses of study the awards recognise the experience and commitment of IB teachers, who are encouraged to engage critically with the educational principles and literature upon which the IB programmes are founded, and to reflect upon their own practice in implementing them. In order to be eligible for the Level 1 award,

students of the Bath MA in Education programme will need to complete four specified units (Assessment, Curriculum Studies, Understanding Learners & Learning, and Education in an International Context), ensuring that their assignments engage with issues relating to their experience of teaching one or more of the three IB programmes. For the Level 2 award (for which Bath's MA is the first university programme to be recognised), the full MA in Education must be completed (including the 4 named units), with the dissertation topic also engaging with the teacher's IB-related experience.

We look forward to ongoing collaboration between the IB and the University of Bath, and to working with students of the MA programme who will be able to link their IB teaching experience and ongoing professional development to mutual benefit.

Further details of the IB teacher award scheme can be found on the IB website at: [www.ibo.org/programmes/pd/award](http://www.ibo.org/programmes/pd/award).

# A personal view by Coreen Sears

## In Search of a Conceptual Framework: a Voyage of Exploration

Over the past three years I have been engaged in a piece of research, working with colleagues from CEIC in the Department of Education at the University of Bath, and building on my previous interests and experience in international schools.

The aspect of my research that has proved the most challenging and, ultimately, the most compelling has been the way in which the data itself has dictated the pattern and progress of my search for an appropriate conceptual framework. I had always imagined that my study would make use of my existing area of interest, second language acquisition, in which I was reasonably up-to-date with the literature. However, what I now realise is a classic circumstance in ethnographic work occurred when my intended outcome suddenly seemed of much less interest than the multiple implications and possibilities suggested by what my respondents chose to say. So, in the place of my intended rather narrow account of adjustment issues among new second language students in an English-speaking international school, situated within a familiar framework of theory, it seemed that I must in fact search out the conceptual underpinnings for a more general ethnographic study.

**‘Many international school students live in two and sometimes three different worlds’**

Two areas, particularly, occupy me now and it is these that I am in the process of trying to write up. The fact that the mass of material has resolved itself temporarily into just two areas of focus is itself the result of a long process of thinking and reading which was greatly helped by attending the Bath EdD course Language, Culture and Education.



*Coreen Sears taught in international schools in Belgium and the UK for 25 years. With the support of an ECIS Fellowship and a sabbatical from the International School of Brussels, her book, *Second Language Students in Mainstream Classrooms: A Handbook for Teachers in International Schools*, was published by Multilingual Matters in 1998.*

One of these two Great Ideas was the notion that the parents of students at the school in which my study was based seemed to be constructing a sort of family chronicle to account for, and ultimately to resolve, the question of how each member of the family had arrived at being the person they were now. The chronicler,

generally the mother, appeared to be representing the personality of each of her children in terms of the story of their lives.

My search through the literature led me to consider two areas of theory as being central to any discussion about what was happening here. The first is that the lives of students in international schools seem to sit well with the model of living, brilliantly and wittily characterised by Zygmunt Bauman, as ‘liquid modernity’ (2006). This is a view of a post-modern world in which the stable world of so-called ‘traditional’ values, where every person knows his or her place, is replaced by the world of what Bauman calls the ‘tourist’. Tourists moves from place to place, rarely engaging with the locality or

culture of the new place, merely finding out enough about the local mores to be able to operate. They then move on to the next location where the process begins over again. Where this does not match exactly with the lives of international school students is that, as I found, many of them live in two and sometimes three different worlds, one of which may bind them in a web of traditional values. However, some such account of the ways in which our students live their lives, their ‘life-style’ as Giddens calls it (1994), seems to me to be an essential foundation for any discussion about how mobile young people form and maintain their identities.

## A personal view by Coreen Sears

In the case of identity, the greatest challenge was in navigating my way through the shoals of the so-called identity project. The nature of identity, or the nature of the self, is a topic that has been addressed, it seems, by all the great philosophers and thinkers since the beginning of time. The challenge for the newcomer is to come to grips with the separate strands of the debate and within those strands to prioritise the work of the major contributors.

I found Wikipedia useful as a means of constructing a diagrammatic representation of the pattern of the debate over time. It was this diagram that led me to explore and come to adopt a view of identity as being socially constructed. This view of identity sets aside the idea that personal identity may be thought of as an unchanging core and suggests that personhood is constructed as a result of the social experiences that the subject meets as she or he moves through life. For many proponents of this approach, this is true even for the creation of the distinction between 'self' and 'the other' in the very young baby. I should say here that I am still not entirely convinced that this view of identity gives a satisfactory account of the psychological (or physiological) mechanisms whereby social events and activity, and other social impacts such as subject positioning, bring about these affects. This latter is the area that Richard Pearce (2007) has made his own.

**'The nature of identity has been addressed by all the great philosophers'**

However, a socially constructed view of the nature of identity seems to offer a satisfactory account of how the students in my study made sense of themselves. Further, a view of identity as dynamic and reactive seems necessary in the face of the changes that our students typically experience. Finally, my perception, derived from the data, that parents create and maintain a sort of family chronicle in order to give substance and meaning to their family life in the face of their sometimes chaotic mobility led me to seize upon the notion of narrative identity. Narrative theory offers an account of how the multiple changes of context with regard to location, culture, language, family situation and so on, may be factored into the creation of self.

Thus, when you ask a student with a history of multiple moves the questions, 'Where do you come from?' or 'Tell me about yourself', they very frequently give an answer that begins with something like this: 'Well, I was born in ... and then we moved to...'. In other words, it seems reasonable to suggest that their autobiography is perceived as being an essential element of how they see themselves as people. This is exactly the way, in grander terms, that people like Paul Ricoeur posit that identity in the post-modern world may be formed and sustained: that at a deep level, the changing experiences of life act upon the self to sustain the autobiographical 'I', as he terms it (1992).

**'One of the key features of international schools is the importance of story'**

A conversation with the Director of the school at which my study was carried out gave me further food for thought and encourages me to pursue this idea. He suggested that one of the key features of international education and international schools is the importance of story: both the stories of the individual students and the part of the story, perhaps a chapter in it, that the time at the international school presents. This idea, I now understand, is known in the literature as narratology. Clearly more reading is required! The voyage of exploration continues.

### References

- Bauman, Z. (2006) *Liquid Modernity*. Cambridge: Polity Press.
- Giddens, A. (1994) *Modernity and Self-identity*. Cambridge: Polity Press.
- Pearce, R. (2007) 'Culture and Identity: Exploring Individuals Within Groups', in M.C. Hayden, J. Levy and J.J. Thompson (eds), *Handbook of Research in International Education*, London: Sage.
- Ricoeur, P. (1992) [1990] *Oneself as Another*, trans. Kathleen Blamey, Chicago and London, University of Chicago Press.

# CEIC AROUND THE WORLD



Dubai Study Centre group with Mike Fertig



Bangkok Study Centre group

## Study Centre Update

Our Study Centre activities continue to flourish, with a total of 9 visits spanning five different locations since August 2006. As always, this has involved a huge amount of supportive work by our local coordinators, who have so effectively liaised with participating students in order to make the experience of attending a Study Centre as enjoyable as possible.

I would like to take this opportunity of thanking them publicly for all the hard work they do in this area. A big 'Thank You' is also due to Jacqueline Stockley in the Advanced Courses Office of the Department of Education who has so ably stepped into Philippa Wheeler's shoes in dealing with the administrative side of our Study Centre activities.

Our future Study Centre plans are for a continuing high level of activity, and we are in the process of finalising details of the visits planned for 2007-2008. The cooperation from local coordinators has been tremendous and it is especially good, for example, to see visits to the Study Centre at Düsseldorf reappearing after a short lapse. Details of plans for forthcoming Study Centre visits appear on the back page of this newsletter.

Other visits are in an advanced planning stage, so please watch our website for further details ([www.bath.ac.uk/education/ma](http://www.bath.ac.uk/education/ma)).

We are always excited about the possibility of new Study Centres and are delighted to be able to announce the establishment of our newest link, with Sevenoaks School UK. One of the most well-established IB Diploma schools worldwide, Sevenoaks School's Study Centre link with Bath will enable IB teachers from both Sevenoaks and other IB World schools to work towards the IB Teacher Award (see front page) as well as a University of Bath qualification.

Other possibilities for new Study Centres are being explored in India and in Krakow, Poland. As always, further details will appear on our website. I am very happy to answer any questions relating to our Study Centre operations, so please do not hesitate to contact me ([m.fertig@bath.ac.uk](mailto:m.fertig@bath.ac.uk)) should the need arise.

Michael Fertig  
Study Centre Coordinator

See back page for details of  
Study Centre plans.

# CEIC AROUND THE WORLD

## Staff News

### Philippa Wheeler retires



Readers of Intercom will be sorry to hear that Philippa Wheeler, known to many who have participated in the Summer School and Study Centre parts of the MA in Education programme in recent years, has retired. Philippa joined the Department of Education in September 1997 when she

first moved to Bath, and originally worked in the Advanced Courses office alongside Fay Jeffery on the administration of distance learning and other aspects of the MA programme. When Philippa moved to work with CEIC she took over responsibility for the organisation and administration of the Summer School and Study Centre dimensions of that programme, as well as other responsibilities including generation of this newsletter (Intercom).

Her administrative skills, coupled with good humour and sound common sense, have been an asset to the Department throughout Philippa's time here, and she

will be sadly missed by colleagues and students alike. We are sure that many of those who have met Philippa over the years will join us in sending her our good wishes for a long, healthy and happy retirement.



### New Colleague at CEIC: Elina Stergatou

We are pleased to welcome a new member of staff to the Department of Education, with particular responsibilities for supporting Summer School and CEIC. Elina Stergatou joined us in April 2007, taking over the role of Summer School organization from Philippa Wheeler, and also supporting various other activities including the organization of seminars and the administration of the Journal of Research in International Education, which is edited from Bath. We look forward to working with Elina, who can be contacted via [e.stergatou@bath.ac.uk](mailto:e.stergatou@bath.ac.uk).

## Baroness Kennedy awarded Honorary Degree

In December 2006, at a degree congregation held in the city of Bath's Assembly Rooms, the honorary degree of Doctor of Education was awarded to the leading criminal lawyer and QC Baroness (Helena) Kennedy of the Shaws.

Well known for her work in the areas of human rights, civil liberties and social justice, Baroness Kennedy has also chaired numerous high profile committees and has a number of roles and responsibilities in the field of education including Chair of Council at Atlantic College and membership of the International Board of the United World Colleges.

The university orator was Professor Jeff Thompson (pictured here with Baroness Kennedy after the ceremony). Baroness Kennedy spoke to



Photo: courtesy of University of Bath Photographic Unit

the congregation of the valuable contribution made by CEIC to the promotion of international education and expressed the wish that all those graduating would feel well prepared to take their place in a future world of opportunity and challenge.

# CONGRATULATIONS!

to all who graduated in December 2006, as follows:

## **MA in Education**

Joanne Bell  
Sarah Birchley  
Hsiu-Lei Chang  
Eleni Christodoulou  
Lucy Dixon-Clarke  
Brian Elliott  
Layla Ferdousi  
Louise Hodge  
Patricia Kinzett  
Christina Mitchell  
Bridget O'Hara-Davies  
Ana Risi Carbone  
Steven Smith  
Catriona Williamson

## **MA in Ed (Environmental Education)**

Hannah Flanders  
Savvas Makrynicholas  
Susanne Mueller  
Maria Petridou  
Nitsa Vrioni

## **MA in Ed (Educational Management)**

Eliza Christophidou-  
Frangopoulou  
Dianne Langford  
Foteini Leivaditi  
Eleni Panayide  
Chrysanthi Panteli  
Socrates Philippides

## **MA in Ed (English Language Teaching)**

Miaomiao He  
Ning Jia  
Qian Kong  
Michele Ricks  
Steven White  
Luxi Zhang

## **MA in English Language Teaching**

Catherine Deans  
Amy Lightfoot  
Robert Vernon

## **MA in Ed (International Education)**

Sandra Hill  
Yoko Misumi

## **MA in Ed (Sports Coaching)**

Ursulla Counsell  
Luke Jones

## **MA in Ed (Learning and Teaching)**

A. K. M. Badrul Alam  
Paula George

## **Master of Philosophy**

Orit Barel-Naharin

## **Doctor of Education (EdD)**

Clare Beckett-McInroy

## **Doctor of Philosophy (PhD)**

Kate Bullock  
Victoria Door  
Veronica Wilkinson

# GLOBAL CITIZENSHIP EDUCATION WORKSHOP

On 14 March 2007 a workshop entitled 'Global Citizenship Education: Sharing Perspectives About Key Debates' was held at the Bath Royal Literary and Scientific Institution (BRLSI) in the city of Bath. The workshop was organized and hosted by Dr Harriet Marshall of CEIC, with funding made available by the Economic & Social Research Council (ESRC) as part of its 2007 ESRC Festival of Social Science week. Harriet has also organized a series of CEIC international education-focused seminars this year, all of which have been well received by both students and staff. This ESRC-funded workshop was particularly well-attended, with over 40 participants

coming together to discuss issues relating to global citizenship education.

Bringing together those with backgrounds in international schools and programmes such as the IB, as well as those more rooted in development education, NGO work and DFID-funded projects, the workshop stimulated discussion around a number of debates arising during the day. With presentations by experts from a range of different backgrounds, the workshop provided an excellent beginning for a dialogue which looks set to continue. Further details may be obtained from Harriet Marshall ([h.marshall@bath.ac.uk](mailto:h.marshall@bath.ac.uk)).

# IB RESEARCH TEAM NEWS

As regular readers will know, the IB Research Team is located in the Department of Education at the University of Bath. Our task is to support and develop research into IB-related issues and international education through a series of services. Details of existing services can be found on the IB website: <http://www.ibo.org/programmes/research/index.cfm>.

We are now working on the development of a range of new services to be implemented later in 2007. The Research Team will also be presenting at the Department of Education Postgraduate Summer School, and we hope to meet as many participants as possible during one of our weekly information sessions.

## EXISTING SERVICES

### ***International Education Research Database (IERD)***

The IERD is a free resource for teachers, educators and researchers. It lists citations to a variety of literature resources that address international education in terms of theory, research and practice. During the past year we have made the database more interactive, and registered subscribers are invited to submit their own favourite literature sources for inclusion in the database: <http://research.ibo.org/>

### ***IB Research Notes***

This is a forum for members of the IB community to discuss research issues, including research methodology, methods and outcomes. Back copies are still available online via the Research Team publications page: [www.ibo.org/programmes/research/publications/](http://www.ibo.org/programmes/research/publications/)

### ***Research Team Website***

Further information about current projects, research committee, publications, and team member profiles can be found at: <http://www.ibo.org/programmes/research/>

## FUTURE RESEARCH SERVICES

### ***Inventory of Research Topics***

An inventory of 'what's hot and what's not' in IB-related research is currently in development. It will identify and discuss a wide variety of research issues relating to IB programmes, student learning, continuum and transition, teacher professional development and policy implementation. The inventory will identify topics which can guide the development of research questions. We intend that it will also further establish a community of researchers and widen understanding of areas of research and current discourses.

### ***Directory of Researchers***

This is planned to be a 'who's who' of those involved in international education and IB-related research. The directory will provide details and research interests of international education practitioners and researchers. It will enable communication, collaboration and a greater awareness of those undertaking or interested in international education research. The directory will also contain an online network of contacts.

### ***Research Forum***

*IB Research Notes* will, during 2007, develop into a more user-friendly, practitioner-based and interactive structure called the Research Forum. The forum will focus on practitioner research, and provide the opportunity for engagement and discussion between researchers. It will use blogs, wikis, online interactive systems, IB research news, discussion forums, postings and downloadable PDF files addressing research. Our aim is to support the development of quality research and discussion of methodology, and to enable the discussion and dissemination of research, both formative and summative.

# THE ALLIANCE FOR INTERNATIONAL EDUCATION



is delighted to confirm that its fourth conference will be held in

**ISTANBUL, TURKEY**

between

**24 -26 October 2008**

For further details see the AIE website:

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

## STUDY CENTRE DATES FOR YOUR DIARY

**Düsseldorf: 4 – 7 August 2007:** Managing International Schools

**Brussels: 27 – 30 October 2007:** Assessment of Pupil Achievement

**Shanghai: 27 – 30 October 2007:** Leading and Managing Human Resources in Education

**Dubai: 1 – 4 November 2007:** Leading and Managing Educational Organisations

**Bangkok: 10 – 12 November 2007:** Leading and Managing Educational Innovation

**Sevenoaks (UK): 15 – 16 December 07 and 5 – 6 January 08:** Education in an International Context

**Sevenoaks (UK): 22 – 23 March and 12 – 13 April 2008:** Understanding Learners and Learning

**Dubai: 24 – 28 April 2008:** Education in an International Context