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

INTERCOM

SUMMER SCHOOL 1999

Exciting new additions to programme



The eighth International Summer School will be held at the University of Bath in July 1999. A full programme is planned comprising taught units in the three weeks beginning 12, 19 and 26 July, with sessions for participants about to start work on their dissertation. A lecture each week by a guest speaker on a topic of general interest will complement the taught programme, and the popular two-hour workshop sessions will again be on offer. For those who have already registered for the dissertation, having completed the taught units, a week of dissertation support will start on 5 July. All this and a wide range of social activities too, with the prospect of exploring the Roman Baths and Georgian terraces of Britain's only World Heritage City! Come to Bath - it looks like a great way to spend a couple of weeks in July.

SEE INSIDE FOR

Research Focus.....page 2

Barry Drake on pastoral care in the
International school..... page 3

News from the Study Centres
.....page 4

Study Centre Dates..... page 5

Bath-Alicante project launched
..... page 5

New ICERG seminar programme
..... page 6

Visiting Bath: David Mtetwa
..... page 7

Critical praise for 'International
Education' book..... page 8

NEW UNITS FOR 1999

The launch of four new units is planned for the first time at Summer School 1999. These are Action Research: Theory and Practice, Introduction to Distance Education, Teaching in a Bilingual Context, and Primary Education: Aspects of Management for School Improvement. If you would like to enrol in Summer School 1999, or would like more information, please contact Dr Mary Hayden, Director of Summer School, at CEIC, University of Bath.



UNIVERSITY OF
BATH

Researcher needs data source

John Lowe writes

I am researching students attending schools in their home country who are taking 'international' examinations such as IB, IGCSE, AICE, AP, etc. I am interested in such students' perceptions of the opportunities that such qualifications open up for them as well as the actual use made of them, possible associated benefits that are independent of the qualifications themselves, and the students' actual destinations after completing their schooling. Related to this are broader public perceptions of such qualifications and the status that they enjoy in different societies. This may eventually become part of a broader inter-university collaborative project focusing on the role of such qualifications in a globalising economy.



There are practical difficulties associated with researching such an issue. For some strange reason no one seems willing to fund a prolonged round-the-world trip for me to diverse and interesting places to collect data! What I would like to do, therefore, is to establish contact by e-mail or ordinary post with any schools or individuals interested in helping me with this research.

INTERVIEWS

Initially I would like to tap into teachers' experience and understanding of such students in as wide a range of countries as possible. This could be done either by e-mail 'interviews' or by questionnaires sent by post. If this could eventually develop into contact with students themselves - using similar means - so much the better. It seems most likely at this stage that a student questionnaire arising out of discussions with teachers might be a preferred mode of data collection for later stages.

ADDRESS

If you are teaching (or have been teaching) students in their home country who are following non-local curricula (perhaps in parallel with local curricula) and if you are interested in assisting me with this research, I would be delighted to make contact with you. Please e-mail me at j.a.lowe@bath.ac.uk, or write to Dr John Lowe, CEIC, Department of Education, University of Bath, Bath BA2 7AY, UK.

RESEARCH FOCUS

Botswana Heads in comparative study

Mike Fertig is investigating the role of Heads of secondary schools in Botswana during a time of rapid expansion of the country's education system. The aim of the research is to try to identify the qualities needed by secondary Heads in Botswana, with the possibility of informing policy. The research process has, initially, been through questionnaire to the three cohorts of secondary Heads that CEIC is working with on the MA programme, a total sample group of about 40. A series of follow-up interviews was conducted with some of the Heads during Mike's visit to Botswana in December. Data analysis is currently being undertaken. Running parallel to this work, the same questionnaire has been sent to a sample of secondary Headteachers in the South of England, with the intention of making a comparative study of the two groups.

WHAT DO YOU THINK?

INTERCOM welcomes contributions from readers. Do you have an opinion about international education which you would like to share with other people around the world? What do you think about Barry Drake's article on the opposite page? Send your views to *INTERCOM* and we will publish what we can, space permitting, in our regular correspondence column.

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<http://www.bath.ac.uk/Departments/Education/CEIC.html>

The challenge of prolonged school - based research and its practical value

a personal view by Dr. BARRY DRAKE

I thought frequently about the advice in the captions below during the five years I was engaged in school based research at Li Po Chun College, Hong Kong (LPC). The direction in which my thoughts usually took me was to question the wisdom espoused! Was the first step in deciding to embark upon a case study in international education, leading to a PhD, really the most difficult? What had been the first step? In my case it had been to discuss a fledgling research proposal with Jeff Thompson. I had just agreed to produce a plan for a more coherent pastoral care programme at the year-old United World College of Hong Kong. It seemed an ideal opportunity to engage in school based research, recording and evaluating the development of the new pastoral process as it was articulated and implemented by my staff-student working party. Jeff was enthusiastic, pointed me in the right direction, enrolled me in the library and I set off at full gallop!

'The most difficult step on a long journey is the first' Chinese sage

The 'first step' was definitely not the most difficult of the long journey that followed. Indeed, had I been aware of what was involved in completing a five year research programme whilst being in full employment, I doubt I would have started the journey in the first place. The 'first step' was seductively easy and the support of CEIC at University of Bath continued to make my 'distance research' a feasible proposition over subsequent years. The most difficult task in this extended exercise was keeping myself on target. Did it help to visualise the finishing line? Towards the end of the five years, when I was engaged in the mind sapping job of proof reading second and third drafts of the thesis, the relief that would accompany the final award conferring ceremony certainly galvanised my efforts throughout periods of serious second thoughts.

'To keep yourself on target during an extended exercise envision yourself crossing the finishing line' Stress management sage

By now you will be asking why am I writing this in a publication which sets out to promote educational research. My comments so far might give a negative impression of school based research but this would be misleading. I think that school based research is of value to both researcher and school, and I would recommend it to others. In my new position I actively encourage such research. My personal experience lay with a multidimensional investigation using Action Research methodology which offered an unusual vari-

ation of the case study paradigm. A major component of this project involved tracking the attitudes of four cohorts of teachers over four years to a series of initiatives designed to enhance the pastoral care provision in an international boarding school. As both researcher and the primary change agent in this school, my own role was intriguingly complex. Keeping on top of the workload required fine time management skills and a very patient family. Work on the research had to be undertaken in bite-sized chunks, usually timetabled into long weekends and holiday breaks. The downside of this pattern was a feeling of starting over again each time a new stage of writing or analysis was begun. However, I took to heart one of my own suggestions to students. Always finish a piece of work at an interesting point, to make it is easier to return to. Moreover, with the use of word processing, I was able to write in streams of consciousness, focus on the interesting sections of newly acquired data, and 'cut and paste' my thoughts into shape in relatively painlessly. There is no question that the school benefited from the

process. Staff were brought together in a collaborative exercise that was energised and enlightened by ideas from the collective experience of other schools which were made available through my literature search. The Action Research methodology led me to evaluate regularly the success of the various initiatives leading to improvements in aspects of the programme which in turn benefited the students.

I currently face a similar challenge in expanding the pastoral programme of my new school. One of the conclusions in my thesis was that the results of research in one school are not necessarily directly transferable to others,

but what I experienced at LPC in terms the reaction of a multicultural staff to 'pastoral care', the angst felt by teachers over the content and methodology of pastoral care programmes, the needs of 16-18 year-olds, and the process of managing change, are all issues replicated at CIS. My research in international education will now pay dividends as I move forward faster, with greater ability to plan proactively for the inevitable 'road blocks' that are bound to appear on what I hope will be a shorter journey than the last.



Dr Barry Drake is High School Principal of the Chinese International School, Hong Kong. He contributed a chapter to 'International Education' edited by Mary Hayden & Jeff Thompson

NEWS FROM STUDY CENTRES

Since the last newsletter was published, much work has either taken place or been planned in the various Study Centres working with CEIC worldwide. In August 1998 Mike Fertig taught the *School Improvement* unit at **Colegio San Silvestre** in **Lima**, followed by a day of History INSET for teachers from San Silvestre and other schools in the area. A further unit, *Primary Education: Aspects of Learning*, was offered in February in Lima by Yolande Muschamp who also followed up the unit with a day of primary-focused INSET. Thanks as always to **Rina Bayly** and **Mark Sunman**, for their support.

Also in August, Mary Hayden and Jeff Thompson travelled to Botswana to teach the first unit to a new cohort of **Botswana Secondary School Heads and Deputy Heads**: this is the third cohort of Heads with whom we have worked in-country, and the second funded by the Ministry of Education. We look forward to celebrating their success in due course. During the same visit, two units were offered at **Maru a Pula School**, where **Chris** and **Liz Madeley** ensured that all ran smoothly. In October Jim Harvey returned to **St Mary's School Nairobi** where he offered the *Managing Staff Development* unit, and in February Jim was back in Nairobi to teach *School Effectiveness*, the very last unit to be offered in this Study Centre. As participants have graduated or moved on, numbers have been decreasing and notification was given last year that this Study Centre would cease operation after February 1999. The number of participants who have either already been awarded degrees or are currently working on their final units and dissertations is testament to the success of this Study Centre. Again we thank **Margaret Radier**, **Fr McMahon** and all colleagues at St Mary's for their part in supporting us over the years.

Also in October, Mary Hayden joined colleagues in **Bangkok** for

the *Education in an International Context* unit, and Mike Fertig travelled to the **New International School of Thailand** to offer *Introduction to Educational Management* in February. **Diane Lewthwaite** is to be thanked, as always, for her efficient organisation.

Mike Fertig was back in **Botswana** in December, offering a further unit to our new cohort of Heads and Deputies, followed by another unit at **Maru a Pula**, and Jim Harvey is looking forward to a visit to **Mauritius** in April, when he will teach two units at **Le Bocage International School**. Following a visit to teach two units by John Lowe and Jim Harvey in November, John Ericson and Mike Fertig are anticipating an interesting and enjoyable visit to **St Andrew's Scots School** in **Buenos Aires** also in April: we were sorry to say goodbye to **Carolina Ayling** when she moved on from St Andrew's, and thank her for her support over the past few years in making this such a thriving Study Centre.

In April too, Mary Hayden and Jeff Thompson will return to Botswana to offer further units to Heads and Deputies, and at Maru a Pula: they will also attend a celebration ceremony organised in conjunction with the **Botswana Ministry of Education** to celebrate the success of the Heads and Deputies from previous cohorts who have already graduated or are about to do so. This ceremony, to be presided over by the Permanent Secretary amongst others, promises to be a splendid occasion. We appreciate the support we have had from **Segomotso Basiamang** in reaching this stage.

In May, Jeff Thompson will travel to **Jordan** where our newest Study Centre is to be launched at the **Amman Baccalaureate School**. We are delighted to be cooperating with colleagues in Amman in this way, and look forward to working with teachers and administrators over the coming years.

CEIC AF



Celebrating international education of the Republic of South Africa, by Mr **Milton Toubkin**, Head of (left) and Professor **Jeff Thompson** (right). They were together in **St Andrew's Scots School** graduation ceremony, which

Study C

5 - 10 April 1999
Le Bocage International School
Moka, Mauritius
Introduction to Educational Management

Evaluation

9 - 12 April 1999
St Andrews Scots School, Buenos Aires
Educational Technology & Development 1

Managing Staff Development

Remember that all Study Centres participate and who is able to find time! Further details from Sue O.

OUND THE WORLD



BATH - ALICANTE BILINGUAL MA IN EDUCATIONAL MANAGEMENT LAUNCHED

The University of Bath and the University of Alicante joint bilingual degree programme leading to the award of the MA in Education (Educational Management) or *Master en Educación (Gestión Educativa)* began its first year of operation on 11 January 1999. Thirteen full time participants who are professional educators and administrators from Colombia, Cuba, the Dominican Republic, Mexico, Peru and Uruguay are involved.

UNITS IN TWO LANGUAGES

The programme will extend over one complete calendar year from January to December. Participants will spend the first three months from January to mid-April in Alicante, studying 3 units in Spanish, and the next three months from May to the end of July in Bath, studying 3 units in English. The final period to December will be spent completing the dissertation either in Alicante or in Bath according to the language and topic chosen for the dissertation.

For this first year the three units taught in Spanish at the University of Alicante will be: Introduction to Educational Management, Planning and Financing of Educational Systems, and Institutional Resource Management. The three units taught in English at the University of Bath will be: Methods of Educational Enquiry, Management of Innovation, and Evaluation.

FUTURE DEVELOPMENTS

For the future it is hoped that further units will be available in Spanish and English providing participants with options in each language. Plans are also being

considered to offer the bilingual MA programme on a part-time basis at interested international Study Centres.

Professional educators and administrators from Colombia, Cuba, the Dominican Republic, Mexico, Peru and Uruguay involved

ial success. The High Commissioner Excellency Cheryl Carolus, is joined at Southbank International School, London. Director of CEIC, University of Bath 1998 at the Southbank International was held at Church House, London..

Centre Dates

30 April - 3 May 1999
Maru a Pula School, Gaborone,
Botswana
Curriculum Studies

Assessment

25 - 28 May 1999
Amman Baccalaureate School,
Amman, Jordan
Methods of Educational Enquiry

are open to anyone who is eligible to go their way to the right place at the right time at CEIC.

The Inauguration of the Joint Degree Programme was celebrated in Alicante on 11 January 1999. The Rector of the University of Alicante (UA), Dr Andrés Pedreño Muñoz, and Professor George Lunt, Deputy Vice-Chancellor of the University of Bath (UB) performed the official opening ceremony and welcomed participants to the programme. The keynote addresses were given by Dr Ramón Martín Mateo, Director del Máster en Educación, UA, on "La innovación educativa en el tercer milenio" and by Professor Jeff Thompson, Director of CEIC, UB, on "Partnership for professional development". Dr Mary Hayden and Derek Goulden, together with many colleagues from UA, also attended the opening ceremony.

FURTHER DETAILS

A bilingual web site at the University of Alicante can be found at <www.gstedu.ua.es> or via a hot link from the CEIC home page. Further information about the programme, including details of the application procedure, is available via the CEIC website or by email, fax or letter from Dr Mary Hayden.

<http://www.bath.ac.uk/Departments/Education/CEIC.html>

New CEIC & ICERG Seminar Programme Announced

A new programme of research seminars, organised by the International and Comparative Education Research Group (ICERG) and CEIC, has been announced. These seminars are open to all and are held between 12.15 - 13.15 in the Department of Education.

SEMINAR DATES

On 18 March 1999, **Dr Mary Hayden** will discuss her research into understanding of the concept of 'international' amongst students in International Schools.

Dr John Lowe, who is a frequent visitor to Poland, will talk about 'Nowa Szkola' - educational reform in Poland, the story so far, on 22 April 1999.

The seminar on 13 May 1999 will be given by **Dr Marilyn Osborn**, University of Bristol, on aspects of the Bristol comparative study of aspects of school practice in England and France.

MORE SEMINARS PLANNED

Plans are also being made for other seminars during this semester. It is hoped that these will include presentations by a representative of the **International Baccalaureate Organisation** on developments in their programmes, and **Richard Pearce** on his research into personal identity among international school students. The first cohort of students on the Alicante-Bath joint degree programme will also be invited to present a seminar on their experiences of this innovative development. Dates for these events will be announced later. Details about the ICERG research seminar programme can be found posted on the CEIC home page, or from John Lowe at CEIC.

SHARE YOUR IDEAS

You are very welcome to attend these seminars. If you are planning to visit the United Kingdom, why not come along to Bath and share your views about international and comparative education? John Lowe would like to hear from you if you would like to discuss comparative education, international education or international schools with an enthusiastic and well-informed group.

Many interested people may not be able to attend but might like to see seminar papers where they are available. Please contact CEIC if you would like information about any of the seminars listed here, and check our home page.

New EdD units developed

The new modular doctorate programme, the EdD, which has been designed to complement the existing research doctorate (PhD), continues to develop. In addition to the core units already offered, CEIC has developed two non-core units entitled 'International Education: Philosophy and Practice', which was offered during July 1998, and 'Approaches to International and Comparative Education' which was offered on campus for the first time during November 1998.

Inquiry-based work is an important feature of both units. Participants in the 'International Education: Philosophy and Practice' unit held an inquiry about what it means to be 'international'. They interviewed expert witnesses throughout the period of the course and reported back at the end. It is hoped that a report on the findings will be available for publication in the next edition of *INTERCOM*. Those taking part in the unit on 'Approaches to International and Comparative Education' were asked to generate a response to an educational development aid project in an African country.

The EdD programme is proving attractive to a number of those who have successfully completed Masters degrees through the University of Bath and other universities. If you are interested to know more about it, contact either CEIC or Jackie Hazel, Research Secretary in the Department of Education.

Congratulations to George Walker

Congratulations to **George Walker**, Visiting Professor at CEIC, on his appointment as Director General of the International Baccalaureate Organisation.



Bath paper at conference on international management

Mike Fertig and **Jim Cambridge** attended a one day conference on 'Comparative Perspectives on Educational Management' held by the British Association for International and Comparative Education (BAICE) at University of Birmingham, UK in November. Jim presented a paper on 'Investigating national and organizational cultures in the international school'.

ECIS at Hamburg

Mary Hayden, **Jeff Thompson** and **George Walker** attended the ECIS conference in Hamburg in November, at which they gave a presentation relating to professional development and research through CEIC.

Visiting Bath: Dr David Mtetwa

Dr David Kufakwami Jani Mtetwa, from the University of Zimbabwe, is spending time between October 1998 and April 1999 at the University of Bath, working with CEIC.

I arrived at the University of Bath from Zimbabwe on the morning of Sunday, October 18, 1998, on a 6 month Commonwealth Fellowship. My first ties with Bath University began way back in the mid 70's at the University of Lesotho where I attended lectures in physics given by Dr Metcalfe, an alumnus of Bath University. Then I never heard much about the institution again until about June this year when I was informed my fellowship was tenable at the CEIC at Bath University. And so here I am, at the still young but very vibrant university located within the historic and picturesque city of Bath.

I am otherwise based in the Department of Science and Mathematics Education at the University of Zimbabwe where I work in the area of mathematics education. My research interests have mainly been in classroom processes of learning and instruction in mathematics, especially from the psychological perspective. More recently, however, my area of professional interest has expanded somewhat to encompass the problem of teacher professional development through in-service education. This expansion has been influenced in part by a decision within my department to establish a unit that will provide training and leadership in the area of in-service education in the country.

My main task here at Bath University will be to learn as much as I can about the nature of teacher professional development as a phenomenon and to design a model for training/preparing facilitators for professional development of peer teachers, especially in the areas of science and mathematics, appropriate for the Zimbabwean context.



David Mtetwa:
Commonwealth Fellow

I will also be updating myself on current developments in the PGCE and BA (Ed) for science and maths teachers at Bath University, focusing specially on issues of construction of pedagogic content knowledge in mathematics, supervision of teaching practice within the context of a school-based format of the PGCE, and the development of instructional materials appropriate for the distance mode of delivery for such programmes.

Given the array of expertise in various aspects of education that is available in CEIC and is at my disposal, I have no doubt that my expectations will not be in vain. It is needless to say I feel honoured to be a guest in CEIC, Department of Education, University of Bath. Let the Bath experience begin!

Bath-Alicante launch



Staff and students at the launch of the joint Bath-Alicante bilingual MA degree programme.
See feature on page 5 for more details

Science education in Poland

The Polish curriculum development project in which CEIC has been involved in a consultancy role for the science component is due to end in May 1999. The Polish science teachers and advisors who visited Bath last year (see *INTERCOM* 7) came for another study visit this January, organised by John Lowe. This visit took in the annual Association for Science Education conference in Reading, some very rewarding visits to schools in Bath and Trowbridge, and assorted excursions of varying degrees of educational and cultural value including the Natural History Museum, Stonehenge, and the *Cross Guns* pub at Avoncliff! The project has more than achieved its original aims in terms of staff development and raising awareness of alternative approaches in science education, and has provided a valuable input into the major educational reform currently underway in Poland. The benefits have not only been one way, however, with CEIC gaining valuable experience and making new contacts and friends in that part of the world.

<http://www.bath.ac.uk/Departments/Education/CEIC.html>

INTERNATIONAL EDUCATION: PRINCIPLES AND PRACTICE

Edited by Mary Hayden and Jeff Thompson

CRITICAL PRAISE FOR 'INTERNATIONAL EDUCATION' BOOK

In a review of this multi-authored volume in the *Times Educational Supplement* (Friday 20 November 1998), **Michael Duffy** recommended the chapter by Colin Jenkins on why global issues need to be part of the curriculum. George Walker's chapter was also singled out for praise as a "brilliant study in children's and adult literature of 'mobility' and its effect on children."

"[This book] belongs in the professional libraries of all schools and in the private book collections of educators who believe that by acting upon diverse and collective ideas, an international education may be represented by the maxim

'Together - we can' "

Ray Taylor IS Spring 1999

"A timely book on an important topic"

International Review of Education

44 (5/6): 601, 1998.

Ray Taylor commented in *International Schools* (Spring 1999) that "messages as compelling and as diverse as the schools in which we work and the students and colleagues with whom we teach and learn are clearly and succinctly conveyed. Eminently qualified and experienced academics and practitioners describe the subtleties and nuances which distinguish international education from national and parochial systems of education". Mr. Taylor also identified an agenda for future enquiry, commenting that "for the student of international education, there are several research questions begging dissertations".

The chapters in INTERNATIONAL EDUCATION: PRINCIPLES AND PRACTICE comprise:

Mary Hayden International Education in Practice
George Walker Home Sweet Home: a study, through fictional literature, of disoriented children and the significance of home
Mary Langford Global Nomads, third culture kids and international schools
Richard Pearce Developing cultural identity in an international school environment
Elisabeth Fox The emergence of the International Baccalaureate as an impetus for curriculum reform
Kevin Bartlett International curricula: more or less important at the primary level?
Colin Jenkins Global issues: a necessary component of a balanced curriculum for the twenty first century
Philip Thomas Education for Peace: the cornerstone of international education
Derek Pigrum Semiotics, creativity and international education
Martha Haldimann Special learning needs in international schools: the Optimal Match Concept
Barry Drake Pastoral care: the challenge for international schools
Neil Richards The Emperor's new clothes? The issue of staffing in international schools
Bob Sylvester Through the lens of diversity: inclusive and encapsulated schools
James Cambridge Investigating national and organisational cultures in the context of the international school
Edna Murphy International school accreditation: who needs it?
David Wilkinson International education: a question of access
Elisabeth Fox The role of the International Baccalaureate in educational transformation: Chile as a case study
Malcolm McKenzie Going, going, gone global!
Michal Pasternak Is international education a pipedream? A question of values
Jeff Thompson Towards a model for international education

This book is available from book shops for £35 or direct from the publisher at:
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