

## INTERPRETING INTERNATIONAL EDUCATION

Geneva, 11 – 13 September 2002

### GOVERNANCE THEME

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*[What follows is a summary of the conference theme discussions, as provided by the theme convenor at the end of the conference, followed by abstracts of presentations made within the theme]*

### THEME SUMMARY

As the sessions went by the group began to express the strong feeling that they were a team, and, in fact, a core of 17 people followed every session. In the last session of Thursday the group clarified for themselves the purpose of the theme. This was not simply, they felt, to listen to presentations on Governance. It was to make practical recommendations about the establishment of an Alliance for International Education. It was clear that all members of the group felt that this would serve a valuable purpose.

Key points were (in no particular order) :

1. The alliance should not grow out of any one organisation nor should it be controlled by any single existing organisation.
2. It must fully represent all of the major constituents of International Education.
3. It must act and not be simply a talking shop, possible roles are :
  - 3.1 Accreditation of institutions providing international education
  - 3.2 Watchdog, reminding members of the values which underpin international education and make it distinct from National Education.
  - 3.3 Identifying and promoting such values
4. How do we move forward, who is to take charge of the next step?
5. How to avoid any group with a particular view of international education taking control?
6. It should not become an elite club hence membership should not be expensive.
7. It should remind its constituents, be they organisations or individuals, of their worldwide responsibilities.
8. The alliance may well have a major role to play in furthering the nature of international education. For example, it may well develop the curriculum

requiring global values and awareness to become a pillar of the experience of an international education.

9. The alliance could well have a role to play in liaising between the National and International education at the highest level of decision making.
10. The alliance would speak to governments and international organisations on behalf of international education. Its authority to speak should grow from the fact that students who have experienced this form of education are strongly affected by it in a positive way.
11. What role should IBO play in the creation of the alliance? It was recognised that in practice the IB must take a major role initiating the creation of an alliance.
12. What constitution will the alliance, have, how will it be constructed, how and by whom will this be agreed?
13. How will it be funded?
14. Will an organising committee be put together and if so, how will it be selected, who will it represent?
15. The first task of the alliance would be to agree on what values will develop in it.

As can be seen, there was enthusiastic support for the creation of an alliance.

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## **ABSTRACTS OF PRESENTATIONS**

### **Ends and Means - the Carver Model**

#### **George Walker**

The Carver Guide offers a refreshingly simple, though challenging, approach to school governance based around ten principles. It can be summed up as 'ends determination is the pivotal duty of governance' and if all school boards took it seriously, many schools around the world would be happier and more effective institutions.

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### **Promoting an Inclusive Schools Culture**

#### **David Wilkinson**

The role of the Governing Boards of international schools in promoting a culture within their schools which is sensitive to cultural diversity are discussed. In particular, issues concerning the relationship between the host country culture and that of the mobile expatriate community are analysed.

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## **Board Responsibilities in Assuring the Quality of Outcomes in an International School**

**Ross Millikan**

The hypothesis upon which this presentation is based is that 'High quality student outcomes will result from stability and continuity in appropriately high quality Board and school leadership'. It is argued that the School Board, and its governance role, carries overall corporate, philosophic, legal, professional and moral responsibility for the quality of both the governance (by the Board) and the Administration (through the Director) of the school. The significance of the school's Vision, Mission, Objectives and Policies are emphasised as the conceptual and operational foundations of these two key leadership roles within the school - governance by the Board and administration by the Director.

It is argued that stability and continuity resulting from reasonable tenure for both Board members and the Director are necessary for each to gain a constructive and comprehensive understanding of the peculiar and individual history, institutional memory and operational complexities of the particular school; that too-short tenure in these key roles will result in potentially hasty and/or ill-conceived decision-making by the Board and/or Director, potentially resulting in a publicly-recognisable breakdown of trust and support between the Board and the Director; which in turn potentially will lead to operational uncertainty and lowered morale in both teachers and students; which in turn potentially will result in lowered quality of performance by students. Both the concepts of High-Quality Leadership and High-Quality Student Outcomes are loosely defined, followed by a summary of the fundamental roles and responsibilities of Boards and Directors, along with a list of conceptual pre-suppositions peculiar to schools. Finally, a four-quadrant table of perspectives underpinning Board responsibilities in both national and international schools is presented. A strong and shared set of documents outlining the Vision, Mission, Objectives and policies of the school are seen as precursors to the creation of effective and efficient learning-teaching environments in which teachers and students will be expected, encouraged and supported, to maximise the quality of the respective teaching and learning outcomes.

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## **Composition and Organization of an Effective Governing Board**

**Wilf Stout**

In this presentation I share my concerns over the composition and organisation of Governing Bodies in order to effect good governance. The success of any organisation depends upon clear delegation of responsibility and accountability. In the specific milieu of a school, the inter-relationships between Head, Chair and Members need to be constantly reinforced. How can we ensure effective governance? Who draws up the battle plan and blesses the peacemakers?

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## **Becoming Internationally-minded in a Globalized World - Issues of School Governance**

**Charles Gellar**

Internationally-minded schools espouse and make manifest a commitment to universal values. With this in mind, the influence of market-driven forces on the ethos of schools, the structure and nature of international school governance, and its impact on schools and the

wider international community are critically examined. The role of the IBO in fostering international-mindedness is considered crucial.

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### **Governance of the International Baccalaureate Organization**

**Greg Crafter**

An analysis of the reform of the governance of the IBO, a process which has occurred over recent years. There is probably no established model for governance in the international context. I suggest the challenge for each organisation is to find a structure that works, that is, it provides accountability, acts ethically, plans strategically and is outward looking.

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### **Governance of International Education across Cultural Borders**

**Clive Carthew**

SEK International is a privately owned organisation originating in Spain over 100 years ago and now present on three continents with 13 private schools and three private universities. SEK International is a self-governing body with its own internal evaluation and development systems and formal documentation, yet it is consistently attentive and responsive to international and multicultural perspectives relating to pedagogic, curricular and assessment development. Similarly, its management and control systems and procedures, while ensuring the well being, security and stability of the Organisation, are regularly reviewed to maintain currency and the highest of standards of excellence and ethics. Using SEK International Organisation as a model of homogeneous governance across cultures, the presentation moves on to consider issues arising from the concept of the governance of heterogeneity. In such a context, diverse cultural interpretations of issues such as regulation, control and representation create significant challenges.

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### **Governance Of and For International Education**

**Greg Crafter**

I touch here on the composition of boards, their selection and training. I also refer to the role of governance in promoting international education. However, I would want to get from this session some clear understanding of the merits of having an umbrella organisation to provide a much broader base and yet a sharper focus for the development of international education, for enhanced relations with governments, NGOs and with sister organisations. There may be opportunities for more formal and structured dialogue with corporations, universities and research and development bodies. The issue of teacher training and curriculum development in the international context needs to be addressed.

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