

Number 20
November 2004



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

I
N
T
E
R
N
A
T
I
O
N
A
L

THE ALLIANCE GOES FORWARD!

Between 1 and 3 October 2004 the second conference organised under the auspices of the Alliance for International Education took place. Following the very successful first such gathering, held in Geneva during September 2002, this second event was held at the International School of Düsseldorf (ISD). Planned and organised by the team of Terry Haywood (International School of Milan), Professor Jack Levy (George Mason University, USA), Beatrice Larose (ISD), Mary Hayden and Jeff Thompson, the conference focused on presentations and debate in seven main strands relating to the overall conference theme of 'Education for International Mindedness' and attracted over 200 participants. Thanks are due to Neil McWilliam, Head of ISD, and to Board members, for the use of the school's splendid facilities and, particularly, to Beatrice Larose, Development Director at ISD, for the wonderful organisation which helped to make everything proceed so smoothly.

A major focus of debate running throughout the three days was the nature of the Alliance for International Education, and four working groups were established under the overall chairmanship of Jeff Thompson to take forward future planning relating to strategy,



*Zhen Yao and Anna Simandiraki
with IBRU posters at Alliance
Conference*

communication, the programme for the next conference, and its location and timing - a decision on which should be made by the end of 2004.

Keynote addresses given by Dr Betty Chan, Director of the Yew Chung Education Foundation, and Malcolm McKenzie, Principal of the United World College of the Atlantic, as well as abstracts of presentations given in the seven strands, may be accessed via the Alliance for International Education website:

www.intedalliance.org



UNIVERSITY OF
BATH

A personal view by Barbara Deveney

Coming Home to Culture Shock

I have had the pleasure of working in international schools for over twenty years as a teacher and an administrator and I have enjoyed the experience wholeheartedly. Having seen the benefits that an international school education can bring young people, I was happy to enrol my own children as and when they came along and reached school age. Both of my daughters have thrived in classrooms where their peers have hailed from far-flung countries as well as from the local community in the host country. I am proud of the fact that my children have close friends from all races, cultures and religions.

Having to deal with playground tears or classroom outbursts when new students have found the experience just too overwhelming has made me sensitive to my own children's 'new school' experience, particularly more recently when they have made the move as teenagers and have left good friends behind. The internet has proved to be a real blessing and, at any given moment, the girls might be on MSN Messenger to friends in Canada, Australia, Finland, Estonia, Africa, England, Czech Republic, Kuwait, Thailand or Vietnam. To ease the transition from one school to the next for my own children, I have ensured that they have always been fully involved in the process of moving on – the applications, the interviews and, yes, even the polite rejections when applications have not been successful. The whole family has shared the anticipation, the pre-interview nerves and the post-interview suspense.



Barbara Deveney's dissertation for her MA at Bath focused on the impact of Thai culture on learning in an international school and its implications for teacher training and INSET. Barbara has worked in international schools in Kuwait and Thailand, and recently moved to Vietnam where she teaches at an international school in Ho Chi Minh City.

Barbara can be contacted on barbaradeveney@lycos.com

“I am proud of the fact that my children have close friends from all races, cultures and religions”

My elder daughter has now joined a 6th form in an international school in Vietnam and her university years, which she plans to spend back home in England, are looming fast. This brings with it the excitement of forthcoming independence, but it has also raised some worrying thoughts. Just before our last move, my daughter, whose entire school career has been in international schools in the Middle East and Southeast Asia, shared her concerns with me: 'how will I fit in with other English people at university when I've never been part of their culture? Will I be able to make friends? Will everyone think I'm weird because I don't know what they know?' Her concerns are genuine and valid.

It was Useem (1976) who first coined the phrase 'Third Culture Kid' – a description which seems to now so aptly fit my daughter: 'When they come to their country of citizenship ...they do not feel at home because they do not know the lingo or expectations of others – especially those of their own age'. However, strange as it may seem, I have never considered my own children to be classic 'third culture kids', possibly because we have always spent long enough in each country and school to put down some semi-permanent roots rather than more superficial ones. And the term *global nomad* seemed to me to describe those young students who roamed around the international school circuit never seeming to stay in any one place for very long. As a family, we have returned to England each summer deliberately to allow our children to grow roots in

A personal view by Barbara Deveney

their own culture, but it is hard to judge how deep those roots will extend when only six weeks of each year have been spent nourishing them. Will all the years of watching 'Auf Wiedersehen Pet', 'Only Fools and Horses', 'The Royle Family' and 'The Office' be enough to place our daughter in the heart of English culture? I think not.

"I am curious to know whether my daughter will feel drawn towards her English peers"

However, the 'global village' is working to my daughter's advantage, at least in respect of youth culture. Satellite television has gone some way towards closing the cultural divide; MTV ensures that music is no longer parochial. Teenage fashion has also become international, and particularly easy to procure in those countries where copyright laws are lax and designer name T-shirts, bags and jeans can be bought for next to nothing. These visible accessories of English culture can easily be taken care of, but those invisible traits of culture, those values that sit below the surface of our every social action - well they are not so easy to take care of.

As educators in international schools, we make real efforts to welcome our new students into the school community in order to ensure their experience is a positive one. Most international schools have systems and 'back-up' personnel in place should any child struggle to settle, but universities are beyond my personal experience. What I do know is that they can be large, crowded, intimidating and anonymous places for any young person who has just left home, let alone a young person whose life experiences have been mainly in countries on the other side of the planet. Cushner et al (1992) list the emotional experiences that can be encountered by someone who finds him/herself 'out of culture': *anxiety, disconfirmed expectations, a sense of not belonging, ambiguity and a confronting of personal prejudices*. And all this is on top of the mixed emotions experienced when leaving home for the first time.

I am curious to know whether my daughter will feel drawn towards her English peers on starting university or whether she will feel more comfortable with students who, like her, have spent many of their school years in more distant or exotic cultures. Will she lean towards those other students who don't share a background that is grounded in English culture? Will she be able to navigate Gania and Powell's (1999) '*shifting sands of unshared meanings*' or will she find the experience alienating?

The benefits of being educated in an international school are invaluable and indisputable, but I am interested to see how this education has equipped my daughter to deal with the first stage of her independent adult life. It is interesting to note that, in spending so many years abroad, her first task 'back home' will be to successfully negotiate the obstacle course presented by her own national culture.

"Her first task 'back home' will be to successfully negotiate the obstacle course presented by her own national culture"

References

- Cushner K., McClelland A., Safford P. (1992) *Human Diversity in Education – an Integrative Approach*; Kent State University, McGraw-Hill
- Gania R. & Powell G. (1999) *Seeding Intercultural Sensitivity in the Classroom*; Petersfield, ECIS
- Useem R. H. in Langford M. (1998) *Global Nomads, Third Culture Kids and International Schools* in Hayden M. & Thompson J. (eds) (1998) *International Education, Principles and Practice*; London, Kogan Page Ltd.

CEIC AROUND THE WORLD

First Botswana Head to Graduate in Bath



Baba Mokhawe and Mrs Mokhawe outside Bath Abbey with Mary Hayden and Jeff Thompson

In 1995 the University of Bath began involvement in the Botswana-based Secondary Schools Management Development Project, funded by the then Overseas Development Administration (ODA), which involved offering in-country units leading to the degree of MA in Education (Educational Management) to a cohort of 24 Heads of secondary schools in this fast-developing country. Two further cohorts of Heads and Deputy Heads were subsequently funded directly on the same programme by the Botswana Ministry of Education. Until recently, although many participants had graduated *in absentia*, and a celebration of their success was held in Gaborone in April 1999, none had visited Bath.

We were therefore delighted when one of the Heads, Mr Baba Mokhawe, was able to travel to Bath to participate in person in the July 2004 graduation ceremony. Held for the first time in Bath Abbey, the ceremony was a splendid occasion – enhanced by the celebratory ululating of Mr Mokhawe's wife as he shook hands with the university Chancellor, Lord Tugendhat. Congratulations Baba! – and to all the many other Botswana Heads and Deputy Heads who have been successful in completing this programme.

Yew Chung Education Foundation Symposium

In October 2003 Mary Hayden and Jeff Thompson travelled to Hong Kong to participate as keynote speakers in a highly successful symposium organised by the Yew Chung Education Foundation to celebrate the seventieth anniversary of its founding by Madam Tsang Chor Hang, mother of the current Director, Dr Betty Chan. We were more than happy to respond positively to an invitation to participate in a follow-up symposium planned for 2 November 2004, this time organised as part of the celebrations of the first ten years of the Yew Chung International School – Shanghai and entitled 'Educating the Global Child'. A stimulating full day programme took place in the impressive surroundings of the Shanghai Grand Theatre, with input from a range of speakers in both English and Chinese, and simultaneous translation. Visits to the Yew Chung International Schools in Shanghai and Beijing contributed to making this a fascinating and informative visit, and thanks are due to Dr Chan and to all other colleagues who made our time in China so interesting. [Further information about the Yew Chung Education Foundation and its system of Chinese/English co-teaching and Chinese/Western Co-Principals may be obtained from the website: www.ycef.com]



Mary Hayden and Jeff Thompson at the Yew Chung symposium with Dr Betty Chan (next to Jeff Thompson) and Yew Chung Directors

CEIC AROUND THE WORLD

THOMPSON'S TOURS

Jeff Thompson writes:

Earlier this year I was delighted to accept an invitation from the Federation of British International Schools in South East Asia (FOBISSEA) to give keynote addresses at two conferences planned for October 2004. Thus I set off for an 18 day trip which took in 5 different countries and from which I have just, as I write, returned. The first conference, for Senior Managers, took place on 25 and 26 October in Bangkok and was chaired and organised by Martin Scott (Head) and Dave Wakefield (Head of Secondary) from St John's International School, the conference host. The second conference, for Heads, took place on 28 and 29 October in Taipei, hosted on this occasion by the Taipei European School and organised and chaired by its Principal, John Nixon. Thanks are due to all FOBISSEA colleagues, and good wishes go especially to a Bath MA graduate, Ray Davis - Head of the Garden International School Kuala Lumpur - who was elected to the chair of the Federation. Thanks are also due to those attending, for their participation, their hospitality and their good company during both of these visits.

“I set off for an 18 day trip which took in 5 different countries”

My agreeing earlier in the year to make the journey to Bangkok and Taipei coincided with an invitation accepted by Mary Hayden and myself to participate as keynote speakers in the Yew Chung Education Foundation symposium planned for 2 November in Shanghai (see story on page 4). It also coincided with on-going discussions about the possible establishment of a Study Centre for the Bath MA programme in Singapore (see page 6), and making a visit to Singapore therefore seemed too good an opportunity to miss. Accepting a long-standing

invitation from Ian and Alexis Kerr to pay a return visit to the International School of Penang (Uplands) also seemed a possibility at this stage. Thus it was that I set off from Bath on 19 October for a trip that took in, in order, Penang (thanks to Ian and Alexis and all other colleagues for their hospitality, as always), Bangkok, Taipei, Singapore, Shanghai and Beijing before return to Bath on 6 November. Though a quick look at the map suggests a route between the different locations which was not necessarily the most straightforward, this itinerary allowed me to interact with an enormous number of interesting and enthusiastic colleagues – to all of whom appreciation and thanks are due. An abiding memory of the visits will be the conversations that I was able to hold, personally, with so many former and current Bath students who had been and are a part of the work of CEIC in the Department of Education. It was a privilege to meet with each one of them.

Shanghai Study Centre

On 1 and 2 November 2004, as part of a more wide-ranging visit (see stories elsewhere), further conversations took place as a follow up to earlier discussions about the possibility of establishing Study Centre links with the Yew Chung Education Foundation. Following detailed discussions with Dr Betty Chan (Director of the Foundation), with Dr Gary Morrison (Assistant Director for International Education Services) and with other Yew Chung colleagues, on 2 November it was announced that agreement had been reached to establish a new Study Centre to be based at Yew Chung International School - Shanghai. We are delighted with this agreement, and are now actively planning for the first Bath unit to be offered in Shanghai during 2005: dates and unit to be confirmed soon. As ever, participation is open to all who are eligible to register for the Bath programme and who are able to be in Shanghai at an appropriate time. Queries in this case may be addressed to Mary Hayden (M.C.Hayden@bath.ac.uk) and, at the Yew Chung Education Foundation, to Dr Gary Morrison (garym@ycef.com)

<http://www.bath.ac.uk/ceic>

Study Centre Round-Up

Singapore



Mary Hayden and Jeff Thompson at Tanglin Trust School with Ronald Stones and Marilyn Cole

On 29 October Mary Hayden and Jeff Thompson visited the Tanglin Trust School in Singapore to meet with the Head, Ronald Stones, and the Director of Studies, Marilyn Cole, to follow up earlier conversations about possible collaboration between our two institutions – and to make a presentation about the Bath programme to interested teachers and administrators from Tanglin itself as well as from other international schools in Singapore. Following earlier soundings which had indicated likely interest in the establishment of a Study Centre link, we were delighted that around 35 turned up to hear more about Study Centre plans – not bad for a voluntary session at 4 o'clock on a Friday afternoon! As a result, it has been agreed that planning should go ahead for a first unit of the Bath programme to be offered at Tanglin during 2005: dates and unit will be announced in the near future and, as ever, all who are eligible to participate in the Bath programme and who are able to be in the right place at the right time will be welcome. Queries may be addressed to Mary Hayden (M.C.Hayden@bath.ac.uk) and in Singapore to Marilyn Cole (marilyn.cole@tts.edu.sg)

Current Study Centre News

A very successful visit took place between 30 October and 2 November to the study centre in Brussels: 12 students took part in the unit teaching including 5 new to the MA Programme. Thanks to Tommie Bette for her tremendous hard work in organising the visit and to Kevin Bartlett, the Director, for his ongoing support.

New Study Centre News

As established Study Centres continue to offer units on a regular basis, discussions are going on behind the scenes about the possibility of establishing new links with schools around the world where it seems that a viable number of participants might be interested in units of the modular programme offered by visiting Bath tutors. We are delighted to be able to announce that two such sets of discussions in process for some time now have led to agreement to launch two new Study Centres, both confirmed during visits made by Mary Hayden and Jeff Thompson in late October/early November 2004.

STUDY CENTRE DATES

4 - 7 December 2004

**New International School of Thailand,
Bangkok**

Managing Human Resources in Education

January 2005

Machabeng College, Lesotho

To be confirmed

12 -15 February 2005

International School of Brussels, Belgium

Foreign Language Learning

7 - 10 April 2005

International School of Brussels, Belgium

Education, Globalisation and Change

Tanglin Trust School, Singapore

Details to be confirmed

Yew Chung International School,

Shanghai, China

Details to be confirmed

IBRU News



Richard Caffyn, recently appointed Head of Research Support and Development with IBRU, reflects on exciting new prospects

I began my work as head of research support and development at the International Baccalaureate Research Unit (IBRU) in September this year, having previously worked for 14 years in international schools throughout Europe and the Caucasus. My current position is a challenging and exciting one. It has a strong management element, involving extensive communication, organization and collaboration, which is particularly interesting for me as my background is in research and educational management.

My primary aim is to develop the role of the practitioner researcher. I have been working over the last five years on a part-time PhD with the University of Bath and have gained a lot of experience working as a distance researcher in IB schools. I will be looking at supporting research and developing methods to assist teachers working on research projects. From this initial outline plan, I aim to begin implementing the full teacher support research project in January 2005.

One of the first tasks will be to look closely at the existing support available within the IB network for teachers who are undertaking research. IBRU will investigate their needs and the ways in which they can best be supported. We will look at the issues and problems involved in undertaking distance researching. We intend to use this project to develop methods and support systems to facilitate and encourage distance learning, collaboration and reflection. We also want to look at ways of encouraging teachers to undertake more research.

Teacher research is a colourful, exciting and important aspect of education and it enables practitioners to reflect, learn and contribute to the advancement of ideas. All schools should

encourage this kind of reflective action as an opportunity to improve the performance of individuals as well as organizations, and to assist student learning. In IB schools the greatest problem is that of distance. Researchers often work alone or in small groups with few links to others. This is something IBRU hopes to investigate in detail, in order to debate the best forms of support, networking and assistance for practitioner researchers.

Services available from IBRU

The *International Education Research Database* is freely available online at <http://www.ibo.org> via the 'research' shortcut. It currently lists citations to around 3,000 books, chapters, articles, theses and dissertations.

IB Research Notes is a quarterly newsletter published jointly by IBRU and the IB Curriculum and Assessment Centre. It is available as a pdf file from the IBO public website at <http://www.ibo.org>. *IB Research Notes* provides a forum not only for reporting summative outcomes of research in international education but also formative discussion of research methods and methodology.

Recent publications by IBRU staff

Simandiraki, A. (2004) Μινωπαιδιές: the Minoan civilization in Greek primary education. *World Archaeology* 36 (2): 177-188.

Cambridge, J.C. & J.J. Thompson (2004) Internationalism and globalisation as contexts for international education. *Compare*, 34 (2): 157-171.

Cambridge, J.C. & C. Carthew (2004) Schools self-assess their international values. *ISA News* p. 7 (July 2004).

Cambridge, J.C. (2004) Review of "Comparative and International Research in Education: Globalisation, context and difference". (Crossley, M. & K. Watson, 2003). *Compare* 34 (3): 341-342.

PROGRAMME FOR SUMMER SCHOOL 2005

Week 1 (4 - 8 July)

Dissertation Support

Week 2 (11- 15 July)

Managing Educational Organisations
Environmental Education: Philosophy
& Practice

Managing International Schools
Theory of Language
Research Methods in Education

Week 3 (18 - 22 July)

Education in an International Context
Assessment of Pupil Achievement
Foreign Language Teaching
Technologies for Learning
Strategic Issues in Higher Education

Week 4 (25 - 29 July)

Managing Human Resources in
Education
Education, Globalisation & Change
Educational Discourse
Research Methods in Education
Understanding Learners & Learning

SUMMARY OF CONTACT DETAILS

CEIC Office

CEIC co-ordinates all administrative arrangements relating to Study Centres worldwide, and to the annual Summer School. CEIC colleagues also support research into international education and development projects worldwide.

Contact details:

Tel: +44 1225 386120

Fax: +44 1225 386113

Email: ceic@bath.ac.uk

Dr Mary Hayden: Director of CEIC
(M.C.Hayden@bath.ac.uk)

Prof Jeff Thompson: Founding Director of CEIC
(J.J.Thompson@bath.ac.uk)

Dr Trevor Grimshaw: Director of Summer School
(T.Grimshaw@bath.ac.uk)

Mrs Philippa Wheeler: CEIC and Summer School
Administrator
(P.N.Wheeler@bath.ac.uk)

Advanced Courses Office

Coordinates anything to do with submission of unit assignments and dissertations, examiners meetings, feedback of grades to students, etc

Contact details:

Tel: +44 1225 386634/386602

Fax: +44 1225 386113

CEIC, Department of Education, University of Bath, Claverton Down, Bath BA2 7AY, United Kingdom

Tel: +44 1225 386120 Fax: +44 1225 386113 email: ceic@bath.ac.uk