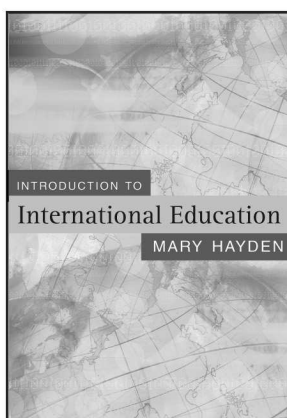


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## Introduction to International Education

### 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***

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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*

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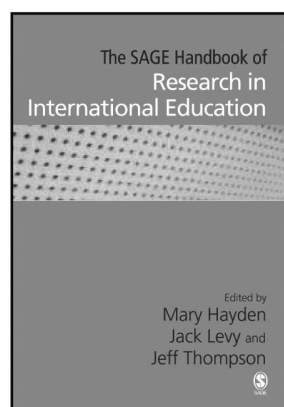
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## Handbook of Research in International Education

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.

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Content includes:

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- International education in practice: exploration of the issues in terms of students, curricula, pedagogies and organising formal institutions
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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.

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