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Arjun Ray, page 25

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Third Culture Kid: a term whose time has come – and gone?

Editors Mary Hayden and Jeff Thompson open a debate – and invite your responses

It is on the basis that a provocative piece of writing can be beneficial in moving forward collective thinking that we offer this issue’s Comment – as, we hope, a stimulus to debate and (ideally!) to the generation of articles for publication in future issues of International School.

Our proposal is that it is time for the increasingly ubiquitous term Third Culture Kid, or TCK, to be abandoned – since it has long since passed its sell-by date, is vague in its meaning and is potentially misleading in its current wide and varied usage. In making our case we begin by returning to the original concept, identified by Ruth Hill Useem and John Useem in the 1950s. Both US university sociology professors who lived for some time in India, their observations of expatriate American children temporarily living in India before returning to their native country led to the first use of the term, embedded in the assertion that although these children “have grown up in foreign countries, they are not integral parts of those countries. When they come to their country of citizenship (some for the first time), they do not feel at home because they do not know the lingo or expectations of others – especially those of their own age. Where they feel most like themselves is in that interstitial culture, the third culture, which is created, shared and carried by persons who are relating societies, or sections thereof, to each other”.

Our first contention is that, in the more than half century since the Useems’ seminal work, the complexity of global mobility in children of professional families has changed almost beyond recognition. No longer is there necessarily one ‘home’ country and another country that acts as a temporary residence before return ‘home’. And while all globally mobile children (except in unusual circumstances) will have a passport of what might be inferred to be their ‘home’ country some may feel no attachment to that country and may never have visited it, much less have been born and raised in it. Nor is it any longer the case that the ‘home’ passport of such children will necessarily be that of a country which has been ‘home’ to both of their parents. There are now many globally mobile children who are second or third (or more) generation TCKs (for want of a better expression), whose parents have different passports, nationalities and first languages from each other; indeed, both sets of grandparents may also be from mixed backgrounds. What then, for such children, is the concept of a ‘home’ country? What meaning does a passport have for them, other than as an administrative convenience that allows them to cross national borders? And, depending on the countries in question, how many passports might such a child have that may be used for different purposes in different contexts? For such children, does the concept of a ‘first’ or home culture, a ‘second’ or ‘temporarily relocated to’ culture, and a ‘third’ culture still have currency?

Our second point arises from our observation in recent years of a growing appropriation of the TCK descriptor by some adults, who consider themselves to be ‘true’ TCK compared with others who in their view have a lesser claim to the label. We have come across a number of examples of adults describing themselves as a TCK, only to be told in no uncertain terms by others that they are mistaken. Competitiveness as to who is or is not a genuine TCK is not helpful, particularly given the lack of clarity in definition, and is another reason for re-thinking the conceptualisation of this increasingly complex phenomenon.

It is important to stress that we are not in any sense denigrating the original TCK definition. Indeed the Useems are to be thanked for having identified a number of issues that arise when children are temporarily displaced from a ‘home’ context. Our point is that the world has changed rapidly since the original term was coined, and it is now time for it to be replaced by something that more appropriately encapsulates the complexity of today’s world, where the concept of ‘home’ for the globally mobile has ceased to have the geographical connotations with which it has traditionally been associated. So there is our provocative argument: let’s drop the term Third Culture Kid. That was the easy bit: the difficult bit is what we might replace it with. (Norma McCaig’s ‘Global Nomad’ doesn’t do it for us either) All ideas – particularly in the form of articles of between 600 and 1000 words that can be included in a future issue of International School magazine – will be more than welcome. We look forward to hearing your views!
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‘Every teacher is a language teacher’ is a commonly heard phrase in the staffrooms of international schools and a frequent element of school language policy documents. But is it a realistic reflection of what happens in planning and teaching? Are the teachers in your school all assuming equal responsibility for the task of teaching English alongside their main teaching tasks? The basis for answering these questions lies in analysing and understanding what it means to be a language teacher, both as a specialisation and in mainstream classrooms.

What does it mean when we say ‘every teacher is a language teacher’? Essentially, it implies that every teacher should be planning (and assessing) for language development throughout the curriculum, be it for first language or second language speakers (Lucas, 2011; Siraj-Blatchford & Clarke, 2000). What it doesn’t recognise is the underlying knowledge and skills required to attend to this task; the knowledge that language teachers develop over the course of their teaching course. It also doesn’t address how all teachers in a school are supposed to have this knowledge with little to no training. After all, we would never expect our music teacher to start teaching mathematics, or our mathematics teacher to start teaching music – at least not with any expectation of success! The fact that all teachers are language users does not automatically mean that they are qualified, or comfortable, in the role of language teacher.

When looking at teacher expertise and mastery, a framework is needed to situate the discussion of expertise for language teaching. This is informed by the five core propositions of exemplary teaching practice (National Board for Professional Teaching Standards, 1989) which are:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach, and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

From these principles, it is clear that the key to assessing teacher competence in assuming a role as language teacher, alongside their own designated roles (classroom or subject specialist) lies in understanding what we believe language teachers need to know in order to be professionally competent, particularly in regards to Principle 2 and Principle 3. To understand the expectations of these two principles as referring to language teachers, we need to investigate what it means to ‘know the subject’ of language teaching, and what it means to be effective at managing and assessing student language development.
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Over the last years I’ve been exploring this question in a variety of ways: through talking with teachers, gathering written data from teachers, providing professional development for schools, and through doing desk research to compare the practices of training language teachers, in my own context and in other countries. A brief overview of language teacher training programmes (the Netherlands, France, the UK, the US, Canada and Australia), including university-based initial teacher training programmes and stand-alone programmes, revealed that in fact there are easily identifiable areas of competence that such programmes consider essential, whether they be directed at foreign language teaching or at training for language support programmes such as EAL/ELL/ESL. These key areas are:

### Language knowledge
- Linguistics/Phonetics
- Grammar
- Language Acquisition

### Teaching knowledge
- Methodology
- Pedagogy
- Assessment

### Other knowledge
- Literature
- Psychology
- Culture

The weight given to each area varies by programme, and the content of the Other Knowledge varies as well, but Language Knowledge and Teaching Knowledge form the core requirements of the majority of language teacher training programmes reviewed. Language knowledge then is the equivalent to other specialisations (such as mathematics, chemistry, etc), and being a subject expert in the English language is required to meet the first criterion in Principle 2. The second criterion in Principle 2 is subsumed in Teaching Knowledge, which is both general to teaching, and specific to the teaching of language. Principle 3 is also generally attended to in courses related to Teaching Knowledge.

How do we make it possible for every teacher to meet these expectations without providing them with an entire language-teacher training programme? There are two avenues available; the first is initial teacher training programmes, and the second is professional development. In the first instance, teacher training programmes would all do well to have specific courses related to languages in schools, as this is not only a concern in international schools but also increasingly in state schools, particularly in Europe. In the second instance, professional development – in the form of external programmes or school-based programmes – would give teachers the opportunity to add to their initial specialisations the discipline of language teaching. The knowledge basis unique to language teacher training, as distinct from other teaching specialisations, and contextualised for classroom teaching can be identified as follows:

<table>
<thead>
<tr>
<th>Understanding how language works</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being able to explain how language works (Metalanguage)</td>
</tr>
<tr>
<td>Being able to find the ‘language’ in a lesson/topic/unit</td>
</tr>
<tr>
<td>Successfully scaffolding learning/assessment based on language level</td>
</tr>
</tbody>
</table>

Programmes that offer certification for teachers in international schools should all be required to address the complex issues relating to being a language teacher in international schools. Many international schools use curricula that rely on teachers to be responsible for identifying and setting language objectives across the curriculum and to create resources to support the process, as well as to design accurate assessments for language learners across all levels. All of these skills are implied when we say that every teacher is a language teacher, but often are not supported in practice. If your school is an every teacher is a language teacher school, stop and ask yourself the big question: are these just empty words, or are you providing your teachers with development opportunities to make it true both in principle and in practice?

**References**


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What students love to learn when it’s all Greek to me

Konrad Gunesch provides personal examples of cross-cultural pitfalls for the inspiration of international teachers and students

Teachers often recommend ‘using personal examples’ or ‘sharing personal experiences’ to make classroom experiences more vivid and memorable. This advice is echoed in teachers’ handbooks: for instance McGrath and Cole (2016: 111) argue that ‘It’s really valuable to use tales of previous experiences … short anecdotes that exemplify the points you’re making’. This article suggests that teachers’ international itineraries can be some of the most immediate and inspirational sources of such experiences, and highlights below three of my own humbling international learning experiences. Academic contexts are outlined next to students’ real-life voices of how they perceived the benefits from this teacher’s tales, and can hopefully also be applied to international schools.

Example 1 (Laureate International Universities, Panama: I was Professor of Global Business)

Institutional Context: American-Panamanian, bicultural-bilingual (English-Spanish) curriculum and double degree

Qualification: International Marketing

Course: B.A. and M.A. degrees in Global Business – Negocios Internacionales

Class: Students from North, Central and South America, the Middle East and East Asia

Concept: Hall’s and Hofstedes ‘Low and High Context Cultures’ high context societies, such as often found in Asia, regularly do not need to ‘spell out’ their social norms and expectations in detail, as ‘the context’ is constantly and ‘highly’ present to all members.

Students: Despite Panama, and most of Latin America, being listed in textbooks as rather ‘high context cultures’, the students’ comments and faces revealed that they perceived such an environment rather as ‘walking on eggshells’ – maybe also due to the effect of their international academic acculturation.

Tale: While working in crowded Hong Kong, my tiny apartment once lacked warm water for two weeks. One night, I rhetorically asked about the timing of repair works – to nobody in particular and with only a receptionist around, with whom I had enjoyed a perfectly convivial relationship. From that moment on, he did not speak with or look at me again – for 6 months. When he resumed his communication, after consistent model behaviour (verbal and non-verbal) on my part, he seemed completely oblivious of the period of silence.

Lesson: Complaints, even if not meant as such, especially when beyond the interlocutor’s power, violate the high context of ‘societal harmony’ – not something to be upset lightly.

Discussion: Should I have openly apologized for my upsetting query or would that only have deepened the social and emotional damage?

Result: Students quoted this example in their Mid-Term and Final Exam case study discussions, advising the reader ‘not to do as our professor did, hurting cultural sensitivities, even with casual and off-hand comments which in our country and culture would be completely harmless’.

Learning: Teacher’s (my) margin comments: ‘Point convincingly taken from classroom materials, and usefully applied in real-world scenario’.

Moral: Example useful and re-usable. The saying goes that the proof of the (English) pudding is in the eating. For me, the proof of the (Chinese) pudding was when a student returned from a Hong Kong business trip with his father and proudly related how he had been tempted to – but then refrained from – complaining about their Chinese hosts’ agreement modifications, which in the end did not materialize anyway. He felt that holding back on impulses, however justified, had saved the day – and the deal.

Example 2 (Chinese University of Hong Kong, Hong Kong: I was a student, while teaching at Hong Kong Polytechnic University)

Institutional Context: Modern Standard (Mandarin) Chinese

Qualification: Three Language courses levels and semesters: Beginners, Intermediate and Advanced

Course: Certificate in Chinese Studies

Class: Middle and Far Eastern (Pakistani, South Korean, Japanese) language students
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Tale: ‘Let’s have it your way’ Here are pictures of me, a few months ago giving a speech in your language … Yes, Arabic … Yes, longer than your presentations, around 15 minutes … No, not read out from notes or slides, which were kept in English bullet-points … What, you want to see and hear that presentation again … right here and now? Ah, if you insist …

Lesson: The ‘teacher-made-the-effort-to-enter-our-world’ demonstration, and the admission that the language learning alone had taken six years, and the speech polishing another six weeks, was combined with contrasting literature postulating either ‘10,000 hours’ to reach excellence in any field (Gladwell, 2008: 35), or ‘purposeful practice’ with consciousness over quantity (Anderson and Poole, 2016: 14-25).

Discussion: Students’ innocuous provocations (Could you do that in any other languages?) were taken as a slow lob pitch for the teacher to smash out of the park, offering a ‘Facebook-Likes-awarded’ conference presentation from a few weeks earlier in Venice, in Latin, in front of Mexican high school students who had accidentally stumbled into the auditorium during a sightseeing tour and stayed on ‘just for the fun of hearing Latin’, filming it on their smartphones.

Result: For the rest of the term, even reserved students kept a grin on their faces over having vanquished the imaginary double foe of ‘English language’ and ‘Gift of the Gab’.

Learning: The English medium was now perceived as intellectually and culturally enriching. Remarkably the teacher’s feats seemed to cause no inferiority complexes, but rather helped to remove any need for linguistic or cultural excuses.

Moral: Students downloading a research talk, in an ancient language, without understanding a word, to improve their speaking skills? For the rest of the term, all the conceptual input the students in this speaking class expected and needed from their teacher was to project silently overhead aphorisms that stressed some of the educational philosophies he had tried to live up to, such as Leo Tolstoy’s ‘achievements take time, there is no overnight success’ or Albert Einstein’s ‘strive not for success, but rather for value’.

References

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Every child comes to school being able to make a mark, whether this is simply a mark, a naive drawing, a detailed picture, the ability to write their name, maybe some letters, maybe more. It doesn't matter what their learning needs or abilities are. It doesn't matter what language they speak. It doesn't matter what their social skills are like or what level of confidence they come with. They can all make a mark. Children constantly show us the different ways in which they can communicate. Loris Malaguzzi (founder of the Reggio Emilia approach to education) described the ‘hundred languages’ through which a child can think, play, speak – communicate in some way.

Many a time we are confronted in our classrooms with children who are hesitant to put pen to paper for any form of written activity, yet when it comes to drawing there is often little hesitation, lack of confidence or drop in self-esteem. And often the pictures they produce are devoid of any written words but tell us a lot. Such children are able to communicate through their marks, through their drawings.

I have always been interested in the way children can communicate through drawing. I love their naive drawings, sometimes their explicit detailed explorations or the way in which they draw. Wright (2007) argues artistic communication is the literacy par excellence of the early years of child development. Steele (1998) believes drawing is an innate language. In his work studying the language of drawing in children (2008, 2011), Steele consistently puts forward the need for children to have the language of drawing nurtured within them, with the role of the adult to be the nurturer, the encourager, the supporter. I believe it’s the development of this language that often has little time spent nurturing it in the pursuit of children’s written language. A pursuit which I think may often come about for reasons of accountability and pressure, whether that be from school or family. Yet if we understood the role that the nurturing of each child’s drawing skills can play in their learning, it may receive a greater focus.

In working with a grade one class, I decided to focus further on the ways in which young children are able to develop their voice through drawing – their already possessed skill of mark making. Could we develop their communication through the very act of drawing? Would it empower them in their learning? Would they be able to show us more about their own knowledge and understanding of the world around them through drawing while learning the coding of written language? I was keen to see the influence of explicitly teaching the children some drawing skills and techniques. In this context communicating through drawing was not about being an artist or the best drawer, but rather about what the child is then able to show.

I set aside 30 minutes every day in my classroom for drawing. We held the sessions at the start of the day after our usual morning routine. It was always a very calming and happy way to start the day. An adult or child led the drawing time. This way we could all share our skills in some way. I planned that each week I would choose a focus for the drawing type and technique. The drawing types we were going to work on were sketching and illustrations. The techniques were smudging, hatching, cross-hatching, stippling, rendering and suggestion-drawing. Sometimes it was simply free drawing with no boundaries. The children enjoyed the opportunity to teach their peers, and of course there is always one child who is brilliant at showing detail when drawing a whale or whatever their particular interest is. We used either HB lead pencils or fine black permanent marker pens. Limiting the tools allowed us to focus on the actual drawing. We also used good quality paper ‘not scraps of paper – scrap implies cheap, slapdash’ (Durant cited in Sedgwick, 2002 p15). In our first drawing session, I asked each child to draw a person. I stored these drawings away...
and then planned to repeat the activity a few weeks later. I was keen to compare their drawings and also to have them analyse their own work. Some of our drawing sessions were spent on learning a particular type or technique. The subject for drawing each day was chosen either through class activities, child interest or subjects such as person, animal, object. If a child led the session, they chose or they led the discussion on tool, type and technique.

After a number of weeks, I engaged the children in analysing their own drawing development. They commented that the more they drew, the more detail they showed. When asked what they felt had influenced this, they answered – time, imagination, copying, drawing every day, practice and learning new types and techniques of drawing.

What the children were producing in their drawings far surpassed what they were able to communicate at this stage through their writing.

The children’s actual voice was far more powerful than any words I could hope to write about our time spent drawing. Here are just a few of their comments:

• Your drawing tells people things, so having time to draw each day meant we could tell people more and more things.

• Sometimes my writing doesn’t say what I want it to say but my drawings do.

• It’s like this. If you and I went to the zoo and then we came back to school and we needed to draw say a giraffe, my giraffe would be different to yours. Maybe there are things about the giraffe that you really like and so you notice them more. Like maybe you like the patches on the giraffe. But maybe I like the little whiskers and hairy bits around the giraffe’s mouth and then we draw our pictures. Your picture might have great patches and mine might have great little hairy bits. Both of those things tell you something about a giraffe. We’ve just remembered or liked different parts. It doesn’t mean one of us is better at drawing. It just shows that people have different likes and different memories …. you know like …. different styles and visions.

• It’s like if you asked me to draw a bird’s beak or write about a bird’s beak, I could probably draw six birds’ beaks really quickly and I think you could tell a lot from them. Like maybe what they eat and where they live. Like if they live near water and that sort of stuff. Some
have really sharp beaks to attack their prey. I could show you a lot. But when I have to write, you have to think about a lot of other things like a capital letter at the start of the sentence, spaces between your words.

- Yeah and like how to even write the letter and a full stop at the end.
- Yeah, and then sometimes it doesn’t even sound right.
- Sometimes I have to spend a lot of time thinking about how to even write the sentence. I can start drawing easier though.

Many of us as teachers have witnessed the scenario of a child struggling to write the simplest of words or sentence or story, yet here children in a grade one class were telling me that they are able to express their thoughts quite simply through their drawings. Children are able to participate in drawing at their own level. Drawing is a universal language which gives them the voice to share their experiences, knowledge and understanding.

‘Where words cannot always describe the intent, drawing often succeeds in being a tremendously powerful tool for communication and thinking.’ (Liedtke, 2007, p1)

References

Kath Kummerow is a classroom teacher who spent 8 years teaching in international schools. She is currently working at Walkerville Primary School, South Australia. Email: katherine.kummerow844@schools.sa.edu.au

Girl: My second picture has more detail. I like how I made the shape of the head different. It’s more real. We don’t really have round heads. I showed the detail on the cheeks. I was trying to show she is happy. I like the detail in her dress and she’s waving her arms.
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Translanguaging in the secondary international school

Patricia Mertin looks at developing a second language alongside the mother tongue

The present situation
Many new second language students who join an international school at the secondary stage of education have been learning English as a foreign language in their previous schools. Their level of English may be good enough to hold a conversation, but it is generally not sufficient to follow mainstream content classes and this can lead to major problems. The level of cognitive academic language proficiency necessary to succeed steadily increases as children move through the secondary school and the language of the mainstream classrooms becomes increasingly challenging.

Second language learners at the secondary level need to be taught English explicitly, but their academic learning cannot be put on hold while they learn English. It is necessary for the English as a Second Language (ESL) teachers to liaise with their colleagues from the content areas to help students to acquire the language needed to succeed academically – but often the time and opportunities for this liaison is limited.

Translanguaging
In the past it was believed that the target language and the mother tongue must be kept separate in order to avoid interference. Cummins refers to this as the “two solitudes”. Research now shows that the mother tongue, or the student’s strongest language, can be a valuable support in understanding and learning not only a new language but also academic content in English. The interdependence hypothesis explains that:

Academic language proficiency transfers across languages such that students who have developed literacy in their L1 will tend to make stronger progress in acquiring literacy in L2. (Cummins, 2000: 173)

Cummins compares this common proficiency transfer to an iceberg which has twin peaks on the surface which share a
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Human teachers need not apply...

We need to move towards a situation of ‘human plus machines’, says Arjun Ray

Technology is now in the driving seat. The new milestone – the age of artificial intelligence and machine thinking – has arrived. The world has moved ahead of science fiction. Experts estimate that there are now more than 1 million industrial robots, and about 12,000 of them are serving in the US Armed Forces. Robots have also entered the service industry in a big way, from being caretakers of a geriatric population to serving as waiters in Japanese restaurants. Adrian Wooldridge, the editor of The Economist and author of the Schumpeter column, recommends that instead of outsourcing production to China, a cheaper alternative will be to employ robots. According to present accounts, the operating cost of a robot is about $5 per hour. The robot worker needs no pay and can work 24 hours non-stop without rest!

The context of education will be no exception, and the time has come for introducing robots into the learning space – schools! The debate about whether or not humanoid teachers are good for teaching in classrooms is irrelevant. It will be only a matter of time, most likely by 2025, until schools will have humanoid teachers. The challenge and debate for schools should be on how we adapt to this innovative disruption. The prevailing conservative mindset of teachers, parents, educationists and administrators must change. The conventional mindset fears the change as it considers humanoids a great risk. But the very fact that education is critical means that the risk is worthwhile and should be welcomed.

If we do not take the calculated risk of moving towards the situation of “human plus machines” there is a danger that artificial intelligence will usher in the age of so-called ‘singularity’, when machines will have greater intelligence than human beings. We must pay heed to Vernor Vinge’s 1993 prophecy that, by 2023, “we will have the technological
Ofsted, the Health and Safety Executive and the establishment are against children being exposed to danger and that schools are prevented from giving children experiences which involve risk.

In *Playing with Fire*, Mike Fairclough, headteacher at West Rise Junior School in Eastbourne, blows that theory out of the water. With entertaining and visual examples of his work at the school, including beekeeping, water buffalo breeding, shooting, archery, paddle boarding, and skinning rabbits, Mike argues that risk-taking should be embraced – and is actually encouraged by Ofsted and the HSE. He urges all schools to follow his lead and not to be afraid of providing activities for their pupils which include an element of risk and danger.

The result is an empowering book that urges educators to cultivate their own resilience, courage and trust in the same way that we are hoping to foster those qualities in young people.
The future will be an age of complementarity between human teachers and humanoids. This will be a win-win situation; the best marriage between technology and man, the best response to meet the United Nations Millennium Goals.

means to create superhuman intelligence. Shortly after, the human era will be ended. The futurist Ray Kurzweil echoes a similar warning in his spellbinding book, The Singularity is Near, predicting that singularity will occur by 2045.

Despite the fact that all subject content is available on Google in myriad and attention-grabbing formats, teachers by and large continue to pour second hand, and often obsolete, knowledge into the minds of their children who are looking for relevance, concepts and application of knowledge to solve real-life problems.

Today nearly 85% of teacher-time is taken up in preparing and delivering content, formative and summative assessments, and record-keeping chores. As a result, the average teacher is unable to spend quality time to teach the child. With humanoid teachers taking over most of the routine activities, human teachers will become more relevant – they will teach the child, and not the subject alone. The present concerns of teachers are unfounded as humanoids will not replace teachers, yet; this tectonic shift may happen by around 2040.

Humanoids will relieve teachers of repetitive tasks such as content delivery, formative and summative assessments, record keeping and housekeeping chores. They will enable teachers to focus on what they should be doing as the highest priority – unlocking their pupils’ potential by teaching the child and not just the subject – inspiring children by role modelling, providing an emotional support system, mentoring, answering tough questions, identifying ideas in curriculum content, concepts and their relevance; and equipping children with critical competencies and skills to flourish in a future we do not know, and for jobs that do not exist today. These competencies will include:

- Initiative, risk-taking and innovation
- Critical thinking and big picture thinking
- Thinking collaboratively, because innovation is a team sport
- Welcoming and coping with failure
- Looking for big opportunities in big problems

The ramifications of humanoids complementing human teachers, and in some situations replacing them, will include moving towards making the earth increasingly flat by providing greater equality of opportunities in different contexts. School education in most developing countries, including India, is a matter of serious concern to human development and sustainability of the planet. The economic prosperity and quality of an engaged citizenry is directly dependent upon the quality of education.

In India, 260 million children attend schools. 80 percent of these are state schools and are dysfunctional in every respect: teachers, infrastructure, facilities, technology, curriculum delivery and quality of learning. Consequently, there is a distinct flight of students from state to private schools, with 5,000 state schools having no pupils on their roster, and one-fifth of rural children electing to study in private schools. It is not surprising that the quality of learning in Indian schools is abysmally low. Half of nine year olds cannot add 8 plus 9, and 50 percent of pupils in grade 5 cannot read grade 2 stories. The primary reason for this shocking state of affairs is teacher absenteeism (playing truant, leave of absence and being on government duty). According to a World Bank report, this means a loss of about $1.3 billion to the state exchequer. To make matters worse, only half of those teachers who turn up for work engage themselves in teaching! Statistically that works out to 37.5 percent of teachers actually teaching inside a classroom.

A failed solution to this epic problem has been the fashionable slogan of public private partnership or PPP. The PPP was supposed to be a collaborative model between government and the private sector, where the model envisages the private sector providing resources to improve the quality of state schools. In theory this is an attractive option, but in practice it has flopped because of bureaucracy, red tape, and impractical statutory compliances. The solution to this epic challenge of non-availability of trained teachers is technology – with robot teachers in classrooms to assist wherever there are teachers, or to teach alone where teachers are not present.

The future will be an age of complementarity between human teachers and humanoids. This will be a win-win situation; the best marriage between technology and man, the best response to meet the United Nations Millennium Goals. This collaborative philosophy will lead to greater emphasis on developing non-cognitive competencies, and therefore greater innovation and entrepreneurial mindedness. Such an approach will determine innovation as the number one leadership competency for survival, self-awareness and happiness. This complementarity will re-establish individualism, at the price of individuals losing their autonomy. After all, when change takes place there is always a price to pay.

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Happy returns?

E T Ranger looks at new research into the experiences of expatriates who go home

A recently published piece of research that caught my eye concerns the factors associated with comfortable re-entry when it is time for expatriates to go home. The researchers, four social scientists from Ghent University in Belgium, decided to look not at the problems but at what made people happier (van Gorp et al, 2017). Their findings will surprise no-one. That, to me, shows a successful project: after all, most of the time what we are doing is pretty good sense. But in this case it does give us something to think about.

As the researchers say, most of the previous research had either been carried out on business people, who are very expensive to send abroad, or on ‘international’ students – who pay the bills at many established universities. The anecdotal literature on returning families is massive, but what circulates in schools is very largely the personal stories of people who have gone through the returning experience. It is good that the researchers have put all this in writing, for several reasons. It has given many creative people who are wrenched from their careers a chance to express and relieve their feelings; it supplies a foundation of sympathetic storytelling with which the newcomers can identify, to their great comfort; and it gives clues to ways in which similar people with similar expectations can prepare for the shocks of cultural and social dislocation. But ever since 1976, when Dr Ruth Useem first coined the term ‘Third Culture Kids’ for the returning children of American missionaries in India, there has been little exploration of what is going on inside these youngsters.

We in international schools have our transition programmes, and work hard to provide a welcoming social environment. A lot of international schools take this further and reason that they need to help people to go ‘home’, but what the programmes provide is largely based on what a bunch of well-intentioned, thoughtful Western people need emotional support from people like themselves. Yes, this comes from relationships. Yes, it is good to have visits from friends from home. And, as we may have suspected all along, those who settle in well overseas may have more trouble settling back. Those who identify as ‘international people’ may be more comfortable if they choose to stay abroad.

The advice that the team came up with is interesting. On a single posting, keep in touch with home, have many visitors, talk to co-nationals. By all means look at the host community to get the hang of living there, but don’t commit to them. To the employers, support expats before and after the service overseas, and think about having a cadre of permanent expats who are happy to move from one posting to another.

But hold on – does this research really show causes and effects? What if the comfortable returners are just the people who are naturally flexible, and their comfort is the cause of easy settling, not the result? People are different. We have tried our best in our transition programmes, but maybe the results were going to happen anyway. And maybe the results which we think are typical and universal have come from only interviewing one sector of the people; the ones who are willing to be interviewed by researchers because they think the same way the researchers do. The Belgian team only had completed surveys from 13% of those they approached; perhaps these were the ones who could look back in comfort. If we are to serve all our families, we need to look fearlessly at what is happening, and dare to ask whose moves didn’t have a happy ending.

Maybe it is time to develop the Third Culture Kid profile. People are diverse, and so are the circumstances in which they find themselves. Ruth Van Reken, a leading figure in this field, has recently taken a pioneering look at mobility in a much wider perspective (2017). Her image of a CCK (Cross Cultural Kid) links our students with a great mass of research on children going through changes: migration, refugee life, adoption, minority or locally mobile living. This could bring together a wealth of psychological evidence, based on ideas which have moved a long way since 1976.

The whole world is living with change, and we are just a part of it.

What if the comfortable returners are just the people who are naturally flexible, and their comfort is the cause of easy settling, not the result?

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Are there universal attributes for IB World School leaders?

Gerard Calnin and Sue Richards consider how leadership skills are developed

There is now a large corpus of research which confirms that, of the in-school variables, classroom teaching has the largest impact on student outcomes (Hallinger et al, 2014), while in recent years research has confirmed that, second only to classroom teaching, school leadership also has a significant influence on student outcomes (Louis et al, 2010). Given the importance of school leadership and its relationship to student outcomes, it is essential to understand what effective leaders do and know, and what differentiates them from less effective leaders.

One of the key messages from literature is the importance of the leader’s ability to read and understand the context and setting of the school, and to adapt their leadership practices to the needs and expectations of the community in order to be effective: “Their ability to respond to their context and to recognise, acknowledge, understand and attend to the needs and motivations of others defines their level of success” (Day et al, 2010, p8).

Most literature on educational leadership is derived from research at the national or state levels, while international perspectives are often drawn through comparative studies between countries or across cultures (Bryant et al, 2013). There is little research in international educational leadership that addresses the complex environments of International Baccalaureate (IB) World Schools – those schools that offer one or more of the IB Primary Years Programme, Middle Years Programme, Diploma Programme and Career-related Programme, including their mix of diverse values, cultures and histories. Given the importance of effective leadership and the particular characteristics of IB World School contexts,
it is important to identify leadership attributes that are applicable and how these might be developed. This article reports on the IB’s response to this challenge.

**Leadership in IB World Schools**

Leaders of IB World Schools have a special place in the complex IB ecosystem and are expected to draw on a range of capabilities to support the enrichment of teaching and learning for all students and teachers in their communities. IB leaders fashion this outcome by shaping and nurturing the conditions which facilitate quality teaching and learning practices in diverse, multinational settings. Leaders in IB World Schools have unique needs because of the diverse settings within which they work. Beyond these diverse settings, though, are school communities characterised by a variety of values, beliefs and cultural histories which require leaders to have a deep understanding of their community and the context within which they work, in order to maximise the impact that their leadership will have in achieving the mission of the IB: to create a better world through education.

Leaders in IB World Schools require a deep understanding of leadership practices that are likely to be most effective in achieving this goal, but they also need to identify approaches and strategies that are culturally and contextually appropriate. At the heart of this challenge is the sensitivity of understanding how to lead a diverse community which has a variety of, sometimes contradictory, expectations of leadership and the role of education. The leader will need to build a culture which draws on best practices and honours the local context within which he or she works.

IB leaders are expected to demonstrate the capability of self-reflection and adaptability to new settings with an understanding that successful leadership strategies do not necessarily translate into different settings. The ability to re-evaluate their own experiences and reflect upon how best to lead within new and changing contexts is critical to school leaders’ own personal success and to the success of the school in achieving its goals. Leaders must be committed learners willing to challenge previously held assumptions and recognise that they need to build individual and institutional knowledge and understanding. Effective IB leaders achieve these things through their personal commitment to inquiry and their active support of professional inquiry throughout the school community.

The goal, then, is to provide opportunities for building leadership capabilities within intercultural and transnational settings. The challenge facing current and aspirant IB leaders is to identify what knowledge, skills and attributes will enable effective leadership to be developed, refined and applied in the educational contexts in which leaders operate.

**What are these attributes?**

IB leaders are expected to draw on a range of capabilities to support the enrichment of teaching and learning for all students and teachers in their communities. The IB has articulated a set of seven leadership capabilities, or ‘intelligences’, which would enable effective leadership within an IB setting. Intelligence enables us to learn in response to complexity and uncertainty. What is important is that leadership is dynamic, developing and ‘learnable’.

Given the nature of contemporary leadership in IB World Schools, the concept of intelligences is fundamental to how leadership development is constructed. IB leaders need to draw upon a range of intellectual capabilities when learning about the context of their school, confronting problems and exploring new opportunities. As they broaden their range of experiences, these intelligences evolve and mature. By emphasising professional learning and a strong commitment to educational inquiry and reflection, IB leadership development aims to support IB leaders in growing and refining these intelligences. The seven intelligences embody the attributes of the IB Learner Profile, resonate with the findings of educational research, and reflect contemporary leadership thinking, as follows:

**Strategic intelligence**

IB leaders are forward thinking, see the bigger picture, recognize emerging trends and translate strategy into action while aligning people and organisation behind a set of shared values and vision.

**Cultural intelligence**

IB leaders continually interact with people, institutions and ideas from different cultural traditions to their own. They harness the human potential within the diverse school communities and create a shared culture that not only
respects and celebrates cultural diversity but also sees it as essential for intercultural learning.

**Pedagogical intelligence**

IB leaders develop a school culture that fosters and values professional learning. They recognise that they need to build individual and institutional knowledge and understanding so that schools continue to grow as places where knowledge and meaning is discovered and constructed.

**Entrepreneurial intelligence**

IB leaders expect change and respond in creative, analytical and practical ways. They demonstrate the ability to innovate, develop, communicate, promote, and evaluate new ideas and practices, take intellectual risks and support others in these endeavours.

**Relational intelligence**

IB leaders exert influence on individuals, groups and systems to achieve a goal or set of goals. They understand stakeholders and support them to achieve their optimum. IB leaders support others to work together to achieve better outcomes for students.

**Reflective intelligence**

IB leaders are able to use and manipulate their own mental skills and thinking strategies when engaging with the different experiences they face. The emphasis placed by IB programmes on critical thinking, multiple perspectives and constructivist views of knowledge creation requires leaders to be comfortable in creating an organisational culture that places critical reflection at its core.

**Heuristic intelligence**

IB leaders develop their own mental shortcuts or make logical leaps of the mind to form an inference of what is the best explanation and solution. They have the capacity to self-reflect and are adaptable to new settings. Underpinning heuristic intelligence is the need to make quick decisions and rapid judgements with the big picture in mind. Sometimes, leaders work intuitively from experience, tailoring their leadership strategies to their particular context.

In reality the boundaries around these categories of intelligences are blurred. They are interdependent and interrelated. During their careers IB leaders will develop and refine these intelligences as they seek to solve problems and take advantage of new opportunities in different school contexts. Much of their development by necessity must take place *in situ* within authentic IB environments. As committed learners, their own professional experiences provide a rich source of learning opportunities. If these capabilities are deemed to be essential for the effective leadership of IB World Schools, then what development opportunities are to be provided for aspiring and current IB leaders?

**How can we develop leaders with these skills?**

A model which seeks to support leadership within IB World Schools needs to be embedded within a framework that allows for understanding and developing best practice in leadership, and flexibility to respond to the local context, while embedded within diverse communities. The challenge has been to design a leadership development framework which takes into account research, culture and context to enable leaders to enact the IB’s vision. Over the past two years the IB has piloted the above attributes by obtaining feedback from experienced school leaders and academics, and has trialled them through workshops in two of the IB regions – the Americas and Asia Pacific – as a holistic leadership development framework. Further information and opportunities to participate can be found at www.ibo.org/professional-development/ib-leadership-series/

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What next for Global Citizenship Education?

And what more should international schools be doing? Caroline Ferguson raises the issue

International schools are important institutions for promoting Global Citizenship Education. With multicultural, multilingual student populations, diverse staff and international curricula, there is the potential in such schools for high levels of global awareness and many different perspectives. Yet international schools can also be bubbles of privilege, averse to investigating what it means to have global responsibility. Furthermore, international schools exist in various political settings that are not always accepting of critical discussion about equity, human rights and democracy.

International schools value global citizenship. It often stars in mission statements, reflecting the priority given to Global Citizenship Education by international organizations such as UNESCO, and the role international schooling plays in the global economy. Yet how many schools actually consider what global citizenship entails? Indeed it is a difficult term to define. Is it a moral obligation to the planet – to the human community and natural environment? Is it a pledge to social justice? Or is it an intercultural competence that allows us to network in cosmopolitan societies?

Global citizenship is a contested concept and inherently political. With recent anti-globalist sentiment associated with nationalist politics, nurturing nativism and rigid national identity over international collaboration, Global Citizenship Education has taken a blow. However, localism and globalism are opposing sides that exist together and can’t be separated (Beiner, 1995). As history has shown, the complicated search for the space between them will continue. It is the space that explains our loyalty beyond the nation, and our concern about pressing challenges that affect the whole planet. There is a crucial paradox between our global reality and national legal power (Held, 2015). It’s impossible to support one without the other.

Rather than retreating from the present barrier of nationalist politics, international schools must persist in exploring our global belonging and the tension with national allegiance. Despite politicians telling us otherwise, patriotism, national citizenship and global citizenship are compatible (Nussbaum, 2002). Universal human rights can be applied in local and global contexts for cosmopolitan citizenship (Osler & Starkey, 2010). Indeed, the complex relationship between rights, duty and identity has always been a struggle as citizenship stretches elastically and extends (Heater, 2004). This could be the perfect time to join the conversation and strengthen Global Citizenship Education in our international communities.

The discourse on the theory of Global Citizenship Education continues to develop, but what does it mean in
practice? While teaching for global citizenship will always be a matter of negotiation in our contexts, educational inquiry has found that there are essentially two paths that we tend to take. Schools usually approach global citizenship in either a ‘thin’ superficial way or a ‘thick’ meaningful way. The thin interpretation involves activities such as international food fairs and costumed festivals. This is a shallow celebration of diversity where cultures are reduced to essential confines, and controversial issues are avoided. A thick articulation of Global Citizenship Education can be considered radical. In its strongest expression, it profoundly looks at why global problems occur through a critical race and post-colonial lens with the ultimate goal of social justice (Andreotti, 2006).

There is of course a spectrum of dichotomous thin and thick versions of Global Citizenship Education in international schools, but we lack empirical evidence of what exactly that looks like. Furthermore, we know more about the ways that international educators want to teach for global citizenship than we do about the experience of learners. When we claim to create global citizens, there deserves to be more research emphasis on the students themselves. Yet this is not a call for measurement of the impact of Global Citizenship Education. That would be a detrimental and dangerous pursuit, which belies the political nature of citizenship.

International schools that intend to create global citizens need not shy away from the polarizing rhetoric that says we can’t be both local and global. In our various settings, international educators are in a unique position to investigate how Global Citizenship Education is enacted. With an understanding of the evidenced tendency to teach global citizenship in either a superficial or a meaningful way, we can look closely and not only challenge how we teach, but also take the time to explore the experience of young learners. A commitment to the fundamentally politically charged concept of Global Citizenship Education involves participation in its progress in international schools.

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The keys to successful admissions processes

Kara Neil explains how a 10-year-old changed her approach – and why schools need to stay open-minded

Ten-year-old Shyaka changed the entire way I approach my role as admissions director at an international school in Rwanda. The moment I looked at his abysmal standardized test scores and prior school records from a French-speaking village school in West Africa, I started drafting his rejection letter. But before I could hit ‘send’ on his letter, Shyaka (a pseudonym) came to school unexpectedly with his dad to get more information about the school. That’s when everything changed.

With over 8,000 English-medium international schools worldwide, it’s surprising that very little research has been conducted on the most sustainable admissions processes within these schools (Morrison, 2016). Admissions processes must maintain a delicate balance between providing for the family’s educational needs and building long-term school sustainability. “This admission process requires creative attention to the strategies needed to fill seats (input) and … to ensure students and families benefit from the experience (output)” (SSATB, 2017). In the case of Shyaka, his admission required keen attention to ways of building school sustainability while providing for his unique needs. Three key components to a successful international school admissions process include learning the prospective family’s story, having holistic admissions criteria, and letting data drive results.

Learning Their Story
When Shyaka and his father entered the school for more information, my first instinct was to give them a brief appointment and quickly shuffle them out, knowing he wouldn’t be accepted. As our meeting progressed, however, Shyaka’s dad started telling me their story. Shyaka’s mom died at a young age. Because they became converted Christians in a Muslim country, they were forced to flee and set up their lives somewhere else. Shyaka’s dad was only able to find a job in a neighboring East African country always on the verge of political violence, so he felt that his only option was to enroll Shyaka in school in much safer Rwanda. In addition to rigorous academics, Shyaka desperately needed a safe school environment to provide for his emotional needs.

Before beginning the administrative procedures of an admissions process, one of the most important steps toward turning inquiries into applicants is hearing the family’s testimony. International schools have the unique opportunity...
to serve students from a wide variety of cultural and ethnic backgrounds. By setting up a face-to-face or virtual meeting, admissions directors have the opportunity to connect with prospective families on a personal level, getting to know their educational needs and alignment with the school’s mission. This initial conversation will almost always have an impact on that family’s overall experience at the school should the child be admitted.

A Holistic Approach

After our initial meeting, and because he had spent all of his formal education in French-speaking schools, we invited Shyaka to come for some more extensive English Language Learning (ELL) testing. Through the speaking portion of this testing we learned that his home country has an extremely poor education system and that Shyaka received no emotional support when his mom passed away. As a result, his grades suffered.

A holistic admissions process takes into account more than just a student’s grades and test scores. A recent study describes a holistic process as one that takes into account a student’s academic background and achievement (eg GPA, test scores), personal experiences (eg hardships, multilingualism), personal characteristics (eg culture, race, gender), and personal attributes (eg leadership, enthusiasm, motivation) (Felix, 2012). By evaluating a student through a holistic lens, the school has a greater opportunity to paint a clear picture of the student’s academic and emotional needs. Shyaka’s low grades and test scores were largely due to emotional trauma after his mom passed away and to the country’s poor education system. Some application documents that might lead to a more holistic process include an activity resume, parent or student interviews with administration, or a student essay. Having a clear picture of this will further allow the school to determine whether or not they have sufficient resources to properly serve the student prior to admitting them.

Data-Driven Decisions

Once all the testing was complete, we had multiple points of data on Shyaka, including his story and a picture of his emotional needs, a writing sample, standardized testing, additional ELL testing, prior school records, and a financial aid application. From there, the admissions committee had a greater understanding of Shyaka as a person, as well as the specific support systems he would need upon admission.

Being data-driven is a crucial component of any school admissions process. International schools can move toward a data-drive admissions process by forming a diverse admissions committee to make final enrollment decisions. Such a committee may include the principal(s) for an academic perspective, the registrar for an administrative perspective, and the finance manager for a financial perspective. Once the admissions committee is formed, schools can further their data-driven admissions process by developing a comprehensive admissions rubric that equally weights the different application requirements (eg family profile, financial, academics). With a diverse admissions committee evaluating a student holistically through a weighted rubric, schools have data to back each enrollment decision they make.

Conclusion

International schools across the world have the opportunity to impact students who will become the next generation of global citizens who will impact the world themselves. After gaining a complete picture of Shyaka and his family, the admissions committee determined that he was exactly the type of student the school was formed to serve. By seeing Shyaka as a human rather than as a number or test result, the admissions committee was able to develop a detailed support plan for him.

As a school seeks to communicate its unique culture and values to its students, it is crucial to have a comprehensive admissions process to ensure that enrolled students are helping the school live out these values. By hearing the family’s testimony, having a holistic approach, and letting data drive decisions, admissions processes are contributing to school sustainability that meets the needs both of the school and of the family. Today, Shyaka is enrolled in the ELL program, has many friends, and continues to thrive. If we had made a decision based solely on his test results, the school would have missed a huge opportunity to invest in this student.

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Are we qualified?

Hedley Willsea looks at professional development for international educators

November is my favourite time of year. Aside from the smell of bonfires in the air and the expectation of Christmas just around the corner, it’s that time when many schools begin to recruit for the following academic year. Even if I don’t intend to move from my current position, I can’t help looking to see ‘what’s out there’ and it always reminds me of the freedom we enjoy as international educators. There is no doubt about it; the horizons of teaching overseas are endless because, to put it bluntly, international education is big business. International schools are not disappearing. Why should an international school want to recruit me? Because, in a nutshell, I have a degree, a teaching certificate and actual teaching experience. I was trained in an English-speaking first-world country whose education system is, rightly or wrongly, held in esteem by others. But will this basic foundation always be enough?

In many countries, international schools exist outside their national education systems as private entities – but together they form a common landscape which we as teachers often refer to as ‘the international circuit’. They prepare their students for external assessments determined by internationally recognised awarding bodies such as EdExcel, CIE (Cambridge International Examinations) and the International Baccalaureate (IB). The very term ‘international education’ or ‘international educator’ conjures up in my mind something grand and all-encompassing that defies international boundaries by fostering a growth mindset, challenging cultural prejudices and developing 21st century skills. But while our students will gain international certification and gain something grand and all-encompassing that defies international boundaries by fostering a growth mindset, challenging cultural prejudices and developing 21st century skills. But while our students will gain international certification, their national education systems as private entities.

However, within the context of teacher training there is a growing awareness and recognition of international education. For example, a number of UK universities offer partially online PGCEs of which the actual teaching practice component can be completed in international schools. Given that many international schools are private entities and therefore free to employ staff without any actual teaching qualification, such courses are undoubtedly a useful way of gaining a qualification that is formally recognized on ‘the international circuit’ – though it should be noted that they do not always lead to Qualified Teacher Status in the UK.

While such courses may result in a postgraduate professional qualification awarded by institutes of higher and further education, organizations such as Cambridge International Examinations (CIE) and the International Baccalaureate (IB) offer teacher training courses specific to their own syllabi. However, while these provide invaluable additional professional development opportunities, they are not a prerequisite for the teaching of a particular syllabus. Furthermore, such organizations do not have the authority to determine the qualification requirements of teachers in a way that would directly impact the recruitment policies of individual schools as private entities.

Could this situation change and one day force those of us who qualified in our respective countries of origin to either re-train or gain an additional teaching certificate? One consideration is the formation and growth of schools-based associations such as CEESA (Central and Eastern European Schools Association), COBIS (Council of British International Schools), CIS (Council of International Schools), ECIS (European Council of International Schools), ISA (International Schools Association), and MAIS (Mediterranean Association of International Schools). Theoretically there is the potential for such organizations, if aligned, to enable participating schools to collectively reshape and dictate a codified charter of international teacher qualification requirements.

One interesting development has been the establishment of international teacher certificates. The IB authorises university-offered courses resulting in one of its International Baccalaureate Educator Certificates. It promotes its certificates, one of which is the International Baccalaureate Educator Certificate in Teaching and Learning, on the basis of the following: ‘IB World Schools often recruit teachers who have prior teaching experience, leaving those without IB teaching experience fewer employment opportunities in schools. To address this problem, the IB partners with universities and institutions … These IB Educator Certificates are a professional
certificate that complements your academic qualifications’ (IB, 2017). While the IB also states that the certificate is suitable for pre-service student teachers and new teachers in addition to experienced IB educators, it notes that the actual courses (many of which can form the basis of a postgraduate degree) are developed by participating universities and not by the IB itself. While eligibility requirements can vary according to the participating university, it is worth noting that these universities are worldwide, thus suggesting that formal recognition of the IB Educator Certificates is growing.

One major consideration is that the IB Educator Certificates and IB-focussed university postgraduate courses do not include a component that assesses classroom practice. Up until 2014 CIE offered its ‘Cambridge International Certificate for Teachers and Trainers’ in which a teacher was assessed via one assignment consisting of 1,100 words spanning six units. This was subsequently replaced with the ‘Cambridge International Certificate and Diploma in Teaching and Learning’, the most significant change being that it now includes assessment of classroom practice through observation. ECIS has taken the step of offering its own ITC (International Teacher Certificate) which it promotes as a ‘Standards-based professional development experience assessed by Cambridge International Examinations’ and as being ‘recognised by the IB as a Level 1 Educator Certificate’ (ECIS, 2017). With regard to variation in national teacher-training and qualification required across the globe, there is clearly some attempt at alignment being made here.

While all of the courses referred to here are designed for practising (qualified) teachers, CIE states that PDQs (Cambridge Professional Development Qualifications) “are also internationally recognised as a mark of excellence” for teachers and leaders (CIE, 2017). With regard to this, the following statement by Neal Dilk, Director of The American School of Rotterdam, is worth considering: ‘Each program (should) be properly investigated. Interns need to know to what extent a particular program may or may not provide them with employment opportunities outside of an individual international school. There are a number of programs available that provide teacher training, and while the individual may receive appropriate learning opportunities, many of the programs will not necessarily issue a teaching certificate that will legally allow them to teach in the country where the training program was administered.’ (Dilk, 2017).

While the programmes referred to here culminate in what the awarding bodies describe as an international certificate, most do not involve the assessment of classroom practice – and prior experience, if not an actual teaching qualification, is a prerequisite to joining the programmes. At best, such courses are currently one professional development opportunity alongside others such as article writing and examiner training; they provide teachers with a way of simultaneously gaining additional accreditation and keeping up to date. At worst, they are perhaps a lengthy and comparatively expensive way of achieving what amounts to additional accreditation rather than formal certification.

References
Earley, K (2017) www.youtube.com/watch?v=IjGBXh3gaxs

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Forthcoming Conferences

October 6-8, Alliance for International Education World Conference, Amsterdam, Netherlands (see pages 54-55).
October 14-17, AISA Educators Conference, Nairobi, Kenya.
October 26-28, EARCOS Leadership Conference, Bangkok, Thailand.
November 14-18, ECIS InspiRED, Vienna, Austria.
December 19-21, COBIS Global Leaders in Education Programme, Shanghai, China.
January 4-5, COBIS Personalised Learning Conference, Amsterdam, Netherlands.
February 5-7, AAIE Conference, New York, US.

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Virtual reality has progressed a long way since the ineffective goggles and headsets that emerged when the term was originally coined in 1987. Technology has made such advances over the last 30 years that simulations, due to their ability to simultaneously engage the emotional and cognitive processes of trainees, are viewed as one of the most effective training methods available (Tennyson and Jorezak, 2008). A study carried out at Yale University School of Medicine established that skills learned through virtual reality training can be transferred for use in a real environment: students who practised using a surgical simulation were able to improve on or out-perform those who did not experience the simulation. Non-participants were nine times more likely to fail to make progress (Seymour et al, 2002).

But the medical profession is not alone in undertaking virtual reality training; other examples of similar software being used include training for business executives, military personnel and power plant staff (Issenberg et al, 1999). It therefore makes sense to utilise this increasingly realistic training in the education sector. Examples of the effective use of virtual reality training in the education context include the following.

**Classroom Training**

Effective classroom strategy is a vital skill for teachers to master if they want to truly succeed in their profession, with Brophy and Evertson (1976) going so far as to say ‘A teacher who is grossly inadequate in classroom management skills is probably not going to accomplish much’ (Brophy and Evertson, 1976). It can be argued that these skills are
learned over time and enhanced by experience. However, allowing pupils to be used as guinea pigs while teachers make mistakes is not an ideal strategy, especially when it has been shown that it is possible to teach classroom strategies through alternative training methods.

Walter Borg and Frank Ascione (1982) undertook a study which showed that teachers who participated in classroom management strategies training performed better than teachers who did not receive the training. Their pupils were also more engaged and created fewer disruptions. This seems like the perfect opportunity for virtual reality to step forward and fill the gap for classroom training that will truly allow teachers to develop and grow. Research strongly supports the idea that the best way to improve the quality of performance is through on-going practice that includes ‘informative feedback and opportunities for repetition and correction of errors’ (Ericsson, 1996). A live classroom simulation environment can be the ideal setting for teachers to practise, pause and perfect their technique in real time with pupils who react to the teacher’s actions but won’t be negatively affected through a process of teacher trial and error.

SEND Training
Worryingly, 61% of school leaders say that they find it challenging to provide for children with special educational needs and disabilities (SEND) (The Key, 2016). This statistic is especially concerning when we consider the fact that 15% of pupils in the UK, for instance, are identified as having SEND (DfE, 2015). Virtual avatars, controlled by simulation specialists who have undertaken extensive research into the attributes and kinds of behaviours frequently displayed by pupils with SEND, allow teachers to develop their skills without the fear of acting inappropriately.

Teacher and Parent Conversations
Another challenging situation often not covered in teacher training is engaging in difficult conversations with parents or other teachers and stakeholders. It has been shown that the use of realistic human avatars can provoke the same emotional reactions that the trainee would experience in interacting with a real person. If a participant offered a virtual avatar a gift, for instance, the participant would feel the same level of satisfaction that they would experience if they were giving a gift in real life (Darling-Hammond, 2010). An adult avatar could therefore simulate the concern that a new teacher might feel when having a difficult conversation with a parent, allowing the teacher to alleviate their fear of a challenging situation by practising in a safe environment. Similarly, the software could be used for senior management and heads of schools to practise employee reviews and other professional conversations in advance of the actual meeting.

Teacher Assessment
A virtual reality classroom is also a very effective tool for assessing teacher performance. Headteachers can create specific bespoke scenarios that re-create situations where teachers may be struggling. Through peer coaching and mentoring this allows the professional the opportunity to improve their practice. In addition the tool is effective for benchmarking and teacher performance as it can offer consistent scenarios. It is not dependent on pupil behaviour constantly changing as it does in a ‘real’ classroom.

Conclusion
The teaching community is no stranger to education technology, with reports indicating that schools annually spend £900m on educational technology equipment. Exciting advances in new training methods are not, however, being fully explored. For years, virtual reality has been deemed an effective way to train pilots and astronauts (Tennyson and Jorezak, 2008); surely it is time to embrace fully everything it has to offer the teaching community.

References

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Features

How interculturally aware are you?
Book clubs could provide an answer...

Caroline Ellwood suggests some classroom reading

Mission statements, in-service training programmes and curriculum development plans abound with efforts to encourage students to be internationally minded, to have intercultural understanding and global awareness, and to become global citizens or globally minded. The precise meaning of these terms and how in practice they apply to the curriculum have become a staple ingredient of staff meetings, conferences and learned articles. There is, though, a general agreement that however it is interpreted the development of some form of intercultural understanding is an essential part of a truly international education. Whilst the focus and nuance of meaning may change, the general aim is well summed up in the IB mission statement:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect...... These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. (IBO, 2017)

Indeed through a number of pedagogical channels the teacher is alerted to the importance in practice and in the curriculum of inculcating a state of mind that recognises cultural differences in a world where the students are global citizens. Teachers are encouraged to 'actively look beneath the surface of the cultural iceberg in order to understand the driving motivations of their students' (Thomas and Inkson, 2009). The focus is on the students. But what about the teachers’ own cultural intelligence; how far are they inclined to consider for themselves the questions and ideas they put to their students? Are the teachers who are expected to discuss complex and often politically contentious messages themselves ‘internationally minded’? Do they feel like ‘global citizens’, or are they carefully preserving their own identity in a foreign country? Terry Haywood comments (2017):

I have often found that teachers are not nearly so internationally minded as they think they are (and frequently a lot less internationally minded than the students they teach). They need to be challenged into reflecting on their own preconceptions and to considering that they might not have a monopoly on the truth.

So how far is the teacher involved in the ‘lifelong learning’ that is recommended for the student? In the whirligig of the commitments of a teacher, already overloaded with responsibilities and becoming more and more stressed (Precey, 2015), where is the time for such an extravagant extra? Far from being an indulgence, however, opportunities for personal development and intellectual refreshment can be regarded as both necessary and profitable. Adult education encourages personal growth, relieves stress and indeed makes for a more efficient and knowledgeable teacher.

If we take the aim of personal development for teachers to be the same as that proposed in the IB mission statement for the students, using the theme of intercultural understanding and respect a number of activities are possible. Open meetings can be arranged with outside speakers to promote debate. (Check on the talents of your parents). Invite staff and parents to a series of IB Diploma Theory of Knowledge classes: get some of your students to be the instructors. Possibly the best way to promote exchange of opinion and discussion, however, is through a book club.

Teacher book clubs promote intellectual inquiry, conviviality and friendship. They can have a social as well as intellectual purpose. Discussing a novel can enlarge our understanding of ourselves as well as of the characters involved, and puts us inside the experience of others:...

...narrative fiction in particular deals in dangerous knowledge: knowledge the price of whose acquisition is the risk the reader runs of being changed in his or herself by what she or he reads (Harrison, 1991)
Starting a book club within the school community should not prove difficult; consider how many meetings you think are practical, aim for a comfortable friendly venue and decide how many members you want. (If your project proves successful then more than one group can be formed). Remember that the aim for this group is to consider aspects of international mindedness, so the books you choose to discuss should reflect this theme. It should be inclusive – more than just the humanities department! Involve the mother tongue teachers (often left out of meetings and discussions) in the choice of book, so that different cultures are covered. Azar Nafisi, discussing her book ‘Reading Lolita in Tehran’, describes the exploration of novels as a ‘journey’ through which you ‘discover empathy’ (Nafisi, 2003). Indeed to read her book is to gain a background to the importance of discussing literature as a way to transform attitudes to life. Her book club was meeting in the midst of a revolution. As she was discussing ‘The Great Gatsby’, beneath the window loudspeakers were broadcasting ‘Marg bar Amrika: ‘Death to America’. For Nafisi’s book club, reading novels was not only an education; it was a statement of individual freedom. Solzhenitsyn in his acceptance speech for the 1970 Nobel Prize for Literature, summed this up as follows:

Who will ever be able to make some stubborn, narrow minded human being understand other people’s distant sorrows and joys? How can he make him aware of relationships and problems which he has never himself experienced? In such matter, propaganda, compulsion, and scientific proof are all powerless. But fortunately, there is a way by which it can be done. It can be done by literature.

### Three possible novels for discussion

Possible novels to consider as a starting point for an ‘intercultural awareness’ teacher book club include the following.

**Balzac and the Little Chinese Seamstress** (Dai Sijie, 1971). Available in a number of editions and online. Set at the height of Mao’s Cultural Revolution, two sons of doctors are sent to the country for ‘re-education’. Books are banned, but they discover a hidden suitcase packed with some of the great Western novels of the nineteenth century. After reading these stories their lives are transformed and will never be the same again. The boys’ true re-education starts: politics, storytelling, culture, education, the ways of the East and the West are all exposed for discussion and analysis.

**The Reluctant Fundamentalist** (Mohsin Hamid, 2007). Through a frame story which takes place during the course of a single evening in an outdoor Lahore cafe, the challenges and justifications for fundamentalist ideas are explored. Capitalism and the American way of life are juxtaposed with Islamic ideals and belief. No answers are given; it is left to the reader to make his or her own response.

**Selected Tales: The Left-handed Craftsman** (Nicolai Leskov, 1881) (also online as ‘The Steel Flea’). Styled as a folk tale, it tells a story of a left-handed arms craftsman from Tula (centre of the Russian armaments industry) who outperforms his English colleagues with a clockwork flea that they had made with shoes. Themes include prejudice, nationalism, Russian culture and politics. (Also included in this collection is ‘Lady Macbeth of the Mtsensk District’, more recently released as a film)

### Any suggestions?

If you have an idea for a novel that would encourage discussion in relation to cultural or global themes, please send a short description with reasons for your choice to Dr Caroline Ellwood. Email: CELLwood@johncatt.com

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The power of persuasion

Hermione Paddle and Robert Clements report on an interdisciplinary learning unit

As our students walk down the street, ride the train or bus, watch television or get lost in an endless stream of social media, they are frequently bombarded with persuasive messages. Through advertising, but also through the news media, students in the twenty-first century are constantly aware of the continual streams of information that shape their everyday reality. Much of this information seeks to persuade them in some way – convincing them, if only subtly – that they need to think and act in a certain way. Part of our job as educators is to give them the tools to be able not only to acknowledge but also to critique these persuasive texts and ultimately to allow them to develop their own persuasive campaigns.

One interdisciplinary unit, taught at the Bavarian International School, explores this concept of persuasion. For the past four years, and established by colleagues Tia Martin and Paul Dawes, the school has facilitated an interdisciplinary unit in the International Baccalaureate Middle Years Programme (MYP) MYP 3, Grade 8, between Language A (English) and Design. The unit investigates how persuasive techniques can be used in both disciplines to create a campaign that persuades an audience to change their behaviour in some way. Teachers collaborated to develop an integrative statement of inquiry: ‘Texts use persuasive techniques to influence behaviour and decision-making.’

The campaign

Fundamentally, students need to raise awareness about issues which they feel need changing within the school community. Students are asked to reflect on times when they felt they didn’t agree with something and to consider the changes they would like to see in the way that they treat each other and within the school. In the past, students have created campaigns such as that:

- we should all use our mobiles less frequently
- teenagers should go to sleep earlier
- we should stop swearing
- we should show more school spirit
- we should stop pushing-in when queuing in the lunch line
- we should all respect each other’s privacy

Others are more contextually appropriate, such as the very German notion that we should all drink still water, as opposed to sparkling. Ultimately, students in Language A develop a persuasive speech on their topic of choice and design a product that in some way helps to convey their message.

Learning in Language A

In English, students build the skills required to make a formal, public speech to an audience of their peers. They must plan and write a four-minute speech, arguing their case and trying to win over their audience by providing credible and plausible arguments. Students are taught to use ethos, pathos and logos as well as other rhetorical devices. Speeches are three to four minutes and learning focuses not only on developing creative arguments but also on presentation skills. In addition to developing their presentation skills, focusing on body language, register and eye-contact, students develop their research skills by undertaking primary qualitative and quantitative research, often in the form of surveys, questionnaires and personal interviews.
Students are assessed in English on two MYP criteria: producing text and using language. In Criterion C: producing text, students must demonstrate their knowledge of their chosen topic and how creatively they can convey their ideas. They need to establish credibility, have clear reasoning, use persuasive devices and be aware of audience imperatives. In Criterion D: using language, students are marked on their use of spoken language, especially their register, style and use of non-verbal communication skills.

Learning in Design
In Design, students follow part of the design cycle to create something which will visually enhance their speech. This is achieved using a range of graphic design techniques and Adobe Photoshop to develop posters and t-shirts which the students display during the presentations. Students are taught how to use the software in conjunction with the sublimation printing equipment to create their solution.

Students are assessed on one MYP criterion for Design: their ability to create a high quality product using excellent technical skills. In order to achieve this, students must demonstrate the ability to use the software to manipulate text and images and, where possible, apply more complex edits to their work.

Learning outcomes
As a consequence of the unit, students were able to:

• select their own persuasive campaigns, challenging students to question and inquire
• inquire into compelling issues chosen individually and creating products that reflect these
• integrate conceptual learning from multiple disciplines
• apply their skills in real-life situations, such as reading persuasive texts in the media
• develop better self-discipline by meeting and engaging in dual deadlines

As a consequence of the unit, teachers were able to:

• develop resources together and develop a common language for the students
• track student progress online in each area of instruction
• step back and work on facilitating the learning, rather than directing it

Approaching the Assessment
In order to create a unit that is wholly interdisciplinary, we needed to facilitate a time where students could be dually marked on their persuasive campaign. Thus far, teachers have organised a day in which all MYP 3 students are released from their regular timetable and must join together in the school auditorium. Here, students present their short speeches and provide a brief rationale about why they chose their particular design product and how it relates to their campaign.

In addition to selecting and employing two or more criteria from the subject disciplines (Criterion A: disciplinary grounding), the unit covers the remaining assessment criteria in a range of ways. Initial marking and moderation is completed on the performance day, and teachers grade students at random, whether they are in their respective class or not. This helps with the moderation process and creates equity in the teacher grading. Also on the day, students are graded on Criterion C: communicating, and how well they can convey their ideas and their findings. At the culmination of the day, students are asked to complete a reflection form to fulfill the needs of Criterion D: reflecting. In their own self-analysis, students are asked about what they learned in each discipline, whether they can make connections (using key terms such as audience, tone, ethos, pathos and logos), and what shortcomings and challenges they faced along the way.

Conclusion
Interdisciplinary curricula naturally require time and resources which are often not available to busy teachers in busy schools. The process of putting together this unit has required significant investment in both teacher-time and resources. In fact, this investment is even more time consuming, given the nature and flow of teachers at international schools. Yet given the diverse backgrounds of students in today’s classrooms, an interdisciplinary approach that invites alternative perspectives can ultimately help foster the excitement of intellectual discovery about how disciplines complement and challenge one another.

The authors would like to thank all teachers involved in this unit: Tia Martin, Paul Dawes, Phil Sartor and Bonnie Court.

References

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Curriculum, learning and teaching

International learning development with the floor book method

Sarah Quinn explains an approach to foster thinking skills in the early years

The ‘floor book’ approach is a method for young children to record their learning as a theme or as they allow their interests to unfold – usually recorded in a large artist’s book or scrap book. Teachers and children can include anything that children feel is important, such as photographs, children’s comments, observations, pictures and so on. In an international environment such interaction is vital to learning through the creation of links between surroundings and other curriculum contexts.

When used in the early years in international schools, this approach enables children to develop essential skills that take some time to acquire; for example the ability to ask questions, to comment, to listen to each other and to give their opinion. International schools teach children to become global citizens, and focus on links with the world and the curriculum. The floor book approach, if used from the beginning of the year, ultimately allows the teachers to see (and monitor) rapid improvements in children’s abilities in these areas. Once children become used to asking questions and listening to each other, teachers can begin to use the approach to best suit the needs of the group. Many early years international school leaders find that this approach engages all types of learners and encourages collaboration, sharing, turn taking, confidence and creativity.

Floor books can be used to support an exciting and enquiry-based approach to the curriculum, and the concept is now being used in some international schools to support the learning and development needs not only of teachers in the early years but also across other teacher teams. Below are included, arising from experience of helping many teachers and leaders to implement the floor book method in both classroom and staff development exercises, some of the ways in which the method might be put into practical use in early years international school environments.

**Developing Questioning Skills**

Most early years international teachers use floor books with small groups of children. Based on the current theme, interest or challenge question for the class, the teacher will ask a group of about six children what they would like to find out, giving question prompts if needed. Children can contribute a question and say it out loud for the teacher to record, and then vote for the question they would like to be answered. The teacher must expand this conversation so that children are giving good reasons for their decision and are able to change their mind in light of other children’s contributions. The groups can then research the winning question and complete an agreed task (drawing, painting, and writing) to be included in the floor book. This approach is great for getting children to listen to each other and to understand that they can express an opinion and then change their mind according to what they hear from their friends. In an international school where the importance of global citizenship is emphasised, the development of listening and interpreting skills is vitally important.

This can be further developed to enhance vocabulary extension, build confidence and develop communication and language skills, essential in an international environment. In groups of approximately six, the teacher and children review all of the contributions to the floor book and express opinions and ideas to move the learning on further. This gives children the opportunity to consider what other pupils have explored, which will inspire their own thinking and may spark further questions. Sometimes, teachers will provide activities relating to floor book discussions as part of their ongoing classwork so as to enable all children to explore activities relating to discussions.

Effective questioning is an important part of this approach, in order to help children to learn how to ask a question, how to listen to questions and comments, and how to answer questions. This involves training for international school teachers, as children do not naturally know how to ask and answer questions without having this modelled for them by adults.

Developing children’s thinking skills is an important part of early years practice, and children need experience of having their thinking probed. Early years teachers in international schools need therefore to get into the habit of asking questions in order to explore understanding and to move children’s learning on with an international focus. In international schools where children are far away from the roots of their home national curriculum, utilising the floor book method can help them make connections to the core learning of the curriculum at home, lessening the gap between home and away.

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What do I know about me?

Lilya

Maisy-Leigh
“I love washing my hair!”

Lilyanne
Likes to wear bubbles.

How am I the same and how am I different?

Riley
“My hair is blonde.”

Legla-Lou
Washes hair in the shower.

Kacey said
“My mum washes my hair.”

What makes me the same and what makes me different?

Billy - “This is my dog Arnold.”

Elli said she likes lions.

Jake - “This is my dog and cat.”

Charlie - “This is my kitten Emma.”

What makes me the same and what makes me different?

Daisy - “My water on a campfire.”

Emilia painted her favourite shoes and her sister’s puppet shoes.

August painted her flowery shoes.

Scout said “These are my Shiny Shoes.”

Callum - “My multi-coloured wedges.”

Holly - “My holiday sandals.”

Emilia wants “I love...”
Gamification in education: fashion of the moment or a new learning frontier?

Angelo Prontera considers the introduction of games into the classroom

Why do games capture the attention of children? Why do ludic (play-related) activities involve children and motivate them? Why are video games so attractive? What effects can learning based on games have on the student? Are studying and entertainment mutually exclusive? These are questions that various scholars, particularly in the English speaking world, have been asking in recent years: whether or not it is good to apply the logic of games and video games to the academic environment.

The scientific community has generally agreed to define this new area of research as “gamification”, a neologism first used by the English programmer Nick Pelling in 2002, which has risen in popularity since 2010 when it was adopted by the American professor and famous game designer, Jesse Schell, during a conference in Las Vegas. As a consequence, scholars including James Paul Gee have concentrated on the principles of learning through video games and their repercussions in the field of education. Elizabeth Corcoran founded Lucere, an organisation dedicated to helping educators to find and use the most appropriate technology to inspire students, while Romina Nesti, a researcher from Florence University, is concentrating instead on the ludic universe and its relationship with education – as an advocate as well as lecturer in the recent MOOC “Gamification in education: new ways to learnt!”. 
What is gamification?
First used in the field of marketing in order to encourage the purchase of a product, today it is the focus of research and experimentation to improve forms of learning and to adapt it to scholastic contexts. For Sebastian Deterding, founder and current director of the Gamification Research Network and researcher at the Northeastern University of Boston, gamification is the use of game design elements in non-game contexts. Gamification can be defined as the use of game design in non-ludic contexts which could be, amongst others, in didactics and school learning environments.

The Italian pedagogue Aldo Visalberghi used the term “ludiforme” to indicate activities and objectives external to games, the final objective of which is not inside the game itself and does not conclude with the game. According to Romina Nesti, gamification is a set of processes and practices through which the use of dynamics, mechanisms and ludic strategies tries to motivate, activate and involve someone in acting in an non-ludic context. Gamification, therefore, is not a game, but exists thanks to it. Another authoritative definition is that of Karl Kapp, professor of didactic technology at Bloomsburg University in Pennsylvania, according to whom gamification is the use of ludic game mechanics, from game and thought aesthetics in order to motivate people’s actions, and to promote learning and problem solving. Gamification is and could become an interesting didactic instrument because it bases its action on the motivational dimension and the love of learning.

Which pedagogic logic “informs” gamification?
The knowledge that underlies the different forms of gamification can be traced back to the theories of behaviorism; most of the simple forms of gamification are based on the paradigm of stimulus-response, a stimulus which reinforces the behaviour of a subject through giving pleasure. Other connections, however, can be recognised in Dewey’s learning by doing, in active didactics, in Bruner’s learning how to learn, in constructivism, above all in the piagetian one (the symbolic game of the pre-operational stage), up to George Siemens’ connectivism. But references to “games”, as a powerful stimulus to learning and child development, can also be found in Tommaso Campanella who talks about the importance of games and learning by playing, in Bruner, Vygotsky, Winnicott, Fröbel (the gardens of childhood and games), and in Idit Harel (playful learning in MaMaMa media), to name but a few. But game theory, as the Swiss scholar Norberto Bottani affirmed, has been misunderstood by schools because the step necessitating the abandonment of the authoritative, standardised and disciplinary didactic, evolves slowly, and current director of the Gamification Research Network and researcher at the Northeastern University of Boston, gamification is the use of game design elements in non-game contexts. Gamification can be defined as the use of game design in non-ludic contexts which could be, amongst others, in didactics and school learning environments.

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The Italian pedagogue Aldo Visalberghi used the term “ludiforme” to indicate activities and objectives external to games, the final objective of which is not inside the game itself and does not conclude with the game. According to Romina Nesti, gamification is a set of processes and practices through which the use of dynamics, mechanisms and ludic strategies tries to motivate, activate and involve someone in acting in an non-ludic context. Gamification, therefore, is not a game, but exists thanks to it. Another authoritative definition is that of Karl Kapp, professor of didactic technology at Bloomsburg University in Pennsylvania, according to whom gamification is the use of ludic game mechanics, from game and thought aesthetics in order to motivate people’s actions, and to promote learning and problem solving. Gamification is and could become an interesting didactic instrument because it bases its action on the motivational dimension and the love of learning.

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The idea is to make assigned tasks more fun, engaging and gratifying, and the lessons more interesting and captivating compared with the traditional passive model of learning.
Developing an elective curriculum

Giving students a say in the subjects they study has had interesting results, as Linda Castaldo and Shaun Kirk explain

There is an air of excitement across the campus at Bridge House, an independent co-educational school situated in a rural setting outside Cape Town, South Africa. The College, or Secondary phase, starts in grade 8 where the average age of the students is 14. Students complete high school at the end of their grade 12 year. Today, grade 8 and 9 students eagerly await the arrival of the Academic Head bearing a pile of folded letters. As she calls out their names and hands them their letters, the room fills with the sound of young men and women celebrating what they are reading; one even hugs the letter to her chest as she beams with delight. These are not homework exemption letters or offers of places for our international exchange programme; these letters inform students of their final elective selection for the second semester. Less than a year ago, these students would have had no say whatsoever in their learning. They would have had a timetable full of subjects they did not choose, and many would have been disengaged during lessons that held no interest for them. Now they have a say, they have choice, and the results have been very interesting indeed.

At the start of the 2017 school year, all grade 8 and 9 students started following our new curriculum. Subjects are divided into two groups: core and elective. The core subjects are English, Afrikaans (or French or German for non-South African students), Mathematics, Science, Creative Arts and Life Orientation; students are required to take all of them. Elective
Elective subjects cover a broad range of different topics depending on teachers’ particular areas of expertise. Teachers were asked simply ‘If you could teach anything you want to, what would it be?’ and the result is an offering of courses that few schools can boast.

Subjects cover a broad range of different topics depending on teachers’ particular areas of expertise. Teachers were asked simply ‘If you could teach anything you want to, what would it be?’, and the result is an offering of courses that few schools can boast. Depending on their personal preferences students can take, amongst others, semester-long courses in Musical Theatre, Web Development, Psychology, Megacities and Entrepreneurship, and the new sense of personal investment has led to increased engagement with subject areas. When students feel that they have a say in their learning, they have a vested interest in what they are doing. Moreover, when staff are passionate about what they are teaching, their enthusiasm shows – which leads to students who cannot help but be caught up in that same excitement, that can only lead to better engagement and deeper understanding of the work being covered.

In addition to being fully optional, the elective subjects are not divided along grade lines. This means that in any of these classes, students from grade 8 sit alongside students from grade 9; they join in discussions with each other, they complete group projects together. Initially the students were sceptical about having to merge classes, but soon it became very difficult to discern one cohort from the other. Students have benefitted from hearing the perspectives of people other than their usual peer group, and there have been considerably fewer reports of animosity between the younger grades than there had been previously.

Assessment has also been re-worked to create a programme that measures students’ progress in more ways than simply having them write an examination. Each subject has been given a four hour slot during which students perform a number of different tasks. Some subjects have chosen to include a written test as a component, but there are also group projects, oral presentations, museum exhibits, excerpts from Shakespearean productions and fabrication being completed. Consequently, instead of the school’s Learning Commons being barren and empty throughout the examination period, it is full of different groups meeting and discussing their projects. The result of this model of assessment is a level of engagement that in the past we could only have hoped for. Teachers have all reported that their students have gone above and beyond their expectations.

We believe the success of the new curriculum relies on three key points. Firstly, the teachers. Without teacher buy-in and considerable effort to reinvent their subject areas, the curriculum would simply be the same old content shoe-horned into a shinier box. Teachers have critically re-evaluated their subject areas and have presented content that is meaningful and interesting to the students who take the course. We conducted a course evaluation survey with all the students, and the results show that students are overwhelmingly happy and positive about what they are learning.

Secondly, and quite obviously, the students’ role is a vital one. Without their investment in the subject material, teaching it becomes a tedious and unrewarding job. However, once students have connected with the content, and when they are interested in what they are learning, the experience is a positive one. The feedback from the alternative assessments bears testament to this. Finally, the support of the wider school body is crucial. Parents need to trust the school’s vision, management needs to have that vision carefully formulated and communicated, timetables need to be designed, and teachers need to be given the time and space to create new and exciting content for their subjects. Without each of these stakeholders’ contributions, any project of this nature and scale would simply fall flat on the starting line.

The elective curriculum has certainly begun to produce what it originally set out to achieve. We are confident that as teachers continue to deliver content that excites them, and as students are exposed to more subject areas, success will grow. For more information about the elective curriculum, please contact us. We are always pleased to share anything we have learned, and are eager to forge friendships with schools anywhere in the world.

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Building powerful learners
Tim Unsworth and Maryl Chambers on turning rhetoric into reality

If parents were to enquire whether their child had become more imaginative, or independent, or more able to persevere, over their time in school, what would you as a teacher be able to say? How would you respond beyond, hopefully, “yes”, or some bland statement about “sticking at things for longer”? How would you know? What would you know?

A changing world
‘Students throughout the world need now to reach higher levels of achievement, not only to find fulfilling work but also to empower themselves to thrive in an increasingly complex world’ (Wiliam, 2016)

Of course the job of any school is to prepare youngsters for their future lives, but perhaps especially so for international schools that aim to educate global citizens. Students need exam results AND a set of generic skills and attitudes to deal with complexity; learning dispositions such as curiosity, inquisitiveness, experimentaion, reflectiveness and sociability. For years now research in the learning sciences has shown that learning is itself a learnable craft; that we can all get better at learning. This means that schools, teachers and indeed parents can enable young people to develop as better, more effective learners.

More recently, research (Heckman et al, 2014) has shown that this is not only possible but also desirable, that such habits matter more than examination results in life beyond school.

What is Building Learning Power?
To build learning power is to enable students to gain good results AND to become learners who are consciously aware of developing learning behaviours such as perseverence, self-control, attentiveness, resilience to adversity, openness to experience, empathy, and tolerance of diverse options: a wealth of high-value learning habits.

Getting this to happen is about creating a culture in classrooms – and the school more widely – that systematically cultivates
such habits and attitudes. It involves teachers becoming more precise and forensic about learning behaviours and attitudes, and shifting school cultures so that they become more learning-friendly. We may of course think we do this already, but how often do we, as teachers, give students a problem and say “work together and come back with your answer”? The assumption is that students know how to work effectively in teams, but what appears to be a simple everyday social task has many facets that need to be learned and practised: can they share their ideas effectively, build on the ideas of others, clarify the task, agree on their goals, listen empathetically, change their minds and direction if necessary, stay focussed, monitor their progress, and so forth? And all before they have applied the problem-solving skills needed to find the solution. Making the journey to learning-centred cultures is a gradual, sometimes difficult, but hugely worthwhile process of culture change by the school and habit change by teachers.

The learning-friendly classroom culture

Learning becomes a shared responsibility, with students being given more responsibility for their own learning. A language for learning is gradually introduced that helps students to become conscious of using their learning behaviours. Using and extending this language adds breadth and depth to how teachers and learners talk about, understand and improve learning. Reflecting on and reviewing learning are built into classroom routines; learning activities are designed to stretch and challenge learning behaviours and content acquisition. The underlying learning values become visible through what is recognised, praised, displayed. Because learning-centred teachers have a particularly rich concept of learning and the habits that underpin it, they are able to design nudges and activities that target quite specific aspects of learning behaviours.

Like it or not, all teachers are in the habit-forming business. The way in which students perform and behave is influenced by how teachers talk about learning, what they notice and praise and how they guide learning. Small experiments in some international schools have shown that even under intense pressure to attain high levels of conventional achievement, small experimental steps can make teachers feel more confident about amending the delivery of the syllabus to make room for students to use a wider selection of their learning behaviours.

To be successful with this approach, schools need to see Building Learning Power as:

- a whole-school culture change
- a long term innovation, not a quick fix initiative to raise results
- putting high-value psychological characteristics at the heart of education
- a sustained dialogue amongst staff to focus professional development
- playing a bigger game of education

A learning framework

The framework of learning dispositions shown in Figure 1, originally conceived and researched by Guy Claxton, reveals learning as a complex process that is not simply about having a good memory. It includes how we feel (emotions), how we think (cognition), how we learn with others (social), and how we manage the process of learning (meta-cognitive or strategic). It is this framework that offers the start of a learning language. Having a language that captures the richness of learning is used to understand and discuss the learning process, helping teachers and students to uncover learning as a visible process that can improve.

Figure 1: Framework of Learning Dispositions (adapted from Claxton, 2002)
Learning: poles apart

<table>
<thead>
<tr>
<th>Emotional engagement</th>
<th>Strategic responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absorbed, attentive, hang in there despite toughness, give it a go</td>
<td></td>
</tr>
<tr>
<td>Curious, rich understandings, imaginative, logical</td>
<td></td>
</tr>
<tr>
<td>Rule bound, like only tried and tested, fragmented info, passive, uncritical</td>
<td></td>
</tr>
<tr>
<td>Curious, rich understandings, imaginative, logical</td>
<td></td>
</tr>
<tr>
<td>Isolated and dependent, lack of engagement with others</td>
<td></td>
</tr>
<tr>
<td>Collaborative, listen, empathise, learn with and from others</td>
<td></td>
</tr>
<tr>
<td>Little self awareness, robotic, can’t explain reasons for what/why they do things</td>
<td></td>
</tr>
<tr>
<td>Plan, revise, know themselves as learners. Like to take responsibility for own learning</td>
<td></td>
</tr>
</tbody>
</table>

Figure 2: Ranges of Learning Power (TLO Limited: reproduced with permission)

But it’s the building that counts. The whole point of building powerful learners is to do just that: to build students’ learning behaviours. Figure 2 outlines possible starts and ends of a learning journey: the building of students’ emotional, cognitive, social and meta-cognitive (strategic) learning habits. From the reluctant learner on the left to the learning-powered learner on the right lies a progression that can be mapped. A recent innovation in Building Learning Power has been to develop such progression maps. It has helped schools to understand the more worthwhile long-term development of powerful learners.

Building Learning Power and International Schools
The learning landscape of an international school is arguably broader and more complex than that of a national school. The diversity of school experience, cultural views of education and languages found in international schools are immense. But it’s that very international dimension that offers a unique opportunity – to aspire to use a common global language of learning to achieve supple learning minds; to use this universal language to help students navigate their way through the curriculum and life. International school mission statements often include words such as ‘independent’, ‘confident’ and ‘adaptable’ to describe skills they aim to impart to their students. The language of Learning Power helps schools to turn such rhetoric into reality.

In response to increasing demand and shrinking school budgets, Building Learning Power has recently moved online. Schools across the world can now access a staged training programme that chunks and orders this complex innovation into do-able bite sized sessions, modules and programmes to implement over time. The blended learning programmes are a careful blend of:

1. Online learning sessions … that faithfully disseminate the researched content;
2. Professional Learning Team sessions … actioned by the school to provide sustained, meaningful support for teachers;
3. Trying things out in the classroom … because ‘learning by doing’ is integral to the development of expertise which can only be developed if teachers have ample opportunity for practice, reflection, and adjustment.

This trio of learning opportunities work together to help teachers replace long-standing habituated practices with more effective ones.

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Bringing the world into one classroom

Ranjit Singh wants to see ‘global friendships’ being fostered from an early age in schools

International relations have always been crucial. Now more than ever, in the midst of this time of great political and social upheaval, we need to encourage young people to develop a global mindset. There is no better vehicle to drive this than education; the classroom is an infinite space, especially since the introduction of technology into schools, breaking down walls to reveal the world around it. While international communication and travel is, by nature, well-understood in international schools, there is still more that can be done to develop this global vision and inspire children to collaborate across national borders as part of a tolerant and responsible society. Using the internet and various devices, teachers and students alike can bring the world into their classrooms to experience a wide range of topics, as well as to collaborate with students in other countries.

Immersion is, without a doubt, the best way to learn. By actually experiencing something first-hand, you’re far more likely to learn from it; it’s why language programmes that involve conversations with native speakers are so effective. But how can we establish this sense of immersion in the classroom? We’re seeing more and more schools using virtual reality (VR) in order to bring the world into the classroom, allowing classes to participate in field trips around the world without ever leaving the building. A number of companies are starting to provide cost-effective VR solutions, but there is a long way to go before it is integrated into everyday learning. However, there are other ways of exploring these virtual environments with the technology already available in schools, such as 360-degree video, which can be accessed using desktop PCs, laptops, tablets, or smartphones; whatever you have to hand, the content is ready to use.

Another possibility to make use of is collaborative platforms. For instance, when considering languages or other cultures, working together is the most effective way of learning for both sides. Software such as Skype should be encouraged in schools, as it can be used to link classrooms in different countries so that children who would never before have been able to work together are essentially in the same room. Establishing partnerships with other schools where alternate language-learning weeks can be organised will help students to develop that all-important conversational style – not to mention the excitement they will feel when they get to talk to their peers. You can even provide a digital canvas on which the students can work together simultaneously, or set up an environment through which the two classes can present to each other.

Of course, with time zone differences some areas of the world will find it difficult to communicate, but while real-time collaboration with these countries is less than easy, it doesn’t mean that schools in their countries and yours can’t work together. Using team-creation platforms means that students from around the world can all be contributing to one document whenever they can. Your class could set questions for a group of students on the other side of the planet, and see what responses they’ve come up with the next time you log on. You could even have students partner with someone in the alternate classroom so that they can write projects together that are presented to their respective classes.

There is a great relationship-building element to such collaboration, as it helps students to understand other people’s experiences and talents on a truly global scale. Also, it develops a sense of digital citizenship, as students are communicating on a technological axis, rather than talking in the playground or in the classroom itself. Such collaboration teaches them how to behave well online, as well as how to protect themselves from harmful content and inappropriate behaviour from others, in a safe environment. Being able to communicate effectively in this way is essential to the 21st century workplace. Even now, the need to speak through email and other channels is prominent, and this is only set to continue as we move into an increasingly connected and global world.

Being able to converse with students from different backgrounds and cultures also helps to combat hatred. It provides a platform where students can ask questions and understand more about someone’s heritage, meaning that any preconceived negative ideas are diminished, and a real understanding and connection is forged. In a time where people look to blame others in a difficult world, establishing such empathy early on is essential.

By inspiring global friendships in primary education, more and more young people will be inspired to travel globally and become involved with worldwide industries. Using the technological interfaces at our disposal means that we can achieve such collaboration from anywhere and across any distance. It is something that should become a matter of course in all schools in all subjects, not only in order to learn languages or understand cultures, but also to develop a truly collaborative approach to learning.

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Alliance for International Education
World Conference

Amsterdam, The Netherlands
6-8 October 2017

Internationalising Schools
Sharing Good Practice and Addressing Challenges

Register for the conference at:
http://www.intedalliance.org/
AIE conferences, held in alternate years, aim to bring together those involved in the promotion of intercultural understanding and international education, including researchers and practitioners at every level of education throughout the world. The 2017 conference programme will include keynote presentations by distinguished speakers, and a series of related strand sessions based on individual strand presentations and discussion around a range of strand topics. There will also be a host of other informal opportunities for the exchange of views and experience around the overall conference theme of *Internationalising Schools: sharing good practice and addressing challenges*. All participants will be members of one of the strand groups.

Each strand presentation will last for a maximum of 20 minutes, followed by 25 minutes of discussion. Presentations will relate to the overall conference theme (*Internationalising Schools: sharing good practice and addressing challenges*) and will be based on completed research or other projects, or on ideas for innovative schemes or topics for future exploration.

**Strand presentations will relate particularly to the following topics.**

- Researching the Internationalising of Schools
- The Role of Language
- Leadership and Management
- Schools in their Wider Communities
- Learning, Teaching and Pedagogy
- Internationalising the Curriculum

Register to participate in the conference via the AIE website: [www.intedalliance.org](http://www.intedalliance.org)

The conference venue will be the Park Plaza Amsterdam Airport hotel, Amsterdam
More power to questions!

How does an age of 24/7 news and ‘post-truth’ affect teaching, asks Smita Raghavan Shetty

‘Post-truth’ or ‘post factual truth’ is largely considered to be a contemporary issue. In the age of the internet, the 24/7 news cycle, and the dominance of social media, it is clearly more apparent and high profile now than it ever was before. The Brexit referendum, the US presidential election, and the environmental politics of climate change have all launched it into the media. Oxford Dictionaries declared that their international word of the year in 2016 was ‘post-truth’, citing a 2,000% increase in usage compared to 2015 (Flood, 2016). So, what are the features of post-truth? Its essential characteristics are the repetition of false claims, applying an emotional tone and using rhetoric to move an audience, and encouraging an aversion to facts, research and expertise. This cultivates a hatred of intellectual discourse. So how does this socio-political environment affect my teaching?

At the beginning of the school year, I conducted a survey to explore my students’ reading habits. This was an attempt to understand their choice of media in preparation for a lesson on language and mass communication. Even though I expected it, I still felt a sense of discomfort to find that none of the students accessed print media, and that all their news was gathered from social media. I realised that the stage was set for post-truth to become highly influential as news would not be accepted if it did not promise to entertain. The age of ‘infotainment’ functions by blurring the lines between hard facts and entertainment through embellishing ‘boring’ news with colourful rumours in an attempt to make it more agreeable for the consumption of a wider audience. While I considered the unrealistic and improbable option of placing controls on media, I realised that I could achieve more as a teacher only by trying to make my students self-reliant – to be critical thinkers.

Enabling students to think critically is enabling them to be more aware, to recognise implicit assumptions, to form
opinions by evaluating facts, and equipping them with skills of analysis so that they are able to sift independently through emotional rhetoric and verify data by using a variety of reliable sources. In short, enabling critical thinking cultivates higher-level thinking skills that will help students examine their own thoughts. Educationists such as Dewey and Bloom recognise critical thinking as a lifelong skill and necessary to build an enquiring character. My contention is that these skills can be achieved by incorporating inquiry-based learning techniques in class where questions form the structural framework of every class. It starts with simply asking questions … and encouraging students to ask more questions, while also continuing to ask questions to the answers they receive.

I share here three ideas that have inspired me and worked well with my students, to show how questioning can be introduced and integrated into regular classes. Using these as examples, my intent is to generate more activities and methods of raising awareness of the importance of critical thinking. I teach the IB Diploma’s English A and Theory of Knowledge in Shanghai, China to 16-19 year old students. My classes are 55 minutes long and have between 15 and 17 students.

**Activity 1: The Game!** is from Stoppard’s play *Rosencrantz and Guildenstern are Dead*. This is a popular method used by many of my colleagues.

A class starter activity: Students sit in groups of 3 or 4 and are instructed only to ask questions to each other. Three minutes are allowed for asking questions and another three minutes for discussing the kind of questions they asked. Finally, they share with the class a few questions they asked, and what they thought was valuable. This is a collaborative thinking activity that makes students exercise restraint as they are not allowed to answer but only to ask questions. It makes them more aware of the kind of questions they ask, and that others ask. The discussion helps to build communication skills and makes them listen, think, evaluate and classify questions in various categories, thus making them aware that there are many kinds of questions and that some are more valuable than others.

**Activity 2: The Statement**

I have used this activity variously, adapting it to my class. The idea is to make a generalised statement and ask students first to consider this individually and then to share ideas with a peer. The ‘think, pair, share’ technique works well here. Finally students have to examine the questions they need to ask in order to agree or disagree with the statement, and to give examples of their thoughts. Time taken for this activity depends on the number of students in class. A popular quote such as ‘No artist tolerates reality’ by Nietzsche, or just a made-up quote such as ‘All opinions are equally valuable’ can work well.

Independent thinking, collaborative reasoning, analysis, considering various disciplines, balancing ideas and researching to find apt examples, and communicating thoughts to others are the outcomes of such a class that gives students opportunity to think and talk. The teacher’s role is to steer away from the rhetoric or argumentative approach that students are inclined to take, and bring the focus on to thinking. Point a finger towards assumptions in the statement and that is all that is needed.

**Activity 3: Exploring their world**

Using a popular cultural icon in class can be very exciting. I used a YouTube clip of Ali G interviewing Noam Chomsky. The task was to ask questions about the video. Students were this time required to sit in a circle so that everyone had equal access. After about 25 minutes, the class considered a few prominent questions and voted for one question that they wanted to explore further in the second round. The class learnt self-restraint as they allowed everyone to speak and in turn listened intently to their ideas/questions. Some were built on a question posed by someone else so this brought in collaborative thought and exercising mutual respect. In the second round they were allowed to share experiences from media and relate them to their real world. Slowly the class began to understand the impact of media and the icons that youth want to identify with. Even when not everyone contributed, listening to others speak gave them a wider and better understanding of how media works.

All these activities assume that thinking is triggered by external stimuli and that questions are a means of encouraging critical thinking. Questioning aims at creating consciousness. In my experience, this method encourages intellectual humility and makes both students and teachers courageous. For teachers, it requires consciousness of a revision of roles – from being the master of content to becoming a stimulator of ideas, from being the ‘sage on the stage’ we need to step down and spend more time being the ‘guide by the side’ and sometimes even the ‘meddler in the middle’. Making peace with all these roles and trying to balance content and skill is itself a huge task, and requires a continuous evaluation and reworking of class strictures. It helps all of us to improvise a little in our teaching. For students, I have seen it harness a sense of purpose and self-regulation, while inculcating values of open mindedness and respect. A sense of identity emerges too, a better awareness of the world they live in and a growing sense of self-esteem. A paradigm shift is brought about in student perception as they come to class not to receive answers but to ask their own questions.

The report of the World Economic Forum on the future of jobs has ranked critical thinking as the second most important skill likely to be in demand by the year 2020. Alternative facts and fake news are quickly becoming a part of our reality. To become a living ‘lie-detector’ is a worthy aspiration. Questions are the answer to this ‘post-truth’ era. More power to questions!

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International schools’ leadership – Trump this!

Alexander Gardner-McTaggart looks at what we can learn from the success of the US president

Leadership is a fascinating thing. In education, building a reliable system characterised by consistency and coherence can be difficult, and transition and change unhelpful, especially when rigid market pressures meet the soft norms of human development. Checks and balances are essential, because when leaders step outside of the structure and the rules they can, and do, become the rules. Leaders are so particularly susceptible to self-aggrandisement. Donald Trump came as a bit of a surprise to a lot of people. Not to me. As a phenomenologist, I had just concluded a five-year study on leadership – in international schools.

Donald Trump is remarkable: a ‘winner’, as he would describe himself. He is all the more remarkable for the fact that he managed to become US president, paradoxically it seems, because of his lack of experience and credentials, not despite it. He created a powerful image of himself from an often-fictitious narrative of his success as a leader. In this way, he most perfectly embodies the market force of neoliberalism as it interacts with the State. As David Wilkinson commented in a recent issue of *International School* neo-liberalism abounds in the international school sector. This is the rule of performance: ‘quantifying the unquantifiable’ or, as Stephen Ball titled it, ‘The teacher’s soul and the terrors of performativity’. Neo-liberalism sees problems, and requires ‘the fixer’; every setback has a clear solution. In neo-liberalism the world is simple yet, unfortunately, quite unlike any aspect of school or childhood that I have ever seen.

The field of international schools is diffuse, distended, and far from cohesive. These schools jostle to ‘up’ their value and present a distinct picture of the education they provide. We all know there is an implicit ‘ranking’ among international schools – some are simply wonderful institutions of learning, while others try to be and some, of course, just don’t make the cut. Anyone who has visited an international schools job fair knows the familiar scene: the ‘good’ schools with the long queues of smartly dressed teachers, and the lesser known schools, where the principals sit alone. They peer hopefully at these exotic professionals as they stride past – avoiding eye contact – without stopping. It is easy to understand why this happens. International school teachers know what they want from a school: reputation, location and package. The order of these three components may vary, depending on what is on offer and what the teacher brings into the bargain. Essentially, an international school teacher is far more of a
It is not experience or credentials that matter most, but understanding the demand, and crafting a winning leadership persona.

market-oriented soliciting professional than her/his national namesake: for better, and for worse. Naturally, the market for leadership is similar, if a little more ‘grey’. I recently conducted research on six international school directors in Europe. Not much research has been undertaken on leadership in this context, and what little there is tends to show a snap-shot of the situation. My research involved repeated contact with directors, over two years, and delved deep into the personal and professional world of these individuals. The schools involved remain anonymous, but are amongst those with very long queues at the job fair. Their directors were truly remarkable, intelligent and engaging. Yet my research found that senior leadership in this context faces great challenges, and the leaders themselves are a large part of those challenges. The autonomous international school ‘system’, if it can be called that, is essentially a product of the globalising market, which (quite naturally) these gifted individuals react to in order to succeed.

I have listened to many teachers talk about leadership, and I have watched. It is difficult to shake the impression that leadership in international schools can be ‘The Wild West’ and the last preserve of the ‘maverick’. International schools seem to be undergoing constant change as people come and go. This transitional culture is a real problem, as is the lack of credentials and/or experience that many ‘leaders’ bring to bear, especially in the mid to lower ranks of international schools: the ones with no queues at the job fairs. Compounding this are the school boards who are behind the hiring of most senior leaders: let’s face it, they are not always known for their knowledge of international education. International schools’ teachers have a large stock of experiences to share: the ‘leadership friendship groups’, or leaders who ‘rule by fear’, exploiting people’s weaknesses and, of course, the ones who lead as though at an assembly line, following a rigid business agenda of performance and goals. Middling or start-up schools may face greater challenges, with some appearing to use the ‘I know a bloke who could do that’ strategy for recruiting. This saves on fees with specialised recruitment bodies, with predictable consequences. A sheen of borrowed kudos may come from hiring as principal a department head from a ‘good school’, or hiring a principal where a background check may have shown degrees conferred by ‘diploma mills’ and non-recognised universities. This all sounds rather implausible to the uninitiated, but to a legionnaire of the international education ‘system’, it may seem quite tame. Dan Keller, himself an international principal, in drawing upon the online International Schools Review (where teachers can post their views on specific international schools) highlights that the picture is far from rosy (Keller, 2015). Yet how can this happen in a field which aims to make itself

distinct, excellent, and international? The sociologist Pierre Bourdieu provides an explanation from another context. His research found that professionals are usually held to account by their experience and qualifications. However, this only works in structured, established and regulated organisations. In new or disconnected organisations, with little coherence, something quite different happens: the narrative. Put simply, this is the story which moves emphasis from experience and qualifications towards personality and background, making the ‘candidate’ the right solution to an international schools’ problem. What successful professionals do, in any context where continuity and coherence is not a given, is to manufacture professional capital from their biography and narrative. Bourdieu points out that in the free market everything becomes a commodity, right down to the values that make us who we are. In a professional field that lacks oversight and cohesion, with schools separated by continents and oceans, the narrative can be very helpful in securing a position of leadership – bolstering, supporting, or even replacing credentials.

After years immersed in the international school ‘system’, I am left with the impression that international schools owe a lot to their teachers: they provide consistency and nurture. They also owe a lot to the countries that paid to train them. International schools in the middle and lower rankings can and do offer a distinct and valuable form of education, yet this may be despite, not because of, their leadership. Very often schools don’t need ‘fixing’: they need consistency and nurture. However, as with President Trump, for leadership it is not experience or credentials that matter most, but understanding the demand, and crafting a winning leadership persona. Divested of ‘The State’, and subject to the market, this phenomenon is truly remarkable, and moves educational leadership into a new dimension: a dimension of which the rapidly globalising state sector should take careful note.

References

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Scientific understanding proceeds by a continuous process of the falsification of current ideas in response to experiment and the gaining of new evidence. The field of human anthropology has demonstrated this re-evaluation process spectacularly over the past 60 years or so. Some 50 years ago, no one believed that modern humans could have originated in Africa. In this period, two models of the development and emergence of *Homo sapiens* have been put forward by different scholars:

‘**Recent African Origin**’ model (or the ‘Out of Africa’ model): currently the more accepted model, with backing from genetic studies, which proposes a single area of origin for modern humans. According to this model, modern humans evolved in East Africa (the Rift Valley region) and then began to disperse throughout the world roughly 50,000 to 100,000 years ago. This **single-origin hypothesis** is cited as having the scientific consensus as of the mid-2000s.

‘**Assimilation model**’: a model involving the multi-regional emergence of modern humans, a more gradual spread of modern features, and a greater level of interbreeding between different hominid lines. This model suggested a wave of *Homo sapiens* migrating earlier from Africa and interbreeding with local *Homo erectus* and *Homo neanderthalensis* populations in multiple regions of the globe.

The accumulated evidence that has tended to support the ‘Recent African Origin’ model is wide-ranging, covering skeletal analysis of geological ‘finds’ and modern genetic analysis. This evidence is summarised in accessible detail in *Evolution: the Human Story* by Professor Alice Roberts (2011), while a series of TED presentations on this topic area can be found at https://www.ted.com/playlists/84/ancient_clues

An interesting aspect of research into the history of human migrations is the Genographic Project initiated by *National Geographic*, whereby individuals can participate in such studies by contributing their DNA sample: https://genographic.nationalgeographic.com/

However, the idea that modern people evolved in a single ‘cradle of humanity’ in East Africa some 200,000 years ago has been queried significantly by a recent report published in the journal *Nature* by Professor Jean-Jacques Hublin, of the Max Planck Institute (MPI) for Evolutionary Anthropology in Leipzig, Germany. Fossils of five early humans have been found in North Africa that show *Homo sapiens* emerged at least 100,000 years earlier than previously recognised. This report suggests that our species evolved across the whole African continent.

It is claimed that the discovery and analysis of these fossils excavated at a site in Jebel Irhoud, Morocco – consisting of...
It is claimed that the discovery and analysis of these fossils excavated at a site in Jebel Irhoud, Morocco – consisting of skulls, teeth and long bones – would ‘rewrite the textbooks’ about our emergence as a species.

The newly-found material has been dated by hi-tech methods to be between 300,000 and 350,000 years old, and the skull form is almost identical to modern humans – the few significant differences in the skull structure being a slightly more prominent brow line and a smaller brain cavity. Evidence from the excavation further reveals that these ancient people employed stone tools and had learned how to make and control fire. So, not only did they look like Homo sapiens, they acted like them as well.

This research represents a potentially startling shift from what those who study human origins believed not so long ago, and could well lead to a convergence of the ideas involved in the recent models of human evolution and dispersal across the different continents. These are intriguing times therefore in the field of human anthropology, and illustrative of how scientific models develop and are refined by new evidence.

Reference

Dr Richard Harwood is an education consultant (scientific and international education).
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Skeletal analysis provides important evidence on the development of hominid species. Here the skulls of Homo sapiens (left) and Homo neanderthalensis (right) are compared.
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In the last issue of this magazine I wrote with pride about the planned introduction of an Equality Week at our school. We organised a weeklong festival that aimed to highlight inequalities within our culture and address them through information, activity and personal response. If it’s possible, I am even more proud of our students now. Our school buzzed with activity and engagement, and a new belief in the power of student leadership was awakened. It felt extraordinary. The festival captured the interest of our young people, gave a voice to the voiceless, and shed light on the darker side of society. That said, while it would be easy to speak only of the overarching successes, it is important to reflect on the challenges we faced, both in the planning and the execution.

As the event was just beginning I received an email from a colleague asking if we were going to deal with any substantive issues during the week, rather than simply ‘first world liberalism’. Challenges are helpful; Dweck in her book ‘Mindset’ warns against groupthink, an environment where total agreement leads to poorer decision making, and it’s important to value colleagues who are prepared to ask questions and offer constructive criticism. But this comment did not, perhaps, take account of the driving force behind Equality Week. It was not about trying to solve every inequality; instead it was a student-led response to the inequality they saw in their communities. While some saw our areas of race and ethnicity, gender, identity, sustainability and justice as being too focused on a first world experience, a greater number felt pleased that this week was accessible to our entire student body and opened dialogue about issues they confront daily.

We all know how valuable student voice can be; empowering students gives them far greater ownership and, by extension, responsibility for their learning. However, one of the big challenges for schools is to determine what is appropriate. Part of the impetus for Equality Week was the belief of some sixth formers that they live in a sexualised culture that reinforces patriarchal expectations and where no topic is barred from jokes and ridicule. The fact that they were not always able to talk openly about their own experiences felt like an indictment of the very context that they were hoping to change. My belief is that school should prepare students for the world ahead. I worry about the message we send when we don’t validate the voices and opinions of our young people. So when a student comes to us and says ‘This is happening to us and we want to talk about it’, I want us to face it head on and say ‘Let’s find the right way’.
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I know that we have been extraordinarily lucky in having the support of our Headteacher. He believes unequivocally in working for the best outcome for every student and that taking risks is part of that. Impressed by the thoughtful way the students had approached the week, and their bold ambition to work for change, he immediately saw its value. He publicly supported the event, encouraged others to get involved, and attended every activity put on by the students. That Equality Week coincided with tours for prospective parents was not a cause of anxiety for him; instead he was proud of our Year 7 student guides who pointed to everything that was going on and said “We’re doing equality this week!”.

So did we achieve what we set out to? In the words of the students behind the event: “Our intention was not to say ‘You’re wrong’, or ‘This is what is right’. Our intention was to say ‘Here are the numbers, this is how they affect us, here’s what we think – what about you?’. We did this because if we never talk about things they will never change”. Indeed, this is what we saw – animated discussion, reflective listening and real engagement. One tutor emailed me to say that one day wasn’t enough for each topic, and others said that the week had led to the best group discussions they had had all year. While it would be wrong to condone graffiti, the evidence of the week’s impact was seen first in the girls’ toilet which proudly proclaimed “Down with the patriarchy!” If nothing else, it was an impressive use of new terminology! The second piece of evidence appeared on a school bin stamped with the company’s name, tweaked slightly so it now read “(E)Quality Services”.

Equality Week provided an opportunity to begin conversations, but also something concrete that we can refer back to when challenging student behaviour. A single event can be great, but greater still is an event becoming a hallmark of a school’s values – and our Year 7s realising that we’re ‘doing equality’ for more than one week. On the last day of Equality Week one of the team turned to me, beaming, and said, “Miss, next year…..”. Next year’s event will, once again, be a student-led affair. Colleagues here and abroad are also looking ahead. For the second Equality Week our junior schools will look to undertake a transition project to coincide with the themes of the week, and we have connected with two other schools who wish to work collaboratively in order to explore issues of inequality.

We live in an age of fast-moving societal change, and our young people help us to navigate this new world. While we must be mindful of our international population and the desire to respect all members of the community, we also have a duty to respond to the needs of the students in our care. I have no doubt that next year will present new challenges, and my only hope is that we can once again foster a welcoming atmosphere of total acceptance. The student who began the whole event emailed me with these words: “This showed me how a few people who are passionate about something can do something big”. This, for me, sums up the real power of student leadership, student voice and student engagement.

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#Equality #BSNEqualityWeek
PRINCIPAL POSITIONS

We currently have positions for Principals to lead the Early Childhood Division and the Middle/High School Division commencing in August 2018.

ACS International Schools is a truly international community of educators and students that is known for providing high quality international education. Our vision and purpose “through learning, inspire all to make a difference” guides our decision-making and strategic development. Opened in 2011, ACS Doha is the leading co-educational and non-sectarian school in the region, providing an exceptional all-round education for approximately 940 students, aged 3-18 years. Because of our success ACS Doha will move to a new, larger, purpose built site in 2020 with the capacity of accommodating 2,400 students.

Suitable candidates for either position should meet the following criteria: Experienced Principal or senior academic leader with at least 3 years at that level in a quality IB World School with IB training preferred.

Essential experience for the Early Childhood position: • Sound knowledge of, and experience in the PYP, as well as a thorough understanding of modern educational practices • A proven track record of curriculum leadership: planning, facilitating, assessing and monitoring an Early Years framework • Has an advanced degree preferably in Early Childhood Education and leadership.

Essential experience for the Middle/High School position: • A proven track record of curriculum leadership: planning, facilitating, assessing and monitoring the Middle Years Program framework and Diploma Program requirements • Has an advanced degree preferably in Education and leadership • Sound knowledge of, and experience in the MYP, IBDP as well as a thorough understanding of modern educational practices.

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Ramadan, an eight-year-old Indonesian boy, was enrolled at Sekolah Bisa! in its inaugural year, 2011. He was auspiciously named after the holy month of the Muslim year when the fast is observed, sunrise to sunset. But his life in reality was wholly inauspicious. He was born into a shanty; an agglomeration of makeshift shacks constructed on marginal land by internal migrants from the hinterlands of central Java who, in their thousands, migrate to the capital city of Jakarta in search of work, invariably ending up in so-called pemulung or scavenging communities. As a result Madun, as he is called by friends, was reductively recast by his uprooted and disruptively imposed social condition not so much as a child but as a function of the localised micro-economy of a shanty and obliged to beg from the age of 5.

At age 8, however, there was an unlikely, serendipitous change in his life and the lives of other children who lived, shoeless and indigent, in his community. The British School Jakarta (BSJ), deriving its determination to engage with its nation-host from the platform of the Creativity, Activity, Service (CAS) component of the International Baccalaureate Diploma Programme (then managed at BSJ by Mrs Ann Lautrette and Mr Dorian Brown), and drawing inspiration variously from the UN Convention on The Rights of The Child (Article 28) and Sustainable Development Goals, began to address Madun’s plight in the most powerful way possible: by conceptualising a school expressly for him. Such an ambitious project required, first, the establishing of a relationship of trust between the ‘mother school’, BSJ, and the shanty community – a trust nurtured by setting up a football team, comprising Madun and his friends, and registering it for the Jakarta Schools Football League (JSFL), Southeast Asia’s largest inter-schools sports tournament and the brainchild of BSJ Chair of Trustees, Mr Brian Dallamore.

The experience was utterly transformative. It substantially and unremittingly subverted the structures and dispositions in society which wittingly or unwittingly collude with a situation in which children forfeit their education. Instead, children rendered invisible by marginalisation, inhabiting homes not much more than chicken coops and with no determinable identity, were recast with respect for the personhood which their social conditions had conspired to obscure. Indeed, the children’s emergent identities – aspirational, ambitious, cohesive – fostered in the 3 months of the JSFL, caused all involved in their re-emergence to consider a new paradigm: that of the shanty-scholar. The sight of children, once anonymous but, because of the football, no longer estranged and running their hearts out week after week on the football pitch, was the impetus for the school. It’s easy to conflate, reflexively, a child’s impoverished social condition with a supposed poverty of aspiration. But the congruence of children who lived marginally with IB CAS students at BSJ (those whose lives are steeped in aspiration) revealed a fundamental truth: that a child is shaped by opportunity, not simply by ability. And it was exactly that congruence, the placing side by side of those society had determined would never meet, that ignited a sense of civic duty in the students. So much so, in fact, that they determined to be the means to send each
People and places

child in the football team to school. And, more radically, that they would be the school builders.

And so, Sekolah Bisa! – literally, “I can!” school – was founded: an extraordinary idea, an extraordinary act of risk-taking, and an extraordinary challenge to how the CAS program is to be conceived. It was supported from the outset by The Body Shop (Indonesia) which played the role of co-founding corporate partner and which, vitally, bequeathed use of the land on which the school sat from the outset. And from that moment, in May 2011, the school has without interruption been the means to underwrite wholly new and affirming life chances for Indonesian children whose lives were beset by acute disadvantage.

The school is remarkable in several ways – not least because it gives practical expression to the capacity of young people, where the will is aligned correctly, to contest apparently intractable social issues, particularly the injustice of a lack of opportunity to go to school. Adjunct to Sekolah Bisa!’s central remit of preparing children for the Indonesian government’s informal schooling examinations, the ‘Paket A’, the school also addresses the children’s needs organically, from top to toe. This means underwriting medical and dental care; ensuring each child’s citizenship by encouraging parents to obtain their child’s birth certificates, and funding the return to villages of birth to formalise the process; providing good nutrition, supplemented by fruit and milk; giving access to IT; forging extensive social networks to foster a keen sense of re-inclusion in society, and engaging in revitalising competitive sport, such as football and Taekwondo, to sharpen the children’s emergent identities.

Although nominally informal, the exacting, give-no-ground nature of the school has been a vital aspect of its success. three paid staff recruited locally, who provide the specialist teaching required for the national examinations.

Madun sat his Primary Leavers’ Examination after four years at Sekolah Bisa! Astonishingly, he scored in the highest quartile, nationally. It was a remarkable feat for a child nurturing trauma who had had no formal schooling whatsoever before enrolling, and testified to the efficacy of regarding children, despite their social deprivation, as capable of exceptional achievement. There have also been other, similarly extraordinary, successes. Mudi also enrolled at the school’s founding and, routinely placed top of his cohort in successive years at his secondary school, is now studying Accountancy at vocational college and is likely to be the first SB graduate to enter university. His brother, Ipul, became class president of his secondary school, and is soon to seek employment as a chef having received formal training and completing an apprenticeship. Asep, who enrolled a year after Madun, went on to win awards for his art and is first choice goalkeeper in his school’s football team. Heni, our first female graduate, won national awards for her craftwork, a girl who – were it not for the intervention of Sekolah Bisa! – would have been obliged to marry the owner of the land

Although nominally informal, the exacting, give-no-ground nature of the school has been a vital aspect of its success.
on which her family squatted. SB enabled her not only to recover the life that would have been forfeited but also to recast herself according to her abilities and aspirations. And finally, and possibly most remarkably of all, there’s Karna. He was born on a shanty, as a deaf mute. But he was included in the initial enrollment because Sekolah Bisal, as part of its defining ethos, had a wholly inclusive ethos, without bar to the disabled. Karna thrived and was eventually supported in transferring to a school for the deaf, though he still spends part of each week in SB’s skills’ loft, built originally for him, where he was trained to develop a textiles micro-business. Like the others he has been able, through SB, to irrevocably cut ties to poverty, and emerge as a citizen-scholar, the shanty behind him.

Sekolah Bisal could not exist without the open-mindedness and conviction of key stakeholders: the Principal of BSJ, Mr Simon Dennis and the then Head, Mrs Rachel Edwards; the Chair, Mrs Suzy Santoso, and CEO, Bpk Aryo Widiwardhono, of The Body Shop; and the remarkably dedicated band of volunteer staff who provide the enrichment to the math, science and humanities curricula and who, as importantly, communicate every day their delight in being with the children and their determination to enable those once shunted aside to live according to the fullest panoply of their abilities.

But it is also sustained through a truly remarkable asset, that is a fund emanating from a Berlin Marathon fundraiser in 2016, organised by Bpk Aryo who, with family, friends and colleagues, conceptualised ‘The 7 Runners’ and managed the participation in Berlin. The funds raised from the marathon represent an extraordinary act of faith in the school’s efficacy, and are sufficient to ensure its financial viability for the next 7 years: a year for each runner in the marathon. Such financial underpinning has not only meant that we can keep faith with the founding commitment to support each child until he or she acquires formal work; it also allows us to continually enhance the school’s academic provision: witness a new partnership with Edith Cowan University, Perth, Australia which has, this past year, incorporated Sekolah Bisal into its undergraduate Primary Teaching degree course and will send students, yearly, to teach at the school and engage in social programs that support each child’s family’s economy.

Nietzsche said ‘Einmal ist keinmal’: once is not enough. That maxim informed the conceptualization of Sekolah Bisal! Actions intended to improve others’ opportunities and make society just are often sporadic and under-resourced. Sekolah Bisal, in contradistinction, engages in children’s lives daily, including at weekends, to ensure the social conditions which appeared to have determined their outcast situation are irrefutably countered. That Mudi, a year into secondary schooling, spoke formally to the Mayor of Tangerang about the importance of an education for all is a good indicator of the way in which he and others have been utterly transformed, from shanty dweller to citizen scholar. And, if such transformations are indeed possible, it makes even more urgent the need to underwrite every child’s right to live according to their abilities, rather than subsist, cauterized by lack of opportunity.

Adrian Thirkell is a former CAS Coordinator at the British School Jakarta, and Founder, Sekolah Bisal!
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by Simon Gillett
Woodbridge: John Catt Educational (2015)
Reviewed by Tristan Bunnell

This is a book with an ambitious remit. The author is a former student of an international school in The Netherlands who has taught in schools in nine different countries. This personal experience comes through strongly in the book and provides the back-drop to much thoughtful insight. The main thesis of the book is that international schools are huge providers of human capital and need viewing through a critical ethical lens. The book ambitiously purports to be an exhaustive study on the costs of international schools and asks the interesting question ‘are they economically regressive or progressive?’ (p16). It is asserted that international schools emerged in colonial times, and are expensive, private sector, English-medium schools that are rapidly growing but require more critical attention. In particular, ‘the ideologies of leadership by which they are sustained are brought into question’ (p5). Interestingly, perhaps even surprisingly, the book brings with it a strong religious undercurrent e.g. ‘international schools have been closely linked to Christian spiritual leadership’. There is obviously much here that could be discussed, and the critical analysis aim of the book seems novel and topical.

In short, the book promises to deliver a lot. Indeed, the blurb on the back page describes it as ‘an important study’. However, the book reads more as an opinion-piece, interesting as that is, rather than as an important academic study. There is, for instance, surprisingly little academic discussion about the term ‘human capital’ even though it sits in the sub-title of the book. This discussion in itself would have been useful, since ‘international schools’ are increasingly being sociologically viewed as arenas of capital-formation. This, in turn, goes much further than mere economic advantage, towards providing symbolic, social and decisional capital as the field becomes more networked, branded and market-led.

Although relatively short, the book has 111 pages of text, in 11 chapters. These cover a very broad area of discussion, such as quality assurance, international curriculum, accreditation, and higher education. There is an extensive ‘Thesis Bibliography’, mainly made up of literature with a Christian-ethos dimension, or educational leadership sources. However, there is very little material beyond 2012, and very little from mainstream international education sources which will clearly limit its appeal to readers of International School.

This lack of material from the mainstream international school literature is evident throughout the book, with scant references to academic works. There is an especially weak sub-chapter (pp 45–50), which discusses the ‘Literature on International Schools’ yet contains few references beyond the 1990s.

The book offers numerous statements that are either contestable or require validation. For example, it is asserted that ‘Families generally pay school fees for their children to attend international schools on the understanding that they will benefit financially in the long term’ (p8). This is a statement that may be true to some extent but needs research reference support. Further, it is claimed that ‘a sizeable proportion of international schools are Christian’ (p11). Again, where has this bold claim come from? Third, it is asserted that ‘The population of international schools is, by its very nature, constituted by international students’ (p13). Here
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The North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accrediting divisions of AdvancED.
we have an example of a statement that might have been true a decade or so ago, but how true is it today? Oft-quoted figures in recent literature usually claim that around 80% of international school students are now ‘locals’.

A major problem with the book, as is the case with much literature on ‘international schools’, is that it makes little or no attempt to classify or define what an ‘international school’ is. This is either because the author assumes we know what such a school is, or the author does not wish to open the issue up to debate for fear of diverting attention from the main arguments of the book. Moreover, the book takes the stance that ‘international schools operate all over the world in the English language’ (p51). However, taking as a premise that it is the language of instruction that determines the validity of a school being an ‘international school’ seriously limits the academic range of the book. Further, it is probably the newer, branded, commercially-driven (‘for-profit’) variants of ‘international schools’ that the book has in its target-view. So, why was this type of school not addressed in more detail?

To conclude, the book provides evidence of a situation where literature is appearing that tries to address current trends and developments in international schooling, yet within a framework that was more suitable for previous discussion. This seems symptomatic of a bigger problem; the field needs new models and frameworks that will facilitate discussion that helps to scrutinise critically the outcomes of an ‘international education’.

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**Whose History?**

**Essays in Perception**

by Caroline Ellwood (ed)

Woodbridge: John Catt Educational (2016)

Reviewed by Mark Sunman

This book should be of interest not only to history teachers but also to a wider audience. As Siva Kumari, Director General of the International Baccalaureate, writes: “this book raises and addresses important questions about how history is perceived not only through aspects of historiography but by teachers deciding how and what to teach to this modern world”.

The book is divided into thirteen chapters, each of which considers a different theme. Chapter 10 by Conway and Higginson explains how examinations have changed since the first University of Cambridge examinations in 1858. The first examination stressed factual recall with questions that required candidates to list and give details of monarchs from Richard I to Richard II. Not only do examinations now place greater emphasis on analysis, historical skills and the ability to explain, but history practitioners are faced with a myriad of thorny dilemmas and controversies. Many of these are considered in this work.

The first half of the book focuses on interpretation. How is historical understanding affected by language? How is history influenced by nationalist perspectives? The latter issue is highlighted in Chapter 4 (by Professor Oluyoka Ogen) through an interesting case study of how colonial prejudices led British bureaucrats to manipulate archival records to fit the “wisdom” of their artificially constructed colonial divisions in Ikaleland, south-eastern Yorubaland, Nigeria.

Ellwood’s chapter (5) on the First World War takes the issue of interpretation of events a step further. It is an excellent summary of the historiographical controversy which still rages around the start of the conflict. In doing so Ellwood gets to the heart of history as the study of competing paradigms about past events. Theories have to be examined for bias. As Ellwood herself explains: “All the recent histories presenting..."
an analysis of why WW1 took place reveal a complexity of motivation, intention, bellicosity, greed and accident. However, writers nearer the event produced histories to rationalize the role of their own nation*. Unlike in the case of Nigeria in the previous chapter, different ideas about the causes of the conflict owe less to a cynical disregard for truth; it is more a matter of how attitudes are influenced by one’s national outlook and beliefs. In Chapter six, moreover, one sees a further level of complexity. Moorhouse reflects on changing German perspectives to World War Two, and how they have been affected by the passage of time.

The second half of the book focuses on what history should be taught. Haywood, in Chapter eight, explains how the history teacher has to choose which period to study and has to make difficult value judgements. Haywood’s plea for a larger role for empathy in the history classroom is most welcome, despite possible excesses that may have occurred in some schools. Whilst we cannot judge past societies by our own standards, Haywood argues, we cannot be neutral either. The chapter thus highlights history’s critical role in the development of a child’s ability to evaluate what is right and wrong.

In Chapter 9 Ellwood asks what history should be taught, and whose (“Whose history? Whose nation?”). In the days of the British Empire that seemed simple. The curriculum was a simple sweep through British history. Where other countries were mentioned, it was through the prism of British values. As recently as 1984 the UK Secretary of State for Education, Keith Joseph, declared that:

“For the child brought up in this country British history has something to convey that cannot, however expert the teaching, be conveyed through Roman history, American history or Caribbean history”.

Then in 2013, Michael Gove (UK Secretary of State for Education 2010-2014) proposed a curriculum that taught students “an idea of what it is to be British”. Ellwood explains how this view has been challenged in Britain by a new consensus which places history in a global context. Syllabi also include European and world topics. Ellwood considers how the International Baccalaureate (IB) has gone a step further by encouraging students to think “globally across cultures”. Ellwood convincingly places history as a key subject in the development of international mindedness. Studying history makes students not only knowledgeable; she says, but also inquirers, thinkers, communicators, principled and open-minded (all attributes of the IB learner profile).

Paul Regan’s chapter (eleven) reflects upon interpretations in post-conflict history teaching. Regan recounts his own pioneering work as head of the United World College in Mostar with students from the three main ethnic groups of the past Yugoslavian civil war (Serbs, Bosniaks, Croats). In this interesting experiment students not only learned together in class but, as he notes Hayden and Thompson (2012) observed, shared extra-curricular activities and student residences. Echoing Ellwood’s interest in ethics, Regan identifies a fundamental dilemma whereby the history teacher is “trapped between the Scylla of absolutism … and the Charybdis of relativism”. The struggle may not be easy, but it is something history teachers cannot ignore if they wish to inculcate a sense of what is right and wrong.

One possible weakness of the book is that a number of history teachers might already be very familiar with the issues in some chapters such as the historiography of the First World War. It is, moreover, a pity that considerations of language in history such as those in Pritchard’s chapter rely heavily on Orwell’s dystopian novel ‘1984’ rather than on real historical examples such as those afforded by Klemperer’s excellent contemporary study of the language of the Third Reich in Lingua Tertii Imperii. Perhaps such chapters might be of more interest to the general public and students.

The real strength of this new publication is its breadth and readability. It provides busy teachers with one relatively easy read of approximately two hundred pages where they can reflect upon the issues and dilemmas underlying history teaching. Each chapter has a useful list of readily accessible references so that ideas can be pursued further. This reviewer, for example, took advantage of Haywood’s references to learn more about a six level progression model relating to empathy. There really does appear to be something for everybody. Aristidou’s chapter on drama and theatre strategies serves as a useful guide for adventurous teachers, whilst Räsänen’s examination of the Finnish approach to the challenge of cultural diversity points the way to a more inclusive future. In Chapter seven Caston shows how Japanese and European painters have borrowed techniques from each other, generating new styles in the process. One would hope that many teachers who read this book will also borrow ideas and strategies, and adapt them to their own realities, thereby creating their own improved and enriched practice.

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