



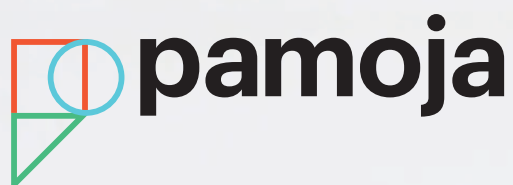
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The magazine for
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Teachers choose to work in the international sector for a wide range of reasons, but this study found that the main motivations were travel and cultural exploration (71%), and enjoyment and challenge (63%).
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Time for new terminology?

Editors Mary Hayden and Jeff Thompson ask if we need to explain 'international schools' further

In a recent issue of *International School*, we raised a question relating to the naming of a group of students found in many international schools (Third Culture Kids, or TCKs), who experience a mobile/transient lifestyle due to geographical relocation with consequent implications for peer group interactions and friendships. Our question invited comments from readers concerning the appropriateness of the term TCK – coined in very different cultural and global contexts – for the current situation. We were delighted to receive considerable correspondence on the topic and were pleased to publish a number of these contributions. We thank those who contributed your thoughts and ideas.

From that correspondence and ongoing discussion, it is clear that similar questions can be raised regarding the naming of a number of terms that are commonly employed in the field of international education. Chief among them appears to be the term 'international school' itself – of particular interest to us as Editors of a magazine bearing the same title! The burgeoning expansion of the international school sector, arising both from the large number of schools being created bearing the self-styled title 'international school', together with the range of aims and structures that they possess arising from their diverse origins and purposes, has created a maelstrom of institutional heterogeneity which presents a challenge in interpretation for those (parents, students, teachers, investors, *inter alia*) who wish to make choices relating to selection.

So ... does there exist a case for generating a better typology of the broad category of 'international schools' with a consequent review of the distinctive naming of the differing forms of institution? Ever since the dawn of the modern era of international schools, there have been those who have risen to the task, including ourselves – with our 2013 proposal of an A, B, C categorisation, which already we feel is in need of an update. Much of the work so far pre-

dates the vast expansion of international schools and school systems over the last decade, with little sign of abating, which calls into question how useful in the current situation previous attempts at categorisation can be. If generating an improved typology were to be useful, its purposes would need to be made explicit and the factors which constitute the similarities and differences would need to be identified (and agreed, for general understanding).

Or ... doesn't it matter anyway what those who create such institutions name them? After all, parents, students, potential teachers and others are too discerning in their appraisal of a new school to be simply attracted by the name alone, and have much more interest in what takes place educationally, within and outwith the institution, in promoting an international education – don't they?

Do let us know your views!

Reference

Hayden M C and J J Thompson (2013) *International Schools: antecedents, current issues and metaphors for the future*, in R Pearce (ed) *International Education and Schools: moving beyond the first 40 years*, London: Bloomsbury Academic

We'd like to hear your thoughts on this and any other articles in this magazine

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Incorporating international mindedness into everyday learning

Elisabeth Barratt Hacking, Kate Bullock and Sue Martin explore how IB World Schools are embracing IM

In the 21st century, a curriculum limited to academic and other personal proficiencies is no longer deemed sufficient. International mindedness (IM) aims to broaden traditional school achievements by developing an enduring philosophy for living that will enable understanding of global issues and lead to a more peaceful, equitable and optimistic world. This has become a central concern and challenge for many international schools, especially those that are authorised to deliver one or more of the four programmes of the International Baccalaureate (IB). Many 'IB World Schools' have now embraced this complex initiative and are incorporating IM matters into their everyday practice and curriculum.

But what does a school community mean by IM and what exactly are schools doing to introduce and engage with the philosophy? An in-depth study was carried out by a research team from the University of Bath (the three authors of this article, plus Chloe Blackmore, Tristan Bunnell and Michael Donnelly) to examine systematically how IB World Schools conceptualise and develop IM, and to explore related challenges and problems (Barratt Hacking *et al*, 2017, 2018). The study was intended to capture and share promising practice from all stages of learning, where *promising* practice was used rather than *good* practice given the complexities and challenges facing schools when developing IM. Good practice in one context might not work in another; schools in challenging contexts (for example, where political or religious norms may limit IM practice)

may need to develop contextually sensitive practices. 'Thus the research aimed to find examples of practice in diverse and challenging contexts that showed promise, and where schools were actively working on IM, in order to identify practical examples of support and assessment of IM' (Barratt Hacking *et al*, 2018). Nine case study schools, identified as being strongly engaged with IM, were selected for an in-depth scrutiny of their practice and thinking related to IM. A variety of perspectives and ideas were obtained from school leaders, teachers, students and parents at each school. In addition, actual practices, behaviours and actions were systematically observed in the school. Throughout the project, the research was guided and informed by an Expert Panel bringing together a mix of knowledge and experience with regard to IM, including a balance of practice, policy and academic/research perspectives, and alumni of the IB Diploma Programme. This first article from the project shares key aspects of the schools' philosophies and initial strategies. A second article, which will follow in a later issue of this publication, explores some of the innovative strategies and activities relating to IM that we observed.

Defining IM

We began with focus groups where key practitioners were asked to talk about the ideal internationally-minded student in terms of their head (knowledge), heart (values), and hands (skills).

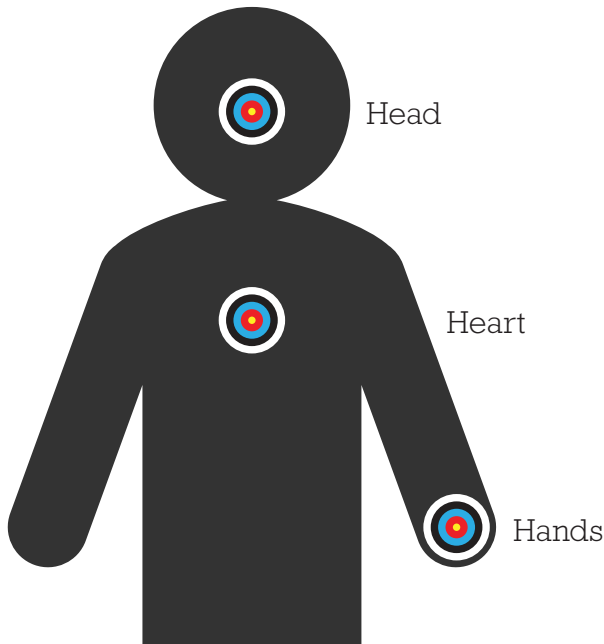
It was made clear that IM should not be viewed as something that happens as a matter of course in an IB World School. In all the case study schools, the principal and senior leadership team had embedded IM into their strategic thinking and were prioritising and visioning the development of the philosophy.

Features

Figure 1: Head, Heart, Hands Activity

What does it mean to be internationally minded?

Think about the ideal student when they leave your school ... what do students leave with? ... in what ways are students internationally minded?



[with acknowledgement to iserveafrica.org]

Head – what do students know and understand, including self-knowledge?

Heart – what do students believe in and value ... feelings, values/ attitudes?

Hands – what can students do: skills, actions, experience/ expertise?

A wide variety of answers was given to these questions, as summarised in Table 1. These qualities could be referred to as intercultural competencies (Jokikokko, 2005) and are similar to the desirable attributes for global citizens set out by Oxfam (2015).

Table 1: Analysis of Head, Heart, Hands responses

Head (Knowledge & understanding of)	Heart (Values)	Hands (Skills)
<ul style="list-style-type: none"> - different views & practices - other cultures, religions, current affairs, different political systems - other worldviews - global issues e.g. climate change, migration 	<ul style="list-style-type: none"> - tolerance - respect - open-mindedness - acceptance - empathy - caring - curiosity 	<ul style="list-style-type: none"> - language & communication (verbal or body language) - problem solving, critical thinking - cultural empathy & diplomacy - confidence & emotional resilience - adaptability - social & listening skills, seeing different points of view - ability to prioritise, risk-taking

However, our promising practice schools had largely moved beyond *personal* competencies. What these schools had

in common was that IM was understood to be something that develops within *interpersonal* relationships. There was much consensus that IM is about reaching out to interact with people who have different perspectives from our own, learning to understand and respect their point of view (even if we do not agree with them), learning to live in other cultural contexts and to adapt to new situations. In this, schools were seeking a change in attitude rather than an increase in knowledge. At the same time, many talked about the importance of reaching in and exploring our own sense of identity, challenging ourselves to grow as individuals, and learning to acknowledge and explore our own assumptions and limitations. This perspective was also observed by Belal (2017). As Figure 2 indicates, IM therefore becomes *reaching out* to relate to others and *reaching in* to understand ourselves.

This understanding of IM involving interconnectedness and interdependency was very evident in all the nine case study schools we visited, even though it is not explicit in the IB (2009) definition. Our research identified many ways in which schools can provide opportunities for students to *reach in* and *reach out* in this way.

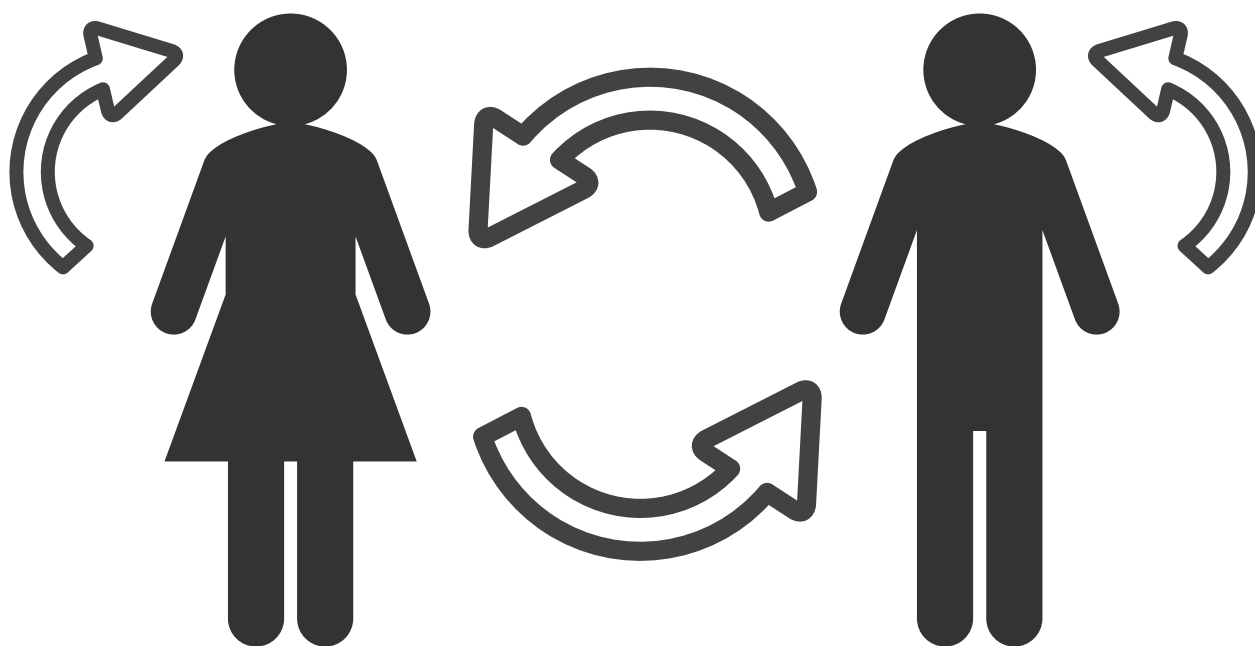
Starting off – Intentionality

It was made clear that IM should not be viewed as something that happens as a matter of course in an IB World School. In all the case study schools, the principal and senior leadership team had embedded IM into their strategic thinking and were prioritising and visioning the development of the philosophy. A significant priority was an overt focus on, and discussion of, IM throughout the school. Members of staff described this as a change from a context where IM was absorbed by osmosis, to one where it was specifically advanced and monitored.

The transition from the 'implicit' past to the 'explicit' present often relied on a trigger to alert staff to a more determined focus on IM as this created a greater sense of awareness of where individuals were in terms of their own understanding and development of IM. A first stage was often the re-wording of mission statements and policies that guided practice and procedure. Other strategies included the identification of IM champions to drive forward work on IM. The importance of a named member of staff, or staff team with devolved responsibility for IM leadership, was clear and ensured momentum. A focus on IM in staff professional development, including induction, was also an important aspect of a school's commitment to IM. Staff benefitted from opportunities to explore what IM is and what it means to them personally, as well as how students can be supported in developing IM. For one Primary Years Programme (PYP) school, this included a self-evaluation tool for staff. In other schools, professional development focussed on a topical issue; one example was 'Prevent' training to counter radicalisation and extremism.

Several schools embarked on a process to define IM, and agreed that this activity was more important than the final definition of IM. Frequently, this was a collaborative process involving teachers, students and parents. Collective tasks were to research, discuss and write definitions of IM. In one school, the energy of these discussions generated a visual representation of IM and indicators to indicate effectiveness. This model is now referred to in student assemblies, staff

Figure 2: Reaching in: Reaching out



meetings and parent meetings, and is displayed on the walls of many classrooms and corridors. It is also embedded into the vision and motto of the school. Student participation and involvement in school decision-making and organisation also provided clear opportunities to model and develop aspects of IM such as responsibility, care and respect for others and open mindedness.

Encouraging student voice and giving students responsibility for IM-related work was another way in which IM leadership was devolved. School systems for embedding student voice included peer support and guidance, councils and fora as well as approaches integrated into everyday lessons. For example, a Guidance and Support Group (GSG) programme in a Middle Years Programme (MYP) school involved older children in the school being elected 'leaders' who then spend time in a class lower down the school leading a discussion. The leaders were responsible for developing a theme to talk about, as well as a structure for the session and any necessary learning materials. The topic covered was normally a discussion of a contemporary international issue or ongoing debate. In the class, the leaders (usually two per class) then guided the discussion and activities they had prepared. The teacher was present but did not get involved.

Finally, there was a widespread view from staff across the nine case study schools that the IB curriculum promotes IM and 'forces you to ... infuse international mindedness', as noted by a senior leader in an MYP school. The teachers interviewed described opportunities to embed IM into their planning. Teachers played a significant role in how far the enacted IB curriculum contributed to IM through, for example, their repertoire and choice of resources and examples, and by providing opportunities to analyse multiple perspectives. The students, themselves, provided a significant resource for work around IM. Schools found opportunities for students to lead learning through, for example, sharing stories and

experiences, discussing ideas, asking questions and pursuing their own avenues for enquiry.

The second article, to follow in a later issue of this publication, will set out further examples of promising practice. The full report of this IB-funded research study may be accessed via www.ibo.org/globalassets/publications/ib-research/continuum/international-mindedness-final-report-2017-en.pdf

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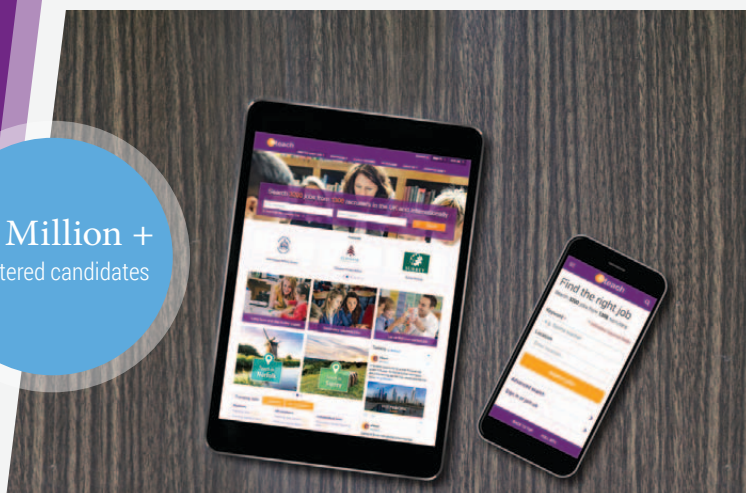
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Outdoor education – dead and buried?

Dan Meade hopes not – and explains why teaching outside remains dear to his heart

Maybe Outdoor Education is outdated? Perhaps it's no longer relevant to kids today? Sure, your parents walked to school in the snow with bare feet and it 'toughened them up', but perhaps the time of kids climbing trees and stepping into the wilderness has passed and the same experiences and benefits can be obtained via our ever-evolving technology? Health and safety in the workplace, and in schools, is tightening up around the world – and for good reason. Standards and expectations around safety are higher, and liability can – and will – be squarely placed on the shoulders of the negligent should anything go awry.

What's the result? More teachers and adults wiping their hands of education outside the classroom and filing that baby neatly in the 'too hard' basket. Actually, in my opinion education outside the classroom needs to remain an integral part of the education system. I could write a novel, the length of which would rival the Lord of the Rings trilogy, but in the

interest of space I'll stick to the key reasons why Outdoor Education is, and always will be, dear to my heart.

Safety is, of course, of the utmost importance – as is the specific way in which Outdoor Education should be delivered to achieve these desired effects. As Brown (2008) puts it: 'The comfort zone model, or variants of it, is widespread within adventure education literature (eg Exeter, 2001; Luckner & Nadler, 1997; Prouty, Panicucci, & Collinson, 2007). It is based on the belief that when placed in a stressful or challenging situation people will respond, rise to the occasion, overcome their hesitancy or fear and grow as individuals'. As much of a cliché as it sounds, Outdoor Education gives students the opportunities to push their boundaries and step outside their comfort zone. Between the 'comfort zone' and the 'panic zone' lies the optimal 'stretch zone'. The stretch zone is different for each child, and the key to effective outdoor instruction is identifying that optimal zone in each individual.



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I've witnessed groups on high ropes courses where students are doing star jumps on the balance beam 10m off the ground or leaping out to catch the trapeze while blindfolded – while for others within the same group, climbing to the top of the 2.5m high ladder is an achievement to be proud of. The success in each case comes down to the students embracing a challenge and overcoming a fear. From this, they gain a sense of self-accomplishment and self-esteem. Others in the group must learn to be supportive, understanding and encouraging in order for their peers to reach their goals, and the overall growth of the individual and the group as a whole is huge as a result.

The outdoors is a great vehicle for students to develop interpersonal skills such as leadership, cooperation, communication and trust. Again, activities must be structured specifically in order to aid the personal growth of students. Take white water rafting for example; it's more than just blindly putting your paddle in the water and floating down a river. A crew must listen to their guide and learn to react quickly to a set of calls. In order to be successful, the group must paddle together with correct timing and change their paddle strokes at the command of the guide. The crew must trust their guide and crew-mates, and demonstrate clear communication skills in the process. And rafting is not just confined to gnarly grade five white water; the same results can be achieved through lower risk white water environments.

The teacher in me always appreciates the clear 'action and consequence' examples the outdoors provides. If students cut corners in the classroom the consequence is usually in line with the school pastoral care code, but the link between action and consequence is not always crystal clear. If a student is building a bivouac (natural shelter) in the bush, however, and doesn't work hard enough to ensure their roof is watertight, they get wet and have an uncomfortable night's sleep. The consequence, and severity of that consequence, is directly related to the knowledge and effort displayed in the building of the bivouac. Another, less extreme, example relates to team-building activities. When students rush the activity and don't work together they inevitably fail, meaning they must repeat the activity

again. If they don't change their tactics or method, they will continue to fail. The life lessons which can be taken from these experiences can be transferred to the classroom and sports field, and enforce the idea of high personal standards. The key is effective instruction and guiding students to make those findings themselves.

Personally, sometimes the best thing about being in the outdoors with students is seeing them develop a passion in the arena, or a certain discipline within the realm. For me, it is inspiring to see students stand atop a mountain after hours of hiking, and soak in the view and feeling of accomplishment, or try a new skill such as surfing or snow-skiing and work through the struggle of motor skill development to get the rush of their first wave or uninterrupted run. Just as a mathematics teacher might gain a feeling of accomplishment when their students achieve well in a test, outdoor educators burst with pride when a student discovers an outdoor activity that uncovers a genuine passion or skill they never knew existed inside them.

Let me end on this note: technology is an ever-present part of our lives and the lives of our students. It is wonderful to have information at our fingertips, but – when led by able and skilled instructors – it cannot replace the personal growth opportunities that quality outdoor experiences provide. Health and safety must clearly be a priority, but the risk of not including education outside the classroom within our school programmes far outweighs the risks associated with the activities the students will experience.

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LOOKING FURTHER



The strategy behind recruiting a leader

Andrew Wigford explains how to conduct an effective recruitment and selection process

Leading an international school today requires educational understanding, international mindedness, and savvy business acumen. Every board will have high expectations for a new future leader, but the process they follow for selection can be far from strategic; often assuming too much about the needs of the school or the leader, relying on only one route to identifying candidates, and selecting without proper process.

Know what and who you need

The search for a new Head provides a school board with the opportunity to step back and evaluate not only its current and impending leader, but also the position of the school within the community and its future direction. A benchmarking study of like schools will enable the board to understand how it compares with others, and how these schools are compensating their leaders. Such a study will

provide the board with accurate data to produce a needs analysis; agreeing what they want for the school, the type of person necessary to lead it, and the package the board is willing to offer to attract the best possible candidates. When it comes to remuneration, agreement of salary parameters is important. So too is remembering that the school is competing for a new leader within an international, not national, market. The vast majority of successful leadership placements involve some degree of negotiation. Too often schools lose good candidates right at the end of the process because they are not prepared to negotiate. Proper process helps to form the basis for a candidate specification.

Prepare strategically

A sub-committee of the board can move the process forward most efficiently, using the outcomes of the board's needs

It's not enough for the board alone to make judgements at interview stage. Representatives from all school stakeholders need to have visibility and a voice.

analysis to prepare a candidate specification framework that will guide selection. Most successful frameworks provide flexibility without losing sight of the priorities. This is most easily achieved by breaking down the candidate specification into three sections:

1. Non-negotiables
2. Preferred needs
3. Value-added needs

The skills, experiences and qualities identified for an ideal new leader can then be categorised, to see at a glance the assets that are vital compared to those that are beneficial but not essential. This helps to identify the criteria against which all applications can be benchmarked. Rather than relying on opinion or gut feeling during the selection process, a scoring system or specification matrix based upon these criteria will determine decisions.

Promotion of the vacancy should draw upon some of these priorities. Advertising a leadership position isn't enough; it reaches only those actively searching through one media route at one moment in time. A multi-route approach is essential to find a good Head, including advertising, leadership recruitment or head hunting consultancy with international school leadership expertise, associations, LinkedIn, direct connections – and your school website, which is often the first port of call for potential candidates to find out more, so should reflect your school in the best possible way. It's surprisingly easy for school representatives, even those participating directly in the recruitment process, to forget the reasons behind candidate selection. As soon as they see a CV with qualities they admire, they can be distracted from the key criteria identified. A specification matrix helps everyone to remain focused on the needs. This approach ensures that considered process overrides personal opinion. Guidance and arbitration throughout is best delivered by an external facilitator such as a leadership recruitment consultant, who will be impartial but vested in your success.

Strategic interviewing

CVs will help to identify some of the skills and experience on your candidate specification. Characteristics, on the other hand, are impossible to identify without an interview. Even then, characteristics can be easily missed if the interview is not conducted strategically. Careful preparation for interviews involves planning appropriate scenarios and open-ended questions for candidates. The responses to these should provide the interview panel with the chance

to score each candidate against criteria on the specification matrix.

It's not enough for the board alone to make judgements at interview stage. Representatives from all school stakeholders need to have visibility and a voice. A series of interviews with final candidates can be scheduled for different panels representing teachers, parents, students and senior management, as well as the board. All interviews should pose questions relevant to the priorities of each panel, yet all should seek to score criteria on the candidate specification. Consider interviews carefully. Inappropriate questions can miss important opportunities for information-gathering and scoring, and will waste precious time with candidates. Your external facilitator should guide your panels and help fine-tune their interview questions for optimum results. The facilitator can also monitor time allocation during the interviews to ensure every candidate receives their fair share of time with each panel.

There will always be disagreement within interview panels. This is where a clearly defined scoring system for your matrix is important. It will ensure that feedback from each panellist is objective and that majority judgement drives decisions. The external facilitator will analyse all interview feedback to ensure impartiality, and mediate throughout the process. At the end of the day, your stakeholder panels have a voice, but the board has the ultimate decision. Other than the facilitator, only the board should be aware of all panel results and be involved in the final decision.

Not one-way

Regardless of how well prepared your selection strategy may be, interviews are not one-way. Just as the school is aiming to select the right leader, so is the applicant aiming to select the right school. Every potential candidate will have their own personal measures: are you the right school for them? Do your benefits, financial package and contract meet their requirements? Does the job, location and lifestyle fulfil their expectations? Do they respect the board and SMT, and do they like the environment they will be leading? For this reason, recruitment must take into consideration how the school presents itself in the eyes of candidates; from the website, to how and when candidate communication is conducted, and how interviewees and their families are welcomed and hosted. You will only succeed in contracting your preferred choice if your choice prefers your school.

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St Saviour's School Ikoyi in Nigeria is among the COBIS schools featured in the survey



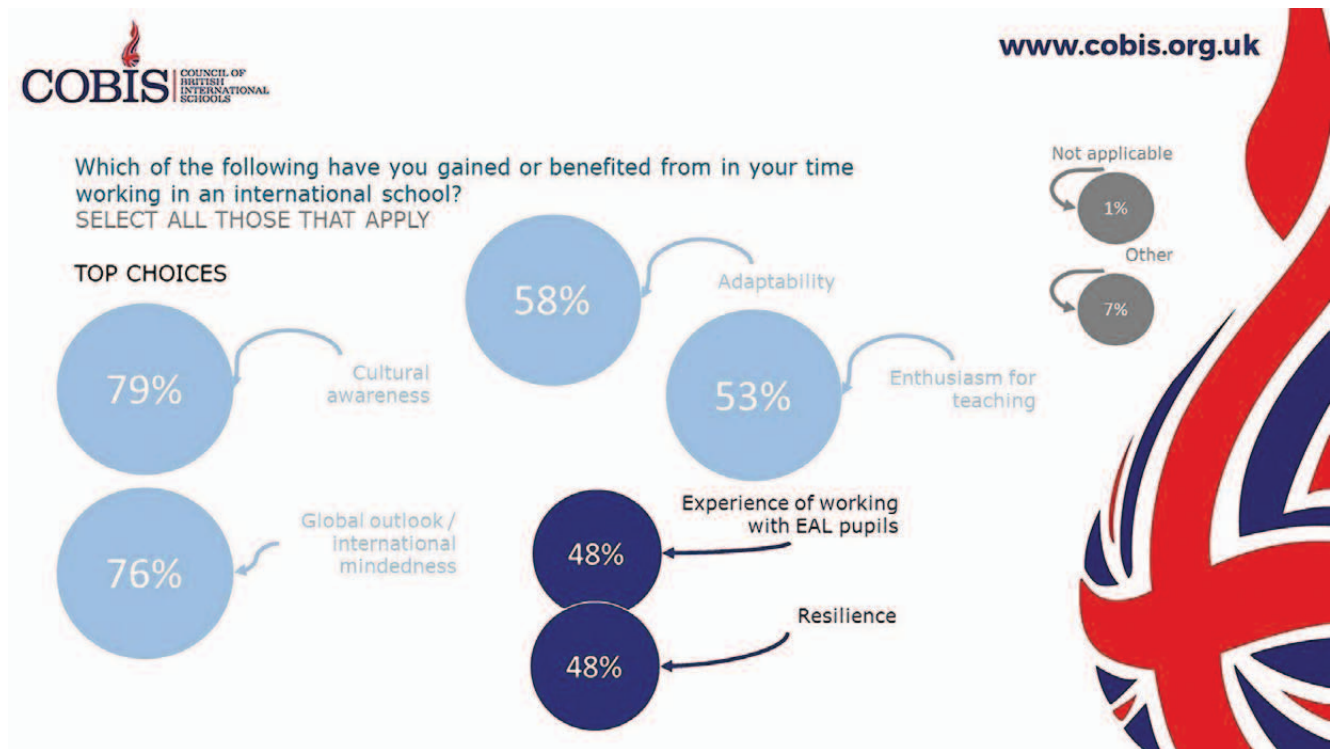
Teachers give verdict on international sector

Fiona Rogers examines the results of a major survey conducted by COBIS and ISC Research

Why do teachers choose to work in the international sector? How long do they stay? Why do they leave? Is teacher recruitment a challenge for international schools? What could be done to improve the supply of teachers going forward, to ensure the continued success of the British international schools sector? These are some of the questions addressed by a recent research study, published by the Council of British International Schools (COBIS) – *Teacher Supply in British International Schools*. The research, produced in partnership with ISC Research, is based on responses from a total of more than 1,600 senior leaders, incoming teachers (those who had started a new job in a British international school since August 2016) and outgoing teachers (those who were planning to leave the international sector at the end of the 2017/18 or 2018/19 academic year).

94% of British international school leaders now find recruiting quality teachers 'somewhat' or 'very' challenging. The ongoing, rapid growth of the international schools sector, coupled with an increasing teacher supply challenge in the UK domestic market (teachers leaving the profession; growth in secondary school pupil numbers; failure to meet Initial Teacher Training targets) means that attracting and retaining sufficient high-quality teachers is going to be one of the biggest challenges facing the international schools sector in the coming years.

Many such schools are being proactive in improving recruitment and retention, through enhanced professional development (57%) and improved marketing of the school (51%). And while 93% of school leaders indicate that recruiting internationally trained teachers is important, more than



a quarter of schools (27%) have increased recruitment of local staff. There is clearly an opportunity here to explore expansion of internationally-recognised teacher training for local teachers.

Teachers are happy with their international school experience

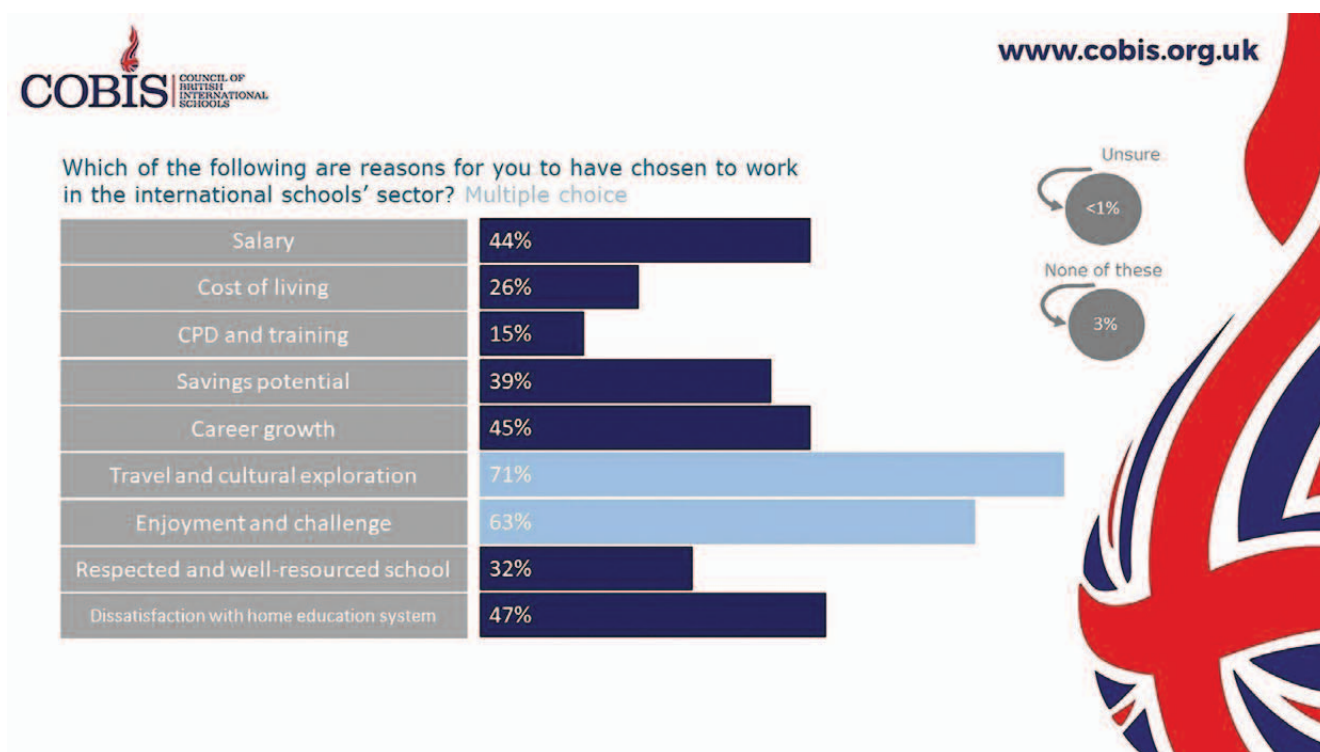
Teachers choose to work in the international sector for a wide range of reasons, but this study found that the main motivations were travel and cultural exploration (71%), and enjoyment and challenge (63%). Other contributing factors include dissatisfaction with the home education system (47%), career growth (45%) and salary (44%). Teachers are choosing to move abroad to develop themselves personally and professionally, and the vast majority of both incoming and outgoing teachers are happy or very happy with their international school experience (81% incoming / 77% outgoing). International schools also play a significant role in retaining teachers within the profession. Nearly a third of teachers entering the international sector (32%) were thinking about leaving the profession before taking an international job, while more than half of outgoing teachers say they are leaving the international sector with a renewed enthusiasm for teaching.

International-mindedness, global outlook, cultural awareness, EAL experience, adaptability, resilience – valuable skills for any global classroom

This study has highlighted the fact that many teachers do not stay abroad indefinitely: it is a two-way street with numerous teachers returning to the UK (or their home country) after a period of working internationally. 71% of outgoing teachers were leaving the international sector within a period of 10 years, with family commitments (44%) and a desire to return home (45%) cited as the main reasons for their departure.

Returning teachers bring with them a wealth of experience and skills developed during their time abroad, including cultural awareness (79%), global outlook/international mindedness (76%), adaptability (58%), and renewed enthusiasm for teaching (53%). Responding teachers also highlighted EAL experience, resilience, and the professional development opportunities in the international sector. These are relevant skills for any global classroom, and the value of international teaching experience deserves better recognition from the domestic schools market.

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COBIS Case Studies

Alongside the final research report, COBIS has published a series of case studies of teachers, senior leaders, and education professionals. One of these case studies features Craig Heaton, Headteacher at St Saviour's School Ikoyi in Nigeria:

"People are sceptical about teachers coming from overseas. They don't realise that some of the education here is way beyond what you expect in terms of the quality of teaching, pedagogy, use of resources, how teachers can maximize the potential of students by meeting the needs of learners at every level ...

"International teachers are excellent at embracing different cultures; galvanizing classes together so they are one unit ...

I think international teachers know what outstanding learning is; they know what excellence is. Yes, they may be working in schools with lots of resources and children who want to learn and are well behaved, but they know what a great classroom environment should be. That travels well."

(Full case studies available from www.cobis.org.uk/research)

Teaching is an international career – solutions to support teacher supply

In light of this research, COBIS has proposed some solutions to improve the supply of teachers, benefitting both the UK and international education sectors. The first is to position teaching as an international career, with UK and international sector representatives working co-operatively to promote the attractive professional opportunities of teaching as a career, both in the UK and in British schools overseas. This approach could enhance the attractiveness of teaching as a profession, increase recruitment to Initial Teacher Training, enrich the professional experience of teachers, and support teacher retention.

The second recommendation is to increase international training opportunities. According to responding international schools, the services that would most help the sector with teacher supply in the coming years are: Ability to act as a teaching school for UK trainees (41%); Conversion courses (to QTS/PGCE) for internationally-trained teachers (36%); and Initial Teacher Training programmes for local staff (31%). International schools could play an increasing role in training teachers in their locality as a means of increasing the teacher supply pool for British curriculum schools and upskilling existing teachers.

Finally, COBIS is highlighting the need for recognition of the value of international teaching experience. Teachers with international experience need to be welcomed, encouraged and supported to enter or return to the UK schools sector through recognition of valued, accredited service overseas. This will mean putting in place clearer pathways to support the movement of teachers back to the UK as well as encouraging teachers to gain experience of working internationally. Erecting barriers between domestic and overseas schools is counterproductive; increasing mobility will support both the UK and international education sectors.

The findings of this research and proposed solutions form the basis of a new COBIS strategy to support teacher recruitment and training, both internationally and domestically, in order to ensure continued success for high quality British schools at home and abroad. The full COBIS report – *Teacher Supply in British International Schools* – and case studies can be downloaded from www.cobis.org.uk/research

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Validating LGBTQ identities in international classrooms

Clea Schmidt, Robert C Mizzi and Gustavo Moura share insights gained from research

A context of debate in much of the international education literature is the extent to which issues of diversity can be meaningfully addressed in classroom contexts where expectations and roles of teachers and students, human rights legislation, and social attitudes towards various identities differ substantively. Integrating lesbian, gay, bisexual, transgender, or queer (LGBTQ) perspectives in international classrooms can be fraught with particular complexity when considering that 73 countries around the globe outlaw homosexuality, and many more socially marginalize sexuality

and gender diversity. Legal and social challenges may cause LGBTQ international educators to become isolated, and lead to further alienation of students with gender and sexual diverse backgrounds. We adopt the stance that validating diverse identities is an important and vital component of the work that international educators undertake around the world. Recruiters of international educators and leaders of international schools may wish to give serious thought as to how to support new and current teachers who in their overseas positions may be navigating contexts and situations

where being LGBTQ presents different challenges than in their home countries.

Here, we share three possible avenues stemming from work undertaken in the Canadian context that we hope will meaningfully inform international conversations on integrating LGBTQ perspectives in global classrooms and validating LGBTQ identities.

Starting with Terminology

Understanding the rich complexity of sexual and gender diversity and, particularly, differences that go beyond the LGBTQ identity-category, is still a work in progress, and one that can and should involve the understanding, input, and contributions of students and teachers in international schooling contexts. Reasons for not identifying as LGBTQ initially vary, and include issues relating to safety and acceptance. Moreover, this identification assumes a certain degree of disclosure (or being *out*), which sustains a Western practice that prioritizes a sexual and gender identity over expression, and constrains people who find these terms not relatable to their cultural backgrounds. There are several situations that can conceivably arise in international schools where advocating for an LGBTQ rights approach might not have a strong effect, and indeed can be problematic. Immigrant, refugee, and other minoritized populations, international students, and Indigenous peoples contribute multiple perspectives on sexual and gender diversity and ways of expressing diverse backgrounds. Mizzi (2014) suggests that including sexual and gender diversity perspectives in pre-departure orientations provides an opportunity for greater exploration of human diversity. For example, people may not identify as LGBTQ but consider themselves a sexual or gender minority or someone with a same-sex sexuality, or engage in terminologies that are more culturally and linguistically appropriate (eg hijra people in India). Moving forward in educational spaces involves exploring and understanding how school personnel and students perceive sexual and gender diversity (see, eg, Airton, 2016).

Comparatively Discussing Policy

Another avenue in which meaningful discussion about diverse identities can take place in international classrooms is through comparative discussions of policies in different settings. It is helpful to provide examples of progressive legislation in various contexts, and explore what local adaptations of relevant policies might entail. Canadian education as but one global example is turning a historic page when it comes to understanding and supporting sexual and gender diversity in schools. Given the growth of school-based gay-straight alliances and education diversity policies, there is indeed interest and momentum to advance a discussion around being inclusive of sexual and gender minorities. International schools may wish to signal inclusion through similar developments or, more broadly, through forming human rights or social diversity clubs. Engaging students and staff alike with research into LGBTQ-inclusive policy developments can afford possibilities for shaping international learning contexts in ways that are more inclusive (see, eg, Manitoba Education, 2017).

Validating Voices

An important aspect of creating inclusive international schools is to validate and support an array of voices in the classroom. It is well-established that there are sexual and gender diverse educators and students working and learning in international schools, and we hope to more deeply understand their experiences. A research project entitled *Out There: A Study of LGBTQ Educators Working Overseas*, is currently being undertaken by a team at the University of Manitoba. The project opens up a necessary discussion around the growing diversity within the education community, with a particular focus on Western LGBTQ educators who work overseas in Asian, African, Caribbean, Middle Eastern, or Latin American countries. International education can benefit tremendously from the experiences of LGBTQ educators by way of enhancing knowledge on global sexuality and gender politics in the teaching profession worldwide. LGBTQ educators and allies alike can better connect with students and colleagues who do not identify as LGBTQ but who may consider themselves non-heterosexual or gender fluid, and provide some leadership into how policies, curricula, and teaching practice can be more responsive to growing aspects of sexual and gender diversity.

The project is currently in the recruitment and data collection phases. Study participants (LGBTQ international educators) first participate in an in-depth interview that focuses on their current and future work contexts, how they negotiate their identity, and how they anticipate the destination country and workplace influencing their knowledge, aims, practices, perceptions, and assumptions. Second, study participants take photographs of public objects to visually represent and narrate their experiences. Included above is a photo from a recent photovoice project in Shanghai, showing bicycles to remind LGBTQ educators to exercise to help manage stress. Study participants then share and reflect on their photographs with the research team. Through this project, Canadian education can be informed by the experiences of teachers, and then consider how to navigate broader conversations around human diversity. More information about the project may be accessed via www.outthereresearch.ca

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A service project in CAS – two student perspectives

Two IB Diploma students – Ruby Sowerbutts from the UK and Avantica Saraf from India – describe their experiences of working with the OSCAR Foundation

Ruby Sowerbutts writes:

At Cheltenham Ladies' College, UK I had the choice of studying A levels or the IB Diploma Programme. It is no secret that the IB is more work, but it was the definitely the option that suited me. I wanted to continue studying six subjects, and the broad curriculum was very appealing. The beauty of the IB is that it makes you think differently. Being

an international programme, you don't just study your own country; you study the world. Pushing your own boundaries and stepping outside your comfort zone is also essential when undertaking your chosen Creativity, Activity, Service (CAS) project.

As a regular visitor to India and keen to work with underprivileged children, I organised my CAS project with

the OSCAR Foundation, a not-for-profit organisation based in Mumbai. OSCAR (Organization for Social Change, Awareness, Responsibility) empowers and educates children through football, as children who wish to take part in the many OSCAR programmes have to go to school. From an initial 18 street boys in 2008, there are now over 4,000 children attending school regularly and working hard to change their lives. At the time of my CAS project, OSCAR was organising for 14 boys living in the Mumbai slums to take part in a two-week football tour of the UK. The fundraising target was £40,000. My first project was to publish a Global Cookbook. I wanted to represent the different cultures at my school by getting the students to send in recipes from their home countries. The planning and design of the book was challenging but ended up being the single biggest fundraiser for the tour.

I invited the founder of OSCAR, Ashok Rathod, to hold a school assembly and some 'slum style' football skills sessions. He was very inspiring and demonstrated how life-changing this tour would be for the OSCAR children and all those they would meet in the UK. Meeting the young OSCAR children really was life-changing. Their optimism and enthusiasm for all their new experiences impressed us all and changed our perspectives of our own lives. Meeting them was enriching, and I was grateful the IB had enabled and encouraged me to get involved with an organisation like this. There is no doubt in my mind that my commitment to OSCAR will be lifelong.

The OSCAR programme was the perfect CAS project. It involved a lot of activity, creative thinking and service. It allowed me to focus on volunteering and raising money for an incredibly worthy cause, as well as to spread the message to students around me. Working with OSCAR really made me appreciate the quality of education that I was receiving, and I was determined to give back in any way that I could. The tour project was the first of its kind. The 14 boys were from the Mumbai slums, had no passports and many did not even have a birth certificate. Organising their UK tour was a long and complicated process, and I was actively involved in the journey from beginning to end. The UK tour was life-changing for not only the OSCAR boys, but also the wider community. It gave their families something to be proud of and their peer groups something to aspire to.

The students at Cheltenham Ladies' College (CLC) learnt so much from their involvement and came up with many original ideas to raise awareness and funds. Many girls have continued to be involved with OSCAR. In October 2018 CLC will be hosting 14 underprivileged Indian girls for the #kicklikeagirl UK Tour, and I have no doubt the trip will change the mindsets of all the local communities. In January 2018 I went to India to spend 6 weeks working with the OSCAR girls who will be coming on tour to the UK. The CAS project on the boys' tour has had a long-term impact on the OSCAR Foundation. It has created a new and valuable programme that will grow from strength to strength. The pride of the communities is immeasurable and the 14 boys continue to thrive. They are working hard, excellent role models and are optimistic for their future. 6 of the 14 boys have also been selected to represent OSCAR overseas. It barely seems possible that they will be using their passports for the second time in a year but, as their communities have now learnt, dreams really can come true.



Features



Avantica Saraf writes:

It all began when Ruby and Lucinda, a mother-daughter duo from England, came to BD Somani International School (Mumbai) and spoke about Ruby's CAS project with the OSCAR Foundation in Mumbai. Through OSCAR they had organised a football camp in England, for boys from the slums in Mumbai. Besides taking care of the travel arrangements, stay and training, they also briefed the participants about cultural aspects of the host nation. The success of the boys' camp had motivated them to become involved again; this time with the OSCAR girls' football team through the 'Kick Like a Girl' project.

OSCAR instills the values of education, channelizes responsibility to the community and imparts the importance of life skills through the medium of sport, and football in particular. The NGO started by Ashok Rathod offers a programme that teaches football to slum children and youth, but also helps them to understand the importance of education. Our school's association with the Foundation dates back 4 years: as part of our CAS activity we teach the OSCAR children, who come to our school 4 times a week, the basics of English, Maths, Hindi and Art – and we teach the young adults English and at times help them with other subjects too.

The *Kick Like a Girl* project seemed unique and special. I was moved and inspired by this endeavour not only because the cause was about empowering girls in a traditionally male sport, but also because I am myself in the school's football team. I jumped onto the team Fundraiser for *Kick Like a Girl* and made it part of my CAS project because it totally fits the bill for me. We planned a three point programme for the fundraising. The 'Singing Spree' had our awesome threesome singers – Arianna Patel, Zahir Tapia and Saniyya Agarwal – croon their melodies through Wednesday club blocks, raising a significant amount towards our fund. This 'first of its kind' event was loved by students and teachers alike. It brought



cheer to the routine school day and funds for our cause.

The next event was an evening of competition and festivities where we invited the OSCAR football teams to play our school teams, in the under-16 and under-19 categories. We set up a summer carnival alongside as a fundraiser. It was a fun Friday evening just before a long weekend and the playing field came alive with lively music, colourful stalls, mouth-watering aromas and intense matches. Students and teachers alike enjoyed the food and gaming booths, as they stood around to cheer the teams on the field. The visiting team had the time of their lives, playing with us and also enjoying the carnival. Kudos to my team – Ami Sethia, Daryush Mehta, Zyra Nargolwala and Tanisha Kejriwal – for their support in the success of our carnival and matches fundraiser. We raised a sum of ₹50,000 from these two events.

Inspired by Ruby, our final and most ambitious fundraiser is the cookbook we are compiling. It is filled with recipes contributed by students, teachers, parents and our Principal, Mr Don Gardner. This is work in progress and my friends Shweta and Saumya are hot on its heels. It is expected to be published soon and we're looking forward to adding additional amounts into the *Kick Like a Girl* fund. This fundraising programme came with dual benefits. It gathered funds for the OSCAR girls' football team and gave me a real understanding of the IB Learner Profile attributes. I found that the project prodded us to reflect on the cause and be principled in our approach to the fundraiser. We discovered the thinkers and communicators within us as we brainstormed to create the events, and reflected on the impact we could have on the lives of children from our neighbouring slum communities. It would therefore be apt to say that the *Kick Like a Girl* project kicked off several new perspectives for me, and for that I am thankful.

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The importance of intercultural understanding

In 'extraordinary times', Debra Rader believes we need to invest in the next generation

Teaching is a calling, and educators have come to this field because we care deeply about the lives of children and their future. Education has the power to change and enhance lives, and as educators we have a unique and powerful opportunity to help create the caring, compassionate and peaceful world we wish to see for children and future generations. I wholeheartedly believe that teaching and learning for intercultural understanding must become an integral part of practice in our schools in order to achieve this.

Why is intercultural understanding imperative?

We are living in extraordinary times. Many countries and communities around the world seem polarised in their views, and nationalist rallies and anti-racism protests appear

to dominate the news – along with an increase in racial violence. Never in my lifetime has intercultural understanding seemed so imperative. We desperately need to rediscover our love and compassion for one another, and our respect for and belief in human rights and dignity for everyone. There seems to be a growing fear and intolerance of difference and diversity rather than an appreciation of the richness and benefits they can bring to our communities and lives. We are confronted with a range of local and global issues, including migration, climate change, water scarcity and sustainability, which require us to communicate and collaborate across cultures and borders. 'Intercultural understanding could not be a more important disposition and competence to develop in ourselves, in each other and in the children we teach' (Rader, 2015). As educators in international or national,



public or private, schools we are in a unique position to develop and nurture intercultural understanding in the children in our care.

What is intercultural understanding and how can it be developed?

The terms *intercultural understanding* and *intercultural competence* are often used interchangeably; I have chosen here to use *intercultural understanding* as it suggests human connection and relationships between people: 'We develop *intercultural understanding* as we learn to value our own cultures, languages, beliefs, and personal histories, and those of others' (Rader, 2015). Intercultural understanding is a *disposition* and *competence*, and includes: knowledge and understanding; beliefs, values and attitudes; intercultural, interpersonal and life skills; and engagement in positive action. 'Intercultural understanding is at the heart of global competence, global citizenship and international-mindedness, and what it means to be an informed, compassionate and engaged member of both our local and global community' (Rader, 2018).

Teaching and learning for intercultural understanding can be easily integrated into the existing curriculum in all schools worldwide. Educators can build a school community that is inclusive of the languages and cultures of its members, create culturally responsive and reflective classrooms, and teach and learn for intercultural understanding. We can demonstrate our valuing of languages and cultures, and develop intercultural understanding best, if it is:

1. embedded in all we do
2. addressed explicitly, directly and indirectly
3. promoted with greater mindfulness and intentionality.

Developing intercultural understanding does not happen naturally

International schools and schools with an international ethos have been at the forefront of developing intercultural understanding. The ethos of international education promotes respect for diversity, understanding between people, and responsibility for our local and global community. Colleagues and I have seen children, parents, caregivers and each other transformed through their experience of living and working together in the multicultural environment that international and national schools provide. The development of intercultural understanding is not guaranteed, however, and does not occur naturally.

I was very fortunate to participate in the 2014 conference of the Alliance for International Education (AIE), *Intercultural Understanding: Reflection, Responsibility and Action*, in Mumbai. We explored the concept of intercultural understanding: what it is, our collective responsibility as educators, and how it can be developed in our schools. Dr Kenneth Cushner, Professor Emeritus of Multicultural and International Education at Kent State University, and a keynote speaker at that conference, addressed the need to nurture intercultural competence, which includes intercultural understanding and skills, in young people. According to Dr Cushner language learning alone, cultural knowledge alone, and increased cultural contact alone are not enough to lead to intercultural competence. Intercultural competence and understanding does not occur naturally, and therefore needs to be developed strategically, intentionally and mindfully as a process, beginning when children are young and their attitudes are forming. It takes time and is developmental. I agree.

The ethos of international education promotes respect for diversity, understanding between people, and responsibility for our local and global community. Colleagues and I have seen children, parents, caregivers and each other transformed through their experience of living and working together in the multicultural environment that international and national schools provide.

Intercultural understanding needs to be intentionally developed, modelled and practised in all schools.

Our international and multicultural communities do not always integrate, and we often see members of the host national community and the expatriate community living separately. When this happens, not only do many children and adults feel isolated and alone; it is also a missed opportunity for rich cultural learning and understanding. In my recently published book (Rader, 2018) I discuss the need for integration, not assimilation, if all members of diverse communities are to feel valued and thrive. I believe it is important to retain our own cultures and languages, while embracing and respecting the cultures and languages where we live – and that this can be achieved. Intercultural understanding needs to be intentionally developed for children and adults alike. In the Spring 2018 issue of *International School* magazine, Sally Hirsch wrote about the need for teachers themselves to develop intercultural competence in order to facilitate student learning, and to teach effectively the diverse children in their schools through a culturally responsive curriculum. I completely agree. Likewise, I believe it is essential that teachers begin to develop intercultural understanding themselves in order to help their students begin to develop this disposition and competence.

Educators around the world recognise the need to develop intercultural understanding and competence in their students, yet this often occurs primarily in foreign language classes as language and culture are inextricably linked. However, it cannot be left to the language teachers alone. All teachers have a shared responsibility to provide opportunities for children to learn about the similarities and differences between cultures, religions and beliefs, and to develop greater appreciation and respect for difference and diversity.

Conclusion

Educators, world leaders and business leaders recognise the need to develop intercultural understanding. There is now

a greater focus on global citizenship education, character education and developing values in our schools. International organisations and schools alike recognise the need to develop global competence and measure its progress. In 2018, the OECD PISA assessment is for the first time testing for Global Competence, with the participation of many countries. I, like so many, am inspired by the voices and actions of young activists who are responding to increasing gun violence in the United States or marching in Europe against racism. They are honouring our humanity, and communicating their views clearly and respectfully to effect positive change. Our hope is to nurture and develop young people like these who are engaged and respond to current issues. These are extraordinary times, and education is our greatest hope for a peaceful, just and sustainable future. It is educators and students, adults and children, working together who can transform our world for the greater good of us all. Together we must continue – and increase – the effort.

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Developing a coaching culture

Les Duggan outlines the benefits of coaching in an international school context

What do we mean by a coaching culture and why does it matter in an international school setting?

Coaching has been a part of the international education landscape for many years; international schools have long since harnessed their own staff's potential and helped their teachers to successfully coach each other.

This two way dialogue is intended genuinely to involve both parties – the coach and the coachee – in finding solutions through a process of effective questioning and listening with an open mind. The questions asked are designed to raise awareness within the coachee as to their goals, the current situation and options to move forward, whilst also thinking about whole school development and

how their own progress will assist with this. Whether your school already uses this collaborative approach as part of ongoing professional and whole school development or whether it's new to you, this article discusses the benefits of fostering a coaching culture in an international setting and the steps you can take to implementing it in your school.

The benefits of a coaching culture in an international school

There is no question that all head teachers want the best for their school; to ensure that they not only achieve good results but do so in a way that fits with a holistic philosophy, where every child counts, where the diversity of the school is

celebrated and every child has an opportunity to explore and develop their personal strengths and talents.

Fostering a coaching culture can help here by creating:

- collaborative leadership
- higher levels of performance and results
- greater self-responsibility and accountability
- increased motivation and engagement
- enhanced learning and creativity
- raised ambition and achievement
- improved behaviour and better relationships

The big question is how do we embed this culture into our international schools and achieve this aim? The answer is simple: 'Coaching is the how to of achieving outstanding performance'. Coaching is both a philosophy and a process. The process is quite easy, asking mostly open questions that invite people to think for themselves, listening with empathy to really understand individuals, and giving effective feedback to enable learning and progress. However, it is the philosophy underpinning coaching that is essential for it to work in an international school. It is a leadership style where the emphasis is put on asking and involving, rather than telling, where staff and children feel empowered firstly to be independent and then to be interdependent or collaborative. It is based on values such as trust and integrity, the belief that everyone has ability and that as a teacher or coach we can help unlock potential.

Coaching is not a special tool to be taken out just for performance management, but is an everyday method of solving issues and helping staff and children make progress. It can also be used for developing your School Improvement Plan, behaviour management, CPD, with parents, and much more. So the question to ask is – how does an international school go about making the change to embed the coaching culture? One of the mistakes made in attempting to develop a coaching and high performance culture is that it might be seen as a quick fix; the reality is that it takes time and commitment. However the results are worth the effort, and if every child and teacher does just a little coaching it becomes transformative. The language in a school begins to reflect a new way of thinking, being and doing.



I have identified 5 key steps that support the process of coaching in international primary schools:

Step 1: Scope the Opportunity

This is 'The Why' of building a coaching culture. It is very important that everyone has a clear understanding and rationale as to why you want to do this; being able to describe the vision is key and helps bring others on board. Without it you will not get the buy-in you need from across the school.

Step 2: Prepare the Ground

Once you have understood your why, you need to analyse your current situation and decide the culture you wish to create and the outcomes you want to achieve.

Step 3: Create a Plan

Without a clear plan you will not be able to move forward. Treating it as a project with relevant timescales, training, case studies, research and a budget will ensure that the plan is and remains congruent with the priorities in your school development plan.

Step 4: Take Action

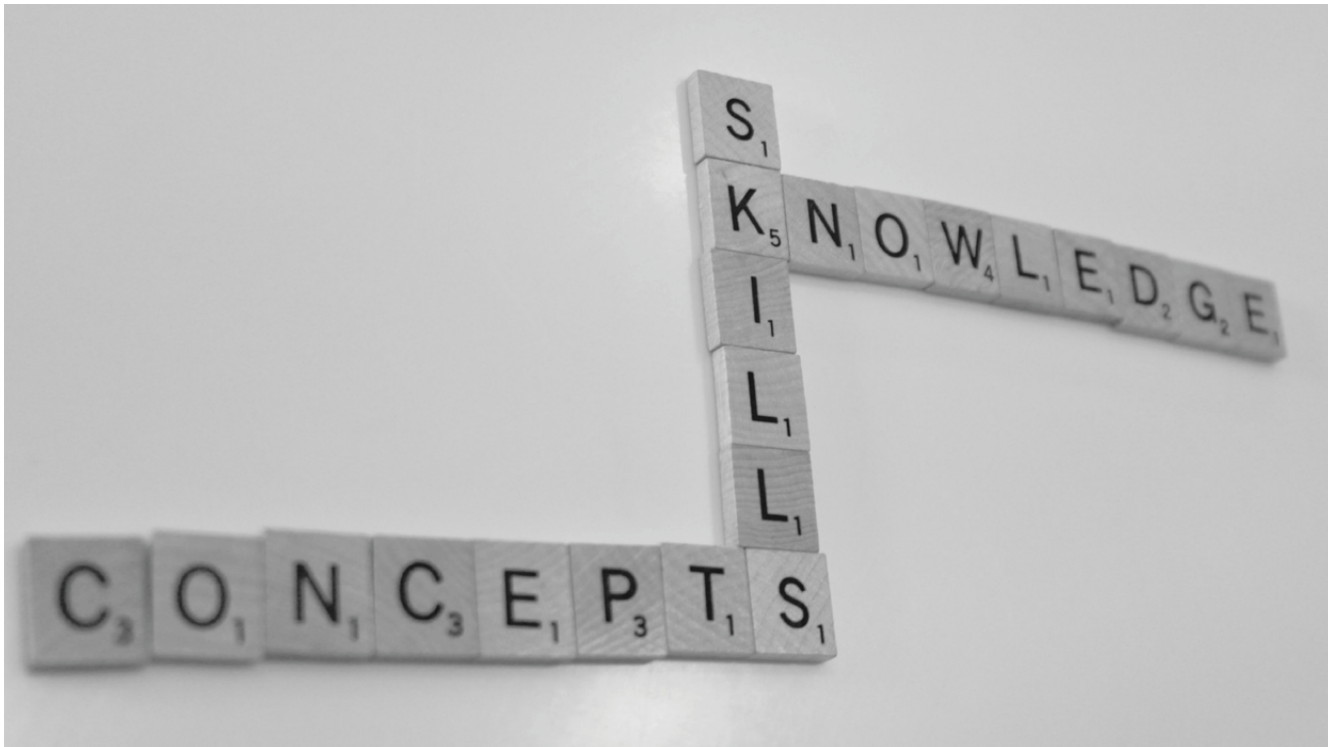
Nothing is ever achieved without co-ordinated and consistent action, and staff will need training if coaching is to become embedded and not just an added extra.

Step 5: Measure and Consolidate

As with all progress it needs to be measured and evaluated. One of the keys is to praise small wins, and regularly review and communicate progress.

If you have an interest in taking your international school to the next level of performance then creating a coaching culture in your school is a highly effective way of achieving that ambition.

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What can we ‘do’?

Sally Hirsch and Malcolm Nicolson consider the essential skills for our times – and if we give them enough importance in teaching

Knowing, understanding, doing; the triumvirate of learning sometimes known as KUD. These three aspects are chewed over most often by schools when they are developing and implementing a curriculum. Historically, emphasis has been on the required knowledge to be learned. Developments such as the International Baccalaureate’s *Middle Years Programme: the next chapter* have moved the emphasis to teaching concepts, which in some cases has seen teachers forget that the foundation of those conceptual understandings is knowledge. However, knowledge and concepts can only be accessed and used when students are able to learn, practise and demonstrate skill acquisition.

In the International Middle Years Curriculum (IMYC), skills are defined as ‘things students are able to do’ (Fieldwork, 2016), while the International Baccalaureate (IB) defines a skill as ‘a set of strategies and techniques harmonised to achieve a single purpose which improves with practice’ (IB, 2014). The foundation of the Common Core in the US was to create a set of standards that explicitly identify knowledge and skills that students need in order to be career- and college-ready upon graduation (Common Core State Standards Initiative, 2010). As curriculum development shifts to a focus on planning and teaching skills, it is pertinent to reflect on the current state of skill development in schools. How many schools are explicitly

planning to teach skills through units? Are schools planning to teach skills through extra-curricular experiences? Should skills be taught within subjects or in a separate class? To what extent can we assess and monitor student progress? Is the teaching of skills important?

Why teach skills?

It has often been said that most of the jobs that today’s children will work in as adults have not yet been invented. Most children in school today can expect to have at least five careers in their professional lives. Increasingly, university graduates experience multiple career changes within the first decade after graduating (Barrett, 2017). To be able to change, cope with and adapt to regular periods of employment and financial uncertainty, students need skills and strategies such as resilience, grit, flexibility, entrepreneurship and an open-mindedness to learn.

A 2007 survey of 400 hiring executives of major US corporations quoted in *The Global Achievement Gap* (Wagner, 2010) asked what knowledge and skills they were looking for in potential future employees. The results were, in priority order:

1. Oral and written communication skills
2. Critical thinking and problem-solving skills

3. Professionalism and work ethic
4. Teamwork and collaboration skills
5. Ability to work in diverse teams
6. Fluency with information technology
7. Leadership and project management skills

Knowledge of mathematics came 14th on the list, just ahead of science knowledge and foreign language comprehension. Similar lists of skills have also been identified through other organisations including the International Society for Technology in Education (Larson & Miller, 2011).

What is worth teaching and learning? In *The Global Achievement Gap*, Tony Wagner (2010) argues for a set of seven core competences to be developed in every student by the time they leave high school:

1. Critical thinking and problem solving (the ability to ask the right questions)
2. Collaboration across networks and leading by influence
3. Agility and adaptability
4. Initiative and entrepreneurialism
5. Accessing and analysing information
6. Effective written and oral communication
7. Curiosity and imagination

So – if these skills are so important, what are schools doing about it? Research shows that only 20% of teachers believe that teaching students ‘study skills’ is a priority (James, 2006), while as few as 17% of students report that teachers actively help them to learn or improve their study skills (Saenz & Barrera, 2007). We live in a time where information is easily available, so the highest priority of education needs to move from content to process – or from *what* to learn to *how* to learn. The most important factor is the skills of effective learning.

How do we know if we have taught these skills?

Having established that skills are of crucial importance, it is clear that teachers need to plan how to teach them. In many cases schools will develop sophisticated charts that map which skills are to be taught, by whom, in which subject and

whether the students will be learning, practising or mastering the skill. We have long experience of assessing knowledge, through tests and quizzes. Many excellent examination systems are able to evaluate conceptual understanding using a range of assessment tools. But how do we know whether a skill has been taught? For skills such as resilience or collaboration, what are the benchmarks that a teacher could use to measure a student’s development? Where does the student fit into this puzzle of assessing and providing feedback on skills?

Much of the assessment relating to skills is based on observation techniques; teachers using rubrics while observing classes of 20 to 30 students, in order to try to determine levels at which students may be demonstrating skill acquisition. Observation is a useful tool for a teacher who wishes to provide feedback on student skill development, but it can be time-consuming and inaccurate. If we wish to improve students’ skills, including meta-cognition and self-awareness, there needs to be a process that allows students to take ownership of, record and monitor their own skill development. This not only places the student at the centre of the learning process, but also provides critical feedback to the teacher on the planning process. A school may have a detailed skills map that plans when and where skills will be taught, but it is essential that schools also monitor whether the plan is being implemented effectively. At a time when we believe that student agency is an essential component of a quality education, who better to guide our skills delivery than the students?

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Looking closely at the ear of a bearded dragon

How technology has helped Anthony Artist to gain new perspectives in science lessons

Microscopes are great for looking at things closely, but by the time the slide has been arranged, and you have focused in, the teaching moment might have passed. Magnifying glasses also have their place, but magnifying power is usually poor and usage is clumsy. Enter technology. iPads are now commonplace in classrooms, and picture quality over the last few years has given SLR (single lens reflex) cameras a run for their money. We photographed a bearded dragon using the camera from an iPad Air, exhibiting wonderful definition showing the spikes and scales around its head that give the 'bearded' effect.

But we can look even closer. iPads allow us to zoom in, and if we look closely at the image we can see the ear, which is

the hole in the head to the right of the eye. We can even see the thin white tympanic membrane, or eardrum, separating the external from the middle ear. But can we see even closer? Can we do this quickly to maximise the impact of a teaching and learning moment?

I am fortunate enough to have in my science lab a 75 inch Legamaster interactive touch screen monitor. I usually connect it to my laptop to play movies and explain activities. I also have a visualizer attached, and that is useful for science demonstrations. If that was not enough, I also had an Apple TV installed recently just to add to the technologies. Might it be possible to combine my array of tech items to look even closer? I invite science experts into the classroom on

a frequent basis, and on one occasion the visitor was asked to bring in a range of animals to support the 'Diversity of Life' unit of study. The unit focuses on making observations of animals and comparing the 'diversity of life' in different habitats. We can touch and hold many of the animals, but we do not want to get that close to some of the more exotic animals – tarantulas and scorpions, for instance. The class sizes in school are generally small, and students can see the animals reasonably closely, but is this a good chance to look even closer and enhance student learning and outcomes?

Using the camera option on the iPad allowed me to create a roaming viewfinder. I linked up the iPad to the Apple TV using the mirroring option, which was then linked to the gigantic Legamaster. I had just created a live roaming feed! Moreover, after taking photographs, they could be instantly displayed on the screen. But it gets better. I can zoom in and look even closer. Back to the ear of the bearded dragon. By combining the technologies, I was able to zoom in to the ear and display it in high resolution one metre wide. And yes, looking that closely we could clearly see the tympanic membrane.

My visitor also brought in a number of other animals to support the unit of study. We had a rabbit, African bullfrog, hedgehog, tortoise, owl and python. My personal favourite was one of the smallest creatures: the millipede. This is where we really benefited from the combination of technologies. We were able to see it curl up into a spiral, and then uncurl



and walk. We could count the body segments. We could see that there are two pairs of legs per body segment (not just one, like centipedes). But more importantly, we could count the number of legs – and dispel the myth that a millipede has a million legs!

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How different learning styles can raise aspirations in the classroom

Naomi Riches says there is no 'one-size-fits-all' and we should try to identify individual needs

Classrooms are diverse places. There are always some students who soak up information and knowledge very quickly and others who struggle to keep up. Some students are chatty and engaged, while others may be engaged but are quieter and more reticent to make themselves the centre of attention. Then of course, there are 'the naughty ones'. When trying to manage a class of thirty-plus children with thirty different personalities, it is not surprising if teachers sometimes take a one-size-fits-all approach – though, as a result, some students will inevitably be left behind.

What if there was an alternative? What if, by better understanding each student's personality and the root causes of their particular behaviour traits, we could apply a different style of teaching which would increase their engagement, motivation and results? We should think of a class of students like a team – we need people with different characteristics and skills to create the best whole, and collectively achieve the most positive results. It is the job of the coach (or teacher) to pull the team together using a series of tactics and methods which get the most out of each player (or student). In a classroom, the easiest way to achieve an understanding of each student's strengths and weaknesses

is by carrying out psychometric assessments. A relatively simple assessment can provide real insights into learning styles and motivators and will both give the student a greater sense of self awareness and personal understanding, and help the teacher identify the most appropriate method of learning for that student.

This was the case at a secondary school in the UK that used psychometric assessments to improve the performance and behaviour of underachieving and disruptive students. Six staff members across a range of functions were trained to administer, interpret and provide feedback on the behavioural assessments. 63 students were identified as potential participants for the study and were put into two groups to assist with feedback: those exhibiting challenging behaviours, and underachievers who were disengaged. Following completion of the assessments, significant behavioural changes were noted. For example, a student who was disruptive during maths and science classes was identified as having difficulties processing numerical concepts quickly. As a result, the teacher was able to give him more time to assimilate information and his behaviour and grades improved. Another student who was aggressive

What if, by better understanding each student's personality and the root causes of their particular behaviour traits, we could apply a different style of teaching which would increase their engagement, motivation and results?

in class transformed his behaviour after receiving his assessment feedback. Understanding the reasons behind his anger helped him to modify his behaviour and calm himself down. The overall impact of the study was a reduction of over 90% in external exclusions, internal inclusions, removals from class and negative referrals. This was simply down to the students and teacher better understanding the various personality traits.

When students are profiled in this way, patterns are formed and groups can be created which help teachers understand each class better. If you have a mix of dominant and passive characters, by splitting them up you can give the quieter students space to come to the fore and unlock their potential – enabling you to get the most out of both groups. As well as supporting more difficult students, psychometric assessments also benefit those who are thriving. A bright student who also has a thorough understanding of his or her learning style will be able to adapt their behaviour to achieve even more: understanding holds great power.

We have all been to school, so we know that there are some teachers you click with and others that you don't. You enjoy the teaching styles of some and others you simply can't follow, or you find their methods confusing. What this demonstrates is that it's not only students who need to modify their styles of learning or behaviour to suit the teacher. Teachers also need to become more self-aware and be able to adapt their styles to suit their students. As a teacher, you could take a step back and assess the classroom. Is there a student who is simply going through the motions?

Are they disengaged or disrupting other students? If the answer is yes, then it could be that a reformatting of teaching style might just have the desired effect and turn around that student's education. Tapping into a student's potential is difficult and often time consuming, but the end result is rewarding. By becoming more self-aware and taking stock of how they have been interacting with the students – Did I offer enough encouragement? Did everyone participate? – teachers can revolutionise the way that they educate. For example, if you know you have a group of students who are highly 'compliant', the challenging atmosphere of the debating society may not be the best place for them!

There is no 'quick fix' to amalgamating the different learning styles that humans exhibit, and it is challenging to understand how and where things can be improved. That said, there are tools that help students become more self-aware, and more engaged in their own learning, and help them voice their concerns and frustrations. This, coupled with improving teachers' understanding and the ability to read student behaviours better, means that they can adapt and change their styles to best suit each individual, wherever possible. This will make the classroom a more fun and friendly learning environment.

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Forthcoming Conferences

September 28, ECIS Governance Retreat, Düsseldorf, Germany

October 4-6, IB AEM Global Conference, Vienna, Austria

October 14-16, ECIS & AISAP Admission and Advancement Conference, Waterloo, Belgium

October 25-27, EARCOS Leadership Conference, Kuala Lumpur, Malaysia

October 29-30, CIS Leadership Career and Recruitment Conference, NIST International School, Bangkok, Thailand

November 1-2, Practical Pedagogies 2018, Cologne, Germany (see page 48)

November 16-18, ECIS Educators Conference, Luxembourg
2019

February 4-6, AAIE Conference & Expo, San Francisco, California, US

If you would like your events to be listed here, please email jbarnes@johncatt.com



What's in a name?

In the autumn 2017 issue, Hedley Willsea asked the question 'are we qualified?' Picking up on that theme, Denry Machin further explores the PGCEi

With the number of international schools increasing, being a qualified teacher should guarantee job security: more growth, more schools, equals more opportunities? Not necessarily. There is another factor at work here. Faced with political, economic and social uncertainties in their home countries, ever more teachers are looking to international schools for jobs, for prosperity, and for a better life. It follows that competition for the best jobs, in the best schools, and in the most desirable locations is intensifying. In this competitive world, credentials matter. At least in part, the wheat gets winnowed from the chafe through teaching qualifications.

The 'traditional' route to appropriate qualification has been an undergraduate education degree or a post-graduate teaching certificate. With qualification in hand, a few years' experience under their belts, and the right passport, teachers who have followed this route have full access to the lucrative and exciting world of international schooling. What, though, for those not able to access this 'traditional' route? What options exist for those whose state teaching qualifications don't grant entry to international schools? What about those

training to teach in later life? And what about specialist *English as an Additional Language* teachers, or sports coaches looking to gain formal teaching qualifications? Once upon a time, the option was a year spent studying in, for example, the UK, US or Australia. However for many – with roots established, families started and economic commitments made – full-time study would be an impossibility.

For these aspiring teachers, a range of options are available. For example, the Post Graduate Certificate in Education (PGCE) of England, Wales and Northern Ireland is now available in international form, and offered by a number of institutions (usually under the title iPGCE or PGCEi). Similar to their nationally-based counterparts, participants study academic modules covering teaching, learning, assessment, and educational theory. Some PGCEi programmes include face-to-face taught elements, some do not. Some include consideration of the international context, some are more UK-centric. Critically, some include compulsory teaching assessments, others do not. In many regards, the PGCEi mirrors the national school-led training route – a programme whereby fledgling teachers train full-time in schools, learning

QTS demonstrates preparation to teach in nationally-based schools. Just as teachers completing school-based training in nationally-based independent schools may be ill-prepared for life in nationally-based state schools, so too may teachers holding QTS be ill-prepared for seeking appointment in international schools.

directly from experienced colleagues. Indeed, despite the lack of a formally assessed teaching practice on some courses, many PGCEi participants already work in schools (in varying capacities) and already have extensive classroom experience. Most school-led courses also give access to university certification. Again, very much like the PGCEi.

Despite these similarities, PGCEi programmes may be characterised by varying content and differing quality. Most PGCEi programmes are generic; in contrast to the PGCE, they are not generally awarded in specific subjects nor by phase (early years, primary etc). The lack of an assessed teaching component on some courses is also significant.

Qualified Teacher Status (QTS) also distinguishes the two qualifications. The critical difference, as Hedley Willsea noted, is that a PGCEi does not lead to QTS; it does not give the right to teach in UK state schools. Why though is QTS relevant? QTS may represent (a particular view of) teacher quality, but holding QTS does not axiomatically equate to knowledge, skills or experience appropriate to *international* schools. QTS demonstrates preparation to teach in nationally-based schools. Just as teachers completing school-based training in nationally-based independent schools may be ill-prepared for life in nationally-based state schools, so too may teachers holding QTS be ill-prepared for seeking appointment in international schools. Indeed, if we equate the PGCEi to school-led training, it may actually represent better preparation for international schools than does a PGCE. This relies, of course, on the PGCEi including a robust review of teaching practice (and not all do), and it requires that the trainee has access to experienced colleagues able to offer useful critique (and not all can). However, at its best, a PGCEi offers thorough, and internationally relevant, teacher preparation. There is also the issue of diversity. By privileging QTS, schools favour teachers from the UK. Implicitly, if not explicitly, this precludes from employment potentially excellent teachers from different nationalities and different backgrounds. Yet, should *international* school teachers not, by very definition, represent diversity?

In short, PGCEi's do not completely replicate the experience of studying a full-time PGCE. But then, why should they? It is sometimes argued that the PGCEi has fuelled an influx of average, but fully-licensed, teachers seeking employment in international schools. However, the same argument can be levelled at the nationally-based PGCE. A PGCE is no guarantee of teaching quality – just ask the Head of any UK school.

The PGCEi then has an important place in the market; it serves the needs of aspiring teachers who, for a multitude of reasons, do not have access to 'traditional' teacher training routes. Moreover, for schools, the PGCEi offers a (partial) solution to recruitment challenges. Consider the advantages to everyone if a version, or versions, of the PGCEi, conceived of in the same way as UK-based school-led training, could be agreed as having equivalence to QTS. Such a qualification would give schools access to a large pool of qualified, and quality, teachers who represent the diversity of the environments in which they teach.

The cautionary note, of course, is that PGCEi programmes are not all created equal. Teachers are advised to choose those that include an assessed teaching component – which may well assist with later employability. In turn, schools are encouraged to embrace the shifting realities of teacher recruitment; there are now thousands of high-quality PGCEi-qualified teachers worldwide, who may be more suitable for your school than a 'traditionally' qualified teacher brandishing QTS. With the number of international schools increasing, so too are the options for teacher qualifications. The PGCEi is one such option, providing opportunity to teachers and schools alike.

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‘Hothouse Earth’?

Richard Harwood looks at the impact of rising temperatures across the globe

This title is one that is more appropriate to spectacular disaster movies – of which there have been several linked to the subject of climate change (most notoriously, in 2004 the dramatically inaccurate *‘The Day After Tomorrow’*) – but the term ‘Hothouse Earth’ has been used in several contexts just recently to apply to the overall phenomena we are beginning to see worldwide.

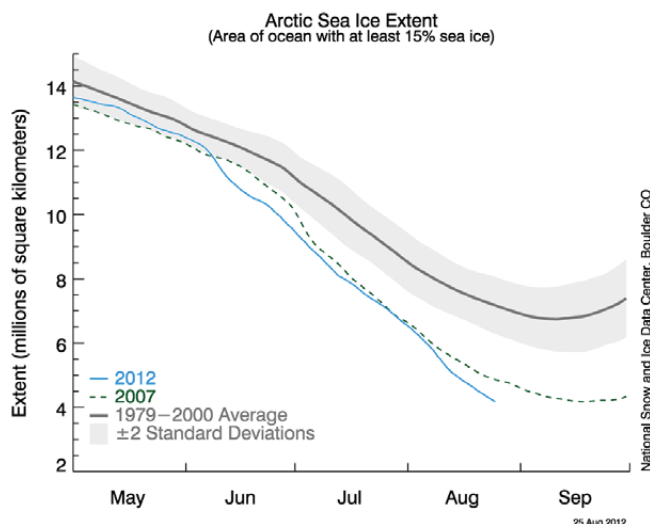
There has been a series of recent major newspaper articles using the term. These articles are prompted by immediate observable phenomena such as the extensive range of significantly elevated temperatures recorded across a wide geographical range – a daytime temperature of 33.1°C within

the Arctic Circle, for instance! A prolonged period of dry, hot weather has produced a proliferation of forest fires in different regions, from California (where two fires merged recently to produce the largest recorded conflagration in the state) to Canada, Greece and Portugal, for instance.

Considerable concern has been expressed in recent months regarding measurements of the retreat of the Arctic icecap, with graphical representations indicating a progressive decline in the extent of the sea ice. The figures shown below illustrate the decline up to September 2012, but subsequent data only serves to reinforce concern that the ice is in retreat.



In 2013 the Rim Fire burned more than 250,000 acres (1,000 km²) of forest near Yosemite National Park (US Department of Agriculture)



The decline in Arctic sea ice extent as it approached a then record minimum in September 2012. (National Snow and Ice Data Center, Boulder, Colorado, USA)

Concern over the disappearance of the Arctic sea ice is supported by the concomitant retreat of the major glaciers in the region.



'Calving' at the face of the Mendenhall Glacier, Alaska. (The blue areas on the ice face indicate where new blocks of ice have detached from the surface to form the ice field in the waters below).

The changes taking place in the Arctic region are of major concern because of their links into the complex web of oceanic and climatic change that give rise to the ecology and

living conditions in the northern hemisphere. These changes, and consequent interactions, have been definitively explored in books published by two of the leading researchers in this area:

'A Farewell to Ice; A Report from the Arctic' by Peter Wadhams (Penguin, 2017)

'Brave New Arctic; The Untold Story of the Melting North' by Mark Serreza (Princeton University Press, 2018)

Though the Antarctic continent poses a different scenario by virtue of being a landmass having a superimposed icecap and attached icefields, similar concerns about the observed effects of global temperature rise have also been expressed in recent times.

However, the current series of articles drawing attention to the effects of global temperature rise have been prompted by a paper published in the *Proceedings of the National Academy of Sciences*, August 2018 (*'Trajectories of the Earth System in the Anthropocene'* www.pnas.org/content/early/2018/07/31/1810141115). This paper raises the possibility that, even if all countries could meet their targets as defined in the 2015 Paris Agreement on climate change, the Earth could still be locked into unavoidable global warming. The Paris Agreement set a target to keep the increase in global average temperatures below 2C, but the authors suggest that this may not be enough to stop a complex cascade of feedback mechanisms creating a 'domino effect' which would combine to raise the global temperature still further. These interlinked effects include the loss of polar sea ice, changes in ocean circulation, permafrost melting and the dying back of rainforests. The authors of the study stress their analysis is not conclusive, but warn that the Paris commitment to keep warming within 2C above pre-industrial levels may not be enough to 'park' the planet's climate at a stable temperature, and that a 'Hothouse Earth' scenario is a possibility within decades.

The upshot of all this may seem particularly gloomy, but we do need to know the context in which we are working – and if the raising of such possible future implications sharpens political, community and individual resolve then that is for the better. A hopeful and constructive note is struck by the third article listed below written by Simon Lewis, Professor of Global Change at University College, London. His concluding paragraph finishes *'The outline of this story is that given the colossal wealth and the scientific knowledge available today, we can solve many of the world's pressing problems and all live well. Given that our environmental impacts are so long-lasting, the future is the politics we make today.'*

Relevant reading

www.thetimes.co.uk/past-six-days/2018-08-07/news/climate-change-may-become-unstoppable-within-decades-3367xf3jj

www.theguardian.com/environment/2018/aug/06/domino-effect-of-climate-events-could-push-earth-into-a-hothouse-state

www.theguardian.com/commentisfree/2018/aug/07/climate-change-catastrophe-political-will-grassroots-engagement

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What is an ideal student?

E T Ranger warns against the dangers of an international school 'beauty contest'

Is there a beauty contest within international schools? Do people in your school ever say 'So-and-so is a really good international student'? What are the standards that are being applied to find the ideal international student?

A recent book that has made a big impression on me speaks from the inside, of the hidden hierarchies and alliances within an international student body invisible to the Anglophone management. Danau Tanu, in 'Growing up in Transit', tells of spending a year among the upper school students in a major international school and hearing, in several of their own languages, how they see themselves and one another. She writes about a boy who speaks three languages fluently, and spends most of his time within another national group, but is dismissed by teachers as not 'international'. The reason? He cannot operate confidently in English.

The hierarchy of levels of English is almost a ranking system in the eyes of many parents, who are paying for their children to move up to the aristocracy. We are accustomed to the reaction of some parents to our sensitively-designed ESL/EFL/EAL programme: 'She is good enough to join real classes now!' Yet a child newly-arrived from the home country is the most advanced in the class – in their own national system. Among compatriots they could be the most respected, yet here they are placed among the disadvantaged. Often these matters are understood by the Second Language department, but they in turn may be seen as peripheral; a bolt-on service to help the disabled towards competence.

It is terribly difficult to erase these assumptions – and it is perfectly true that competent English is key to benefiting from our teaching, because most teachers are limited to working in that language. For great numbers of international schools it is academic English that will give children access to the global economy – and to Harvard, which many families see as the road to success. This article is written in English – this magazine is, too, of course – and our whole discourse from everyday gossip to refined academic analysis uses the language. Of course we must help children to be good at it. In reality this should make the second language teachers our aristocracy. We should be ready to respond to pleas such as 'How can she learn proper English if she is in a class that doesn't speak it?', and other pleas that are brought by anxious parents. It is a long slog to reach the level of language proficiency that Harvard demands, and just one task for the developing child.

So, to return to our beauty contest, who have you thought of as an ideal student? Thinking back to a few examples should suggest what standards we are applying. Languages, certainly; socialising across cultures yet abiding

by a consistent ethical code; reacting flexibly in new cultural environments or strange places; and finally getting top grades in *our* examinations. Tanu adds that national and linguistic groups have their own hierarchies, heroes and struggles that are invisible to teachers but dominate the children's lives. Does the cultural capital which we foster equip them to engage with communities beyond ours? I wonder whether we understand their families' expectations well enough to know whether the children can thrive on return to their home country, or achieve the targets that the family deeply value, beyond the shiny job in a shiny company. We often meet our schools' alumni who drop in when their new, international employer posts them back to where they were schooled. We speak proudly of their ability to fit into the modern global world of which we are a part. But their grandparents may well feel that they have lost their family, migrated into another world, incompletely cultured, incapable of fitting back into traditional life, or even back among their own generation in the country of origin.

As Carol Inugai-Dixon wrote in a recent issue of *International School* magazine, it is patronising for the IB mission statement to acknowledge that 'other people can also be right'; seemingly taking for granted that we *always* are right. The danger is that we are inducting all our children into a single global English-speaking community, its language and its ideas of right, normal or beautiful. In an article in the same issue, Terry Haywood echoed the call from the October 2017 *Alliance for International Education* conference, that we should keep in mind those who do not go abroad. In the comfort of our global community those left at home seem to be the outsiders. But in my view international education fails in its most crucial aim if it distances us from the untidy, backward, diverse realities beyond our boundaries.

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The intersection of research and practice

Mary Hayden and Kate Kuhn report on the second IB Educator Certificate conference

Question: How do you persuade more than 100 researchers and educators from universities around the world, all with interests in the International Baccalaureate, to come together for 3 days to discuss the relationship between research and practice in the context of the increasingly popular and well-regarded IB programmes?

Answer: invite them to participate in a conference organised jointly by the IB and a university that offers IB Educator Certificates, provide a great location, stimulating presentations, opportunity for discussion and terrific company – and see what emerges.

This is what happened for the first time in Kent State University, Ohio in 2016, when the inaugural IB university conference organised to stimulate debate and cross-university collaboration was a huge success – and then happened for the second time between 18 and 20 June 2018 at the University of Bath, UK. Following recent 50th anniversary celebrations of the University of Bath, with its long history of involvement with and commitment to the IB, its programmes and its students, hosting the conference in this the IB's 50th anniversary year was particularly timely.

Organised by a conference team made up of representatives of the IB (Kate Kuhn, Keisha Malone and Stanley Burgoyne) and University of Bath (Jeff Thompson, Katerina Ray and Mary Hayden), the conference attracted participants from 24 different countries – with the prize for the largest number of universities represented going (amazingly, given the geography and distances involved) to Australia. Staying in accommodation either on campus or in the city of Bath just down the hill, participants engaged in a three day packed programme of activities. Following formal welcomes from University of Bath Pro-Vice-Chancellor for Learning and Teaching Professor Peter Lambert, Head of Department of Education Professor Mary Hayden, and IB Chief Officer of Learning and Teaching Dr Rebecca Hughes, keynote speakers included Dr Bradley Shrimpton (IB Head of Research), Dr Robert Harrison (IB Head of Middle Years Programme Development), Professor Catherine Montgomery (University of Bath Professor of International Higher Education) and Dr Conrad Hughes (Campus and Secondary Principal at the International School of Geneva La Grande Boissière campus).

Chaired overall by Professor Jeff Thompson, the conference's stimulating combination of 35 research presentations, 18 round table presentations and 4 poster sessions formed the basis for several days of perspective-sharing on research and its intersection with the development of professional practice. One of the chief characteristics of the



The IB and University of Bath conference team

conference was the strong interaction between presenters (of research sessions, round table events and poster displays) and those attending the sessions, which guaranteed challenging ideas, good-humoured disagreement and increased understanding of differing views and experiences from around the world.

Student ambassadors of the University of Bath's MA International Education and Globalisation programme helped participants to find their way around, while at the same time deepening and broadening their own understanding of international education – and no doubt informing their ongoing dissertation work! Following a conference dinner on campus after the Monday evening welcome reception, dinner on Tuesday was provided in 10 Bath city centre restaurants offering a range of different cuisines and providing the opportunity for more informal discussion (an idea borrowed from the previous conference organisers – thanks Kent State!). The conference finished in Bath city centre with Wednesday evening's reception and dinner in the splendour of the 18th century Holburne Museum.

All together it was a great few days which left behind not only deeper understanding of the thorny issues with which we are all engaging on an ongoing basis, but also happy memories of an enjoyable time spent in excellent company. We can't wait to do it again!

Mary Hayden, University of Bath, and Kate Kuhn, International Baccalaureate, were Lead Organisers for the IB Educator Certificate conference, June 2018
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All children have a right to education – including those with disabilities

Nafisa Baboo shares a personal story and argues the case for inclusive education

I have a visual impairment and I was educated. I was lucky. The sad truth is that 32 million children with disabilities in developing countries don't go to school and are denied the chance of making friends, learning how to read and write, and their hope for future employment.

Perseverance is the key to success

I owe my experiences and successes to education, and to my parents' sacrifices to ensure I had the best possible education. We were the poorest family in our neighbourhood of Cape Town, which instilled in us the belief that progressing through education would enable a better life. My father,

who is blind, taught at a special school for the blind where he himself had been a student. However, he is an advocate for inclusive education, where all children with and without disabilities learn in the same classroom. He wanted me to grow up learning the skills needed to succeed in the real world, and insisted I was no different than others and had my own unique talents and abilities. He taught me to be solution-orientated, and engrained in me the belief that perseverance is the key to success. To this day, when sticks and stones cross my path to ensuring that all girls and boys with disabilities across the world receive education, I still sometimes tell myself: through perseverance comes success!

Inclusive education secures critical rights

Especially in low- and middle-income countries, an opportunity exists to support the build-up of an inclusive education system from the outset, empowering poorer countries to put in place support for all children experiencing barriers to learning, not just those with disabilities. Inclusive education has the potential to lift people out of poverty and build peaceful and more tolerant societies. It's a cost-effective solution that also helps fight prejudice. Children with and without disabilities learning together fosters appreciation of differences and recognition of everyone's unique challenges and talents. This is what's really needed in today's world.

Inclusive education is also a means to securing other critical rights, and has the potential to boost the quality of education overall. Our education systems are in crisis worldwide, with millions of children not learning the basics of reading or maths after several years of schooling. Addressing barriers to learning and participation, as well as improved teaching strategies, will make learning accessible and enjoyable to all children, regardless of their abilities. The failure to reach children with disabilities is one of the biggest stumbling blocks standing in the way of the success of the UN's Sustainable Development Goals, which promise to ensure 'inclusive and equitable quality education' for all by 2030. Inclusive education is a wise and worthy investment. The right to education is central to achieving all other rights

– health, political representation and employment.

Our call to make inclusive education for children with disabilities a priority

Making all education programmes truly disability-inclusive, and ensuring funding to redress the wrongs of the past, will significantly help close the gap between policy and implementation. Over 220 major organisations including the Global Partnership for Education (GPE) endorsed a call to action to increase investment in disability inclusive education. At the GPE replenishment conference on 2 February 2018 several donor countries – including UK, Denmark, Norway, as well as the EU, stated that they would like to see their pledges used towards ensuring the right to education for children with disabilities – the largest group of boys and girls denied this fundamental right. Unfortunately, we are nowhere near attaining the resources needed to ensure inclusive and quality education for children with disabilities, especially in low- and middle-income countries. It's time for bold concrete action and funding by governments and decision-makers to change this situation. I want children with disabilities all over the world to have the same opportunities that I had.

**Nafisa Baboo is a qualified speech-language therapist and audiologist, and Senior Inclusive Education Advisor for Light for the World. [www.light-for-the-world.org]
Email: n.baboo@light-for-the-world.org**





A new outlook for Vietnam

Sam Fraser gives an insight into the impact of new regulations on the international school sector

For the past eighteen months, the international schools market in Vietnam has been in waiting. Anticipated amendments to government regulations which, until now, have limited numbers of local students allowed to enrol in foreign-owned international schools in the country, have been slow in coming. But in August 2018 new regulations came into place.

Changes for Vietnam

The cap on local student attendance has been the major barrier to foreign investment within Vietnam's education sector, particularly in the second-tier provinces outside Hanoi and Ho Chi Minh City which attract fewer expatriates. As at August 2018 there are 119 international schools in the country, and the market has altered very little since there were 100 international schools in 2013. At the same time, the demand from more affluent Vietnamese families for international education has increased. According to Vietnam's Department of Foreign Training, under the Ministry of Education and Training, more than 110,000 Vietnamese students of all ages moved abroad to study in 2014. This number has grown year on year, and includes children as young as 12 and 13 being sent to independent boarding schools – primarily in the UK, US, Australia and Singapore – because of the limitations on education choice in their home country. However, Decree 86 – issued by the government of the Socialist Republic

of Vietnam on 6 June 2018 – could redress some of this movement overseas and see more international school development funded by foreign investors.

The new Decree, which officially came into effect on 1 August 2018, allows foreign-owned schools, including pre-schools and those for compulsory-age education, to enrol Vietnamese children up to a maximum of 49% of the total number of students in the school. This is a significant relaxation of the former limitations which restricted the numbers of local children to no more than 10% of the total enrolment at primary level and 20% at secondary. The new Decree is expected to open international classroom doors to many additional local children, some of whom have been on long waiting lists for several years. Where capacity allows, local student enrolment in the foreign-owned schools across Vietnam looks likely to increase as the new school year begins. This could ultimately result in a similar scenario to the 2012 changes in Malaysia which saw the lifting of restrictions on the number of local Malaysian nationals who could attend international schools. Today, international schools in Malaysia are legally entitled to enrol up to 100% Malaysian nationals if they choose, although most of the leading schools aim for a 50:50 ratio of local and expatriate children. As a result, according to ISC Research data, the number of K-12 international schools in Malaysia increased from 108 in 2012 to 239 in 2018, and student enrolment during that same

period expanded by over 230%, from 29,000 to 96,300.

'An education alternative is now available for more of [Vietnam's] growing middle class', says Chip Barden, until 2018 Head of School at the United Nations International School of Hanoi. He believes that demand will increase for international schools in Vietnam, but points out that the student demographic is changing too. 'The locals and Asian expatriates are balancing out the Western, English-speaking expats', he explains. 'Japanese and Koreans are flowing continuously into the country right now. They are good students but they need to develop their English skills, particularly for studying the IB Diploma which is heavily language based. So, schools need to invest in resources to make sure these students are well prepared.' ISC's Schools Director, Richard Gaskell, agrees, noting that 'Decree 86 provides an excellent opportunity for new foreign investment in Vietnam, but rigorous education standards, accreditation, quality staffing and relevant resourcing are essential to ensure the market develops in a reputable and sustainable way'.

Developments beyond Vietnam

Elsewhere in South East Asia, the international schools market was impacted quite severely by the oil and gas crisis of 2014 which led to significant contractions in expatriate workforces. However, in cities where multi-national business is diverse and the local population has sufficient access to international education, international schools have survived and some have continued to expand. Thailand is gaining ground as a country offering reputable international education opportunities. High demand is coming from Thailand's growing Asian expatriate sector, as well as from middle-class Thai families who are dissatisfied with the quality of public education in the country and aware of the options now available to them at international schools. This awareness is likely to increase as another high-profile British independent

school, Wellington College, opens a new international school in Bangkok this academic year.

A similar scenario can be observed in Malaysia, where 12 international schools are expected to open during the 2018-2019 school year. New oil and gas projects are underway in the country, but government intervention on the construction of the high-speed rail network that was due to run from Kuala Lumpur to Singapore could impact international school development in Johor. This state, which links the two global cities, is ripe for economic growth but infrastructure is essential to attract large-scale business development and, ultimately, more schools to the area. Cambodia, meanwhile, is experiencing growth within its international schools. However, there is limited regulation of this market across the country, and some schools that describe themselves as 'international' still deliver a local curriculum and simply offer students a chance to gain English language skills. Informed local parents are seeking out schools with globally recognised qualifications and curricula as a way to identify the better schools, but parents and teachers selecting schools in Cambodia need to choose carefully to ensure they get what they want.

As South East Asia continues to develop economically, so new potential for international schools will emerge. ISC Research, which gathers its market intelligence and data from governments, education experts and socio-economic analysis as well as directly from schools, predicts that the region will see continued growth for some time to come.

Sam Fraser is based in Singapore, and is the South East Asia Research Consultant at ISC Research
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Accreditation, not another accreditation!

Stuart Bryan explains how his school utilised the accreditation and curriculum review process to ensure that student learning and wellbeing remain at the core of school life

Teachers and administrators (and students!) in schools offering international programmes are often subject to a bombardment of international accreditation standards and practices, resulting in some cases in almost one accreditation or evaluation visit per school year. In such instances, the inevitable temptation is to focus all energies on the impending visit and lose sight of the bigger picture of the

students' learning and their wellbeing – which is, of course, the ultimate aim of the accreditation process in the first place. At the Amman Bacculaureate School (ABS), as a four programme International Bacculaureate (IB) World Continuum School (Primary Years Programme, Middle Years Programme, Diploma Programme and Career-related Programme), as a pilot school for the World Academy of Sport Athlete Friendly

The Amman Bacculaureate School Experience



Education Centre accreditation, and as a pioneer for the implementation of the Round Square Discovery Framework – not to mention as the very first school in the world to embark on the revised and much more rigorous Council of International Schools (CIS) accreditation process – it was imperative that the school found a way to navigate the various, and on occasions conflicting, accreditation demands in the best interests of the students.

Through review of the Guiding Statements

Since all international accreditation and evaluation standards relate to the school's own Guiding Statements, otherwise known as Vision, Mission and the like, it was decided that the most appropriate, and indeed essential, starting point in the rationalisation process was to review the school's own statements of purpose and intent and to ensure that they were not only still valid, but also easily communicable and their degree of implementation and impact open to quantifiable evaluation. A full review of the ABS Guiding Statements was, therefore, conducted in March 2015, which involved a wide range of ABS stakeholders, and resulted in the creation and adoption of the *Al Tarbiyeh* acrostic (shown here), which immediately became the focus of a whole school initiative to ensure that the ABS Guiding Statements were fully embedded in all aspects of school life. Since ABS was one of the first IB bilingual Arabic and English schools in the world, it was deemed essential that this summation acrostic of the Guiding Statements reflect the core *raison d'être* of the school and provide a unique symbol of the special nature of the school, which is why the Arabic term meaning 'quality upbringing' was selected, but with the core aspirations of the school relating to the acrostic in English.

Through linking all aspects of an ABS education

Following the creation and adoption of such a powerful encapsulation of the purpose and intent of the school, it was now imperative to find a way to relate in a meaningful way *Al Tarbiyeh* to the various core accreditation standards that the school would be evaluated against in the many forthcoming evaluation self-assessments and visits. Thus, it was agreed to plot the various aspects of the *Al Tarbiyeh* acrostic against the IB Learner Profile, the School's Essential Agreements and the Round Square Discovery Framework attributes. For the first time, therefore, all ABS stakeholders – but especially students – were given a comprehensive visual image of what an ABS education really stood for, and the *ABS Educational Experience Model* was born (see previous page). The aim of this model was to ensure that all members of the community were fully *au fait* with how all the different facets of an ABS education linked together and, of course, how the different features of our education programmes were underpinned by our *Al Tarbiyeh* acrostic.

Through review of the Whole School Strategic Planning process

So, the school was now in a position where it had both the *Al Tarbiyeh* acrostic and the *ABS Educational Experience* model throughout the school in every corridor and in almost every classroom. How did the school know, though, that it was really using these documents to support student learning and wellbeing? In addition, although the *ABS Educational*



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Team Work

Achievement

Responsibility

Bilingualism

International Mindedness

Youth Empowerment

Excellence

Holistic Education

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التَّعلُّم مدى الحياة

العمل الجماعيّ

الإنجاز

المسؤولية

ثنائية اللّغة

الأفق الدّوليّ

تمكين الشّباب

الامتياز

التَّعلُّم الشّموليّ

Experience Model highlighted the links with the IB and the Round Square, how would the revised CIS International Accreditation protocol relate to all that the school was doing? The starting point, of course, was a full review of the ABS Strategic Planning process. The ABS Five-Year Strategic Plan had already been based upon the accreditation standards of the CIS Eighth Edition Accreditation protocol, and in May 2017, the whole plan was updated in light of the revised domains and standards of the new CIS International Accreditation protocol. This review enabled the ABS Strategic Plan objectives to be related not just to the reviewed appropriate CIS accreditation standards, but also now to the main features of the *ABS Educational Experience Model* which, of course, meant the IB and Round Square Learner Profile and Discovery Framework Attributes respectively.

Through review of Whole School Curriculum Planning

The school was now in a position where its Guiding Statements were visibly and accessibly displayed and its strategic plan was cogently related both to these and to the accreditation standards. But was this enough to ensure that student learning and wellbeing were really being impacted in a positive way? The next stage was to carry out a full audit



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CIS International Accreditation 2016	Objectives (based on CIS Standards)	Major Actions	Persons Taking Action	Timeline	Resources Needed	Criteria for Completion / Success	Impact on furthering the school's guiding statements	ABS Experience Links			Status
								AT	RS	LP	
Standard A5 All school constituent groups are involved and engaged with the development and review of the Guiding Statements on a planned and regular basis.	A3) To carry out a full review of the School's Guiding Statements in light of the objectives identified in the new Strategic Plan in preparation for the CIS/NEASC Ten-Year Accreditation Visit. Principal Vice Principal (Arabic)	a) A committee consisting of all stakeholders examine the validity of the Guiding Statements by gathering the necessary data through all audit methodologies. b) Evaluate the impact and effectiveness of the modified Guiding Statements through the formal process as per policy. c) To carry out a review of the Al Tarbiyah acronym as per the CIS Preparatory recommendation.	Principal All members of the ABS Community	By June 2017	Meeting times.	Modified Guiding Statements document that is shared with all stakeholders. Findings and action plan are shared with all stakeholders.	"Develops well-rounded responsible world citizens".	Excellence	Self-Awareness	Reflective	Completed Full review of the Guiding Statements completed in March 2016 in advance of CIS Preparatory Visit. Al Tarbiyah Review completed – June 2017

of whole school curriculum planning, as displayed on the school's Atlas Rubicon site, in order to ensure that all the key features of the *ABS Educational Experience Model* and the CIS revised accreditation standards were being fully integrated into curriculum mapping at all the different stages of the school's educational provision. An audit process tool was devised which included highlighting the appropriate IB Standard, the CIS accreditation link, the *Al Tarbiyah link* and finally the Round Square Discovery Framework Attribute link. This provided an appropriate and readily available means of evaluating and quantifying the impact of the various accreditation standards through the curriculum mapping of the school.

Through review of Whole School Learning and Teaching

The school was now in a position where its Guiding Statements were visibly and accessibly displayed, its strategic plan was cogently related to both these and the accreditation standards, and the whole school curriculum mapping had been fully reviewed. Was this enough, though, to ensure that student learning and wellbeing were really being impacted in a positive way? The answer was, of course, no. It was decided that one further, but probably most important, stage was necessary to fully ensure that all the above aspects were really impacting student learning at ABS. On an annual basis, as part of its Self-Evaluation strategy, ABS has for many years carried out whole school Learning and Teaching audits. In March 2017, it was therefore decided to create a revised learning and teaching audit tool, which also incorporated all the IB, CIS and Round Square standards and attributes, as well as the essential *Al Tarbiyah link*. So it was now possible for the school to evaluate its learning and teaching in the knowledge that it was gaining evidence on its degree of success in implementing not only its own Guiding Statements, but also its degree of alignment in terms of student learning with all the accreditation and evaluation standards of its membership organisations.

Through a Joint IB (Four Programme) / CIS Synchronised Evaluation Visit in September 2018

So the school was now just left with the final stage in the process – the accreditation/evaluation visit itself. As noted above, ABS had been selected as a pioneer school for the revised CIS International Accreditation protocol. Following a very successful Preparatory Visit, led by the CIS Director of School Support and Evaluation, ABS had become the very first school worldwide to undergo the full Team Evaluation stage. This, coupled with a Four Programme Five-Year IB Evaluation, meant that no fewer than 17 peer-evaluators, including the CIS Associate Director, reviewed all aspects of the school in relation to the school's self-study documents. It is not the remit of this retrospective to comment in depth on the outcomes of this visit, but in brief the school's preparations were judged as 'meticulous' and the ABS community was commended 'for creating an outstanding whole school climate and a highly positive learning community, which fully reflects the Guiding Statements'.

In conclusion, at the Amman Baccalaureate School the potential of accreditation overload was managed in such a way as to secure genuine school improvement in the interests of the learning and wellbeing of all its students. There was, nevertheless, an inevitable collective sigh of relief when it was all over, in the knowledge of a successful process completed, with a renewed focus on student learning and teaching ready for the next accreditation event in the continued cycle of school improvement. Oh – did I forget to mention the one year CIS Evaluation Report which is now due, the Five-Year Re-accreditation with the World Academy of Sport coming in September 2018, and the Five-Year Re-affirmation with the Round Square on the horizon?!

Stuart Bryan is Principal and CEO of the Amman Baccalaureate School in Jordan. He is also an IB Consultant Educator, CIS Evaluation Team Leader and advocate of the Round Square Discovery Framework.
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The English School of Kyrenia hosts a number of events to bring students from different nationalities and backgrounds together.

On the legacy of conflict

Hector MacDonald says we can learn from tackling difficult issues

Having served for over forty years establishing and refining international schools in the USA, UK, India, and now Cyprus I have had the opportunity to consider the potential that exists for past conflicts to be used as a positive basis for student learning and great outcomes. Given complex past history, including loss of lives amongst the families we serve, there is an almost instinctive first imperative that the subject of conflict should be avoided. Here in Cyprus we live in a divided island, partitioned by a zone which we can cross daily. Over my five years here I have been moved by what families feel who live on both sides of the zone. In my experience there is a huge shared sense of a Cypriot identity, rather than hostility between the two communities.

Rather than ducking fraught issues, we as a learning community here at the English School of Kyrenia have made a conscious decision to draw on our context in Cyprus, and dedicate time to bi-communal activities that have the potential to unify people rather than divide them. We

have, in dialogue with our students and parents, reached a conclusion that our children are our future. Within the IB Diploma Programme there is such a sensible drive towards processes that can lead our young people to become original in thought, open minded, and to look at what could be done in a prospective rather than a purely retrospective way. Our learning experiences are not confined to individual subject areas, but based upon a real breadth of experiences. We are active in placing our context within our teaching of the IB Diploma's Theory of Knowledge, as we are within our Model United Nations (MUN) and Junior MUN activities, where we make a point of inviting participation globally. We enjoy activities that involve getting young people together from all across the island, and indeed the world – thirty three nations are represented within our school.

Each year we host the Peace Players for a day of competitive basketball where we mingle young people from both sides of the zone in mixed teams. We pick up



students and their parents, and facilitate shopping trips for parents so they can see some of North Cyprus prior to travelling back across the zone. With about 150 participants each year we have all thoroughly enjoyed preparing for the event, and participating in the event itself, as well as a talk from the US Ambassador to Cyprus. Our students take part in bi-communal theatre events, debate, art competitions,

and international exchanges fostering understanding and harmony island-wide. We have devised youth service to those less fortunate straddling the zone; soup kitchens which convene monthly for the poor and refugees, and which always include the opportunity for our students to enter the zone and mix socially at the Home for Cooperation which is adjacent to UN headquarters. We have created this under the auspices of the Order of Malta, taking an 'all faiths and none' approach to participation.

Many visitors comment on the open-minded nature of all the participating students, and we are heartened by the potential for improvement island-wide, as well as world-wide, which can arise from the simple expedient of getting young people together to witness all that they have in common. Perhaps through our own openness to listen to young people and their families we might be re-expressing the absorbing comment of the thirteenth century poet and mystic Rumi:

'Yesterday I was clever so I wanted to change the world. Today I am wise, so I am changing myself.'

By promoting the opportunity for our students to think, engage with others, and form their own opinions based upon many shared experiences, conflicts may finally be resolved.

Hector MacDonald is Principal of the English School of Kyrenia, Cyprus. Previously he was Principal of four other international schools in Germany, India and the UK over a twenty year period.

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Broadening horizons

Filiz Hayta describes a six-country project

I am a teacher at Burhan Felek Anatolian High School in Istanbul, Turkey, whose students are aged between 15 and 18. Our school has participated in many national and international cultural activities in order to improve the learning process of our students. Recently our school project team participated in the BookPals@Schools.Eu Erasmus+ project, which was organised jointly with Croatia. In the project Turkey partnered also with Cyprus, Poland, Hungary and Portugal. The project aimed to improve the reading habits of young people in schools and to strengthen their use of English in daily and academic life. With the help of students and teachers who took part in the project we can see that they learned to use new education technologies, new learning methods and ICT. In two years with the project's help we discovered new cultures, new educational methods, and new languages. We had many inputs for our school in these years. Through the visits and the travel undertaken by our students, as they stood in other partner students' houses, this experience represented a real cultural exchange.

Our students visited five countries: Hungary, Croatia, Cyprus, Poland and Portugal. We staged a play named 'Good morning Teacher' in Croatia, with the participation

of all countries, and invited the entire town. We created international teams with participants from all countries, and eventually we chose the most successful group. Our students prepared for this game for a long time and their English has shown incredible improvement. After each transnational visit, we produced a newsletter about our events and visits, and in doing so our students learned how to use ICT tools. We regularly organized interviews in English with students and teachers of other countries about national and international literature, so we learned a lot about literature of other cultures and adapted our everyday life. We check each student's reading habits with monthly surveys, and have created a reading corner in our school to improve reading habits. Students and teachers borrow these books when they want to read them. Because the reading corner is in a fairly visible place in the school, students are constantly excited about the books, and the idea of reading is always in their minds.

In Portugal, we divided into international groups and gave the groups names such as Oscar Wilde, Shakespeare and Jane Austen; we took photographs and wrote stories about many places in Porto. We made these stories into movies using ICT technologies and congratulated the best group



at the end of the competition. In Hungary we studied our origins. Students read documents and with the help of ICT tools created picture books and posters to illustrate them. We presented these to local schools and libraries, and to each partner school. In Poland the students presented some recent documents of native literature based on old texts. In this meeting representative teams talked to each other about documents they read, developing oral presentation skills. Representations were developed in many different forms such as drawings, cartoons, films, photo story and play, involving many different subjects including Art, Music, PE and IT. So they became familiar with 6 works of European literature through peer to peer learning, an activity which ended with a quiz designed by students. We organised the teacher training and meetings in Turkey. We introduced the Turkish language to the teachers from the five other countries and

showed various examples. We learned interactive techniques that we would use in education in an art center led by an instructor. The pre-post-during reading techniques used in the lessons were adapted to 'Androcles and the Lion', a fairy tale, and taught to Turkish students using ICT techniques by all countries.

At the end of this project our students saw that peace and tolerance dominate the world. Everyone had respect for other's cultures. In reflection with the teachers and students after the project we saw that our students' English writing and speaking skills had been improved. We expect that the project will affect their whole life, including their academic future. With this project they developed greater self-confidence which will help them to be more successful in their later life. We have become a big family by participating in this project and we hope these links will continue forever. We are expecting that the students might engage in similar experiments and that in this way they will add more good memories. EU Joint Projects provide students with the opportunity to interact with each other; they provide important developments in terms of language, culture, sports, world peace, brotherhood, education and personal development. Students and teachers are very satisfied with the activities they have carried out within the scope of the projects. Teachers who receive positive feedback from the projects are planning to provide more student support for the EU Projects in future years. Maybe we will meet you in some of these new projects – I hope so!

Filiz Hayta is a teacher of Turkish literature and language at Burhan Felek Anatolian High School in Istanbul, Turkey.
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The keys to a global mindset at school

Being internationally minded is vital for children to succeed in life. This, alongside digital resilience, can be the true mark of a modern education, says Vanita Uppal OBE

Championing an international education has been an important part of our school since we opened in 1963. Back then, we might have had just six nationalities amongst our students, as opposed to the 55 represented today, but it was enough to see the benefits of a rich cultural mix. We nurture our students' ability to appreciate multiple perspectives and points of view from an early age, which encourages critical thinking as they go out to take their place in the world, wherever that may be. And today, we continue to promote international mindedness because we fully believe in its inherent value when it comes to developing open-minded citizens who are prepared for life in the 21st century. However, with our global economy moving so fast, it also falls to us to ensure we adequately prepare our students for the global workplace. It's therefore my belief that we need to

start thinking differently about how to equip children with the independent learning skills that will stand them in good stead for the future. And that future is digital.

As a forward-thinking school, it is incumbent upon us to raise socially responsible students, equipped with digital resilience. Children without this type of education will be at risk of a number of unprecedented potential online threats; like many other areas of the world, in India we have experienced rising levels of cyberbullying. It is for this reason that we've introduced a number of award-winning strategies in our school to help even our youngest students become discerning digital natives. For example, we run a Digital Citizenship programme, which is now deeply embedded in our school. Through this we can ensure that children learn how to minimise risks associated with the digital world, from



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E-safety is at the heart of all we do. Throughout the school, we promote a positive culture of self-discipline, with clear guidelines on expectations and responsibilities – so this naturally extends to our digital curriculum. Our goal is to develop discerning young people – who are able to distinguish right from wrong and make good choices in life. One value we hold dear is the requirement for students to be able to determine when technology is an appropriate aid to learning, and when another method would be more suitable. For example, sometimes our children need to concentrate on the type of deep thinking that requires imagination and reflection, which might be best done with just a pen and paper.

To inspire as much critical and original thinking as possible around the use of technology, we offer an Innovation Lounge, full of exciting world-class resources such as iPads, Apple TVs, Robotics and 3D printers. This is where the children can play and explore in a hands-on and interactive way. We see technology as the golden thread running through everything we do, enabling us to monitor each student's achievements. It is of utmost importance that we continually scrutinise what we do to ensure that our initiatives have a positive impact on our students' learning and development. We do this using our SIMS

management information system, which allows us to use data such as students' homework scores and test results to quickly identify those individuals who need more support or who are out-performing our expectations and should be celebrated.

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Vanita Uppal OBE is director of The British School, New Delhi, winners of the 2018 British International School of the Year award.

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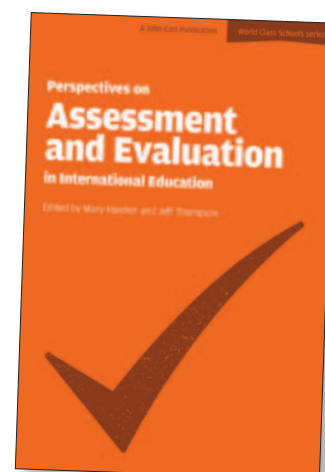
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Perspectives on Assessment and Evaluation in International Education

by Mary Hayden and Jeff Thompson
(eds)

John Catt Educational (2017)

Reviewed by Wayne Richardson



As the title suggests, this book provides a timely perspective on assessment and evaluation in international school contexts. As noted in the preface, it would require a 'much heftier volume' to address all possible issues related to assessment and evaluation. That said, the book consists of 10 chapters addressing various perspectives from teachers, administrators and researchers in the field of international education, drawing upon their depths of experience. The book is divided into two parts: assessment and evaluation. Assessment is discussed in the context of the learner, while evaluation is critiqued under the wider umbrella of the effectiveness of curriculum and/or whole-school policy.

Whatever stage of your school's assessment policy review cycle you are presently in, this book is worth consulting. If we are going to change teaching and learning approaches, it makes sense also to change the ways in which we assess and evaluate students. Standpoints discussed include formative and summative assessment, criterion-referencing and norm-referencing, standardised testing, and a myriad of internal and external purposes for assessment and evaluation. The usual suspects of validity, reliability, equity and English language learners are also re-examined in the international assessment arena. The shift from more traditional quantitative approaches to the assessment of subject knowledge, to assessing new 'unmapped domains' such as critical thinking, social capabilities and intercultural understandings, is explored. A detailed example is given of how to approach the assessment of *international mindedness* using a proficiency scale. A case study is shared about assessing *global perspectives*, followed by a chapter about assessing *global citizenship*. Assessment is also considered with respect to the advances in technology and how these might be able to bring about a more balanced form of student assessment.

Given the (justifiable) variety of authors, it is difficult at times to follow the common themes. The authors do, however, try to balance their arguments with both supporting and contradictory aspects of assessment and evaluation, thus

further highlighting the importance which should be given to assessment and evaluation in the international school context. As noted in this book, employers are now looking beyond 'skills developed in exams', and are focusing on well-developed 'people skills' including (but not limited to) creativity, teamwork, empathy and resilience. Of particular significance in the international school context is the discussion around potential cultural bias of assessments or, on a wider scale, the curriculum. This point, which requires careful consideration when developing your next assessment policy and practices, is discussed in a number of chapters.

At the learner level, it is clear that 'learning is a multifactorial process'. If we are to match learner and assessment, then the approaches to teaching styles, testing modes and learning styles in the international context need re-assessment (*no pun intended*). As students differ, matching teaching and learning is in need of serious revision according to one chapter in this book, a point supported throughout the volume. As experienced teachers are aware, factors of motivation, student engagement and personal relationship come into play, though it is not always clear how we can assess these critical influences upon learner achievement. Also considered in this collection is how such factors could be measured as part of the teacher appraisal process and the school's accreditation journey. The reader is encouraged in this book to look beyond exams and curricula, and to explore additional ways of recognising the progress and potential of the learner.

Assessment and evaluation are considered here in a range of international contexts, locations, curricula, student populations and perspectives. As elusive as the concept of 'international education' can be, the concepts of assessment and evaluation in the global context are also challenging to agree upon, define and reach consensus about within any school. Just as curricula have their respective different emphases, including regional beliefs, constructivism and metacognition, so will assessment and evaluation require an in-depth analysis from multiple perspectives in order to do justice to the learner. This book attempts to describe such perspectives, and is worthy reading material for any school, providing valuable insights as it does into these important issues.

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Infusing IB Philosophy and Pedagogy into Chinese Language Teaching

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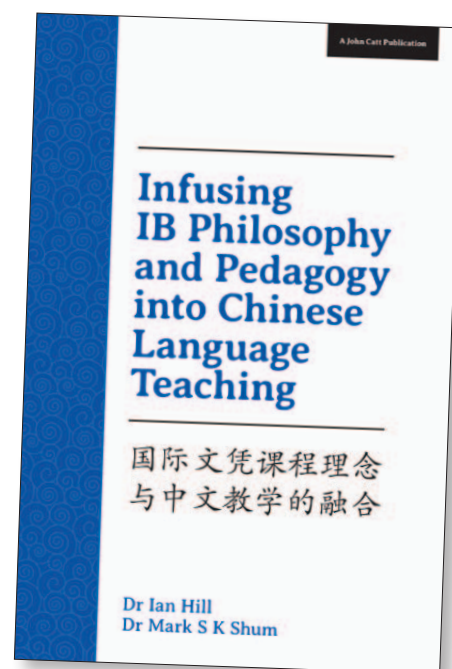
by Ian Hill and Mark S K Shum (eds)
John Catt Educational (2015)
Reviewed by Zhihui Che

As the editors Dr Ian Hill and Dr Mark S K Shum write, this book is 'a significant milestone in the advancement of IB philosophy and pedagogy because it brings an Asian/Chinese perspective to that discourse', and makes 'an important contribution to language teaching in general ... more precisely to the teaching of Chinese in IB and non-IB classrooms' (p.9). The book is divided into ten chapters, in three sections. The editors' introductory chapter briefly reviews the original reasons for the IB's creation in the 1960s from a practical, visionary and pedagogical point of view. After years of development, the philosophical and pedagogical reasons remain unchanged, but have been further enhanced by the introduction in the early part of this century of the term *international mindedness* (IM). A key element of IM, intercultural understanding, and an important feature of IM, the IB Learner Profile, are explained thoroughly. This leaves readers with a clear picture of the meanings of these concepts and the link between them, which makes the following chapters easier to understand when discussions arise about how different aspects of IM are integrated into Chinese second language teaching.

In Chapter two, by searching for and comparing Chinese

traditional values concerning learning traits of the IB Learner Profile, Mark Shiu-kee Shum, Ben-nan Zhang and Chun Lai explain that 'large areas of commonality' can be traced between eastern and western cultures (p.27). In addition, interviews with Chinese teachers concerning their integration of the IB Learner Profile into their language classrooms show that some core values of western tradition are compatible with Chinese traditional values and that, in fact, those traits can be traced back thousands of years in works by Chinese philosophers. For many advocates of IB this finding is reassuring, since a common criticism of the IB is that its philosophical and pedagogical roots lie in western traditions. Chapter three delivers a significant piece of documentation regarding student teachers' professional growth in a well-designed teaching practicum offered by Hong Kong University that benefits greatly from a strong partnership between that university and the IB World Schools in that region. By exploring the relationships between the three parties (including student teachers themselves), the reader will build up a dynamic picture of this complex process. Readers whose responsibilities include hiring teachers are likely to appreciate the value of such a well-crafted pre-service training programme.

In Chapter four, Malcolm Pritchard addresses the challenge of a classroom setting that does not deliver 'real world experience' by designing an experiential learning programme that supports 'authentic input and social interaction' and improves the intercultural understanding of the learners (p.61). His view that, when scaffolding language activities are authentic, meaningful and contextual, second language learners will be able to learn experientially and deeply understand that language and culture itself, is convincing. Those who have linguistic backgrounds may find the discussion of the relevant learning and language acquisition theories easy to comprehend. Readers may find Chapter five interesting, where Kwok-ling Lau offers a fresh perspective in conceptualising IM in the context of students' knowledge, skills and attitudes (p.90), while valuable insights are provided in Chapter six by Cho-yam Lam into integrating aspects



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of the IB Diploma Theory of Knowledge (TOK), particularly critical thinking skills, into Chinese language classrooms. Choyam Lam urges the IB to provide teachers with pedagogical training concerning the TOK, and to provide their schools with practical support which jointly equips teachers with the mind-set and skills to facilitate the critical thinking process in any subject. The reader will find this study novel and pioneering. Another insightful recommendation to the IB is proposed in Chapter seven by Tung-fei Lam, who sensibly advises that the IB Diploma should 'remove the *ab initio* course and provide beginners in Language B with six phases as in MYP Language B; the first phase assumes no prior knowledge of the language', and should allow students to choose to be placed in different phases based on previous knowledge (p.149). Teachers who have taught across both IB programmes are likely to find this suggestion directly addresses the issue of segmentation between MYP and DP languages. Chinese language teachers, particularly those who teach Chinese as a second language, will find in the last three chapters a number of effective strategies for teaching Chinese characters, developing student writing using genre-based tools and integrating technology.

Chinese curriculum leaders and administrators will find in this book extensive coverage of key issues concerning teacher training, authentic and interactive Chinese language learning, integrating the TOK into language courses, teaching materials adaptation and so on. It is likely that international school teachers who are studying Masters and Doctoral

programmes will find the book and its references to various learning theories and teaching methodologies helpful and relevant. However, readers might find the half of the book that contains many references to IB terminology difficult to read if they are not IB practitioners. It should also be noted that there is a lack of information in this book that is directly relevant for Chinese first language students and their teachers in IB school settings; every author clearly states that their focus is on Chinese as a second language teaching and learning. This makes the reviewer speculate: when infusing IB theory and pedagogy into Chinese first language teaching, how would teachers and students respond in comparison to the teachers of second language lessons included in this book? It is hoped that in future more research will be undertaken in this area. One last word of advice: as the research within the book was predominantly based on data collected in Hong Kong, readers should exercise sensitivity and caution when they consider applying strategies drawn from it in other contexts.

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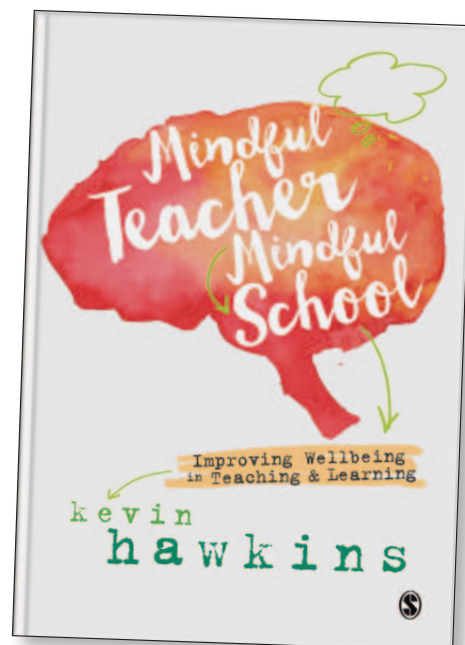
Mindful Teacher, Mindful School

by Kevin Hawkins
SAGE Publications, London (2017)
Reviewed by Norm Dean

'Teachers keep on teaching ... till we reach the higher ground' (Stevie Wonder)

This quotation at the beginning of Kevin Hawkins' book sets the theme for all that is to follow, for in essence, while clearly focussed on the art and significance of 'mindfulness', the book is a celebration of the art of teaching and how inculcating a mindfulness approach can have profound benefits for students and adults alike. Kevin Hawkins shares his own personal and professional journey in embracing the power of mindfulness, and ultimately demonstrates the inescapable truth that our lives cannot be neatly separated into categories, for we are the sum total of all that makes us human.

Hawkins has written a book describing the emerging importance of mindfulness that is rich in anecdotes, research-based evidence, personal experience and examples from multiple sources within and external to education, and ultimately provides practical applications that are non-threatening and developmental. The book takes the reader through a logical progression from the very core questions around what mindfulness is, and why and how its emergence is important for schools (students and teachers alike), through to application in classroom settings, and eventually the place and power of mindfulness in the wider world. While clearly a 'true believer', Hawkins is careful not to claim mindfulness as the 'cure all for all things', but rather sees it as a powerful



and pragmatic tool in managing the day-to-day demands of an increasingly hectic and 'cluttered' world, that has the potential to enhance learning.

The book has eight chapters, each of which begins with summary points of the key aspects to be covered and concludes with ideas and suggestions for further reading and activities. This framework provides a helpful way of developing understanding, as the sequencing is logical and each chapter builds upon all that has come before. Additional reference material includes YouTube links as well as readings, and this variety of additional resources allows for deeper immersion and the opportunity to pause and reflect on key points. A striking feature of the book for me was the emphasis on 'holistic' learning in a way which truly examines what this means beyond lip service and, moreover, unashamedly makes a claim as to the centrality of mindfulness in preparing students for the future, beyond the more formal modes of assessing 'success'. Hawkins does not denigrate or ignore the realities of student grades but makes a compelling argument, backed by research, for the interdependence of academic achievement and student 'wellness'.

Hawkins asks some fundamental questions about the purpose of education *per se*, and continually returns to these themes throughout the book, in myriad ways. The book explains in detail the fundamental tenets of mindfulness, and provides simple step-by-step examples and activities for the reader to explore at a personal comfort level. Hawkins draws very heavily on his own personal experiences, and on those of others, to provide vivid and insightful demonstrations of the benefits of mindfulness, while also acknowledging that not all will embrace the approach, thus considering how such reluctance could be managed respectfully and sensitively.

An important point made by the author is that, while

An important point made by the author is that, while mindfulness is something everyone can embrace, it should not be introduced in a school context without due process and forethought.

Hawkins proposes numerous opportunities for teachers to engage with and understand the mechanics of mindfulness, and provides links to supportive research by leading educators.

mindfulness is something everyone can embrace, it should not be introduced in a school context without due process and forethought. Helpful examples are included of how this has occurred in both new and existing school settings, and of key factors to consider in order to optimise chances of successful implementation. 'Mindful Teacher, Mindful School'

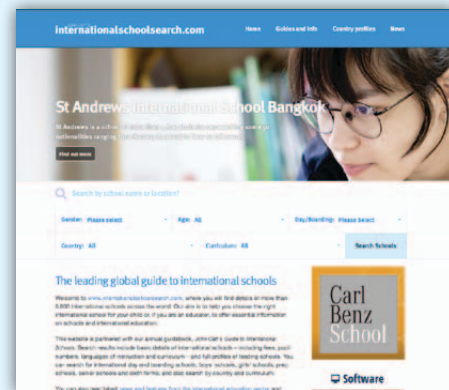
as the title of the book very aptly establishes a simple truth: that teachers are central to the success (or not!) of a school-wide approach to any initiative, with mindfulness being no exception. Hawkins proposes numerous opportunities for teachers to engage with and understand the mechanics of mindfulness, and provides links to supportive research by leading educators, including Fullan, Robinson and Bloom, to add credence to the approach.

This book is timely, primarily because mindfulness is gaining increasingly broad acceptance in mainstream literature as an important adjunct to formal learning. In our increasingly 'techno-noisy' world, finding ways to maintain perspective, positive relationships and overall wellbeing is increasingly important. *Mindful Teacher, Mindful School* has something for everyone: those keen to learn more at a leisurely pace through to those wanting to take a deep dive. It is an easy and enjoyable read, which raises tantalising questions and provides some answers and perspectives, but ultimately leaves it to the reader to reflect personally on what really matters in education, and how mindfulness can contribute to this bigger purpose.

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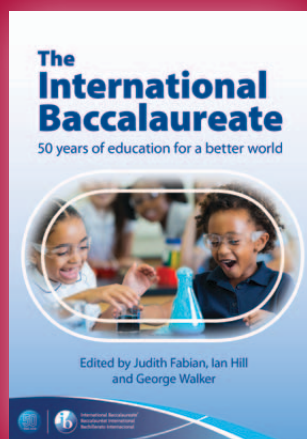
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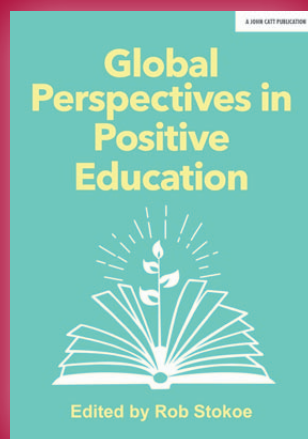


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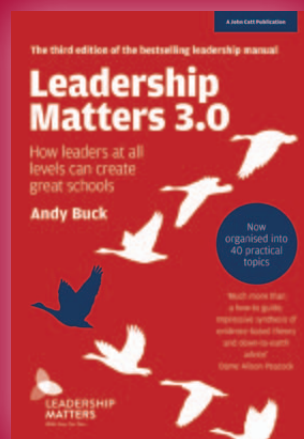
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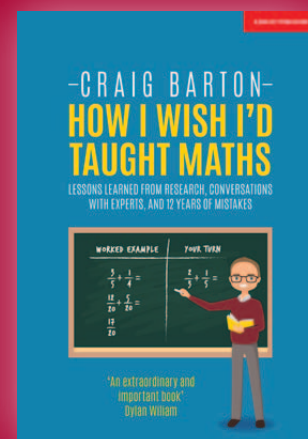


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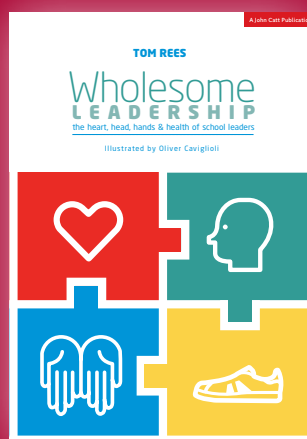


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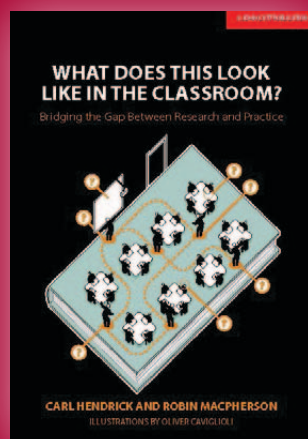


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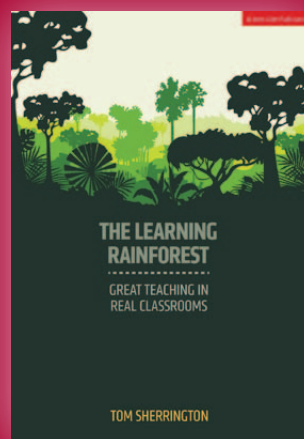


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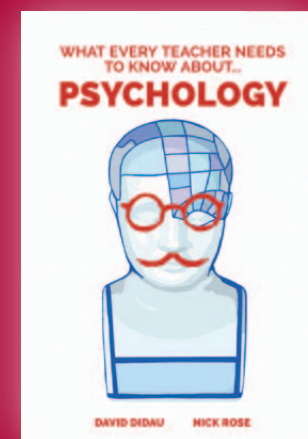


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