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Against an increasingly uncertain geopolitical landscape, and the rise of populism, the importance of international education that transcends national boundaries and focuses more on that which brings us together has never been so important.

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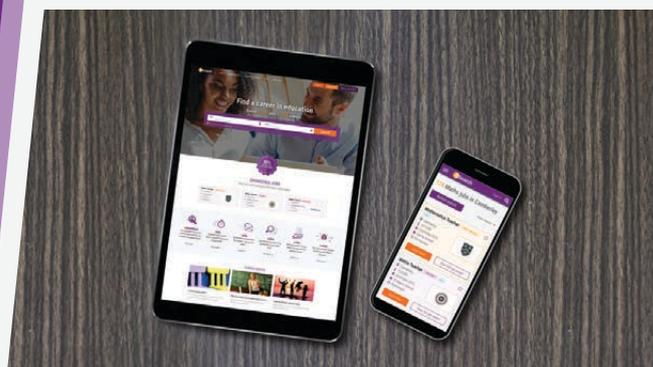
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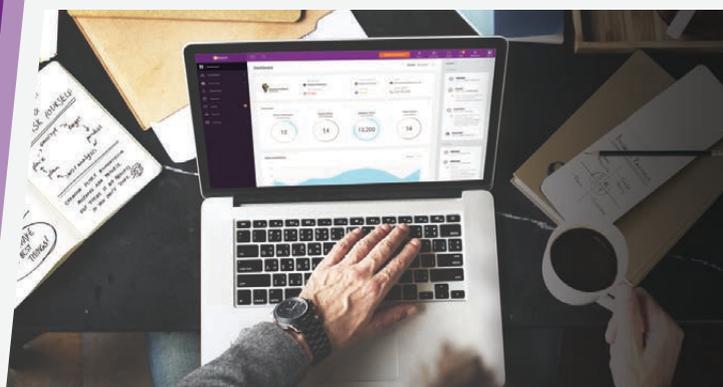
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In the previous issue of this magazine, we raised a question concerning the desirability of exploring the range of meanings attached to the term 'international school' in the context of existing typologies so far offered, in view of the burgeoning expansion of the international school sector – both in number and in institutional diversity. We invited readers to offer their thoughts on the topic and we thank all who have already responded; we look forward to receiving many more responses, and intend to publish a selection which will cover the range of views expressed.

One correspondent has written to us, pointing out that it is not only the specific institutional characteristics that may define the school and distinguish it from other international schools; the social and political contexts in which the school exists may pose strong challenges to the values underpinning the nature of the education that it promotes. Below, we publish this correspondent's contribution – to 'start the ball rolling' and to invite further contributions to the debate. The correspondent, who is an experienced independent commentator on international education issues, wishes to remain anonymous.

Mary Hayden and Jeff Thompson

The rise of 'illiberal international schools'?

A rejoinder to Hayden and Thompson...

Hayden and Thompson (2018) have rightly asked 'if we need to explain "international schools" further' (*sic*) (p3). The answer to this question is, simply, 'yes.' In the same volume that Hayden and Thompson penned their well-cited 'A, B, C categorization' which they acknowledge may be 'in need of an update' (2018 p3), Allan (2013) wrote 'words not only have meanings, they have power, the power to change states of affairs and the power to bring about action' (p149). This might be an introduction and conclusion, and reason to encourage further exchanges regarding what constitutes an international school. If it were, I might not be writing anonymously.

Over 20 years ago Fareed Zakaria (1997) wrote an article that appeared in *Foreign Affairs* entitled 'The Rise of Illiberal Democracy', which largely foreshadowed the current geopolitical era. Far too few took notice. Zakaria's (1997) piece began by pondering a problem, as articulated by the late American diplomat Richard Holbrooke in advance of the September 1996 elections in Bosnia, which were intended to aid and repair a country devastated by war. Holbrooke reportedly asked 'Suppose the election was declared free and fair' but those who won office were 'racists, fascists, separatists ... publically opposed to [peace and reintegration]' (*ibid* p22). Most would concur that this would be compromising.

More than two decades on, debatably fair elections have brought admittedly 'illiberal' leaders to the forefront of politics in Europe. Their oratory often equates 'people's freedom' with 'security' (Janjevic, 2018), is anti-migrant and anti-foreigner, and questions religious plurality; in fact, it would seem an anti-thesis to much of what the international schooling movement has stood for across the last two centuries. Thus, we arrive at a unique cross-roads in the field: *What happens when such countries contribute significant funding to sponsoring so-called international schools – or ones that seize on any number of similar appellations – whose very existence would seem to be in contrast to national rhetoric, yet are founded and/or already exist primarily to advance the national economies of 'illiberal' states?*

Will international teachers and leaders still follow the allure of adventure and employment in such places, oblivious to the politics? Will actors in what Bunnell (2014) has called the 'traditional' supply chain of international schools who, for example, allege their 'objectives and activities' are 'politically neutral and non-sectarian' (CIS, 2018) continue to operate in such locales? This does not remain to be seen. The answer is already clear. They will, and they have.

What is happening now in Europe, if one reads Zakaria's (1997) article with care, has long been a global phenomenon. However, for international educators, the allure of the

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For international educators, the allure of the ‘package’ and perceived lifestyle benefits have been great, drawing them to countries where the political context may contrast radically with the values of educational experience they facilitate.

‘package’ and perceived lifestyle benefits have been great, drawing them to countries where the political context may contrast radically with the values of educational experience they facilitate. Meanwhile, the ‘bubble’ of some international communities can make the surrounding politics seem peripheral, contributing to what Bunnell (2016) has described as a field that has become ‘noticeably more precarious’ (p554) for teachers. At the same time, international schools, with their ‘traditional’ and ‘nascent’ supply chains – which remain under-researched (Bunnell, 2014) – have also become entrenched, much like other industries, in countries where the powers that be would seem their ideological opposite. Resultantly, the trade of international schooling might be seen as contributing to economic proclivities that further support regimes that may technically be democratic in a ‘minimalist’ sense (or more tenuous yet, may not even claim to be), but lack the ‘comprehensive catalog of social, political, economic, and religious rights’ that make ‘the word democracy into a badge of honor rather than a descriptive category’ (Zakaria, 1997 p25).

In contrast to this thinking might be a familiar refrain: as international educators our work contributes to the robustness of global civil society. No doubt it does, encouraging freedom of thought and action. Yet on a recent visit to a former Soviet republic, now an independent state, I was able to visit the remains of a Stalinist era gulag camp, where many of those interned had been slave laborers in the coal industry. It was a stark reminder that, historically speaking, intellectuals have operated at a significant deficit when squaring off against the nation-state. This alone might be reason for caution, reflection, and consideration of what we might label ‘Type-D’, or ‘Illiberal International Schools’ – those which receive significant funding from national entities whose political discourse, action, and impact is in conflict with the humanitarian values that the international schooling movement has long championed. However, there is more. In the grounds of the aforementioned camp, there was a building that showed the wear of time, but was effectively a period structure that, though noticeably smaller, had architectural essences reminiscent of the site’s officers’ accommodation. It was demarked the home of the English industrialist. The point, I caution, is not to equate today’s ‘Type-D’ international schools with gulag camps, *per se*. Rather, this image could serve as a stark reminder that we might take time to consider how history will remember what we do. As Kurt Vonnegut so simply wrote, ‘so it goes’.

International schooling, as a type of international education (Hayden and Thompson 1995; Hayden 2011; Hill 2016) has a long and distinguished past. As Hayden and Thompson ponder (2018), we may not need to explain *either* further, but continuing to do so allows us the opportunity to reflect on the field at different historical and political intersections and indeed show ‘more interest in what takes place educationally, within and *outwith* (my emphasis) the institution’ (p3) - the latter of which, for a variety of reasons noted above, seems to be sometimes overlooked.

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

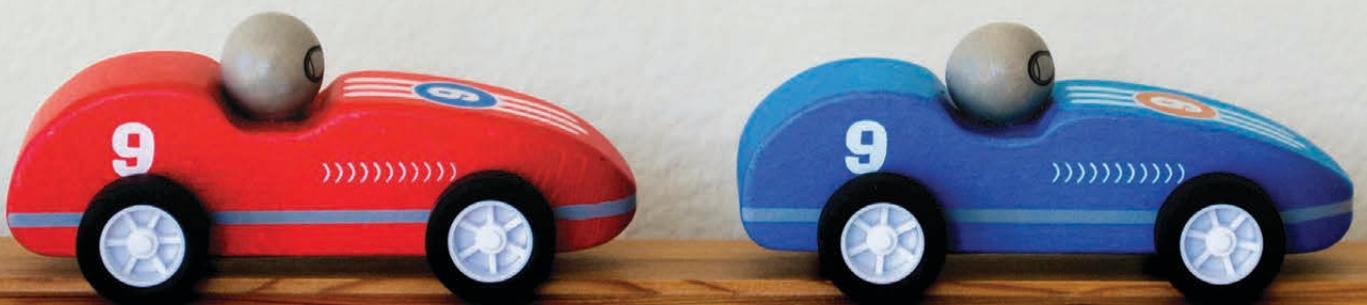
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International mindedness: Perspectives from IB World Schools

Elisabeth Barratt Hacking, Kate Bullock and Tristan Bunnell conclude their research on applying theory to practice



This article is a continuation of the account in issue 21(1) of *International School* magazine of an IB-funded research study (Barratt Hacking *et al*, 2017, 2018a, 2018b). The study was carried out by a research team from the University of Bath (the three authors of this article, plus Chloe Blackmore, Michael Donnelly and Sue Martin) and explored the experiences of IB World Schools in embedding International Mindedness (IM) into their practice. The first article explained that the purpose of the study was to examine systematically how IB World Schools conceptualise and develop IM, and to capture and share promising practice from all stages of learning (PYP, MYP and DP). 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. The first article (Barratt Hacking *et al*, 2018b) shared key aspects of the school's philosophes and initial strategies.

Embedding – Getting beyond the 5 Fs

The transdisciplinary focus of the study on the primary and middle years curriculum allowed many of the nine case study schools to analyse multiple perspectives and different ways of looking at topics and issues. One example from the field of science was cited:

'In physics we discuss, do we need the proposed nuclear reactor? ... and then the class very often responds ... we're not a very big country, we need to grow economically, we want to be part of the world, we're in a safe area ... – and you can really see they are bringing in all sorts of different factors – what is good for our city and country, but within a much, much bigger sphere.' (Senior Leader focus group, MYP)

Many exemplars from the history curriculum were observed. One project was aimed to coincide with the commemoration of World War 1 (WW1). Students in a Diploma Programme course shared stories of their grandparents and other relatives who lived through WW1; this involved research and, where possible, interviews. Outcomes from this task were displayed in a main foyer of the school on a wall of stories, images and poppies (the symbol of WW1). The wall brought together stories from all over the world, including from those who were enemies and whose grandchildren now study together at the school and are friends. This 'remembrance wall' was seen by the school as an important expression of International Mindedness. It was perceived to be an effective way of analysing and understanding plural perspectives, in this case by sharing personal and family stories from opposite sides of a deadly past conflict.



A mathematics teacher explained their work as follows:

'I'm more concerned about the world itself. I have a project, 'The Future of Natural Resources', and when they do that particular project, they get to choose any natural resource in the world ... like koala or panda bears ... and when we are using it as a human species – when is it going to end? There's a finite amount, we're using it, it's going to

Features

end, eventually. So they graph that. Then they have to reflect on that: how is that going to affect them? How is this end of oil going to affect you, and when is that going to be? So they have to write about that. To explain the big picture.'

In the Diploma Programme, Creativity Activity Service (CAS) provided excellent opportunities for students to develop, practise and critically reflect on IM. However, one PYP principal felt that:

'Community service has been interpreted in a very narrow way ... it has to be international to be internationally minded ... we've got some of the most deprived areas right around the corner and we need to be engaged in ... developing our intercultural competence through working in [for example] homeless shelters – there's many hundreds of things that we could do locally.'

In other schools local CAS projects provided opportunities for sustained collaborative service in partnership with the local community which were seen as especially influential in developing IM. Such experiences, in any of the programmes, can serve to develop IM at a deeper level involving not only knowledge and understanding but also engagement, action and emotion. One of the ways in which teachers attempted to maximise the potential of the CAS programme was through considered and critical reflection on action. The young people think about what they would do if they were in the shoes of the different governments, people and groups. It compels them to see in a very tangible sense the notion of perspective.

However, nobody suggested that the development of genuine IM was an easy goal, especially in relation to the tensions between understanding diverse perspectives and empathising with them. A note of caution was observed in one school where the Syrian civil war had been discussed. An

MYP senior leader commented:

'There's a key distinction between understanding the issue and understanding that there are different perspectives, but actually having a proper empathy with different perspectives, and really feeling a sense of internationalism ... [T]here's a good example at the moment where we are actually looking at the Syrian civil war, and ... the European refugee crisis. It's quite deflating ... there is a very distinct lack of empathy, it's harder to confront it.'

Other case study schools agreed with this position, acknowledging that, while many activities encouraged development of knowledge, awareness and understanding of different perspectives, they did not always lead to empathy. Many of the schools held events and activities throughout the year orientated around celebration of cultural difference and diversity; in the international school context these are often referred to as the 5 Fs: Food, Fashion, Flags, Festivals and Famous people. For example, 'international days' were evident on school calendars, which involved the students taking part in activities aimed at raising awareness and understanding of different countries, cultures, identities, and faith groups. At an MYP school, one such event was orientated around the celebration of difference as identified through food. Students appeared to enjoy such celebrations, although true empathy may only have been transient. Overall, whilst the value of such cultural celebrations was recognised in terms of enjoyment and interest, and perhaps as a first step in exploring cultural difference, there was a strong view from many staff in the schools that a deeper, more critical and personally involved approach was important.

Language and Learning

Multilingualism was seen as important in the development of IM. All the case study schools actively encouraged language



While English was the main language of instruction in all case study schools, home language was prized as part of individual identity. Allowing students to speak their own language sends the message to students that they and their culture are valued.

learning for its perceived cognitive benefits as well as for its direct links to IM. Singh and Qi (2013) also support this strategy and perceive it as having many benefits. First is the insight into a different culture. The schools argued that language learning, and understanding how a different language works, promotes insight into other cultures and ways of thinking. Second, language was seen as a vehicle for discussing topics relating to IM. At the early stages of language learning this often took the form of discussing topics such as food and clothes, and as command of the language becomes more sophisticated, progressed to thinking about ideas of friendship, education, belief and history. We observed some excellent examples of language lessons across the schools, including discussions in Diploma classes of stereotypes through Spanish film and the G7 summit in German. Ultimately, language skills were thought to be useful for diplomacy, business and securing a job in the future.

One MYP school adopted a particular approach to language learning: Content and Language Integrated Learning (CLIL), which involved dual teaching of language and subject. Many of the teachers had attended CLIL courses and the school had also led CLIL in-service training for staff from other schools. An example in practice was the newly developed Interdisciplinary Unit (IDU) 'What makes people leave home?' This unit combined the home language learning with history including emigration in the 1800s and immigration today. This unit provided an opportunity to investigate current asylum seekers' reasons for leaving home by inviting former asylum seekers to visit the school to be interviewed.

A key theme emerging through the schools was the importance of 'home' or 'mother-tongue' language in language policy and provision. While English was the main language of instruction in all case study schools, home language was prized as part of individual identity. Allowing students to speak their own language sends the message to students that they and their culture are valued, as noted by one PYP teacher:

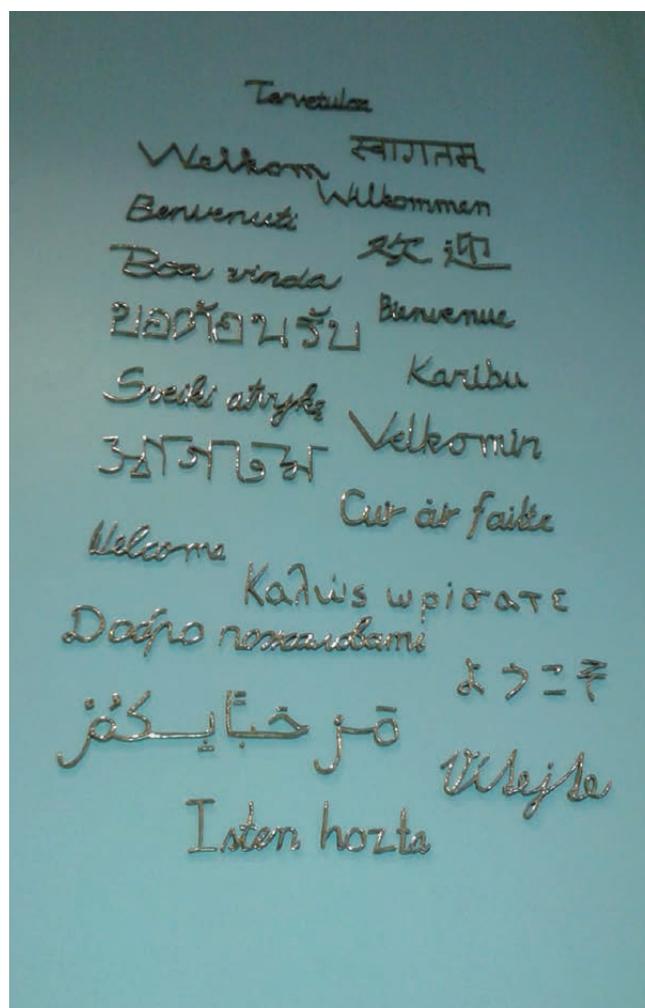
'Often, when reading, if a child is stuck on a word, or a meaning of a word, I'll ask "What is this word in your home language?"; and I'll say "Oh, it's that in Italian, it's this in English", and I'll try and say it in Italian, they'll try and say it in English, and we'll swap ... We do it similarly in writing ... There's a Polish girl in the class, her mother bought her a picture dictionary in Polish so we can find Polish words to support her with that.' (PYP teacher)

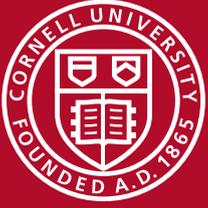
Similarly, in terms of cultural difference, hearing different

languages being spoken around the school and seeing signs or notices or displays in different languages promoted this sense of acceptance of difference and diversity. What is powerful here are the hidden messages that are carried by the student body. Students learn, in a very implicit and subtle way, that difference and diversity is the norm, which creates a feeling of respect, tolerance and acceptance, in line with the expectations of the IB Learner Profile.

Conclusions

The clear message emerging from this study is that it is relatively simple for schools to address IM at a superficial level. The real benefits of the IM philosophy, however, are achieved when IM becomes the accepted practice of the school; when it is embedded in the hidden curriculum, the social



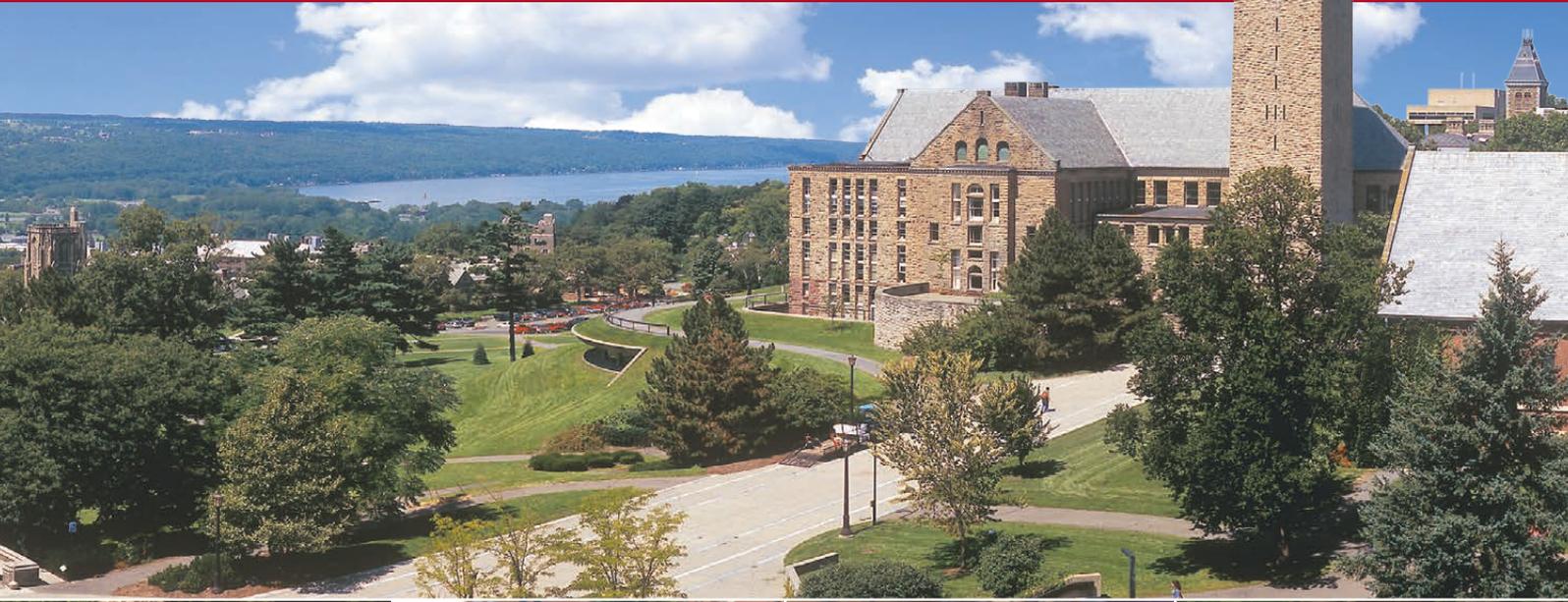


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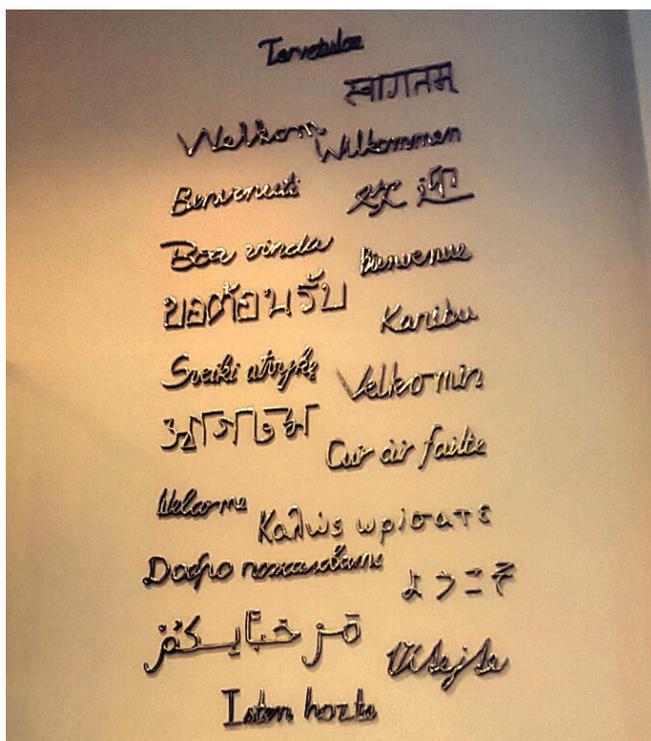


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context and the ethos of the school. Promoting an inclusive school environment by including and valuing everyone in the school community, regardless of background or culture or status, can act to model IM and provides the foundation for a school's IM work.

Authentic cultural experience, personal engagement with culture and the critical analysis of multiple perspectives can also avoid superficiality in relation to IM. Nevertheless, cultural celebrations can go beyond the superficial by providing positive and memorable experiences and by placing value on one's own culture and other cultures. IM should be balanced with local and national mindedness in order to enable students to develop positive self-identity and appreciate the local and host cultures. Any tensions associated with this can usefully be explored with students.

The findings from all nine case study schools have shown that the operationalisation of IM in practice is highly contextualised and dependent upon local factors including

The findings from all nine case study schools have shown that the operationalisation of IM in practice is highly contextualised and dependent upon local factors.

geographical, political, religious, social and cultural. As part of their IM journey each of the schools had identified its own needs and created a model of IM that worked best, given their context. There is therefore a case for viewing IM practice through a lens that accepts that each school has a unique setting, and context of operation. The numerous limitations placed upon schools inhibit the creation of a 'one-size fits all' model for IM practice.

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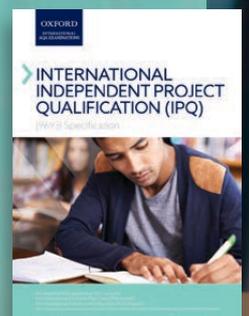
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Supporting students for university success

Diane Glass shares the latest ISC Research report into international student choices

The new *Pathways from International Schools to University* report recently published by ISC Research identifies the higher education choices that are being made by international school students, and explores the professional relationships between schools and universities that facilitate selection success. The study, conducted in September 2018 and involving interviews with international school college counsellors as well as quantitative research with over 180 counsellors, raises awareness of the challenges that students and guidance professionals face as the higher education market expands and becomes increasingly competitive.

The report demonstrates the significant value that relationships between international school college counsellors and university officers can have on pathway outcomes. However, it also suggests that, for some international schools, the guidance of students at this pivotal stage of their life may be lacking as a result of the increasingly complex nature of university selection.

International school students are no longer selecting only traditional destinations for degree study. In addition to the US, UK, Canada and Australia, universities offering English-medium degree courses in the Netherlands, Spain, Germany, Japan, South Korea and the UAE were all cited in the research as significant destinations for students this academic year. The report lists various factors motivating country choice by students including cost, visa benefits, safety, and active promotion by universities in the country, as well as location desire and the perceived quality of education provision.

Almost 50% of the college counsellors who participated in the study said that universities from more countries were now promoting degrees to their school and its students. Universities from Switzerland, Hong Kong, the Netherlands,

Germany, Spain and Japan were listed in the top ten countries that engaged with college counsellors, most successfully through school visits, university fairs in school locations, and direct liaison with the counsellor. The report suggests that, for college counsellors, these routes to engagement are preferable to mass marketing of the university and its courses, or to working with agents.

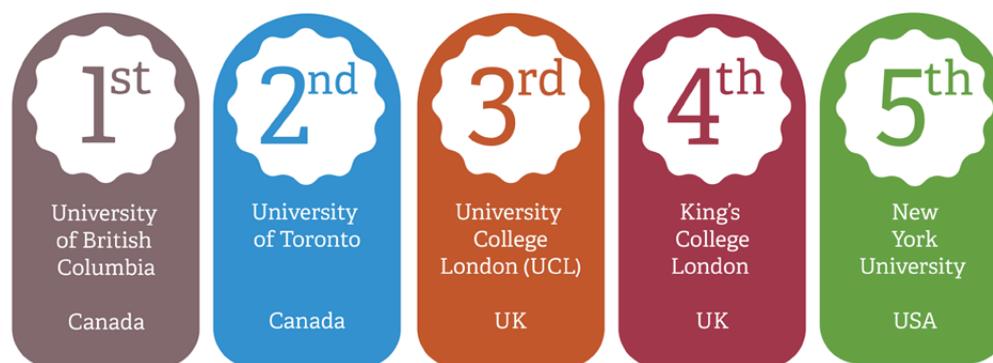
Two aspects of the college counselling role became particularly evident during the research; managing aspirations of students and their parents, and being an informed point of contact between school and university.

Balancing aspiration and best fit

Helping to balance student desires and parental aspirations with the reality of student academic ability can be a time-intensive task for the college counsellor. Many counsellors who participated in the research reported how parents often have unrealistic views on what and where their child should study, which may conflict with the actual desires of the student. Jeremy Handcock, College Counsellor from Vienna International School who was interviewed during the research, said: 'It does happen quite often that parents have decided that their son or daughter will be a doctor or engineer ... and sometimes they even decided which university their son or daughter will go to, irrespective of the fact that Oxford or Cambridge are on 40+ points and their kid's got 30; they kind of breeze over things like that'.

A significant investment of time and skill by college counsellors is required to manage expectations. The research identified that some counsellors start engaging with parents when students are in early secondary grades to build realistic expectations ahead of the crucial period of decision-making.

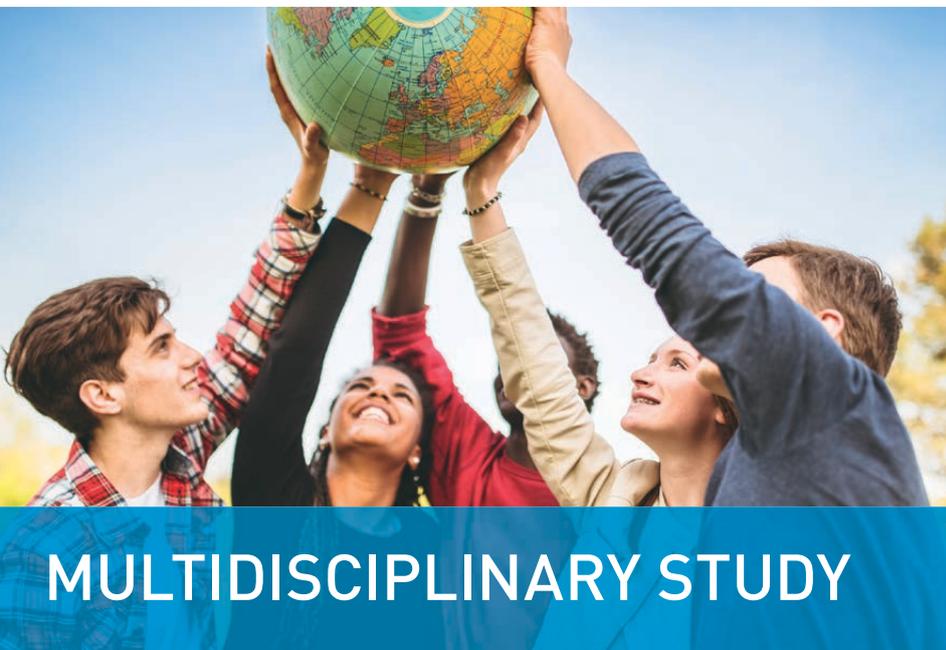
The top 5 university destinations for international school leavers in 2018



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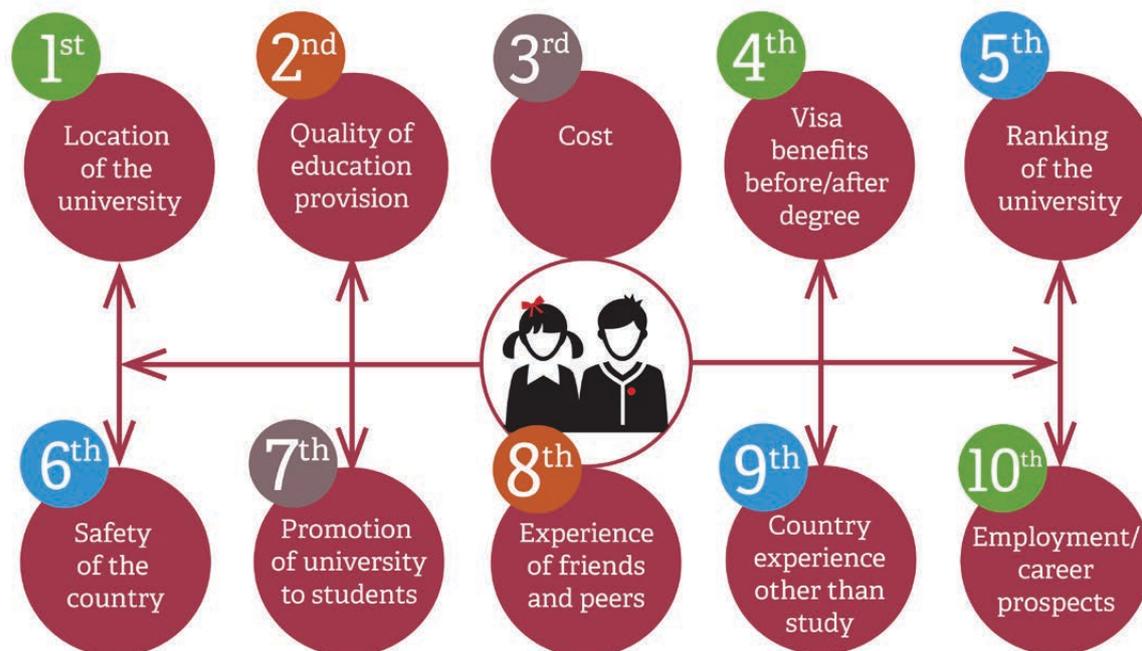
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LOOKING FURTHER

What motivates students about university choice?



Data from ISC Research Pathway to University Report 2018

Others enlist the help of university representatives to provide a realistic perspective for parents.

Relationships matter

Another key message that emerged from the research is the need for trusted, collaborative relationships between international schools and universities. 'The development of these relationships, through close engagement, allows college counsellors to enhance their body of knowledge on the most suitable and relevant options for students' specific circumstances', says the report. 'This means that students can get help in a range of ways; with up-to-date information on admission-relevant topics, [and] with advice about universities that might best suit their personal and academic needs, as well as about course options of which they may be unaware'.

College counsellors indicated that relationships with university officers could be fostered in a range of ways. 71% said visits to the school by more clusters of universities would be helpful, while 71% would value familiarity visits to groups of universities, and 58% wanted more university officers to communicate directly with them. The counsellors who had good relationships with university officers all emphasised their value. Jacqui Brelsford from the British International School Phuket said: 'We work hard on these relationships and they are important. We draw on them when it comes to application time and I can send someone a quick email asking a question, so it's something we really try to foster'. Chris Wilcox from Western International School of Shanghai agreed: 'We have to understand those institutions ... to hear from them what priorities they might have in terms of looking at classes for admissions'.

That these relationships are essential for both parties is underlined by the report. 'International school college counsellors are the crucial point of contact for university admission officers, allowing them to understand a school and the skills and qualifications of its students', says the report. 'For the school community', it adds, 'they also inform the student and parent body, cohort after cohort, of university campus qualities and course selection, for guiding "right fit" selection and ultimately increasing the potential of degree retention and success'.

Increasingly complex responsibility

The report highlights areas where improvements could be made by international schools, and also by universities, if college counsellors are to offer best possible guidance, resulting in successful higher education progression for students. In particular, it emphasises the fact that college counsellors can only be highly effective at meeting students' higher education needs if they have a manageable number of caseloads. As degree options, selection criteria, and student and parent aspirations expand, international schools must acknowledge and recognise the increasingly complex nature of college counselling.

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All the world is a classroom

Scott Stephens and Jennifer Kuhel explain how an IB education is broadening horizons

Shakespeare once observed that all the world is a stage. For the Shaker Heights City School District, Ohio, all the world is a classroom. The 5,000-student public school district, nestled in a leafy suburb just east of Cleveland, is one of only eight school districts in North America to offer the prestigious International Baccalaureate to every student at every grade level. Because the IB framework embraces a global focus and emphasizes hands-on projects, inquiry-based learning and community service, a Shaker Heights education frequently extends beyond the borders of nations.

Last spring, for instance, Shaker Heights High School students spent their spring break repairing a school house in Prek Toal, a floating village in Cambodia. Half a world away,

the school's choir and orchestra, standing in the shadow of ancient ruins, serenaded citizens of Olympia, Greece. In Costa Rica, 11 Shaker students practiced their Spanish while helping with a tree planting conservation project. In a remote village in Morocco, their classmates tutored residents, helped construct a community center and planted a portion of the town's community garden. 'We not only learned to appreciate the history of the Moroccan people; we also made friendships and connections that will last a lifetime', said social studies teacher Amanda Ersek, who accompanied the students.

Over the summer, students from the high school's Asian Studies program wandered through Tokyo's Shibuya Crossing,



Shaker Heights High School students enjoyed a Spanish language immersion trip to Costa Rica last spring. Photo courtesy of The Shaker Schools

One can no longer make sense of everyday life unless it is set in the context of living in a global society’, said Dr John Moore, Shaker Heights’ IB Coordinator. ‘In fact, the process of globalization is changing the face of the planet’.

the busiest crosswalk in the world, visited their sister school in Nara, took a bullet train from Kyoto to Tokyo and learned the Japanese art of cloth folding. Students studying German met with students from Shaker’s sister school in Goslar, Germany – the longest-standing exchange between a US school and a German school. Meanwhile, Shaker administrators travel to China every year to learn how to better recruit teachers for the district’s Mandarin program, which offers more than 2,000 students in grades 1-12 Chinese language and culture classes. Shaker leaders have led leadership workshops for the IB Organization’s office in The Hague, Netherlands. ‘One can no longer make sense of everyday life unless it is set in the context of living in a global society’, said Dr John Moore, Shaker Heights’ IB Coordinator. ‘In fact, the process of globalization is changing the face of the planet’.



Shaker Schools received their first International Baccalaureate designation at the High School in 2010 and, since then, each of the District’s eight schools has earned IB authorization. The IB is offered at three levels in Shaker: the Primary Years Programme for students in grades PreK-4; the Middle Years Programme for students in grades 5-10; and the Diploma Programme, an elective course of studies offered for students in grades 11 and 12. At the end of each of these programmes students participate in one of the three research-based projects.

Shaker’s IB Programme has grown as well. The high school had 57 students entering the IB Diploma Programme this past fall, a significant increase over the 38 who received IB Diplomas last school year. The enrollment of students-of-color increased 130 percent. ‘It is our most diverse class ever’, Moore said. Shaker Heights is actually bucking the trend of turning away from multiculturalism in favor of isolationism. Recent surveys recently conducted by the National Geographic Society and the Asia Society shed light on a growing concern: the decline of multicultural awareness. Their studies show that US students lack an understanding and knowledge of different people, places, and cultures – skills they need to be successful in the modern world.

‘We are now faced with a multiplicity of global linkages, far and distant events and decisions that impact us nationally and locally’, Moore added. ‘Climate change, terrorism and energy dependence are a few examples. These issues have global, national and local dimensions to them and education has a crucial role to play in creating awareness of such issues’.

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Managing allegations of child abuse by educators and other adults

Jane Larsson, Sophia Coles, Jane Foster and Katie Rigg outline a new protocol for international schools

Introduction

In 2014 it was discovered that an educator had drugged and abused students throughout a 40-year career which had spanned ten different international schools across nine countries. Since the discovery of these crimes, awareness of the risks and realities of abuse in international school communities has increased significantly. There has been a corresponding increase in awareness in other sectors, illustrating not only that the abuse of children by professionals in positions of trust is a significant risk facing organizations globally, but also that abuse occurs regardless of jurisdiction, culture, or geographic location, and can be perpetrated by both men and women. Furthermore, the fluidity and ease of mobility that international work provides, coupled with weak recruitment practices, different cultural norms, and underdeveloped legal systems make certain international organizations prime targets for those intent on abusing children. Increased awareness of risk has led to schools and other organizations working to strengthen child protection procedures and create safer organisations, and some progress has been made. However, many of the challenges that leaders face when managing concerns and allegations of abuse remain, which has meant that allegations of abuse have been handled poorly with little or no support from external agencies. The result is that some abusers have been able to move on and continue to work with children without challenge.

To address these concerns, we are now proud to launch a new protocol, designed jointly by the International Taskforce on Child Protection and the Safeguarding Unit at Farrer & Co, to guide international school leaders as they navigate the complexities of responding to allegations of abuse in culturally, linguistically, and legally diverse communities. The Council of International Schools is a founding member of the International Taskforce on Child Protection, which was set up in 2014 to help international schools around the world to keep children safe. The Safeguarding Unit at Farrer & Co was launched in 2015 to provide legal and safeguarding advice to organisations working with children, including international

schools. The protocol contains practical advice about the steps that schools can take (i) before an allegation comes to light – preparation; (ii) when an allegation arises – response; and (iii) after an allegation has been addressed – follow-up.

Protocol on managing allegations of abuse by educators and other adults in schools

We have an urgent situation at our school involving an allegation of abuse against a teacher. (School Director, Middle East)

There is no book on how to handle a situation like this. (Chairman, School Board of Trustees, North America)

The protocol includes a list of preparatory measures that schools can put in place now – from safeguarding governance and safer recruitment; establishing an allegations management team; implementing, and reviewing relevant policies and procedures; building internal capacity through education and training; through to building relationships with local agencies and experts. It explains how schools can carry out a mapping exercise to enable them to understand legal and cultural frameworks, insurance needs, and financial resources in advance of any allegation coming to light.

Response

Our School Board took the decision this evening not to go ahead with the risk assessment. I am deeply concerned by this ruling and the fact that words like reputation and liability were used before considering the needs of our students. This goes against everything I believe. (Head of School, Asia)

The second section of the protocol sets out the steps that school staff and leaders should take once an allegation of abuse has arisen. Guidance is provided for every step of a response, including on issues such as:

- how to safeguard any victims and prevent further harm to other children;
- when, how, and to whom they should report allegations of abuse;
- how to support the alleged perpetrator; and

- how to fairly and safely reach a decision on the alleged perpetrator’s employment.

Follow-up

The final section of the protocol includes steps that schools should take once an allegation has been addressed, empowering schools to learn from the incident and reduce risk of further abuse. It includes a list of reflective debriefing questions that school leaders can use when considering what could be done better in future; for example:

- Has the incident highlighted any training needs for staff, parents, or children?
- Did the allegation reveal inadequate boundaries between children and adults in the school?
- Did anyone have concerns about the adult, and did they raise these with anyone? If so, how were these concerns dealt with? If not, how can a safer culture be created for disclosing concerns?

Addressing challenges faced by international schools

The protocol is designed to tackle specific issues faced by international school communities, including:

Defining and discussing abuse

Definitions of child abuse vary significantly across cultural contexts and can be particularly contested in areas where structural inequalities and poverty are considered a much greater risk to children’s welfare. It can also be difficult to talk about abuse, even where there is a shared understanding of what it is, and cultural norms can act as a further barrier to discussion and disclosure. The challenge of ensuring within any school community that there is a shared understanding of what abuse is, and how it will be dealt with if it does take place, can be a significant barrier to detecting and responding to child sexual abuse and exploitation in schools. This was evidenced in 2015 in the ITFCP training survey

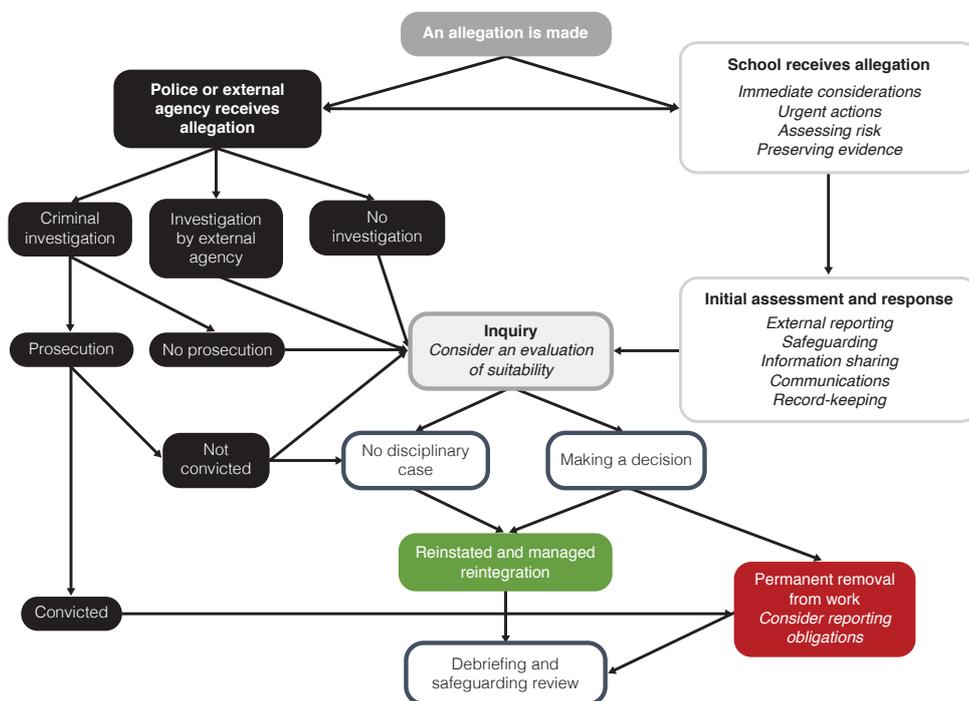
where the response of 716 international school leaders and staff cited cultural norms that prevent parents from discussing abuse/exploitation, and cultural norms that prevent students from sharing personal information as the most common obstacles to overcome. The protocol draws on definitions of abuse set out by agencies including the United Nations, the Department for Education in England and the Australian Royal Commission into Institutional Responses to Child Sexual Abuse. It urges schools to take steps to understand the cultural contexts of their communities by, for example, organising group discussions with key stakeholders addressing attitudes on relationships and abuse. It also includes guidance on how to encourage more open and transparent school environments where staff and students feel comfortable sharing concerns. While talking about abuse is uncomfortable, it is critical that schools start to have those discussions with their communities in a culturally sensitive manner.

Responding under pressure

I am struggling to know how best to respond to the situation in order to protect the safety and well-being of both girls. (Teacher, Pacific Rim)

As a thirteen-year-old girl I was groped by ... a popular teacher and coach. I tried to tell another teacher, one also admired by many of us, about the first episode; it was laughed off. After that, I never told anyone anything. (Former Student, North America)

Conversations with school leaders who have just learned of an allegation of abuse reveal how challenging these cases are, and how much guidance is needed. No matter how well-trained an individual is or how many policies are in place, when the name of a colleague is heard in this context, emotion can take over, making the training and policies seem very distant. In moments of crises, individuals can sometimes be tempted to try to hide mistakes or to deal with problems quickly with minimal disclosure. They may ask themselves questions such as: “Do I really have to do anything? She is such



Managing allegations of abuse can be particularly difficult where a school is operating in a context that condones behaviour which the school deems unacceptable, or where there are tensions between the school and local agencies.

a nice woman and has a family". Concerns about reputation and/or liability can also dominate immediate decision-making. Although these are natural human responses, they can prevent victims from being supported, and perpetrators from being managed effectively. Putting concerns about liability or reputation above the safety and welfare of victims can also expose a school to wider legal claims and, in some cases, invalidate a school's insurance policy. The protocol helps school leaders to respond under pressure by providing the roadmap shown in the figure(p19), along with visual aids and checklists, which they can draw on when faced with an allegation.

Tensions between the school and its local context

Effective safeguarding is founded on an organisation's commitment to a set of values that have children's welfare and well-being at its heart. (Erooga, 2009)

Managing allegations of abuse can be particularly difficult where a school is operating in a context that condones behaviour which the school deems unacceptable, or where there are tensions between the school and local agencies. For example, school leaders may be reluctant to report allegations to the relevant local agencies where there are high levels of corruption, or where the school leadership is afraid that the agencies' response will cause harm to the alleged victim.

The protocol addresses this by urging all school leaders to know the laws in the country where they are based and to understand how they are implemented in practice. It encourages schools to identify and build relationships with local agencies *before* an allegation comes to light, so that they can report allegations to them in future. It makes it clear that not reporting allegations of abuse to relevant local agencies can prevent allegations from being properly investigated and result in information held by different agencies not being triangulated, allowing abusers to move on unopposed and without question. As a consequence, there can be legal and reputational consequences for the school.

The protocol also provides a list of options for schools to consider when they are not able to engage with local agencies. For example, Regional Security Officers (or equivalent) for embassies can be helpful sources of information and guidance, as can extraterritorial legislation, which allows police in one country to prosecute child sexual abuse crimes committed by their nationals *outside* of the country. Finally, the protocol encourages schools to strengthen internal standards and culture such that they are consistent with international child protection standards, even where these may go beyond those set by local agencies. In building these

standards, schools can draw on the expectations set by the International Taskforce on Child Protection, international law set out in the United Nations Convention on the Rights of the Child and optional protocols flowing from it, standards set by organisations such as UNICEF and the WHO, and resources available on the Education Portal, hosted by the International Centre for Missing and Exploited Children. Schools can also consult with their own staff, students, and parents, so that the standards reflect the core values of the school and are tailored to the needs of the school community.

Conclusion

I would like to stress ... the overwhelming importance of two things for organisations in protecting children – a culture of openness, including a willingness to recognise and accept that abuse could happen in any organisation, and a robust structure to support the effective reporting and handling of concerns about behaviour. (Moira Gibb, 2016)

Navigating the complexities involved in managing allegations of child abuse is challenging, particularly when doing so in a jurisdiction with which one is not familiar. We hope that this article and the accompanying protocol will provide school staff and leaders with useful guidance as we all learn more about and work to develop schools' capacity to prevent and manage all aspects of abuse.

The ITFCP Statement of Commitment to Child Protection

All children have equal rights to be protected from harm and abuse.
 Everyone has a responsibility to support the protection of children.
 All schools have a duty of care to children enrolled in the school and those who are affected by the operations of the school.
 All actions on child protection are taken with consideration for the best interests of the child, which are paramount.

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Emotional impact of student relocation

More consideration is needed to ensure settled transitions, writes Sarah Whyte

As educators in international schools, we bear witness to new arrivals and frequent departures among our students within any given academic year. International schools tend to be well organised in terms of the logistics required for new or leaving students. However, the emotional side of relocation is often neglected. This is a problem, because relocations are emotionally stressful. This emotional stress can manifest itself in different ways, such as students withdrawing from friendships, or expressing anger in a way which is inappropriate in school. On the surface, students may seem to settle in very quickly, but the reality is that it can take many months for students to feel they belong fully in a new school. For leaving students, it's not uncommon for them to either distance themselves from friends, or notice their friends are focusing more attention on other friendships. This is referred to as a 'quick release response' by Pollock (1998 p46) and—in my experience—is distressing for all parties involved.

Relocation has a huge emotional impact on children. Pollock and Van Reken (2009) point out that 'for Third Culture

Kids and their families ... there are multiple and repetitive cycles of grief' (p74). The cumulative emotional impact of loss and grief is often further compounded by the 'acceptance by families that parental guilt and child grief were inescapable aspects of living a mobile lifestyle' (McLachlan, 2007 p239). In my work, I consistently hear that many international teachers are unaware of the emotional impact of relocation, and the subsequent issues which arise for students as a direct result of growing up in a highly mobile world. Furthermore, most of the international teachers I've worked with have never received any specific professional development on how to best support their students with the challenges of relocation. Higgins and Wigford's (2018) survey of 1,056 teachers and leaders reinforces this point, stating that 'mobility issues, particularly school changes, appear to be under-recognised. Understanding transition in terms of loss and grief can be helpful'. It is particularly important to support students to process the grief they experience when losing someone or something they value. If this grief is not addressed, it can

In my experience, international schools are ideally placed to offer support to their new and leaving students.

become unresolved grief (Pollock and Van Reken, 2009) which is one of the documented long-term issues facing Third Culture Kids.

In my experience, international schools are ideally placed to offer support to their new and leaving students. To raise educators' awareness of the emotional impact of relocation on their students, I created a transition audit to identify a school's strengths and opportunities for development in supporting their new and leaving students. This transition audit was piloted with a range of international teachers in Singapore. In addition to their feedback on the audit, my participants shared interesting comments illustrating their current awareness and practice around new students in particular. All of the comments shared below come from primary teachers who were teaching in Singapore at the time of the pilot (February 2018). Their names have been changed to maintain confidentiality.

Teacher support for new students with friendships is ad-hoc

Miss Osborne, a Grade 4 teacher in an IB school, referenced the teacher guidance to support new students in forming friendships: 'I'd think it's a very *ad hoc* thing ... there's no formalised policy, there's no plan in place. There's no real instruction on how; it's just some teachers do it, some don't'. Higgins and Wigford (2018) reinforce that positive relationships 'do not just happen. Schools need to actively work at this' (p22). However, they emphasise the power of supportive and positive relationships to enhance whole-school wellbeing (Higgins and Wigford, 2018). In addition to more consistent, formalised provision for supporting student friendships, schools may consider how they can offer consistent provision across the academic year to support new students in developing relationships. Miss Osborne raised this point, stating '[I]f new students join the school in January, or at the beginning of the year, sure, we do that a lot (spend time on friendships)'. However, she added that the same level of support is generally not offered if students join the school at other times of the year.

Parents are key to a more settled transition

Teachers' comments also highlighted the influence of parents' transition experience on their children. Mrs Brooks, an elementary vice principal, commented '[C]ertainly we've found that the children settle quicker if the parents are settled'. Mrs King, a primary headteacher, reinforced Mrs Brooks' experience. She reflected that the parents' attitude does

affect their child. This is particularly noticeable when parents were happier in their previous location and are finding it difficult to adjust to the new location. She points out that 'the child's experience is absolutely connected to the experience of their parent'. Mrs King also pointed to the importance of home-school communication to ensure teachers have a fuller picture of how new students are coping: 'I feel parents may be noticing things at home with their children which we may not be seeing and ... we want to have the parents share that information with us'. The importance of home-school relationships was underlined by Mrs Lewis, a Grade 1 teacher. She stated: 'I think we do a certain amount to try to establish effective communication with parents. It's always really beneficial to get more information (on the child)'.

Students who are 'experienced expats' settle in more quickly

Mrs Carter, a Year 6 teacher, observed that 'You can tell the experienced expat kids and the inexperienced expat kids a mile away. In my experience, it's been those children who are ... fresh to Asia from Europe who have struggled most with the transition. A pupil last year and the year before both came straight from the UK. Both of them had the biggest transitional problems'. Mrs Carter's comment identifies a subgroup of new students who find the transition particularly difficult.

To conclude, while the observations and reflections in this article come from only a few educators, their views and experiences are aligned with the many conversations I have held with a wider range of international educators. Based on the comments from the teachers interviewed, there are several actions which would improve the transition experience for new students in international schools:

1. Ensure a consistent approach to supporting new students in establishing friendships
2. Consider what the school can do to ease the transition experience of parents
3. Evaluate students' transition experiences to find out if any particular groups have most difficulty, and therefore require most support

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Looking for adventure or just love teaching?

Maria Casson investigates the motivations of today's global educators

What is it that drives thousands upon thousands of men and women to uproot their lives and take their teaching skills to a foreign land to become overseas teachers? That is the question I sought to answer after many years of teaching abroad and witnessing first hand this flux of teacher migrants. I am not the only person to ponder this question it would seem, as school administrators and recruiters across the globe vie for teachers in an ever-decreasing pool of educators. In fact, a 2016 UNESCO report suggested a need for an extra 3.2 million teachers by 2030, just to tackle universal primary education. That's a staggering number. This has led to an urgent focus on the recruitment and retention of teachers, as well a move to encourage students into the profession.

Teachers are being enticed to move abroad, not only to fill these occupational gaps, but also to serve a growing network of international schools around the world. As with many national schools, international schools are facing teacher shortages and teacher turnover. While some teacher turnover is expected, it takes considerable effort and funds for international schools to recruit and attract new staff. The worldwide presence of international schools has grown enormously. According to the latest research by ISC Research (2018a and 2018b), one important reason for this upward

trend is that an international education is no longer viewed as a solution for expatriate families only, but as a valuable option for local families seeking a globally-recognized international education. As of May 2018, there were 9,605 English-medium international schools around the world and, at this current rate of growth, it is predicted that by 2028 there could be over 16,000 international schools. With expected growth in this sector, the demand for teachers will inevitably expand, and recruitment agencies and international school boards will need to be increasingly creative in how they set about attracting teachers. Understanding the motivations of today's teachers may give them added insight. So what motivates this influential group of people? What drives them?

Motivations

Let's first take a look at motivation itself. There are two main types of motivation: *intrinsic* and *extrinsic*. Intrinsic motivation is characterized by behaviors performed out of enjoyment and interest, pleasure and satisfaction inherent in the activity, as well as the innate pleasure and satisfaction derived from exploring, learning and understanding new things. On the other hand, extrinsic motivation refers to behaviors that are performed for determined outcomes, such as actions

The group were asked to rate a series of motivations that led to their decisions to teach abroad. The findings were striking.

performed to obtain a positive result or reward. Extrinsic motivations are driven by external factors such as monetary rewards and prizes. Previous studies on what motivates teachers in a national context have sought to determine which type of motivation was more influential in their desire to teach. The overwhelming majority of teachers surveyed revealed that intrinsic motivations were more important in their decision. The motivations they chose included having positive past experiences at school, having a love for teaching, contributing to society and helping others. While current literature shows motivational determinants of pre-service and in-service teachers in the national context, it does not examine the motivations for teachers to choose to teach abroad. I set out to find answers.

The survey

First of all, I identified a cohort of 100 overseas teachers willing to respond to my survey. They came from five continents and despite heavy workloads willingly took part. But then, teachers are inquisitive: it goes with the territory. The group were asked to rate a series of motivations that led to their decisions to teach abroad. The findings were striking. I had previously surmised, given the number of extrinsic factors associated with teaching abroad, such as travel, increased salary and professional status, that these would have been the key drivers. And while they certainly were popular, teachers abroad chose intrinsic factors in much larger numbers. Basically, teachers are still inherently interested in teaching and making a difference. This also corresponds with the majority of previous studies regarding motivational determinants for teachers in a national context.

Further analysis revealed the three key intrinsic factors motivating teachers in the survey to be:

- Curiosity about other cultures
- An interest in teaching itself
- A desire to challenge oneself

Although intrinsic factors were rated more highly, a number of extrinsic factors were also popular which included:

- The chance to experience life in another country
- The possibility of travel
- Professional status

Motivational differences between genders existed in this study, with results confirming that female teachers are more intrinsically motivated than male teachers in their choice to teach abroad. However, although there is a difference in motivational values, both genders in the study still chose mostly intrinsic motives over extrinsic ones. Out of the top four motivations, three were common to both genders: 'the experience of living in another country', 'curiosity about other cultures', and 'interest in teaching'. Regardless of the results, one cannot discount the pull of the popular extrinsic motivations highlighted in this study, which allow recruiters to attract teachers with the promise of travel, the excitement of living in another country, a competitive salary and increased status. These findings may be good news for international schools, as intrinsic factors are viewed as valuable commodities and have been associated with 'creativity, flexibility, spontaneity, enjoyment, quality of work, increased attention, persistence and study skill' (Spittle et al, 2009).

Despite the challenges facing today's teachers, intrinsic motivations – the things that touch our soul rather than our wallet – are still crucial determinants for choosing teaching. And this research has shown that this applies as much to teaching abroad as it does within a national framework.

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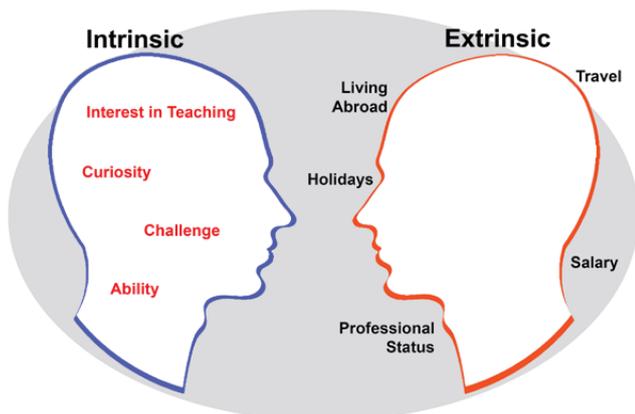
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Motivations to Teach Abroad



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Students spend approximately 60% of the module in face to face sessions with the remainder completed remotely through their smartphones. Photo: Sky School

Blue sky thinking redesigns refugee education

Richard CC Davies reports on a case study in social entrepreneurship

As the International Baccalaureate celebrates 50 years of inspiring global engagement, open-mindedness and a commitment to lifelong learning, its Director General Siva Kumari believes that its expanding network will build an ever-stronger community that seeks to create a better world (IB, 2017a). From the outset, early IB influencers such as Kurt Hahn recognised the opportunity to develop a transformative, progressive curriculum that augments traditional elements, such as developing inquiring and caring students, with an explicit emphasis on taking action to create a better and more peaceful world through intercultural understanding and respect (IB, 2017b). Hahn believed that there are three pedagogical approaches through which such a curriculum could be delivered: you can preach at them (persuasion); you can say 'you must volunteer' (compulsion); and you can tell

them 'you are needed' (Alchin, 2017). It is essentially this final approach that underpins the IB mission and places the onus on future ethical leaders and creative entrepreneurs to 'carry the beacon of hope and incite positive change for the next generation' (IB, 2017a).

Sky School is an organisation whose co-founders, Polly Akhurst (Atlantic College, 2006) and Mia Eskelund Pedersen (UWC Mahindra, 2007), exemplify the next generation of ethical leaders and creative social entrepreneurs seeking to incite change. In 2015, 50 million children were uprooted from their homes. For 27 million, this was as a result of violence and insecurity (Unicef, 2018). Whether these uprooted children are refugees, migrants or internally displaced, every child has the right to an education, but there are 27 million children of primary and secondary age in 24 conflict areas

Features



A facilitator introduces the concepts of positive and negative peace during Peacebuilding Module in Athens. Photo: Sky School

without access to education, and fewer than 25% of refugee youth have access to secondary education (Unicef, 2018). Empathising with frustrated young displaced learners denied access to education, Polly and Mia were inspired to tackle this perceived injustice and took direct action by drawing upon their experience of international education to establish Sky School in order to close the gap in quality secondary education provision for young displaced people (Martin & Osberg, 2007; Sky School, 2018a). Rather than waiting for someone else to tackle this problem, it is precisely such *direct action* that characterises the entrepreneur who, inspired by the opportunity, seeks to realise their creative solution to overcoming the barriers and challenges that arise and act to maintain the status quo (Martin & Osberg, 2007). Moreover, it is predicated on having such 'alertness' in the first place, which economist Israel Kirzner argues is the entrepreneur's most critical ability (Baumol, 2006).

In seeking to articulate the difference between entrepreneurs and social entrepreneurs, however, Dees (2018) argues that, for the latter, the social mission is 'explicit and central' and that mission-related impact, as opposed to wealth creation, becomes the central criterion. Against a backdrop of real terms funding cuts to secondary education in UK government schools (Sibieta, 2018), achieving at scale the Sky School mission, 'A Global High School for Refugees', does not raise the prospect of wealth creation through any avenue other than in the capacity of an agent of change that empowers refugees economically; indeed their value proposition specifically targets a neglected and highly disadvantaged population that lacks the financial means of political clout to achieve the transformative benefit on

its own (Sky School, 2018; Martin & Osberg, 2007). Such an explicit focus on mission related impact would, therefore, appear to substantiate its credentials as a social enterprise.

Moreover, those personal characteristics in a successful entrepreneur (including inspiration, creativity, direct action, courage and fortitude) so crucial to the process of innovation are abundant in Sky School's co-founders. Innovation, in particular, is paramount because, rather than tinkering around the edges and refining existing systems and structures, entrepreneurs think creatively and eschew these in favour of finding wholly new ways of approaching the problem (Martin & Osberg, 2007). Taking a pioneering and transformative approach to education that resonates with those earlier IB influencers, Sky School has embraced such innovation and sought to develop a 10 module, 2-year high school curriculum for refugees, delivered through a 'new educational model' predicated on blended learning which harnesses the content rich aspects of an online course with the power of physical learning communities (Sky School, 2018a). Sky School works with project partners in refugee camps such as the UNHCR Refugee Camp in Kakuma, Kenya, to facilitate each module, over the course of 10 weeks, with students completing 60% of the course through face-to-face seminars and the remaining 40% completed independently through its app provided by Aula Education (Sky School, 2018a; 2017a).

Whilst empowering students with an education in a particular camp is a laudable goal and undoubtedly provides a social service, such an initiative is not truly a social enterprise unless the learning programme is designed to achieve at scale, without which it is unlikely to lead to a new 'equilibrium' in the education landscape (Martin & Osberg, 2007). The combination of a strong technology platform, together with the outsourcing of course facilitation to aid groups already *in situ*, alert to the particular demands of their learners, means that Sky School does possess this transformational potential to scale up and re-calibrate this equilibrium beyond the confines of a particular camp. The key here, however, is persistence and seeking to engage in a process of continuous innovation and learning; investing time in developing a course in the first instance before scaling it up is invaluable (Dees, 2001). The first module to be delivered was itself, appropriately enough, on Social Entrepreneurship and was piloted with a small group of refugees in Athens. The feedback from this was used to refine the second iteration of the module as well as the general approach for delivering this 'new educational model' (Sky School, 2018a).

But what kind of knowledge, skills and understanding

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constitute ‘Lifeworthy learning’ relevant to refugee learners in order to convince them that ‘they are needed’ and, given the limited financial resources, how do you design this? (Perkins, 2016). Once more, Sky School has demonstrated its entrepreneurial flair by dispensing with traditional models of discrete subject blocks and embraced design thinking to generate a learning programme that empowers these displaced young people to proactively affect change in their communities. Besides the initial pilot module on Social Entrepreneurship, a module on Peacebuilding has been developed in conjunction with UWCSEA’s Initiative for Peace and other modules in the pipeline include Global Politics, Identity, and Arts and Culture (UWCSEA, 2018a). Such an approach predicated on exploring knowledge that can be applied beyond national borders, building skills (such as critical thinking and collaboration), and developing an understanding of how these can be used to shape attitudes and inform direct action, is an effective blueprint for realising Hahn’s objective of creating a better and more peaceful world through intercultural understanding and respect, peaceful co-existence and sustainable development for the future of the human race (Hill, 2012; IB, 2017a). There are essentially 5 strands to the Learning programme, each comprising an entry level and advanced component. Taken together, it is hoped that the 10 modules would be accredited to constitute a high school diploma which could then enable these learners to access American higher education institutions and seek to redress the dispiriting situation of less than 1% of refugee learners entering university (UNHCR, 2016).

Sky School Diploma - Prototype Model

	Change making	Peace building	Politics and Economics	Literacy, Arts and Culture	STEM and Innovation
Module 1	Becoming a Changemaker	Peacebuilding in our	Global and Geo Politics	Language, Stories and Identity	Thinking Mathematically
	Developing an Impact Project	Community Conflict Resolution	Politics Making Change in Public Life	Culture and Expression	Maths for Change
Module 2	Research and Advocacy	Mediation	Sustainable development	Public and Political Art	Scientific Literacy
	Managing Complexity	Community Action	Circular Economy	Public Communication	Information Technology & Innovation

Credit: UWCSEA, 2018a

What is a Hackathon in the context of education?

One of the most compelling aspects of the Sky School movement has been its ability to draw on specialists to volunteer their skills. Nowhere is this more visible than at one of Sky School’s Curriculum Hackathons; an intensive weekend at which a group of professionals from a range of backgrounds, both within and outside education, map out the curriculum for an entire module. One of the first hackathons was held this summer at UWC Maastricht to design a module on Social Entrepreneurship. An eclectic mix of individuals, including educators, students, parents, technical specialists, a UN Development Economist, a corporate financier and many others assembled to hear Polly lay out the objective



AAA+ Learning: Director of Learning Stuart MacAlpine explains his model of learning pioneered at UWCSEA.

Features



Photo: Sky School

for the weekend and emphasise the prescient nature of the task given that it would be delivered to students in Jordan in only 3 weeks. Early sessions were predicated upon team building and learning about the tremendous range of skills within the group, before turning attention to the displaced learners around which the mission is focused and trying to prioritise the competencies within the confines of the module. Informed by what needed to be prioritised, and why the demands of the refugee learners made that so, work continued on the framework for the unit by looking at possible concepts and grouping these by key themes which were then mapped to a timeline. Trying to allocate particular skills to a discrete section of the module seemed problematic at times, so it was decided to embed some of these, such as communication which had been identified as a key learning objective, by listening to interviews with prospective participants throughout the course. By the end of the first day, a much more refined understanding of the purpose of the unit had been developed which, informed by research, had started to be mapped out in a curriculum with specific themes, such as stakeholder analysis, systems mapping and design thinking.

The second day, however, was very much where all the heavy lifting was completed. Polly and Mia introduced us to Daniel Christian, a refugee at Kakuma camp from Burundi, who had completed a module wholly online and was so inspired by what he had learned that he volunteered to facilitate the first module of the face to face section, only to end up himself being resettled to Canada shortly before it began (Sky School 2017b). His video message about

the transformational effect Sky School had on him was inspiring, and provided renewed emphasis on completing the module. Following an intensive half hour session in which learning engagements were added to the theme for each week, Sky School's *pro bono* Director of Teaching and Learning from UWC South East Asia, Stuart MacAlpine, then led a short workshop on conceptual understanding and the AAA+ learning model (Awareness, Abstraction, Application, Deliberate Practice) to establish a more robust understanding of backward by design curriculum planning (UWCSEA 2018b). This was drawn on throughout the remainder of the day as, working in small groups, the conceptual understandings, learning goals and teaching activities for the face-to-face section and online learning were articulated. The final stage was to refine the assessment rubric in order to determine the extent to which the module achieves its objectives. Throughout the 2 days Olaya Garcia, who had taken the lead for designing this module, facilitated the discussion and activities and was left with the task of polishing up the final unit, before it was delivered to the project partners in Amman, Jordan; later in 2018, the course was also to be delivered in Hong Kong, Greece and Kenya.

It was humbling to see how much a small group of committed individuals with the same shared vision could achieve over a weekend. However, emphasising the importance of 'alertness' to which Kirzner referred earlier on, the outcome for Sky School was even more notable as the number of volunteers to have signed up to the Hackathon was such that, less than 24 hours before the start, Polly and Mia realised there was scope to build 2 modules and set

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about making possible a second module on 'Culture and Identity'. Consequently, before the weekend was out, 2 of the 10 modules had essentially been developed which, together with the Peacebuilding Hackathon in Singapore, meant that Sky School had developed 30% of the entire curriculum.

The late UK MP Jo Cox noted that 'we are far more united than the things that divide us' (UK Parliament, 2016). Against an increasingly uncertain geopolitical landscape, and the rise of populism, the importance of international education that transcends national boundaries and focuses more on that which brings us together has never been so important. With the next generation of ethical leaders and social entrepreneurs, such as Polly and Mia, demonstrating that the understanding from their IB education 'that they are needed' has endured, those initial key influential educators can take comfort that they have inspired a generation to take action in order to help realise a better and more peaceful world through intercultural understanding and respect. For the next 50 years at least, the 'beacon of hope' is in safe hands.

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International teaching staff as a community of practice

How international schools can encourage quality networking for their teachers, by Kennedy Bwanga

A human being is a social animal that craves and appreciates a sense of belonging. With the prevalence now of social networking, it is important for international schools to take an active role in identifying good professional (social network) groups and encourage their faculty to network both internally and externally. Why? Because there is a direct relationship between employees' social and professional groups and performance at work. One way of encouraging employees to network is through a community of practice. What is a community of practice? Community of Practice (CoP) comes from the term *Learning Community*. Learning communities are comprised of people linked either by geographical space or some shared interest who work together in order to enhance their learning (Kilpatrick, Barrett & Jones, 2003). Practice-based learning communities are commonly called Communities of Practice.

Teachers will face challenges while forming or participating in a CoP, as is expected in any social grouping. Knowing and maybe expecting these challenges can go a long way in

becoming well prepared to face them or avoiding them at all. Some of the challenges could be time management, size of CoP, financing, focus, empowerment and inclusion (outsiders vs insiders). Realistic and effective timelines need to be put in place, maybe using project management tools. The size of CoP is largely inversely proportional to the success of the CoP (Chalmers & Keown, 2006). CoP will also need to have a well-thought-out budget. The members of CoP will need empowerment within their domain so as to be effective and to have the depth and breadth necessary to perform their duties; however, Schlager & Fusco (2003) warn that empowerment has to be controlled so that the CoP does not acquire an amorphous, ineffective life of its own which basically goes against institutional rules and practices. The members also need to devise ways and means of ensuring that colleagues who are not part of their membership do not feel excluded totally; after all, it is to the benefit of the members and the institution at large to allow later on as many employees as is necessary and possible to gain from



a functioning CoP. Salary or wages, clearly, will be the first consideration to many potential employees wishing to move to new employment places or retain their existing positions. Institutions wishing to attract, retain and sustain quality staff that form CoP need to put in place salary/wage structures that will make that possible.

Incentives also play a very important role in nurturing CoP within institutions. A common view is that incentives need to be formalized and structured along the lines of salary and remuneration packages. My view on this is rather divergent: an incentive should appear as a gift which is not asked for. It should be a natural occurrence based on clearly excellent performance and should not be tied to some kind of *ad hoc* criteria. Any teacher who performs well should be pleasantly surprised to receive gifts and tokens as unexpected surprises that can enhance their morale and provide encouragement to all employees. I stated in the first sentence of this article that human beings are social animals: they will appreciate occasional, surprise praises to perform beyond expectation, just as Maslow proposed in his hierarchy of needs. An appraisal system which is directly geared towards retaining and sustaining quality teaching staff needs to be put in place. Career development based on sound teacher professional development will be valued by any employee who is eager to perform beyond expectation. Generally, top performers in institutions do not like rigid rules, regulations, long meetings, job descriptions and duty statements (Shelley, n.d). These dislikes at first glance may appear controversial, but Shelley had a point: top performers

know what to do and do not need constant reminders in the form of readings and meetings. These to them are basically time-wasting bureaucratic system bottlenecks that waste valuable time that they would rather use in doubling or tripling the institution's output. These performers just want to do their stuff and be held accountable for their output. Maybe further research needs to be done in this area.

In summary, the effort required to establish and sustain a community of practice is enormous. This further requires care and dedication in implementation. This is a process and not an event: institutions wishing to implement a community of practice must therefore be prepared to go the long haul.

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Forthcoming Conferences

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

February 7-8, COBIS Conference for Bursars, Business Managers and HR Staff, London, UK

February 15-16 COBIS The Power of Early Learning Cultures - EYFC Conference, Hong Kong

February 18-21 AIEA Annual Conference, Washington, US

March 1-2, EARCOS Middle Leadership Conference, Jakarta, Indonesia

March 7-8, COBIS Conference for PAs and Secretaries, Luxembourg

March 21-23, EARCOS Annual Teachers' Conference, Bangkok, Thailand

March 24-26, IB Global Conference, Hong Kong

March 25-29, APAIE Conference & Exhibition, Singapore

April 15-18, ECIS PE Conference, Barcelona, Spain

April 24-27, ECIS Annual Leadership Conference, Lisbon, Portugal

April 25-26, COBIS Conference for Marking, Development and Admissions Staff, Astana, Kazakhstan

May 11-13, COBIS Annual Conference, London, UK



Against intuition

Simon Foley considers how international schools can promote evidence-based pedagogy

What constitutes excellent teaching and learning? The fierce debate on pedagogy is often remarkably binary; direct instruction vs student-led inquiry, knowledge vs skills, tradition vs technology. Like their national counterparts, international schools have a moral imperative to invest their energies where they will have the most impact on learning. Largely free from the constraints of national curricula and the oft-dreaded school inspection, teachers and leaders in international schools should know both what has the most impact on learning, and which interventions are cost-effective.

Education is notoriously faddish. Many of us find ourselves jumping on bandwagons, and investing time, effort and energy because interventions make sense to teachers and school leaders. One only has to think back to 'learning styles' to consider something which made sense at the time, only for it to be shown later to have no discernible impact on student outcomes.

Too many schools continue to base little of their practice on the abundant evidence about what works and, more importantly, what does not. Experience and intuition continue to play a large part in building effective teaching strategies, and so they should. However, without careful attention,

they may lead to poor pedagogical choices. International schools are not immune to this phenomenon. Culturally and linguistically diverse, they bring together educators trained in different national systems, each with its own beliefs about effective classroom practice. Gaining any consensus of good teaching and learning is challenging. Without the benefits of close professional learning networks prevalent in many national systems, just how should international schools ground their actions in evidence? What tools do they have at their disposal to promote research-based learning?

Weinstein *et al* (2019) make a compelling argument that using our intuition, when it comes to learning at least, is a risky business. Within their work, they use a Roediger and Karpicke (2006) study of an oft-repeated experiment. Two groups of students prepare for a college-level exam. One group reads and re-reads course material. The other reads small sections of content once only and spends the rest of the time with retrieval practice; they write what they can from memory. It will come as no surprise to readers of *International School* magazine that the retrieval group outperforms the reading group considerably. Yet the reading group reported significantly higher levels of confidence just prior to taking the examination, whilst the retrieval

group reported depressed confidence levels. The outcomes almost perfectly mirror the individuals' expected results. So why did the learners' intuitions lead them to choose the wrong learning strategy in a high stake examination? Reading and re-reading course content makes the learner feel confident. With each run-through, the reader gains more understanding as he or she becomes more familiar with the content. On the other hand, retrieval practice feels difficult. Feedback on what the learner may or may not know gives a needed dose of reality. The learner feels disheartened. The value of retrieval practice is strongly evidenced in cognitive psychology – when we bring memories to mind, we make the memory more durable and possibly even alter it subtly. These two effects combined make learning durable and effective. It embeds in the learner's long-term memory, but it feels difficult. The passage from the working memory to the long-term memory is not a smooth one.

If our intuition can be a flawed source of good learning, and abundant evidence about what works in education exists, how can international schools ensure a more rigorous approach to teaching and learning grounded heavily in evidence? Ultimately, teachers are responsible for teaching. They are hard-working, conscientious professionals, but simply have limited time to digest and synthesise copious amounts of highly context-specific research. There is not enough time in the day for this to be done effectively. Technical language in academic studies, a mistrust of 'researchers' in 'ivory towers', uncertain findings that are highly reliant on context, and a suspicion of evidence that disagrees with intuition, are all possible reasons for evidence playing an underwhelming role in driving action (Weinstein et al, 2019). The solution revolves around having a mechanism for teachers to receive easily digestible studies of high-quality research, which they then translate into practice. This can be done in many ways, each with its own merits and issues. A talented Director of Teaching and Learning or Research, who has the time to do the heavy lifting for teachers, can be invaluable. However, this is a luxury beyond the means of many schools. This article will therefore end with some common-sense suggestions for how schools and the individuals within them can strive towards evidence-based teaching and learning.

- One imperfect method is to lean upon existing research and writing for international schools such as the *Journal of Research in International Education*. This is a relatively cost-effective option. The content is most relevant for international schools, although being an academic

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journal it is by nature 'academic' and some will find it time-consuming or rather dry (I know, as I wrote an article for it once which fits nicely into both of those categories).

- For the brave souls who have more of a tolerance for slightly higher noise-to-quality ratio, Twitter can be an excellent place for an international school teacher to base their evidence on practice. A few accounts worth following, that are committed to evidence-based practice and publish useful information in manageable chunks, are @MrsSpalding, @Tom_Needham, @teacherhead, @tombennett71, @DTWillingham, @daisychristo, @dylanwilliam, @C_Hendrick
- Use the school library. Some schools are lucky enough to have a librarian and leadership that is committed to providing reading for teachers and students. There is a significant number of excellent books which specifically address this issue. One extremely helpful title is an excellent and easy to digest book aimed at translating research to practice: 'What Does This Look Like in the Classroom?' (Hendrick et al, 2017). This is an essential read. The authors cleverly interview a number of experts in each field about what their research means for teachers, and reproduce their answers verbatim. This allows teachers to benefit from a huge amount of high-quality research.
- Few have done more to promote research practice than Tom Bennett and researchED (including its magazine). Originating from the UK, this attempt to make teaching a research-literate profession quickly grew into an international movement, and one that international schools would do well to be part of. The grassroots teacher-led non-profit organisation is largely based around affordable (£25 or \$40 a day) conference communities. These are common in the UK and are becoming increasingly global. A quote from Tom Bennett sums up the purpose of his group succinctly: '*Teachers and researchers sharing their work with teachers is a powerful tool to move away from basing practice on gut feelings, hunches and intuition ... folk teaching... at the mercy of snake oil, fad, fashions, ideology and bias*'. (2018). It is hard to argue with that.

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Teaching phonological awareness effectively

Hester Hoette walks us through the vital teaching steps towards literacy

Research shows that children who are not taught to read confidently by the age of 8-9 are likely to remain poor readers for the rest of their lives. For international students the challenge is even more complex. Many people try to categorise poor readers by their socio-economic status, parental support and, of course, their gender. However, the problem lies with the fact that how we learn to read and spell is a science. Early readers and students with English as a second language (ESL) have to follow the correct steps to learn to read and spell effectively. If I told you that this starts with phonemes and corresponding graphemes, followed by

morphological awareness, you would understand why so many teachers aren't taught the science of reading; many of their lecturers don't know the science themselves either. As a result, millions of children are being set up to fail.

Here is my step by step advice to teachers to quickly and effectively teach young children to read, and international students to learn ESL.

Step 1 – preparatory phonological awareness

Phonological games, illustrating how words are made up of sounds, are ideal to start. Games involving rhyming,

Early readers and students with English as a second language (ESL) have to follow the correct steps to learn to read and spell effectively. If I told you that this starts with phonemes and corresponding graphemes, followed by morphological awareness, you would understand why so many teachers aren't taught the science of reading; many of their lecturers don't know the science themselves either. As a result, millions of children are being set up to fail.

alliteration, clapping words in syllables, and subtracting sounds from a heard word are good examples. In this way children become aware of the existence of a language decoding system.

Step 2 – Letter sound correspondence

Once they have learned the sound-symbol correspondence of 's', 'p', 'o', and 't' they can not only read and write the word 'spot', but can also start to read words such as 'top', 'pot' and 'stop', realising that a generic mechanism or 'decoding system' can be applied.

They should only be presented with transparent 'regular' one-syllable words such as hit, box, bed. From here they can slowly progress to two- and three-consonant clusters as in the words blend, frost and strip.

It is here that children with ESL start their learning; they are already aware of the existence of decoding and just need to learn the decoding system of the second language.

Step 3 – Similar sound instruction

It's now time to introduce slowly the more complex 'irregular' sounds and letter blends. Initially these should be delivered in short vowel sound groups (eg deaf-said-thread), in long vowel sound groups (eg theme-thief-meet-read), and finally the 'long-short' vowel sound groups. The most effective way of teaching children to master this stage of development is through technology. The online Lexilogy learning platform, for instance, is proven to be quick and highly effective for late or reluctant learners and students with ESL, and removes the complex learning protocol from teachers.

In theory, this three step process should be enough. Sadly, however, the development of morphological knowledge, an awareness that words may contain smaller units (morphemes) of meaning, is also important. Few teachers know how to

teach this, which is where an online learning platform can be helpful.

By providing a resource that delivers the right stage of learning in the correct order, in a fun and engaging way, technology can continue to make teachers' and students' lives easier. I hope this has helped!

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Developing independent learners through self-paced math projects

Tom Cosgrove has developed a model to help students engage with their learning

Recently I had some trouble with my car. Every so often it would stall and I'd have to restart it. It happened twice in one day and I began to get concerned. I made it home safely and started to do some research. After adjusting my search criteria and clicking on a few links I had the solution. I drove to the hardware store to get some supplies, undid a couple of bolts and followed along with a YouTube video to solve the problem myself, without having to book my car into the local garage.

This is the kind of problem-solving ability I want students to leave my classroom with. I want them to be able to tackle a situation that they haven't seen before with some grit and a mindset that they can move toward a solution themselves, without reaching out immediately to the teacher for help. Why is this a desirable outcome? Much as I want my students to leave my classroom remembering every last thing I've taught them, I know they won't. What are those bigger skills that students will take away through their years in school and into adulthood? In a math classroom, I think two of the big skills we can teach students are perseverance and problem-solving. The math just happens to be the vehicle through which they are taught.

I started my teaching career in a traditional UK comprehensive school. We were teaching to an exam, in a way that was effective to get good test scores. If you could manage this, you were seen as a good teacher. I've shifted roles and now work at an independent boarding school in Leysin, Switzerland. I'm the sole teacher of grade 7 and 8 mathematics, and I am grateful for the flexibility I have to experiment with new approaches. In the first weeks of my new role here I was asked by my department head what I would do if I had total freedom over what I taught. Three years later, I'm still trying to find an answer to that question. How could I adjust the way I teach to truly maximize the learning experience for my students and to ensure that they leave my classroom with the bigger skills they need?

I began by thinking more critically about the traditional approach of explanation, example, practice, recite. It gets great exam results. It's an efficient method of communicating ideas. But does it truly get students thinking critically and solving real problems? I didn't feel like it was working for me. Students were getting lost during a lengthy explanation; those that understood it quickly had to wait for the other students to get it, and those that didn't get it needed more



What are those bigger skills that students will take away through their years in school and into adulthood? In a math classroom, I think two of the big skills we can teach students are perseverance and problem-solving. The math just happens to be the vehicle through which they are taught.

help. By that time the lesson was over. I needed a new approach.

I knew that many other math teachers felt the same way so I built relationships with several of my colleagues, experimented with new approaches and researched best practices. The whole process showed me that I may have the chance to make a big change in math education. I have been fortunate to make some good connections with new colleagues here at Leysin American School, and we are actively working to improve the learning in our classrooms through a self-paced and project-based model.

The key is creating a situation where students are free to move through material at their own pace. Changing our teaching so that each individual student dictates the speed of their learning is a major adjustment that is difficult to be comfortable with. However, this adjustment allows for all students in my classroom to learn the material more deeply and at a pace which suits them, which was never possible before.

To make this type of learning real, I give students a document that contains all the resources they need to be able to learn a specific set of skills. Within this document, I include links to resources from a variety of sources that I know will help my students learn. For a recent project, I used links to Khan Academy, Buzzmath, YouTube, PurpleMath, and Desmos. But students are also free to seek out other resources they find useful if it helps them learn, especially if it happens to be in their native language. I expect my students to learn the content on their own, and I am available to help stimulate discussion and clarify any issues that individuals are having. Once a student thinks he or she has mastered a concept, we arrange a meeting to check they have the required knowledge to move on.

Once they have proven they are ready to move on, the student can begin the final project. A final project varies depending on the topic, and is something creative that gets the students using the skills they just learned in an authentic situation. Learning about angles to get better at playing pool, measuring the heights of local mountains using trigonometry, doing a statistical analysis of the most popular ski resorts in the Alps or finding the area of a neighborhood

using compound shapes and Google maps are just some examples. Students know they will be given challenging projects like this at the start of the unit and it motivates their learning. Students learn the skills because they need to apply them to a meaningful project, instead of learning because they might need to use these skills somewhere down the road.

Some critics of blended learning or self-paced approaches fear that this style of learning can become impersonal. From my experience, I have found it to be the opposite. While my students guide their learning using online resources, I spend time having high-quality, individualized check-ins with each student. This way I get to know each child as a learner, and as a person, and my students see in person how much I care for them and want them to succeed. In my classroom, therefore, I have stopped teaching directly to students from the board. I have allowed students more freedom to move along at their own pace, and I am now freer to engage with them individually and to have meaningful discussions about math. We are exploring authentic math problems, through projects that immediately connect to the recent skills they have developed. As a result, my students are more engaged and are leaving my classroom with the content knowledge and the skills they'll need to advance both in school and in life.

I am actively working with colleagues to improve this model and we are adjusting things regularly. We are developing new projects for both IB Diploma and middle school students, and getting feedback from other educators at different schools. We hope that by trying something new and innovative we are moving closer to a math classroom that prepares students for the future – or at least gives them the confidence to fix their own car by watching a YouTube video.

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Real science and global experiences

Glenys Hart look at opportunities for students to become involved in scientific projects

One of the major benefits of being in an international school is the chance for students and teachers to gain a global perspective. Teachers in international schools can take advantage of participating in *citizen science projects* that encourage the practice of public participation and collaboration in scientific research to increase scientific knowledge. Unpaid volunteers share and contribute to data monitoring and collection. This provides an ideal introduction for members of the school to become an active and involved part of the international science community, which will improve their chances of gaining good university places and better employment opportunities.

Through such projects young people can easily become involved in researching and collecting data to uncover new knowledge. In some cases, students can see images from space that nobody else in the world has ever seen before. In other cases, they can contribute to uncovering the secrets of cancer cells. These are all memorable experiences that

will encourage students to join the science community after leaving school and further contribute to the development of scientific knowledge. One example is *Globe at Night*, which engages volunteers in observing star visibility to map light pollution by using the *Loss of the Night* app. This can aid scientists' measurement and understanding of the effects of light pollution on health, environment and society. The results are added to a database that scientists use to investigate the ecological, cultural and socioeconomic effects of increasing night illumination. Part way through 2018, worldwide citizen scientists had added 5,131 readings; a significant way towards their goal of 15,000 data points by the end of the year.

Caring about global issues

The fields that citizen science advances are diverse: ecology, astronomy, medicine, computer science, statistics, psychology, genetics, engineering and many more. Citizen science investigations allow huge collaborations on continental

and global scales and across decades—which can achieve discoveries that a single scientist could never make on their own. Students are encouraged to contribute for the benefit of the greater good, and to begin to understand that research isn't just for scientists.

In some projects citizen scientists use software such as the *Image Based Ecological Information System* (IBEIS). Animals can be photographed and individually identified many times each day. Decisions about conservation, the science of ecology and population biology, together with resource management and biodiversity, can be dramatically improved. *Project Noah* is for nature enthusiasts who want to explore and document wildlife. Noah is an acronym for 'networked organisms and habitats' and is designed to help labs, environmental groups and various organizations gather important data for research projects. Volunteers can choose a photograph of a plant or animal, then select the category, confirm their location, add tags and submit the information. This work could be done at school or during the holidays.

Citizen science enables people from all walks of life to advance scientific research. A citizen science project can involve one person or millions of people collaborating towards a common goal; involvement is in data collection, analysis, or reporting. Citizen science is a way of connecting with nature, enhancing well-being and providing a sense of belonging. The *Near the Ground* project uses the *mPing* app and asks citizen scientists in the US to report on winter precipitation. Users are encouraged to measure their findings and record data in the app. By telling the National Severe Storms Laboratory what hits the ground, scientists can compare reports from the field with radar detections and use the information to improve new technologies to establish precipitation patterns and types.

Commitment to science

Citizen science is an increasingly important tool in classes where science is being taught. It means that students better understand the importance of science and the scientific process through active involvement with the science community. Gone are the days when an experiment was carried out in the laboratory to prove something that we already knew. The major benefit of citizen science for staff and students (and parents) is involvement in *real* science. Citizen science is also a way to contribute to a community. Stewardship is the natural follow-on of participation in research projects. Students can make thousands of fascinating observations just by roaming around in nature or doing

experiments with everyday items. Citizen science involves collecting data and analysing it as part of a collaborative project. People can observe the behaviour of animals on a webcam, listen to and analyse the sounds of whales, watch the stars in the sky, and identify plant or animal species. They can be given the chance to work with – or at least give the data to – real-life scientists.

Galaxy Zoo collected millions of classifications, and has done more and better science faster than was ever believed possible. The new *Galaxy Zoo 2* asks for more detailed classifications of roughly 250,000 of the brightest galaxies in their sample. For more than a decade, volunteers have helped explore galaxies near and far, sampling a fraction of the roughly one hundred billion that are scattered throughout the observable Universe. They still need people to sort them by shape.

Contributing

Citizen science allows students to be acknowledged as valuable contributors to a larger goal or scientific effort. Dr Becky Parker, who teaches in a school in Canterbury UK, has set up an Institute for Research in Schools, to encourage students in schools to engage in high-level analysis and cutting-edge research. Some of her students have had papers published in research journals; others have presented papers at academic conferences. Her students won a competition that enabled them to send an experiment into space, and two sixth-formers are researching dark matter in partnership with a doctoral student at the University of Oxford. *Cell Slider* was a four year project that asked volunteers to analyse tissue samples that had been donated to research by cancer patients who had been treated in clinical trials. The 'citizen science' project from Cancer Research UK is the first of its kind in the world, designed to speed up the rate at which molecules can be identified in cancer cells that may predict how a patient responds to treatment. In encouraging millions of people to participate in *Cell Slider*, it was hoped to condense what normally takes years of research into months.

Collaboration

The Citizen Science Association identifies four main features of citizen science practice: (a) anyone can participate; (b) participants use the same procedures, so data can be pooled and be high quality; (c) data can help real scientists come to real conclusions; and (d) a wide community of scientists and volunteers work together and share data to which the public, as well as scientists, have access. Major

A citizen science project can involve one person or millions of people collaborating towards a common goal; involvement is in data collection, analysis, or reporting.

Curriculum, learning and teaching

benefits for participants are having access to up-to-date science research, excitement, and involvement in the science community. Science is a rapidly changing subject, and established and experienced teachers need to keep up-to-date with their knowledge in order to educate and inspire their students. Citizen science allows kinaesthetic (hands-on) learning by collecting data and measurements, reading and analysis of data or background research, cooperative group sharing, and opportunities for verbal instruction, graphs and drawing, sharing, and analysis using analytical, environmental, mathematical and social skills.

NoiseTube was designed to turn smartphones into mobile noise level meters in order to study the public's exposure to noise in everyday environments. The app allows citizen scientists to participate in the collective noise mapping of their neighbourhood: an excellent project for classroom use. One of the most interesting projects that can easily be incorporated into teaching is *Foldit*, an innovative crowdsourcing computer game which allows people to contribute to important scientific research. Knowing the structure of a protein is key to understanding how it works and to targeting it with drugs. The number of different ways in which even a small protein can fold is astronomical. Working out which of the many, many possible structures is the best is regarded as one of the most difficult problems in biology today, and existing methods take up a lot of money and time, even for computers. *Foldit* attempts to envisage the arrangement of a protein by using humans' puzzle-solving intuitions.

Communication

Social media is a vital tool for citizen science. *#CitSciChat* is a regular Twitter Q&A session on citizen science topics pioneered by US researcher and citizen science advocate Caren Cooper, in cooperation with *SciStarter*. The open online discussions occur at fixed times, usually have a panel of invited speakers, and follow a list of questions; as the discussion is live and public on Twitter, everybody with an account is invited to follow and contribute their knowledge, opinions and questions. *#CitSciChat* topics have included human health, environmental monitoring, federal tool kit on citizen science, apps, dogs, herpes, shark week, oceans, bugs, spring phenology, gamification and building a community of practice. This is an ideal place for teachers to learn more about citizen science and to be encouraged to use it in their classrooms, laboratories and other school activities.

The website *SciStarter* at Arizona State University lists more than 600 active citizen science projects around the world, one third of which are powered by mobile apps. Michigan Tech's cyber citizens project goal is to build smartphone apps and websites that connect ordinary citizens with scientists to help acquire valuable environmental information across the world. They include a beach health monitor, lichen air quality and a mushroom mapper.

Co-operation

Citizen science in Africa runs a range of projects from bird mapping, counting zebras and observing the behaviour of lions through to communities monitoring the habitats they depend upon, such as forests and mangroves, and studying the wildlife and the environment. Scientific America citizen

science projects are listed under health, mind, sustainability, tech and the science topics. The types of activities offered are observation, questionnaire, fieldwork and data-processing. The Australian Citizen Science Association lists 599 projects including dead tree detective, feather map, scoop a poop, mapping koalas and find a frog in February. The British Science recent past projects include a Big Bumblebee Discovery. Dr Helen Roy reported that 'More than 27,000 bumblebees were counted, which was just staggering. More than 400 schools took part, engaging up to 30,000 individuals; it's amazing'. During the Flu survey a total of 4,321 people completed at least two symptom surveys, making their data useful for the researchers. Of these, 590 were under-18-year-olds (up from 274 under-18s in 2013).

Conclusion

There are countless opportunities to involve school community members of all ages in citizen science projects which will increase their interest in science, help develop their scientific skills and enable them to be part of the global community. Why not introduce this concept to your school and build an active scientific community that will develop the global scientists needed for tomorrow's world?

Useful weblinks

Australian Citizen Science Association (ACSA) <https://citizenscience.org.au/>
BBC *Do Something Great*. www.bbc.co.uk/programmes/articles/4BZZdHm64S051q2lnZ1Nr7p/citizen-science
Big Bumblebee Discovery www.britishscienceassociation.org/the-big-bumblebee-discovery
British Science Association www.britishscienceassociation.org/citizen-science
Citizen Science Alliance www.citizensciencealliance.org
Citizen Science www.citizenscience.org
European Citizen Science Association ecsa.citizen-science.net
EBEIS ibeisteam.blogspot.com
ECSA *Ten Principles of Citizen Science* ecsa.citizen-science.net/documents
Foldit fold.it/portal/info/about
Galaxy Zoo zoo1.galaxyzoo.org
Globe at Night www.globeatnight.org
Institute for Research in Schools www.researchinschools.org
Loss of the Night app cosalux.de/#/en/portfolio-en/loss-of-the-night-android-app
mPING mping.nssl.noaa.gov
NASA science.nasa.gov/citizen-scientists
Noise tube www.noisetube.net/index.html#&panel1-1
OPAL www.opalexplornature.org/taxonomy/term/465
Project Noah www.scientificamerican.com/citizen-science/project-noah/
Problem Attic www.britishscienceassociation.org/Blogs/bsa-blog/problemattic-intro-blog
SciStarter scistarter.com
Zooniverse www.zooniverse.org

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Is your school assessment approach effective and efficient in promoting learning?

How do you know? asks Jamie Scott

There are, arguably, three key pillars of education: pedagogy, curriculum and assessment. For too long, the third of these has been both under- and mis-used; the potential for assessment to be a powerful learning process, as well as an accurate barometer of learning itself, is often not realized. Assessment is inextricable from teaching, and the quality of the latter is – in many ways – dependent on the quality of information derived from the former. Great assessment, the type that helps improve teaching and learning, is not a single entity, but it leads to a single point: a meaningful decision which has positive consequences for students' learning.

It is purposeful, manageable, efficient and effective. Great assessment is lean and valuable. It is used thoughtfully to achieve specific aims, aims for which it is better suited than any other tool or strategy a teacher has at their disposal.

Every school has their assessment policy and framework, but is it fit for purpose? Schools use assessment daily, and it can be difficult to stop, step-back and review our approach to ensure it is fit for the purpose intended. So, in the spirit of reflection and self-evaluation, here are five questions to ask of your school assessment framework to help determine its efficiency and effectiveness.

Measuring progress reliably is difficult. All forms of educational measurement contain a degree of error and so assessment is less precise than often it is perceived to be.

1. Are we using assessment to measure important aspects of the curriculum?

Assessment, pedagogy and curriculum are inextricably linked and, when the best of these are brought together well, they form the backbone of effective teaching and learning. When assessment is sharply focused on the curriculum, and used as a tool of good pedagogy, teachers can maximise its value to improve the responsiveness of their teaching. After all, how can we know what to teach tomorrow, if we do not know what has been understood today? Effective assessment needs to relate to the curriculum 'map', strategically challenging students to recall and strengthen the right pieces of learning, understanding and skill.

2. Do our assessments measure the things we intend them to measure? Are they fit for purpose?

Form should always follow function in assessment. We must know what we want to measure and why in order to select the right tool to achieve our purpose. An assessment that is ideal to measure progress might be a poor choice for identifying strengths and weaknesses to inform, plan or adapt your next lesson. To assess better, we need to be explicit about purpose:

- The construct: What is the specific knowledge, skill or understanding that we intend to assess?
- The end use: What do we want to do – the interpretation, the decision or action – with the information generated by the assessment process?
- The best tool: What is the most appropriate, effective and efficient way to assess in this instance?

3. Are we assessing learning or performance of short-term memory?

What is learning, and does every teacher and school share the same understanding? Let's define learning as both the long-term retention of knowledge, understanding and skill, as well as the ability to transfer these to novel contexts. As such, teaching needs to address and promote learning which is retained and transferable, and assessment needs to be designed to gauge students' long-term retention and transfer to novel contexts. Does your school's assessment approach allow you to reliably demonstrate student knowledge and understanding at the point of initial assessment, and that students are able to retrieve that knowledge and understanding 6 weeks later, 6 months later, or a year later?

4. How can we be sure that progress is, in fact, real progress and not just measurement error?

Measuring progress reliably is difficult. All forms of educational measurement contain a degree of error and so assessment is less precise than often it is perceived to be – whether that be national tests, classroom quizzes or teacher observation. It is a complex and time-consuming exercise to create an assessment that is sufficiently sensitive to be able to measure progress reliably in a relatively short space of time. Teachers therefore need to understand error in their assessment measurements to make accurate judgements about the needs and progress of students.

5. Are you using assessment to create learning, not just record the residue of it?

Assessments or tests have traditionally been used to measure learning. However, a constantly growing body of research demonstrates that high quality tests (think recaps, quizzes and termly tests rather than just past papers) are better learning opportunities than repeated study / revision. One example of such research is that of Roediger & Karpicke (2006). The research evidence indicates that the act of responding to questions thoughtfully strengthens a student's learning; practice testing using well-crafted questions can actually promote learning, making assessment into more than simply a tool for recording data about learning.

Reference

Roediger III, H. L. & Karpicke, J. D. (2006) Test-enhanced learning: Taking memory tests improves long-term retention. *Psychological Science*, 17(3), 249-255.

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Laughter unites us; jokes divide us

E T Ranger says a smile can go a long way

Humour is like poetry; it depends on sharing meanings. It is not a statement, it is something that you have to 'get' – which some people don't, so it is essentially excluding. Half the enjoyment which we feel comes from the recognition of commonality: you and I understand one another! So how do jokes play in international schools?

Poetry is just a pattern of words to some people but has deeper resonance for others, and a joke works at the same nuanced level. Jokes aren't intrinsically beautiful; in fact they are often private precisely because they are publicly unacceptable, but by being secretly shared they bond us through showing that we share a common understanding of what is unspoken. It may be embarrassing in broad daylight to admit knowledge of those jokes that are made at the expense of neighbours or minorities. Think of those strings of one-liners or cartoons that a group of friends circulate by email. What bonds do they cement? You fell about laughing when you read them privately but you might not share them with your mother. There is room here for a wealth of research to map virtual communities and what links or divides them. One thing that all humour does is to welcome into the group those who get the joke. The population is divided into 'them' and 'us'. 'Them' may not be explicit, but 'us' is plain. Even the word itself – 'humour' – separates communities, by its very spelling!

So how is it that so often one hears humour claimed or recommended as a classroom tool? What a successful joke does is to move the relationship into a more intimate mode. Suddenly the teacher is 'one of us', we suppose, and students

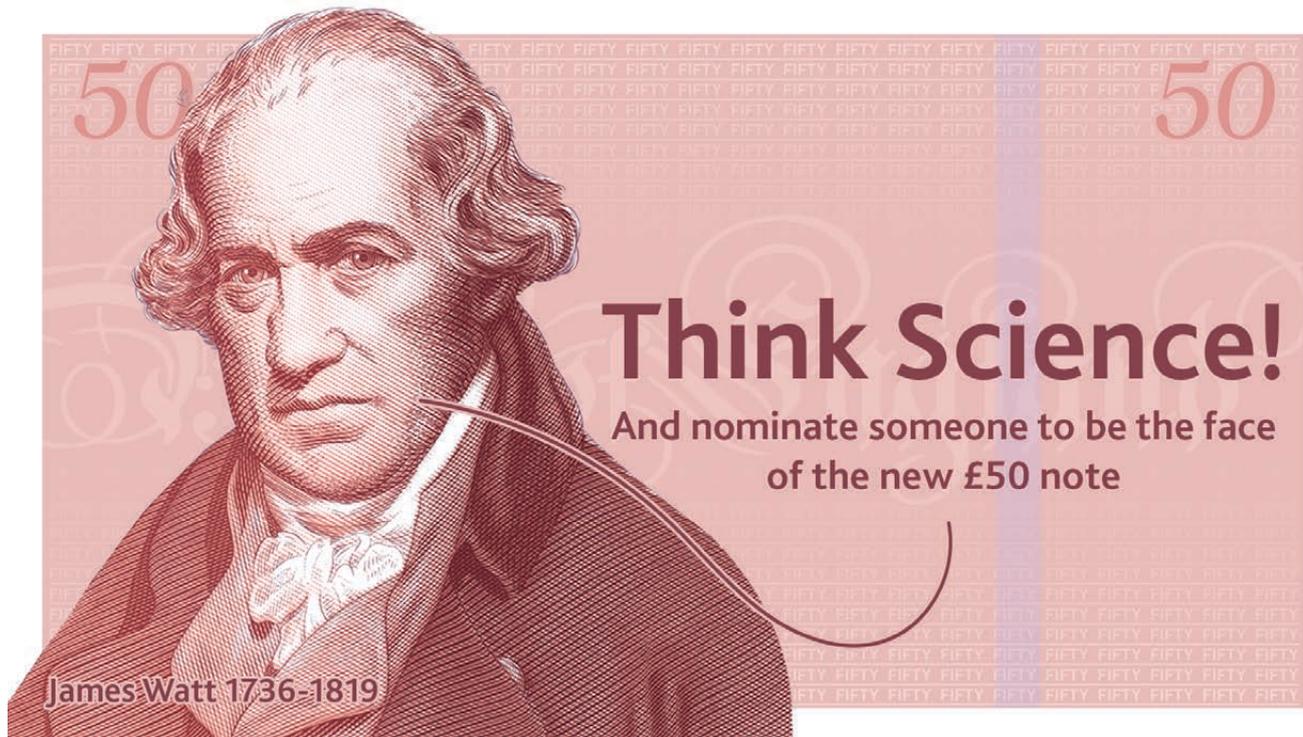
pay closer attention to their new friend. On the other hand, an unsuccessful teacher joke may scar the relationship for the rest of the year. Applied to our own schools we can see that if the joke depends upon social mores or conventions, as so many do, it will bond the dominant community and marginalise the outsiders, unless they have become expert in noting, practising and internalising local manners. How disheartening! This may be a structural difference between international schools and overseas national schools. Their names give a clue. Each title implies a target for the school, to prepare children for the wide world or to prepare them for one nation's way of life. In the national context a cultural shibboleth can be a teaching tool; it sets a challenge: if you want to join us you must share our understandings, so get to work!

There are other ways of uniting communities which don't demand uniformity. Sport, music, handicrafts, and outdoor activities are all arenas in which new students may bring undiscovered skills, or there are fields which are new to everyone, where newcomers have no deficit. These activities certainly cut across the usual academic pecking order, but there is a risk that they may add to the strangeness felt by many newcomers. In the end we are surrounded by so much diversity that each teacher-student relationship is individual. Rather than emphasise competitive success, is there any way we can offer targets that don't lead to a single ranking of success or failure?

A well-known politician has recently been reeling off comparisons: 'the worst trade deal in history'; 'the worst cover-up in history'; 'the greatest force for good in the history of the world'. These claims of global superlatives can only be made if, first, we have universal knowledge and, second, if we measure by universal scales. Neither of these is the case. International schools, and overseas national schools, only exist because different communities have different aspirations. That noisy child believes it is good to be heard, this silent one believes it is good to be discreet. Can't we credit them both for their good behaviour?

So, is there a place for laughter? Well, laughter happens whenever we find ourselves pleased. Pleased to find a friend, pleased to be praised by someone who matters, pleased to have succeeded at a task we take seriously, pleased to find ourselves respected, pleased to belong. So if we are not aiming to induct all our students into the same clan, let's see how many ways there are of giving credit for their personal triumphs. In the end it isn't possible for teachers to engage equally with all their students, but every student needs to know a teacher who is on his or her side. The achievement that we celebrate may not be the biggest event in the history of the world, but it's something to raise a proud smile.

In the end it isn't possible for teachers to engage equally with all their students, but every student needs to know a teacher who is on his or her side.



Recognition in science

Richard Harwood is pleased that the contribution of leading scientists is being recognised

The purpose of this article is to highlight recognition for science, and more particularly the recognition of the contribution of women to scientific advancement. However, I trust you will forgive a somewhat insular introduction focussed on my home country. The new British £50 (fifty pounds sterling) note is set to carry the image of a person of national significance; more precisely, that person will be a prominent British scientist. The public are being asked to put forward nominations, with the Bank of England's public consultation lasting for six months from the beginning of November 2018.

In addition to the portrait of Queen Elizabeth II, the new note will include the portrait of an eminent late scientist. Nominations may include anyone who worked in any field of science including astronomy, biology, biotechnology, chemistry, engineering, mathematics, medical research, physics, technology or zoology. Mark Carney, the (Canadian) Governor of the Bank of England, commented that 'There is a wealth of individuals whose work has shaped how we think

about the world and who continue to inspire people today. Our banknotes are an opportunity to celebrate the diversity of UK society and highlight the contributions of its greatest citizens'.

While the names of key figures such as Stephen Hawking and Alan Turing are among contenders, in the spirit of this emphasis on diversity there is strong support for a woman to feature this time. If so, Ada Lovelace might be near the top of the candidate list; the English mathematician who worked on an early general-purpose computer called the Analytical Engine.

Another worthy candidate receiving support is Rosalind Franklin. Dr Franklin's work in X-ray crystallography provided highly significant evidence that led to Watson and Crick's elucidation of the structure of DNA. This breakthrough later earned the Nobel Prize for Watson and Crick, together with their colleague Maurice Wilkins, but Franklin had already died (and Nobel Prizes are not awarded posthumously). Recognition on the new £50 would be a worthwhile, if

The initiative and efforts of Sophia Jex-Blake exemplify the striving of women in many cultural contexts to gain educational and other opportunities. In modern times they link to the courage and purpose of Nobel Prize-winner Malala Yousafzai, who continues to fight for female educational rights having survived a Taliban assassination attempt as a 15 year-old.

limited, acknowledgement of her contribution.

It is worth reflecting that November 2018 marked the anniversary of the admission of the *Edinburgh seven* into medical school (November 1869). Edinburgh University was the first in Britain to admit women, albeit reluctantly. Sophia Jex-Blake was the leading member of this group of seven pioneering women who broke new ground with their studies in Edinburgh. She was born in Hastings, England, educated privately, and developed an interest in medicine in the UK and through travels in the USA. She had in fact applied to study medicine at Harvard in 1865 but was refused entry because, as her rejection letter put it, 'there is no



Portrait of Sophia Jex-Blake (1865)

provision for the education of women in any department of this university'.

Jex-Blake returned to the UK and went on to study in Edinburgh, where admission of the seven women medical students created sufficient controversy that the Surgeons' Hall riot took place in protest in 1870. She had to move to London eventually to complete her studies, in the process playing a leading role in establishing the London School of Medicine for Women in 1874. Following this the Medical Act was passed by Parliament, allowing the medical licensing of any person, regardless of gender.

Jex-Blake finally received her degree when she was awarded an MD in Berne, Switzerland. Taking advantage of new legislation, she returned to the British Isles and became one of Britain's first female doctors. Eventually she returned to Edinburgh, becoming Scotland's first practising female doctor and going on to establish the Edinburgh School of Medicine for Women, and the Edinburgh Hospital and Dispensary for Women and Children.

The initiative and efforts of Sophia Jex-Blake exemplify the striving of women in many cultural contexts to gain educational and other opportunities. In modern times they link to the courage and purpose of Nobel Prize-winner Malala Yousafzai, who continues to fight for female educational rights having survived a Taliban assassination attempt as a 15 year-old.

There is a need to emphasise the contribution of women to scientific progress and to increase still further the opportunities available to them. The scientific contribution of women is celebrated in the book *'Nobel Prize Women in Science: Their Lives. Struggles and Momentous Discoveries'* (by S.B. McGrayne; ISBN 0-309-07270-0).

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A community project celebrating Earth Day

Anthony Artist explains a fun experiment that raises awareness of important issues

Earth Day is the perfect opportunity to think about our planet. It aims to encourage people across the world to become more environmentally friendly, and to reflect on the damage our actions cause to the planet. The theme for 2018 was *End Plastic Pollution*, with the aim of changing human attitudes and behaviours about plastics. In science lessons, we looked at images of beaches littered with plastic bottles. We saw seabirds caught up in six pack multi-pack plastic rings, and Atlantic puffins clutching yellow straws. We saw beaches around the world littered with cotton bud sticks, drink caps and lids, and other unidentifiable fragmented plastics. We also saw a fish growing around a Powerade wrapper, with the fish deformed and squeezed at the point of the wrapper. The students, who were six to ten year olds, were shocked and repulsed at our global actions. What can we do to make things better? How can we promote *End Plastic Pollution*?

It started with a fish

We promote recycling around our school, and the students reminded each other of the importance of reducing, reusing and recycling materials. We made promises to ourselves to reduce our usage of plastic straws, reuse plastic carrier bags, and recycle plastic bottles. But, is a promise enough? How can we get this message to our wider community? A fish growing around a Powerade wrapper was a powerful image. A beach littered with bottle tops was equally powerful. Whilst searching for other images for the students to view, I stumbled across a royalty-free image of a huge fish made from plastic bottles eating our planet. This would be too large to re-create, but could we make it from recycled bottle tops? Fish. Earth. Plastic. A message is born!

Now was the time to start collecting bottle tops. Messages were sent to the school community using *Seesaw*, and collection boxes were placed around the school. We kept



We promote recycling around our school, and the students reminded each other of the importance of reducing, reusing and recycling material.



the request simple, just saying that we were creating a work of art to raise awareness to promote reducing, reusing and recycling plastic materials. The bottle tops flooded in: different colours, different shapes, and different sizes. Perfect!

With materials in hand, we were ready to put the masterpiece in place. This project would never have worked without cross-faculty involvement, and this came in the form of Mr. Lamb, the art teacher. The art room is conveniently located next to the science room, and we even have a connecting door. Logistics for this project could not have been better! In the art lessons, Mr. Lamb worked with students in placing bottle tops in different places on the canvas to create the fish. They tried to produce stripes inside the fish. They tried concentric circles inside the fish. They tried blocking similar colours together to create scales, but in the end the best visual effect came from merely pouring out random colours and sizes onto the canvas. The only strategically placed bottle tops were for the eye, which is red.

Party for the Planet

With the image completed, it was time to share our community project with our community. Our active parent body organises a number of community events throughout the year, but the school year ends with a *Party for the Planet*, which is a major fundraising event for charities supported by the school. Our completed work of art was prominently displayed for the whole community to admire. The message was clear: End Plastic Pollution. However, the *Party* was not

merely a means of communicating a message, it was also a platform for raising funds. Our work was auctioned, and the highest bidder paid £500 for the privilege of owning this outstanding community piece of art. Worth every penny!

Earth Day 2019

So, now we are thinking about the next Earth Day (www.earthday.org), which takes place on Monday 22 April 2019. The theme is *Species*, and the need to protect and save all species. We have not finalised what we will be doing just yet, but I do know it will involve input from students, other teachers, and contributions from the whole community.

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Do we really impact the future?

Varduhi Grigoryan-Avetisyan evaluates the mission of international schools

Having worked in many international schools before arriving at the English School of Mongolia (ESM), I was surprised to see the great difference between the previous schools I had been working at and ESM. Not all schools are established and led with the bright vision of making a change in the country it is founded in!

Having in the past been a very isolated country, nowadays Mongolia can truly be called a developing country, which has opened itself to new ideas and new undertakings which might lead to many positive changes in the future. Arising from the vision that the next few decades will see big change in the progress of the country, a lot of projects have been put into realization. That is also one of the reasons why people with the true heart of educators, and the deep belief in education as the main foundation stone allowing any development to happen, can find welcoming grounds to put their cherished vision of the 'power of education' into

realization. The English School of Mongolia is just one school in hundreds that have a number of such educators united under one roof.

The English School of Mongolia was founded in 2011 as an independent international school, accredited by Cambridge Examinations and awarded IB World School status in 2015. It is the only FOBISIA School in Mongolia. The language of instruction is English, and currently at ESM there are some 70 foreign and Mongolian teaching staff and over 750 students. Aiming at bringing about change in the education system by modeling new teaching and learning approaches, and moving towards becoming a fully authorized IB continuum school offering the Primary Years Programme, Middle Years Programme and Diploma Programme, ESM pursues the philosophy and mission of supporting the developing country, seeing the bright future of Mongolia in the country's growing generations. Mainly targeting the middle class

Quite often in countries such as Mongolia, where expatriate families are few in number and where the main school community is Mongolian, being an international school means a different thing to what it might mean elsewhere.

population of Mongolia, the school is now educating the children who will later form the country's leaders, diplomats, managers, bankers, entrepreneurs, outstanding doctors, scientists and specialists of other spheres, who will make a difference in this country.

Interestingly, the cultural background of these people ensures that, even after living and participating in higher education abroad, they will return to make a great contribution to the development of their own country. This makes this kind of international education provision more effective. In giving them everything, we get much more in return! This surely makes the vision of the school more and more effective in its pursuit of making a contribution to Mongolian progress.

Though as an international school we believe the school must have a truly international community, quite often in countries such as Mongolia, where expatriate families are few in number and where the main school community is Mongolian, being an international school means a different thing to what it might mean elsewhere. The goal of the school is to have international values related to education integrated into the educational system of the country itself.

With outstanding exam results and increasing recognition of the difference when compared to the old system, the Ministry of Education in the country has started giving serious consideration to possible collaboration to the benefit of all students. Thus even a small school may effect positive developments in the national education system itself.

As the Director of ESM, Mr Graham Hills, says: 'Growing a socially conscious generation who feel responsible for their own country's progress as well as global society growth is a long and a hard process. However, if school education, which is the fundament of all further developments, is successful in growing open-minded, thoughtful, caring and responsible individuals, the belief that school can make a great contribution to the country's development would be shown to be true, and the reward for this hard work would be seeing these young people taking a lead in all spheres'.

IB education with its mission, philosophy and approaches may be helpful in ensuring this bright future is reached. That is why ESM has now taken the path of implementing the spectrum of IB programmes in establishing an IB continuum school, making sure that the education the students receive here provides them with all the required skills and knowledge to be successful leaders in the 21st century as well as good global citizens. Showing the culture of being a caring and responsible individual, sharing world experiences, opening the doors of world cultures and their values, ESM aims to have this growing generation realize the values of their own culture while first seeing the beauty in other cultures.

'Never has it been an easy task to make people see the value of other peoples' cultures, but that is the only way to make the world a more peaceful and more beautiful place to live in. This must be the target of true educators throughout the world, and if we unite our efforts, this will happen one day. I believe people with such belief are many and they are the ones who can make this happen. I have been lucky enough to form a team that unites people who have a similar vision to mine, and we believe we can make this change happen here in Mongolia' says Mr. Graham.

Looking into the bright eyes of the young children in the elementary school, seeing their inquiring approach to even the most challenging global issues, how they use their problem-solving skills to suggest solutions, we feel rewarded – and become more and more inspired, believing this is not just a vision. Let's make it happen!

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Internationalism in an internment camp

J G Ballard's childhood experiences as depicted in *Empire of the Sun* and *Miracles of Life*. By Lois Warner

On my most recent 20-hour journey from the United States back to the Middle East, I happened upon *Empire of the Sun* on the plane's entertainment system. Since I had recently visited Shanghai, and lived for six years in Tokyo, I decided to watch it again: I believe the last time I saw this film, it was on VHS. I remembered the film was about a boy who spent World War 2 without his parents in an internment camp, but I had not remembered why he was there. I had remembered the story as being about survival in a camp; but upon this viewing I realized it is actually about the perceptions of a boy caught between several states ... none of which is indisputably 'his'. A third culture kid. I was so struck by this new perspective, one I had never considered before, that upon my return I picked up J G Ballard's novel of the same name (on which the film is based), and then his autobiography, *Miracles of Life*. In these works, but most especially in the novel, Ballard depicts the contradiction of

loyalties, expectations and experiences – ordinary for many 'third culture' kids – through the extraordinary situation of being in Shanghai during World War 2.

On the surface, young Jim's life appears significantly different from the perceived lives of modern third culture kids. Certainly there is absolutely no interest in the local culture: in his memoir, Ballard recalls that he 'lived in Shanghai for fifteen years and never learned a word of Chinese ... never had a Chinese meal' (Ballard, 2008, p31). When the novel opens early in the Japanese occupation of Shanghai, the deep divide between Jim's life and the city he lives in is darkly comic, as exemplified by the scene of the family obviously threading their way through the city's occupation-barricaded streets in their chauffeur-driven American car to attend a party: 'Bayonet in hand, the [Japanese] sergeant slashed open a sack of rice, which he scattered around the [Chinese] woman's feet. She stood shaking and crying in a singsong



voice, surrounded by the lines of polished Packards and Chryslers with their European passengers in fancy dress' (p13).

Although Jim is in an extraordinary situation, he is also a typical young adolescent in that he is the centre of his own universe. As a British national, he is expected to be caught up in the nationalistic fervour of newsreels and fund-raising raffles and parties, but for Jim, who has never visited his homeland, it is 'a strange, inconceivable England' (p13). Instead, his understanding of the world is based on his own impressions of people and representations of their cultures. He appreciates the bravery and stoicism of the Japanese and the ability of the Chinese to remain unified. As emphasized in the film, his love of airplanes especially colours his view of Japan and the Japanese, the supposed enemy: 'He wished he had flown with the Japanese pilots as they attacked Pearl Harbour and destroyed the U.S. Pacific Fleet, or ridden in the torpedo bombers that had sunk the 'Repulse' and the 'Prince of Wales' (p108). After years in the camps, however, he finds himself appreciating the Americans: 'The British prisoners in E Block spent almost all of their time in their bunks The sight of so many adults unwilling to cope with reality always puzzled Jim, but he recovered as soon as he reached the American dormitory. Jim liked the Americans and approved of them in every way. Whenever he entered this enclave of irony and good humour, his spirits rose' (p168). But not all the British prisoners lounge in their beds all day; Dr Ransome nearly works himself to death in the hospital and still finds time to save Jim's life and personally educate him in a range of subjects, including Latin. So in some way, Jim encounters the good in people from all of these countries – yet he is also betrayed or hurt by all of them, including his own countrymen. Ironically, Jim's wartime experiences illustrate the essential attitude we attempt to foster in modern international schools: he sees people as individuals and judges them, for good or bad, on their personal attributes, not their flag.

While Jim's view of the world might seem surreal to those who have always lived in their homeland, it will doubtlessly resonate with students in an international school setting. Jim's life as an expatriate may seem shockingly dated to some; yet for others, perhaps not as much as teachers might expect. While modern students will have certainly tried local food and probably speak at least some of the local languages, they may come from homes that are similar in

their self-indulgent lifestyles; at any rate, the similarities and differences are certainly fodder for some interesting class discussions.

In addition, the story is a blend of fact and fiction that has been essentially told twice: fictionalized, in *Empire of the Sun*, and again as an autobiography in *Miracles of Life*, so readers may examine two texts from the same author that are drawn from the same events. The protagonist of the novel *Empire of the Sun* is named Jim, the given name of the author. Many of the details of the plot parallel the author's actual experiences: he did grow up in Shanghai, and he did live in an internment camp outside of Shanghai during the war. There are key aspects of the plot, however, that differ from Ballard's actual experiences: most notably, Jim's family is written out of the novel, while Ballard himself was imprisoned with his family. Attempting to answer questions about why he might have made these changes and what 'truths' Ballard is unable to address in 'non-fiction' offers routes for compelling lines of inquiry.

The presentation of cultures in this novel can be messy to approach in the classroom, but the reality is that for international students, culture and identity is often a messy thing. Living with and attempting to reconcile these contradictions is part of what makes international experiences and education so significant. Because *Empire of the Sun* is told from the perspective of an actual third culture kid, it allows students a unique portal through which to address unique characteristics of their worlds.

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Linguistic capital in the 21st century

Graham Noble explores what the rise of China, Spanish, and bilingualism mean for the status of English in international education

If you had to be pragmatic and choose one language that would open the most doors, allow for the easiest way to communicate with the largest and broadest range of people, and even navigate the greatest number of cultural and scientific institutions around the world, you would probably choose English. The British Empire laid the groundwork for this proliferation of English, with the United States continuing the legacy in the 20th century. As we approach the end of the second decade of the 21st century, it doesn't seem that English is going anywhere soon. Or does it?

English is now spoken by more people as an additional language than by native speakers (Noack and Gamio, 2015). More than 80% of top scientific journal articles are published in English (Huttner-Koros, 2015). Twenty-two out of the top twenty-five QS 2018 university rankings are in nations where English is a national language (QS, 2018). American, British, Australian and Canadian universities remain prime

destinations for the secondary school graduates of countries around the world, particularly China. Even ISC Research, the leaders in international schools research, define international education as found in any school that offers a curriculum 'wholly or partly in English' outside of an English-speaking country (ISCR, 2018). And the demand for a quality education delivered wholly or partly in English is growing across the Middle East and China, where increasing numbers of emerging middle-class parents are looking for ways to bypass national systems of education and gain access to western post-secondary schools. It is no wonder that English remains so popular. English continues to be an important form of capital, conferring social and financial benefits as well as mobility on its users. But there are signs that this conferral is no longer automatic, nor as important as it might have been in the past. It is arguably beginning to change on three separate fronts.

The rise of China

China's impact on the world is felt in almost every sector and industry, and particularly so within education. Access to a western university education or even postgraduate studies is no longer a significant difficulty for many middle-class Chinese. Foreign curriculum secondary schools which Chinese nationals are allowed to attend are opening all the time. Not all Chinese international students are wealthy, and they are increasingly able to make up for their less fluent English through the sheer numbers of programmes offered to them. Whereas before there were both linguistic and financial barriers to attending universities, today it is more likely that achieving a score of 6.5 on the English proficiency IELTS test is the more difficult obstacle to overcome. But even here, many institutions that are reliant on foreign student tuition fees will waive the proficiency test and instead enroll students in English enrichment programs.

South Korea, Singapore, Malaysia, and Japan have all modernized and, to varying degrees, democratized as they experienced economic growth. China, however, has moved forward with an explicit focus on technocratization and even greater degrees of surveillance. And it is here that we see one of the more interesting paradoxes of our times. On the one side is the firmly entrenched *lingua franca*, English, supported and abetted by the United States and English language educational institutions. On the other side is China; a vast, increasingly confident, technological world power still held back by a less accessible language and considerably less soft power within the West (Li, 2018). However, China is different from other Asia Pacific nations in that it has been more open and more able to view English in a highly instrumental way. While there is an economic elite that can place their children in Hong Kong-based international schools or overseas boarding schools and receive some exposure to western ideological values, there is a much larger group of Chinese who will acquire considerable proficiency in English and yet remain able to navigate China using Chinese as a first language. A foot in two camps so to speak, in both China and the West.

The geopolitical power of China combined with its vast economy, market, global ambitions, and sense of history give the country a confidence that has not been found outside the West for hundreds of years. It may actually be possible for China to have its cake – English – and to eat it; that is, not be threatened by linguistic and cultural erosion. For the first time a middle class Chinese student with a good level of English proficiency can experience an average - to - elite Western university education and then have the option to stay in the West or return to China. There is no longer a fixed, one-way pathway to the West at the expense of a first language. Nor are there arbitrary obstacles placed in the way by the Chinese government. Consequently, English has lost some of its linguistic capital in this exchange – even as it remains to be seen what the long term effect on China will be of having so many of its citizens experiencing some education overseas.

Less encumbered by the power relations between itself and the West, China has been able to strategically separate English from its symbolic value, and treat it merely as a means of communication. Pierre Bourdieu, the French sociologist who introduced the concept of linguistic capital,

The geopolitical power of China combined with its vast economy, market, global ambitions, and sense of history give the country a confidence that has not been found outside the West for hundreds of years.

commented on the rarity of language being used purely for purposes of communication:

'[U]tterances are not only (save in exceptional circumstances) signs to be understood and deciphered; they are also *signs of wealth*, intended to be believed and obeyed. Quite apart from the literary (and especially poetic) uses of language, it is rare in everyday life for language to function as a pure instrument of communication.' (Bourdieu & Thompson, 1991 p66. Italics in original)

As international schools across China pop up, and mainland Chinese are now an increasing percentage of the student populations of previously western expatriate-dominated international schools in more open regions such as Hong Kong, the shift has started. Is it possible to deliver the curriculum using English for purely instrumental purposes? Or has that process already begun? What does this reveal about the assumed international orientation of English language curriculum schools around the world?

The growth of Spanish

Within the International Baccalaureate Diploma, Spanish is the second largest working and examination language (IB, 2018). This reflects in part the growing importance and use of Spanish in the United States and across the Americas. While the United States legally has no official language, English is the dominant language socially, culturally, and within public school systems, despite any fears to the contrary. The social impact of Spanish is increasing, however, to the point where American political candidates may now campaign using Spanish in order to widen their electoral reach. The rise of Spanish is a consequence of demographics and another example of how language will spread naturally without direct and principled opposition. The reality for an increasing number of American children is that their first language is Spanish, and they attend schools where the majority of children are Spanish speakers and the teachers themselves may have been brought up in similar circumstances.

For many years white Americans have been retreating into homeschooling and private schools (Ray, 2018). Even now

English hegemony in the Anglo-west and across international schools around the world is being confronted by cultural and linguistic demographic changes.

the public system is already made up of a majority of visible minorities (Chen, 2014). The ethical, practical and, soon, financial realities of embracing an American identity not rooted only in English will become increasingly apparent. This will also have an impact on the linguistic capital of English. The first two years of the Donald Trump presidency have revealed a split in beliefs about what America represents. There is also a new international paradigm emerging with the solidification of power by Chinese President Xi Jinping and China's far more active international agenda. The United States, once at the nexus as a global superpower, is now being challenged culturally, linguistically, and geo-politically.

The rise of bilingualism

Bourdieu wrote:

'[T]he petits bourgeois are no less distinct from the members of the dominant class, whose linguistic habitus (especially if they are born in that class) is the realization of the norm and who can express all the self-confidence that is associated with the situation where the principles of evaluation and the principles of production coincide perfectly.' (Bourdieu & Thompson, 1991 p83)

While Bourdieu is here talking about the social class conditions of France, the application can be clearly made to the role of the English language today in general, and within international education more specifically. In the past, international education was mostly only accessible by privileged western children or elite local children who were entering a world shaped and dominated by the language in which they studied. The 'realization of the norm' was a flawless 'native-like' English, even at the expense of a first language. This has now changed, with the majority of international school students being host country nationals who are also now, by definition, bilingual. The large numbers of students from China and the increase in interest in and usefulness of Spanish point to a future where bilingualism is the new linguistic capital.

Bourdieu noted the importance of the educational system in establishing the value of a language. He wrote:

'The position which the educational system gives to the different languages (or the different cultural contents) is such an important issue only because this institution has the monopoly in the large-scale production of producers/consumers, and therefore in the reproduction of the market without which the social value of the linguistic competence,

its capacity to function as linguistic capital, would cease to exist.' (Bourdieu & Thompson, 1991 p57)

English hegemony in the Anglo-west and across international schools around the world is being confronted by cultural and linguistic demographic changes. It would not only be ethically appealing to live up to the ideal of an international education that embraces other languages and cultures; it now makes fiscal sense. Capitalism can't countenance monopolies. Those of us involved in international education sectors can take this cue and be both chastened and encouraged as we witness the shifting of linguistic capital in the twenty-first century.

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N/a'an ku sê

A rewarding experience for Clémentine Paris

This summer I spent two weeks in a wildlife conservation reserve in Namibia, southern Africa, called N/a'an ku sê, which dedicates itself to protecting African wildlife and helping San Bushmen, a local community, to survive through tough conditions. Volunteers are crucial to N/a'an ku sê when it comes to feeding the animals, even the ones which are currently being rehabilitated, but they also play a vital role in keeping the sanctuary up and running. This is why volunteers are recruited to help all year round. Filled with people from all around the world, the sanctuary brings together those who share their love for Africa and its wildlife.

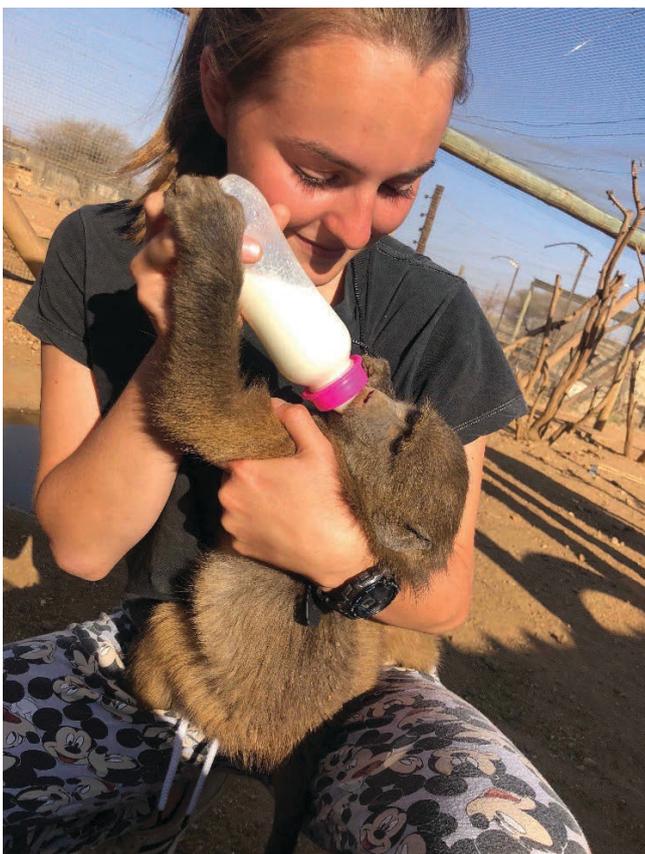
During my time there I got involved in a number of different activities. The volunteers are put into groups of approximately five people, which then rotate over a week so that everybody has a go at everything. The most important activity at N/a'an ku sê is 'food prep', an activity during which we prepare the food for all of the wildlife and farm animals. We then get to feed the farm animals, and to go on the 'carnivore feed', where we get to see the rescue lions, cheetahs, leopards and wild dogs. Another important activity is enclosure cleaning, which plays a major role in the animals' health and safety since we also get to create or repair facilities.

I also got to go on a walk with tamed cheetahs, I horse-roded in the savannah, and I got within three meters of giraffes. I walked baby and teen baboons, held their hands,

played with them and carried them around. I took part in their research project, setting up camera traps at local farms to help farmers protect their animals from problematic wildlife. These camera traps allow N/a'an ku sê to identify animals which kill livestock, and they then make it their responsibility to relocate the animal in question safely so that none of the animals is hurt. Other activities consist of lion night watch, where we keep a look-out for poachers, and some lucky volunteers even get to take care of baby animals – even overnight for some like baboons!

Overall the time I spent in N/a'an ku sê was one of the best experiences of my life. I helped to make a change in a beautiful country. I participated in the protection and conservation of the magnificent African wildlife whilst having fun with wonderful people. And my favourite part was that I got close up to so many animals, including lions, cheetahs, zebras, giraffes, rhinos, leopards, and so many more.

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Achievement for All in International Classrooms

Sonia Blandford

Bloomsbury Academic, London (2017)

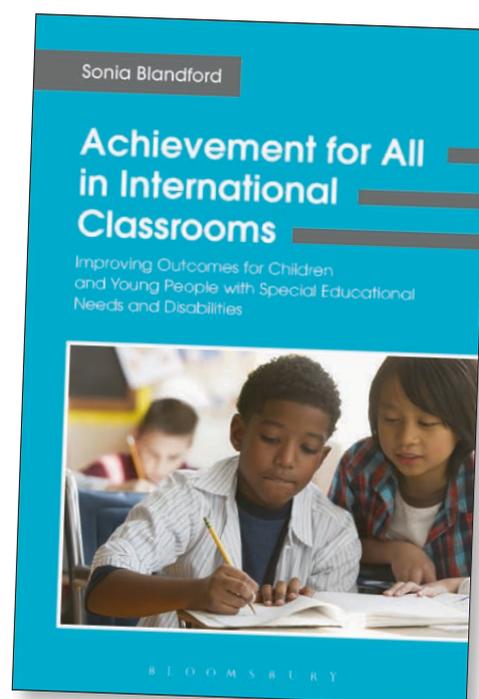
Reviewed by Nicholas Forde

Professor Sonia Blandford is a distinguished educator and foremost expert on improving outcomes for children with special educational needs and disability (SEND). She is CEO of *Achievement for All*, as well as visiting professor at University College London Institute of Education. The AFA initiative is underpinned by the principles of 'aspiration, access and achievement' (the '3As'), committed to closing the gap at every level of the education system with professionals and parents working in partnership. Internationally, with OECD PISA rankings dominating the educational agenda for many countries, *Achievement for All in International Classrooms* provides an overview of the implementation and evaluation of the AFA framework in a variety of contexts, as a way of improving outcomes for all children.

Achievement for All is an educational charity which has developed the 3As framework and successfully tendered for the delivery of the programme in England via expert coaches and staff training programmes in schools. Since 2011, AFA has had significant impact, reaching three million children in seven countries. For international educators, the terminology used in the text (SEND) is one which reflects the context of England and Wales from where the AFA framework originates. That said, the approach is inclusive, and is grounded on raising aspiration and achievement for all.

The book is divided into seven parts. Throughout, it demonstrates the importance of the AFA framework, and how one or more of the four elements (leadership, teaching and learning, parent and carer engagement, wider outcomes and opportunities) can be operationalised. Part 1 describes the AFA framework, the four principles and the programme practices and expected evidence via a 'virtuous circle' of activity within schools. It also focuses on the differences in interpretation and implementation that exist internationally towards SEND, and proposes AFA as a way of providing leadership for inclusion. In Part 2, the background to implementation of AFA in England and Wales is useful for those who wish to see the impact of the initiative at a national level, sharpening the focus on aspiration and access, but also developing a whole community approach and culture of engagement.

Parts 3 and 4 broaden the focus of AFA internationally, to consider leadership in Lithuania through the *Time for*



Leaders project, in addition to the *Teaching and Learning for All* project in Norway. In Part 5 the focus is upon parent and carer engagement in the USA, and distinguishing between engagement and parental involvement. This is then evaluated in Part 6, with a final case study which considers the impact of middle leadership on outcomes in South Korea. Part 7 returns to the central thrust of the book – to bring SEND into the classroom – and considers a number of recommendations for both policy and practice.

Although implementation of the framework is deeply contextual, throughout the text the application of part or all of the AFA framework to unique country settings demonstrates its huge potential for application. One of the key strengths of this book for educators working internationally is that the context is described in detail, and evidence for implementation of part or all of the 3As programme is evaluated, with narrative on the impact of the programme and further questions for consideration. Interestingly, a range of methodologies have been used in the evaluation of implementation, including ethnography along with more mainstream quantitative and qualitative evaluation. This helps bring the school settings to life for the reader.

Blandford concludes the book by returning to her opening comments about the need for a change in approach towards SEND, bringing it into the classroom. For this to happen, she recommends that school leaders have a strong vision for all students, backed by strong values with aspiration, access and achievement at the heart of leadership and professional development. Rather than viewing SEND as a 'specialist' area, Blandford challenges the notion that it concerns the needs of the few. In developing both policy and practice related to inclusion, schools need to examine their own definition and understanding of SEND, part of which may stem from statutory guidance, and to challenge all stakeholders' practices and attitudes.

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Achievement for All in International Classrooms is written with a sense of moral purpose that all children can achieve 'regardless of their background, challenge or need'. Blandford's own experiences as an educator have motivated the need for change and she reminds us that although children are 20 per cent of the world's population, they represent 100 per cent of the future. Overall, this book makes a strong case for the importance of aspiration, access and achievement, and takes an evidence-informed approach to the implementation of

the framework in different contexts. It will be of great value and interest to school leaders who wish to adopt a whole-school approach to inclusion and school improvement.

Nicholas Forde is Secondary Principal at The ISF Academy, a bilingual, private independent school in Hong Kong

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Translanguaging in the Secondary School

by Patricia Mertin, with Joris Van Den Bosch and Peter Daignault
John Catt Educational Ltd, Woodbridge
(2018)
Reviewed by Susan Stewart

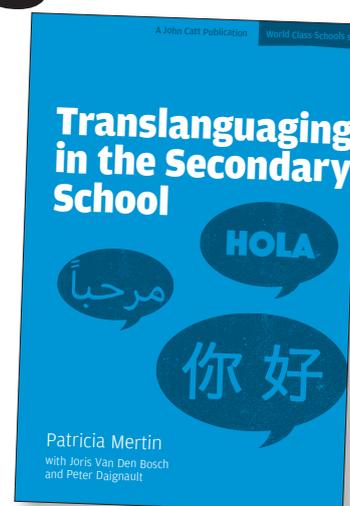
Translanguaging in the Secondary School aims to bring discussion of translanguaging into the international secondary school domain. The book addresses the desire of international schools to recognise, utilise and develop the multilingualism of the student population. In his Foreword, Dr Jim Cummins notes the challenge that secondary educators (in contrast to primary educators) face in terms of the more complex academic and linguistic demands within the curriculum. Mertin highlights the current promising shift from a 'monolingual and monocultural mindset' to one which embraces students' varied linguistic talents.

Chapter 1 sets the scene for what is to come by outlining the history of international schools, highlighting the enormous growth of international schools in recent years, the dominance of English as the medium of instruction, and practical challenges such as fluctuating faculty. The term *translanguaging* is introduced and defined. Chapters 2 and 3 outline the need for English as an Additional language (EAL) departments to be staffed by experts in language acquisition, with provision being based on each individual student's language profile. Mertin goes on to explain the basics of BICS (Basic Interpersonal Communication Skills), CALP (Cognitive Academic Language Proficiency), prior knowledge and the need to maintain the 'mother tongue', as well as the difference between additive and subtractive bilingualism. Mertin also reflects on the term 'bilingualism' and on how globally bilingualism is now the norm, not the exception; a fact which is not always reflected in the staffing of international schools. The difference between simultaneous and sequential bilingualism is used to frame a discussion on bilingualism in terms of cognitive and social advantages, using Cummins' Common Underlying Proficiency

(CUP) model as a way to visualise bilingualism.

Chapters 4 and 5 reflect on attitudes towards the diversity of language and culture in international schools, using Ruiz' framework of language-as-a-problem, language-as-a-right and language-as-a-resource. The use of Cummins' 'identity texts' is suggested as an effective starting point. Mertin considers the respective roles played by administrators, teachers, parents and students in achieving a community where all languages are valued and used within the learning environment. Chapter 6 returns to the concept of *translanguaging* as a practical solution to the aforementioned challenges, namely by giving better access to the curriculum for both teachers and students, improving communication with the home, and maintaining/developing the mother tongue. An additional by-product of translanguaging is the emotional support it provides to students. Mertin highlights the shift that has led to educators no longer feeling the need to keep languages separate within the classroom setting, and towards the concept of using students' prior knowledge and language as a tool for learning.

The following two chapters, 7 and 8, outline the potential advantages of translanguaging, noting that there is currently little research undertaken in higher education and secondary schooling. Reference is made to work done in the field by Garcia (2009) and Baker (2011). The mismatch between a student's use of academic language and their ability to demonstrate an understanding of learning highlights the relationship between a bilingual's languages and the potential for translanguaging to fill in gaps of learning, thereby developing all languages. The need to 'pierce the monolingual bubble' is underlined, giving practical, step-by-step advice on how to do so, starting with the need to recognise and make visual all the languages and cultures in the school. Mertin goes on to describe ways in which students can use their mother tongue within the secondary



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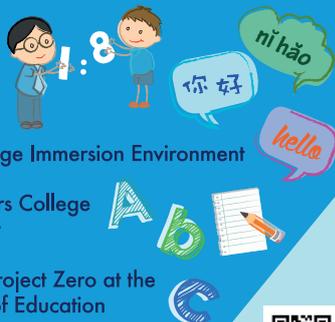
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classroom, by doing initial research in the mother tongue (in groups where possible) and then reporting back to the group in English. Mertin links this to the practice of the 'flipped classroom'. The chapter concludes by highlighting the advantages this approach brings to the teacher, the parents and all students in the class – monolinguals included.

Chapters 9 and 10, written by practitioners Joris Van Den Bosch and Peter Daignault respectively, offer the reader a glimpse into what a multilingual classroom can look like. Van Den Bosch's passion as a teacher is evident from the introduction to his chapter, where he touches on the impact, both academic and socio-emotional, that his teaching brings to his classroom. Van Den Bosch shares 13 tried-and-tested activities, many of which allow for group/class discussion and cross-linguistic comparison. Daignault links the practice of translanguaging as a key element to his school's three strategies of learning, namely 'connected, conceptual and personalised'. Whilst some of the activities are used at present in the ELL (English Language Learner) classroom, Daignault emphasises the potential for these to be used in other subject classrooms in the school.

The balance struck between academic theory/research and practitioner examples ensures that *Translanguaging in the Secondary School* not only shifts conceptual understanding, but also arms the reader with practical tools for the classroom. The examples provided by Van Den Bosch and Daignault go beyond the lexical level of translanguaging. Daignault explains how Japanese-English students reflect on differing syntactic word order as well as on the alternate

structures of essay writing found in the two languages. Van Den Bosch's superb example of 'multilingual sequencing of events' demonstrates how not only to include EAL students in a lesson, but also to make them key to the successful outcome of a group task.

In one respect the book could have been improved in its presentation. It uses the terms 'mother tongue' and 'mother language' and also 'ESL', 'EAL', and 'ELL' interchangeably. Whilst discussions around terminology are not always productive, the authors might helpfully have made an initial note about this in order to dispel any confusion for non-language expert readers.

Translanguaging in the Secondary School is a good introductory book for teachers embarking on an international teaching career, as well as for specialist language teachers and subject teachers needing to develop a deeper understanding of translanguaging. Whilst reference is made in the book to the differing needs of secondary and primary students, much of it (in particular the first chapters) could be equally applicable to teachers working in the primary schooling sector. The book succeeds in developing an understanding of the challenges faced by teachers, providing some solutions to the inherent multilingual nature of students within the international schooling sector.

Susan Stewart is Head of Multilingualism at the International School of London and Chair of the ECIS MLIE (Multilingual Learning in International Education) committee.
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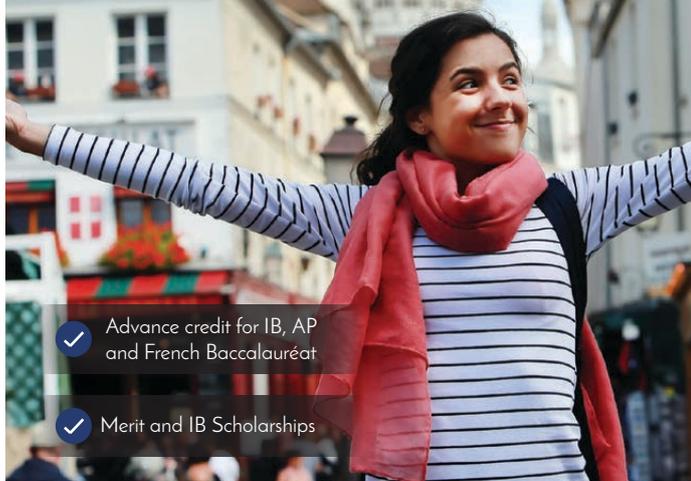
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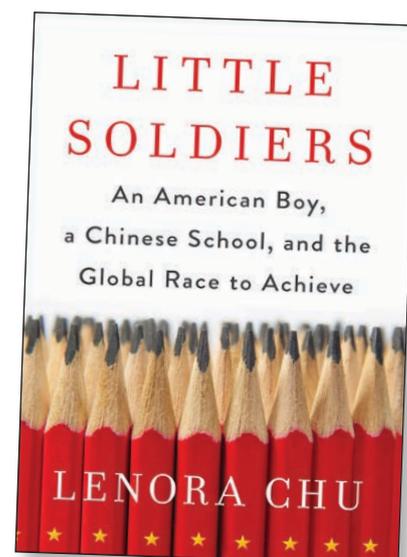
An American Boy, a Chinese School and the Global Race to Achieve

By Lenora Chu

Piatkus Books, London and Harper

Collins, New York (2017)

Reviewed by Tom Ulmet



In *Little Soldiers* the reader gets two stories in one; the first from the title itself that conveys the historical, ideological, and cultural influences presently embedded in the Chinese education system, and the second, from the sub-title, the first-hand personal family experiences of moving from one country to another and engaging the contrast of cultures and educational systems. Chu's work is a masterpiece of personal anecdotes, family culture, humour, and philosophy, all blended together to make this non-fiction work read like a fun historical novel. But in the end, this book conveys very important insights into two major world educational systems, and is replete with research and a bibliography of nearly 270 interviews, books and articles that give it credibility. In it readers will discover significant educational writings they never knew existed.

There are many ways to view this work: from the impact of globalisation and modern communications; from a contrast of two cultures of the world's two largest economies; and from the structure of two educational systems that were designed to meet national objectives. Both countries and systems are experiencing dramatic change economically and socially as young people grow up in a digital, interconnected world to which older generations do not relate. As one progresses through the stories, these topics become interwoven in an easy-to-read style through Chu's personal story. Chu brilliantly describes how cultural influences are among the strongest impacts, dating back to Confucius who set moral standards in 551-479 BC that were passed down from one generation to another and remain the backbone of Chinese culture. Among them are societal expectations of respect, harmony, and filial piety (the duty of respect, obedience, and reverence toward parents). One can feel her struggle with these as a teenager determined to set her own course in life. She illustrates the difference in cultures by highlighting America's celebrity culture vs China's model citizen; standing out vs fitting in; individual excellence vs the merit of collective behavior; Chinese traditional expectations vs the American strong-willed individual. These conflicting influences proved a challenge when, as a parent, she had to select a school for her children in China.

Chu illustrates how efficiently and effectively state education is delivered in China in order to fulfill the obligation of compulsory education for all, and to meet state objectives

which, in addition to ideology, include traditional values of discipline, order, attendance and punctuality that all contribute to better educational outcomes. She provides gems such as 'Primary teachers in China specialize in subjects; thus a math major will teach only math to many classes'. In the US and many other countries, primary teachers are generalists, teaching all subjects to one class. She very seriously describes the importance of attitudes and values, pointing out through anecdotes that there is a tendency in the West to believe that either you have ability or you don't. In China, in going through preparations for the all-important university entrance examination (gaokao), most Chinese believe their score is a result of effort and hard work rather than ability. Thus, they focus on attitude and habit-building toward learning in kindergarten and primary school.

PISA results in math worldwide provided the opportunity for each nation to re-examine how they value mathematics. Chu uses PISA results in math that place China at the top globally to compare the differences in instructional styles in the US and China. She attributes China's success in part to the amount of memorization that all children must master in their formative years of primary school, and backs up the claim with research and studies conducted in each country. This, combined with the fundamental cultural attitude of hard work, leads to better results. She illustrates that both countries' systems have strengths that the other wants, and gives interesting examples of how the US is known for creativity and inventiveness - which China is seeking ways to develop at the risk of losing something highly prized. Meanwhile, the US is examining the Chinese system for ways to improve math and science results at the risk of yielding somewhat on creativity and individuality. She quoted a research team member as saying 'Math skill is present in all cultures, but it will develop to a greater extent in those cultures that value it more highly'. She concluded that valuing it means translating value into action and effective teaching; a frequent topic of debate in the US.

Also noteworthy is that Chu is the child of an immigrant family who went to the US to seek opportunity but used all of their inherited cultural values to attain high levels of education that led to prominence in their fields. They used those same methods in her upbringing, believing as most Chinese do that 'family culture overrides school

culture in terms of character, morality and affection'. Chu amusingly describes her battles with her parents over their methods and her teenage desire to be in control of her own life. In retrospect, Chu dedicates this book to her parents in recognition that their traditional methods – though overbearing at times – indeed worked, as she attended top universities in the US. Thus, her perspectives on both systems are enhanced through her family background, her personal experience with the American system, and finally through the cultural transition from one country to another. From moving to China, Chu found already in kindergarten that good habits and hard work in school are vital for a good future. Teachers in China are deemed essential to the futures of children and are therefore held in high esteem. In addition, teachers are very highly trained, very knowledgeable in their subject, and during the first three years of employment receive daily monitoring, support, and in-school training from more experienced teachers.

Remarkably, the style of the book itself is representative of the contrast of the two systems. Had it been written in the traditional style of a researcher, it could have been written using the cognitive skills and approaches of one system, presenting the usual summary of theories, facts, figures and references. As it is, Chu's book illustrates the conceptual skills, creativity, initiative, and socio-emotional competencies she gained from the system in which she grew up. The reader may, however, have found helpful some background context

for each country such as its national goals, years of existence, population, numbers of school-age children and other relevant data. In the US, for instance, there are approximately 50 million children in public schools, while in China 33 million babies were born last year and will enter the state school system in one grade, with similar numbers annually. This is more than the entire population of the 19 largest cities in the US combined, and illustrates the need for and complexity of delivery of education for the masses.

Chu makes us reflect on the kind of education we want for our children. The reality is that in most countries children are assigned to a neighborhood state school and do not have the luxury of choice. But this awakens in the reader a realisation of the importance of knowing the philosophy of education that each school has and what to look for. Once the reader picks up this book, it is difficult to put it down. Every country, every family with school age children, every teacher, and every government leader will take something from it as they consider the structure, purpose, values and outcomes of education in their own system.

Tom Ulmet was Superintendent of Yew Chung International Schools in China for twelve years, and now serves as Executive Director of the Association of China and Mongolia International Schools (ACAMIS).

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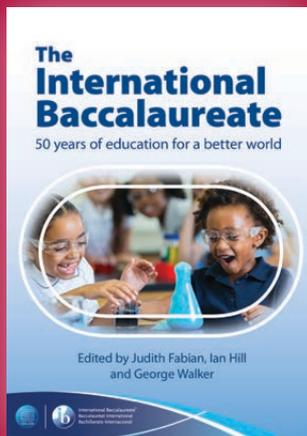
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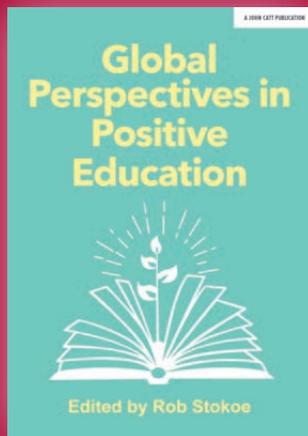


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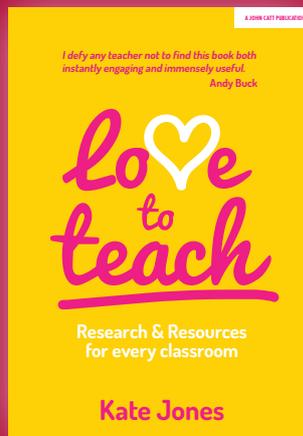
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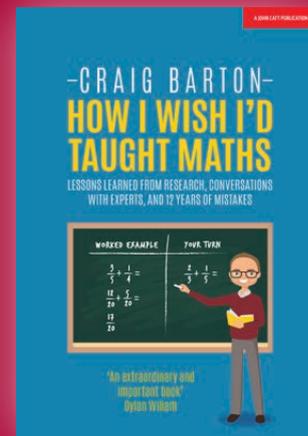
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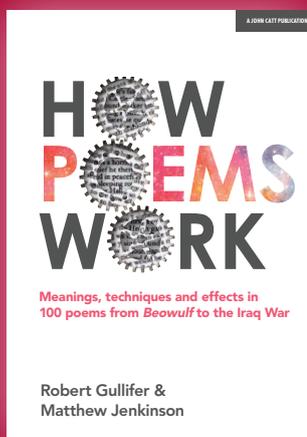
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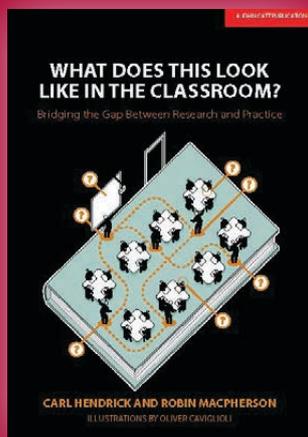


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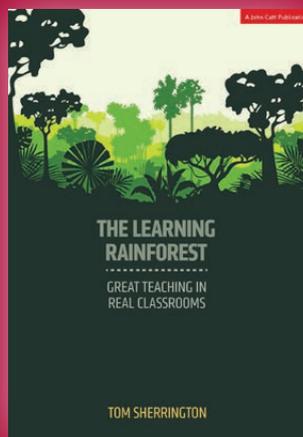


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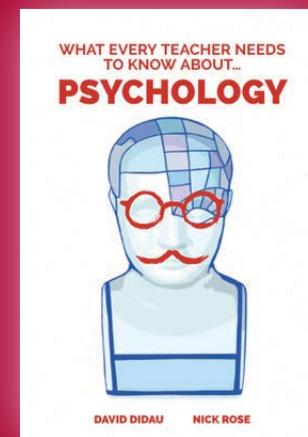


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