



Rethinking International Education

Values and Relevance

World

Conference

Conference

Programme

(updated post-conference)



Ecole Internationale de Genève
International School of Geneva

Geneva

18-20 October 2019

Rethinking International Education: Values and Relevance

Welcome to the AIE World Conference in Geneva, 2019



On behalf of the Board of Trustees for the Alliance for International Education, I extend to all a special welcome to the tenth biennial AIE World Conference.

We are delighted to be holding our meeting at The International School of Geneva, following the generous invitation of the Director General of the Foundation of the International School of Geneva, Dr David Hawley, and of the Campus and Secondary School Principal of La Grande Boissière campus, Dr Conrad Hughes. It is a privilege for us to be able to meet at an institution that has played a central role in the initiation and development of education in an international context over the almost a century of its existence, and a privilege also to do so in a city that enjoys a distinguished history of educational thought and practice, and which currently holds a high reputation for the range of individuals and organisations involved in international and global affairs. It is, therefore, entirely apposite that we should be holding our conference in such a rich educational environment, for debate and discussion relating to the conference theme ***Rethinking International Education: Values and Relevance***.

The Alliance for International Education has experienced, throughout its existence of nineteen years, conferences which have been consistently topical and stimulating, and which have engaged all participants in compelling debate arising from the many issues raised by plenary speakers and also from the range of strand presentations which are the core of the conference. We are confident that our time spent in Geneva will prove to be equally appealing through the range of ideas and issues with which we will engage in the coming days. Please enjoy the conference, the city and the sharing of expertise, experience, views and opinions together with plans and hopes for the education of future generations!

A handwritten signature in black ink, appearing to read 'Jeff Thompson'.

Professor Jeff Thompson CBE

Chair, Board of Trustees, Alliance for International Education

Rethinking International Education: Values and Relevance

THE AIE TRUSTEES WISH TO THANK

- ☐ **Our Hosts, The International School of Geneva, La Grande Boissière campus,** *for their hospitality, support, encouragement and collaboration*
- ☐ **Our Sponsors,** *for their generous support*
 - American Community Schools, Athens
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 - International Leadership Academy, The British School in the Netherlands
 - George Mason University, Virginia, USA
 - John Catt Educational
 - ACS International Schools
 - Nova Southeastern University, Florida, USA
- ☐ **The Plenary Speakers** *for their support and valuable contributions to our plenary sessions and strand discussions*
- ☐ **The Strand Leaders** *for contributing their skills and expertise in organising and conducting the strand sessions*
- ☐ **The Strand Presenters** *for sharing their ideas and for stimulating discussion in the strand sessions*
- ☐ **The Students, from The International School of Geneva and from NHL Stenden University (International Teacher Education for Primary and Secondary Schools),** *for their presentations, and for their support during the conference in so many ways*
- ☐ **All participants** *who, by their presence, have ensured exchange of views through stimulating debate and thereby have made a valuable contribution to the conference*
- ☐ **The AIE Administrator, Vicki Harte,** *for strong support in the organisation of the conference, and for continuing commitment to the work of the Board of Trustees.*

Rethinking International Education: Values and Relevance

FRIDAY 18 OCTOBER 2019

0800 – 0900 **Registration** and tea/coffee. Exhibitions

Centre des Arts, International School of Geneva

La Grande Boissière campus

0900 – 1045 **Opening Plenary Session**

Professor Jeff Thompson, Chair, AIE Board of Trustees

Dr David Hawley, Director General, International School of Geneva

Professor Abdeljalil Akkari, Faculty of Psychology and Education Sciences (FAPSE), University of Geneva

Eli Bertuccioli, Year 11 student, International School of Geneva

Opening Address *Rethinking Education: the Universal Learning Programme*

Dr Conrad Hughes, Campus and Secondary Principal, La Grande Boissière, International School of Geneva

1045 – 1115 Tea/coffee. Exhibitions

1115 – 1215 **Plenary Address**

Teaching Ethical Responsibilities to the Privileged

Professor Fazal Rizvi, Professor of Global Studies in Education at the University of Melbourne Australia, and Emeritus Professor at the University of Illinois at Urbana-Champaign, United States

1215 – 1400 Lunch. Exhibitions

1315 – 1400 **Meet the Trustees** An opportunity to meet the AIE Trustees, to receive reports on activities and to raise questions

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FRIDAY 18 OCTOBER 2019

1400 – 1515 **Plenary Session** **Trends and Future Challenges**

***Trends in the International Schools Market;
Past, Present and Future. An Update from ISCR***

Nalini Cook, Head of Europe Research & Schools
Relations Manager at ISC Research

Challenges for the Future

Liz Free, Founding Director, International
Leadership Academy, The British School in the
Netherlands

Introduction to the Strand programme

Professor Mary Hayden, Professor of International Education,
University of Bath, UK

1515 – 1600 Tea/coffee. Exhibitions

1600 – 1730 **Strand Sessions 1** Pavillon des Langues

- A. *Rethinking International Education: Learning, Teaching, Pedagogy*
- B. *Rethinking International Education: Purposes of International Education*
- C. *Rethinking International Education: Development of Teachers*
- D. *Rethinking International Education: Curriculum and Assessment*
- E. *Rethinking International Education: Culture and Language*
- F. *Rethinking International Education: Leadership and Management*
- G. *Rethinking International Education in a Local Context*
- H. *Rethinking International Education in a Global Context*

1730 – 1900 **Welcome Reception**, Centre des Arts, International School of
Geneva, La Grande Boissière campus

Including ***Relaunch of The International Schools Journal, ISJ***

Rethinking International Education: Values and Relevance

SATURDAY 19 OCTOBER 2019

0830 – 0900 Tea/Coffee. Exhibitions

0900 – 1000 **Plenary Session:** *Student Voices on the Values and Relevance of International Education*

A session led by students from NHL Stenden University (International Teacher Education for Primary and Secondary Schools)

1000 – 1045 Tea/coffee. Exhibitions

1045 – 1215 **Strand Sessions 2**

1215 – 1315 Lunch. Exhibitions

1315 – 1445 **Strand Sessions 3**

1445 – 1530 Tea/coffee. Exhibitions

1530 – 1730 **Strand Sessions 4**

1900 Conference Buses depart from *Gare Cornavin, Geneva City Centre*, for
Reception and Buffet Supper at International Red Cross and Red Crescent Museum

1930 Visit to Museum

2015 Reception

2045 Buffet Supper

2215 Conference Buses depart for *Gare Cornavin*

Rethinking International Education: Values and Relevance

SUNDAY 20 OCTOBER 2019

0900 – 0930 Tea/coffee. Exhibitions

0930 – 1030 **Plenary Address:**

Professor Fazal Rizvi, Professor of Global Studies in Education at the University of Melbourne Australia, and Emeritus Professor at the University of Illinois at Urbana-Champaign, United States

1030 – 1100 Tea/coffee. Exhibitions

1100 – 1145 **Gallery Walk** An opportunity to explore the outcomes of discussions across all of the Strand presentations

1145 – 1230 **Panel Session** *Taking the discussions forward*

Summary issues and recommendations

1230 – 1245 **Closing Session**

1245 Snack Lunch and depart

STRAND PRESENTATIONS

The following section contains abstracts of the presentations to be made during the Alliance for International Education conference 2019.

Please note that the order in which presentations are included here does not necessarily represent the order in which the sessions will take place.

Abstracts are arranged in the following sections:

- Strand A:** *Rethinking International Education: Learning, Teaching, Pedagogy*
- Strand B:** *Rethinking International Education: Purposes of International Education*
- Strand C:** *Rethinking International Education: Development of Teachers*
- Strand D:** *Rethinking International Education: Curriculum and Assessment*
- Strand E:** *Rethinking International Education: Culture and Language*
- Strand F:** *Rethinking International Education: Leadership and Management*
- Strand G:** *Rethinking International Education in a Local Context*
- Strand H:** *Rethinking International Education in a Global Context*

STRAND A *Rethinking International Education: Learning, Teaching, Pedagogy*

Strand Leader: Richard Parker

Presenter	Daniel Cowan Principal, Upper School, Frankfurt International School, Germany
Title of presentation	The role of international schools in educational innovation
Email	daniel_cowan@fis.edu

I have been researching the role of international schools in advancing innovation in the field of education, as part of studies for a doctorate in Education. This presentation will cover the following:

- a) a very brief history of the philosophical underpinnings of international schools, especially those working with the International Baccalaureate.
- b) reasons that international schools should/can be leaders in innovations including their lack of political interference, their size, the make-up of their student body, their marketing appeal and the learning gains that can be made by innovating.
- c) the reasons that international schools might avoid innovation, including the perception that change is not needed, the lack of common pre-service training, post-training experience leading to a lack of coherence in teacher attitudes and values, and the perception of parents and teachers that innovation might stall access to universities.

This session will be a call for international schools to recognise that they should hold themselves to higher standards than state schools, and live up to our obligations to innovate, to operate as learning laboratories to serve our function in the wider world of education, and to better prepare our students to be future-ready.

Presenters	Marcia Brown and Jasmin Sanchez PhD students, Nova Southeastern University, USA
Title of presentation	Transforming international education with the CHIL model
Email	mb2574@mynsu.nova.edu ; 777antara@gmail.com

To improve the current mechanism of international education, the development of innovative educational models might be appropriate. This presentation introduces the feasibility of the CHIL model as an adjunct educational tool in international education. The CHIL model houses three components: Creativity, Healing, and Intuitive Learning. The 'creativity' component allows students to examine the arts as a way to express a new concept. The 'healing' element highlights the student's strength arising from the challenges of learning new material. It is a symbol of breakthrough learning. The 'intuitive learning' constituent integrates the creativity and healing portions through three senses: sight, touch, and hearing. The model is flexible and can be modified to suit an individual student based on the student's learning preferences. It is transformative as it affords educators the opportunity to facilitate the different learning styles of international students. International education can involve the collaboration of various disciplines. Hence, the CHIL model can be a valuable addition to the classroom if it promotes such collaborations. As an adjunctive tool, it can provide the educator with a plethora of combination of the senses depicted in the model. It puts student in the driver's seat which fosters experiential learning and encourages their engagement. For example, painting (creative component) triggers the 'sight' sub-element in 'intuitive learning'. The action of painting creates a learning medium for the 'touch' sub-element. This multi-level approach introduces a comprehensive learning style for the new generation of international students. This presentation demonstrates the CHIL model's plausibility. Although theoretical, it offers a novel strategy to assist international educators with a viable solution for rethinking international education.

Presenter	Adrian von Wrede-Jervis Director of Continuum Learning, Bavarian International School, Germany
Title of presentation	How do we learn? Rethinking the paradigms that govern curriculum
Email	avwjervis@gmail.com
<p>In 1885 Herman Ebbinghaus discovered the Forgetting Curve, but then took things a step further and discovered that things could be done to reduce the severity of this curve. So was born the science of intervention strategies which govern much of teaching practice. Today two highly interlinked theories for how to get the best from learners, Cognitive Load Theory and Rosenshine's Principles of Effective Instruction, drive the paradigm through which most curriculums are organised. Both concepts have drawn on cognitive science and are supported by healthy effect sizes in peer-reviewed research and, as such, are central tenets of evidence-based educational practice. Both concepts are frequently used to call into question inquiry-based modes of learning, learning that focuses on skills and schools that spend resources on social emotional learning. For them the key to success is a knowledge-rich curriculum. This presentation will seek to show how these ideas cover only half the story about how we learn. It will propose a universal model for how humans more naturally learn, that is oftentimes more powerful than what we can achieve in formal schooling. We will look at why that is, and what steps we should consider taking towards rethinking the organisation of our timetables, our spaces, our curriculum and our practices.</p>	

Presenter	Dr Konrad Gunesch Associate Professor, American University in the Emirates, Dubai
Title of presentation	International education philosophies with polymath prospects and planetary potential? A plea for Renaissance ideals in a world of specialisation, personified within art, literature and architecture.
Email	konradgunesch@hotmail.com
<p>A current debate in international higher education revolves around integrating STEM (science, technology, engineering and mathematics) structures and systems with humanities courses and orientations, for instance infusing hard sciences with soft skills for professional improvement. This research locates that debate on both levels of secondary and higher education, promoting the ideal of the Renaissance personality from transdisciplinary and transcultural perspectives. Arguments are based on artworks and historical personalities as case studies, to inspire contemporary secondary and higher education students, and range from world literature to visual arts and architecture, and from Ancient Egypt across the Renaissance up to our present times. For instance, one transdisciplinary case study focuses on Imhotep, architect of the eponymous step pyramid, as an acknowledged polymath who united educational theory and practice in the fields of poetry, law, engineering, literature, astronomy and medicine. Analysed works of world literature include prose and play writings, such as Baldassare Castiglione's "Libro del Cortegiano" (Book of the Courtier, 1528), Rabindranath Tagore's novel "The Home and the World" (1916), William Shakespeare's "The Tempest" and "Hamlet" (1589 and 1611), and Goethe's "Faust, Part 1" (1808-1828). A visual case study is provided in Hans Holbein the Younger's portrait "The Ambassadors" (1533). This research argues for the inclusion and fortification of humanities subjects and courses in secondary and higher education structures and systems, beyond a mere fabrication of professional soft skills to a well-rounded formation of personal standing and maturity. The examined works are evaluated as to what extent and in what combination they can constitute a catalogue of characteristics for the timeless educational ideal of the Renaissance Man or Woman when applied to rethinking international education with respect to its values and relevance. Recommendations are made for international individual and institutional educational outlooks – to further academic reflection, classroom application, intellectual integration, and interdisciplinary inspiration.</p>	

Presenter	Sally Burns Director, The Values and Visions Foundation
Title of presentation	Values and Visions: the way forward for international education
Email	sburnsoman@gmail.com

If you could give a child one gift or quality when s/he leaves school, what would it be? This is a question we have asked countless educators and parents over the 25 years we have been working on Values and Visions (V&V). We need to rethink learning, teaching and pedagogy in order to prepare young people for an uncertain, volatile future. Educationalists have been saying for some time that we can no longer teach students what they need to know for the world of work. Given the phenomenal pace of technological change, we have no idea what jobs will be open to them when they leave school. Andreas Schleicher of The Organisation for Economic Co-operation and Development (OECD) said, "In the past, education was mainly about teaching people something. Now it's about making sure individuals develop a reliable compass, and the navigation skills to find their own way in an increasingly uncertain, volatile and ambiguous world." This is what international education needs to do and what V&V does. The presentation will demonstrate the power of V&V to enable young people to find meaning and purpose in the volatile world in which they live and into which they will venture in the future. It will take participants through our dynamic learning cycle of practical classroom activities which can be adapted to any subject, showing educators creative, new ways of covering the requirements of whatever curriculum they are using. It will show how values are the starting point for rethinking pedagogy and how V&V goes beyond the IB Learner Profile and 21st century skills, equipping young people with inner strength to engage fully and confidently with challenges faced. As Papert said (1998), "We need to produce people who know how to act when faced with situations for which they were not specifically prepared". V&V embodies the way forward for learning, teaching and pedagogy in international education for the future.

Presenter	Dr Svetlana Belić Malinić International School Savremena, Belgrade
Title of presentation	Re-inventing pedagogy: challenges and solutions
Email	principal@savremena.org.uk

Having done thorough educational research for my PhD thesis, I explored various options for professional learning in an international context. Guided by the intrinsic motivation to create an environment of mutual support and trust, in which teachers would help each other construct new knowledge and reinvent their pedagogies, I sought to find a model of collaboration which would bring together their uncertainties and turn them into new teaching potential. My research interest emerges from my observation that teachers in international schools seem to be resistant to the change agents meant to help them review, renew and extend their commitment in order to "acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice" (Day, 1999). In order to improve their pedagogy, teachers need to understand their practice and engage in conversation with peers, examining and affirming their system of beliefs through reflective analysis of teaching practices (McCormack et al., 2006). In such a setting, teachers can challenge professional learning through either written or verbal narrative with their peers, which allows them to voice their most pressing concerns, examine prior knowledge in the light of new understandings, and construct new knowledge through the processes of reflection, dialogue and enquiry (ibid.). Observing how teachers changed their perceptions about pedagogical practice and how they applied new constructs in the classroom was a step towards creating a place where "learning from teaching was part of the job of teaching" (Feiman-Nemser & Buchmann, 1985:64). Moreover, I was seeking a paradigm which would help me create and sustain teachers' long-term professional learning (Darling-Hammond et al., 2017) in order to make a lasting impact on school culture, teacher performance and student academic success. The coaching conferences and lesson observations changed the teachers' systems of beliefs, values, attitudes and knowledge, but they also changed me as a researcher, providing me with an opportunity to set new agendas and contribute to a wider international community of teachers who are willing to commit themselves to life-long learning.

Presenters	Clare Brumpton, Richard Parker and Susan Stewart International School of London
Title of presentation	Opening spaces for Middle School students to move from inquiry to cutting-edge research
Email	sstewart@isllondon.org
<p>In 2017 the International Schools of London embarked on a pioneering project to investigate if it were possible to create an environment where middle school students could design and complete a collaborative research project at university postgraduate level that would be student-driven. Three teachers devised an approach that mirrored skills developed during a master's programme. They worked in partnership with a lecturer from Edinburgh University, who agreed to help guide students in the research process. A small group of students from grades seven to ten volunteered to take part in the Research Institute. The programme was open to anybody who was interested, and was not in any way marketed as a project for identified 'gifted and talented' students. Over time, it has been interesting to note that students not seen as "academic" elsewhere have flourished in the Research Institute. As ISL London is renowned for its home language programme, and students have wide and complex language repertoires, this seemed a natural place to start. The Research Institute students generated their own language stories and from there explored possible research suggestions. They worked with the lecturer from Edinburgh University to refine their research question, which focused on measuring disfluency in students' English after the summer holidays. The processes the students used were closely aligned to the process of a master's dissertation. They read literature on the area summarised in a literature review, they coded and analysed data, reflecting on the strengths and limitations of their approach, and they reached a justified conclusion. In March 2019 the students presented their findings at the ECIS MLIE (Multilingual Learning in International Education) Conference in London. As a result of their presentation, others have become interested in the concept and ISL is now exploring ways to bring the Research Institute to other schools.</p>	

Presenters	Richard Parker and Susan Stewart International School of London
Title of presentation	Innovative strategy for creative learning and the place of bright spots
Email	sstewart@isllondon.org
<p>International schools often have a wealth of resources, students bring to our schools a multitude of rich experiences, and their families are supportive of their academic and social progress. Is this a certain recipe for success? Do learning and teaching thrive in such a cocktail of abundance? What else is present in the school community that can lead to innovative practice? How can individuals within a school community be given the space to experiment, to innovate and reimagine new learning experiences? How can we create value at little material cost to the school? In all corners of the school community, there are potential 'bright spots', an idea developed in the book <i>Switch</i> by Chip Heath and Dan Heath: people who have a talent, a passion or a niggling idea that they would love to investigate further. Discovering these bright spots is a talent in itself, and one which can lead to new spaces and experiences for learning. In this session we will share how we can all identify the bright spots around us, and how a school environment underpinned by clear strategy lines and an openness to innovation can unlock previously inconceivable projects. To be effective, strategy has to be agile and allow natural talent to evolve, underpinned by the idea that leadership can come from anywhere and traditional structures may hinder positive change.</p>	

STRAND B *Rethinking International Education: Purposes of International Education*

Strand Leader: Dr Shona McIntosh

Presenter	Michael Fertig Lecturer in Education, University of Bath, UK
Title of presentation	Markets and international schools: evidence from Dubai
Email	edsmf@bath.ac.uk
<p>The period since 2000 has seen a tremendous growth in the number of schools calling themselves 'international', with recent scenarios estimating as many as 11,000 international schools by 2022, teaching a pupil population of approximately 6 million (Brummitt & Keeling, 2013). The greatest growth has been amongst what have been called 'Type C' schools (Hayden & Thompson, 2013), catering increasingly for the children of wealthy families from the host country in which the school is located. The shift from seeing these schools as catering essentially for the children of globally nomadic families to catering largely for those of local wealthy families has resulted in an increasing scrutiny of their legitimacy as international schools. One manifestation of this has been the emergence of government-inspired school inspection of these schools so as to provide evidence of their educational quality. An area where this has been very evident is Dubai, where school inspections began in 2008-2009. Now with more than a decade of inspection experience, the Dubai School Inspection Bureau inspects private schools in Dubai on an annual basis (Dubai School Inspection Bureau, 2017). A key focus is to provide 'accurate and reliable evidence of the quality of education in Dubai private schools' (op cit, p4). The emergence of Type C international schools mentioned above means that many of the private schools inspected in Dubai offer an 'international' curriculum, working within a regional context of 35 IB World Schools in the United Arab Emirates in 2015 (IB World Schools Yearbook 2016, p622). Private schools in Dubai are inspected according to a publicly-available School Inspection Framework, with schools graded, inspection reports published online, and inspected schools ranked according to their grading. The inspection grading also has an impact upon whether, and by how much, the School can raise school fees. The emergence of such a range of publically-available information about schools in Dubai plays into the notion of informed customers making evidence-based market choices about schools (Chubb & Moe, 1986; El-Sholkamy & Al-Saleh, 2017; Friedman & Friedman, 1980). This presentation will explore the relationship between school inspection judgements and the continuance of schools within a market-focused context. Data will be presented from a group of IB World Schools in Dubai in order to explore the relevance, or otherwise, of market mechanisms within this context.</p> <p>References Brummitt, N and Keeling, A (2013) <i>Charting the growth of International Schools</i>, in Pearce R (ed) <i>International Education and Schools: Moving Beyond the First 40 Years</i>. Bloomsbury Academic, London, pp 25-36. Chubb J E & Moe T M (1986) No School is an Island: Politics, Markets, and Education. <i>The Brookings Review</i>. 4, 4, 21-28. Dubai School Inspection Bureau (2017) <i>School Inspection Supplement 2017-2018</i>. Knowledge and Human Development Authority, Dubai UAE. El-Sholkamy M & Al-Saleh Y (2017) <i>Paying for Education in Dubai: Is it really worth it?</i> UAE Public Policy Forum, Mohammed Bin Rashid School of Government, Dubai. Friedman M & Friedman R (1980) <i>Free to Choose</i>. Harcourt Brace Jovanovich, New York. Hayden, M & Thompson, J (2013) <i>International Schools: antecedents, current issues and metaphors for the future</i>, in Pearce R (ed) <i>International Education and Schools: Moving Beyond the First 40 Years</i>. Bloomsbury Academic, London International Baccalaureate (2016) <i>IB World Schools Yearbook 2016</i>. John Catt Educational Ltd, Suffolk.</p>	

Presenter	Estelle Hughes Head of Teaching Talent, Enko Education
Title of presentation	International education for and with Africa
Email	estellegb.hughes@gmail.com
<p>International education is a growing trend in the sector of private education on the African continent. Should we therefore worry about an increase in the African brain drain, or celebrate the consolidation of access to world-class tertiary education? There is no easy answer to this question. In this presentation I will explore avenues that international education in Africa can take to nurture change-makers for the mother continent. My hypothesis is that international must first mean pan-African. I will explain why culture, history and community engagement can help learners grow African roots while spreading global wings. The presentation will be based on research conducted for my MA in international education, obtained in 2019 at the University of Geneva.</p>	

Presenter	Richard Eaton Director, Berlin International School, Germany
Title of presentation	The specter of illiberal international schools: international education for the future
Email	eatonr@ymail.com
<p>This presentation will introduce the Hayden and Thompson 'A, B, C categorization' of international schools and put forward the specter of a new category, what we might label 'Type D', or 'illiberal international schools.' These schools appear outwardly similar to other international schools; however, they have been founded to – and/or exist in highly evolved forms that – advance the national economies of and accord other benefits to 'illiberal' states. Such states might theoretically be democratic, but tend to 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). The political discourse of such 'illiberal' states has equated 'people's freedom' with 'security' (Janjevic, 2018), has been anti-migrant and anti-foreigner, and has blatantly questioned 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. In effect, what we find upon closer scrutiny is a new category of international school, one that is inwardly normative – it might appear to be, on the surface, a 'Type A, B or C' school – but one that receives significant funding or support from national entities whose political discourse, action, and impact might be more precarious, if not in conflict with the humanitarian values that the international schooling movement has long championed. The presentation will consider whether or not the 'Type D' categorisation can be extended to international schools that are financially or otherwise supported by and/or located in more blatantly authoritarian states, or if these latter schools might require a another category all together ('Type F?'). One of the 'darker' purposes of international education and schooling in the future is thus cast as its use – both direct and indirect – to strengthen regimes by projecting a liberal orientation, providing local elite cadres with a type of schooling experience that opens up extensive networks, while simultaneously enhancing attractiveness to foreign transnationals instrumental to economic development. Thus, the presentation concludes with a difficult but important question: What is the impact of those working in or with international schools, those authorising international curriculum, and/or those accrediting such schools in illiberal and/or authoritarian states?</p>	

Presenter	Andrew Watson Co-Director, Sustainability Education
Title of presentation	Inspiring change agents: education for a sustainable global future
Email	andycdwatson@gmail.com
<p>Education was once a radical social force. As humanity sleepwalks inexorably towards a climate catastrophe, propelled by economic irrationality, increasing inequality and fuelled by political populism, where is the radical voice of education, which can challenge orthodoxy and bring hope to young people betrayed by a system of self-perpetuating inadequacy? How can education become relevant again? Education is part of the problem. “Why”, asks Greta Thunberg (2019), “should I be studying for a future when no one is doing anything whatsoever to save that future? Everything needs to change, and it has to start today ...”. Schools have a choice between being the mirrors of society or the change agents of it (Sutherland, 1994). Schools, as Sustainability Education (www.SusEd.org) recognises – and this presentation argues, cannot afford to stand still; they have to develop a prophetic vision of the future, which necessarily involves challenging process as much as re-engaging with their moral purpose and re-thinking how their core business of teaching and learning can best be sustained by connected organisational systems. Education needs to be part of the solution. Sustainability Education brings together national and international education leaders, students and teacher “champions” of sustainability in its broadest sense, with policy makers, so that one can inform the other, in order to chart a very different future path for global education that will enable it to align with the most urgent challenges facing humanity. This presentation invites participants to reflect critically on <i>what</i> you teach (the curriculum), <i>how</i> you teach (pedagogy) and <i>where</i> you teach (school infrastructure). The simple value proposition is that Sustainability thinking generates coherence and relevance in formal education systems. However, change – this presentation argues, cannot happen without great leadership, which must come from each of us, at all levels of society and all parts of the education eco-system.</p>	

Presenter	Hala Makarem Creative Leadership Mentor
Title of presentation	Creating a thriving future for our children, society and the world
Email	halamakarem@gmail.com
<p>In this era of instantaneous change, there is an invitation to develop the creative qualities of our present and future leaders: the new generation. International schools, the hosts of diverse students of the world, have an edge and make a major contribution towards participating in awakening those capacities and putting them in practice. When will existing learning environments respond to our current times, full of intensity, rapid changes and shifts in directions? The time is now. This presentation will share the primary cornerstones of a healthy, thriving future for our children and future generation: the qualities that shape responsive creative learning environments in international education. This will be based on both a conceptual vision and an applied prototype. The presentation will then bring in the voice of the new generation themselves, their families, and educators on how they foresee the purpose of education for the future. This will be the synthesis of direct innovative experiential conversations and dialogues with them around “rethinking education – values and relevance” during the summer of 2019. If international education is preparing the grounds for the future, how is it actually doing it? In our time together, the focus will not only be on “what are the purposes”, as this will be well addressed throughout the conference. Here, we will also give attention to “how will international education be invited to change in order to serve the future” – as this is what is missing; the new ways of connecting academic learning with what is truly needed for our future – an empowered relationship with real life. The time is now.</p>	

Presenter	Margarita Mansola Education Consultant
Title of presentation	Mind the gap: the often unbearable distance between intentions and real life in schools. The key role of leadership.
Email	margarita.mansola@gmail.com
<p>“The world of constant change”, a term coined to reflect the continuous changes that mark a significant turn of the world towards a new era, introduces not only new skills and competencies that future citizens should possess to respond to life in unpredictable futures, but also challenges our very notion of what education is or should be about. Effects of globalization and the subsequent economic crisis have left us all wondering what it is we should be doing, where it is we should be getting. Political forces are trying to balance the demand of a globalized harsh economy and humanistic values like equity, peace and well-being. How to integrate the mission of a school with the practices of the wider community is still an unresolved issue since schools, as institutions, often either distance themselves from societies or are so much controlled by local forces (boards, state legislation etc) that teachers are caught up in the middle, facing the difficulties associated with teachers’ empowerment. In the midst of all this, in this world of complexity and instability, lies the pure truth of education: a growing child, who through the transformative power of learning can be an agent of his/her life and of a better world, facing life and future challenges with a heart seeking truth and fairness. We need to acknowledge how important this is in order to set the map for our navigation for a journey where we all learn and strive for the best. This is a journey to core values and ethics, to a form of schooling where learning matters. And it matters for life. And it is the only destination we can set for. We owe our students this much.</p>	

Presenter	Dr Shona McIntosh Lecturer in Education, University of Bath, UK
Title of presentation	Lessons from the past to shape a better future: the missed potential of international education?
Email	s.p.mcintosh@bath.ac.uk

Does an international education serve the individual or the global? Some claim that an international education distinguishes individuals in highly competitive global markets (Ball and Nikita, 2017) whilst others argue that, when an education transcends the mono-cultural (Harwood and Bailey, 2012) and encourages students to attend to issues beyond national borders (Hill, 2012), it has the potential to shape the active global citizens of the future. In the former view, it is hypothesised that students will be individual beneficiaries, whereas in the latter they become adults who feel a responsibility to act on matters of global concern. It has been argued that the International Baccalaureate (IB) Diploma contains elements of both of these stances (Tarc, 2009). Tensions between the two extremes are particularly evident where the demands of experience-based Creativity, Activity, Service (CAS) are perceived to impinge on individuals' prioritisation of academic study (Hayden et al, 2017). However, research with alumni of the IB Diploma that sheds light on some of the enduring impacts of CAS (McIntosh, 2018) is an informative source for considering the potential, and limitations, of an IB education to shape the future through the actions of individuals. This presentation has two related aims. After presenting results from the alumni study that illuminate the problem, a space will be opened for imaginative discussion about the potential and limitations of an international education to shape a better future. Discussion will address a series of provocations, including:

- How can tensions between individualism and concerns for the planet be resolved after students leave school?
- How do international educators imagine the tensions can be overcome?
- How do characteristics (such as those found in the IB Learner Profile) enable/ constrain active global citizenship?
- What barriers might make it difficult for international education alumni to engage with issues of global significance?

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STRAND C *Rethinking International Education: Development of Teachers*

Strand Leader: Dr Susan Ledger

Presenters	Francesco Banchini, Curriculum Coordinator for IB Programmes, European Azerbaijan School, Baku, Azerbaijan Lynda Thompson, Deputy Head for Secondary Pastoral, Greengates School, Mexico
Title of presentation	Third Culture Teachers; applying our understanding of Third Culture Kids to international educators
Email	fbanchini@yahoo.com ; lyndathompsonislq@gmail.com

The term Third Culture Kids (TCKs) is one which has been used for many decades to refer to young people who have spent at least part of their childhood in a culture other than their own or that of their parents. These young people share a surprising number of behaviours and skills in common, although their own specific experiences may have been very different. In this presentation, we will share our ideas about how we can apply the understanding of TCKs to teaching staff within international schools. Many of these teachers are developing and operating outside of the educational culture in which they were trained, not to mention the fact that they may have moved within different educational cultures a number of times; thus the suggestion that it may be helpful to view them as Third Culture Teachers. We explore the implications of thinking about international educators through this lens and the usefulness of referring to common characteristics seen in TCKs. We consider implications for teaching and working with students, some of whom may be TCKs, then explore implications of how to most effectively lead Third Culture Teachers and support their own development, alongside that of our students and learning communities. Looking towards the future, how useful are these ideas in rethinking our understanding of how the huge diversity of international schools operate and our understanding of our own cultural values as educators? Such issues are especially relevant given the changes over the last decade in the nature of teachers working within international curricula. These educators are increasingly coming from national systems, operating with curricula for which they were not trained. We explore this lens as an approach with which to rethink our understanding of teaching within an international context, and the role of culture for international educators.

Presenters	Lynn Scherpel and Gisela Rabearisoa International School of Düsseldorf, Germany
Title of presentation	Rethinking learning, teaching and pedagogy: how flexibility impacts learning outcomes
Email	scherpel@isdedu.de ; rabearis@isdedu.de

This presentation will show examples of how the International School of Düsseldorf is committed to educating students for their future and not out of our past. This implies making substantial changes, ongoing adaptation and reflection on the teaching and learning process. We will show evidence of implementing innovative teaching and learning strategies. A special focus is to provide a learning environment that enables every student to flourish. This entails empowering students to be confident, creative and critical thinkers, allowing them to discover their individual passions and talents. We are committed to keeping the curriculum content relevant in an ever-changing world. Giving students a voice encourages self-directed and lifelong learning. The presentation will provide an overview of how teaching and learning have evolved at the International School of Düsseldorf. Some examples of innovative approaches in both teaching and learning will be shown. Our re-thought pedagogy includes a variety of components. These include the use of flexible and functional learning spaces (physical, virtual and social), the use of authentic materials and the implementation of various models of both teacher and student collaboration. The advantages and challenges that we face will be addressed. Although the examples drawn on are taken from additional language teaching, they can be transferred to any other subject area.

Presenter	Dr Mary Kelly Professional Development Coordinator, International School of Amsterdam, Netherlands
Title of presentation	Thought-full schools: collaborative teacher inquiry at the International School of Amsterdam
Email	aerynisle@gmail.com
<p>The Thought-full Schools approach to professional development gives international teachers at the International School of Amsterdam (ISA) the opportunity to collaboratively explore the often complex and challenging practice of inquiry-based teaching and learning. Through open-ended inquiry, peer observations, discussions, and peer coaching, teachers engage with their colleagues in creative ways that inform, validate, and mutually enhance their teaching practices. Thought-full Schools inspires teachers to cultivate, develop, and refine their personal pedagogies and programs in ways that ultimately support the well-being and academic development of their students. The program was originally conceived as an optional alternative to formal appraisal for experienced teachers, but it has now become an open option for any teacher keen to explore their practice. During involvement in the program, participants are asked to complete comprehensive feedback forms that provide summative reflections on their individual or collective projects and experiences. These forms provide valuable information regarding the perceived value of the program, and the ways in which it is relevant to professional development needs. They also include thoughtful constructive suggestions that inform the further development of the program. This session provides an overview of the program, highlights how it has transformed over time following participant feedback, and provides thoughtful insights into how it may continue to develop within this diverse international community.</p>	

Presenter	Dr James Hatch High School Principal, Seisen International School, Japan
Title of presentation	Be(com)ing an international teacher
Email	james.m.hatch@bath.edu
<p>There is no doubt that the international school – both as concept and movement – is undergoing an existential crisis. Demographic shifts, new business models and teacher shortage result in an evolving understanding of ways to continue to enhance global mindedness and intercultural competence. Coinciding with this shift is an increasing awareness that such schools offer a viable means of enhancing global mindedness and intercultural competencies. However, what is increasingly scrutinised is the values and worldviews such an education espouses. This presentation lies within this emerging discourse. Drawing upon doctoral studies research, it explores the process secondary school teachers undergo as they develop an acceptable self capable of meaningfully teaching within the vast opportunities and challenges that are an 'international school'. Adopting a mixed-methods approach, the study employs a methodology drawing upon theoretical frameworks developed by Foucault and Bourdieu. This dualist approach serves not only to extrapolate the origin of ideas and motivations that shape teachers praxis; it also seeks to understand this praxis in action. Moreover, it accepts that by its very nature teaching is a consistently incomplete process, grounded in reflexive praxis. While both the growth of such schools and their demand for teachers has led to increasing coverage within the mainstream and academic community, there remains a dearth of research regarding teachers. What we <i>do</i> know is that they do not come 'fit for practice', as most graduate from national training systems focused on nationalist agenda. This presentation seeks to begin to address this deficit utilising two critical themes: Firstly, it aims at uncovering why and how teachers become 'international' and how these reasons impact on their praxis. Secondly, it delves into the means through which teachers, as front-line workers, position themselves within the discourse surrounding international schools as artificers of a global elite driven by a western, globalist agenda. The presentation concludes by offering insights on how schools can support teachers in their growth.</p>	

Presenter	Dr Susan Ledger Associate Dean, Murdoch University, Australia
Title of presentation	Avatars: re-tooling teacher preparation in and for international school contexts
Email	s.ledger@murdoch.edu.au
<p>As long as the tools a paradigm supplies continue to prove capable of solving the problems it defines, science moves fastest and penetrates more deeply through confident employment of those tools. The reason is clear. As in manufacture, so in science: re-tooling is an extravagance to be reserved for the occasion that demands it. The significance of crises is the indication they provide that an occasion for re-tooling has arrived (Kuhn, 1962, p76). Kuhn's re-tooling metaphor has been used to explore paradigm shifts in science in the 1960s, the impact of new technologies on education in the 1990s (Green & Bigum, 1998), and more recently re-tooling education in the UK in relation to professional education, knowledge mobilisation and research (Furlong, 2013). This presentation adopts Kuhn's original re-tooling metaphor to re-imagine the world of international education at a time when it is under great scrutiny. It introduces simulation as a technological tool to be used AS the classroom rather than IN the classroom, in order to prepare international teachers for the diverse range of global contexts in which they may teach. Contextual scenarios representing 'real schools' and 'real incidences' experienced in international schools are delivered by avatars within a virtual classroom. Teachers and/or pre-service teachers are able to practise, rehearse and reflect upon their intercultural understandings, communication skills and classroom practice strategies in a safe, controlled and easily moderated virtual classroom. Science, technology and educational research combine in the form of 'human in the loop' mixed reality learning environments. This new technology provides international educators opportunity to reimagine, rehearse and reflect on values and relevance of the international schooling sector now and into the future.</p>	

Presenters	Professor Rebecca Fox, Division Director, Advanced Professional Teacher Development and International Education, George Mason University, USA Dr Nancy Holincheck, Academic Program Coordinator for Advanced Studies in Teaching and Learning, George Mason University, USA
Title of presentation	Understanding the role of language and culture through teacher research in international settings: teachers' perceptions and actions
Email	rfox@gmu.edu
<p>This session shares results from research into how an advanced master's degree program for practicing teachers supports the development of teachers' knowledge and practices around language, culture, and growing application of international mindedness. While scaffolding teachers' research experiences and development of critical reflective capacity, faculty also engage in critical reflection and systematic research on the program to examine the results of coursework on teachers, thus broadening their understanding of international schools across multiple countries. Focusing on international teachers engaged in cultural inquiry research, presenters will synthesize the outcomes of teacher research conducted by 22 teachers in their international classrooms. This session will explore the impact and outcomes of these studies and consider the ways that teacher research helps teachers to define and actualize culture in their classrooms. Accompanying teacher reflections share important insights into the impact of these studies on teachers' classrooms. Leading teachers to examine their classrooms and international schools from a critical perspective can also help expand the field's understanding of teaching and teachers' professional needs. This session explores how voices from the classroom can help us rethink emerging questions and new dimensions present in international education today. Advocating for programs and schools to consider the importance of how teachers develop within their classrooms and within their schools, the presentation and discussion will focus on:</p> <ul style="list-style-type: none">• the role of teacher research and critical reflection to support teachers in identifying assumptions and in developing a deeper understanding of culture, language, and international mindedness;• how teacher engagement in cultural inquiry can be scaffolded to effectively support teacher development;• the importance of including teacher voice in discussion around rethinking dimensions of international education to inform future actions.	

Presenter	Dr Karen Taylor Director of Education, International School of Geneva, Switzerland
Title of presentation	RIPE: promoting research-informed practice
Email	karen.taylor@ecolint.ch
<p>What do we mean by Research-Informed Practice in Education? In 2017 the International School of Geneva's Institute of Learning and Teaching, in partnership with several outside organizations, launched a series of initiatives whose ultimate purpose is:</p> <ul style="list-style-type: none"> • to develop a space for dialogue among researchers and classroom practitioners, and • to create mechanisms to support research action in international schools. <p>In short, to promote Research Informed Practice in Education (RIPE). Educators increasingly seek to base classroom practice on a wide range of current research in education, cognitive psychology and neurobiology, all of which contribute to deeper understanding of how human beings acquire and retain knowledge to make meaning of their world. Yet, to recognize the complexity of learning and to develop one's practice in response to it is no simple task. If we are to meet the needs of learners and respond to the nature of learning itself, then research in education and other related disciplines should inform pedagogical practice. Yet the reverse is equally true; the wisdom and experience of practitioners should shape the work of researchers. Collins, Brown & Holum (1991) argued that "cognitive strategies are central to integrating skills and knowledge in order to accomplish meaningful tasks. They are the organizing principles of expertise". The aim of RIPE is to bring university researchers and classroom practitioners together in a space that will allow us to build on this notion of making our thinking and learning visible as we engage in a shared experience of "cognitive apprenticeship". Most importantly, the aim is to work together and to draw from our collective wisdom to create the best possible conditions for student learning. In this session we will explore the development of a network of international research schools to promote research action in international education.</p>	

STRAND D *Rethinking International Education: Curriculum and Assessment*

Strand Leader: Naaz Kirmani

Presenter	Naaz Fatima Kirmani PhD Student, University of Bath, UK
Title of presentation	Reimagining teaching, learning and assessment at the onset of Artificial Intelligence and machine learning
Email	nfk20@bath.ac.uk

The rapid advancement in educational technology calls for radical changes in the way international education and human resources are perceived, in order to meet the extraordinary challenges of living and working in the 21st century. This presentation focuses on the changing international education paradigms in a technologically driven world, the future of jobs, existing gaps in the present educational system and the role of assistive technologies to meet these challenges. Concurrent to the technological revolution are many other associated factors that impact the future of international education, and challenge the existing paradigms of teaching and learning. While examining these factors it is imperative that the existing political, socio-economic and demographic changes around the world are also considered. The presentation further emphasises that a rigorous and relevant education is a product of effective learning, which takes place when standards, curriculum, instruction and assessment interrelate and reinforce each other. It examines the existing gaps between these strands to model more meaningful and relevant educational experiences for the learners. It further presents the ways in which new technologies can be utilized to redesign and reinvent assessment platforms that are informed by meaningful learning outcomes, focused on individual abilities and supporting more personalized learning environments. This presentation explores the pivotal role that new technologies can play in supporting and measuring learning. Some of the questions to be raised during the course of the presentation are: a) How effective are new technologies in supporting the autonomous learning of students, and how does it impact pedagogy and assessment in a classroom setting?; b) How might AI in education impact the future of international schools and international education?; c) What professional skills or competencies are required to equip teachers to deal with the changing paradigm of teaching and learning in the data-driven future?; and d) How might these technologies influence the core values of an organization?

Presenter	Oyindrilla Mukherjee Head of Geography Department, International School of Geneva, La Grande Boissière campus
Title of presentation	Rethinking the curriculum of international education: the challenges of developing a relevant curriculum
Email	oyindrila@gmail.com

In the beginning, the presentation will critically view the international curriculum of geography (Cambridge and International Baccalaureate) in the context of developing international understanding, empathy, appreciation of culture – international mindedness. It will highlight the differences in teaching-learning strategies while delivering an international curriculum in a homogenous classroom and a heterogeneous classroom (students of different nationalities). The challenges of delivering an international curriculum will also be shared in different professional and national contexts. The presentation will focus on the ways a curriculum can be more sensitive and empathetic in developing an understanding of diverse cultures and global issues. As divisive forces are prevalent at local, national and global scale; international education must relook at its nature and delivery in order to build bridges and foster harmony.

Presenter	Namrata Goel Founder & CEO, Early Wonders International Preschool, Mumbai
Title of presentation	The importance of developing creativity in the classroom
Email	namratagoel.edu@gmail.com
<p>In today's dynamic and fast-changing world uncertainty is a given. Patterns established in the past to educate young people for success may not hold true in the future. We don't know what will count as success twenty years from now when our students join the market place, let alone know how to educate them for it. With the growing changes in technology, where information is available at the click of a button, our children will probably grow up to pursue careers that don't even exist today. The solution to this dilemma lies in providing our children with an engaging classroom environment that propagates exploration and freedom of thought, so that they can create a product or a process with a different perspective, reconstructing knowledge with new ideas without the fear of failure. This presentation will highlight the importance of developing divergent thinking in very young children. Creativity is not accidental but rather a sincere effort of thinking about one's learning; hence the relation between creativity and cognition will be considered. Participants will put their creativity to the test and explore simple ways of developing it in the classroom.</p>	

Presenter	Dr Dale Taylor Principal, Aga Khan School, Bangladesh
Title of presentation	Considering teacher voices in program implementation
Email	daleorlando@gmail.com
<p>In this session I will present the research conducted for my doctoral dissertation. While my phenomenological research was specific to International Baccalaureate (IB) Diploma Programme (DP) implementation, the research findings can be generalized to the implementation of any curriculum that is international in nature, and the support systems needed to ensure that teachers can effectively deliver the program of instruction. The purpose of my qualitative phenomenological study was to explore how teachers perceive, make meaning of, and implement the IBDP. Best practices for effectively implementing the IBDP were also explored. A total of 10 teachers and coordinators were interviewed who were new to the IBDP and had implemented the program since 2015. These educators were outside their home countries in Macao, Malaysia, Qatar, and Turkey. The study was designed to answer two research questions: How do teachers perceive, make meaning of, and individually construct their implementation of the IBDP according to Knowles et al's (2015) principles of andragogy?, and What factors do teachers believe best contribute to their implementation of the IBDP? The study generated iterative data and insights from those who directly implement the IBDP. The first-hand knowledge of a cross-section of teachers who reside in different locales provided integral information that addressed the research questions. Nine themes emerged from the data analysis: value of the IBDP, understanding assessment, mentoring, collaboration, effective training, continuous reading, insecurity of assessment, applying and refining new knowledge through practice, and time. The strong need for collaboration and mentoring was clearly articulated by the participants. The study began to explore the elements of perceiving and making meaning of the IBDP, and suggests strategies for effectively implementing the IBDP while giving voice to the practitioners who already implement the IBDP.</p>	

Presenter	Maria Galache Ramos Assessment Subject Manager, International Baccalaureate
Title of presentation	Is my good better than yours? An exploration of examiners' interpretation of 'common terms' in criterion-referenced assessment in the International Baccalaureate Diploma Programme
Email	mgalache@hotmail.com
<p>The assessment of subjects with a high degree of subjectivity presents challenges to the reliability of marking. One of these challenges is how consistently different examiners interpret assessment criteria. This study focusses on an experiment conducted with examiners in the Language A Literature course of the International Baccalaureate (IB) Diploma Programme (DP). A questionnaire was sent to a group of Spanish Literature examiners asking them to identify what observable cues they used to decide upon a particular marking level when evaluating students' performance. Participants' responses were classified in thematic categories. The patterns that emerged from this classification were analysed, which then revealed that the majority of the Spanish Literature examiners agreed on the observable cues that are characteristic of each marking level. The results from this experiment were compared to a similar study previously carried out with a group of English Literature examiners, in an attempt to explore the level of inter-rater agreement in these two IB examining teams. The analysis of the Spanish Literature responses also revealed examples of examiner disagreement (cases of level slip, double rewarding or double penalising), as well as cases where examiners were not able to describe their interpretation of the assessment criteria. Again, these marking trends had been identified in the English Literature study. It was concluded that, in the assessment of disciplines with a high degree of subjectivity such as Literature, these discrepancies are acceptable as long as they remain within certain predetermined limits. Finally, the study concludes with recommendations regarding the wording of assessment criteria which can be used to enhance IB's standardisation procedures, the structure of the examining teams, examiner training resources and to inform the construction of assessment criteria for the new Language A Literature course, which is currently under review.</p>	

Presenter	Louise Badham Assessment Subject Manager, International Baccalaureate
Title of presentation	Rethinking assessment in international education. An investigation into bilingual comparative judgment: improving comparability in multilingual assessments
Email	louise.badham@ibo.org

The International Baccalaureate (IB) offers its Diploma Programme (DP) Literature course in 75-80 different languages every year. Whilst such broad language provision is admirable and in keeping with the IB's core principle of international-mindedness, it also presents a number of challenges. One such challenge is the need to ensure comparability across the summative assessments that represent different languages of the same syllabus. The multiple languages offered in DP Literature have traditionally been assessed independently of one another, marked and graded by separate teams of examiners. This naturally raises questions of comparability, reliability and fairness in assessment. Many mechanisms exist to mitigate against such issues, but there appears to be a tension between multiple language provision and comparability. A trial was therefore undertaken by the IB to explore whether students' work can be assessed holistically and comparably across languages. This trial follows on from earlier research into the method of Comparative Judgement (CJ) in educational assessment. CJ involves examiners comparing two pieces of work to decide which is 'better'. These judgements are used to create a measurement scale, from which grades can be generated (Pollitt, 2012:281). For this study, CJ was developed as a bilingual assessment method: IB examiners were asked to compare samples of Literature coursework from two different languages (English and Spanish) and provide feedback on their experiences. This presentation discusses the findings of this study, the issues identified and further research that would be necessary if bilingual CJ were to be implemented in practice. It considers the potential this new assessment method has to support fair, reliable and valid assessments across different languages with a common syllabus, as well as the impact this may have for the field of international education more broadly.

Reference

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Presenter	Adrian von Wrede-Jervis Director of Continuum Learning, Bavarian International School, Germany
Title of presentation	Do no harm, act now
Email	avwjervis@gmail.com

'Most people say that it is the intellect which makes a great scientist. They are wrong: it is character'. (Albert Einstein)

This presentation will discuss the importance of teaching ethics, from the need for philosophical basis for what we believe through to the action we take on it. The presentation will focus on an ethical commitment to do no harm, and question the hegemonic structures that exist in schools and the impact that they have. It will explore what we can do to dismantle some of those harming systems. It will encourage schools to involve students in the process right from the conceptualisation through to the action as these are skills we need students to have. The presentation will argue that schools that instil a 'do no harm' attitude in their students, who then understand how to take responsible and respectful action, will be creating graduates that the world desperately needs right now. In a world facing the rise of Artificial Intelligence, the collapse of the environment and deepening political isolationism, we need to rethink the compliance model and teach for respectful ethical action.

Presenter	Adrian von Wrede-Jervis Director of Continuum Learning, Bavarian International School, Germany
Title of presentation	Conceptual framework for improving interdisciplinarity
Email	avwjervis@gmail.com
<p>Our world is a complex system, and increasingly we are seeing the need for complex solutions. To achieve these solutions we need graduates to be able to work with others across multiple fields and to apply interdisciplinary understandings. Most school systems are still set up within subject-specific time blocks, and whilst some curriculums offer opportunities for working across subject to occur, it only happens sporadically. This presentation proposes taking concept based learning (as seen for example in the International Baccalaureate Middle Years Programme) a step further, and suggests the use of shared (by every subject) macro/key concepts as a mechanism to facilitate the transfer and evaluation of ideas across the curriculum. Each of these concepts offers a lens through which subjects reflect on how they address the big questions that we face as part of being human.</p>	

STRAND E *Rethinking International Education: Culture and Language*

Strand Leader: Dr Debra Williams Gualandi

Presenter	Dr Richard Pearce Independent Consultant
Title of presentation	What culture really is: defining right and wrong for international education
Email	rpearce@inted.demon.co.uk
<p>We use the word Culture in many ways: a laundry list of items that vary from place to place; a particular community; a source of errors in behaviour and understanding; or the medium of High Art. What is at the core of these concepts? Research in recent years has contributed to an understanding that Culture is not just an irritating catalogue of differences between communities, but in fact the means by which human brains are equipped with all the images of Right and Wrong which guide behaviour in cognitively complex ways of life. Being socially acquired, it is attuned to the needs of a specific community. International education is a player in this, but needs sensitivity if it is to benefit people who come from different local communities. A child develops cultural values by social interactions. Key roles are played by attachment – by which we recognise the source of knowledge; identification – by which we make self-comparisons with models; valuing – by which we mark Right or Wrong images with emotional feeling; and reasoning – by which we fit new experiences into our picture of the world. Moral valuations are especially strongly felt. In order to function effectively we have to see the images of the world which we have constructed as being truths, although they are particular perceptions. The lens through which we see is thus both invisible and unquestionable. These variables will also be involved in the cultural adjustments that are made by students and teachers as they move between locations and communities. This theory of cultural process will be applied to some common issues faced in international education.</p>	
Presenters	Jessica Arriola, PhD student and Instructional Staff Developer, Nova Southeastern University, USA Michael Wahlgren, PhD student and Instructional Staff Developer/ Curriculum Developer, Nova Southeastern University, USA and Pinellas County Schools, USA
Title of presentation	Reframing: approaching education through a cultural lens
Email	jnarriola@me.com
<p>In an effort to rethink the role that culture plays in international education, this presentation proposes the engagement and training of K-12 instructional staff and administrators to implement a new approach relevant to the rapidly changing educational environment. This approach addresses the growing need for teachers to reframe educational challenges through a cultural lens both to connect with an increasingly diverse student population and to familiarize students with international values and norms. Additionally, this approach provides a framework for teachers to instill open-mindedness within students to break away from biases, increase cultural awareness, and appreciate diversity for its beauty, without altering previously established curriculum. Our methodology, discussed above is derived from Bolman and Deal's (2017) Four Frame Approach, which is comprised of reframing leadership situations based on four lenses. This presentation is an extension of their research, applying their 'Symbolic' frame to the realm of education, which encompasses the numerous aspects of culture to increase the understanding of intercultural values. We have already tested with great success the applicability of the Four Frame Approach to education through a small-scale academic leadership consultancy. The goal now is to bring culture to the forefront of educational initiatives to promote global transformative peace within younger generations. Through promoting the training of instructional staff and administrators, we hope to foster a mentality of understanding international values which will lead to cultural understanding, peace promotion, and acceptance of the diversity present in today's climate of globalization.</p>	

Presenter	Dr Malcolm Pritchard Head of School, The ISF Academy, Hong Kong
Title of presentation	Global languages, cultures, and values: rethought and rewrought?
Email	mpritchard@isf.edu.hk
<p>Many international schools are wrestling with the contested notion of an ideal education in an international context that is meaningfully inclusive of culture and values. The contest lies in the tension between comfortable assumptions of 'common ground', and even a 'common language', in schools of international character, and emerging systems of culture and values that challenge this assumed status quo. If we are to rethink and rework our prevailing assumptions of common culture and values, where might we start? Accepting the reality of competing systems of values, while embracing ethnic and linguistic diversity, serves as an essential point of departure in this process of rethinking what it means to be truly 'global'. Such complexity is also a pre-requisite for optimised human learning. This presentation seeks to provoke fresh debate among international educators about what might be asked of us if we are to embrace 21st century diversity at a time of flux in the world order. The presentation will ask participants to consider how adopting different or divergent values, cultural perspectives, or world views might impact on classroom learning in international education.</p>	

Presenter	Sarah Ford Elementary Principal, Danube International School Vienna, Austria
Title of presentation	Culture – the essential 'C' in a sea of others
Email	sford@danubeschool.com
<p>Rethinking international education has to start within our schools. That means focusing on the culture to which we expose our students. Our schools must inspire young minds and lay the seeds for ethical and personal standards to accompany them through life. But what does this look like? What are the tangible aspects of school culture that can make a difference? How do we ensure a 'positive school culture' rather than a negative one? These questions, and many more, are on the agenda for school leadership teams the world over. How to create, foster and lead a culture of honour, and remove the culture of negativity and blame – this is our challenge. Current trends in education, backed up by research, insist that a new series of 'C-words' must replace the 3 R's at the centre of learning:</p> <ul style="list-style-type: none"> • Critical thinking • Collaboration • Challenge • Character • Communication • Creativity • Commitment <p>International educators have generally embraced these goals enthusiastically – but have not always recognised the collective impact of translating them into the culture of our institutions. We accept that instead of teaching students to answer questions, the educator's role is to facilitate students who question answers; rather than merely teaching children how to write, we need to build communication skills in the widest possible context; it is no longer enough to follow instructions or complete tasks when the modern world requires us to work together, face-to-face or remotely, to create new understandings or new solutions to problems we hardly knew existed. Our task now is to revisit the central components of school culture to provide an appropriate context for young people to develop and sustain beliefs built on an ethical, global understanding of humanity, genuine respect – for the past, present and future, and an attitude which values innovation, sustainability and history in equal measure.</p>	

Presenter	Dr Debra Williams Gualandi Research Coordinator Data, Assessment and Learning Collaborative
Title of presentation	Multiple, complex, fluid? How teachers talk about intercultural understanding and its relationship to identity formation
Email	debrawilliamsgualandi@gmail.com
<p>In the context of international schools, teachers are often expected to contribute to students' development of intercultural understanding. However, differing definitions of the concept exist and teachers often enter the field without specific training in this area, relying on their personal experiences and beliefs to guide their practice. This presentation is based on a research project exploring teachers' beliefs about the relationship between the development of intercultural understanding and identity. Learning about one's own culture as well as other cultures is a central aspect of the cognitive dimension of intercultural understanding, focusing the individual on cultural group affiliations, belonging and questions of 'who one is'. However, research is limited into how experienced teachers understand intercultural understanding as it relates to the concept of identity. Using a social identity lens to explore how individuals view themselves in relation to the groups to which they belong, this presentation presents some of the embedded tensions that exist between teachers' beliefs and current definitions of intercultural understanding and related concepts. The research shows that the development of intercultural understanding is seen as a process that increases awareness and appreciation for diversity through attitudes of open-mindedness and curiosity. Shifts in 'belonging' include feelings of loss, distancing from dominant groups and the forging of new groups, based on choice and 'being more like the new me'. However, the extent to which the concept of multiple (cultural) identities is relevant appears limited, as does the success of international schools in tackling the 'difficult knowledge' inherent in developing intercultural understanding.</p>	

Presenter	Margarita Mansola Education Consultant
Title of presentation	Resilient schools. International education for all
Email	margarita.mansola@gmail.com
<p>This presentation will draw upon the current education reality in Europe that has recently been marked by an intense move of refugees and immigrants. The case of Greece where, since 2015, a refugee and migrant population of over a million has been hosted, poses particular interest as the country has been called to face an unprecedented situation, as one of the major entry points into Europe. More precisely, as of October 21st 2017, according to official reports 'approximately 63,000 refugees and migrants remain in the country, out of which an estimated 19,000 are children, including 3,150 unaccompanied children (UAC)' (Unicef, 2017). Rather than talking about refugee education, humanitarian help and tailor-made projects, we should be talking about the most prominent need in today's societies to redefine schooling and its purpose. If we do so, we will be heading to a resilient school where trust is embedded in all aspects of school life and where both children and teachers learn and develop. Such schools are not a utopia. They are the schools we can start building so that Sustainable Development Goals are indeed met for 2030. We may already be late in this but children cannot wait. And they deserve our best.</p>	

Presenter	Kanchan Sethi Teacher, Ecole Mondiale World School, Mumbai, India
Title of presentation	Rethinking the role of language (mother tongue) in international education
Email	ksethi@ecolemondiale.org
<p>I am an International Baccalaureate (IB) educator. I teach Language Acquisition (LA) Hindi across the IB curriculum: Primary Years Programme, Middle Years Programme and Diploma Programme. The mission statement of IB states that one should appreciate their own culture and values. In India, due to a variety of reasons, students of the current generation – particularly those who are studying in international schools, do not like to use Hindi. Many students question the need to learn Hindi. They argue that they intend to go on to the foreign universities for higher studies where Hindi will not be of much use. As a Hindi (LA) teacher, it has been a challenge for me to motivate my students to appreciate their own language and culture, as they do not consider it 'cool' to appreciate learning Hindi. Their lack of interest in Hindi means that not only is their number dwindling; they are also moving away from their own language and culture, which is not the intention of international education. I feel that we need to think about how to keep the mother tongue alive, because it not only contributes to the identity of the citizens but also forms an important part of their value system. We need to think about how to ensure that students retain respect for their own language if we are not to lose our identity. So far I have not been able to find a long-term solution to this problem. It seems likely that we need to rethink and redesign our curriculum so as to place appropriate emphasis on the local or national language.</p>	

STRAND F *Rethinking International Education: Leadership and Management*

Strand Leader: Dr Robert Harrison

Presenter	Dr Barry Hallinan Senior Master, St Paul's School, Sao Paulo, Brazil
Title of presentation	How international schools can find their own direction through transformational leadership
Email	bjh@stpauls.br
<p>There are numerous models of school leadership (transactional, turn around, distributed, transformational, holacracy), some of which have been borrowed from the corporate sector. Bolman and Deal (1991) suggest that school leaders display leadership behaviours in one of four types of framework: Structural, Human Resource, Political, or Symbolic. Burns' (1978) models focus on two types: Transformational (empowering, value added) vs transactional (centralized control) leadership. As a range of practice, transformational leadership has been credited with being responsible for allowing international schools to become more transparent in nature and scope, as well as empowering all contributing stakeholders such as staff, parents, learners, and the wider community. On the international educational landscape, and set against an ever-evolving global dimension, this arguably takes on an additional level of complexity. In this presentation I will share recent developments linked to transformational leadership as a suitable mechanism for our ever-evolving global educational reality, as it leads to a form of participative decision-making where power becomes consensual and facilitative (Reeves et al, 1998; OECD, 2008). Holacracy, understood to be power distribution (Thordarson, 2015; Yeu and Hartt, 2014), will also be explored in the international school leadership context as an extra layer to how international schools can be transformed. Holacracy is however not without its detractors (Appelo, 2016) and emerging tensions will also be underpinned. As the interests, ethos and vision of a global educational organization and its members become aligned, the successful Head of an international school needs to be values-led, people-centred, and achievement-oriented (Day, 2000). The focus of this presentation is to understand the extent to which the positive and sustained growth mindset underscoring transformational leadership will take international education through an unknown and uncertain future with a greater sense of direction and purpose, offering end-users a more relevant and fulfilling educational experience.</p>	

Presenter	Dr Robert Harrison Director of Education Strategy, ACS International Schools
Title of presentation	International tensions: balancing tests that support teacher selection and development
Email	rharrison@acs-schools.com
<p>Teachers are the most common, most expensive and most important asset in any learning organisation. All international schools invest heavily in teacher recruitment, training, retention and career progression. Successful schools must continually re-think strategic goals and key performance indicators in order to balance competing values and remain relevant in the search for inspiring internationally-oriented teachers. What are research and experience telling us about how best to develop teachers who effectively promote international education? This session explores some key tensions facing education leaders today in their quest to ensure the highest possible levels of (learning and) teaching in international schools:</p> <ul style="list-style-type: none"> • recruitment: national vs international • performance: growth vs evaluation • training: personal vs organisational • engagement: somewhere vs anywhere • orientation: 'soft' internationalism vs 'hard' global civics • results: impact vs achievement • agency: collective efficacy vs professional compliance • lifecycle: enthusiasm vs experience • placement: home vs abroad • progression: opportunity culture vs administrative influence. 	

Presenter	Dr Darlene Fisher International Education Consultant
Title of presentation	Effective leadership: how is it impacted by culture?
Email	darlenef8@yahoo.co.uk
<p>Research into leadership in schools in different cultures and countries has provided evidence that leadership is practised differently in different regions. However, there has been little attention to the question of how to lead culturally diverse communities, which is the context most leaders find in many international schools. Recent doctoral research investigated if leaders used different leadership behaviours for different cultural groups within their staff. The research focused on three areas of leadership behaviour: i) communication; ii) building trust and collaboration; and iii) decision-making. The research provides evidence that international school leaders often deploy their behaviours differently with different cultural groups and sometimes also differently with individuals, in response to the cultural context of the staff. However, the differences in behaviour vary depending on the context and the locus of action. The most common area of adaptation is found to be the leaders' style of communication, but methods of building trust and collaboration as well as decision-making also showed evidence of adaptation to the culture of some groups of staff. An additional finding was that leaders often treated a group of multi-cultural expatriate staff as one group, while still possibly treating individuals within that group differently on a one-to-one basis. All of these actions were rationalised as attempts to lead effectively and to engage all staff in the shared goals of the school. A significant finding from all leaders was that none had received any training that supported the development of intercultural understanding or leadership of culturally diverse communities. According to the leaders, they behaved in these ways as a result of their personal experience and responses to context, rather than because of any training. Educational institutions need to rethink how best to prepare and support future educational leaders who will most likely work in culturally diverse school communities in national or international schools, and who do not have the advantage of having time to gain experience in these communities prior to taking on leadership roles.</p>	

Presenter	Sevag Kendirjian Assistant Superintendent, American Creativity Academy, Kuwait
Title of presentation	The evolving role of the school leader in the context of international education
Email	sevag.k@aca.edu.kw
<p>This presentation will begin with a short summary about the need for re-thinking the role of leadership and management in schools as the concept and practice of international education is evolving. Why do we need to re-think leadership and management? What challenges are being faced that need a change? The attitude of the leader and the manager towards international education is changing as people change and as students change. The mindset of the educators is evolving in every respect, and new strategies and approaches could promote international education. Leaders and managers of schools need to have a common understanding of international education that best serves the school in that country. From this understanding, leaders and managers have the upmost responsibility to clarify how this understanding is relevant to the community, to the country, to the world, and to the challenges that might face the students and educators. The issue of equity and equality of systems or people is another aspect that will be covered in this presentation. What does equity and equality mean in the context of international education? And how is this definition evolving and needing fine tuning as we re-think international education? As a leader and manager of the school, establishing an evolving culture of internationalism continues to be a key goal. Even when one leader establishes such a culture, with a change in leader, school cultures might change with them. In the discussion, we will talk about ways in which we, as leaders, can and should establish systems in schools that maintain a culture even when leaders change. In conclusion, discussion will be focused on the possibility of implementing what I present and on the extent to which a leader can be successful in implementing such strategies.</p>	

Presenter	Desiree Van Campen PhD student, Nova Southeastern University, USA
Title of presentation	Theories of leadership: how they differ between cultures
Email	dp1181@mynsu.nova.edu
<p>As educators, we are meant to create a holistic learning environment; one which allows students to bring something with them into their personal environment that is worthwhile and meaningful. A student must find that which resonates with them and consequently translates to purpose. Management and leadership are deeply personal, both drawing on a person's morals, experiences, and beliefs. The foundations of leadership across cultures are inherently similar; people/communication skills, carrying out communications and duties with integrity, and using sound judgment when making decisions. The implicit leadership theory, for example, tells us that individualistic cultures and collectivist cultures value different leadership attributes. An individualistic culture favors ambitious leaders, whereas collectivist culture favors modest leaders. This theory was developed based on the premise that people of all cultures hold underlying beliefs and stereotypes as relate to their opinion of a good leader. When re-thinking international education, it is important as an instructor to be culturally aware, but also to be self-editing and mindful in order to remove any preconceived biases. It is quite likely that international students coming into the classroom will have some form of hesitancy, and/or anxiety. As the instructor, helping to ease those emotions is the first step in creating trust and engagement in the classroom. Clearly stated/written course expectations and assignments are excellent ways to help ensure all students are comfortable with what is required of them. Pairing students to create a collaborative environment in the classroom is also a great way to enhance the learning experience. Speaking with, and learning from, a peer is an opportunity for mutual growth and understanding among classmates with similar goals and aspirations.</p>	

Presenter	Professor Mir Afzal Director, PhD in Education Program: Nazarbayev University Graduate School of Education, Nur-Sultan, Kazakhstan
Title of presentation	Understanding school leadership and rethinking the role of school leaders in Kazakhstan
Email	afzal.mir@nu.edu.kz
<p>The rapid technological change, economic globalization, and increased migration and internationalization of education have led many developing countries to reform their education systems, particularly school education. Schools in Kazakhstan have also seen new geneses of changes and educational reform since the country's independence in 1991. These range from the National Digitalization Program to adoption of Trilingual Education Policy, emphasis on Inclusive Education to Curriculum Reform, and introducing Criterion-based Assessment to implementing some of the international best practices and models, and other reforms in school education. The multiple reforms coming to, and originating from, schools have far reaching implications for the role and responsibilities of school principals but not much is known about what the principals think about their leadership roles and the need to rethink and redefine such roles in Kazakhstani schools. Against this backdrop, a qualitative study was conducted with 20 school participants including principals and vice principals of 10 public sector schools in different cities in Kazakhstan. This study is guided by the following research questions:</p> <ul style="list-style-type: none"> • How do school principals in the public sector secondary schools in Kazakhstan construe their leadership role in times of radical educational reforms in the country? • How has their leadership role evolved or changed overtime and what challenges do they face in playing their leadership role in time of reforms in their schools? • What do these principals think about rethinking and redefining their leadership roles in response to the multiple reforms in their schools? <p>Data was collected through one-on-one semi structured interviews and analysis of documents related to school leadership policies and practices. The findings of this study reveal the school principals' understanding of their leadership role and the challenges and complexities attached to this role in times of radical educational reforms in Kazakhstan. It also discusses the implications of these reforms for their leadership role and their reflections on rethinking and redefining their leadership role due to the reform. Based on the conclusions drawn from the findings, the study makes recommendations for policy and practice in relation to school leadership in Kazakhstan.</p>	

Presenter	Liz Free @WomenEdNL Leader and Director, International Leadership Academy, The British School in The Netherlands
Title of presentation	Lacking leadership: the greatest threat to education. Global perspectives of women in education leadership and rise of the #WomenEd movement
Email	liz.free@bsnila.com
<p>Developing leadership capacity for future global needs is the greatest challenge we face. Globally, the education profession is dominated by women (OECD, 2013). Over two thirds are women, and yet women in education leadership account for less than half of school leaders. This demonstrates a significant global gender disparity from women in teaching to women in education leadership. So ... what does this mean, and why is it important to increase gender representation from the teaching profession into education leadership? Apart from the substantial political, social and moral imperative for gender equality, we quite simply cannot meet the future and expected demand for education without harnessing the potential for education leadership from within the education workforce. Current estimates indicate that roughly 83 million people are being added to the world's population every year. This challenges the fundamental principles behind education entitlement and the economic potential that is predicated on educated societies. Do we have the education leadership capacity in place to respond to these increasing needs? This session will explore some of the challenges faced by our teachers and our school leaders. It will take a snapshot view of the global landscape with Liz Free, chapter author of the 'International Perspectives' chapter in the new WomenEd book '10% Braver: Inspiring Women to Lead Education'. The evidence-based session will provide provocation for dialogue with and between teachers, leaders and researchers, leading to recommendations that we will then share with the global #WomenEd community of over 25,000 people. How will we tackle the education leadership gender divide global epidemic to ensure we utilise the full potential of the profession in ensuring leadership capacity for the growing world population?</p>	

STRAND G *Rethinking International Education in a Local Context*

Strand Leader: Dr Caroline Ellwood

Presenter	Dr Ziad Azzam Director, Taaleem, Dubai
Title of presentation	School choice dilemma in the wake of the prevalence of English as a Medium of Instruction in Dubai's private schools
Email	zazzam@taaleem.ae

A linguistic dualism exists in many aspects of daily life in Dubai between English, the language of 'business, modernity, and internationalism', and Arabic – associated with 'religion, tradition and localism'. Despite having access to free education in the public sector, where Arabic is the medium of instruction, more Emirati families in Dubai choose to enrol their children in private schools, specifically English-medium schools, than public ones, believing that they offer better teaching and learning, better English instruction, and better school leadership. There is growing concern among policy-makers and Emirati parents that young Emiratis are in danger of becoming detached from their local language and culture. This presentation will explore some of the literature on this topic, in particular sources as noted below.

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Presenter	Dr Caroline Ellwood Editor, International Schools Journal
Title of presentation	Rethinking the role of history in the curriculum
Email	cellwood@johncatt.com

Teaching history has become a minefield of possibilities, perspectives and choices – and nowhere more so than in the international school, where aspects of a variety of historical interpretations must be considered. Explanation; discussion; a 'truth' that shifts over time; International Baccalaureate Diploma Theory of Knowledge both clarifying and muddying the waters – history seems to be nothing but a personal opinion. That 'man of facts' Mr Gradgrind, who thought that the important thing was 'not to wonder', would have apoplexy at the present proliferation of points of view. Who produces these opinions? What message underlies the text books? Who controls the syllabus? Should we be teaching history through novels, poetry and the arts so as to understand the role culture plays in change and action? In a period when so many basic understandings are being challenged, when students can access primary and secondary sources at the touch of a button, when the media provide the teacher with amazingly rich resources, should there be a rethinking of the way we study history?

Presenter	Nicholas Forde Principal, Secondary, The ISF Academy, Hong Kong
Title of presentation	Towards developing an updated typology for international schools in Hong Kong
Email	nforde@isf.edu.hk
<p>Hong Kong's international schools are diverse and growing. Against a backdrop of considerable diversity, the topic of international schools remains an under-researched area, and the last major attempt to classify the range and type of schools in Hong Kong was produced 16 years ago (Bray and Yamato, 2003). Since Hong Kong's return in 1997 to Chinese control under 'one country, two systems', the sector has grown in size and diversity. This growth reflects government policy towards the establishment of international schools to meet the demand for English-medium school places from expatriate families and, in addition, demand from sections of the local population who are also permitted to access these schools. As private institutions within a larger education sector, international schools remain an area which is under-researched. The significant gap in research means that a sector with considerable growth as well as diversity of schools has not been fully analysed and explained beyond typologies which group schools around a 'functional identification of differences' (Wickins, 2011 p44). The original study was intra-national and invited comparison between the range of schools by system 'diverse and outside of the mainstream' (Bray and Yamato, 2003 p54), but there is much potential for comparisons with international schools, their funding, structure, choice of curricula and leadership in other parts of the world. This presentation is based upon doctoral research and a proposal for a research study to describe and analyse the range of international schools in Hong Kong with a view to producing an updated typology. Underlying this study are the challenges of classification, and the applicability of using the tools of comparative education for an intra-national study where comparison is within and across the same location.</p>	

Presenter	Dr Lina Chamoun Bitar Head of Education Development, Lebanese Maronite Order Schools Network, Lebanon
Title of presentation	Rethinking international education in the local context: CPD as a tool for the new pedagogy towards the globalization of learning
Email	dgschools@olm.org.lb
<p>Why do schools in Lebanon seem increasingly boring for students and alienating for teachers, despite the digital revolution in classes? Is it because of students' perception of the meaninglessness of learning and the disconnection with their goals and interests, which in return reflects back on the teachers? No doubt the world beyond school, with its lures of digital entertainment and dire threats of future unemployment, pulls young people away from any learning perceived as irrelevant, as most of the skills we use in our current jobs are learnt outside of school. What does it really mean for students to become connected and flourishing learners in a knowledge-based, globalized, technology-driven world? What kind of learning work prepares them to be healthy, happy, productive members of our new cross-societies? This presentation will highlight the re-thinking of international education in our local Lebanese context, by showcasing what has been done over the past 3 years in 16 schools belonging to the Lebanese Maronite Order Schools Network that are spread throughout Lebanon, from rural to border to urban schools, comprising 10,000 students of different socio-economic and multi-religious backgrounds, with data related to the CPD offered to school principals, teachers and students along with platforms of application. The presentation will also share our envisioned next steps to render international education in Lebanese schools more focused and more productive in shaping an international global learner-citizen who studies in a non-accredited school.</p>	

Presenter	Dr Timothy Fryer Foreign Principal, Overseas Chinese Academy of Chiway Suzhou, China
Title of presentation	Chinese international education: a successful model of integration in Suzhou
Email	tfryer@ocasuzhou.net

Local private schools in China may enroll Chinese students and are required to cover the compulsory Chinese National Curriculum (CNC) content from Grades 1-9 with delivery in the Chinese language. International schools in China catering for foreign students are not required to deliver the CNC, and can be “islands” of English-medium schools delivering international curricula. The International Baccalaureate (IB) Primary Years Programme and Middle Years Programme do not specify content, and it is therefore possible to deliver the CNC content through an IB inquiry-based approach to teaching and learning – an integrated model that is attractive to internationally-minded Chinese parents. Grades 10-12 are not compulsory in China and so local private schools can determine their own curriculum for these grades. However, the IB Diploma Programme for Grades 11 and 12 is not accepted for entry to Chinese universities, and Chinese students who are studying the IB Diploma must therefore go overseas for their undergraduate studies. Local private schools offering international programmes such as the IB therefore provide an alternative pathway for students to the local education system whilst meeting all government requirements. In this presentation Dr Fryer will describe his experiences as the Foreign Principal at the Overseas Chinese Academy of Chiway Suzhou and the challenges in achieving the multiple aims of the school, namely delivering the compulsory Chinese National Curriculum (CNC) through the IB inquiry style approach to teaching and learning with a dual-language English and Chinese medium of instruction. His doctoral thesis explored the stakeholder experiences of a dual-language, English and Chinese medium private international school in Hong Kong, and this presentation will draw upon relevant aspects of his findings – explaining the strategies the school is pursuing to ensure that the aims of the school and the parents are synchronized, and how the local education bureau and the school work together in partnership.

Presenter	Dr Ziad Azzam Director, Taaleem, Dubai
Title of presentation	In search of bilingual education in Dubai's private K-12 education sector
Email	zazzam@taaleem.ae

During the period November 2017 to October 2018, I conducted an enquiry which sought to establish the type of Arabic-English bilingual educational model that would suit the needs of Emirati families, as well as seeking to explore the circumstances by which it could take root in Dubai's private K-12 sector. The design followed a mixed methods sequential two-phased design utilising multiple sources of data generated through: written arguments by a sample of 12 Emirati students selected from two schools (the qualitative phase), and a questionnaire directed at 250+ Emirati students selected from six schools (the quantitative phase). The findings suggest a model built on four core principles: (1) explicit mention of bilingualism as a stated goal; (2) the use of Arabic and English as mediums of instruction, with subjects divided more or less equally between them; (3) the deployment of Arabic and English teachers in equal measure, or, alternatively, the utilisation of bilingual teachers; and (4) the promotion and use of Arabic in everyday tasks, both at home and in school. To bring the model to fruition, the government of Dubai should consider investing in the initial training and retraining of Emirati teachers with the end goal that these teachers would populate Dubai's Arabic-English bilingual schools, while also partially funding scholarship programmes that would encourage Emirati parents to select bilingual schools over other types.

Presenters	Amala Rai, Country Head of Performing Arts for Orchids International Schools, India Jyoti Senthil, Independent School Consultant (via Skype)
Title of presentation	Understanding the voices of educators in international schools on local cultural integration for protecting cultural identity
Email	amalarai@gmail.com ; jyoti.senthil@gmail.com
<p>This presentation argues for the implementation of intercultural understanding in international schools leaving a feeling of insecurity about our own culture in the Indian context. Zhou's suggestion (in Walker, 2010, p7) will go a long way in rethinking: "If the East and West could learn and benefit from each other, integrating everyone's cultural strengths, then desirable universal values will gradually develop and a global ethic will be formed, which will be a fundamental renewal of cultures and a great contribution of education to humanity". Tate and Godfrey (2014) appealed for schools to take the national identity question seriously, and both have challenged the notion that citizenship can be anything but national (in Haywood, 2015, p52). This presentation is an outcome of two Masters in Education studies on rethinking the role of culture, and poses three questions for international education policy designers: 1) Does international education only arise when we follow the ideas which have originated/evolved in the west?; 2) Why is it difficult for international education bodies to integrate local ethos into education in terms of local cultural identity?; and 3) How will the voices of educators find space in the design of international education? The presentation will put forward these arguments in order to establish a deep understanding of the alignment of the purposes of international education in embracing re-thinking of the role of culture. Through these questions, we urge international education communities to re-think the role of culture in an international context in order to protect our cultural identity.</p>	

STRAND H *Rethinking International Education in a Global Context*

Strand Leader: Dr Sonja Lopez Arnak

Presenter	Dr Richard Pearce Independent Consultant
Title of presentation	International educators as influencers
Email	rpearce@inted.demon.co.uk
<p>There is much talk these days of 'influencers', people who have a following on social media and who are paid to advertise goods and services online. Some are teenagers, some have achievements which give them credibility. Their commercial role is to be models and advisors in the marketing industry. As educators, we strive to be influencers. We often debate what we should be promoting, but we also need to consider how we gain influence, in a world of competing voices. It is a familiar experience that most of the class will readily accept our line of approach, but individuals will remain out of reach. This becomes a much larger problem in the mushrooming majority of recently established international schools: the schools which cater for largely host-country students. In tackling this problem we need to be brave enough to take a critical view of our own values. A short account of the psychological processes of value-learning will show how influence operates. Given a pattern for identifying and developing our part in the child's pantheon of influencers, it will be possible to tailor policy and to induct new teachers to the particular local needs. Participants are invited to present their own issues, but examples will deal with divergences in motivation, discipline, responsibilities of students, relation to authority. This applies not only to teacher-student relations, but also to staff interactions and management issues.</p>	

Presenter	Dr Tristan Bunnell Lecturer in International Education, University of Bath, UK
Title of presentation	Re-thinking the purpose of international schooling: 50 years after Leach
Email	t.bunnell@bath.ac.uk
<p>The year 2019 marks the 50th anniversary of the publication of Robert Judson Leach's seminal book <i>International Schools and Their Role in the Field of International Education</i>. Leach was Head of History at the International School of Geneva when the school released him for a year in 1962 to tour the fledgling field of 'international schooling', to identify the potential market for what went on to become the International Baccalaureate. It is therefore entirely fitting that the October 2019 Alliance for International Education conference, held at the International School of Geneva, should help to celebrate the anniversary of Leach's book. This session will focus on Leach's important <i>Chapter 7</i>, where he discussed in some detail his vision of 'The Ideal International School'. Emphasis was particularly placed by Leach at the time on the innovative and experimental nature of such a 'genuine' school. This session will subsequently re-think what – in 2019 – the 'primary task' of an international school should be. The field has changed substantially since 1969 and the role of international schooling is now much more blurred; the values and relevance of the field have become problematic and, in some ways, questionable. The growing commercialisation of the field, and the accompanying change in ownership away from an independent, elected board of trustees, has been especially noticeable in moving schools away from what Leach saw as an 'ideal' model. In particular, this presentation will invite discussion about whether innovation and experimentation, with schools acting as independent and idealistic 'global laboratories', is still a valid and achievable purpose.</p>	

Presenter	Dr Yvonne Slough-Kuss International Educator
Title of presentation	Lifelong learning discourse in international education
Email	yvonneshloughkuss@gmail.com
<p>The global context of education requires consideration of the 'international field' (IF) (Bernstein 1990, 2000), which is influenced by transnational organizations (TOs) such as the OECD and UNESCO. These TOs have influenced the International Baccalaureate (IB), which is also becoming increasingly relevant in the global context of international and national schools. As the values of TOs differ, it is important to gain an understanding of their policies. This notion is explored with recent research that focused on the discourse of lifelong learning and how it is 'recontextualized' (ibid) through Critical Discourse Analysis (Fairclough 1992, 2000) of policy documents. Recontextualization suggests that policies from the IF have an impact on the school level. Values of 'ideological' and 'pragmatic' (Hayden, 2006) are apparent in TO policies, and the IB Mission Statement, where international education may be seen as a vehicle for world peace and equity, and yet it may also be seen as an avenue for those who are privileged to gain a competitive edge in the 'global auction' for jobs (Brown et al, 2011). Clarification of these sometimes competing values can ensure that TO policies and school guiding statements reflect their organizational aims. The discussion will focus on schools that offer three IB Programmes: Primary Years Programme, Middle Years Programme, and the Diploma Programme – known as IB Continuum schools. The guiding statements of 121 IB Continuum schools were analyzed in regards to their lifelong learning discourse recontextualization. As well, ten Heads of these schools were interviewed for method triangulation. Results showed that the OECD and UNESCO differ in their values; the IB Mission Statement is ambiguous in terms of values; and IB schools recontextualized lifelong learning in various ways. This suggests that the IF is relevant, although values remain unclear.</p>	

Presenter	Amy Rush Conroy Founder, Habla Blah Blah, Los Angeles, USA
Title of presentation	Global parenting, an emergent trend
Email	amy@hablablahblah.com
<p>A new trend is emerging with parents of school-aged children: Global Parenting. First introduced to this concept when I moved my three young children to San Miguel de Allende, Mexico, from Los Angeles, California, I enrolled my kids in the local schools to learn Spanish. They were immersed in the Mexican Spanish-speaking system for a collective year over an extended period of time. Now bilingual and bi-cultural, the most important gain was in perspective, and so we repeated the process in Paris, France, in Spring 2019. Over the years, we have developed an informal network of parents who generously aide one another in accessing schools and navigating the bureaucracy of foreign requirements. This network of parents is self-selecting and anecdotally growing in numbers due to 1) the ease of remote work available via the internet, 2) global access (decreased airline ticket prices coupled with the rise of a shared economy), and 3) an increased interest in alternative forms of education (homeschool, charter schools, and other non-traditional forms of education in the US). In the United States, these parents are the matured generation of students who first studied abroad in most modern times after a brief hiatus in the program's popularity (due to the Cold War and national economy) according to data compiled by Open Doors (International Educational Exchange). I predict this parenting trend will continue to grow, mirroring the trajectory of students who have studied abroad 1991-present day. These parents recognize the importance of a global education and highly value the process of second language acquisition and acculturation, so I propose the development of more codified network of lower level schools (elementary and middle school) in order to best facilitate, develop, and educate citizens of the world with a global perspective at an earlier age.</p>	

Presenter	Gregory Biggs Divisional Director, Fieldwork Education
Title of presentation	International education macro-trends: the global landscape approaching 2020 and beyond for 2-14 education
Email	gregory.biggs@fieldworkeducation.com
<p>At Fieldwork Education, we have a unique perspective on global trends of international education, currently working with over 1,000 schools in more than 90 countries worldwide. This session will focus on where in the world we are seeing increasing communities of schools working with our international curriculum, and the factors that may be driving international curriculum growth around the world, while approaching 2020. It will briefly review the rapid growth of international education, notably over the last 20 years, and the growing evidence pointing towards a shifting identity of the 'international school'. Our experience over the past two years will look to confirm or challenge many previously held assumptions or academic theories regarding the role of the international curriculum within this shifting identity, particularly considering the Type A, B and new Type C school model, identified by Hayden and Thompson in 2013. The presentation will highlight interesting trends regarding:</p> <ul style="list-style-type: none"> • Particular regions of growth with specific age-ranges of curricula that are used and the perceived causes of this; • The emergence of new-school openings in local-serving markets; • The integration of 1st, 2nd and 3rd language learners in curriculum delivery and techniques used around the world; and • The integration of national curriculum requirements through international curricula. 	

Presenter	Gregory Biggs Divisional Director, Fieldwork Education
Title of presentation	Values and relevance of international curriculum for bilingual learners and dual curriculum schools
Email	gregory.biggs@fieldworkeducation.com
<p>In September 2018, Brookings identified a Global Tipping Point. For the first time in history it seems that the middle class population is equal to that identified as poor and vulnerable. Rapid growth in China, India and SE Asia is likely to drive Asia's share of this new middle class to double in size by 2030 to 64%. This presentation will focus on the impact of this rapid emergent global middle class on the changing landscape of international education, as schools offering international curriculum are increasingly delivering to local learners. Through a collection of specific case studies drawn from our member schools in China, Nepal, Indonesia, Malaysia and Brunei, the presentation will focus on the value and relevance of international curriculum when implemented in a local context with local learners. Key areas of focus will include:</p> <ul style="list-style-type: none"> • Development and implementation of dual curriculum models • Mapping international curriculum to national curriculum • Meeting the needs of bilingual learners and bilingual teachers • Professional learning needs of local staff • Collaborative teaching models • Accreditation 	

Presenter	Dr Brenda Bignold Independent Education Consultant
Title of presentation	Policy transfer in CPD (Continuous Professional Development): implications for international education
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<p>This session presents research on policy transfer, the process of transferring policy and practice between different global contexts, and explores the relevance of the issues raised for the future of international education. The presentation is in three parts: introducing the concept of policy transfer, sharing findings from research on an example of policy transfer in Continuous Professional Development (CPD), and questions for discussion. Consideration of policy transfer focusses attention on the differences in context and culture between countries where education policy and practice is developed, in particular England, and 'receiving countries' which are typically low and middle income countries seeking to improve the quality of their education opportunities in line with global targets. CPD is an important area for policy transfer as global experience is limited and heavily dependent on practice in England. The national policy on CPD in Ethiopia, for instance, was written by teachers drawing on their experience in English schools and may therefore be considered an example of policy transfer. The policy assumes a context for CPD which is significantly different from conditions in Ethiopian schools and which has impacted on successful policy implementation. The findings from the Ethiopian case inform recommendations on policy transfer which are applicable to other low and middle income countries. These recommendations are timely as the global ambition for education by 2030 'To ensure inclusive and equitable quality education' (Sustainable Development Goal 4) includes a target for increasing the supply of qualified teachers through international cooperation, indicating the continuing importance of policy transfer. The presentation concludes by raising questions for discussion on the implications for international education of this example of policy transfer between different contexts.</p>	

Presenter	Dr Sonja Lopez Arnak Teacher Education Program Director and Faculty, Alliant International University/Teach-Now
Title of presentation	Explicit linkages: reflections of international teachers on their licensure programs and their preparation to work in a global context
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<p>According to research by International Schools Consultancy (ISC, 2019), there is expected to be a continual rise in the number of English-medium international schools around the world. ISC anticipate there will be 5.5 million students enrolled in international schools in 2020 and a growth to 8.26 million by 2025. With this expected increase in schools there is naturally a demand for teachers to fill these positions. ISC (2014) research suggests that the number of positions will jump from the current number of 510,000 in 2019 to approximately 750,000 by 2024. As international school administrators and recruitment organizations search to find teacher candidates to fill these roles, it is important to hear from current international teachers in the field how prepared they were for their international appointments. Research from the literature on the preparation of international teachers and the frameworks that have been developed will be shared, followed by data on current international teachers' own preparation in their credential program and their perceptions on what has been critical to their success in the global teaching context, as well as their recommendations on what is needed to better support a teacher preparing to work in this context.</p>	