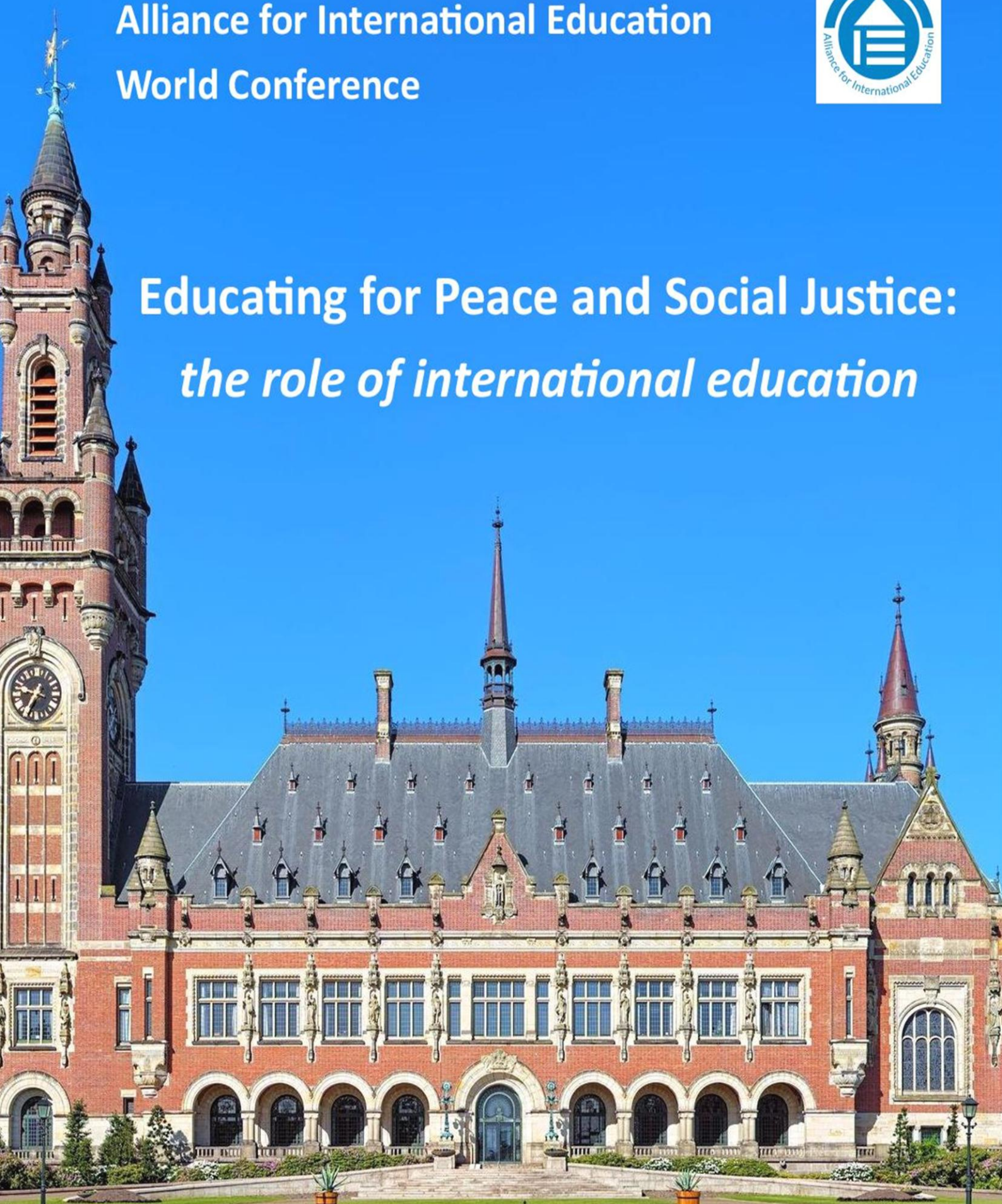


# Alliance for International Education World Conference



## Educating for Peace and Social Justice: *the role of international education*



International School of The Hague,  
The Netherlands



# ***Educating for Peace and Social Justice: The role of International Education***

## **AIE Welcome**



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

We are honoured to be holding our 2025 conference at The International School of The Hague in partnership with the Dutch International Primary Schools (DIPS). We thank the International School of The Hague for the generous support we have received in planning the conference. DIPS have partnered with us on this journey, and we are deeply appreciative of their support and encouragement.

Our conference theme is “Educating for Peace and Social Justice: the role of international education.” This theme was selected for our proposed conference in 2020 which was postponed due to the pandemic. Nevertheless, the theme is now perhaps more relevant and urgent than ever, and we look forward to engaging in thoughtful conversations as we consider practical ways in which we can be action-oriented in responding to critical challenges and emerging opportunities locally and globally.

The Alliance for International Education has provided a forum for dialogue and insights on topical issues dating back to 2002, and the 2025 conference, with your contributions, will build on that legacy.

We have engaged excellent speakers to stimulate and provoke our thinking, while our successful strand model will ensure opportunities for robust group discussions on key topics related to the theme. We look forward to engaging with you during an interesting and enjoyable few days.

A handwritten signature in blue ink, appearing to read 'Norm Dean', with a long, sweeping underline.

Norm Dean  
Chair, Board of Trustees, Alliance for International Education

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## ***Educating for Peace and Social Justice: The role of International Education***

The AIE Trustees wish to thank....

- **Our conference partners, the Dutch International Primary Schools (DIPS)**
- **The International School of The Hague**
- **The plenary speakers** *for their support and valuable contributions to our plenary 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 stimulating discussion in the strand sessions*
- **The students from the International School of The Hague** *for their musical contribution at the opening event*
- **NHL Stenden University students** *for their presentations, and for their support throughout 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 valued support in the organisation of the conference, and for continuing commitment to the work of the Board of Trustees.*

# ***Educating for Peace and Social Justice: The role of International Education***

## **Schedule**

### **THURSDAY 25<sup>TH</sup> SEPTEMBER 2025**

16.00 – 16.55	<b>Registration</b>
17.00 – 19.00	<b>Welcome Reception</b> <b>Norm Dean</b> , Chair, AIE Board of Trustees <b>Sander Raaphort</b> , Chair of the Dutch International Primary Schools (DIPS) <b>Emeritus Professor Sjoerd Karsten</b> <i>Education for solidarity and cooperation in modern times.</i> <b>ISH student</b> performance.

### **FRIDAY 26<sup>TH</sup> SEPTEMBER 2025**

08.15 – 08.55	Registration/Tea/Coffee. Exhibitions.
09.00 – 10.15	<b>Opening Keynote, Dr. Elke van Dermijnsbrugge</b> <i>Pathways for peace and social justice: Imagining alternative educational futures in the present</i>
10.15 – 10.40	Tea/Coffee. Exhibitions.
10.45 – 12.15	<b>Strand Session 1</b>
12.15 – 13.25	Lunch. Exhibitions.
13.00 – 13.25	Optional tour of ISH
13.30 – 15.00	<b>Strand Session 2</b>
15.00 – 15.25	Tea/Coffee. Exhibitions.
15.30 – 17.00	<b>Strand Session 3</b>

## SATURDAY 27<sup>TH</sup> SEPTEMBER 2025

08.15 – 08.55	Tea/Coffee Exhibitions.
09.00 – 09.55	<b>Plenary Session</b> (NHLStenden University)  A session led by students from NHL Stenden University (International Teacher Education for Primary and Secondary Schools)
10.00 – 10.15	<b>AIE Update</b> <i>Critical Challenges and Emerging Opportunities</i>
10.15 – 10.40	Tea/Coffee. Exhibitions.
10.45 – 12.15	<b>Strand Session 4</b>
12.15 – 13.10	Lunch. Exhibitions
13.15 – 14.00	<b>Strand Session 5</b>
14.05 – 14.45	<b>Terry Haywood and strand leaders</b> <i>Collective Insights</i>
14.45 – 15.10	Tea/Coffee. Exhibitions.
15.15 – 16.00	<b>Plenary, Dr. Elke van Dermijnsbrugge</b>
16.00 – 16.30	<b>Closing Remarks</b>

## STRAND PRESENTATIONS

The following section contains abstracts of the presentations to be made during the Alliance for International Education conference 2025.

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: *Educating for Peace and Social Justice: Teaching, Learning, Curriculum***  
**(1)**

**STRAND B: *Educating for Peace and Social Justice: Teaching, Learning, Curriculum***  
**(2)**

**STRAND C: *Educating for Peace and Social Justice: International Education and International Mindedness***

**STRAND D: *Educating for Peace and Social Justice: Leadership, Management and Teacher Development***

## **STRAND A: Educating for Peace and Social Justice: Teaching, Learning, Curriculum (1)**

### **Strand Leader: Dr Hana Kanan**

<b>Presenter</b>	<b>Yinka Chinery</b>
Title of presentation	Shaping Change Through Student Voice: Driving Reflective and Responsive Practice
Email	y.chinery@ishthe Hague.nl
<p>This presentation will highlight the role of student voice in shaping responsive and equitable teaching practices. It makes the case that educating for peace and social justice must begin by recognising students as active participants in their learning, whose unique perspectives can (and should) inform pedagogical decisions. This is especially important in international school settings, where classes are incredibly diverse and shaped by a wide range of prior educational experiences, languages, and values. In such contexts, relying solely on curriculum frameworks or institutional guidelines risks overlooking the individual needs of each learner.</p> <p>The presentation focuses on the role of teachers as responsive educators who integrate student voice into their reflective practice. Drawing on a case study focused on improving the transition from primary mathematics to the International Baccalaureate Middle Years Programme (MYP), the presentation will demonstrate how student voice was captured and analysed to identify gaps and opportunities. Methods included open-ended video narratives, scaffolded written tasks, activity-based focus groups, and clarifying interviews. Thematic analysis, guided by carefully selected theoretical frameworks, revealed insights into student experiences that informed meaningful changes for future cohorts. The presentation will share specific findings from the research while also highlighting the broader implications of this inductive, student-centred approach. Attendees will see how these methods can be adapted not only for institutional review, but also for everyday classroom practice—supporting more just and inclusive educational environments.</p>	

<b>Presenter</b>	<b>Kassi Fineberg</b>
Title of presentation	Bridging Contexts, Building Peace: Storytelling Approaches from a United World College (UWC) Perspective
Email	k.fineberg@uwcdilijan.am
<p>This presentation explores how storytelling can transform peace education from abstract ideals to tangible learning experiences. Drawing from experience at UWC Dilijan, I will demonstrate how authentic narratives create meaningful connections to peace-building</p>	

concepts while combating the growing apathy and fatigue among today's youth and the educators who work with them. The presentation will also address teacher exhaustion and disillusionment, offering strategies to help educators reconnect with their passion for peace education despite systemic challenges. It will address the critical question facing mission-driven educational institutions: How can we make 'education a force to unite peoples, nations and cultures for peace and a sustainable future' in actionable, practical ways? Through compelling examples, I will illustrate the journey from viewing peace as an unattainable ideal to empowering students and staff to effect change within their spheres of influence.

The presentation will highlight: specific storytelling methodologies that effectively engage diverse learners in peace education; strategies for revitalizing student commitment to social justice when faced with global challenges; and practical approaches for educators to implement immediately, regardless of their institutional context. By sharing both successes and challenges from my UWC experience, I provide an honest examination of the difficulties in maintaining idealism within mission-driven systems. Participants will gain insights into how international education's unique positioning can bridge diverse learning environments while pursuing shared peace-building objectives. This presentation will demonstrate how pedagogical innovation can transform theoretical concepts into lived experiences. Attendees will leave with concrete tools to help their students recognize their agency in creating positive change, reinforcing international education's vital role in cultivating future peacemakers.

<b>Presenter</b>	<b>Joy Delizo-Osborne</b>
Title of presentation	Enhancing Pedagogy with Student Achievement Partners' e2 Instructional Practice Suite
Email	jdelizo-osborne@studentsachieve.net

In this presentation, I will delve into the Student Achievement Partners' Essential x Equitable (e2) Instructional Practice Suite, showcasing how it can be leveraged to promote peace and social justice in the classroom. The session will begin with an introduction to the e2 framework, followed by a detailed exploration of its key components and how they align with the principles of peace education and social justice. I will share practical examples and case studies from my own teaching experience, as well as concrete curricular and classroom examples from our organization's work in the US, demonstrating the impact of e2 practices on student engagement and learning outcomes. The presentation will conclude with strategies for assessing the effectiveness of these practices in fostering an inclusive and equitable learning environment.

The presentation will highlight how the e2 instructional practice suite can be a powerful tool for educators. By integrating e2 practices, teachers can create classrooms that not only excel academically but also nurture a culture of social justice. The presentation will emphasize the potential role of international education in promoting these values through effective instructional practices. It will provide attendees with actionable insights into how the e2 instructional practice suite can enhance their teaching methods. By focusing on practical implementation and real-world examples, the session aims to equip educators with the tools they need to integrate social justice into their pedagogy effectively.

<b>Presenter</b>	<b>Warren George</b>
Title of presentation	Designing Futures: Co-Creating Professional Learning for Peace and Social Justice
Email	warrenelton.george@ibo.org

In this session we will explore how design thinking is not just a methodology but a mindset that underpins the International Baccalaureate's approach to professional learning. Grounded in empathy and inclusion, our process begins by deeply understanding our educators, not simply designing for them but with them. This shift from purely delivering content to enabling co-creation challenges us to reimagine our roles: educators are not passive recipients but designers of their own learning journeys. At the heart of this is our shared mission: to develop inquiring, knowledgeable and caring young people who contribute to a more peaceful world through intercultural understanding and respect. If that is our aim for students, what must we expect of ourselves as educators? How must we learn, collaborate and grow to prepare learners to become agents of change?

Together, we will examine how the IB's professional learning model, rooted in social constructivism, gives educators a voice, a choice and the agency to shape their growth. Our framework invites inquiry, embraces diversity and ensures learning is meaningful, contextual and globally relevant. Educators collaborate in inclusive environments where differences are seen not as barriers but as sources of insight. This approach requires us to listen, to reflect, to build not alone but collectively. It ensures that we strike a balance between personal mastery and collective responsibility, between individual expertise and team collaboration. Our inquiry-driven approach creates space for iteration and reflection, while reusable artefacts ensure learning translates into real world practice. We will challenge ourselves to understand not only how IB professional learning is designed but why it is designed this way. When educators engage in collaborative learning ecologies with an emphasis on reciprocity, they do not just participate, they transform. They become part of a living, evolving community that learns with and from one another.

<b>Presenter</b>	<b>Abmi Handayani</b>
Title of presentation	Kitchen Bytes: Mapping Cultural Understanding Through Digital Food Projects
Email	a.handayani@isalmere.nl

International schools serve as cultural crossroads where multiple identities intersect and engage. This presentation explores how AI-powered food heritage documentation can develop intercultural understanding that promotes peace and social justice. Food serves as a universal cultural bridge, and when combined with AI's analytical capabilities, creates learning experiences that reveal connections between diverse communities while addressing global food inequities. The presentation demonstrates a working prototype of an AI-enhanced cultural food documentation system, supported by a theoretical

framework connecting food heritage to social justice and peace education. The system collects personal food stories from multicultural school communities and reveals how traditional recipes reflect ancient trade routes and shared heritage. For example, Indonesian rendang's spice blend connects to South Asian culinary traditions through maritime trade networks, challenging students' assumptions about cultural boundaries.

Ethical considerations including data privacy and cultural appropriation risks will be addressed. Students discover that their 'different' food traditions often share common origins, ingredients, and values, building empathy and breaking down stereotypes. By documenting family recipes alongside stories of migration and celebration, students recognize interconnections between food systems, cultural identity, and global inequities. The AI analysis reveals patterns of historical trade and contemporary food justice issues, encouraging empathy and agency within school communities. This framework transforms international education's multicultural advantage into actionable tools for peace and social justice understanding.

<b>Presenters</b>	<b>Nicola van der Venne and Niki Cooper-Robbins</b>
Title of presentation	The beauty of entanglement: exploring the potential of art and creativity to revisit the concept of international mindedness in the 21st century.
Email	ednam@bath.ac.uk
<p>In an era marked by neoliberalism, rising nationalism, social inequality, and environmental degradation, we must critically examine the role of international education in fostering peace and social justice. This presentation proposes a re-examination of foundational educational values through a postmodern lens, exploring how we can cultivate a shared way of being in our diverse global communities.</p> <p>We position art and creativity as vital ways of knowing—powerful tools for knowing and being. Drawing on the concept of relational becoming (Barratt Hacking &amp; Taylor, 2020), we ask: How can education embrace the entanglement of diversity and develop an internationally minded rather than a globally minded community? How can we move beyond a liberal humanist philosophy towards deep interconnection, recognising the role of the arts in shaping our identities and relationships with others and the world around us? As educators and researchers, we reflect on our own journeys, illuminating the guiding principles that have shaped our practice. We explore how the values of United World Colleges (UWC) have influenced our work, providing a framework for fostering meaningful intercultural dialogue and engagement. Through this discussion, we invite participants to consider how education—grounded in creativity, reflection, and relationality—can serve as a catalyst for international mindedness, ultimately leading towards a more just and peaceful world. By revisiting these core values within a contemporary context, we aim to inspire dialogue on the transformative potential of education to nurture connected, compassionate, and socially responsible international communities.</p>	

<b>Presenters</b>	<b>Toru Kataoka</b>
Title of presentation	Nuclear Disarmament and Negative Capability
Email	kataoka@hokusei.ac.jp
<p>In the current era of global insecurity, we are in a difficult situation with respect to presenting a blueprint for a better future, especially in the field of nuclear disarmament. This is not only because there are nations with nuclear weapons. The world also needs more effective educational practices in schools and universities. In other words, we need to bring about a paradigm shift in global security as Professor Paul Rogers (University of Bradford) has proposed (<i>Losing Control: Global Security in the Twenty-first Century</i>). I teach 'Peace Studies', one of the general education courses at Hokusei Gakuen University, Sapporo, Japan, where I introduce the concept of negative capability, especially when I talk about nuclear weapons such as the atomic bombs in Hiroshima and Nagasaki. Of course, learning from the lessons of Hiroshima and Nagasaki is of great</p>	

importance, even leading to the emergence of the global *hibakusha* (atomic bomb survivors) as a global consciousness. However, this sometimes leads to the superficial conclusion that such tragedies should be understood as historical lessons. One of the purposes of international education is to understand these lessons beyond such simplicity. For example, in my course, I emphasize the historical fact that the Japanese government had a plan to secretly make atomic bombs during World War II, which most students don't know and find surprising. That is to say, it is necessary to rethink our/their ideas about world/Japanese history through tireless efforts and passion. So I believe that the concept of negative ability is effective in such an educational way. This also requires further discussion of 'how' to teach, which I will raise in this presentation.

## **STRAND B: Educating for Peace and Social Justice: Teaching, Learning, Curriculum (2)**

### **Strand Leader: Dr Jack Levy**

<b>Presenters</b>	<b>Michal Pazner and Oded Kutok</b>
Title of presentation	Shared Habitats – Eco-social training by design-based educational experiences
Email	michal.pazner@shenkar.ac.il o.kutok@gmail.com
<p>The current heights of violence, animosity, and hatred fuelled by war in the Middle East suppress hope and discourage many from promoting dialogue between Palestinians and Israelis, Arabs and Jews. Despite the tireless work of peace activists in Israel and Palestine, their voices are often overshadowed. Now, more than ever, it is essential to prioritize building empathy, trust, and open communication between these communities' cornerstones of any sustainable peace. In this presentation, we will share three projects from our portfolio, each illustrating a different approach to addressing ongoing conflicts and fostering connections. Common Habitat is a collaboration between PADLab Shenkar (Post Anthropocentric Design Laboratory) and AJEEC, an Arab-Jewish organization based in Israel. This learning program, with already 150 participants, centers on a 3-hour experiential workshop that brings together young participants from both Arab and Jewish communities to engage in real and simulated natural habitats. Through playful and creative activities, participants interact with the natural environment and adopt the perspectives of local animals and plants. This unique approach enables them to transcend cultural differences and overcome language barriers, intentionally minimizing reliance on spoken language as a communication tool. In Distribution Station – a project by Connecting Stations, an interdisciplinary bi-national team of designers, creators, educational developers and educators – visitors to an old flour mill are invited to explore the shared symbolism of wheat, wheat fields, and agricultural labor in the national visual narratives of both Palestinians and Israelis. Against the backdrop of the ongoing destruction of wheat fields in Gaza and nearby Israeli villages, the interactive installation encourages visitors to send a wheat seed as a metaphorical blessing of regeneration and hope to one or both communities. Finally, River Views centers on rivers and their symbolic meanings as natural elements that persist through shifting human landscapes. Between any two communities flows a river — linking them, dividing them, or marking the memory of past or present conflict. In this workshop, using the combined powers of design, imagination, empathy, and AI, participants from contested communities share their narratives and co-create imagined future rituals for a shared future.</p>	

<b>Presenter</b>	<b>Cora Lavesini</b>
Title of presentation	Critical Action Framework
Email	cora.lavesini@naisr.nl
<p>This presentation illustrates collaborations made between a social impact lead at an international secondary school and a cohort of a Critical Action Curriculum Design course at a university in The Netherlands, who worked to solve real-life issues being faced when designing a critical action curriculum using a framework for approaching critical action – which provides teachers with steps to curriculum design with the main goal of helping students respond to uncertainty in the world. Critical Action Learning Exchange (CALE) is dedicated to empowering students as transformative agents when facing socio-environmental issues that affect them and their communities, as well as empowering teachers who face a conflict of motives when trying to implement critical reflexivity and collaboration to elicit criticality alongside classroom practices centred around content-heavy curriculum delivery, requiring a paradigm shift in classroom practices.</p> <p>International education has a privileged and inclusive scope as it gathers many stakeholders from all parts of the world. It is vital that this be the starting point for education towards peace and social justice. Although there are ready-made curricula which include this duty of care towards society, such as the International Baccalaureate, there are many schools which do not implement the entirety of these curricula, and therefore find the need to fill gaps in Social Impact education using their bespoke curriculum projects. In preparing learners for critical action, the path towards peace and social justice is paved through experiences that empower, transmit international or shared human values and encourage critical reflexivity. In this critical pedagogy and practice collaboration the focus was placed on the practicality and effectiveness of the framework and its impact on learning and teaching through implementation of a derivative of Freirean pedagogy with a 21st century focus.</p>	

<b>Presenter</b>	<b>Latifa Hassanali</b>
Title of presentation	Advancing Peace and Social Justice through Global Competence and Sustainability Education
Email	lhassanali@acs-schools.com
<p>In an era of global uncertainty, equipping students with the skills to navigate complex social, environmental, and economic challenges is critical. This session will explore how international education can foster peace and social justice through curriculum development, assessment, and institutional commitment to sustainability and global competence. Insights will be shared from a guiding framework that embeds sustainable principles across curriculum and operations. Additionally, I will present findings from our White Paper commissioned with Harvard University's Research Schools International, 'Global Competence Education – Preparing Students to Thrive in an Uncertain Future',</p>	

which outlines key competencies necessary for students to engage effectively in an interconnected world.

This session will provide a comprehensive overview of our school's initiatives to integrate sustainability and global competence into our curriculum and assessment practices. Attendees will gain insight into three key elements of our work: The Sustainability Charter [A roadmap for embedding sustainability into teaching, learning, and institutional practices. We will discuss how this charter serves as a guiding document for curriculum development and student engagement in sustainability efforts, as well as data-rich progress mapping], Curriculum Inquiry on Sustainability Education [I will present data from an internal assessment of strengths and gaps in the taught curriculum across a group of UK international schools for 3-19 year olds], Survey on Global Competence [To better understand our community's perspectives, we conducted a survey among students and faculty to assess perceptions and practice of global competence education. We will discuss this survey and how surveys don't always provide the results we seek]. By sharing our philosophy, research, and praxis, we aim to inspire educators and compare resources that empower schools critically to examine their own curriculum and assessment models. In a world facing overwhelming global environmental challenges (including their social, political, and economic intersections), we aim to inspire coalitions of educators who can reflect and act on their responsibility to promote peace and social justice.

<b>Presenters</b>	<b>Catherine Manawatao Gassner and Alec Sibbald</b>
Title of presentation	Teaching Through Memoir: Storytelling as a Tool for Peace and Social Justice
Email	catherinemgassner@gmail.com alecsibbald@gmail.com

This presentation will begin with a brief introduction and the sharing of a short personal memoir highlighting identity, transformation, and cross-cultural understanding. This lived experience will set the tone and connect to the broader theme: stories help us see each other more fully, build empathy, honor identity, and open conversations across differences. It lays the foundation for understanding memoir as a vital tool in educating for peace and social justice. The presentation will then transition into practical strategies for teaching memoir across different subjects. Participants will explore how personal narratives can be used as lenses for historical events, 'discovery moment' memoirs in science, and 'math autobiographies' in mathematics. The importance of modeling storytelling through appropriate, personal examples will be highlighted as a way to build trust and invite vulnerability. Strategies for encouraging multimodal memoirs (podcasts, comics, and visual storytelling) will be shared to show that memoirs extend beyond traditional essays. Participants will also consider how memoirs from diverse voices cultivate empathy, how to support critical reading by examining systems of power, and how to anchor memoir work to essential questions like 'Whose voices are heard and whose are missing?' The session will also connect these strategies back to the larger purpose: why memoir matters in the context of peace and social justice. Memoirs build empathy and humanize complex issues, amplify marginalized voices and celebrate identity, and inspire critical reflection and action toward change. The session will close with an invitation: when we center storytelling in our classrooms, both students' and our own, we move beyond content delivery to nurture empathy, courage, and action. Participants will be encouraged to explore how storytelling connects to pedagogy for peace and justice, through open-ended prompts and an invitation to share reflections and ideas for action.

<b>Presenter</b>	<b>Anne Tabak</b>
Title of presentation	Picturing Peace
Email	a.tabak@ishthehague.nl

International education is widely praised for fostering critical thinking, global citizenship, and holistic education. However, peace education is often implicit, and its efforts can fade in the face of rising nationalism, exclusion, and violence. How can we address the despair and indifference our students bring into the classroom, especially concerning global warming, migration, and violent conflicts? How can we equip them with the tools to navigate polarising social dynamics at school, in social media, and in the world?

The project 'Picturing Peace: Inspiration, Idealism, and Identity', by Stichting Denkroutes, offers secondary school teachers an explicit approach to teaching for peace and social

justice, combining age-appropriate understanding and creative engagement. In this presentation tangible outcomes of the project will be shared, while exploring the urgency and potential of intentional peace education:

- ‘Searching for Peace: Jazzy & Bertha von Suttner’: A comic book about Bertha von Suttner, a 19th-century peace heroine, related to The Hague as a city of peace. How can we enhance the legacy of peace in daily teaching?
- A Concept-Based IB Middle Years Programme Unit: the 9-week unit for Year 9 Integrated Humanities students on ‘How should we fight for peace?’ Exploring the balance between violence and peace in Individuals & Societies.
- Peace People at Work: A collection of student interviews with peacebuilders—exploring the value of building networks around the school for deeper understanding.
- The project is grounded in the work of Fred Polak, Johan Galtung, Linda Groff, Paul Smoker, Micha de Winter, and others. Should these writings be incorporated into teacher training, particularly for teachers in UWC and IB schools?

The session will explore how international education can strengthen its commitment to peace and social justice, embedding these values more intentionally into curricula. Participants will explore the opportunities and challenges of peace education through examples of teaching materials shared during the presentation and through the discussion that follows.

<b>Presenters</b>	<b>Karen Taylor and Sean Power</b>
Title of presentation	Listening for Learning and Communicating Belonging
Email	ktaylor@wellingtoncollege.org.uk spower@florimont.ch

A longstanding dichotomy in Western thought distinguishes emotion from cognition and, traditionally, privileges reason. This separation has shaped educational practices, often reinforcing hierarchical structures that marginalize the emotional dimensions of learning. However, research in affective neuroscience demonstrates the interdependence of emotion-based and cognitive neural processes (Immordino-Wang, 2016). Moreover, emotions are not universal; rather they are shaped by cultural contexts, influencing how students (and teachers) express and regulate emotions in learning environments. Recognizing the role of emotions in learning offers the possibility of designing more effective learning environments that enhance cognitive engagement while contributing to social justice by fostering inclusive and equitable classrooms.

At The Bridge, Wellington College’s centre for research, learning and teaching, we have developed a workshop for classroom practitioners that deconstructs the relationship between emotion and cognition. The workshop explores modes of communication and pedagogical approaches to dealing with conflict, contributing to a classroom climate of positive communication and mutual understanding – essential elements of an education for peace – especially in diverse classroom settings. Drawing from research on the pedagogy of discomfort, we aim to help educators develop a more nuanced understanding of both verbal and non-verbal communication (teacher-student and student-student) in order to create inclusive classrooms that challenge dominant narratives and foster critical engagement. Fundamental aims of the workshop include:

- Critically reflecting on how one’s personal and social identity informs pedagogical practices, curriculum and course development;

- Communicating effectively and productively with students on the impact of identity constructs on the classroom environment;
- Creating inclusive classroom environments that draw intentionally and positively from the diversity of the student population to support learning and critical thinking; and
- Implementing innovative pedagogical practices and approaches that promote intercultural learning and constructive dialogue around difficult topics.

In this session we will briefly outline the content and structure of the workshop, leading to subsequent discussion that may explore challenges in fostering inclusive dialogue and collaboration on ways to adapt these approaches to different cultural and educational contexts. Through this exchange we aim to further refine this professional learning programme to better support international schools in their efforts to advance an education for peace and social justice.

<b>Presenter</b>	<b>Angie Kotler</b>
Title of presentation	The Art of Global Peacebuilding and Excellence in Education: pathways to hopeful transformational practice
Email	angiekotler4@gmail.com

In 2014, 20 years after genocide in Rwanda, a school for 3-15 year olds was built by a small UK-based international non-government organization (INGO) and tasked by the Rwandan Government to become a model of educational excellence. At the same time teachers were being asked to contribute to peacebuilding. To design an effective pedagogical approach to include peacebuilding without compromising academic excellence or vice versa, it was important to explore the intersection of excellence, peace and social justice. Only when it was clear what excellence, peace and social justice meant to local stakeholders in this particular time and place could the expertise of external partners be usefully harnessed. It was therefore the role of the INGO to listen carefully and to nimbly mediate between the school team, Rwandan Government officials and potential international partners.

The '4Rs' framework guided thinking (Novelli, et al, 2016): recognition, representation, redistribution and reconciliation were all required for lasting peace. Using the Everyday Peace Indicators (MacGinty & Firchow, 2016) process was critical, helping everybody to listen and sometimes navigate opposing values which would underpin decision-making. The INGO took a decolonial stance, encouraging local agency for sustainable transformation. Some international intervention had an instant and powerful impact, eg the introduction of positive behaviour management which replaced corporal punishment, transforming classrooms and paving the way for exploration of peace and justice to become foregrounded in school life. At other times the school team had to consider carefully whether to compromise their values, in order to receive international support. Two external evaluations of the school in 2017 (Rutayisere, 2017) and 2018 (Hanson & Doyon, Aegis Trust) showed powerful outcomes: in academic achievement, global competencies and a peaceful school ethos. Further, action research led to a framework for excellence and peace, and much learning about international education partnerships.

## **STRAND C: Educating for Peace and Social Justice: International Education and International Mindedness**

### **Strand Leader: Dr Boris Prickarts**

<b>Presenter</b>	<b>Bernadette Richards</b>
Title of presentation	Supporting Transnational Students Thrive in International Schools
Email	brichards@acs-schools.com

In our interconnected world, transnational students—those relocating across borders for education—face unique challenges adapting to new cultures and host countries. Frequent relocations often lead to unresolved feelings of loss, identity disruption, and heightened acculturative stress. While existing research primarily focuses on university-level students in Western contexts, pre-tertiary transnational students in international schools remain under-researched and underserved. With over seven million students studying internationally, understanding and supporting this growing demographic is crucial.

Transnational students, as prototypes of future global citizens, require structures that affirm their identity, promote intercultural understanding, and empower them to contribute to peaceful and just societies. This presentation arises from doctoral research that investigates the intersection of risk and protective factors influencing transnational students' experiences in international schools. It examines whether sustainable, psychoeducational support programmes can mitigate acculturative stress and enhance psychological wellbeing, academic success, and social integration. Based on an exploratory survey designed to identify:

- Key risk and protective factors experienced by transnational students;
- The moderating role of support networks, coping strategies, and personality traits in the acculturation process; and
- How support programmes can buffer the impact of stress associated with frequent relocations and cultural adaptation,

the presentation will provide:

- An overview of the lived experiences and challenges faced by transnational students.
- A detailed explanation of the research design, methodology, and early findings.
- Thoughtful considerations for policy and practice aimed at international schools and educational leaders.

Through this presentation and discussion, I aim to engage educators, policymakers, and researchers in collaborative dialogue to design and implement impactful support programmes tailored for transnational students in international schools.

<b>Presenter</b>	<b>Jessica Perez-Meza</b>
Title of presentation	Co-constructing Peace from the Classroom: A Community-Based Curriculum Approach in Mexico
Email	jessica.perezmeza@mail.mcgill.ca
<p>The rising violence in international contexts is a major concern. Global reports indicate a 64% increase in violence since 2021, placing Mexico among the top ten most affected countries (ACLED, 2024). Criminal organizations have deeply impacted the country, influencing younger generations who replicate destructive behaviours in school settings (McGlynn, 2009; Lozano, 2015; Flores, 2024). Youth participation in illegal activities becomes more visible in socially unjust contexts as a response to structural inequalities. While Mexican federal and state governments have undertaken educational initiatives to promote peace in schools, these have been insufficient (Fierro &amp; Carbajal, 2021; Kertyzia &amp; Standish, 2019). One way to foster peace can occur in the classrooms (Bickmore, 2017).</p> <p>This presentation introduces an ongoing research project that integrates Peace Education principles into a community-based curriculum (Johnson &amp; Levitan, 2021) as a strategy to address students' aggressive behaviours that mirror external violence. Following a Critical Peace Education approach (Bajaj, 2015), the presentation emphasizes the co-construction of peacebuilding strategies from curricula, which are often detached from local realities. Critical Peace Education highlights the need to challenge power issues that cause violence by bringing together local understandings through participation from community members to collectively develop attitudes of respect, tolerance, dialogue, and justice (Novelli, 2017; Reardon, 2021). The presentation will outline the participatory framework proposed to co-create peacebuilding strategies from the classrooms. In alignment with the overarching conference theme, this presentation advocates for active participation while contextualizing curriculum to create peace-oriented strategies. It also offers insights for curricular adaptations and pedagogical practices grounded in local contexts that strive to transform the structural barriers that create violence.</p>	

<b>Presenter</b>	<b>David S Suits</b>
Title of presentation	Reimagining the process of identity development in traditional international schools
Email	dss51@bath.ac.uk
<p>The most significant barrier to international mindedness education is arguably the wounding of identity that precedes personality growth and often breeds resentment and skepticism towards the concept. In this presentation I address this challenge by presenting a novel Jungian framework that reimagines how teachers role model international values. They enhance their ability to model personality growth by embracing uncomfortable contradictions and acknowledging painful imperfections within their shadow self. Rather</p>	

than a threat, cognitive dissonance could be understood as an internal contradiction that is resolved over time by a unifying force within us that drives the process of widening or unfolding consciousness. We move beyond an egocentric self towards a new alignment that serves as a counterbalance to our instinctual biological predetermined way of being. Individuals are driven by values, emotion, and intuition to creatively form a new identity. My theoretical contribution is grounded in my experiences as a doctoral researcher and published academic, alongside my background as both an International Baccalaureate graduate and educator. This presentation will share theoretical and empirical findings from my doctoral research project on adolescent creative confidence in international schools, including student perspectives as well as videos of their creative sketching process while they designed speculative visions for the year 2074. Further comparisons will be drawn between identity formation and creative confidence, a concept that has traditionally been confined to design and creative thinking domains, and recommendations provided for how social justice change-makers can build creative confidence by breaking free from a childlike association with the masses. They can strive to become self-actualized leaders who role model personality traits that widen the scope of possibility in the imagination of others to evoke the culture-creating spirit that points towards international mindedness. This activates an individual's sense of an archetypal journey towards wholeness.

<b>Presenters</b>	<b>Natalie Shaw and Callum Philbin</b>
Title of presentation	Conversations with 2050: Exploring ways of encouraging a sustainable future for our planet
Email	natalie.shaw@nhlstenden.com callum.philbin@nhlstenden.com

In this presentation, participants will be invited to consider the normative frameworks in contemporary international schools and the tension between acting upon the world and learning 'to become with the world'. Speaking as teacher trainers, we explore the paradoxes of sustainable development education and how they manifest in international schools, and across our own university spaces. We aim to elucidate ways to think beyond the Sustainable Development Goals by sharing examples from our international teacher training programme.

During the subsequent discussion, participants will be invited to assume different positions, guided by the framework 'Learning to become with the world' by the Common Worlds Research Collective. The framework's visionary declaration statements will be used as a springboard to encourage shared exploration by participants. In doing so, the session aspires to encourage the hopeful exploration of ways towards a sustainable future of international education that draw on what is already present in practice, offering a starting point for thoughtful dialogue, discussion, and the contemplation of possibilities.

<b>Presenters</b>	<b>Douglas Kidd and Boris Prickarts</b>
Title of presentation	Theo Thijssen and Ivan Illich: Folie à deux
Email	d.kidd@g-s-v.nl bjaprickarts@gmail.com

Theo Thijssen (1879-1943) was a Dutch educator, writer and politician who wrote extensively on the role of the teacher. He focused on teaching for what he called Good Freedom which was a balance between the individual's responsibility for their own actions and their right to make their own choices. Ivan Illich (1926-2002) was a Catholic priest and social critic who wrote polemically about the institutionalisation of modern society. He argued for what he called conviviality, by which he meant the freedom of communities to organise without the constraints imposed by modern institutions such as those of mass education and medicine. Putting these two cultural thinkers in dialogue with each other raises some common themes and tensions that speak directly to our modern moment and the theme of this conference.

The session will begin with a short presentation from each writer to set the scene and the culture into which they were writing. The role of each writer will be represented by one of the two presenters who will use direct quotes and give historical context on the work of Thijssen and Illich. Through their writings, we will explore themes such as autonomy and creativity, and the tensions between individual freedom and institutionalisation, local organisation and centralised control, and formal and informal structures.

Subsequent discussion will be based on the following provocations that emerge from the dialogue, for each of which we will invoke our two writers and invite input from participants:

- Schooling is a tool of the elite to control knowledge and constrain the individual.
- Educating for peace and social justice is indoctrination.
- Education is the site for autonomy, creativity and conviviality to thrive.

For both Thijssen (*Kees the Boy*, 1927) and Illich (*Deschooling Society*, 1971; *Tools for Conviviality*, 1973), peace and social justice were key concerns. Illich was addressing these concerns broadly in his promotion of conviviality and directly in his writings on education. Thijssen was concerned with the elevation of socio-economically disadvantaged children and the teachers' pedagogical freedom to achieve this. We believe that bringing these two thinkers into dialogue with each other, who were working at a time when the first international schools were opened (Thijssen), and when the sector blossomed (Illich) adds a provocative context. Combined with participants here in the 21st century, we create a conversation across cultures, languages and time periods to focus on that which is a common concern to us all.

<b>Presenter</b>	<b>Elisa Prisco</b>
Title of presentation	Bridges, Not Walls: Educating for Peace Through International Mindedness
Email	e.prisco@worldinternationalschool.com

The International Baccalaureate motto, ‘education for a better and more peaceful world’, finds its philosophical roots in Marie-Thérèse Maurette’s post-WWII work ‘Educational Techniques for Peace’. But what happens when this call is ignored? This presentation explores how the absence of intercultural understanding contributes to ideological extremism and conflict. When the need for cultural identity becomes immoderate and unchecked, it can foster fanaticism and hatred. Groups become entrenched in a zero-sum mindset, perceiving empathy or openness as a threat to their own worldview. The belief that truth is finite and exclusive leads to an ‘ideological deadlock’, where coexistence feels like surrender.

Drawing on the insights of psychotherapist Bert Hellinger, this presentation argues that peace becomes possible when the desire for annihilation ceases, and when individuals recognize that there are no better or worse human beings—only different ones. Peace begins with mutual recognition and respect. At home, peace starts as an act of intent and willpower. At school, it is further developed as a mission, guided by policies and practices that promote intercultural understanding. International schools, by nature, embody ‘cultural dissonance’. Their diverse communities of students, families, and educators make them powerful arenas for fostering international mindedness—defined by the IB as a shared openness to and appreciation of diverse cultures. International mindedness represents a decline in egocentricity and a conscious commitment to building a ‘third cultural space’. This is what the metaphor of bridges stands for: there’s me, you, and us. Only by nurturing this space can we educate true Global Citizens—individuals rooted in identity yet devoted to a shared humanity.

<b>Presenter</b>	<b>Richard Pearce</b>
Title of presentation	Updating the Third Culture Kid concept
Email	rldpearce@gmail.com

In recent years the Social Sciences have been swept by a world-wide critical force, the Replication Crisis. Classic research has been replicated but yielded different results. Often the foundations of current practice have been found to have been true only at a particular time, place or community. It is time to look again at the Third Culture Kid (TCK) paradigm. The ‘Third Culture’ of Useem and Useem was first identified as an experience of US American Christian missionaries in India, and TCKs as children with a parallel experience. Early international schools were British or American Anglophone institutions for children arriving in a ‘foreign’ country. But today the great majority of children in International schools come from elite host-country families. The teachers and administrators are

Anglophone expatriates, but many students go home each night to parents who do not question their own culture.

How are we to understand the experience of these students in this setting, so different from the classic TCKs? I propose to see the expatriate experience as a dislocation of normal culture-learning, which deprives the child of that consonant social environment of family, school and community which could teach them locally appropriate norms and values. Each child develops a personal pantheon of models and referents from whom they will accumulate a value-system. Where these clash, as in moving to a new country or school system, there is emotional pain and interrupted learning. Tanu's (2018) 'Growing up in Transit' illustrates this poignantly, showing the inequity of opportunity open to those whose cultural backgrounds differ from the dominant institutional discourse. This is a chance to prepare students for a culture-respecting life in a diverse world. The assumptions of the TCK paradigm do not apply. Suggestions will be made for seeing international school students in more individualised ways, and for research to provide a practical model for teachers and schools to use.

<b>Presenters</b>	<b>Peggy Pelonis and Julia Tokatlidou</b>
Title of presentation	Youth-to-Youth: A Transformative Model for Social Integration and Peacebuilding Through International Education
Email	pelonisp@acs.gr tokatlidouj@acs.gr
<p>In response to the 2015 European migrant crisis—when over 850,000 refugees arrived in Greece—ACS Athens launched the Youth-to-Youth Educational and Social Integration Programs, an initiative aimed at promoting inclusion, peacebuilding, and social justice through international education. This presentation will highlight how these programs were conceptualized and implemented under the leadership of Julia Tokatlidou, Dean of Academics, whose vision turned an urgent humanitarian need into a sustainable educational model. In collaboration with The HOME Project, an NGO providing shelter and holistic care to unaccompanied minors, ACS Athens has provided accessible, student-centered education and mentorship since 2016.</p> <p>The presentation will include: a brief context of the refugee crisis and the educational needs of unaccompanied minors; an overview of the part-time, full-time, and Business-to-Youth program structures; the transformative role of ACS Athens students as peer mentors; Key outcomes and challenges from over seven years of implementation; and insights on how school leadership, cross-sector partnerships, and ethical commitment are essential for long-term impact. The session presents an inclusive, real-world model rooted in equity, empathy, and community engagement, demonstrating how international schools can go beyond academic excellence to empower students as advocates for peace, cultural understanding, and social responsibility—core values of transformative education in today's global landscape.</p>	

## **STRAND D: Educating for Peace and Social Justice: Leadership, Management and Teacher Development**

### **Strand Leader: Liz Free**

<b>Presenter(s)</b>	<b>Francesco Banchini</b>
<b>Title of presentation</b>	İşıq Toxumları – Seeds of light: A roadmap for leaders and educators
<b>Email</b>	francesco.banchini@eas.az
<p>In an increasingly interconnected yet divided world, the role of leaders and educators in fostering peace and social justice is more critical than ever. "İşıq Toxumları - Seeds of Light" is a transformative session designed to inspire and empower educational leaders and educators to become catalysts for meaningful change.</p> <p>This session will explore how leadership and management practices can plant the seeds of equity, inclusion, and compassion in schools, impacting learners and communities. Participants will learn actionable strategies to embed peace and social justice into the core of educational institutions, ensuring that these values are not only taught but lived. Key elements of the session include:</p> <ul style="list-style-type: none"> <li>• Leadership for Equity: Practical tools to address systemic inequities and promote inclusive practices within schools.</li> <li>• Building Compassionate Communities: Strategies to nurture empathy and collaboration among students and staff.</li> <li>• Transformative Management: Aligning organizational goals with the principles of social justice to foster a culture of shared responsibility and purpose.</li> </ul> <p>Through interactive activities, real-world case studies, and reflective exercises, participants will be engaged and inspired to lead with vision and purpose. The session will also provide a roadmap for leaders and educators to evaluate their own practices, develop sustainable initiatives, and measure the impact of their efforts in creating more equitable and peaceful learning environments.</p>	

<b>Presenters</b>	<b>Nicky Bourgeois and Susan Ledger</b>
Title of presentation	A solutions-focused examination of women’s leadership experiences in international schools: An invitation for all
Email	nicola.bourgeois@uon.edu.au susan.ledger@newcastle.edu.au
<p>The UN’s Sustainable Development Goal 5–Gender Equality suggests that without significant intervention, it will take 140 years before women have equal representation in leadership positions. In terms of social justice, the under-representation of women in educational leadership also reflects broader systemic issues that impact women’s opportunities and limit contributions. While women’s leadership initiatives in international education continue to develop, there is a need to engage more broadly to accelerate the realisation of equity in educational leadership. Greater advocacy and engagement are needed for long-term, sustainable change to occur. This presentation shares findings from research into women’s leadership experiences and development in IB international schools. The research provides a timely and necessary exploration of women’s experiences and, from this viewpoint, gains insight into the broader systems, supports, contextual features and constructs that act as barriers and facilitators to leadership. The study illuminates a range of leverage points for moving towards equal rights, opportunities and treatment for all.</p> <p>Drawing from analysis of multiple case studies, we argue that there remains a critical need for structured pathways to support leadership capacity building for women in international schools. The research confirms that leadership pathways remain somewhat makeshift, with many women leaders citing ‘luck’ as a key element in their leadership journey. These interviews illustrate a clear tension between agency in career development and the recognition of oneself as a leader. Some elements of this tension are seen to be individual, whereby women are not wanting to be seen as strategic or too obvious in recognising themselves as potential leaders. Using a socio-ecological representation of international schooling, other impacts are seen to be entrenched across community, the ecosystem of individual schools, the built-biome around them, and the biosphere, or world. Despite the research focus on women, the presentation remains an invitation for all to help solve this ongoing, complex problem. It prompts discussion of an important question: How might current and future leaders with a social justice orientation ensure that the agency of individual women wanting to pursue leadership pathways in international schools is best supported?</p>	

<b>Presenter</b>	<b>Cecile Doyen</b>
Title of presentation	Advancing socially responsible leadership through international education
Email	ceciledoyen@cois.org
<p>This presentation will explore the role international schools and higher education institutions can play in developing socially responsible leadership (SRL) with their communities. The Council of International Schools (CIS) has recently updated its mission and vision to focus its purpose on developing socially responsible leadership through international education. Related concepts include institutional growth and development areas such as global citizenship, I-DEA (inclusion through diversity, equity and anti-discrimination), and intercultural learning. At the intersection of these growth areas, peace and social justice can flourish. The presentation will stimulate thinking and exchange on how this refreshed purpose can encourage international education institutions to:</p> <ul style="list-style-type: none"> <li>• Identify and prioritize the steps they can take to pursue a socially responsible purpose that is relevant to their community</li> <li>• Co-construct a community wide commitment to socially responsible leadership</li> <li>• Sustain inclusive culture and community engagement</li> <li>• Foster dialogue and communities of practice for peace and social justice</li> </ul>	

<b>Presenter</b>	<b>Evelyn Hargett Galan</b>
Title of presentation	Building a Caring Community through Intercultural Understanding
Email	ehg28@bath.ac.uk
<p>Leadership in the international school context often recruits and employs a faculty that represents multiple cultures, languages, identities, values, beliefs and norms. This inherent diversity enriches the learning environment to provide diverse perspectives and provide learners with representation and connections with the adults in the community. Most schools provide an introduction to the host country culture and norms during a faculty orientation at the start of the year. They may even work collaboratively to create community agreements for positive collaboration through agreed-upon expectations. However, it is rare that regular, systematic time will be dedicated to building cultural bridges across the faculty such that everyone learns about one another's norms and identities, our commonalities and reminders of our humanity.</p> <p>My research on education management has utilized a case study approach to compare and contrast two places of employment. It highlights the importance of building a self-aware community who act with intention demonstrating an intercultural understanding for constructive interactions.</p>	

This presentation links the concepts of intercultural community, constructive interactions, effective collaboration, fair representation and equitable participation. Through the presentation, I will raise issues for consideration, and reflection. I will offer some extensions on this research to support community-building for learning that values peace and social justice that I have uncovered and pose provocative reflective questions such as:

- What ways are schools moving beyond thematic international days to relationship building through learning about one another in meaningful ways?
- How can a faculty influence learners through international education without applying intercultural understandings consistently?
- What ways can leadership provide opportunities for building intercultural understanding between faculty members? Between school and families? Between learners?
- How can we systematically embed intercultural communication into our professional learning and meeting times?

<b>Presenter</b>	<b>Lynda Thompson</b>
Title of presentation	Challenges for middle leaders in operationalising peace and social justice in international schools
Email	lyndathompsonisq@gmail.com

Peace and social justice are essential in today's globalised world, highlighting opportunities for all and addressing systemic inequalities. Schools play an essential role in supporting collaboration, respecting diversity and resolving conflict. Although these qualities can be seen in the mission statements of many schools, they need to be operationalised. Given the nature of their role, as a bridge between senior leaders and teachers, middle leaders in international schools work to translate the school's mission into meaningful actions. It is, therefore, middle leaders who face huge responsibility: to make peace and social justice reality. Their leadership approach, leading by influence, supports this ethos. Their ability to build inclusive, collaborative communities creates cohesion. Traditionally their roles may have been focused on curriculum and supporting their teams; however their responsibility for peace and social justice alters this focus.

This presentation will be based around exploring the key themes of middle leadership and their relevance for the operationalisation of peace and social justice. The following discussion will enable participants to share experiences from their own contextual, and possibly role-led, perspectives, and shall be centred on:

- How does the lack of clarity regarding the role of middle leaders impede the development of peace and social justice in schools?
- How would collaboration be structured, and supported, to enable middle leaders to work together towards peace and social justice?
- How do middle leaders value different perspectives to promote inclusion?
- How can a middle leader support colleagues and students to develop their own learning through social justice and peace?

Middle leadership in schools, an under-explored research topic, applied to the area of social justice and peace, provides us with an opportunity for rich discussions. Building upon my own research interests as a doctoral student, this session provides the stimulus to inform further research.

<b>Presenter</b>	<b>Gillian Ashworth</b>
Title of presentation	How can teacher wellbeing be promoted by schools in ways which recognise and empower diverse teaching staff?
Email	gla21@bath.ac.uk
<p>Teacher wellbeing has come to the fore as a ‘hot topic’ in recent years. Research in this area has, however, tended to reflect Western contexts and biases, while voices from ‘the global South and developing countries’ have tended to remain largely unheard – as noted by the IB-commissioned literature review on teacher wellbeing carried out by the Oxford University Wellbeing Research Centre: Wellbeing for Schoolteachers (2024). This represents a significant issue in the context of international schools, and their often diverse teacher demographics. Some efforts have been made to address this area with initial exploratory studies, including one carried out by myself for the research thesis of my EdD, which is still ongoing. This presentation will include some initial findings and possible emerging themes. In addition, findings from elsewhere have observed that, as one article put it, ‘Few teachers could name any wellbeing programs at their school’. Two further strands will also be included in the presentation:</p> <ol style="list-style-type: none"> <li>1. The importance of teacher wellbeing, and why schools need to both take it more seriously and engage with it more proactively;</li> <li>2. Suggestions for practical guidance for schools on how to address the issue of teacher wellbeing in practical terms, both in policymaking and further action; and how to do so in more inclusive and equitable ways.</li> </ol>	

<b>Presenter</b>	<b>Janice Stewart-Yates</b>
Title of presentation	Building Bridges: Overlapping Foundations of Peace Education and DEIJB (Diversity, Equity, Inclusion, Justice, Belonging)
Email	weejanhen@hotmail.com
<p>This presentation aligns with Educating for Peace and Social Justice by emphasizing how DEIJB and Peace Education together address systemic inequities and cultivate global citizenship. International education serves as a catalyst for this integration, fostering dialogue and action across diverse contexts. This session will explore the intersections between Peace Education and DEIJB, highlighting how integrating these frameworks can foster inclusive, equitable, and just learning environments. The presentation will highlight professional development strategies that empower educators to teach with cultural competence and conflict sensitivity such as going beyond the five Fs, whilst focusing on inclusive teaching practices that create equitable learning environments while promoting a culture of peace: not forgetting the aim to inspire actionable insights and collaboration, embodying the spirit of peacebuilding and social justice in education.</p> <p>The presentation will highlight the mutual goal in Peace Education and DEIJB of fostering inclusive and harmonious societies. Both frameworks emphasize empathy, dialogue, and equity. They also address the complex subject of educating for peace and the barriers</p>	

encountered in teaching this topic. The presentation will also discuss the challenge of implementing such a broad concept, including recent resistance to DEIJB, and the overall benefits.