

# ALLIANCE FOR INTERNATIONAL EDUCATION



## WORLD CONFERENCE

Mumbai, India

10 – 12 October 2014

**Intercultural Understanding**  
*Reflection, Responsibility and Action*

## STRAND PRESENTATIONS

*updated post-conference*

This booklet contains abstracts of all the presentations made during the  
Alliance for International Education conference 2014.

The order in which presentations are included in this booklet does not  
necessarily represent the order in which the sessions took place.

## STRAND A :THE NATURE OF INTERCULTURAL UNDERSTANDING

(Strand Leader: Walther Hetzer)

<b>Presenter</b>	<b>Sumaya Alyusuf</b> <b>Manager for Global Education Organisation, International Baccalaureate</b>
<b>Title of Presentation</b>	The role of intercultural understanding in international mindedness
<b>Email</b>	<a href="mailto:sumaya.alyusuf@ibo.org">sumaya.alyusuf@ibo.org</a>
<p>An IB education recognizes that there are diverse ways of knowing which create different world views as contexts for action. Seeking to understand how and why diverse world views are constructed is an important aspect of being internationally minded. This session will explore the link between diverse viewpoints and international mindedness. It will look at how both can be promoted through the development of multilingualism and inclusion practices to inform action through global engagement throughout the continuum of IB programmes (Primary Years, Middle Years, Diploma, and Career-related Certificate). During this session, participants will be encouraged to share an understanding of the meaning of international mindedness. Multiple perspectives will be shared of good practices in multilingualism, intercultural understanding and global engagement. Participants will be encouraged to reflect on what international mindedness looks like in particular school communities and ways to further promote it, as well as to consider the opportunities and the challenges presented.</p>	

<b>Presenter</b>	<b>Michael Donnelly</b> <b>Lecturer in International Education, University of Bath, UK</b>
<b>Title of Presentation</b>	A new approach to researching (inter)nationalism in school settings
<b>Email</b>	<a href="mailto:m.p.donnelly@bath.ac.uk">m.p.donnelly@bath.ac.uk</a>
<p>A new approach to researching school messages about (inter)nationalism is proposed in this presentation, which uses Bernstein's ideas to elucidate the underlying structures of power and control within school settings. Inspired by the mainly British ethnographic studies from the 1970s and 1980s, including Stephen Ball's Beachside and Colin Lacey's Hightown Grammar, the approach looks at the fine grained institutional, organisational and social aspects of schools. This includes all of those routine, everyday and often taken for granted aspects of school life. In this presentation, particular attention will be given to the selection, sorting and grouping of pupils and staff, teacher-student interactions (including teacher expectations), time and space, events, activities, practices, processes, texts and artefacts.</p> <p>Bernstein is drawn upon to help theorise about how such everyday and routine aspects of school life can carry messages about (inter)nationalism. On one level, the concepts are helpful in elucidating boundaries at the organisational level of school, which can transmit messages about (inter)nationalism. At another level, these concepts are used here to make sense of the ways in which schools and teachers (re)present citizenship in a global context. The presentation will conclude by discussing some of the opportunities and challenges of applying this approach empirically to make sense of the messages international and national schools transmit, and the ways in which they can shape young people's sense of self and identities.</p>	

<b>Presenter</b>	<b>Debra Williams-Gualandi</b> <b>Upper School Principal, International School of Florence, Italy</b>
Title of Presentation	Intercultural understanding and identity building
Email	<a href="mailto:debrawilliamsqualandi@gmail.com">debrawilliamsqualandi@gmail.com</a>
<p>Definitions of intercultural understanding overlap to the extent that a combination of knowledge, skills and attitudes are considered intrinsic to the concept. This presentation aims to compare and contrast three working definitions of the concept of intercultural understanding from recent literature (Hill's Intercultural Understanding, Heyward's Intercultural Literacy Model, Hammer &amp; Bennett's Intercultural Development Inventory) as a base for discussing the impact of intercultural encounters on identity building. The notions of process and practice will be considered in an effort to explore the potential for 'convergent' tendencies aiming for a single 'transcultural' identity and skill set versus 'divergent' tendencies, moving towards multiple identities, when developing intercultural understanding in educational settings. The question raised by Van Oord and Corn (2013) about whether prevailing definitions of culture and intercultural understanding are too limited to embrace fully the implications of a culturally dynamic and varied world will be considered, along with some of the implications of arguing for the pursuit of 'cultural liberty' on identity formation.</p>	

<b>Presenter</b>	<b>Robert Sylvester</b> <b>Professor of Global Literacies, Bridgewater State University,</b> <b>Bridgewater, Massachusetts, USA</b>
Title of Presentation	Letters from Calcutta: Tagore's discourse and the history of international education
Email	<a href="mailto:rsylvester@bridgew.edu">rsylvester@bridgew.edu</a>
<p>Rabindranath Tagore is widely known for his poetry. He is less well known as a pioneer in the establishment of the practice of international education in the 20th century. From modest attempts at the turn of the century to establish an intercultural school setting to the development of a truly international university, his writings about the need to rise about the concerns of the nation-state were constantly tested in the classroom. His extensive travels in the West before the First World War led him to the attention of international educators striving to build an alliance of progressive educational forces. He worked and corresponded with Sir Michael Sadler, James Cousins, Leonard Elmhurst, H.G. Wells, Professor Gilbert Murray and Maria Montessori, among many others.</p> <p>Tagore's international university, opened in 1921, attracted educational leaders from around the world. It is ironic that his foundational work in the practice of international education took place at the height of Indian nationalism in opposition to British rule. Tagore's educational model was a deliberate form of internationalism that was co-educational and ignored all sectarian barriers.</p> <p>This presentation will seek to place Tagore's historical importance to the practice of international education in the context of other educational experiments dating back to early attempts at the creation of an international school syndicate in Europe in the 1860s. Primary source material excerpted from the forthcoming history of international education entitled 'Cultivating Their Humanity: A Cultural History of International Education (1851-1950)' will be used to demonstrate Tagore's central role in both the theory of international education and its practice. Central to the findings of this history is the insight that Tagore's work pre-dates the rise of international schools in Europe and anticipates the curriculum developments seen later in the century in the International Baccalaureate.</p>	

<b>Presenter</b>	<b>Eirini Gouleta</b> <b>Associate Professor of International Education, George Mason</b> <b>University, US</b>
Title of Presentation	Developing intercultural understanding through multicultural education in schools
Email	<a href="mailto:egouleta@gmu.edu">egouleta@gmu.edu</a>
<p>This presentation aims to raise critical questions and enrich discussions about conceptualizing and implementing multicultural education in culturally and contextually relevant ways that empower non-western communities to develop intercultural understanding and lead their quests for equity, development, and peace. Participants will engage with ways to leverage their knowledge of multicultural education to advance inter-group understanding and self-actualization within and across global communities. Multicultural education as defined from the viewpoint of the mainstream culture in western industrialized countries' socio-political context may have little or no relevance to what multicultural education actually means or is in the developing and postcolonial world. Newly arrived immigrants in US K-12 schools are often perceived as diverse mainly because they are 'different' from mainstream American students, even though they may be viewed as mainstream in their own cultures.</p> <p>Multicultural education goals, objectives, and implementation vary greatly in diverse contexts and in fragile and conflict states. For example, the last K–12 curriculum developed in Pakistan (2006–2007) speaks about multicultural education and the inclusion of religious, linguistic, and ethnic minorities in an equitable manner. However, the extent and quality of its implementation vary greatly, and the degree to which this supports intercultural understanding is highly questionable. Only one province has started taking steps into recognizing mother tongue as the medium of instruction and, across the country, textbooks portray only Muslim heroes in the stories while non-Muslims and minorities are portrayed in a negative way. Women heroes, artists, scientists are not included; women only assume traditional household roles and veil, and girls do not play. Hence, multicultural education needs to be redefined globally and development agencies, partners, education policies and curricula must be more mindful and inclusive of non-western contexts in order to promote intercultural understanding and support equity and peaceful co-existence.</p>	

<b>Presenter</b>	<b>Konrad Gunesch</b> <b>Higher Colleges of Technology, United Arab Emirates</b>
Title of Presentation	Autobiographical expressions of language learning and cultural identity as message and motivation for international education
Email	<a href="mailto:konradgunesch@hotmail.com">konradgunesch@hotmail.com</a>
<p>This presentation will explore how the two autobiographical expressions of auto-ethnography and self-representation could be both message and motivation for international education, and possibly also new ways of writing on the recently debated area of 'international mindedness'. These two autobiographical forms are analyzed firstly for trajectories of multiple language learning (conceptualized as multilingualism), and secondly for evidence of personal cultural identity traits relevant for international education, such as intercultural awareness, sensitivity, understanding and competence (conceptualized as cosmopolitanism).</p> <p>From the linguistic angle, auto-ethnography is analyzed in literary descriptions of living in many languages, while self-representation is analyzed in identity revelations of multilinguals in in-depth interviews. From the identity angle, self-representation will be shown to reveal the most complex and advanced in-lived patterns of personal cultural identities. Conceptually, the presentation opens up the field of international education to autobiographical influences, with both the analyzed forms suggested as new ways of writing on the area of 'international mindedness'. Practically, the presentation's results could be taken as message as well as motivation for international education, on individual as well as on institutional levels.</p>	

<b>Presenter</b>	<b>Paul Regan</b> <b>CEO and Founding Headteacher, Educo Ventures, India</b>
Title of Presentation	Can education promote peace in post-conflict societies?
Email	<a href="mailto:paul.regan@oaktreeinternational.in">paul.regan@oaktreeinternational.in</a>
<p>When regional conflicts end, peace and security do not necessarily follow. Those who are charged with the job of building institutions which can guarantee lasting settlements for previously warring groups do well not to ignore or downplay the importance of education in making or breaking fragile reconciliation. The wrong approach is to embed existing prejudice or misunderstanding, through the creation of separate and exclusive institutions and curricula based upon language, religious, cultural or ethnic backgrounds, weak teaching methods, lack of attention to teacher training, or any one of these. Good practice, on the other hand, will use every means to promote inclusivity, shared experience, and multiperspectivity in subjects such as History. Not surprisingly, research favours the latter approach as a more reliable guarantee of a lasting peace in post conflict societies.</p> <p>Drawing on my direct experience as the Founding Headteacher of the United World College in Bosnia and Herzegovina, in this presentation I will use examples from leadership practice, teaching reform, institution building, teacher training, and curriculum design and implementation to justify my claim that robust attention to international mindedness can sow seeds that will steer society to a more secure future. I will also highlight the difficulties, pitfalls and dangers of applying international educational principles in stratified and reactive communities. The ensuing discussion will hopefully lead to some useful and practical solutions which can be applied generically to other post-conflict societies. With so many current regional conflicts in the Middle East, the Ukraine and parts of Africa, international peacekeepers will have need of a reliable template for using education to build peace.</p>	

<b>Presenter</b>	<b>Richard Parker and Natasha Brock Victoria Shanghai Academy, Hong Kong</b>
<b>Title of Presentation</b>	A sociocultural perspective on taking assessment beyond the curriculum
<b>Email</b>	<a href="mailto:rparker@vsa.edu.hk">rparker@vsa.edu.hk</a> and <a href="mailto:nbrock@vsa.edu.hk">nbrock@vsa.edu.hk</a>
<p>Victoria Shanghai Academy (VSA) Hong Kong is a three programme International Baccalaureate (IB) school that is bilingual (English and Mandarin), with an almost wholly local population where most of our students speak Cantonese as a first language. In a situation where we find the IB becoming increasingly formalised (with for example the implementation of the Learner Profile across all three programmes, or the introduction of key concepts and e-assessment in the MYP), we at VSA have felt it necessary to look at alternative assessment models that bridge the gap between the formal IB requirements and our local context. Any relevant idea of assessment at our school has to consider issues of identity, with a largely homogenous population studying an international curriculum. Within our school context the demands of the IB formal requirements have marginalised some of our learners. In addition, students and parents view their education as a commodity that is unhelpful in recognising and celebrating activities outside of the formal learning environment. In this way there are missed competencies of our students that are not valued.</p> <p>Sociocultural theory is built on the premise that learning happens in a particular cultural context and it is inseparable from that context. It is our belief that any meaningful assessment would begin with that principle. At VSA have designed a Portfolio model that encourages contextual assessment and encourages students to reflect on their own learning from their own social and cultural frame of reference. This assessment model leads to the award of a High School Diploma that is assessed using the 'Teaching for Understanding Framework' (Wiske, 1998). The criteria we have developed encourage students to consider their evolving competence and participation within the communities of practice of which they are a part. Students are encouraged to consider their participation in activities both in and out of school as it is the layering of these activities that form each student's identity.</p>	

## STRAND B : INTERCULTURAL UNDERSTANDING AND NATIONAL CONTEXTS

(Strand Leader: Boris Prickarts)

<b>Presenter</b>	<b>Supriya Baily</b> <b>Assistant Professor, George Mason University, USA</b>
<b>Title of Presentation</b>	Partnerships for intercultural understanding: India and the United States
<b>Email</b>	<a href="mailto:sbaily1@gmu.edu">sbaily1@gmu.edu</a>
<p>Many institutions support the idea of sustaining an environment of intercultural understanding, and are set along a continuum that ranges from merely verbal support to true action. Among the ways in which intercultural understanding is manifested is through the establishment of higher education partnerships between international institutions. In 2011-2012, the US and India began a series of meetings to engage the two countries in 'more purposeful ... sustainable partnerships between higher education institutions in both countries' (Fischer, 2012). Motivations for partnerships include the desire to 'enhance research and knowledge capacity and to increase cultural understanding' (Altbach &amp; Knight, 2007). Yet the reality is that such partnerships are difficult to navigate for a number of reasons, including financial, social, cultural and political concerns that dominate the landscape of education.</p> <p>This presentation will explore the ways in which higher education partnerships between institutions, using the case of the US and India, are implemented and thereby affect notions of intercultural understanding. One concern remains institutional commitments to students who are marginalized within their own contexts and have limited access to the financial resources to tap into such partnerships. The presentation seeks to provide a research-based approach to study the impact such partnerships have on the tenor, quality and access of true intercultural understanding amidst the many competing factors driving international partnerships. Through the evaluation of policy papers, historical documents, media reports, and face-to-face interviews with stakeholders, this presentation will address the concerns of faculty and administrators who see contradictory goals on the part of the institution towards enhancing international reputation, profit, and intercultural understanding. These contradictions highlight the overall responsiveness, culture, identity, and environment within which institutions establish their responsibility towards overall intercultural understanding for their stakeholders.</p>	

<b>Presenter</b>	<b>Boris Prickarts</b> <b>Headmaster, Amsterdam International Community School, Netherlands</b>
<b>Title of Presentation</b>	Shifting borders: a case study in a Dutch consortium of schools
<b>Email</b>	<a href="mailto:b.prickarts@aics.espritscholen.nl">b.prickarts@aics.espritscholen.nl</a>
<p>This presentation will be based on a case study about how and why an internationalisation of education policy is being adopted by students, teachers, parents and policy-makers in a Dutch consortium of schools. Institutional responsibility towards intercultural understanding, one of the strand topics of this conference, is being challenged just as links between education and national contexts, and between good education and purpose, are being challenged. Education seems to be running the risk of becoming an 'empty' term in case programmes with an international rather than national focus are indeed becoming more attractive against the backdrop of learning without a relationship to someone or something, and without more purpose than performativity and accessing particular positions in society. How and why are these educational links, or borders, shifting?</p>	



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The programmes of the Dutch primary and secondary school system are being challenged from within Dutch society and from outside the Dutch context. From within, social cohesion and educational equality are at stake, as children of non-Western immigrants often find their way to unpopular pre-vocational VMBO schools, and children of Western migrants mostly go to international schools or schools with internationally-focused programmes. From the outside, globalisation (stretching notions of national culture), technological developments (stretching notions of learning in particular geographic locations) and a focus on measurement of educational outcomes (shrinking notions of education) challenge the basis of the national curriculum, the legitimacy of schools and the validity of state monopoly in education.

In this presentation I will consider what research has so far told us about the internationalisation of education and of institutions in and outside of the Netherlands. I will describe and explain the methodology of my study. The data is guided by the development of institutional versus realist propositions and converges in a triangulating fashion, cross-checking and cross-referencing data coming from 'mixed methods'.

<b>Presenter</b>	<b>Christopher James Newton</b> <b>Assistant Director of Music and Head of Form 1, St Paul's School, Sao Paulo, Brazil</b>
Title of Presentation	Educational policies in Brazil in a global context
Email	<a href="mailto:cn@stpauls.br">cn@stpauls.br</a>
<p>Brazil's economy has strengthened over the past decades, placing the country in a prominent position within the global market. However, for most of its recorded history Brazil's educational policies have been inconsistent with its aspirations, thereby generating a fragmented system of inequity and inequality. Over the past two decades, a new set of educational policies at a federal level have been emerging. These policies advocate in favour of access to basic education for all citizens, the monitoring of educational achievements, equitable distribution of funds and the urgent need to promote intercultural understanding and awareness amongst all end-users. An additional challenge to this process is access to constitutionally guaranteed educational provision which meets the needs of mixed cultural backgrounds, ethnic heterogeneity, the rural/urban divide and low income elements of Brazilian society. Through links with international non-governmental institutions such as the United Nations Development Programme (UNDP), United Nations Educational, Scientific and Cultural Organization (UNESCO), The World Bank, and the Programme for International Student Assessment (PISA), the Brazilian government is striving to raise the country's achievements and intercultural awareness, whilst simultaneously reaching out to many disparate areas of the country.</p> <p>The aim of this presentation is to reflect on the two-way process between Brazil's educational history and its current educational policies. I will also consider the growing need to bring policies in line with the international circuit of education and, from an intercultural perspective, will assess how effective these current policies are proving to be in order to prepare all Brazilian citizens to be more inter-culturally aware, globally alert and valued members of their society.</p>	

<b>Presenter</b>	<b>Susan Ledger</b> <b>Director of Professional Experience, Murdoch University, Australia</b>
<b>Title of Presentation</b>	Leadership structures and pedagogic strategies: an Australian case study across six countries
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This presentation emanates from a 2013 international study into the teaching of second languages undertaken across six countries by the International Baccalaureate (IB). The international study involved a team of researchers who conducted a case study of second language teaching in their own country. The case study schools were selected to cover a range of languages and language teaching approaches. This presentation will report on the Australian case study with a focus on three main structural and pedagogic strategies that contributed to the teaching of a second language in a large IB metropolitan school. These strategies included school leadership to promote the teaching of a second language, teaching a second language through inquiry-based learning (a deviation from traditional approaches to teaching second languages) and integrating second language throughout the school's curriculum and the school community. The findings highlight the compliance role of the IB Standards and Practices for leadership, governance and management in intercultural settings. The presentation offers successful leadership and pedagogic strategies that may be useful for other schools engaged in teaching second languages as a means to creating intercultural understanding.

<b>Presenter</b>	<b>Peter Keegan</b> <b>Senior Lecturer, University of Auckland, New Zealand</b>
<b>Title of Presentation</b>	Improving the intercultural competencies of teachers in New Zealand
<b>Email</b>	<a href="mailto:p.keegan@auckland.ac.nz">p.keegan@auckland.ac.nz</a>

New Zealand's population is currently around 4.5 million. Approximately 600,000 (14%) of the population are Maori, New Zealand's only indigenous group. Approximately 8% of the population originates from neighbouring Pacific Islands. In recent times there has been high migration from South Asia, with migrants now consisting of around 7% of the total population. Europeans (predominantly British) began settling in New Zealand in the mid-1800s, and by 1860 the European (English-speaking) population outnumbered the Maori population. As a result of urbanisation and English-medium education, all Maori are able to speak English. Not surprisingly, Maori language and culture have suffered as a result of colonisation. Since the early 1990s Maori language and culture have been included in the general New Zealand curriculum for mainstream (English-medium) schools – where 93% of teachers are non-Maori. This curriculum has required beginning and practising teachers in New Zealand to have a basic understanding of Maori language, culture, and history in order to teach in New Zealand's compulsory school sector. As a result, Maori language and culture are taught in all teacher education institutions in New Zealand.

This presentation describes New Zealand's efforts to improve the intercultural competencies of its teachers through teacher education courses. The presentation also reports on research undertaken to investigate the relationships between teacher education students' (at the University of Auckland, New Zealand) knowledge of, and attitudes towards, Maori language, culture and history. Analyses showed major gains in terms of (both indigenous and other) students' self-ratings of their own knowledge, their task efficacy, and their knowledge of Maori topics. In contrast, a very small yet statistically significant overall improvement was seen in overall positive attitudes towards the aspirations of the indigenous culture. The presentation concludes by discussing the relevance of the New Zealand experience for other countries with sizable indigenous populations.

<b>Presenter</b>	<b>Sharma Shweta</b> <b>MPhil Research Scholar, Jawaharlal Nehru University, India</b>
<b>Title of Presentation</b>	Peace in value education discourse in India
<b>Email</b>	<a href="mailto:sshweta43@ymail.com">sshweta43@ymail.com</a>
<p>Peace as a value has long been sustained in education discourse. In reviewing literature, it is clear that the value education discourse has undergone major transitions since Indian independence. A shift in emphasis from spiritual values to constitutional values is clear. Peace, per se, was emphasized as the dominant value in the latest National Curriculum Framework (NCF) (2005). In order to consider how peace had been prioritized and conceptualized in the National Council of Educational Research and Training (NCERT), content analysis of the National Curriculum Framework 2005 and Foucauldian discourse analysis of three documents were performed. The three documents were the National Curriculum Framework 2005, the NCERT position paper on 'Education for Peace' and the NCERT Class XI textbook of Political Theory. Analysis revealed that the NCF 2005 and the position paper 'education for peace' construct peace as a superordinate value based on foundational values of equality, justice and tolerance. It was deduced that 'tolerance' has a negative connotation.</p> <p>The indigenous concept of peace, discussed by Gandhi and Tagore, does not entail tolerance as a foundation value for peace. 'Love' as a foundation value was underscored in spite of tolerance in the Indian context. The UN concept of peace requires tolerance as a foundation value. It was inferred that the NCERT professed to achieve peace through tolerance which was based on the UN concept of peace. The second inference made was that the incorporation of peace as the most desirable value in the NCF 2005 was the result of the UN declaration of 2001-2010 as the 'international decade for a culture of peace and non-violence for children of the world'. In addition to the above-mentioned inferences, the neglect of critical Indian issues and discussion about international peace issues in the NCERT textbook indicated the influence of the UN on incorporation and conceptualization of peace in the NCERT.</p>	

<b>Presenter</b>	<b>Kelly McGrath Dalton</b> <b>PhD student, George Mason University, USA</b>
<b>Title of Presentation</b>	Teachers' Perceptions of Mother Tongue and Bilingual Education in a Rural Guatemalan School
<b>Email</b>	<a href="mailto:kmcgrat7@gmu.edu">kmcgrat7@gmu.edu</a>
<p>Throughout centuries of Maya oppression and genocide in Guatemala, a variety of language policies that supported or outlawed Mayan language use and mother tongue education in classrooms have gone through cycles of being implemented, overturned, and abolished. With the signing of the Peace Accords in 1996, a commitment to human rights and the right to bilingual education were instituted for the entire indigenous population of Guatemala. However, the lingering effects of oppression and violence pose many obstacles for fostering peace and understanding in a multicultural, multilingual Guatemala. They also play a significant role in children's access to education that builds upon home language and culture and prepares Guatemalan children for the 21st century. It is important to recognize the history of the Maya communities in order to develop an understanding of how these lingering effects are promoted, implicitly and explicitly, through attitudes around language, ethnicity, and cultural identity.</p>	

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The qualitative research study described in this presentation is part of longitudinal work in the Ixil Triangle region. The purpose of the current study is to investigate the perceptions of teachers and educational leaders who are engaged in an additive bilingual program incorporating mother tongue education at a private primary school in a rural Guatemalan village. In June 2014, the researchers travelled to the school and collected data from ten teachers through observations, interviews, and reflective essays that explored language attitudes and beliefs regarding the use of Spanish and Ixil, the Mayan indigenous language predominately spoken in the community. The findings and major themes emerging from the data will be shared in this presentation, which will conclude with implications for both mother tongue education in developing intercultural understanding and human agency in post-conflict societies, and considerations for a broader international community.

<b>Presenter</b>	<b>Jale Onur</b> <b>Jale Onur Educational Services</b>
<b>Title of Presentation</b>	A study of the comparison of international mindedness and intercultural understanding in IBDP and non-IBDP graduates in Turkey
<b>Email</b>	<a href="mailto:jo@jaleonur.com">jo@jaleonur.com</a>
<p>In this presentation I will share a cross-section of a piece of research carried out at the Bilkent University of Ankara, Turkey for the International Baccalaureate (IB) Organization which explored the alignment between the IB Diploma Program and the National Education High School Diploma Program in Turkey as well as effects on later achievement and development of university students. In this study, we examined both scholastic and non-scholastic aspects of the two programs. One of the non-scholastic attributes looked into was the development of international mindedness. We used a mixed method approach employing both quantitative and qualitative analysis to investigate the intercultural understanding and intercultural competence of both IBDP and non-IBDP graduates at the university. A number of methods and instruments were used for our analysis. For example, policy papers and written documentation of both programs were compared, perceptions of the IBDP and non-IBDP graduates were surveyed, focus group interviews were carried out, competence tests were taken, and teachers evaluated the programs they were teaching for their philosophical underpinnings and cognitive demand.</p> <p>Amongst other things we were looking to determine the degree of alignment between the two programs. Comparison of the results provided us with information as to whether the educational ideologies underlying the respective programs, their content and implementation, facilitated development of international mindedness and intercultural understanding in their graduates. The results may provide school administrators, curriculum planners of schools and universities, the IBO and the ministry as well as governing bodies with research data that can be used to develop their programs in many respects including enhancing intercultural understanding, which is stated among their main goals in their mission statements.</p>	

## STRAND C : INTERCULTURAL UNDERSTANDING AND TEACHER EDUCATION

(Strand Leader: Robert Harrison)

<b>Presenter</b>	<b>Peter Elting</b> <b>Programme Manager, ITE Consortium, Stenden University, Netherlands</b>
Title of Presentation	International education for primary school teachers (ITEPS)
Email	<a href="mailto:peter.elting@stenden.com">peter.elting@stenden.com</a>
<p>This presentation will describe ITEPS, a bachelors level course which began in 2012 and trains students as teachers in international primary schools. ITEPS is offered by a consortium of three universities: University College Zealand (Denmark), Buskerud and Vestfold University College (Norway) and Stenden University (the Netherlands). Some characteristics of the programme are: promoting multicultural understanding, managing the multicultural classroom, study of the various and varied curricula (national and international), and teaching practice. Intercultural competency is integrated in every subject and the level is high. The official language of the course is English. After Year 1 of the course the minimum of English must be level C1 (CAE) if the student is to be allowed to continue. Most students have level C2 (CPE) – which students need to achieve before graduation. It is compulsory for students to complete some of their teaching practice and study abroad. During the ITEPS programme, students will develop the following competencies: intercultural, interpersonal, pedagogical, subject knowledge and methodological, and organisational, as well as the competencies of collaboration with colleagues and with the working environment, and reflection and development. In this presentation an in-depth insight will be provided into the implementation and first experiences of the ITEPS programme, as well as a concrete example of the integration of intercultural competency.</p>	

<b>Presenter</b>	<b>Beverly D Shaklee</b> <b>Director, Center for International Education, George Mason University, USA</b>
Title of Presentation	Becoming interculturally competent: expanding views of teacher education
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<p>With a focus on discussion, this interactive presentation will examine the current ways in which we prepare teachers and the relationship to building intercultural competence. Historically teachers have been prepared through western models to be age-based, content-based or discipline-based experts in order to engage and transmit knowledge to small and large groups of students. As the population around the world has changed and has become highly mobile, so has the nature of teaching. Engaging students who come from different cultural, ethnic, language and racial groups is very different from simply transmitting knowledge to them. Engagement involves teaching in order to cultivate curiosity and originality, developing satisfying positive relationships and ultimately resulting in student successes both socially and academically (Schlecty, 1994). Teachers are the pivot point.</p> <p>One critical factor, among many of the critical factors to be discussed, is their ability to converse meaningfully and deeply about their students' personal lives to promote student engagement. Cushner (2014) notes that the conversation around the development of teachers' intercultural competence is one that needs to continue throughout their professional lifetime. Our discussion will revolve around the preparation and development of teachers as interculturally competent leaders.</p>	

<b>Presenter</b>	<b>Colleen Kawalilak</b> <b>Associate Dean, University of Calgary, Canada</b>
Title of Presentation	Fostering intercultural education within a faculty of education
Email	<a href="mailto:ckawalil@ucalgary.ca">ckawalil@ucalgary.ca</a>
<p>This presentation makes a case in support of university faculties of education being authentically committed to and engaged in internationalization as a direct response to globalization. The authors of the paper on which the presentation is based explore ethical and pedagogic responsibilities that must be required of faculties of education if they are to guide authentic learner engagement during complex and dangerous times. Drawing from the work of Smith (2003) in Teaching in Global Times, the authors argue that faculties of education must be, or must certainly become, fully engaged participants in conversations regarding contextual conditions currently emergent from global dialogues regarding persons' and communities' capacities for achieving sustainable human futures. Ultimately, the authors seek to better understand what a faculty of education and its members and adult learners should be in service of with respect to internationalization commitments and engagements, and how this understanding may contribute to providing rich and culturally sensitive learning for faculty and adult learners within a faculty of education.</p> <p>In this presentation, we will contribute, thoughtfully and purposefully, as members of a faculty of education, to conversations on the meaning and significance of engaging with internationalization as a response to globalization. We argue that it is necessary for 'faculties of education' to continuously re/address questions related to how a faculty of education understands the necessity of its engagement with globalization. Thus, to do so should result in a better equipped faculty navigating through competing tensions; namely, the current focus on higher education institutions to be more globally corporate and competitive, while remaining, authentically, thoughtfully, and intentionally, committed to sound critical pedagogy and learner-centered education.</p>	

<b>Presenter</b>	<b>Zhen Li</b> <b>PhD Student, University of Hong Kong</b>
Title of Presentation	Constructing professional identity: a narrative study of six experienced Chinese as a Foreign Language teachers in international schools
Email	<a href="mailto:hellozhenzhen@gmail.com">hellozhenzhen@gmail.com</a>
<p>This presentation will present a narrative study of six experienced teachers of Chinese as a Foreign Language (CFL) in international schools in Hong Kong. The study investigated how the participants constructed their professional identity over twenty years of working as CFL teachers in a cross-cultural school context. In so doing, the study provides a collective story about how the CFL teachers learned to teach cross-culturally and cross-lingually, and how they negotiated their identities with their Western colleagues in the whole school context. The narrative inquiry was conducted through one in-depth interview with each of the six CFL teachers and follow-up interviews which elicited their stories of how they became successful CFL teachers, having started as novice teachers in the cross-cultural context of their workplaces – as well as how they negotiated their identities with other members in the classroom and the whole school context.</p> <p>cont ...</p>	

Common themes were generated from the participants' narratives to provide a delineation of progressive identity development of how they transformed from a 'legitimate peripheral participant' (Lave & Wenger, 1991, p27) to a 'full participant' (p29) in their communities of practice. In this presentation, I will specifically discuss how the participants presented their professional identity trajectory through a series of underlying symbolic constructs: professional knowledge, cultural values and power relations. The narrative data showed that the teachers displayed a critical stance about Chinese and Western pedagogy, and Chinese and Western cultural values. I will argue that this has exhibited a certain degree of cosmopolitanism in the new profession of CFL teaching in Hong Kong international schools.

<b>Presenter</b>	<b>Rebecca Fox</b> <b>Professor of Education, George Mason University, USA</b>
<b>Title of Presentation</b>	Globalization and internationalization in education: teachers' perspectives
<b>Email</b>	<a href="mailto:rfox@gmu.edu">rfox@gmu.edu</a>
<p>With the demand for global-minded educators who can prepare students to be world citizens, it is critical to explore educators' perspectives of culture, international education, intercultural competence, and international-mindedness (Duckworth, Walker Levy, &amp; Levy, 2005; Wang, Lin, Spalding, Odell, &amp; Klecka, 2011; Zhao, 2010). This presentation will share the results of a study involving 63 US and international primary and secondary teachers, investigating the following research questions:</p> <ol style="list-style-type: none"> <li>1. What are these teachers' perceptions of culture, international education, and international mindedness?</li> <li>2. How do these teachers articulate their understanding of intercultural competence?</li> <li>3. In what ways do these teachers relate these concepts to their educational practice?</li> </ol> <p>Participants were enrolled in an advanced master's degree program and had taught for a minimum of two years in multiple content areas. Data were collected through online surveys and follow-on interviews, and analyzed qualitatively and quantitatively. To support the program's initiative for a more targeted internationalized focus, faculty wanted to understand teachers' perceptions at program entry. While analysis is ongoing, preliminary results indicate that teachers entering the program held different theoretical understandings of culture, intercultural competence, international education, and international-mindedness. Additionally, some teachers articulated challenges concerning how to model and incorporate these concepts into their educational practice, whereas others provided concrete examples of current practices incorporating international-mindedness and culture.</p> <p>The study described in this presentation advances our understanding of teachers' perspectives on internationalization in education. Results point to the importance of focused professional development for teachers that provides avenues that scaffold international perspectives and foster intercultural sensitivity. As teachers seek to develop more world knowledge and skills in their students, they must also continue strengthening their own global understanding and intercultural development. Moreover, in order to provide professional development promoting international mindedness, teacher educators also need to understand how teachers define these concepts and apply them in their educational practice.</p>	

<b>Presenter</b>	<b>Shalini Ghosh</b> <b>Head of Science, Ecole Mondiale World School, Mumbai, India</b>
<b>Title of Presentation</b>	Turning non-believers of internationalism into believers: a challenge for international education
<b>Email</b>	<a href="mailto:ghoshs.2001@gmail.com">ghoshs.2001@gmail.com</a>
<p>One revolution led to another. Society changed so rapidly, leading to movement of people from one place to the other, that it required a genesis: that of a stable education for the children of these moving families. So that they were not in for a shock as they left their homeland, the system provided them with 'international education'. What did that entail? The schools were 'simply' meant to provide their client with a curriculum, an environment and a core set of values that they would have experienced in their own system of education.</p> <p>The journey isn't easy for international schools. Through my presentation, I will draw the attention of participants to the pressures an international school faces, simply because there is a tug of war between various stakeholders' beliefs. For instance, one school which believes in the International Baccalaureate's philosophy is able to practise their programme in the Primary Years and the Secondary confidently, but shows lack of conviction when it comes to the Middle Years. Having observed this kind of education for over a decade now, from the perspective of both a parent and a teacher, I wonder how a school which subscribes to the philosophy of an international institution for two of its programmes can suddenly disbelieve in it for one of them? Or is there more to it than just this? Do concepts such as the IB Middle Years Programme's 'MYP: The next chapter' arise from the need of the hour or from other pressures? To be able to answer these questions, and more, I will consider the trends that caused international education to become a sought-after choice for the younger generation, and then focus on the changes that parents, educators and universities needed to embrace so as to make it a successful shift for their future legacy.</p>	

<b>Presenter</b>	<b>Gwendolyn Willis-Darpoh</b> <b>American Institutes for Research</b>
<b>Title of Presentation</b>	Each one teach one: open dialogue and meaningful experiences to promote diversity and enhance the learning experience for students
<b>Email</b>	<a href="mailto:gwillis-darpoh@air.org">gwillis-darpoh@air.org</a>
<p>Opening dialogue and creating environments that promote the exchange of information that facilitates learning about culture is important. The significance for our lives is critical as we work toward ensuring that schools and educational settings are culturally responsive and equipped to meet the needs of all children, youth and families. Globally, there are significant demographic shifts that are changing the racial and ethnic makeup of populations everywhere. For example, in the US the population of racial and ethnic minorities is projected to increase from 32% in 2005 to 51% by 2050. These demographic changes have implications for the delivery of education and other services to meet the needs of an increasingly diverse student population.</p> <p>cont ...</p>	



The purpose of this presentation is to highlight an exemplar of a culturally responsive learning environment that demonstrates how a California teacher impacted her students by promoting intercultural understanding through engaging with their local communities, as well as introduce the Conversations on Cultural and Linguistic Competence Discussion Guides, which helped foster dialogue among personnel working within a school district. These guides provide a template for facilitators to plan and conduct meaningful dialogue with staff members about issues pertinent to the provision of culturally and linguistically competent educational services for all youth. They also help to create a safe environment in which staff members are able to engage in authentic conversations about issues that are sometimes difficult but necessary. These discussions also provide a vehicle for a personal journey towards cultural and linguistic competence, to explore individuals' values, discuss organizational capacity and define strategies to positively impact the work on behalf of children, youth and families.

<b>Presenter</b>	<b>Aikaterini Fragkou</b> <b>Teacher in an 'Agia Anna' Foundation, with children from different ethnic backgrounds</b>
<b>Title of Presentation</b>	Promoting intercultural understanding through teaching foreign languages
<b>Email</b>	<a href="mailto:kathrine_fr@hotmail.co.uk">kathrine_fr@hotmail.co.uk</a>

The emphasis on learning a foreign language is becoming more and more dominant in the 21st century. National standards in various countries around the globe precondition the acquisition of a foreign language. The dominant issue considered in this presentation will be ways to promote intercultural understanding. Teachers should not make students learn how to speak and write, but should also develop their knowledge of the language's culture. Students should demonstrate an awareness of the relationship between practices, products and perspectives of the target language culture as well as an understanding of the concept of culture developed through comparisons of the target language culture and their own.

But how do teachers promote such an intercultural environment within classroom? The aim of this presentation is to provide an analysis of instructional strategies which will promote intercultural understanding and learning. The presentation will begin by defining intercultural understanding and its benefits. I will examine the necessity of intercultural learning in a globalizing world where the age of knowledge has replaced the industrial age and the 'difference' is now, more than ever, acknowledged and embraced. Strategies for promoting as well as sustaining such an intercultural environment, when teaching a foreign language, will be explored. I have taught English as a foreign language (to adult learners) in private lessons. I have studied also, in my Master of Education programme, various methodologies on how to achieve intercultural understanding by teaching a foreign language. My personal experience and what I have done to achieve this goal will be used as an illustration of what is argued in the literature. At the end of the presentation, some guiding questions will be given to foster further discussion about best practices in promoting intercultural understanding and learning.

## STRAND D : INTERCULTURAL UNDERSTANDING IN THE CURRICULUM

(Strand Leader: James MacDonald)

<b>Presenter</b>	<b>Sudha Govindswamy</b> <b>Staff Development Coordinator, Universal American School, Dubai</b>
<b>Title of Presentation</b>	Cultural values and student expressions in an inquiry-based classroom
<b>Email</b>	<a href="mailto:ssunder@uasdubai.ae">ssunder@uasdubai.ae</a>
<p>Culture plays a significant role in the way in which individuals express themselves, and acknowledging this is particularly important in delivering open and flexible curriculum frameworks such as the International Baccalaureate (IB) programs, that require the learning environment to foster active involvement of students in discussions, dialogue and negotiations between the teacher and students. Drawing on Bernstein's (1975) concepts of restricted codes and elaborated codes, in this presentation I will seek to explore how students' cultural backgrounds can sometimes influence or limit the way in which they express themselves, and what this could mean in a classroom setting that adopts an inquiry-based methodology to deliver open and flexible curricular frameworks such as those of the IB. Though Bernstein did not particularly develop these concepts to talk about culture (or the IB), the concepts give an interesting perspective to exploring teaching and learning in multi-cultural settings. The presentation will also showcase some exemplar lessons and best practices that I have witnessed, as practised by IB teachers, that help tackle this issue.</p>	

<b>Presenter</b>	<b>James MacDonald</b> <b>Head of School, NIST International School, Thailand</b>
<b>Title of Presentation</b>	The Global Citizen Diploma
<b>Email</b>	<a href="mailto:jmacdonald@nist.ac.th">jmacdonald@nist.ac.th</a>
<p>Would it surprise you to know that the basic structure of the International Baccalaureate diploma (six subjects plus Creativity Action Service (CAS), Theory of Knowledge and the Extended Essay) goes back to its inception in the 1960's? Or that many high school transcripts have relayed the same information for decades, and the basic high school qualification in many schools is based upon the same criteria that many of us met when we were in school? Why is it that many international schools have evolved over the years to embrace more holistic approaches to education, yet the criteria for graduation have not kept up with this change? These sorts of questions led to the creation of the Global Citizen Diploma.</p> <p>This presentation will tell the story of the development of this new diploma, how it better reflects the learning, intercultural understanding and achievement of students in a modern international school, and how three leading international schools are working together to offer this new qualification in three different settings (Yokohama, Zurich and Bangkok). I will also explain the philosophy driving its development ('recognition not addition'), and some of the practical benefits for students as well as the practical challenges of implementation. The presentation will also delve into assessment and evaluation components, including how technology has allowed for authentic assessment solutions not possible until recently. The presentation will conclude by sharing some reactions of parents, teachers, students and universities while outlining some of the next stages of development.</p>	

<b>Presenter</b>	<b>Mona Chaudhary</b> <b>Early Years Coordinator and Assistant PYP Coordinator, Ecole Mondiale World School, Mumbai, India</b>
<b>Title of Presentation</b>	Nurturing multicultural understanding in the primary phase
<b>Email</b>	<a href="mailto:monayash.chaudhary@gmail.com">monayash.chaudhary@gmail.com</a>
<p>The world is interdependent socially, culturally, economically and environmentally, as a consequence of increased globalization and movement of people. The need for intercultural understanding and international mindedness has become imperative. The question of how to develop intercultural understanding or international mindedness has been widely debated in the field of education. The Primary Years Programme (PYP) of the International Baccalaureate strives to develop knowledgeable, open-minded and caring students through developing intercultural understanding. As a PYP educationalist I can be a stepping stone on the journey of young learners towards attaining this goal. In the study of various literature sources related to international mindedness, I have come across different perspectives related to this topic which compelled me to reflect on my own perspective.</p> <p>This has provided me with a new understanding of international mindedness which will be discussed in this presentation. Now, I critically review and evaluate our school's programme of inquiry (POI), which is the basis of the curriculum in the PYP. I have understood that the POI should be designed in such a way that it should have scope for developing intercultural understanding and international mindedness. I am able to detect the pitfalls related to integrating intercultural understanding in my teaching and learning which were, previously, superficial. I incorporate important aspects of international mindedness into students' engaging in learning. These enhance the scope for developing intercultural understanding. I share my understanding with other teachers to enhance their learning engagement by incorporating important perspectives related to intercultural understanding in a monocultural school – with a view to developing young internationally minded learners who will respect their own and other cultures: the main aim of the PYP.</p>	

<b>Presenter</b>	<b>Kavita Sukhani</b> <b>Head of the Arts Department and IGCSE Coordinator, Ecole Mondiale World School, Mumbai, India</b>
<b>Title of Presentation</b>	The impact of visual culture on intercultural understanding in an Arts classroom
<b>Email</b>	<a href="mailto:kavita.sukhani@gmail.com">kavita.sukhani@gmail.com</a>
<p>This presentation will focus on the Arts as a reflection of culture: as cultures differ so does the art of different places. Interestingly this has been both a unifying and differentiating factor for Arts across the world. Through the ages profound social, political, cultural and personal issues have been addressed through the Arts. So teaching and learning the Arts can be an excellent platform for promoting intercultural understanding. Cultural context is included in the learning of art in both the syllabus and assessment areas. Within the curriculum, Arts students can develop intercultural understanding in three different ways: while studying the historical and cultural context of past and present in art, through their own learning experiences of art, and through learning with each other.</p> <p>cont ...</p>	

Visual culture has changed the context for Art education and continues to do so because of an explosion in availability of information, visual imagery, technological developments and media. Students have increased access to knowledge of Arts from other cultures and artists. This raises questions about whether visual culture affects how students imagine, perform, or transform their roles within society and construct their identities. This is also caused by globalization and the cultural boundaries for the students that are becoming blurred across nations, as students of the same generation connect with social media instruments, listen to similar music and so on. It therefore becomes important that teachers imbibe these technological developments as a source of learning. Though this opens avenues and provides quick information; it would be possible for students simply to gain a superficial understanding of different cultures – so learning to critically evaluate visual culture also becomes important. Considering how these developments have reformed Art education causes teachers and students to engage both in study of their own culture and in global visual culture. International education and new media have provided a platform from which to explore possibilities of experimenting and developing teaching practices through the use of available visual culture – so enhancing intercultural understanding.

<b>Presenter</b>	<b>Kwok Ling Lau</b> <b>PhD student, University of Hong Kong</b>
<b>Title of Presentation</b>	Promoting intercultural understanding in the International Baccalaureate Diploma Programme: a qualitative case study in Hong Kong second language Chinese classrooms
<b>Email</b>	<a href="mailto:klinglau@yahoo.com.hk">klinglau@yahoo.com.hk</a>
<p>This presentation is based on a study that seeks to examine the enabling factors for successful implementation of ‘intercultural understanding’ and international mindedness in the International Baccalaureate Diploma Programme (IBDP) in a Chinese as a second language Chinese classroom in three international schools. The IB programme promotes intercultural understanding and international mindedness in education and it is of great interest to see how it is implemented in second language Chinese classrooms in Hong Kong. The research questions underpinning the study are as follows. (1) How successfully do the teachers of IBDP Chinese as a second language teach the concept of international mindedness and intercultural understanding in Chinese lessons? (2) How successfully do the students of Chinese perform in class work in the teaching and learning cycle? In the theoretical framework, I refer to Thompson (2012), Haywood (2007), the UNESCO Declaration (1974), Hill (2006, 2012), McKenzie (2012) and Harrison (2013), who contribute new insights on international mindedness. Harrison (2013) indicates that students develop intercultural understanding and respect for cultural diversity through learning experiences and languages in internationally minded curricula.</p> <p>The research methodology includes classroom observation, classroom discourse analysis (Christie, 2008), in-depth semi-structured interviews, text analysis of students’ work by Appraisal Theory (Martin and White 2005). The three IB schools with three expert teachers are typical examples of the implementation of the IB Chinese Diploma Programme. Students develop international mindedness and intercultural understanding through knowledge, skills and values. The pedagogical approaches include scaffolding, inquiry based learning, research skills, critical thinking, collaborative learning, and student-centred teaching. Students realized international mindedness by making moral judgments and applying interdisciplinary knowledge of social issues to learn the concepts of intercultural understanding and global citizenship. It is hoped that this study will contribute to promoting intercultural understanding and international mindedness and provide suggestions for improvement in IB curriculum development, teaching and learning.</p>	

<b>Presenter</b>	<b>Monica Sarang</b> <b>Mathematics teacher and IB Middle Years Programme Coordinator,</b> <b>Ecole Mondiale World School, Mumbai, India</b>
<b>Title of Presentation</b>	Developing international mindedness in the MYP mathematics programme
<b>Email</b>	<a href="mailto:msarang@ecolemondiale.org">msarang@ecolemondiale.org</a>
<p>The focus of this presentation will be the use of activities and issues to bring about an understanding in students of international mindedness and intercultural awareness. The presentation will study the pros and cons of strategies used in mathematics, giving practical examples of activities designed in units to promote the success of valuing resources and fulfilling the requirements of the programme. Mathematics is considered a conceptually difficult subject, especially for those students with special needs. In order to implement the International Baccalaureate Middle Years Programme it is important to plan different strategies for learning. The presentation will address how curriculum designing and unit planning promote the implementation of different learning styles and strategies to bring about an understanding of internationalism. The importance of rubric while assessing formal activities will be considered in order to evaluate the quality of planning and use of appropriate approaches to teaching and learning.</p>	

<b>Presenter</b>	<b>Namrata Goel</b>
<b>Title of Presentation</b>	Cultural dissonance in cross-cultural interactions and issues faced in the Primary Years Programme classroom
<b>Email</b>	<a href="mailto:namratagoel.edu@gmail.com">namratagoel.edu@gmail.com</a>
<p>For many, mobility is a continuing feature of today's world, with individuals voluntarily moving across borders for better prospects. For most of their young children, moves involve changes in culture and language differences. This presentation will address a number of issues faced by me in the classroom. The presentation briefly touches upon the definition of culture and the nature of cultural differences which can cause cultural dissonance in a culturally diverse classroom. One of the definitions of culture that I really like is where Hofstede (1994) describes it as 'software of the mind', which will be discussed. Two of the very well-known models related to culture; the iceberg concept of culture by, for example, Fennes and Hapgood (1997), and the onion model by Hofstede (1991) will also be included in the introduction of cultural dissonance.</p> <p>The presentation will then examine the term cultural dissonance, in considering face, identity and self-esteem. Cultural dissonance can have positive effects, in that it can be a first step to realization of cultural differences, but it brings its own set of challenges. For instance the difference in language alone can be a significant contributor towards cultural dissonance as it is directly linked to identity. Also, misleading behaviour of others, and their reactions to our behaviour, leads to loss of face. A number of examples experienced in the classroom will be provided, and solutions to these issues will be thrown open for discussion with participants. Finally, intercultural learning will be explored with respect to moderating cultural dissonance and ethnocentrism through the process of adjustment – which could be in the form of cultural adaptation and assimilation.</p>	

<b>Presenter</b>	<b>Debra Rader</b>
Title of Presentation	Valuing Languages and Cultures: The first step towards developing intercultural understanding
Email	<a href="mailto:raderlucca@hotmail.com">raderlucca@hotmail.com</a>
<p>Valuing languages and cultures is the first step towards developing intercultural understanding. This session will consider ways to build a school community that is inclusive of all languages and cultures, and will explore ways to create culturally responsive and relevant classrooms that value and reflect children's languages and cultures. We will consider learning engagements that support teaching and learning for intercultural understanding and develop the following:</p> <ul style="list-style-type: none"> <li>• Knowledge and Understanding of culture, personal and cultural identity and global issues</li> <li>• Effective Interpersonal and Life Skills</li> <li>• Essential Values and Attitudes</li> <li>• Positive Action</li> </ul> <p>We will explore ways in which educators can include children's languages and cultures throughout the curriculum in authentic and meaningful ways through strategies, projects, activities, literature, resources and technology integration. Schools that explicitly value languages and cultures, and teach for intercultural understanding, also develop key aspects of transition education and international-mindedness – an essential disposition for global citizens.</p>	

## STRAND E : INTERCULTURAL UNDERSTANDING IN THE SCHOOL CONTEXT

(Strand Leader: Andrea Rohmert)

<b>Presenter</b>	<b>Julian Edwards</b> <b>NIST International School, Bangkok, Thailand</b>
<b>Title of Presentation</b>	Culture and Creative Leadership
<b>Email</b>	<a href="mailto:jedwards@nist.ac.th">jedwards@nist.ac.th</a>
<p>Creativity and entrepreneurship are increasingly argued to be a global education currency. Clearly if these are to be educational outcomes, schools need to embrace creativity as norms for their own practices, and school leaders need to consider how to create the same conditions for teachers as they want for their students. Some aspects of creative professionalism may have cultural dimensions, and school leaders working in international schools can benefit from an awareness of possible approaches when attempting to develop innovative capacity. As much as diversity is a contributing factor to creative teams, a range of approaches to cultivating creativity, including the creation of 'missions' and 'expeditions', may lead to greater engagement with innovation within a faculty.</p> <p>This presentation will explore aspects of leadership for innovation, with reference to some key theories and case studies of innovative teachers from diverse educational backgrounds.</p>	

<b>Presenter</b>	<b>Shiny Bhardwaj</b> <b>Research Scholar, Jamia Millia Islamia, New Delhi</b>
<b>Title of Presentation</b>	Intercultural understanding and institutional responsibility
<b>Email</b>	<a href="mailto:shinybhardwaj@gmail.com">shinybhardwaj@gmail.com</a>
<p>When an institution is established, it reflects the culture and ethos prevalent in its society at that point in history. Its building, curricula, outreach, infrastructure and vision – they all reflect the richness of its cultural heritage. While culture plays a quintessential role in defining an institution's goals and vision; it is the institution's expertise in human resource management that keeps it alive and flourishing. Learning does not happen in a vacuum. It is facilitated by a continuous exchange of ideas. This exchange also needs to be at the intra-cultural and inter-cultural levels, wherein people exchange ideas and opinions and together work towards sustaining togetherness at a global level.</p> <p>It is at the institution's discretion how it chooses to enhance this very rich and much needed exchange of ideas – especially in a world that is driven towards destruction due to hostility between cultures. Intercultural inclusion is also a quotient of the richness of educational experience in an institution. It must be noted that tragedies such as war are a result of institutional failure in making their learners socially responsible and respectful towards other cultures. It is time that educational institutions took full-fledged responsibility for the social behaviour of their pupils. This presentation will focus upon the need for such practices and on how institutions can encourage them.</p>	

<b>Presenter</b>	<b>Gladys Rodricks</b> <b>Team Leader and University of Bath MA Study Centre Coordinator, Ecole Mondiale World School, Mumbai, India</b>
<b>Title of Presentation</b>	An evaluation of the school's mission statement in relation to intercultural understanding
<b>Email</b>	<a href="mailto:glanders@ecolemondiale.org">glanders@ecolemondiale.org</a>
<p>The school on which this presentation is based celebrated its tenth anniversary this year. As a fully IB school, this is a good opportunity to evaluate the school's mission statement and to examine critically the teaching-learning practices that have helped the school create its niche as an institution that promotes and engenders international mindedness and intercultural diversity. The presentation will examine academic literature that explores the concept of intercultural awareness in our contemporary world, its significance to young learners and the role that the institution plays in promoting this spirit and understanding. In addition, the presentation will examine what it means to be internationally minded and how the taught curriculum and the hidden curriculum can come together to promote such a mindset.</p> <p>Intercultural awareness, in today's day and age, might be a buzz word but it isn't always easy to achieve. Exposing students to literature, music and traditions from around the world is one matter, but helping them to appreciate and respect these is yet another. The presentation will consider this difference and examine ways to help educators to bridge this gap. Some relevant teaching techniques would include the use of technology. Finally, the presentation will discuss common obstacles faced by teachers in promoting intercultural understanding and make some practical suggestions that may help.</p>	

<b>Presenter</b>	<b>Darlene Fisher</b> <b>Educational Programmes Developer, ECIS</b>
<b>Title of Presentation</b>	Organisational culture and leadership in promoting intercultural understanding
<b>Email</b>	<a href="mailto:darlenef8@yahoo.co.uk">darlenef8@yahoo.co.uk</a>
<p>Organisational culture is one of the most influential forces in a school's success, and thus student success. Leaders with an understanding of organisational culture, and knowledge of how to develop a positive and powerful culture within a diverse community, are required to create the best possible environment. Recent research into leadership traits across cultures show that there are some leadership behaviours which are universally seen as encouraging good leadership, and thus allowing for the development of a good organisational culture.</p> <p>There are however, more leadership traits which are culturally context contingent, in other words they are helpful for good leadership in some cultures, and potentially damaging in others (such as risk taking). These behaviours and the potential for good or bad responses need to be understood by leaders if they are to know how to work with a culturally diverse community of staff, parents and students. Once the cultural context is understood, then leaders can focus on developing beliefs, values and actions which support the implementation of the school mission and vision, and thus create a positive organisational culture. This presentation will explore these ideas, and provide opportunities for sharing ideas and experiences as well as addressing questions around the research and experiences presented.</p>	



<b>Presenters</b>	<b>Michael Thompson and Meeta Varma</b> <b>Director and IB Middle Years Programme Coordinator</b> <b>Mercedes-Benz International School, Pune, India</b>
Title of Presentation	From a philosophy to a T-shirt. Living it, not laminating it!
Email	<a href="mailto:michael.thompson@mbis.org">michael.thompson@mbis.org</a> and <a href="mailto:meeta.varma@mbis.org">meeta.varma@mbis.org</a>

In this presentation, we will share the process of involving stakeholders in reviewing the mission statement of Mercedes-Benz International School (MBIS). The mission statement was reviewed to reflect the current school community and was written in a language that everyone can understand and articulate. The role of language is vital in a school of 300 students, from more than 27 nationalities, and each one in the school community now takes ownership of the current mission statement. International mindedness and global awareness are embedded within our curriculum to allow the students to develop high standards of perception on a personal, local and global level. At MBIS, diversity is viewed as strength. We encourage responsibility in our community by developing, identifying and assuming accountability and becoming socially dependable citizens.

In order to engage the stakeholders, it was necessary to have a good plan and a differentiated strategy for a process that took more than twelve months. The process started with questioning the existing school mission statement and the school logo. A steering committee was formed, comprising different sections of the school in order to ensure diversity in perspectives as the basis for fruitful discussion. The school community provided their input, which reflected the beliefs and the purpose of the school and echoed individuals' identity in relation to the culture of the school. The three core values were derived from this input. The committee worked towards a process of making the mission statement as simple as three phrases. The process of creating the rationale followed, as well as the descriptors for the core values – which were permeated by the essence of international mindedness. This was shared with the school community for feedback and approval. Intercultural understanding permeates through the guiding statements which ensure a translation into effective educational practice. The majority of the stakeholders wanted to add text and colour to the existing design of the school logo. Board approval was received just in time for 15th anniversary celebrations, when each member of the school community was given a T-shirt which stated the school philosophy. Each stakeholder takes ownership, and students and their parents of different nationalities can understand, remember and relate to it. Students wear it with pride on their T-shirts. The mission statement in our school is living, and not a laminated notice on the walls!

<b>Presenter</b>	<b>Brian Salzer and Reinhard Roth</b> <b>American High School Principals, JFK School , Berlin, Germany</b>
Title of Presentation	Leading a bi-cultural, bilingual Community School
Email	<a href="mailto:bsalzer@jfkbsberlin.org">bsalzer@jfkbsberlin.org</a>

Bilingual, bi-cultural education is the beginning of the whole child learning experience at the JFK School Berlin. In this presentation Principals Reinhard Roth and Brian Salzer describe this unique international school, originally developed to bridge family relationships among German and American students during the cold war era. Dynamic and successful today, this K-12 school with 1700 students balances the best practices of both cultures, the mastery of both languages, and exceptional music, art, and sport programs to enrich the academic success of all of our students at a public school in Berlin. Students graduate with the option of a U.S. Diploma or the German Abitur– or both. Bilingual, bi-cultural education brings great challenges and great results, whether it is German and American or any other combination.

cont ...

This presentation will include examples of the challenges we face as a bilingual, bi-cultural school. Our faculty is 50% German, taught and trained in traditional German pedagogy, and 50% American, who are hired fresh from the classrooms of the U.S. Our German teachers are bilingual and committed to our school for their careers. Our American teachers rarely speak proficient German and often come work with us on a two-year contract. The issues of leading a faculty with such different experiences offers rich discourse in faculty meetings, opposing view points on academic priorities, and a completely different platform on which to discuss programs such as special education. Special education with its strict legal guidelines is very much a part of our practice in the U.S. but does not play much of a part in a German gymnasium. The concept of school libraries and guidance counsellors are not a part of the typical German school experience, but are an essential component of an American school. In addition, we will discuss issues such as teacher tenure, maintaining a valid teacher's license, the difference in the philosophy of professional development, and the difference in family expectations of the school.

We lead this school with open-mindedness, plenty of disagreement and discussion, and all in a democratic fashion. From the integration of technology to the value of music and art, JFK benefits from continual questioning of the best path of learning for kids and valuing the opinions and experiences of our community. We lead the students and faculty of JFK with a careful focus on our mission of building and respecting community. In this presentation we will briefly share the history of this unique school that offers bilingual instruction beginning in early childhood, and will also examine how we implement our mission to provide the global educational outcomes families seek for their children.

<b>Presenter</b>	<b>Deborah Anderson</b> <b>Head of English, Ecole Mondiale World School, Mumbai, India</b>
Title of Presentation	Teaching and learning that promotes understanding and change on intercultural issues
Email	<a href="mailto:deborahjanderson@btinternet.com">deborahjanderson@btinternet.com</a>

As the world gets smaller, people and cultures are more and more likely to clash. I believe that it is only through promoting intercultural awareness in young people that our world will become more tolerant. In this presentation I will speak about how teaching and learning promote advocacy and action on intercultural issues in schools, with particular reference to the International Baccalaureate Middle Years Programme (MYP). I shall use as the starting point the way in which intercultural understanding is promoted in the MYP at Ecole Mondiale. This will include reference to international mindedness documents from all departments; international mindedness in unit plans, the use of drama productions, and how the community and service programme can be used to enhance intercultural issues and promote action.

During the presentation we shall look at exemplars of good practice involving not only the areas above, but also collaboration through the planning process, the curriculum, teaching and learning and assessment to encourage intercultural learning. In support, we shall consider aspects of the new 'From Principles into Practice' document published by the IB, which emphasizes intercultural awareness. I shall discuss 'MYP The Next Chapter'— showing how this programme, using inquiry based learning, encourages multiple perspectives in the classroom. In addition, the theory behind intercultural teaching and learning will be highlighted. To close, the presentation will propose how schools that do not follow the IB programme can use some of the best practice mentioned here to promote international awareness.

<b>Presenter</b>	<b>Merlyn Nair</b> <b>IB Primary Years Programme Home Room Teacher, Ecole Mondiale World School, Mumbai, India</b>
<b>Title of Presentation</b>	Incorporating international mindedness through the IB Learner Profile
<b>Email</b>	<a href="mailto:merlynnair@hotmail.com">merlynnair@hotmail.com</a>
<p>The Learner Profile is one of the essential elements of the International Baccalaureate (IB) Primary Years Programme, whose core aim is to develop active, compassionate and lifelong learners. In the field of education the term 'international mindedness' has become a key link to help students to think beyond the national boundaries of their own domain and to apply their critical thinking to solve global problems. In this presentation I will explore the concept of international mindedness, having critically engaged with relevant literature sources, analyzing the viewpoints of various experts on this topic. I have come to understand that the IB through its Learner Profile inculcates the practices of intercultural education not only in students, but also in their teachers. The Learner Profile encourages an individual to think creatively and reflectively and to try to solve problems, with a view to addressing global challenges and helping to develop an empathetic world.</p> <p>As an educator, the IB Learner Profile has directed my teaching practices towards assisting the child to develop as an internationally minded individual. Engaging with relevant literature sources has made me aware of how the IB programmes, through the Learner Profile, enhance international mindedness. In this presentation I will share my ideas and classroom strategies that have helped me to develop international mindedness in the PYP classroom. I will share how, for me, the Learner Profile acts as a backbone of the IB curriculum across all grades in the PYP, thus instilling international mindedness in our young students.</p>	

## STRAND F : WIDER ASPECTS OF INTERCULTURAL UNDERSTANDING

(Strand Leader: Caroline Ellwood)

<b>Presenter</b>	<b>Caroline Ellwood</b> <b>European Council of International Schools (ECIS)</b>
Title of Presentation	Tackling the idea of a 'just war' in promoting cultural understanding
Email	<a href="mailto:CarolineEllwood@ecis.org">CarolineEllwood@ecis.org</a>
<p>International schools encourage students to embrace the idea of peace, and often include the concept in their Mission Statement and celebrate the UN International Day of Peace. Yet many are surrounded by conflict, while the media daily report war, genocide and horrific acts of terrorism and this year marks the centenary of the start of the First World War. Is there such a thing as a 'just war'?</p> <p>This presentation will consider how teachers can approach such events with their students, distinguishing between aims and causes of war and discussing without bias the origins of conflict. When does support for a cause become an invasion? In an international classroom these can be sensitive topics. Are there circumstances where preservation of a national identity legitimately cuts across international mindedness? How far is what we teach, or what we choose not to teach, a reflection of a western view? Indeed, how in an international context do we choose whose history to teach?</p>	

<b>Presenter</b>	<b>Graham Ranger</b> <b>Director of School Support and Evaluation, Council of International Schools</b>
Title of Presentation	Using global citizenship as a catalyst for school improvement
Email	<a href="mailto:grahamranger@cois.org">grahamranger@cois.org</a>
<p>The Council of International Schools (CIS) is in the second year of a pilot project (CIS International Certification) running for schools already accredited – by CIS or by another agency, focused on a school's success in developing students' global citizenship. These are schools that have no need of further accreditations/external quality assurances, but wish for this aspect of their work to be co-evaluated and developed, by themselves and in partnership with CIS. The focus of the work is on institutional change/school improvement, and this is where the similarity with the evaluation/accreditation process probably ends. It is deliberately and distinctively different. We have 10 diverse schools involved: for example, one in mainland China, working in partnership with an international school in Hong Kong, a bilingual (French/English) school in Toronto, some in the US, some in Australia, one in England and a bilingual school in Buenos Aires (Spanish/English), for example. All are CIS member schools and we can, therefore, vouch for their quality. Many, but not all, are International Baccalaureate schools.</p> <p>This session will focus on the power of a focus on global citizenship to act as a catalyst for whole-school development, using some case studies and stories from some of these schools, including the emerging lessons learned. We will give an overview of the rationale for the project and an explanation of how it has evolved in its partnership with schools looking to evaluate how well they are developing the global citizenship of their students.</p>	

<b>Presenter</b>	<b>Yvonne Slough-Kuss</b> <b>Doctoral student, University of Bath, UK</b>
<b>Title of Presentation</b>	Transformation of cultural and linguistic capital: the struggle to be a 'good' student
<b>Email</b>	<a href="mailto:yvonneshloughkuss@gmail.com">yvonneshloughkuss@gmail.com</a>
<p>This presentation will explore the notion of international schools as 'elite' perpetuating institutions. Informed by Bourdieu's (1986) Theory of Symbolic Capital, the presentation will highlight enculturation as an avenue to 'good' schools for 'good' students in an international school context. Based on a case study of the International Baccalaureate (IB) Middle Years Programme (MYP) Personal Project Report, the presentation examines the 'transformation' of capital. As the MYP Personal Project specifically calls on students to report on their learning and success, this process serves as a useful focus for the examination of student 'pedagogic work' (Bourdieu &amp; Passeron, 1990). In addition, the presentation will examine the change in 'fields' from national to international 'elite' schools. Critical Discourse Analysis (Fairclough, 1992, 2003) of the students' Personal Project reports enabled identification of the strategies used by 'good' and 'less good' students. The results suggest that not all students have the cultural and linguistic capital required to successfully 'play the game' of being an 'elite' international school student. This also underlines the importance of the economic and social capital of parents. The insights gained from the study suggest ways in which we may achieve more equitable pedagogy in 'elite' international schools.</p>	

<b>Presenter</b>	<b>Melanie Hilton</b> <b>Programme Director, Global Study Pass</b>
<b>Title of Presentation</b>	Collaboration across cultures - a review of curricula, programmes and practice
<b>Email</b>	<a href="mailto:melanie.hilton@globalstudypass.com">melanie.hilton@globalstudypass.com</a>
<p>The largest international schools, with a strongly-mixed intake of students from all countries, live the intercultural dream. But for many, the school culture reflects less variety in intake. This has a consequent impact on the diversity of perspectives and the challenge to received wisdoms of 'that's how we do it round here' in the school culture. In such contexts, the development of students' critical and creative thinking and entrepreneurial flair can also be compromised. There's nothing like the world of 'the right answer' for suppressing innovation and creativity.</p> <p>This presentation will argue for rich global experiences for all through a 'beyond the classroom' approach which encourages young people from different cultures to work collaboratively. Using new technologies and experiencing new curricula, students develop not only intercultural understanding but also the collaborative problem-solving skills most frequently sought by employers and higher education. The session will review a number of innovative curriculum and assessment programmes which demonstrate this approach – including the College Board's new Advanced Placement Capstone qualification, Cambridge's suite of Global Perspectives assessments, and the OECD's new PISA assessment of collaborative problem solving. The session will also share the experience of a new organisation in delivering a Future Leaders programme in Cambridge in July 2014 to a cohort of UK and international students confronting several dimensions of 'the new' : new to working together, and with teachers who were themselves new. They were unfamiliar with the learning platform used to record their progress on the programme, the curriculum content was new and the style of assessment leading to a qualification of the Institute of Leadership and Management was being experienced by them for the first time. The session will describe the intercultural understanding that developed during the programme and identify factors that positively and negatively contributed to success.</p>	

<b>Presenter</b>	<b>Barry Hallinan</b> <b>Senior Master and Director of University Guidance &amp; Careers, St Paul's School, Sao Paulo, Brazil</b>
<b>Title of Presentation</b>	Emotional knowledge and cultural awareness in university guidance and the application process from the perspective of the globally minded Sixth Former/High School Senior: Daedalus or Icarus?
<b>Email</b>	<a href="mailto:bjh@stpauls.br">bjh@stpauls.br</a>
<p>The entry process to tertiary education is stimulating (literally hundreds of thousands of seniors will be engaged in this process every year), a labyrinth (applicants are required to go through a series of hoops and prompts of varying complexity), competitive (record numbers of applicants, with some as high as 98,000 applications, have been recorded by the vast majority of US colleges, with additional tasks and assessments bring required), time consuming (from start to finish the process can take up to 12 months of intense preparation) and uneven (each college applies its own set of selection criteria). It places the older secondary learner in a realm which already asks them to voice an opinion and demonstrate maturity of thought as to their first potential major career choice.</p> <p>In this presentation I argue that, alongside the academic persona, emotional and cultural perspectives play a crucial role in how well applicants handle the admissions process and how successful an application actually becomes. Students are asked to develop a comprehensive understanding of what college life is about and what tertiary institutions are expecting from their potential student intake. Emotional knowledge (or in its alternate version, emotional intelligence) is understood to refer to the ability to perceive, control and evaluate emotions. In their seminal work 'Emotional Intelligence', Salovey and Mayer defined emotional intelligence as 'the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions (1990). Like Daedalus, emotionally intelligent and culturally alert applicants are craftsmen in their own right, able to bring personal experience, maturity, world-mindedness, self-reliance and perspicacity to bear on the applications process. Icarus, however, allowed over-ambition to cloud judgements. In this presentation we will explore ramifications of this in greater detail.</p>	

<b>Presenter</b>	<b>Oyndrilla Mukherjee</b> <b>IB MYP Humanities and Diploma Geography Teacher, and Assistant MYP Coordinator, Ecole Mondiale World School, Mumbai, India</b>
<b>Title of Presentation</b>	Promoting intercultural understanding through the curriculum
<b>Email</b>	<a href="mailto:omukherjee@ecolemondiale.org">omukherjee@ecolemondiale.org</a>
<p>This presentation will begin by explaining the necessity of teachers promoting intercultural understanding in our classes, if our students are to function effectively in the interconnected world today. It will continue with specifying criteria which can be used as a basis to evaluate the extent to which a curriculum promotes international mindedness, an integral component of intercultural understanding. I have developed the criteria that will be presented here after critically engaging in academic literature on intercultural understanding and international mindedness in education. The presentation will continue by considering the different ways in which teachers can develop international mindedness and promote intercultural understanding through the curriculum, as well as how they can use the criteria to evaluate the curriculum they have designed. The presentation will highlight the challenges faced by teachers in developing and delivering such a curriculum. It will conclude by suggesting strategies that can be implemented in classrooms to promote intercultural understanding, especially in classrooms which do not have students of diverse nationalities.</p>	

<b>Presenter</b>	<b>Michael Fertig</b> <b>Lecturer in Education, University of Bath, UK</b>
<b>Title of Presentation</b>	School accreditation and inspection: vehicles for intercultural understanding?
<b>Email</b>	<a href="mailto:edsmf@bath.ac.uk">edsmf@bath.ac.uk</a>
<p>This presentation will focus upon developments in the accreditation and inspection of schools and the ways in which these processes relate to the development of intercultural understanding. The presentation will draw upon the ideas and theoretical concepts first delineated by the presenter in an earlier paper (Fertig, 2007) and will link these to the issues emerging from a recent (2013) unpublished internal report on 'School Authorization' written for the International Baccalaureate.</p> <p>A key issue explored in the presentation is the relationship between the drive for ensuring that schools address, and meet, generic characteristics and standards associated with pupil achievement and development whilst, at the same time, remaining true to the specific and eclectic features that connect schools to the environment in which they are located. Over recent years, intercultural understanding has emerged as a key desirable outcome in terms of pupil development (Perry &amp; Southwell, 2011; Jackson, 2005) and, hence, as a significant feature for exploration when schools are opened up through the processes of accreditation or inspection. The presentation will argue that such a development follows in the long line of 'organizational mimicry' and 'institutional isomorphism' (DiMaggio &amp; Powell, 1983) analysed in a previous paper (Fertig, 2007) and, as such, encourages the move towards the kinds of 'normalization' behaviours identified by Foucault (1977).</p>	

