



World  
Conference

# Internationalising Schools

Conference  
Programme



Amsterdam  
6-8 October  
2017





**Welcome  
to the  
AIE World Conference  
in  
Amsterdam, 2017**



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

We are delighted to be meeting in Amsterdam, a city that has deservedly established a worldwide reputation for its range of organisations, activities and initiatives in international and global education. As the city comprises a population characterised by the diversity of cultures represented in its various communities, it is an appropriate environment in which to explore the many aspects of our conference theme of ***Internationalising Schools: Sharing Good Practice and Addressing Challenges***.

The Alliance for International Education has experienced, throughout its existence over some 15 years, conferences which have been topical and stimulating, and which have engaged all participants in compelling debate arising from the many issues raised by plenary speakers and also from the variety of strand presentations which are the core of the conference. We are confident that our experience in Amsterdam will prove to be equally stimulating and compelling in the range of ideas and issues with which we will engage in the coming days.

Enjoy the conference, the city and the sharing together of experiences, opinions and hopes for the future!

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

**Professor Jeff Thompson CBE**

**Chair, Board of Trustees, Alliance for International Education**

## THE AIE TRUSTEES WISH TO THANK .....

- **Our Sponsors** *for their generous support and encouragement in many ways:*
  - City of Amsterdam
  - Esprit Schools, The Netherlands
  - International School of London (ISL) Group
  - Department of Education, University of Bath, UK
  - John Catt Educational Publishers
- **The Plenary Speakers** *for their valuable contributions to our plenary sessions and strand discussions*
- **The Strand Leaders** *for contributing their skills and expertise in organising and conducting the strand sessions*
- **The Strand Presenters** *for sharing their ideas and for stimulating discussion in the strand sessions*
- **The Students** *for their presentations, and for their support during the conference in so many different ways*
- **All Participants** *who, by their presence, have ensured exchange of views through stimulating debate and thereby have made a valuable contribution to the conference*
- **The Park Plaza Amsterdam Airport hotel personnel** *for their cooperation in accommodating the conference*

## Internationalising Schools: Sharing Good Practice and Addressing Challenges

### FRIDAY 6 OCTOBER 2017

**0800 – 0830** Buses leave designated hotels

**0815 – 0915** **Registration and tea/coffee at Park Plaza Amsterdam  
Airport hotel**  
**Exhibitions**

**0930 – 1030** **Opening Plenary**

Welcome to the Conference *Prof Jeff Thompson, Chair AIE*

Welcome and Introduction of Official Guests

Welcome to Amsterdam *Dr Boris Prickarts*

#### **Opening Address**

**Alderpersoon Simone Kukenheim**

*Alderpersoon for Education and Deputy Mayor, City of Amsterdam*

#### **Introduction to Strand sessions**

*Prof Mary Hayden, Strand Coordinator*

**1030 – 1100** Morning tea/coffee; exhibitions

**1100 – 1230** **Strand Sessions 1**

***Role of Language***

***Internationalising the Curriculum***

***Leadership and Management***

***Schools in their Wider Communities***

***Researching the Internationalising of Schools***

***Learning, Teaching, Pedagogy***

## Internationalising Schools: Sharing Good Practice and Addressing Challenges

### FRIDAY 6 OCTOBER 2017 (continued)

1230 – 1345	Lunch. Exhibitions
1345 – 1445	<p><b>Keynote Address: <i>Staying behind; a new philosophy for a world without borders</i></b></p> <p><b>Prof Dr Marli Huijer</b></p> <p><i>Thinker Laureate of The Netherlands; Professor by special appointment in Public Philosophy at the Erasmus University Rotterdam</i></p>
1445 – 1515	Afternoon tea/coffee; exhibitions
1515 – 1645	<b>Strand Sessions 2</b>
1645 – 1745	<b>Welcome Reception at Park Plaza Amsterdam Airport Hotel</b>
1745	Buses leave for <b>Evening Canal Cruise</b>
2030	<b>Cruise finishes</b> and buses return to Park Plaza Airport Hotel

## Internationalising Schools: Sharing Good Practice and Addressing Challenges

### SATURDAY 7 OCTOBER 2017

<b>0800 – 0830</b>	Buses leave designated hotels
<b>0830 – 0900</b>	Tea/Coffee. Exhibitions
<b>0900 – 1000</b>	<b>Student-led Plenary Session: <i>International Education through the eyes of the next generation of International School Teachers</i></b>
<b>1000 – 1030</b>	Morning tea/coffee. Exhibitions
<b>1030 – 1200</b>	<b>Strand Sessions 3</b>
<b>1200 – 1315</b>	Lunch. Exhibitions
<b>1245 – 1315</b>	<b>Meet the Trustees</b> (all conference participants welcome)
<b>1315 – 1445</b>	<b>Strand Sessions 4</b>
<b>1445 – 1515</b>	Afternoon tea/coffee. Exhibitions
<b>1515 – 1645</b>	<b>Strand Sessions 5</b>
<b>1700</b>	Buses leave for designated hotels Free Evening

## Internationalising Schools: Sharing Good Practice and Addressing Challenges

### SUNDAY 8 OCTOBER 2017

<b>0800 – 0830</b>	Buses leave designated hotels
<b>0830 – 0900</b>	Tea/coffee. Exhibitions
<b>0900 – 1000</b>	<b>Keynote Address: <i>The role International education can play in reducing prejudice</i></b>  <b>Dr Conrad Hughes</b>  <i>Campus and Secondary Principal, La Grande Boissière, International School of Geneva, Switzerland</i>
<b>1000 – 1030</b>	Morning tea/coffee. Exhibitions
<b>1030 – 1130</b>	<b>Gallery walk</b>
<b>1130 – 1215</b>	<b>Strand Issues; Feedback and Recommendations</b>
<b>1215 – 1230</b>	<b>Conference Summary and Reflections</b>  <b>Martin Skelton</b>
<b>1230 – 1300</b>	<b>Closing Session</b>
<b>1300</b>	<b>Snack Lunch</b>  Buses depart for designated hotels and airport



# STRAND PRESENTATIONS

The following section contains abstracts of all the presentations to be made during the Alliance for International Education conference 2017.

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

Abstracts are arranged in the following sections:

- Strand A:** *Internationalising Schools: Role of Language*
- Strand B:** *Internationalising Schools: Internationalising the Curriculum*
- Strand C:** *Internationalising Schools: Leadership and Management*
- Strand D:** *Internationalising Schools: Schools in their Wider Communities*
- Strand E:** *Internationalising Schools: Researching the Internationalising of Schools*
- Strand F:** *Internationalising Schools: Learning, Teaching, Pedagogy*

## **STRAND A *Internationalising Schools: The Role of Language***

**Strand Leader: Mary Langford**

<b>Presenter</b>	<b>Eowyn Crisfield</b> <b>Crisfield Educational Consulting, The Netherlands</b>
Title of presentation	Languages in the classroom: the final frontier
Email	<a href="mailto:eowyn@crisfieldeducationalconsulting.com">eowyn@crisfieldeducationalconsulting.com</a>

In the ongoing discussions on internationalising education the area of languages is often neglected. Despite the growing diversity in student cohorts and the increasing internationalisation of curricula, in many international schools the classrooms remain steadfastly English only, by design or by default. This leads to the critical question: Can international schools be truly international whilst remaining monolingual? The clear answer is of course that to be truly international, a school must reflect, in ideology and in practice, the diversity of its students, including their languages. The range and number of languages spoken in any international school or classroom can make this task seem daunting or impossible, and indeed it is a challenge.

An area of research and practice that has been increasingly of interest in this discussion is translanguaging (see, for example, Lewis, Jones, & Baker (2012), Garcia (2009), Garcia, Ibarra Johnson & Seltzer (2017)), which recognises that the languages of multilinguals are integrated and not separate, and can be used together to improve both learning and language development. Bringing translanguaging into the spotlight is a step forward in understanding normative multilingual practices, but bringing it into the classroom as a vehicle for integrating multiple languages requires more than understanding. This session will look first at the benefits of translanguaging, and then at the practical aspects of planning for translanguaging in international schools, and how frameworks can be created to support the inclusion of students' home languages in their learning. Participants will have the opportunity to explore translanguaging pedagogy, and to gain a clear understanding of why we should translanguage in international schools, as well as how we plan for effective use in the classroom.

<b>Presenter</b>	<b>Onno van Wilgenburg</b> <b>Team Coordinator, Nuffic, The Netherlands</b>
Title of presentation	Defining and reassessing quality in internationalised curricula: bilingual education in the Netherlands
Email	<a href="mailto:ovanwilgenburg@nuffic.nl">ovanwilgenburg@nuffic.nl</a>

In the Netherlands, bilingual education developed out of a collaborative effort of international schools and regular schools in the early 1990s. At times heated discussions resulted in a common quality framework covering language proficiency, teaching methodology, intercultural skills and outcomes. This session will highlight the ways in which this 'domestic' international curriculum defines and assesses quality, and in which ways its added values become 'noticeable' if not 'measurable.' Bilingual education is also undergoing a process of fundamental recalibration. Are we still doing the right things to prepare students for the future? These discussions take place in the context of an (inter)national debate about education and quality, and this session will offer up recent new ideas and insights for discussion.

<b>Presenter</b>	<b>Samantha Marangell</b> <b>PhD student, Centre for the Study of Higher Education, University of Melbourne, Australia</b>
Title of presentation	The role of language issues in masking other challenges to intercultural interaction among university students
Email	<a href="mailto:smarangell@student.unimelb.edu.au">smarangell@student.unimelb.edu.au</a>

With the ever-increasing number of international students in institutions of higher education, much attention has been placed on challenges to fostering interactions between diverse students. One of the most frequently identified hurdles relates to language issues. Host students and international students alike often complain about difficulties not only in understanding each other, but in adapting to differing communication styles, habits, and norms. In fact, such challenges are often used by both groups of students to justify a complete lack of interaction. Yet, though the importance of language skills should not be underestimated, perhaps there are other factors that underlie students' perceptions of and attitudes towards their intercultural interactions. This presentation will discuss some examples within existing literature where attention to language issues may have unintentionally masked other, often-conflated factors, such as lack of patience, speaking confidence, nationality, appearance, and extroversion. It will also present examples of how language issues can be used by students to justify exclusion and to form opinions about others' intelligence. Furthermore, this presentation will suggest that temporarily ignoring language issues may actually help expose additional, equally-important factors that affect intercultural interactions on university campuses. Key questions for discussion include: what other factors might be conflated with language? how might attitudes about language be affecting students' perceptions of each other? and how might universities tackle issues around interaction without necessarily focusing on improving language skills?

<b>Presenter</b>	<b>Hermione Paddle</b> <b>Secondary English teacher, Bavarian International School, Germany</b>
Title of presentation	Critical literacy, critical thinking and creativity in IB language teaching experience
Email	<a href="mailto:h.paddle@bis-school.com">h.paddle@bis-school.com</a>

The third wave of invention, which has been spurred on by the digital revolution and improvements in communication technology, has many implications for education. These ever-increasing advancements ask for a workforce that is more skilled in critical thinking, creativity and problem solving. How well our students know and understand these skills has implications for policy and curriculum development and implementation. The focus of this presentation is the International Baccalaureate English Diploma Programme curriculum and how well the proposed curriculum promotes and fosters the learning of skills needed for creativity and critical thinking. The existing written curriculum is currently under review, part of the IB's seven-year cycle, and a new curriculum is proposed for 2019. Reports about these proposed changes and what should be learned are available for teachers and educators to scrutinise the cultural, methodological motivations that underpin these changes. This presentation aims to explore the dominant discourse, as well as the ideas and values underpinning the existing and proposed curriculum. Using case studies from personal teaching experience, documents in the existing IB language and literature syllabus will be critiqued. Consideration will be given to how well critical literacy, critical thinking and creativity are currently taught and how they could be improved. Alternative assessment models and assessment tasks that the IB could offer will be explored, using examples from past experience.

<b>Presenter</b>	<b>Liam Printer</b> <b>Doctoral student, University of Bath, UK; IB Diploma and MYP Spanish Teacher, International School of Lausanne, Switzerland</b>
Title of presentation	Teaching languages through storytelling; a way to motivate both students and teachers?
Email	<a href="mailto:liam.printer@gmail.com">liam.printer@gmail.com</a>

The one-dimensional, controlling systems of education that are being increasingly implemented and pushed across the globe are stifling and dampening motivation; this is absolutely true for educators as much as for learners. Exploring teaching methodologies and approaches that offer motivational benefits for both sides of the pedagogical relationship is critical now more than ever. This presentation will explore the findings from a 2017 empirical study of a group of secondary, international school students' feelings about Teaching Proficiency through Reading and Storytelling (TPRS) using a self-determination theory (SDT) lens. It will provide a brief overview of both TPRS and SDT before sharing with participants how students overwhelmingly felt that TPRS satisfied SDT's three basic psychological needs of autonomy, competence and relatedness, and therefore was deemed highly motivational. The findings, obtained from focus group interviews and classroom observations, suggest that the autonomous nature of TPRS, where students co-create the stories with the teacher, result in a heightened sense of personal ability and belongingness to the group. Additionally, the results reinforce conclusions from other studies, which suggest that activities that are perceived as fun, interesting, novel and different are most likely to develop intrinsic motivation in foreign language learners.

Importantly, the study revealed that the teacher is a vital element for the success of TPRS and that, by teaching through TPRS, teachers themselves can become more motivated and increase their job satisfaction. This will be the key point of the presentation, that in TPRS we may have found a teaching approach that is highly motivating both for students and for teachers. With a global march towards accountability, performativity and 'governing by numbers', it is vital we find teaching processes that motivate both parts of the pedagogical process; I argue TPRS is one of those.

<b>Presenters</b>	<b>Lynn Scherpel and Gisela Rabearisoa</b> <b>International School of Düsseldorf, Germany</b>
Title of presentation	Innovative approaches to additional language acquisition
Email	<a href="mailto:scherpel@isdedu.de">scherpel@isdedu.de</a> and <a href="mailto:rabearis@isdedu.de">rabearis@isdedu.de</a>

Keeping students motivated and engaged in additional language learning is a common challenge in international schools. This session will show innovative approaches to meet this challenge, illustrating how exposure to authentic literature is a powerful tool in any phase of the language development. This session will demonstrate how students use a set of reading strategies and transfer skills when reading authentic texts in the target language. Using reading strategies provides the students with a framework that promotes curiosity and heightens metacognition. This supports the inquiry cycle which is at the heart of good teaching practice. Individual student choice plays an important role in the success of this method. Participants will see evidence of students' learning through videos, voice recordings and written reflections. Examples of students' documentation will be shown through the Book Creator App. This language teaching approach can be applied from age six onwards across multiple phases of language development.

<b>Presenter</b>	<b>Susan Stewart</b> <b>Multilingualism Coordinator, International School of London (Surrey), UK</b>
Title of presentation	Language profiling of international students
Email	sstewart@islsurrey.org
<p>International students are inherently multifaceted and nuanced in terms of their experiences and view of the world. Closely linked to this is their linguistic makeup, which is a complex web of their home, school and community experiences gleaned from the countries they have lived in. Indeed, within the same family, no two children's language profiles are alike, being influenced by the ages at which they were exposed to different languages, the position they have within the family and their own experiences and personalities. ISL Surrey offers a unique mother tongue language programme which aims to support the mother tongue of every child in the school, as an integral part of the school day and curriculum. ISL Surrey seeks to understand every child's unique linguistic experiences and competencies from before they join the school, and then plots their progress across their languages during their time in the school, whilst keeping an eye on future needs. This information is obtained through initial home language surveys, conversations with parents and the children, formal reporting and feedback from classroom and mother tongue teachers. The role of the parents is recognised as central to a child's language development, and regular information on multilingual matters and good practice is shared formally and informally with parents. This session will share practically how language profile information is obtained, interpreted, shared and then continually updated with school staff, so that all stakeholders understand the child's needs and contribute to their developing language proficiencies.</p>	

<b>Presenter</b>	<b>Leendert-Jan Veldhuyzen</b> <b>Principal, De Nieuwe Internationale School Esprit (Denise) Amsterdam, The Netherlands</b>
Title of presentation	Bilingual education for international students
Email	l.veldhuyzen@denise.espritscholen.nl
<p>Every year hundreds of families enter Amsterdam bringing non-Dutch-speaking students to school. In addition, hundreds of students leave Amsterdam to continue their (higher) education in universities all over the world. Also many universities in The Netherlands offer courses or entire studies in English. For that reason it makes sense for both primary and secondary students in The Netherlands to be educated in both Dutch and English. De Nieuwe Internationale School Esprit (DENISE) in Amsterdam offers widely accessible international education of high quality standing in the present society with broad awareness of our collective responsibility for the world we live in. We achieve this by offering a broad bilingual international curriculum as well as an anchor for life in the Netherlands. DENISE is a school for all students with an international mindset. The student population consists of long-stay expatriates, immigrants, re-migrants, refugees and local Dutch students. All have good reason to endorse DENISE's mission and philosophy: Learn Dutch for proper integration in Amsterdam and also gain Dutch and English language skills to be able to choose either a Dutch or English (international) Diploma Programme.</p> <p>In this presentation we will share our experience with this multi-national and extremely diverse student population using the International Primary Curriculum and International Middle Years Curriculum in two balanced languages leading to the Dutch MAVO or HAVO Diploma, or the International Baccalaureate. We will discuss dilemmas including the percentage of English and Dutch in our curriculum, the use of the curriculum in relation to both Dutch and international standards and the way in which we work towards raising the next generation of world citizens.</p>	



<b>Presenters</b>	<b>Mary Langford, Dwight School London and Director ILLTC</b> <b>Gracia Lockwood, Southbank International School London and Academic Advisor ILLTC</b>
Title of presentation	Opportunities and challenges of engaging language teachers worldwide to extend mother tongue provision in schools
Email	mary@langfordiec.com
<p>In 2013 a group of experienced International Baccalaureate Diploma (IBDP) language teachers joined forces to form the International Language and Literature Teachers' Cooperative (ILLTC) to share their expertise with students worldwide who study their mother tongue through the IBDP School-Supported, Self-Taught (SSST) Literature A programme. Seemingly for autodidacts, this enables students to continue their study of the home language as an IB subject when there is no teacher available at the school. There is a structure and criteria for demonstrating the ability to critique and analyse numerous books and texts in the mother tongue as well as world literature, but students work independently within the context of their school-based IB studies, supported by an ILLTC consultant. Four years later, the ILLTC has gathered sufficient evidence to suggest that the model works. In the past three years, supporting 37 IB students in 21 languages at 19 IB schools in 12 countries, the IB Diploma results have ranged between 4 and 7 points (on the IB Diploma scale of 1-7) in their respective mother tongue languages, with averages of 5+ points.</p> <p>In this presentation we will describe how the ILLTC has evolved, with new requests to support Language B and IB Middle Years Programme students. Although the internet and globalization make it possible for students to be supported in their language studies by ILLTC consultants worldwide, managing 67 teachers scattered across 29 countries is complex. We will discuss how ILLTC consultants collaborate with schools to facilitate mother tongue learning, as well as some of the successes and challenges encountered, and will consider whether, in the absence of locally-based teachers, the internet provides a viable alternative for the maintenance of mother tongue proficiency. Is this, as an IB colleague remarked to one of our partner schools, the way of the future?</p>	

## **STRAND B *Internationalising Schools: Internationalising the Curriculum***

**Strand Leader: Caroline Ellwood**

<b>Presenter</b>	<b>Caroline Ellwood</b> <b>Editor, The International Schools Journal</b>
Title of presentation	Stop the timetable: whole school explorations of a theme
Email	<a href="mailto:CEllwood@johncatt.com">CEllwood@johncatt.com</a>
<p>Devoting an occasional day to the in-depth study of a theme involving the whole or a section of the school can provide students with memorable, meaningful and empowering educational experiences. Topics connected to international mindedness, global issues and aspects of cultural understanding are particularly suitable for this kind of holistic activity. Released from the confines of the timetable and specific curricula, learning becomes an exercise which promotes new perceptions and understandings. In this session, the practicalities of leadership, planning, departmental involvement, pitfalls and logistics of a themed day will be discussed and examples considered. Strand members will be asked to give examples from their own experience and to suggest themes that would support 'internationalising a school'. Two or three of these will then be selected for more detailed consideration in relation to how each could involve a specific section of a school: the staff in different subject areas, the students and possibly the parents.</p>	

<b>Presenters</b>	<b>Sarah Plews, Curriculum Deputy</b> <b>Andrea Reis, Learning Through Research (LTR) teacher</b> <b>The Oporto International School (CLIP), Portugal</b>
Title of presentation	Learning through research in middle school: an internationally minded utopia?
Email	<a href="mailto:sarah.plews@clip.pt">sarah.plews@clip.pt</a>
<p>How does a learner-centred, authentic, inquiry-driven, collaborative pedagogy through a Learning Through Research (LTR) contextualised curriculum in Middle School at The Oporto International School (CLIP) contribute to the 'internationalising' of minds of our students? In this presentation we will share a brief portfolio of our mixed years, 6, 7 and 8, LTR curricular program rolled out in three year cycles. A number of points will be considered, and in each case will make links to how interdisciplinary LTR practice underpins and enhances 'international mindedness' in Middle School years:</p> <ol style="list-style-type: none"><li>1. The challenge – What is international mindedness?</li><li>2. What is LTR @ CLIP?</li><li>3. What are the curriculum implications?</li></ol> <p>A number of questions will be presented in the session to stimulate professional conversations around key questions (informal/unstructured) such as 'How can we inspire a collective passion for learning aligned with an internationally minded narrative and one which is aligned to our school's unique narrative?'</p>	

<b>Presenter</b>	<b>Shona McIntosh</b> <b>Research Associate, University of Bath, UK</b>
Title of presentation	Internationalising students through Creativity, Activity, Service (CAS): the benefits and challenges for students, schools and communities
Email	<a href="mailto:spm25@bath.ac.uk">spm25@bath.ac.uk</a>

This presentation, drawing from the findings of a recent large-scale study on the impact of participation in CAS on students and communities, will consider the benefits and challenges of internationalising students. A non-academic aspect of the International Baccalaureate Diploma Programme (IBDP), CAS has the potential to internationalise students by introducing them to global social issues, particularly through the Service strand and the CAS project. Conducted by a team from the University of Bath, mixed-methods analysis of almost 10,000 online surveys from current IBDP students, IBDP alumni and CAS Coordinators found that CAS supported development of attributes international students might value, such as becoming better communicators and more open-minded. Within the school community, parents were key in motivating students to enjoy the benefits of CAS participation. Considering the wider community, the Service strand of CAS, which involves "collaborative and reciprocal engagement with the community in response to an authentic need" (IB, 2015) was identified by over 85% of students as worthwhile.

Qualitative analysis provided examples of how CAS activities offered important opportunities for students to engage with communities beyond the school gates and develop their understanding of social issues on an international scale. Our study returned examples of innovative good practice in CAS projects based on and off the school site, but also raised questions about the extent to which international perspectives can develop in those for whom the school community is the locus of CAS activities. In addition, the potential of Service to transform students' worldview is currently being challenged by 'voluntourism' (Oliver & Oliel, 2017): superficial encounters in the name of service between privileged students and people from underprivileged backgrounds. This presentation considers the extent to which this challenge can be mitigated by good practice and how participation in CAS contributes to developing students' perceptions of international issues.

#### References

International Baccalaureate Organization (2015) *CAS Guide*. Cardiff: International Baccalaureate  
 Oliver R & Oliel M (2017) Gap year volunteering: why students and teachers should be aware of 'orphanage tourism'. *International School* magazine, 19.

<b>Presenter</b>	<b>Oyindrilla Mukherjee</b> <b>IB MYP and DP Geography Teacher and MYP Coordinator</b> <b>Ecole Mondiale World School, Mumbai, India</b>
Title of presentation	Developing concept-based learning across PYP and MYP, and discussing issues about concept-based learning across the continuum
Email	<a href="mailto:omukherjee@ecolemondiale.org">omukherjee@ecolemondiale.org</a>

The International Baccalaureate (IB) programmes are conceptually based and inquiry driven. The Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP) provide a continuum with concept-based links. In this session, we will discuss the issues faced about the concept-based curriculum, especially during the transition from the PYP to the MYP. During this session, we will identify the commonalities of the programmes through the lens of concept-based learning, and identify issues that arise in this context between grades 5 and 6. In this presentation we will also discuss some strategies used to address these issues. During this session, participants will be encouraged to share their strategies and best practices in the context of conceptual learning in grades 5 and 6.

<b>Presenters</b>	<b>Akin Metli, Doctoral Student at Bilkent University and High School Principal, Bilkent Erzurum Laboratory School</b> <b>Robin Ann Martin, UCSI International School, Malaysia</b>
Title of presentation	Striving and struggling toward international-mindedness
Email	metli@bilkent.edu.tr
<p>Students in IB World schools are educated to be global leaders with insights into cultures across the world and caring about the well-being of others. IB World schools are ideally positioned for educating students to develop international-mindedness through reducing ethnocentrism, increasing intercultural understanding and promoting global awareness. More pointedly, the IBDP core curriculum is said to foster and nurture international-mindedness, with the goal of developing responsible global citizens. This presentation will describe a study which examines the strategies used and challenges faced by two contrasting schools in Istanbul, Turkey, with respect to how the IBDP core curriculum can implicitly and explicitly be implemented to nurture aspects of international-mindedness. Using a mixed methods approach, we collected and analysed detailed evidence about two schools of nearly the same size yet with one distinct difference: One is a national school with mostly Turkish students, and the other an international school with students from many national backgrounds. The presentation will report on the initial findings that show how teachers and students converge and diverge in their views on the implementation of international-mindedness in their schools. A documentary analysis also showed how the two schools embed internationally minded practices in their school climate, and challenges faced by the three pillars of international-mindedness: multilingualism, intercultural understanding and global engagement. While some evidence is optimistic with respect to what can be accomplished, other evidence points toward how core curriculum practices were embedded in school cultures that were both striving and struggling with sometimes incongruent views on the values undergirding international-mindedness. Our findings may be of special interest to curriculum developers and teachers who wish to consider how to better customize their programs to the needs of differing student populations with respect to each school's own intercultural characteristics.</p>	

<b>Presenter</b>	<b>Craig McNeil</b> <b>Learning Technology Manager and Professional Development Lead, The International Leadership Academy: The British School in The Netherlands</b>
Title of presentation	Are you really embedding research-informed approaches into technology integration?
Email	<a href="mailto:craig.mcneil@britishschool.nl">craig.mcneil@britishschool.nl</a>
<p>This session will explore the increasing role of 'research-informed' practice in international education and the challenge this raises for the innovative field of educational technology. The presentation will review the current landscape of research while exploring how international schools can capitalise on their freedom to transform teaching and learning. The session will explore how research-informed practice and a robust approach to evaluative frameworks for educational technology could raise student outcomes. As a result, this allows for opportunities to create a canon of ground-up evidence for the community whilst not comprising the role of innovation and creativity.</p>	

<b>Presenter</b>	<b>Terry Haywood</b> <b>Retired Head and Occasional Consultant/Commentator on International Education</b>
Title of presentation	Does internationalizing the curriculum mean internationalizing learning? The case of international mindedness
Email	tfhaywood@gmail.com

This session will explore and evaluate three approaches that have been proposed for the development of international mindedness. The first takes the perspective of individual subjects in the context of a traditional overarching curriculum, in which it is assumed that skills and knowledge acquired in the various disciplines converge towards an international mindset. The second takes the route of cross-curricular learning, in which the traditional curriculum is more or less deconstructed to allow for more emphasis on skills and understandings that emerge from transdisciplinary and interdisciplinary connections. The third looks at experiential learning that may be rooted in either curricular or extra-curricular projects. Is there a single 'best practice' for international learning or do the contexts in which schools operate mean that we must have multiple strategies for educating towards this goal? This crucial question will be examined as a stimulus to discussion.

<b>Presenters</b>	<b>Francesco Banchini, Director of Performing Arts</b> <b>Lynda Thompson, IBDP Coordinator and Head of Mathematics</b> <b>La Côte International School, Switzerland</b>
Title of presentation	How can we use interdisciplinary learning to demonstrate the interwoven nature of our lives, both in terms of culture and use of transferable skills? From ancient Greece to Mayan temples to Arabian souqs; bringing music and maths alive through interdisciplinary learning.
Email	<a href="mailto:fbanchini@yahoo.com">fbanchini@yahoo.com</a> and <a href="mailto:lyndathompsonjarrett@gmail.com">lyndathompsonjarrett@gmail.com</a>

International schools are in a perfect position to explore similarity and difference; in fact we believe they have a responsibility to do so. National systems have traditionally focused on monocultural contexts and compartmentalised our learning into distinct subject areas. However, we are preparing our students for a future that we cannot fully comprehend. Our students live in a complex and interconnected world. As such it is vital that they can make connections and integrate understanding in order to face the demands of an ever-changing environment. We believe that giving students the opportunity to appreciate the rich web of different cultural heritages, which create the world we now live in, emphasises the importance of communication and interaction. In addition, exploring the inter-related nature of subject-disciplines highlights our use of transferable skills and explores learning in a manner which more accurately models the types of challenges our students may face in the future.

In order to illustrate our beliefs, we will present a unit of work which we have developed in order to achieve these goals. It is focused on the concept of pattern in both music and mathematics, drawing upon a wealth of cultural traditions. We plan to show how these two subject areas can be used in a coherent and integrated manner, and will give practical examples of activities we have carried out in our school. We will reflect on the results of our work with the students and their feedback as to how this experience has deepened their understanding of the world and themselves as learners. We hope that discussion will explore how we can maximise the opportunities international schools present us with. Through diverse and thought-provoking ideas, we hope to discover the benefits and address the practical challenges interdisciplinary learning affords us.



## **STRAND C *Internationalising Schools: Leadership and Management***

### **Strand Leader: Michael Fertig**

<b>Presenter</b>	<b>Sue Richards</b> <b>Head of Professional Services (PYP and Online), International Baccalaureate</b>
Title of presentation	International Baccalaureate educational leadership
Email	<a href="mailto:sue.richards@ibo.org">sue.richards@ibo.org</a>
<p>The trends of globalisation – such as increased migration and mobility – are a growing reality for our schools and are creating new challenges for school leaders. Classrooms are increasingly diverse, as are faculty. Given the importance of school leadership for teacher effectiveness and student outcomes, what are the key competencies and capabilities which school leaders need in order to successfully guide their learning communities within a global context?</p> <p>The International Baccalaureate (IB) community recognizes that high quality, effective leaders will be reflective and strategic, capable of leading people with varied values, beliefs and expectations in order to build communities of lifelong learners motivated to create a better world through education. In response to the increasingly complex work of school leaders, the IB has recently developed the Essentials of International Leadership for aspiring and experienced leaders. The course draws on the IB's signature inquiry approach to learning and aims to provide participants with the skills and capabilities to operate effectively in its global network. This presentation provides an overview of the journey to understand the needs of contemporary leaders in a global context and provide a meaningful developmental pathway to build those essential capabilities for leading schools in a global network.</p>	

<b>Presenter</b>	<b>Russell Speirs</b> <b>CEO, RSAcademics, UK</b>
Title of presentation	The art of international school leadership & governance – learnings from new research by RSAcademics
Email	<a href="mailto:aaronashton@rsacademics.co.uk">aaronashton@rsacademics.co.uk</a>
<p>This session will draw on pioneering research conducted by RSAcademics with over 100 heads, deputies and board members from 76 international schools, and will share what respondents said about the main challenges and complexities of international school leadership. The main goal of this session is to help heads and senior leaders become even more effective leaders of their school. We aim to do this by helping them identify and articulate some of the challenges of their role which are specific to the international school context and, with the help of the creativity, experience and openness of other participants as well as insights from the research findings, develop effective strategies for success. While the session will share insights that will benefit international educators at all levels, it will be of particular use to aspiring leaders, leaders considering a move to a different region or type of school, and members of school boards as they look to improve the way they work with their head or consider the appointment of their next head.</p>	

<b>Presenter</b>	<b>Colleen Kawalilak</b> <b>Associate Dean International (Werklund School of Education),</b> <b>University of Calgary, Canada</b>
Title of presentation	Cultural humility in higher education contexts – the essence of ethical, principled leadership
Email	<a href="mailto:ckawalil@ucalgary.ca">ckawalil@ucalgary.ca</a>
<p>Internationalization is interpreted and taken up in diverse ways, depending on the context and the culture of that context. Drawing from Jane Knight's (2008) definition of "internationalization" in higher education contexts, internationalization is interpreted to be "the process of integrating an international, intercultural, and global dimension into the purpose, functions (teaching, research, and service), and delivery of higher education at the institutional and national levels" (2008, p. xi). It is important to note that internationalization informs, impacts, and is guided by processes, policies, programs, and procedures. It is also paramount to recognize that ethical and equitable relationships reside at the heart of all authentic and principled international engagements—two core, foundational principles.</p> <p>Leaders in higher education are called to initiate and lead university policies that honour equity, diversity, and principled internationalization practices based on a deep understanding of prevalent discourses in international higher education and cultural contexts. Leaders are positioned to advance and maintain meaningful and respectful dialogue and working relationships with students, staff, and faculty from a variety of cultures and backgrounds based on a thorough knowledge of the university's policies. To lead in this way – intentionally, purposefully, authentically, and with integrity, is to be guided by values and ethics that have deep, principled roots. This type of leader remains open to being challenged and recognizes that there is much to learn from others of difference. This type of leader knows the critical importance of cultural humility—to know that we have much to learn from others who have a worldview and way of being in the world that is different from our own. In this session, cultural humility will be explored and emphasized as a core principle to guide leaders who aim to advance internationalization in higher education contexts—a way of leading that recognizes that achieving "cultural competence" may not be attainable as cultural competencies are fluid and ever-changing.</p>	

<b>Presenter</b>	<b>Liz Free</b> <b>Director, International Leadership Academy, The British School</b> <b>in The Netherlands</b>
Title of presentation	Using continuing professional development and learning as a core lever for sustained school improvement
Email	<a href="mailto:liz.free@britishschool.nl">liz.free@britishschool.nl</a>
<p>We know from international research and evidence that 'the quality of an education system cannot exceed the quality of its teachers' (2007 McKinsey Report). This session will explore the UK and international continuing professional development and learning (CPDL) landscape and will consider what we currently know about CPDL as a core lever for school improvement, what consistently works and how school leaders can begin to embed principles of good practice within schools to raise standards of teaching and learning.</p>	

<b>Presenter</b>	<b>Peggy Pelonis</b> <b>Dean of Students, ACS Athens, Greece</b>
Title of presentation	The administrator role in professional development in international schools: perspectives on planning, implementing, evaluating and resourcing
Email	<a href="mailto:pelonisp@acs.gr">pelonisp@acs.gr</a>

Existing research shows the importance of teacher professional development and that decisions regarding professional development in schools lie with administrators. However, while studies have been conducted on the need for administrators to foster professional development in schools in the USA, there appears to be limited research on administrator views of professional development in international school environments. The purpose of this study was to consider views of administrators in international schools regarding professional development activities. Using a mixed methods sequential explanatory design, a questionnaire followed by in-depth interviews, data was collected from a convenience and purposive sample of administrators from international schools in Europe, Asia, Africa, Latin America and the Middle East so as to explore and provide answers to the main research question: "What are the views of administrators on how professional development is planned, implemented, evaluated and resourced in international schools?" Findings from quantitative data indicated strong agreement that administrators should work collaboratively with teachers to determine the professional development needs of the school, and that teachers should be involved in assessing professional development effectiveness. Analysis of qualitative data indicated the following themes: teachers are sent to conferences/workshops for professional development, or content experts are brought to the school; decisions about professional development should align with school goals; professional development needs should be determined by teachers and administrators collaboratively; there are no significant professional development evaluation processes in place; 2% of the budget is standard allocation in schools for professional development and school boards approve the budget while administrators decide on allocation. By addressing the study's purpose, this research seeks to contribute to the larger conversation on how administrator views on professional development in international schools can add knowledge to the limited research on effective avenues to professional development in the international school context.

<b>Presenter</b>	<b>Jake Madden</b> <b>Executive Principal, Al Yasat Private School, UAE</b>
Title of presentation	School leadership: distinctive issues for leading an international school in the UAE
Email	<a href="mailto:1jakemadden@gmail.com">1jakemadden@gmail.com</a>

This presentation provides insights into one international school in the United Arab Emirates, and what data from that school indicates are some key elements for preparing staff for school improvement. Using constructivist grounded theory to frame the analysis of an interview with the school's Principal and senior leadership team, this presentation notes his understandings of the contexts that underpin the school's climate and the staff's capacity for change. The school's specific dynamics further complicate the already challenging processes of school reform. The presentation will present a review of literature, providing a case for the current imperatives for school reform and the known barriers to that process. It also outlines the challenges that research has shown are faced by principals of international schools, and some of the inherent problems for schools in the Middle East.

<b>Presenters</b>	<b>Sarah Plews, Deputy of Curriculum Marco Meireles, Deputy of Curriculum CLIP – The Oporto International School, Portugal</b>
Title of presentation	Leadership for and of a student-centred 21st century global education
Email	<a href="mailto:marco.meireles@clip.pt">marco.meireles@clip.pt</a>
<p>In this presentation we will share our leadership challenge, and how we are facing it, for developing a broad, sustainable and meaningful student-centred internationalisation process at The Oporto International School, using a contextualised 21st century skill set as a springboard for global education. Our session will include the following points:</p> <ol style="list-style-type: none"> <li>1. What is our Leadership Challenge for Developing a Thriving Global Education: An Internationalised School?</li> <li>2. Why 21st Century Competences as the Grass Roots for a Global Education: An Internationalised School?</li> <li>3. How can we provide a Student-Centred, Internationalising School Leadership through 21st Century Competences?</li> </ol> <p>Questions to prompt further discussion will include 'How are schools avoiding the pitfalls of pockets of internationalization within the school?' and 'How are schools actively embedding global education with a broad, meaningful and sustainable scope and sequence?'</p>	

<b>Presenter</b>	<b>Alex van der Stouwe Project leader, NHL Hogeschool, The Netherlands</b>
Title of presentation	ITELS: International Teacher Education Lower Secondary. How ITELs and schools together shape the international teachers of the future
Email	<a href="mailto:stouwe@nhl.nl">stouwe@nhl.nl</a>
<p>ITELS is a new four-year bachelors programme designed to attract students from all over the world to international teacher education. In this special setting, students will prepare to become teachers at international and bilingual secondary schools. ITELs is offered by NHL University in the Netherlands, a member of the ITE-consortium. This international partnership in teacher education has already realised the ITEPS curriculum, an accredited programme in Teacher Education for Primary Schools. ITELs differs from regular, national teacher education programmes in that the student population and the learning environment are international; teaching practice takes students to international schools abroad; intercultural competence is integrated in every course unit; students become familiar with various curricula: MYP, IMYC, national curriculum of England (IGCSE) as well as the local curriculum; and students' command of English is at CEFR-level C2 (Cambridge Proficiency).</p> <p>In the ITELs programme, the student will acquire intercultural competence; interpersonal competence; pedagogical competence; subject knowledge and methodological competence; organisational competence; competence in collaboration with colleagues; competence in external communication and cooperation; and competence in research, reflection and professional development. ITELs will begin in September 2018, and aims to make the education of student teachers a success in cooperation with international schools. We need to hear the expectations and advice of schools, and we wish to make plans for joint projects with (groups of) schools. The presentation and subsequent discussion will address these issues.</p>	

Presenter	Michael Fertig Lecturer in Education, University of Bath, UK
Title of presentation	Can accreditation help international schools meet the challenge of 'internationalising schools'?
Email	<a href="mailto:edsmf@bath.ac.uk">edsmf@bath.ac.uk</a>
<p>Estimates of the number of English-medium educational institutions describing themselves as 'international schools' worldwide are now hovering around 8,500, with predictions of even more growth in the future (International School Consultancy, 2017). Notwithstanding this development, the number of these schools which are accredited remains small—for example, in April 2017 a total of 487 schools had been accredited by the Council of International Schools (CIS), one of the leading agencies working in this area (CIS, 2017). The question thus arises as to the precise 'legitimacy' of the thousands of international schools, in the sense of "a generalized perception or assumption that the actions of an entity are desirable, proper, or appropriate with some socially constructed system of norms, beliefs and definitions" (Suchman, 1995, p 574). Such a focus upon 'legitimacy' also shines a light upon the extent to which these schools are seen as 'international' (Bunnell et al, 2016) and are embarked upon a process of 'internationalising' themselves.</p> <p>The accreditation of international schools can be a vehicle for such schools to signpost their journey to becoming more 'internationalised', in that a core element of this process (for example, for the Council of International Schools) is to focus on questions such as 'How does the curriculum promote the development of global citizenship and intercultural learning?' (CIS, 2016, p 13). Currently, the accreditation process for international schools is a voluntary one; hence the small percentage of schools that have been accredited. The danger with the unwitting expansion of these schools is the potential for devaluing the currency of 'international education'. Engaging in the accreditation process could, therefore, raise the 'legitimacy' value of schools that are described as 'international' and enable both internal and external stakeholders to gain a firmer and clearer grasp of their purpose.</p> <p><b>References</b>  Bunnell T, Fertig M &amp; James C R (2016) 'What is international about International Schools? An institutional legitimacy perspective'. <i>Oxford Review of Education</i>. 42, 4, 408-423.  Council of International Schools (2017) <i>Membership Directory</i>. Available at <a href="https://www.cois.org/page.cfm?p=1884">https://www.cois.org/page.cfm?p=1884</a>, Accessed 11/04/17.  Council of International Schools (2016) <i>The Framework for the Evaluation &amp; International Accreditation of Schools</i>. Council of International Schools, Leiden.  International School Consultancy (2017) ISC Online—Current Data. Available at <a href="http://www.iscresearch.com/services/isc-online.aspx">http://www.iscresearch.com/services/isc-online.aspx</a>, Accessed 11/04/17  Suchman M C (1995) 'Managing legitimacy: Strategic and institutional approaches'. <i>Academy of Management Review</i>. 20, 571-610.</p>	



## **STRAND D *Internationalising Schools: Schools in their Wider Communities***

**Strand Leader: Helen Wright**

<b>Presenter</b>	<b>Richard Eaton</b> <b>Head of School, Berlin International School, Germany</b>
Title of presentation	Localizing to internationalize: revising the mission at Berlin International School
Email	<a href="mailto:richard.eaton@berlin-international-school.de">richard.eaton@berlin-international-school.de</a>

Between 2014 and 2016 Berlin International School revised its Mission to reflect its transcendent identity as an international school with a strong local grounding. This new 'identity' was not freely chosen, but the result of pressure from the local department of education in Berlin and, in part, a consequence of an unsuccessful bid to have a special status that allowed us to facilitate primarily English language education. In the course of revising our Mission, however, the community discovered that, in fact, our new and initially undesired identity as a multilingual locally-grounded international school in Berlin could serve to make us a stronger and more 'international' school against the backdrop of a complex political landscape for private schools in the German capital. This presentation will break down the pressures private and so-called 'international' schools face in the German capital, reflecting on how Berlin International School has grappled sensitively with these challenges, and how they have resultantly sought to redefine their work through a renewed Mission statement. The concepts of 'international mindedness' and 'international understanding' will be discussed, and it will be argued that they cannot thrive without reflection on a school's position in local 'time' and 'place.'

<b>Presenter</b>	<b>Helen Wright</b> <b>International Education Advisor and Coach, UK</b>
Title of presentation	Developing global mobility for the most disadvantaged students: practical engagement with wider school communities
Email	<a href="mailto:helen@drhelenwright.com">helen@drhelenwright.com</a>

This presentation will explain first why global mobility is a fundamental component of social mobility in a connected world, what this can look like in practice for young people, and why we need to challenge our prevailing approaches regarding the introduction of concepts of international living and working to socially disadvantaged young people in any society. It will then explore how schools can audit the effectiveness of their current international relationships, and how they can identify other existing (and potentially powerful) international relationships which many do not realise they have. The session will then turn to illuminating and sharing practical examples of how schools can create pathways and opportunities for young people, facilitating their international understanding and experience at primary and secondary levels. In subsequent discussion participants will be invited to focus on identifying, sharing and imagining outstanding practice in schools, in order to provide a framework to continue this work in their own settings.

This session is based on ideas and practical examples explored in the speaker's 2016 published book, 'Powerful Schools: how schools can be drivers of social and global mobility' (Woodbridge: John Catt Educational), developed further in school-based activity in the UK, Australia and Hong Kong.

<b>Presenter</b>	<b>John Bastable</b> <b>Director, School Security International, UK</b>
Title of presentation	Safeguarding international schools from radicalisation and extremism
Email	<a href="mailto:jbastable@hotmail.com">jbastable@hotmail.com</a>
<p>Schools in the UK have been placed on the front-line of the battle to prevent radicalisation and extremism. Can international schools claim to be playing their part in this campaign? It is a school's duty, under Section 26 of the UK's 2015 Counter-Terrorism and Security Act, to prevent young people from being drawn into extremism and terrorism. Many governments have implemented similar policies. Following such national safeguarding directives what, if anything, are international schools doing to tackle radicalisation and extremism? The established UK 'Prevent Duty' has had some success but has also raised some concerns. The difficulty of spotting signs of radicalisation may, in some cases, have led to a restriction of free speech and a feeling of persecution in some sectors of society. However, recent terrorist atrocities are likely to lead to a larger number of government initiatives rather than fewer. Whatever the outcome, international schools will need to respond to these safeguarding issues.</p> <p>Much can be learnt from deradicalised individuals who have experienced being drawn into extremism. Although attempts to determine the profile of an extremist have met with limited success, profiling provides some insight into how students might become susceptible to radicalisation. This presentation will look at the influence of the internet and social media on the process of radicalisation, together with other factors common to national and international students. The mission statements and curricula of many schools pride themselves on producing tolerant respectful students with a moral compass, self-confidence, and international awareness. They argue that schools are places where ideas and attitudes must be debated and discussed, enabling students to gain the necessary skills to identify harmful situations, ideas, and attitudes for themselves. Yet some students may still come to hold radically harmful world-views. How should international schools tackle this issue?</p>	

<b>Presenter</b>	<b>Sevag Kendirjian</b> <b>Assistant Superintendent, American Creativity Academy, Kuwait</b>
Title of presentation	Internationalizing: why, what and how? A management perspective
Email	<a href="mailto:sevag.k@aca.edu.kw">sevag.k@aca.edu.kw</a>
<p>Internationalizing is a big topic nowadays in schools; schools that are named international and those that are not named international, but think and function as international, are all involved in internationalizing. Although each school understands and defines being international in the way it sees as appropriate to its school and school environment, still there are so many structures that can be common in the process of being international.</p> <p>This presentation will touch on the reasons behind the willingness of a school to become international, and what exactly do we internationalize. The bulk of the session will be focused on the 'how' of internationalizing, from a management perspective. When a school board makes the decision to internationalize its schools, there is a whole process or set of steps the schools need to take to become international. Internationalizing the school is what makes the school grow in being international instead of simply holding the name international. The process of internationalizing as presented during this session will include the plan, implementation, assessment and review of how international the school has become, and to what extent the school wants to grow and maintain its being as international.</p>	

<b>Presenter</b>	<b>Xiaohang Sumner</b> <b>Executive Director, Overseas Chinese Academy Suzhou China</b>
Title of presentation	Cultural dissonance and the challenge of internationalizing education in China
Email	<a href="mailto:xhsumner@gmail.com">xhsumner@gmail.com</a>
<p>'Walking in the same place, people from different cultures see, experience and value different landscapes, and construct with those landscapes entirely different relationships. They do this according to their cultural beliefs, and knowledge, locating value in the things that their culture values.' (Strang 1997: 276). China is one of the two fastest growing regions in the world for international education. The size, pace and texture of this growth will have significant impact on our understanding of any continuing 'internationalization' of education. This presentation will bring into focus a number of the challenges facing school leaders in China as they attempt to internationalize the education offered to their students. It will also offer some thoughts on how western heads and Chinese edupreneurs 'walking in the same place' can navigate potential cultural dissonance so as to construct a shared understanding of the 'landscape' they see. The presentation will be based on first hand experience in China, as the presenter was involved in the foundation of the United World College in Changshu, China as the Chinese Director. Xiaohang is now involved in the first 'international school' set up in China (Suzhou) to cater for returning Chinese families whose children have been educated in different educational settings outside of China. The presentation will also draw on a detailed statistical analysis of 125 Chinese and Hong Kong schools registered with Search Associates.</p>	

<b>Presenters</b>	<b>David Lynch, Southern Cross University, Australia</b> <b>Jake Madden, Executive Principal, Al Yasat Private School, UAE</b> <b>Ken Sell, Head of School, Aoba-Japan International School, Tokyo, Japan</b>
Title of presentation	A case study in refocusing a school from the local to the international
Email	<a href="mailto:david.lynch@scu.edu.au">david.lynch@scu.edu.au</a>
<p>Schooling today operates in an environment of ongoing exponential change and in a globalised context. To be employed, to work and to live has evolved from the local to the international, from life-long skills to ongoing learning, and from the permanently employed to the self-employed. Community is now viewed as a series of connections that are seemingly immune to time, place and space, and rely on social media for effect. Our societies are now diverse and multicultural. For schools, preparing young people for life and work in the 2000 era is now a complex affair. One international school in Japan took the initiative to radically rethink its curriculum, and in doing so provides context for a presentation that details key insights and learning into what it means to conduct whole of school reform when internationalising the school curriculum is the goal. At the heart of this school's desire to internationalise is a Japanese government agenda that aims to open its markets and society to international investment and business and to encourage its population to better embrace the opportunities that present in a globalised world built on knowledge-based industries. This presentation effectively details how an international school joined forces with a foreign university (in an era where students have global access to curricula resources worldwide, the need to upskill teachers in building opportunities for student global interaction is heightened) to formulate and achieve mutually beneficial goals and outcomes. With these points in mind, the presenters provide commentary on concepts such as 'university-school partnerships', 'curriculum reform', blended learning, 'teacher readiness' and, more specifically, the new roles that schools leaders need to play when the agenda is internationalising the school and its curriculum.</p>	

<b>Presenter</b>	<b>Barry Hallinan</b> <b>Senior Master, St Paul's School, Sao Paulo, Brazil</b>
Title of presentation	Sharing global best practice in life planning education and careers guidance
Email	<a href="mailto:bjh@stpauls.br">bjh@stpauls.br</a>
<p>In our fast-paced, digitalised and technologically-driven global reality, empowering all learners to make informed choices which resonate with personal aspirations and takes account of individual preferences has now arguably taken on an added significance in the international educational landscape. Informed and responsible choices which include goal setting require fostering a student's self-understanding and developing positive reflective habits early on. Careers Guidance or Life Planning Education warrants full attention in international schools which place the future of all learners (what they will do at post-secondary level and how they will become successful, accomplished, fulfilled, balanced and happy young adults with a sense of purpose and drive) as a central concern. Career assessment through a myriad of quantitative and qualitative instruments (cf. psychometric testing and others) should be seen as mechanisms or add-ons which have been designed to articulate pathways to enable smooth transitioning from secondary to tertiary education. Providing students with career-related experience such as work shadowing, internships, apprenticeships, navigating the work place, open-day visits, career fairs, alum visits, showcasing, thematic workshops, and 'meet the professional' sessions should be devised to develop a positive attitude towards learning and work. Other career-related learning experiences such as extra/cross curricular or enrichment activities can arguably contribute to this scenario. Career planning should also involve a partnership of various members of the wider school community.</p> <p>This presentation will consider ways through which international schools can develop career and life planning by starting in the junior sections and building up momentum as students head towards the final stage of their secondary education. Irrespective of whether career guidance personnel are available, international schools can capitalise on shared best practice which should be inclusive, differentiated and flexible enough to adapt to the needs of all learners.</p>	

<b>Presenter</b>	<b>Byron Jackson</b> <b>Science and Math Instructor, and ICT Support Specialist</b> <b>Yew Wah International Education School of Guangzhou, China</b>
Title of presentation	Cyberbullying; school administrative policies and procedures
Email	<a href="mailto:Byron.Jackson@ywies.com">Byron.Jackson@ywies.com</a>
<p>A number of difficulties arise in terms of cyber-bullying within 21st-century classrooms. Cyber-bullying is reported as an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself. Cyber-bullying is viewed in many forms and is different from developmentally appropriate forms of conflict amongst youth in terms of its purpose and intensity. Cyber-bullying is a problematic issue for school administrators to monitor and to know how to punish students. With the rise of students' online communication through the use of social media networks such as Facebook, Twitter, and Instagram, school officials may have to exercise greater authority over students' activities off campus. Because cyber-bullying arises predominantly outside the school, this means the behavior falls into a different legal category. While behavior that occurs on school property and during school times is clearly under the jurisdiction of administrators, behavior that takes place at home is under the jurisdiction of parents. A crucial concern of cyber-bullying is whether the jurisdiction of a school's administration extends beyond the bricks and mortar schoolhouse in terms of cyber-bullying outside the classroom. For international schools with globally mobile student populations, cyber-bullying may not be restricted to a particular geographical context and can occur across national boundaries.</p>	

**Byron Jackson** (continued)

This presentation is based on a qualitative Delphi study whose purpose was to identify cyber-bullying policies and procedures for school administrators when addressing negative situations on and off school campus when the behavior results in a disruption of the school environment. The perceptions and experiences highlighted in the study, along with a description of current policies and procedures, successfully assist school administrators in proactively addressing cyber-bullying incidents. The results of this study provide school administrators with beneficial information relating to addressing the issue of cyber-bullying proactively, rather than reactively. Addressing the problems of cyber-bullying will, in addition, aid admin staff – in international schools as well as national schools worldwide – when resolving negative behaviors within the educational sector on and off campus.

<b>Presenters</b>	<b>Emily Feistritzer, Founder and CEO, TEACH-NOW, USA</b> <b>Sonja Lopez Arnak, Faculty, TEACH-NOW, USA</b>
Title of presentation	Voices from around the world: perspectives of newly certified international educators on opportunities and challenges in international schools
Email	<a href="mailto:drsonjaarnak@hotmail.com">drsonjaarnak@hotmail.com</a>

According to International School Consultancy (ISC) and the Professionals in International Education News, international private school markets will continue to grow. Currently the United Arab Emirates (589 schools) have the most English-medium international schools, followed by China (550 schools) and Pakistan (455 schools). Director for International Schools at ISC, Richard Gaskell, has stated that 'ISC Research can confirm that there is an increase in demand for international schools by local families who are rejecting the government schools in preference to a more Western-style of education'. Along with the growth of international schools comes the need for credentialed educators who have the knowledge, skills, and disposition to join the international teaching force. In addition to this professional knowledge, candidates need to be found who have an understanding of the history of international schools and knowledge of the present and future growth of international schools worldwide, and who have participated in professional discussions on what is working well and where there are gaps.

This session will highlight an innovative, 100% online, research-focused certification and MEd in Global Education program offered through TEACH-NOW. In the MEd, participants who are mostly teachers already working in international schools reflect upon their practice as they were introduced to the current research on international education, international schools and global educational frameworks. Throughout several modules, they have investigated the opportunities and challenges currently arising in their own international school context. They have each completed a self-selected inquiry into different facets of international education. This interactive presentation will include an overview of the TEACH-NOW MEd program, an identification of patterns in the research from the 2016 and 2017 TEACH-NOW's MEd cohorts, and will highlight individual video snippets of participants sharing their research findings on one particular challenge they have identified within their international school context. Research selected to be shared in this session will provide a glimpse into the challenges and suggestions for future research and practice identified by participants in each region of the globe.



## **STRAND E *Internationalising Schools: Researching the Internationalising of Schools***

**Strand Leader: Sue Ledger**

<b>Presenter</b>	<b>Richard Pearce Independent Consultant</b>
Title of presentation	Internationalising education: an ethical review
Email	<a href="mailto:rpearce@inted.demon.co.uk">rpearce@inted.demon.co.uk</a>
<p>In recent years close attention has been given to the various implications of 'international-mindedness', what it means for an institution, and how it can be implemented. Underlying these practical questions are ethical ones: what are the virtues of being internationally-minded, and how should we promote them? This presentation will consider some ethical questions which seem central to any such programme. Initially one must clarify what is commonly meant and understood by these terms. I take 'ethics' to mean the explicit application of moral principles to decision-making in any given field. Ethical judgments are implicit wherever words such as 'must', 'ought', 'aim', 'mission' are used. Although other presentations will doubtless focus on definitions of 'internationalising', I note that 'internationalist' and 'globalist' missions of international schools have been contrasted (Cambridge and Thompson, 2004), as respectively giving priority to promoting the child's contribution to the world and promoting the child's benefit from the world. 'Internationalising' will be ethically critiqued from the viewpoint of Haidt's Moral Foundations Theory (Haidt and Graham, 2007; Haidt and Kesebir, 2010). This postulates an innate human tendency to observe moral compulsions in five or six major value domains: Care/harm, fairness/cheating, loyalty/betrayal, authority/subversion, sanctity/degradation, liberty/oppression. Each of these has a place in the agenda of national education systems, but is represented in different practices and with differing priorities. The ethical critique will be applied to the changes which might be expected in a school which is 'internationalising', whether it is part of a domestic education system of that country or already an 'international' school. Who is to benefit from changes; what are the respective rights and responsibilities of organisers, teachers, parents, and students in the project?</p>	

<b>Presenter</b>	<b>Cheryl Duckworth Professor of Conflict Resolution and Peace Education Nova Southeastern University, USA</b>
Title of presentation	Teaching 9/11: an opportunity for intercultural dialog and internationalization in the classroom
Email	<a href="mailto:cheryl.duckworth@nova.edu">cheryl.duckworth@nova.edu</a>
<p>In the wake of 9/11, teachers grappled not only with their own loss and pain, but also with the challenge to meet student needs and develop pedagogies and curriculum that would enable students to understand the meaning of 9/11 and how it impacted the world. In the current context of rising Islamophobia in the US and globally, this challenge has only intensified. This presentation will present the results of a published study (Duckworth, 2014) which drew on a survey of over 150 US teachers, as well as 24 in-depth interviews, to learn how teachers are addressing this challenge. The presentation will then also engage intercultural and peace education concepts to specify how teaching about 9/11 can be an opportunity for intercultural dialog, peace building and internationalization in the classroom.</p>	

<b>Presenters</b>	<b>Lodewijk Van Oord, Head of College UWC Maastricht, The Netherlands, and Ken Corn, Director of Outreach and Impact, UWC Atlantic, UK</b>
Title of presentation	From global knowledge to local engagement: revisiting the purpose of international education
Email	<a href="mailto:l.vanoord@uwcmaastricht.nl">l.vanoord@uwcmaastricht.nl</a>
<p>In these uncertain and often fractious times, educators need to re-address the fundamental question: 'What is the purpose of education?' In this presentation we will sceptically consider the limited notion of students' personal advancement as an end in itself. Rather we might refine such an individual purpose with the notion that a truly meaningful education equips and inclines young people to learn, live and work for the common good. We will suggest that to meaningfully enact such an ideal is to fully embrace the old dictum to 'think globally and act locally'. This approach prioritises education with a broad purpose expressed within the imperative of what we will identify as 'Glocalism'. In this coinage, Glocalism is a conscious educational commitment to be fully mindful of wider global issues and imperatives whilst seeking to engage with these within the local context in which the school is situated. As representatives from two of the seventeen United World Colleges which seek to 'make education a force for peace', we contend that localised student engagements within our host communities can leverage the greatest societal impact as well as simultaneously effecting genuinely transformative experiences for our students. We will illustrate this point with a number of examples from our respective schools.</p>	

<b>Presenter</b>	<b>Yvonne Slough-Kuss Doctoral student, University of Bath, UK</b>
Title of presentation	A theoretical framework for researching the internationalising of schools
Email	<a href="mailto:yvonesloughkuss@gmail.com">yvonesloughkuss@gmail.com</a>
<p>Internationalising schools, and education in general, can be supported with research that has a theoretical foundation which specifically addresses international influences. In particular, the potential impact of transnational organizations (TOs) on policy at the national, regional, and individual school levels can be better understood. In this presentation this notion will be explored by drawing on two research studies. The first focuses on 'The Possibility of a 'New Imaginary': discursive 'de/humanising' 'framing' of teacher education for teaching diverse student populations in OECD and Council of Europe texts' (Slough-Kuss, unpublished). The second is an ongoing dissertational study with the working title: 'The Discursive Recontextualization of 'Lifelong Learner' in International Baccalaureate Schools'. Both studies aim to understand educational policy within an international sphere of influence. It will be explained that Basil Bernstein's (1990) Pedagogic Device allows for the study of 'official pedagogic discourse' as it is 'recontextualized' within 'pedagogic discourse of reproduction'. It will be established that the influence of official discourse, preoccupied with economics, on pedagogic discourse that emphasizes the social and cultural gains from education is significant. It will be suggested that Basil Bernstein's (1990) 'pedagogic device model' can be revised to better understand international education. This revised model considers TOs and advances in modern communication. By revising the original model, I aim to engage in theory building, as well as offer an analytic tool for understanding education in the 'international field' (ibid.). This new theoretical framework allows for exploration of the gap in our current understanding of education in the international field, with examples of the discursive construction of teachers and learners. The overall aim of the presentation is to share a means for expanding research with global considerations in the hopes of addressing current challenges.</p>	

<b>Presenter</b>	<b>Graham Noble</b> <b>Junior Intermediate ESL Teacher, Delia School of Canada, Hong Kong</b>
Title of presentation	International education: English education that moves you?
Email	<a href="mailto:g.noble@delia.edu.hk">g.noble@delia.edu.hk</a>
<p>Ask parents, teachers, admin and students what international education is, and you're likely to get some of the following answers: 'not local' education; foreign curriculum; the International Baccalaureate; an English medium of instruction; diverse student body; a pathway to western universities; global mindedness. Rather than attempt to nail down a comprehensive definition, this presentation will explore the ramifications of celebrating certain definitions of international education over others for both schools and parents. It will also examine how the privilege of mobility and the primacy of English, whether or not intentionally, undergirds many expressions of international education. The presentation will conclude with some questions that will challenge educational stakeholders to decouple conceptions of international education that implicitly rely on a group's degree of mobility or willingness to embrace English at all costs.</p>	

<b>Presenter</b>	<b>Linda Abou Fakher Edine</b> <b>High School Biology and Environmental Studies teacher</b> <b>Ibn Khuldoun National School, Kingdom Of Bahrain</b>
Title of presentation	To what extent does internationalism help in preparing peaceful and better generations?
Email	<a href="mailto:linda_afd@hotmail.com">linda_afd@hotmail.com</a>
<p>Throughout the years, much consideration has been given to the changes that should be made in curricula based on advanced technology needs and on ways in which we can enhance students' skills in order to prepare them well for the future. It could be argued, however, that we have not considered the core meaning of education which is to bring out the best in every child: in other words to raise their levels of consciousness, which will directly make them successful in their daily lives. There is a need for education to provide better preparation for future generations and to reduce the conflict, bullying, prejudice and labeling of people based on their religion, race, skin color and so on. In this presentation I will briefly introduce and link the following points:</p> <ol style="list-style-type: none"> <li>1. The meaning of internationalism and its importance in education</li> <li>2. The importance of internationalizing schools</li> <li>3. The major challenge of how to have less stressed and more peaceful students</li> <li>4. What can be introduced as a core part of international education to change our students from the inside and make them peaceful within themselves (so that they do not cause conflict, and they accept other humans regardless of their background, race and religion)</li> <li>5. The beneficial effects of programs that require exchange of staff and students and the requirements of developing peaceful and happy staff</li> <li>6. Introducing yoga/meditation as part of international education as a means of helping to prepare peaceful future generations</li> </ol> <p>The presentation will encourage discussion of the points raised and the generation of new ideas in internationalism for helping to raise the consciousness of students and staff.</p>	

<b>Presenter</b>	<b>Tristan Bunnell</b> <b>Lecturer in International Education, University of Bath, UK</b>
Title of presentation	Developing the internationally-minded school: the institutionalization process in practice
Email	<a href="mailto:t.bunnell@bath.ac.uk">t.bunnell@bath.ac.uk</a>
<p>This session will focus on recent findings from research by the Department of Education at the University of Bath into international mindedness in practice. This research, funded by the International Baccalaureate (IB), involved a study of nine schools in seven countries worldwide (England, USA, Qatar, China, Finland, Indonesia and Jordan) which are recognised for their 'good/promising practice' in promoting and developing international mindedness, especially in what might be considered 'challenging' contexts. The nine schools offered the IB's Primary Years Programme, Middle Years Programme and Diploma Programme. It was found that each school had institutionalised international mindedness, viewing it as a developmental journey involving the whole school setting. Further, each had developed a process involving a mixture of requirements, norms and cultural-cognitive activities. This session will focus in particular on the use of artefacts and imagery by two of the schools, both inside the classrooms/corridors and in the external environment, using real-life examples from the study. The session will invite discussion about the use of such artefacts and imagery.</p>	

<b>Presenter</b>	<b>Susan Ledger</b> <b>Associate Dean Engagement &amp; School Partnerships</b> <b>Murdoch University, Australia</b>
Title of presentation	What is being said about the IB? An analysis of current research
Email	<a href="mailto:s.ledger@murdoch.edu.au">s.ledger@murdoch.edu.au</a>
<p>In an era of unprecedented educational change and scrutiny within nation states around the globe, it seems relevant to scrutinize international education with similar critical eyes. The international school sector has grown to be equivalent in size and number of students and schools to those in the Australian school sector. Research related to international schooling has risen exponentially over the last decade, capturing a range of systems level and school level phenomena within the field. This presentation analyses research on the International Baccalaureate (IB) published between 2009 and 2015. The qualitative meta-synthesis utilizes the IB Program Standards and Practices framework as a tool to critique IB research spanning the suite of programs across geographical regions in which IB programs are offered. The findings highlight research trends within the ever changing, rapidly expanding world of international schooling and reveals gaps related to programs, geographic location, and elements of the standards and practices. The standards-based analysis proffers a systematic approach to reviewing research on school systems that may be relevant to other international education organisations.</p>	

<b>Presenter</b>	<b>Konrad Gunesch</b> <b>Associate Professor of International Education and Linguistics</b> <b>American University in the Emirates, Dubai</b>
Title of presentation	Space travel fiction and Star Trek films as instances of internationalizing young minds? Educational appeals of a borderless world and galactic community, in the light of artistic and literary criticism as well as physical training principles of overload
Email	<a href="mailto:konradgunesch@hotmail.com">konradgunesch@hotmail.com</a>
<p>This presentation offers a literally universal take on internationalizing international education, by spanning the spectrum from internationalism, across global citizenship, to a model that transcends even planetary identity, expressed as space travel and exemplified by the Star Trek series. The current educational, political and cultural boundaries of international education are briefly outlined as ranging from institutional internationalism and international mindedness at one end, to global citizenship in the form of cosmopolitan individual cultural identity on the other end. Educational and entertainment literature will then be evaluated that commends or criticizes Star Trek films for their internationalist program and philosophy. These voices are then interwoven with those models of international education, supported with scenes from Star Trek movies. The final aspect of the analysis will employ the physical training principles of overload and supercompensation as most closely related and practically insightful perspectives, whose physical implications have been found to best represent the out-of-this-world action of Star Trek movies.</p> <p>The theoretical aim of this presentation is to enrich the concept of international education with another layer of internationalization. Literally far-reaching as it might be, it gains poignancy in a climate of globalization and planetary challenge, combined with constant advances in space exploration. The presentation's practical aim is to transmit some of internationalization's core values and elements to today's and tomorrow's students in a modern and entertaining form. However, this approach would complement rather than replace traditional methods of teaching and learning. Ideally, this would also add inspirational value to international education's internationalization. Finally, drawing arguments from education, science fiction, and physical training could be an asset in today's interconnected, multi-faceted world. The presentation should therefore be of interest for educators, and especially for those with an affinity for science fiction and sports, or arts and athleticism, and a transdisciplinary or holistically oriented educational philosophy.</p>	

## **STRAND F *Internationalising Schools: Learning, Teaching, Pedagogy***

**Strand Leader: Jack Levy**

<b>Presenter</b>	<b>Tristian Stobie</b> <b>Director, Education Cambridge International Examinations, UK</b>
Title of presentation	Addressing the challenge of a culturally sensitive approach to pedagogy
Email	<a href="mailto:stobie.t@cie.org.uk">stobie.t@cie.org.uk</a>
<p>It is often assumed <i>a priori</i> that the need to create life-long learners, adaptable and sensitive to the modern globalised world, applies a certain pedagogical approach firmly located in the progressive western child-centred tradition. This presentation will challenge this perspective, arguing for the need for a clearer understanding, supported by clearer use of concepts and language. Questions considered in the presentation and follow up discussion will include:</p> <ul style="list-style-type: none"><li>• Is there such a thing as an 'international' approach to pedagogy that is culturally sensitive?</li><li>• If so, what is it? What are the universals all teachers and school systems should recognize?</li><li>• What are the confusions that need to be clarified and the myths that need to be dispelled?</li></ul>	

<b>Presenter</b>	<b>Paul Tagg</b> <b>IT Director, International School of Paris, France</b>
Title of presentation	Supporting teachers by embedding action research in professional development programmes
Email	<a href="mailto:ptagg@isparis.edu">ptagg@isparis.edu</a>
<p>Internationalisation is a key element of ISP's new vision and mission of 'Educating for Complexity'. The implications for curriculum development, the role of the educator and the student experience are enormous, and we recognise our obligation to support our teachers through these transformations. We have explored this challenge from many different perspectives and have identified one specific approach that is based on embedding action research as a major part of our professional development programme.</p> <p>This presentation will review the chronology and the process by which we have positioned ourselves to achieve this goal and will set out our ambitions for the academic year 2017-18 and beyond. We describe the evolution from an initial focus on providing access to resources and support, creating the time and space for project work and collaboration, to our current position where we have sought to involve not only teachers but also members of the school leadership, and to explore means by which students and the wider community can also be actively involved. We illustrate how, as the programme developed, the focus shifted to the selection of research topics and the mechanisms for sharing results and improved practices. We note that in the latest phase the topics selected by the researchers have mirrored closely the strands for this conference and that this natural process suggests a good starting point for further discussion. Finally we look forward to the future and our move from a mentored action research programme, using external consultants, to an internally-managed protocol with partner groups sharing our interests and working on related topics. We believe our strategy of establishing ISP as a research-led institution will allow us to meet the rapidly changing needs of internationalisation.</p>	

<b>Presenter</b>	<b>Peter Sagun</b> <b>PYP Coordinator, The International School of Almhult, Sweden</b>
Title of presentation	Hiring ONLY native speakers: the future of IB World Schools?
Email	<a href="mailto:peter.m.sagun@durham.ac.uk">peter.m.sagun@durham.ac.uk</a>
<p>This presentation will explore a phenomenon, a focus of my postgraduate study that investigates the reasons why International Baccalaureate (IB) schools prefer hiring native English speakers as lead classroom teachers despite recent claims that this might not have any significant difference at all for learners. A semi-structured interview guide was employed with IB schools' hiring officers who are adept with hiring protocols. Perceptions of teacher applicants on advertisements were also sought to strengthen the results of the study. The objectives of this session are to:</p> <ol style="list-style-type: none"> <li>1. discuss why IB schools prefer hiring native over non-native speakers as lead classroom teachers.</li> <li>2. identify how the IB's mission statement translates into schools' hiring practices.</li> <li>3. dissect the ideals set forth by the founders of the International Baccalaureate – a clear role in promoting an alternative vision of society.</li> </ol>	

<b>Presenter</b>	<b>Kelly Dalton</b> <b>George Mason University, Virginia, USA</b>
Title of presentation	Immersion as a vehicle for meaning making: teachers' reflections of short-term international experiences for long-term professional learning
Email	<a href="mailto:kmcgrat7@gmu.edu">kmcgrat7@gmu.edu</a>
<p>A growing body of research from pre-service teacher education suggests that cross-cultural or international immersion experiences expose students to new pedagogical approaches and educational philosophies, development of self-knowledge and confidence, professional competence, and greater understanding of global and domestic diversity. Minimal research attention, however, has been directed towards the intercultural professional development of our current teachers. Furthermore, what is missing from these conversations is an understanding of the fundamental nature of the learning process and how the 'everydayness and movement of our lives provides a rich context for developing a deeper understanding of the strong existential, emotional, and spiritual struggles involved in the process' (Kovan &amp; Dirkx, 2003, p103). What happens when teachers participate in cross-cultural experiences and how is this connected to a deeper understanding of the self and the outside world? In what ways is this connected to re/defining the self as a globally minded professional who can effectively teach in culturally rich and diverse spaces?</p> <p>This presentation introduces a qualitative case study that investigated the perspectives of six US teachers who participated in a weeklong immersion experience in Guatemala. The findings from this study focus on how participants made connections between the intercultural educational experience and their professional learning, but also highlight the complexity of translating enhanced global understanding into classroom practice. The presentation aims to raise critical questions and enrich discussions about the role of professional learning opportunities in having the ability, at best, to develop teachers' 'critical cultural awareness' but 'not quite coming to the systematic understandings of the nature of inequality or commitments to engagement that would imply critical consciousness' (Palmer &amp; Menard-Warwick, 2012, p21). During this session, participants will be encouraged to share multiple perspectives on developing a deeper understanding of, and taking informed action to dismantle, institutionalized structures and processes that create inequitable educational opportunities for minority and marginalized groups.</p>	

<b>Presenter</b>	<b>Tom Spurling</b> <b>Doctoral student and teacher</b> <b>Australian International School, Hong Kong</b>
Title of presentation	Foundation Programme students: experiences from the fringe of internationalisation
Email	<a href="mailto:thomas_spurling@aishk.edu.hk">thomas_spurling@aishk.edu.hk</a>
<p>Foundation Programmes (FPs) are increasingly popular 'bridging' courses for students hoping to attend universities abroad. Facilitated either by private companies in partnership with major universities, or by the universities themselves, FPs continue to attract and often fast-track international students into mainstream tertiary placements. Yet despite a very high rate of graduation from FP courses, FP students generally perform well below their fellow international students once they reach the partner universities.</p> <p>This presentation will discuss the challenges facing this distinct group of international FP students. It will discuss a qualitative study which considers the ways that FP students 'deal with' their transition both into a new country and between an FP provider and its partner university. It will also present case studies of individual FP students to highlight the specific circumstances they face, which can differ in important ways from the 'typical' international student experience. Public debate continues in Australia, often noisily, about the role of international students in Australian society. A closer examination of international students' perspectives on these vital pathways will inform future teaching and learning of FP students. In particular, the study described in this session will inform how institutions can best cater to international students who have yet to be 'internationalised'. The implications are significant for how FP colleges and their partner universities direct resources, and how FP students themselves can develop strategies to cope with the pressure of multiple points of transition.</p>	

<b>Presenter</b>	<b>Wayne Richardson</b> <b>Head of School, RAK Academy, UAE</b>
Title of presentation	Internationalising teachers
Email	<a href="mailto:wayne.richardson@rakacademy.org">wayne.richardson@rakacademy.org</a>
<p>Reviewing a presentation I made at the AIE Doha 2012 conference titled 'Becoming an International Teacher', I reflected on what has happened since then. I am now in a different international school on a different continent. With the growth of international schools worldwide, and consequently the need for more and more teachers to teach internationally, preparing teachers for the transition from national to international teaching is no longer an option but a necessity to ensure a successful impact on student learning, internationally. The internationalising of teachers needs to begin before arrival, and to continue indefinitely. This presentation will revisit what is driving international schooling; our role as international educators; what literature has to say about teacher skillsets required for teaching in international schools; the sharing of my more recent experiences of induction programmes and investigations; and will conclude with discussion about extending and exploring ways to further support teachers for internationalising schools. Discussions will touch on teacher induction, intercultural sensitivity, transition stages, international teacher skills and knowledge, and how we can better prepare international teachers.</p>	



<b>Presenters</b>	<b>David Lynch, Southern Cross University, Australia</b> <b>David Turner, Director of Professional Learning,</b> <b>Queensland Association of State School Principals, Australia</b> <b>Helen Spiers, Principal, Kormilda College, Northern Territory,</b> <b>Australia</b>
Title of presentation	Improving teaching: a case study into one international school's improvement journey
Email	<a href="mailto:david@qassp.org.au">david@qassp.org.au</a>

Schools are under increasing pressure to create and maintain high level teaching performance cultures. These pressures are driven by public expectations and the research community, and have their genesis in the emergence of policy environments driven by international performance comparisons and the 'evidence' of 'what works' in schools. This circumstance implicates schools in ensuring that all students achieve and also that they are positioned for work and life in an era of constant change. Invariably this requires the school to enter into cycles of improvement.

This presentation reports a school-wide teaching improvement project that was conducted in an international school in Australia. This school, like its counterparts in the international schooling system, had to deal with high staff turnover, financial pressures from fluctuating enrolments, competition and ever increasing levels of parental expectations. Couple this with government policies that focus community attention on the performance of each school through national testing regimes and it can be argued that leading a school has never been a more challenging task. For this K–12 school, the project represented a 3 year change program that engineered the establishment and coupling of a whole-of-school team-based teaching arrangement to a coaching, mentoring and feedback regime. This coupling was designed expressly to improving each teacher's teaching performance and creating the required capacities to deal with individual student profiles. The findings from this project are presented here in case study format and provide an insightful exposé into how a whole-of-school change process was established, the implications for the school and its teachers and importantly the outcomes on teachers and their teaching. With a long history in international schooling, the presenters provide an insight that is evidence-based and tied to established change theories while providing a pragmatic detailing of how schools can be positioned for improvement.

<b>Presenter</b>	<b>Mary Kelly</b> <b>International School of Amsterdam, The Netherlands</b>
Title of presentation	The impact of teachers' philosophical beliefs on pedagogy at the International School of Amsterdam
Email	<a href="mailto:aerynisle@gmail.com">aerynisle@gmail.com</a>

Research indicates that teachers' philosophical beliefs have a profound effect on what they teach and how they choose to teach. This presentation will describe a research study whose purpose was to explore the beliefs of international school teachers and to consider the ways in which their beliefs affect how they see the world and how they teach. The case study focused specifically upon teachers' views on knowledge (epistemology) and the fundamental nature of reality and being (ontology), given that a combination of these beliefs forms the base of individual worldviews. Participants in the study were three seasoned International Baccalaureate Middle Years Programme teachers at the International School of Amsterdam, who taught Science, English Literature, and Spanish. Within this international teaching environment students and teachers are predominantly global citizens and English is the language of instruction.

**Mary Kelly (continued)**

The study was positioned within the constructivist-interpretive research paradigm and, therefore, allowed for the emergence of a holistic and contextualized understanding of teachers' beliefs and practices. Detailed profiles were generated for each of the participants and a comparison of these profiles acknowledged the complexity of teachers' beliefs and the transformative role that an exploration of these beliefs can have on their perceptions of self, and on their approaches to teaching. Specifically, the findings indicated that the disciplinary areas and teaching methodologies preferred by the research participants corresponded closely to their epistemological and ontological beliefs. In addition, their ways-of-being, the universal concepts they are drawn to, their impressions of the nature of learners, their unique approaches to constructivism, and their views on emergent learning all seemed to align closely with their personal worldviews. The research also brings to light the impact that the complexity science and super-complexity paradigms are having on emergent beliefs, as well as on the evolution of relational approaches to teaching.

<b>Presenters</b>	<b>Marco Meireles, Deputy of Curriculum</b> <b>Milena Sousa, KS1 Teacher</b> <b>CLIP –The Oporto International School, Portugal</b>
Title of presentation	Concept-based learning: preparing students for an increasingly global world
Email	<a href="mailto:marco.meireles@clip.pt">marco.meireles@clip.pt</a>
<p>This presentation will share our school's take on concept-based learning as a tool to address the challenges of further embedding internationalism in learning and teaching throughout the school (Early Years to Secondary). The presentation will focus on three main sections that will act as catalysts to instil intercultural understanding in an international context:</p> <ol style="list-style-type: none"><li>1. What is a Concept-Based Curriculum (CBC)?<ul style="list-style-type: none"><li>- The three-dimensional model of learning: concepts, skills and facts (Erickson, 2006): choreographing student learning and engaging minds to higher levels of thinking and analysis</li><li>- Transdisciplinary student-led learning, research based team work and collaboration</li></ul></li><li>2. Why a CBC to further integrate internationalism across the school?<ul style="list-style-type: none"><li>- CBC is based on a learning framework which is, by nature, international. Students work in cooperative learning groups, composed of mixed abilities, nationalities, cultures and religions.</li><li>- CBC relates to a concept and theme that, although they may have a local application, are of global importance. Students grow international awareness of major and current global issues and aim to find creative and practical solutions.</li><li>- Through the CBC framework we are able to develop students' competencies (21st century skills) that will prepare them for the increasingly complex and global job market of the future.</li></ul></li><li>3. What does a CBC look like at CLIP?<ul style="list-style-type: none"><li>- A short video mini-documentary shares CLIP CBC practice evidencing the arousal of curiosity in our students about intercultural global issues through interdisciplinary practice on a whole school scale: Pre-K to Form 9.</li><li>- Preparation and planning instruction to stimulate curiosity and achieve synergistic thinking in a whole school cohesive horizontally and vertically articulated CBC around international issues.</li><li>- Assessment of and for student learning: assessing beyond knowledge</li><li>- Implementation and inclusion, catering for students with different cultural and national backgrounds, inclusive of language and abilities.</li></ul></li></ol>	



