

International Schools Journal

ARTICLES

Striking the balance: Promoting the rule of law and the role of education in the work of the United Nations

Supporting the professional development of teaching assistants in an international context

No data left behind

Providing exceptional educational experiences to students with financial need. A modern challenge for international K-12 Schools

The future of the librarian as a meta-data specialist

Using energizers to enhance memory recall in grade 8

Globally-minded students: defining, measuring and developing intercultural sensitivity

Curriculum for global citizenship

The teacher's managed heart in an international school setting

Historical vignette – Dr T Michael Maybury

Mind your Head

An Emotional Intelligence Guide for School Leaders

Cracked: Why Psychiatry is Doing More Harm Than Good



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International Schools Journal

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ECIS FELLOWSHIP GRANTS

For the Advancement of International Education

ECIS has instituted a Fellowship Programme as a means of providing recognition and financial incentives to selected recipients for work towards the advancement of international education. Stipends of up to a maximum of £3000 each may be awarded annually to individuals or groups who are selected.

GUIDELINES

Fellowship stipends will be awarded for the purpose of enhancing international education. Each project must:

- a) include a clearly stated, focused purpose and expected outcome(s) which will be of interest and benefit to a significant sector of the international education community. (The project must impact upon more than an individual school.)
- b) contain specific, realistic procedures/activities. (It will need to include such things as the proposed means and instruments for collecting and comparing data; identified sample populations of schools, teachers, and/or students that will be impacted on; and timelines for accomplishing various tasks and objectives.)
- c) include review/evaluation procedures. It must be reviewed by both the applicant and at least one other relevant educator (both at the mid-point and at the conclusion of the project). The evaluation feedback must clearly indicate to the ECIS Professional Development Committee what relevance and impact this project has (or will have) on international education.
- d) constitute original concepts, research, and/or ideas or appreciably enhance a project already underway.
- e) be undertaken and completed within an approved time line, normally within one academic year.

Applicants must complete the ECIS Fellowship Application Packet in its entirety and submit it by 15 January to be considered for the subsequent academic year.

ELIGIBILITY

Only professional educators employed at schools or institutions that are current (regular or associate) members of ECIS are eligible to apply for a fellowship grant.

Applicants must have demonstrated exemplary skill in the field of education.

Each applicant must obtain the written approval of the chief executive officer of the affiliated institution (or in the case of an applicant who is the CEO, the approval of the head of the governing board or comparable authority).

Further enquiries, requests for Application Packets and all correspondence regarding the Fellowship Programme should be addressed to:

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Comment

A recurring theme that cuts across a number of professions and levels of management is concerned with ways to develop good leadership. Styles are analysed, the role dissected, and behavioural characteristics reviewed. Interest in the skills and temperament of a good leader is not new: Disraeli is compared to Gladstone; Shackleton to Scott; and maybe both to Nansen.

The recent proliferation of training schemes, consultancies and programmes for leadership development and ‘success’ owes much to business methods and reflects the complexities and rapid change of modern times and the strains and stresses of leadership in a global society.

Daniel Goleman, working with around 200 global companies, found that

...whilst the qualities traditionally associated with leadership – such as intelligence, toughness, determination, and vision – are required for success, they are insufficient. Truly effective leaders are also distinguished by a high degree of emotional intelligence, which includes self-awareness, self-regulation, motivation, empathy, and social skill. (Goleman 2004)

This growth in provision for leadership training across business and industry is echoed in developments in international education. As the number of international schools has increased, with a concomitant need for administrators and teachers, as the number of curricula has proliferated and the need for continued professional training has been reinforced, so at every level and across disciplines there is a need for efficient leaders.

Indeed much has been done over the years and it is appropriate to congratulate the Principals’ Training Center on 25 years of leadership training for teachers in formal leadership positions or aspiring to a leadership role. Inspired by Forrest Broman and Bambi Betts, the current director of the PTC, even a quick glance at their list of courses and speakers reveals the huge progress that has taken place in training in the field of international education.

One of those who has assisted in this training, and is himself a leader in the field, is Niall Nelson, and so it is highly appropriate that he is the author of this edition’s Historical Vignette. Equally fitting is that the subject is Michael Maybury, whose outstanding service to ECIS, and to the wider field of international education, was recognised by the award of ECIS Honorary Membership at the April 2013 Berlin leadership conference.

Until his retirement in 2004, Mike was one of the most visible and influential figures on the international school stage he led international schools on three continents and was for 14 years Executive Secretary of the European Council of International Schools (ECIS). Outspoken, sometimes controversial, always great hearted he influenced, encouraged and gave opportunities for a whole generation of teachers to become leaders in the field.

It was at that same conference that delegates were invited to hear a presentation by a remarkable international leader. Nobody who was present for the keynote speech given by Patricia O'Brien could fail to have been impressed by the career and achievements of this charismatic speaker. *ISJ* is privileged to include a transcript of her address, which appears on page 9.

As UN Under-Secretary-General for Legal Affairs Ms O'Brien has been involved in some of the seminal and critical legal decisions of recent times in the global arena. In an area where displaying 'emotional intelligence' is vital, she describes her task as to support the Secretary-General's commitment to the strengthening of the rule of law, the pursuit of justice and the determination to end immunity for war crimes, crimes against humanity, genocide and other serious violations of international human rights law.

Thus she was involved in discussions of the status of Palestine at the United Nations; developments in the Middle East, Gaza, Libya and now Syria; maritime disputes around the world and particularly in Asia. She also describes her responsibilities in relation to the violation of human rights in the Congo and Rwanda.

International schools have a close association with the UN and many mission statements echo the aims of that organisation as set out in the Declaration of Human Rights. International schools are also aware of the different traditions and interpretations of ethical concepts that can cause conflict and misunderstanding.

A great many schools across the world attempt to mirror and understand these stresses and strains through taking part in Model United Nations in order to develop an appreciation of world conflicts and individual country concerns whilst at the same time practising vital skills of debate, empathy, co-operation and conciliation. These skills are important in real life situations and Ms O'Brien emphasised the need for international schools to raise awareness of crimes against humanity and the need to build a culture of accountability for genocide and war crimes.

Particularly poignant is Ms O'Brien's description of her work as UN legal counsel for the Extraordinary Chambers of the Courts of Cambodia. This is the court established with UN support to try the most senior and most responsible members of the Khmer Rouge for the terrible crimes committed in Cambodia during the late 1970s. This posting created a telling intersect between her personal and professional life, for she had spent four years of her childhood living in Cambodia.

"Little did I know that, decades later, my UN position would bring me into often daily engagement on Cambodia and cause me to visit Phnom Penh on a number of occasions... It is not lost on me that my daily work includes the complex task of addressing questions relating to the pursuit of justice of people who prioritised the killing of teachers. And that at the same time I am also chair of a school board with close links to the United Nations which seeks to end impunity for such atrocious crimes" (pp14 & 15).

Indeed the underlying theme of Ms O'Brien's address is the importance of education and it was this conviction that led her to accept the post of chairman of the board of the United Nations International School in New York (UNIS). This association means that UNIS and international education has the benefit of the skills and experience of a truly outstanding and experienced leader.

William Powell, another PTC instructor, points out in an article on Leadership that, when the purpose of leadership is to build leadership capacity in others, school people are actually transformed by the experience of working and learning together. 'Our hearts and minds are affected' (Powell, 2007).

This attitude recurs in Sudha Sunder's article 'The teacher's managed heart' on page 82. She uses the research of Arlie Hochschild (1983) as the basis of her enquiry. Hochschild's research on Delta Airlines staff, who worked long hours on trans-Atlantic flights, resulted in the notion of 'managed heart' and 'emotional labor'. It reflected the experience of airline staff who, the minute a passenger rings the bell for attention, need to present themselves with a smile and be 'at your service' regardless of physical and emotional stress.

Extending this notion to teachers, Sunder considers the similar emotional demands put upon both teachers and administrators in international school settings. In an interesting point relating to leadership and decision-making she records the concerns of teachers as to who has the right to define what is effective pedagogy in international schools when most teachers are from different cultural and pedagogical backgrounds.

Such concerns can also be voiced in the area of IT. Here developments are so new that 'leadership' in the sense of what is good practice, what are the necessary skills for every teacher, and what software should be used, are still being debated as the field itself is in the process of change.

Bibbo and d'Erizans consider that leadership should come from, and be focussed on, the role of the librarian, but in addition teachers should themselves become masters in technology. They emphasise that the accessibility of information today, and the ease with which students utilize technology, necessitate a re-conceptualization of the role of both librarian and IT teacher. A rethinking could include leadership from across the whole spectrum of the curriculum and involve all staff.

Ideas on the importance of leadership have gone through many phases. Thomas Carlyle's theory that 'The history of the world is but the biography of great men' is not much favoured by modern historians. Nevertheless if we look at the development of international education over the last half century, and those pioneers who founded schools, created curricula, trained teachers in new ways of pedagogy, and forged innovative associations, then we could agree with Carlisle that the movement does have its heroes.

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Caroline Ellwood

Striking the balance

Promoting the rule of law and the role of education in the work of the United Nations

Patricia O' Brien

I begin with the words of the UN Secretary-General, Ban Ki-Moon. He often recounts his experience of life as a young boy in the 1950s in the aftermath of the Korean war. His words are those of someone who knows better than most the value of education and who, as a result, is especially strongly committed to doing all he can to bring its benefits to as many people as possible. He recently said:

Education has shaped my life and the history of my country. I grew up in a society ravaged by war and mired in poverty. Schools had been destroyed. My classes were held in the open under a tree. We had no desks, chairs or other basic necessities. The Republic of Korea was on its knees, but education enabled the country to stand tall again. The United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF) and other international partners provided books and school supplies to help pave the road to recovery. Someone provided me with a textbook to help me to learn. At the back of this book it said words that I will never forget: 'Please study hard, because UNESCO has given you this book.' I will never forget the hope that these basic tools gave us.

I have highlighted his words for two reasons. First, to convey to you the profound personal belief of the head of the United Nations, which I fully share, in the importance of education, the vital work to which all of you commit your professional lives. And second, because it is the Secretary-General who appoints the board of trustees of the United Nations International School – known as UNIS – in New York. It is, therefore, an honour that he asked me to serve as the chair of the UNIS board. It is with that link in mind that I will explain my role in the UN.

The United Nations

Today's UN is made up of 193 member states. Almost every country on Earth now takes a seat in the General Assembly. The 51 original members from 1945 have been joined by 142 others since then – most recently by South Sudan in 2011.

UN peacekeeping operations are, of course, a key element of the UN's global efforts. The budget for UN peacekeeping operations is nearly US\$7.3 billion. In 2012, this budget funded approximately 114,000 military, police and civilian personnel serving on 15 peace operations led by the UN Department of Peacekeeping Operations – directly impacting the lives of hundreds of millions of people on four continents. It seems like a vast project, and it is.

While some critics might argue that the organization falls short of meeting the challenges it faces, it is crucial to remember just how important the UN is for so many states. In this respect, I am reminded of the former United States Vice-President Adlai Stevenson's comment that "the whole basis of the United Nations is the right of all nations – great or small – to have weight, to have a vote, to be attended to..."

Many states are small or developing and do not have the advantage of coming from a stable region with well established regional and institutional arrangements. More than 100 of the UN's member states have a population of fewer than 10 million. So, the bulk of the States at the UN – with all that this implies – are small. The UN allows them an opportunity to be seen and heard, which they might not otherwise receive.

The UN is also a place where states, large and small, arrive to make their own contribution. President Kennedy's words to the General Assembly in 1963 remain true today almost five decades later: "the task of building the peace lies with the leaders of every nation, large and small, for the great powers have no monopoly on conflict or ambition".

Office of Legal Affairs

I am now in my fifth year as the UN Legal Counsel. Before joining the UN, I spent the main part of my career in this part of the world where I was the legal adviser at the Irish Foreign Ministry and, earlier, the legal adviser at Ireland's representation to the European Union in Brussels. As the UN Legal Counsel, I head the Office of Legal Affairs. The Office employs almost 200 people on a full-time basis and effectively acts as in-house counsel to the Secretary-General, to the senior management and the wider UN system.

Much of our work is, understandably, carried out quietly and behind the scenes. We cover a range of issues of public international law that many people would associate with the UN – for example: advice on the law applicable to war; peacekeeping operations; oceans and seas; international criminal justice; as well as the internal administration of justice for a staff of more than 60,000. My office undertakes work on procurement where we provide legal support and assistance for contracts, with an aggregate value of some \$4 billion.

My task as the Legal Counsel is to support the Secretary-General's commitment to the strengthening of the rule of law, the pursuit of justice and the determination to end impunity for war crimes, crimes against humanity, genocide and other serious violations of international human rights law.

The Charter of the UN is the fundamental legal basis and primary law of the UN. In the Charter's preamble, the peoples of the United Nations expressed their determination 'to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained'. Since 1945, the organization and its members have striven to give practical meaning to this resolve and to develop legal bases for peaceful relations between states.

My office plays a central role assisting states in the negotiation of international legal texts which have become milestones in the field. More recently, the office has devoted particular attention to issues that also have significance at the national and the global level. The protection of human rights, the promotion of the rule of law and the consolidation of democracy are among the most salient features of this contemporary approach to the promotion of justice and respect for international law.

Promoting the rule of law at the national and international levels is at the heart of the UN's mission. Establishing respect for the rule of law is fundamental and essential for a number of reasons, including, first: prevention of conflict; secondly, achieving a durable peace in the aftermath of conflict; thirdly, the effective protection of human rights; and also, of course, sustained economic progress and development.

Some examples of situations in which my office has been very engaged during my time as Legal Counsel will give you a sense of the variety of the issues we face:

The status of Palestine at the United Nations.

The situation in the Middle East, Gaza, Libya and now Syria.

Maritime disputes around the world and particularly in Asia.

The building of a culture of accountability for genocide, war crimes and crimes against humanity, which has included:

- a) The establishment and support for international criminal tribunals for Rwanda and the former Yugoslavia, as well as Sierra Leone and Cambodia and Lebanon.
- b) Gross violations of human rights around the world including places like the Democratic Republic of the Congo and Sri Lanka.

Piracy off the coast of Somalia and the challenges of prosecution.

Coups and unconstitutional changes of government in different parts of the world.

We also deal with situations that, at first glance at least, have perhaps less to do with international peace and security. A brief example of less obvious work is, for instance, when the film and TV industry regularly seeks to portray the United

Nations in its movies and programmes. This involves my office in protecting the use of the UN name and emblem. These are very precious representations of the organization and they must be guarded.

I do not hesitate to say that it is a great privilege to do this job. Like those of you who work in busy schools, one can never be sure what is going to arise on a daily basis. Often the best laid plans can be interrupted by a new crisis, as the urgent replaces the important work on my desk. However, I suspect that, in situations such as these, you, like me, just have to re-prioritise, move forward and take it in our stride – treating it as a normal part of the work we are fortunate to do: striking a balance between the issues and the people clamouring for our attention.

I often point out to a corner of the street opposite the United Nations, a place where people from all over the city and from all over the world convene to protest – to make their voices heard *outside* the United Nations, in the hope that they can have their voices better heard *inside* the United Nations. On this corner is an engraving of a quote from Dag Hammarskjöld, the second Secretary-General of the United Nations, which reads: ‘Never, for the sake of peace and quiet, deny your own experience or convictions.’

In my office, as lawyers, we are often called upon to give the green light to policy decisions. There is always a long list of reasons why we may want to say “yes”, but sometimes the single reason to say “no” may overwhelm all the others – we have to be true to the law. These instances give rise to situations where one must strike a balance between taking what might be the path which suits most – or nearly all – of the interested parties and taking a lonelier path which leads to the best place to be. I will give you an example from my experience.

Democratic Republic of Congo

In the Democratic Republic of Congo, the United Nations was asked to support unconditionally Congolese armed forces to protect the civilian population. However, when evidence came to light that a government contingent was involved in violating human rights, the United Nations could not continue supporting such a contingent without undermining its integrity, its commitment to human rights and the rule of law.

This episode highlighted for us the importance of establishing a Human Rights Due Diligence Policy, which now applies across the organization. It requires any United Nations body to ensure that its support for security forces is consistent with our Charter and international law. If we believe those security forces are committing grave violations of international law, we must intercede to stop them, but if they don’t stop, we must stop our cooperation.

This demonstrated the important role of lawyers. Too often, we are seen as naysayers waiting to tell others why the law constrains them from acting. However, when we do our jobs right and do our jobs well, we can convince our clients to be mindful of their long-term interests in complying with the

law rather than focusing on their short-term interests in moving ahead with a particular course of action, albeit a worthy one.

But in order to do this, we must have the courage to stay true to the law, and never to deny our own convictions, even for the sake of peace or quiet or an easier time.

And, of course, there are other instances where striking a balance is important – not to the same degree as in the Congo case I have just mentioned, but, nonetheless, in ways which leave their mark.

Rwanda

This occurred to me in a small personal way during one of my first overseas missions as UN Legal Counsel. I was taught my manners growing up. Always be polite. Please and thank you. And always take the hand of someone who extends theirs. I thought about that when I travelled to Rwanda almost four years ago.

Before I joined the UN, I had read *Shake Hands with the Devil*, the compelling memoir by General Roméo Dallaire, the force commander of the UN peacekeeping operation in Rwanda, about his experience during the genocide. General Dallaire described how, ‘In just 100 days, over 800,000 innocent Rwandan men, women and children were brutally murdered while the developed world ... sat back and watched the unfolding apocalypse or simply changed channels.’

This indifference allowed the *génocidaires* to rain so much bloodshed on Rwanda that the rivers overflowed with dead bodies. When I arrived at the Rwanda Tribunal 15 years later, the government officials took me to the prison. This is customary to show that conditions are humane and comply with international standards. And so, I found myself face-to-face with one of the suspected war criminals at the door of his cell.

He reached out his hand to shake mine. What should I do? I had never refused anyone’s hand in my life. Part of me thought, and my instinct impelled me, to go with the flow. It was not for me to forgive, but forgiveness is part of our credo and a way of moving forward. It is not as though anyone would have known the difference. Shaking his hand would have resolved an awkward social moment. But it would have created a much bigger problem. It would have haunted my conscience.

I do not pretend it was brave to refuse his hand. I do not say I was right or wrong. I am just very glad I did not shake his hand. He was later convicted of genocide.

Cambodia

Another area of my work in which the question of striking balances plays an important part relates to the pursuit of justice and the maintenance of peace. Freedom from fear is what all people in conflict and post-conflict societies around the world long for. They all desire what the United Nations was founded to maintain. They all want peace. It is less obvious but equally valid that people in conflict and post-conflict societies want more than peace. They

also want justice, and deserve accountability. We know that accountability matters for peace. Therefore, it is our duty to fight impunity. We are seeking to establish and consolidate the emerging culture of accountability which we have been progressively building over the last two decades. The perpetrators of international crimes, of war crimes, crimes against humanity, and the crime of genocide and serious violations of international humanitarian law, must be held accountable.

Another aspect of this question is whether the passing of time should influence the pursuit of justice or lessen its legitimacy. Cambodia is a relevant example. It is also an example of how the way in which one's personal and professional lives intersect – even after many years and across different continents – can be telling.

I spent four years of the early part of my childhood living in Cambodia. Little did I know that, decades later, my UN position would bring me into often daily engagement on Cambodia and cause me to visit Phnom Penh on a number of occasions. The reason was the Extraordinary Chambers of the Courts of Cambodia established, with UN support, to try the most senior and most responsible members of the Khmer Rouge for the terrible crimes committed in Cambodia during the late 1970s.

My family had left Cambodia before Pol Pot and his comrades started their 'Year Zero' and the crimes perpetrated in its name. The brutality of the horrors he visited on his country and his countrymen defy description. The way in which the Khmer Rouge targeted teachers as a particular group to be eliminated is shocking at so many levels. They regarded traditional education with complete hostility. Education was a great threat because of its potential to influence the development of society. After the fall of Phnom Penh, they executed thousands of teachers. Some of those who had been educators survived by hiding their identities and their profession.

All this, even though Pol Pot had been a teacher of French literature and history and even though his wife was also a practicing teacher. It has always struck me as a grotesque irony that, while he prepared for his rampage, Pol Pot made his living doing the very thing for which people would later be executed and by teaching students he would later massacre. So it struck me quite forcefully that, as part of my role as UN Legal Counsel in the building of a culture of accountability in international justice, addressing the crimes in Cambodia was very much part of my agenda.

This court in Cambodia has meant an enormous amount to many people there. During its first case, every day more than 15 bus loads of Cambodians travelled long distances from the provinces and villages to the court to attend the public hearings. Tens of thousands have visited the court so far.

And, in advance of the court's first verdict, more than 10,000 people indicated that they would like to attend the passing of judgment on the first accused, a man by the name of Kaing Guek Eav, also known as 'Duch', who had been a jailer at the notorious Security Prison 21, S21– the former high school used by

the Khmer Rouge to kill up to 20,000 people, including many teachers and academics.

The court likened S21 to a ‘factory of death’ and Duch’s crimes there as ‘undoubtedly among the worst in recorded human history’. He was jailed for life. Hundreds of Cambodians, including monks, packed the courtroom to witness the verdict. On that day, one of the very few people who survived S21 said: “I can’t forget the scars, the broken teeth, the torture. But this is perfect justice for me. I am 100% satisfied with the sentence.”

During my first visit to Cambodia as UN Legal Counsel, the place I had left decades earlier as a carefree young girl, I visited the notorious S21 Prison 21. It is now a museum which serves as a testament to the crimes of the Khmer Rouge. It is what some have labelled a ‘school of atrocity’ where today you can look at photographs of the victims, visit the classrooms which were transformed into prison cells and the graves of a small number of victims in the playground.

It is not lost on me that my daily work includes the complex task of addressing questions relating to the pursuit of justice of people who prioritised the killing of teachers. And that at the same time I am also chair of a school board with close links to the United Nations that seeks to end impunity for such atrocious crimes.

UN and education

It is in countries that have endured such profound conflict and where poverty levels are often high that the UN is seeking to make a difference. We try to do this in many ways, for example, through enhancing respect for the rule of law or helping people to lift themselves out of poverty. Undeniably, education is one way to make progress toward these goals.

It is for this reason that the Secretary-General has made education one of the top priorities of his second term. His reasons are straightforward. His own experience has obviously influenced him deeply. And, as head of the United Nations, he has the chance to travel the world and to meet communities that are suffering through terrible circumstances. He always takes time to ask them: “What can the UN do to assist you?” The first response from parents and children alike, even in war zones, is usually the same: education.

Even in the worst circumstances, education helps to give children confidence to face the future. The power of education to transform lives is universal and parents understandably want their children in school.

Education is a universal human right, enshrined in the 1948 Universal Declaration of Human Rights. In 2000, governments adopted a bold global agenda for education, with concrete targets to be achieved by 2015. Remarkable gains have been made during the past 13 years, especially in increasing access to primary education. Gender inequalities have also been significantly reduced.

However, the UN is deeply concerned that education is slipping down the international priority list. The pace of progress has waned on many fronts. Therefore, last year the Secretary-General launched the Global Education First

Initiative as part of an effort to answer the call of parents everywhere for the education which their children deserve, from the earliest years to adulthood.

The UN believes that we must place education at the heart of our social, political and development agendas. In order to achieve a breakthrough and give the final push to our global education by 2015, we will need an unprecedented mobilization of partners through a common thread. This is what the Global Education First Initiative is doing. The initiative has three overarching priorities:

Putting every child in school.

Improving the quality of learning.

Fostering global citizenship.

This is not a matter of choosing education over other issues of great importance. Our internationally-agreed development goals are a complex tapestry, and education is an indispensable thread. Educated mothers are more likely to have healthy children who survive. Educated families are less vulnerable to extreme poverty and hunger. And educated nations are more likely to enjoy vibrant economies, political stability, rule of law and a respect for human rights.

Education is not simply a moral imperative; it is the smart choice. Every dollar invested generates \$10 to \$15 in returns. Yet worldwide, some 61 million children are still not in school. Our shared ideals are simple. We want all children to attend primary school and to progress to secondary school and relevant higher education. We want them to acquire the literacy, numeracy and critical-thinking skills that will help them to succeed in life and live as engaged and productive global citizens.

Benefits of education

Education is at the heart of poverty-reduction and sustainable development. Education is not a 'silver bullet' to end poverty, but it is probably the closest we will get. If we fail properly to deliver education to children in the world's poorest communities, we will return time and time again to help the 'children of the children' who we failed to help in the first place.

Beyond the economic benefits of education, education has the power to promote new behaviours, attitudes and values such as tolerance, citizenship, and respect for the planet and the environment.

Achievements

Globally, there has been good news in the education sector during the last decade. Substantial progress has been made, reflecting not only improvements in the expansion of educational opportunities but also in the equity of access to education for girls and boys. Across the globe, primary school enrolment rates have risen and drop-out rates are falling. The number of children out of primary school dropped from more than 100 million in 1999 to about 60 million in 2010.

And the improvements in educational outcomes have been particularly marked for girls; gender gaps have decreased, and in some regions have even reversed.

Challenges

However, even though we are witnessing improvements, the statistics clearly tell us that we face enormous challenges. There is much to do and there are obstacles in our path. The main challenges are persistent inequalities due to socio-economic factors. Poverty, gender, disability, religion and ethnicity remain strong markers of disadvantage. We need to step up our efforts on children and young people who have been left out. We must strive to give all children equal educational opportunities.

Despite the progress in narrowing gender gaps, girls and women still need additional support. We continue to see obstacles in the entrenched mindsets that still treat women and girls as second-class citizens. And there are some terrible human stories of struggle to access education. We all saw it last year in the attack on three school girls in Pakistan. The main target, Malala Yusufzai, is an inspiring young woman who advocates for education. In her words:

I know the importance of education because my pens and my books were taken from me by force. In January 2009 the Taliban restricted my education and told girls they weren't allowed to go to school anymore. I can't tell you how saddened I was by this. This was the worst point in my life. But the girls of Swat aren't afraid of anyone. We continued with our education. The Taliban has restricted education so that girls were only taught up until year 4. But me and my friends were in year 5 and 6. We decided that we would go to school with our books hidden under our shawls. And we would pretend that we were in year 4.

Wise beyond her years, she is a champion of girls' education and girls' rights, including at a children's assembly organized in 2011 by UNICEF. She is truly courageous, determined not to be silenced even as she knew the very real risks of speaking her mind. The attack on her was abhorrent and cowardly. The terrorists showed what frightens them most: a girl with a book. Nowhere in the world should it be an act of bravery for a young girl to go to school. The global outpouring of support for Malala shows that this is a shared struggle that resonates widely.

These deep inequalities can be found not only in access, but also in the quality of learning. Half of all children in the poorest countries who have completed Grade 2 cannot read anything at all. Of the world's adults, an estimated 16% – 793 million people, of whom two thirds are women – still lack basic literacy skills. There is an urgent need to address the quality and relevance of education.

The dual imperative of 'raising the bar and closing the gap' requires that we improve the overall performance of all students and at the same time improve access and outcomes for the most disadvantaged. In the context of diminishing

resources, progress will require scaling up of proven interventions and applications of innovative approaches drawn from all sectors.

UNIS

When the Secretary-General asked me in 2011 to replace the outgoing chair, I was honoured and excited by the prospect. I would be less than honest if I did not say that the honour and excitement was tinged with some trepidation. As a parent of three children who were educated in Brussels and Dublin, including some at the main international school in Ireland, I am very conscious of the expectations and trust that parents place in schools and in all those associated with running them, whether they are the faculty and staff who work on the ground on a daily basis, or the board of trustees whose role is one of vigilant oversight. As someone whose job is very demanding and who is required to travel quite frequently, I worried if I might struggle to manage the board's business.

However, I know, too, from personal experience the great worth of education, the richness it provides to our lives; the perspective it gives us; and the character it builds in us. I know this from my own experience as a student, from my experience as a mother of three students and as a teacher of third level students at law school in Canada. The opportunity the Secretary-General was presenting to me was one that I felt I should not miss, given my own strong belief in education and the progress it heralds. I know that, in my own case, education has opened doors and removed obstacles that have allowed me to achieve things beyond my dreams.

This article is based on the keynote address Patricia O' Brien delivered at the European Council of International Schools Leadership Conference in Berlin on 5th April, 2013.

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Supporting the professional development of teaching assistants in an international context

Estelle Tarry and Anna Cox

It is difficult to know the precise number of international schools as there is 'no international body that authorises the international school title' (Hayden, 2012, p61). However the International Consultancy Group (ISC) research, published in 2013, suggests that there are approximately 6,500 schools providing an English medium education to over 3.3 million children and young people. It is clear that numbers have grown as a demand for schools grows in response to the increasing global mobility of professional families (Hayden, 2012, p61)

'International schools have come to be seen as attractive not only by the globally-mobile but also, where "host country nationals" are permitted by their government to attend international schools' (Hayden, 2012, p63).

With the increase in the numbers of international schools, an increase in competition may lead to 'the possibility that international schools will become increasingly reliant on locally hired teachers and possibly Teaching Assistants both local and expatriate' (Tarry, 2012, p125).

Blatchford *et al* (2012) highlights that in the UK the typical profile of a TA is being of white ethnic origin, female and over 36 years of age. However the TAs in international schools are from a much more diverse background. International TAs can include local hire individuals; expatriate wives and husbands; graduates on a gap year; expatriate graduates who are UK hired; individuals with a certificate in Teaching English as a Foreign Language (TEFL); individuals with graduate and postgraduate qualifications that are not relevant to Learning and Teaching; and individuals who have been used to leadership roles in other work areas and who are now in transition. This creates a pool of talent which we feel it is important to be aware of and to work with for a number of reasons, such as the continuity that they can offer to the school population when teachers move on.

'With the high turnover in expatriate teachers in international schools, the teaching assistant in an international school can often be the backbone of the teaching staff. Therefore it is vital that they are trained to the highest standard' (Tarry, 2011, p296). Hayden (2012) also highlights the recent growth in the variety of curricula being offered in international schools. TAs are one of the key ways of supporting young learners to access the curriculum, particularly through individual support and small group work. According to Hayden and Thompson (2008), although the same philosophy may not be shared by

international schools their interests overlap. The demands on TAs are also likely to be very similar across these environments.

Hayden and Thompson (2008) identify the following groups of international institutions: United World Colleges, European Schools, Shell Schools, Dutch International Schools, Yew Chung International Schools, National grouping of schools, commercial groupings of schools and franchises. They acknowledge operation of the following curricula: National programmes, International General Certificate of Secondary Education (IGCSE), Advanced Placement (AP) International Diplomas, French Baccalaureate Option Internationale, European Baccalaureate, International Baccalaureate Diploma Programme (IBDP), International Baccalaureate Middle Years Programme, International Baccalaureate Primary Years Programme, The International Primary Curriculum (IPC) and the Cambridge International Primary Programme (CIPP). Thus 'International schools operate a variety of curricula but it is arguably the pedagogy that is more important than the curriculum' (Tarry, 2011, p296).

As the numbers of TAs increase it is important to consider their role in the teaching and learning that takes place in an international school. However the background and experience of this group of people is diverse. Blatchford *et al* (2012) highlight a dilemma in UK classrooms as to whether TAs should be adopting a pedagogical role or not. They acknowledge that TAs support behaviour management in the classroom and beyond, enabling the teacher to concentrate on the teaching and learning.

The TA can be in a better position to support the self-esteem and confidence of pupils. This may be because, as was noted by Blatchford *et al* (2012), it is often the TA who works one-to-one or with a small group of pupils, and therefore suggests that TAs pedagogical skills need upgrading. Similarly in international schools there is movement in the understanding of the role of the TA and scope exists for change and development.

There are specific key issues that face TAs in international schools, and which differ in relevance for particular schools and individual TAs. These include individuals having knowledge of the local culture and community, which can be a significant benefit to the school. Pedagogical knowledge and understanding can vary, since different nations and cultures have locally shared views about what it means to be a teacher and what effective learning looks like.

TAs may come to the international school with knowledge of the curriculum operated there or may need to develop this. A further point for consideration is the value of the use of a local language against the skills of modelling good spoken English, which is key to many parents who seek an international school education for their children.

Tarry and Cox (2013) highlight the advantages and challenges of TAs working in an international school. As TAs have a greater capacity for one-to-one support and small group work, working in a closer context with the children encourages closer relationships and therefore the TA is likely to be more aware of the social

and emotional needs. The TA possibly has a greater knowledge of the local community, culture and language and is therefore able to support the school, class and children in their learning. However through training and certification, the challenges that TAs encounter, such as potential dependency, and being aware of the children's possible social exclusion and missing the mainstream curriculum, can be minimised.

The 'UK based provision does not address the needs of those working in international contexts, and the inclusion issues that may arise in multi-lingual, multi-cultural and internationalised contexts.' (Tarry and Cox, 2013).

'Nevertheless teachers' choices of resources and use of humour and anecdotes, whilst intended to simplify, exemplify and make more accessible complex concepts, occasionally confused and alienated some students precisely because the subject matter was not aligned with or sensitive to the social and cultural diversity of the group.' (Hockings *et al*, 2010, p105).

Therefore it is clear that a UK TA training programme cannot be 'lifted' and delivered in an international context. A more sophisticated approach is needed if the training is to meet the needs of the TAs working in international schools.

Through research carried out on behalf of the Council of British International Schools (COBIS) via questionnaires to COBIS schools and through a focus group of Head Teachers of international schools, it was discovered that

The international head teachers realized the importance of the wider workforce within their schools and the need for training to support pupils in the classroom, EAL, general SEN, behaviour management, and planning and preparation. For a school to be truly inclusive, they recognized that all aspects of pupil diversity should be catered for. (Tarry, 2011, p300)

It was identified that training and certification was specifically required for the TA working in an international school or international context. As a response to these findings the Certificate for Teaching Assistants in an International Context (CTAIC, 2013) was developed. One of the aims of CTAIC is to raise the skills and status of Teaching Assistants in international contexts and to provide an accredited programme in which to do this. By validating the programme through a university (in this case the University of Northampton at which the authors are employed) it has been possible to create a programme that sits within internationally-recognised UK university qualification structures. The (CTAIC) is set at level 4 of the UK's Integrated Qualification Framework (IQF) and the 60 CATs points. The part time programme consists of PDT 1060 Supporting Children's Learning: Primary 3-11 in an International Context, PDT 1034 Basic Skills in English in the curriculum and 1035 Basic Skills in Mathematics in the curriculum.

Teachers have long been encouraged to be reflective practitioners, enabling them to evaluate the impact of their practice and develop it. This development

of practice through reflection is also valuable to TAs and CTAIC encourages this. A key element of CTAIC is that it encourages TAs to reflect on personal perspectives, for example about diversity and difference, and how this impacts on their practice in the setting.

In addition, TAs are asked to reflect on how appropriate the pedagogy of their setting is to meet the needs of young children from culturally diverse backgrounds. For example, how might socio-dramatic play, in particular ‘home corner’ or domestic play, be adapted to reflect and respond to the experience of the learners who use it? As tutors we value the opportunity for supported reflection among TAs, including focusing on their approaches to valuing the culture of all children in the setting and meeting their needs. We seek to support those who undertake the CTAIC to gain confidence in pedagogically sound and locally appropriate teaching and learning.

The CTAIC comprises Knowledge and Understanding, Key Skills and Specific Skills. What makes this Certificate stand apart from other programmes in the educational community is that there are knowledge and understanding and skills specific to international schools including:

Knowledge and Understanding

Have a greater understanding of intercultural perspectives and be aware of the importance of engaging with the local community.

Specific Key Skills

Implement intercultural strategies for managing children’s and young people’s behaviour thus creating a positive learning environment for students of different language backgrounds.

Plan, prepare and produce an appropriate learning experience for learners among diverse learners in an international context.

Encourage students’ understanding of a relationship with the local community and promote increased international mindedness among learners.

Demonstrate improving practice in working with mobile students in transition.

(CTAIC, 2013)

CTAIC seeks to support TAs to deepen their understanding of intercultural perspectives and to become more aware of the importance and value of engaging with local cultures and communities. There is a strong emphasis on practical skills, such as creating an effective learning environment for learners from diverse backgrounds and on developing international mindedness.

International mindedness is not a new concept though it is often linked to international education and to international schools. Hill (2000) suggests that international mindedness is not necessarily exclusive to international institutions

and this is a view that we share. UNESCO (1974), in its recommendations for international understanding, states international education is teaching about peace, democracy and human rights. Our aspirations in CTAIC cannot begin to be so wide ranging but do reflect some of the components UNESCO identify as features of international education, in particular to promote intercultural understanding.

In its content the Certificate broadly supports the aims of the primary school curriculum in the context of a growing cultural and ethnic diversity. Competencies such as critical thinking and collaboration are central to the pedagogical approaches used in delivering the programme. We hope to engage with TAs in teaching and learning which shapes attitudes and leads to high levels of engagement. The programme seeks to be conducive to intercultural understanding in the professional context. For example, TAs are encouraged and facilitated to explore ways of working which will maximize and enrich learning for all children, and make the curriculum as accessible as possible for children from diverse backgrounds.

Part of the underpinning philosophy of CTAIC is that young learners are well placed to gain intercultural understanding through their early educational experiences. A practical example is that TAs are asked to reflect on their stance regarding first language use in the setting, which may involve them engaging in debate with others in the setting, accessing recent research or viewing videoed classroom practice.

One of our less pragmatic intentions in the provision of CTAIC is to promote intercultural understanding, both for the TAs who join the programme and for the children with whom they work. In this paper we use the term intercultural understanding to describe the effective and meaningful ways in which the challenges of interaction between learners from more than one culture are addressed, and how the opportunities of such interaction are developed.

This approach underpins the CTAIC programme and the teaching and learning strategies that are employed on it. NCCA describe intercultural education as 'education which respects, celebrates and recognises the normality of diversity in all areas of human life. It sensitises the learner to the idea that humans have naturally developed a range of different ways of life, customs and worldviews, and that this breadth of human life enriches all of us' and 'It is education, which promotes equality and human rights, challenges unfair discrimination, and promotes the values upon which equality is built' (NCCA, 2005, p3).

CTAIC has adopted a 'blended learning' approach, rather than solely distance learning. This is in part to develop in cohorts studying the programme a sense of community and peer support. The programme consists of six face-to-face teaching sessions in the host international school, individual study and school based practice supported by the university interactive learning environment. This includes PowerPoints, Xerte activities, directed reading, supporting documents along with WizIQ (visual and auditory recording of sessions), video

conferencing, a university personal tutor and school-based support by a school mentor. The teaching method is interactive with group members being positively encouraged to ask questions.

This 'blended learning' approach is supported by Naidoo and Jamieson (2005). 'We would argue that, carefully handled, the right blend of conventional and elearning can produce a richer and more rewarding learning environment than either face-to-face or elearning can be by themselves' (Naidoo and Jamieson, 2005, p49).

Early responses by pilot cohorts suggest that the participating TAs valued both peer support and email access to university tutors. This has been further developed through the provision of an open access website and the use of blogging tools (<http://bit.ly/WPuWRp>). Mobility among international TAs varies considerably and so a point of contact and membership of a growing online community is valuable. We look forward with enthusiasm to the opportunity to share in and contribute to a growing community of practice.

Despite the discussion regarding the context of international schools, the role of TAs in them, CTAIC and the approach to learning, the pivotal role in securing the successful contribution of TAs remains that of the Head Teacher. Head Teachers are aware of the importance of the professionalism and training of TAs in international schools; they know which members of the school staff work well together and which individuals and classes benefit most from support.

CTAIC offers the opportunity to build on this, to the benefit of both the school and the TA. We believe that the staff is one of the most significant resources that any school has to offer. TAs who have had additional training for which they are accredited are likely to be up-skilled in their work in the classroom and to feel valued. In addition, the school is able to demonstrate a commitment to the quality of all who contribute to the learning experiences of the school community.

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No data left behind

Ed Hagen and Jon Nordmeyer

For international schools to meet their full academic potential, it is essential to establish a culture of rigorous self-examination.

Why use data?

International schools are unique, dynamic environments that draw from a variety of global teaching approaches to serve diverse groups of students. With resource-rich classrooms, motivated students and experienced educators, international schools integrate cutting-edge technology to create ideal learning environments.

International schools are often regarded as exceptional institutions within a host community, and international educators enjoy a rare sense of professional autonomy. However, this independence can also result in professional isolation and disconnection from not only best practice, but standard practice. One significant area in which many international schools can improve is the use of data.

Understanding why many international schools have not used data is the first step in establishing a culture of rigorous self-examination that will enable international schools to meet their full academic potential. This article will explore some of the reasons data is not widely used in international schools, and suggest specific steps for using this important tool to promote student learning and teacher growth. In the 21st century, the importance of using data to guide important decisions is widely accepted, not only in education, but in most fields, for three key reasons:

Using data keeps us healthy. It is difficult to imagine a commercial airline pilot ignoring available information on altitude, airspeed, cabin pressure, and just landing the plane based on a ‘feeling’ of how it is going. Likewise, most patients expect a doctor to pay close attention to specific indicators such as temperature, blood pressure, heart rate, blood count – and analyze this information based on many years of his practice.

Using data makes us stronger. Elite athletes train relentlessly, refining their practices and routines based on whether or not progress is being made. If a track star is putting in 25 hours a week of training and is getting slower, his programme must be changed in order for him to improve. Data is an integral component in an athlete’s development process.

Using data helps us learn. Scientists also use data to inform the creation of hypotheses, to test their expectations and to prove or disprove causal relationships in the natural world. If a biologist observes a connection

between a certain protein marker and a disease, this observation needs to be tested by analyzing data from a variety of circumstances to determine causation rather than correlation.

Obtaining evidence that efforts are contributing or not contributing to progress are defining characteristics for success. Likewise, ignoring signs of trouble can damage the health of individuals or organizations, and dedicating resources without measuring outcomes may prove futile.

While comparing schools to athletes or scientists contains some validity, what distinguishes schools is that many variables cannot be controlled. Starbucks cafes look and feel the same whether in Bangor or Bangkok; however, every classroom is different and no one single formula can be used to educate all children. In order to understand international schools as dynamic, diverse and complex organizations, it is essential to examine student learning data; this enables educators to monitor individual and group progress and then tailor instruction to optimize results.

Data in education

As a profession, education is still learning how to make best use of data to improve teaching practice and reform schools. A widely-held belief is that 'educators are data rich and information poor' (Killion & Roy, 2009). This 'data gap' has been attributed to 'an overabundance of data, a lack of systems to analyze data, or limited experience among teachers in using data' (Sweeney, 2011). In the last decade, teachers have developed a more sophisticated understanding of both formative and summative assessment; schools have gathered more data on student learning. However only recently has it become common practice to use data to make informed decisions, either school-wide or on the classroom level, and this capacity continues to grow.

The 2002 No Child Left Behind Act required US states to develop a systematic way of measuring student learning and demonstrate growth. Federal requirements challenged states to create measurement tools and processes for demonstrating what students were learning. Unfortunately, in many cases this focused on growth at an unsustainable level and was based on a narrow definition of data, frustrating parents, teachers and administrators. On the other hand, one significant positive result of the increased accountability in education was that in-depth analysis of both quantitative and qualitative data from a number of sources to help identify and meet the needs of all students became a practice in US schools.

Learning Forward, a leading international organisation supporting educators, has designated data as one of its professional development standards, emphasising that the examination of student data for improvement is paramount for the improvement of both teachers and students. The Learning Forward *Standards for Professional Learning* (2010) directly address how the discussion of data is an integral part of change:

Data also are useful to monitor and assess progress against established benchmarks. At the classroom level, teachers use student data to assess the effectiveness of the application of their new learning... Evidence of ongoing increases in student learning is a powerful motivator for teachers during the inevitable setbacks that accompany complex change efforts.

Clearly, using data is an integral part of a thriving school. Schools, districts and governments benefit from collecting, organizing and discussing student achievement information. More importantly data helps students through differentiated instruction, flexible grouping options, targeted lessons and individualized feedback.

Data and international schools

Unfortunately, in many international schools data is an underused, if not ignored, resource. International schools do not have to use data, so many of them do not. In many cases, this is based on the perception that if the majority of students are high achieving, schools don't need to measure growth. On the contrary, US states such as Colorado have switched to growth models to measure instructional effectiveness in order to challenge all schools, holding high performing schools accountable for improvement as well. As a result, schools with high achieving students and low growth may not meet federal Annual Yearly Progress requirements outlined by NCLB. Some international schools would fall into this category: high achievement, low growth.

Additionally, because the connection between assessment, funding and labeling is so stigmatized in US public education, many teachers in international schools are wary of data. Some teachers coming into the international school community from the United States complain that the high-stakes culture of accountability tied to achievement was one of the reasons they left public schools in the United States. They felt tired of 'teaching to the test', or being examined critically through the lens of standardized test scores.

Nevertheless, international schools need to learn from the transformation of school culture in the United States. It is a fallacy that successful international schools do not need to measure their own effectiveness. On the contrary, looking at student learning data as part of an ongoing improvement process is one of the defining factors of the most successful schools worldwide. What defines an excellent school is that it continues to ask: How well are we doing, and how do we know? Or How can we improve? (Killion & Roy, 2009). Data is the key to answering these questions.

Obstacles to using data

International schools trying to integrate data into daily practice or an improvement process may encounter significant obstacles, may not have the necessary data or may not know how to use it. Interviews with administrators

and teachers have revealed three main reasons why data remains an underused resource in international schools:

- i) Isolation and accountability.
- ii) Change and fragmentation.
- iii) Indifference or negative attitudes towards data.

Isolation and accountability

In contrast to national schools, which are governed by local or state educational agencies, the majority of international schools are not regulated by formal networks. As a result, most schools are eager to find new resources and tools, improve programs with current best practices and build networks for professional learning. Regional professional organizations such as EARCOS, NESA and ECIS provide valuable communication and professional development, but membership and participation are voluntary. These excellent organizations provide some exposure to best practices, but it is up to individual schools to adopt new ideas and approaches and, as a result, the use of data to guide improvement is voluntary.

The accreditation process does provide some external guidance for international schools but accountability remains largely internal. Most international schools are accredited by one or more institutions such as the IB or Western Association of Schools and Colleges (WASC). This accreditation process includes a self-study and external audit. Visiting accreditation teams review schools and make recommendations which can help guide improvement in a self-directed, multiyear process.

For example, one WASC criterion states: ‘The school leadership and staff assess student progress toward accomplishing the expected schoolwide learning results and report student progress to the rest of the school community.’ (Western Association of Schools and Colleges). This means that schools are measuring themselves, but without external oversight about how this assessment should happen. As a result, because international schools are private and self-governing, institutional decisions are made without state guidance or national pressure to show improvement. Likewise, on the classroom level, without district, state or national mandates, international school teachers are left to make instructional decisions in relative isolation.

Because of this isolation, the idea of transparency can lead to anxiety in international schools. A suggestion for public reporting of student learning results may be viewed with skepticism or even seen as threatening by teachers or administrators. Since any critical self-evaluation requires the identification of areas for growth, international schools may also be concerned about the potential negative impact of exposure. One international school principal shared: ‘In many cities, schools compete to recruit families in order to

maintain enrollment. Since an honest analysis of school-wide data will certainly point out our areas for improvement, that might imply that we are not meeting students' needs. Why would we want to hang out our dirty laundry?' With minimal external accountability, fear of exposing problems can hinder school improvement.

Additionally, because of this traditional isolation of international schools, several assumptions may lead to the conclusion that rigorous data analysis is unnecessary. First, recruiting good teachers is seen as the main way to promote effective instruction; hiring teachers with expertise and experience is expected to lead naturally to a high-performing learning community. Why would a school need to spend time and resources to examine results if it's known that 'the very best' teachers are being hired?

Second, there is an assumption that 'we use data all the time because we use performance evaluation portfolios, we assess students and we give grades'. In this somewhat myopic view of assessment, schools may be evaluating students but without analyzing student learning data, the effectiveness of teaching or school practices are not being examined.

Change and fragmentation

Another challenge is that many international schools seem to be in a constant state of flux with fast-paced, dynamic learning environments. Within the small network of international schools, good ideas travel fast and new programs can be adopted or implemented quickly. Furthermore, diversity among international educators means the notion of 'best practice' may not be shared among teachers. Because of abundant resources, international schools can adopt and discontinue programs more quickly than national schools. In addition, turnover at most international schools is relatively high; in most schools 10-20% of teachers and administrators are new in any given year.

This diversity in approaches can enrich schools, but it is ironic that the same dynamism that fuels the international school culture can also be the source of challenges. Isolation and independence of international schools often means that outdated programs and practices may persist, or that schools may lack cohesion because many different initiatives were implemented by different teachers or administrators in a relatively short amount of time.

When there are many systems or no system, it is difficult to build a shared practice of using data to improve instruction and promote school-wide changes. In addition to inducing a kind of programmatic schizophrenia, high turnover also impacts the development of international school culture, an essential ingredient for healthy data inquiry. When leadership changes regularly, so do philosophies, visions, and values. As a result, in many international schools it is difficult to establish a school culture that supports intentional self-examination of data for instructional improvement.

Negative teacher attitudes

Finally, isolation of international schools may cause indifference or negative attitudes towards data. Teachers may associate the high stakes culture of self-examination with a dysfunctional US public school system. Some teachers wanted to escape the political and consequential nature of assessment-driven funding in the United States. Other teachers who have only taught in international schools may develop attitudes based purely on media or stories from other teachers. Four archetypes surfaced in our interviews with international educators:

- **The Data Hater.** Considers quantitative reflection of students an impediment to teaching: ‘Just let me teach my kids. Don’t waste my time crunching numbers; I just know my kids and what they need.’
- **The Exit-pat.** An escape artist. ‘That’s why I left the US/UK. Discussions about data are not necessary in international schools.’
- **The Data Dodger.** Thinks teachers should know data but not parents or students. ‘What will parents think when I tell them their child is below average? Being honest about a low Lexile level could damage students’ self image and maybe even scar them for life.’
- **The Formative Friend.** Believes the big picture does not matter because students and parents cannot understand. ‘Just tell kids the skills they’re good at and what skills they need to improve. There’s no need to compare them to grade level norms or benchmarks.’

Clearly, isolation, fragmented systems and negative attitudes can prevent international schools from using data to maximize student growth and support school improvement. Without significant external pressure or government mandates, international schools are in a uniquely independent position: schools choose their own curricula; select their own teachers; determine which standardized assessments to administer; and, in most cases, choose their own students. Fortunately, this independence provides international schools with an opportunity.

Through the lens of data: a new view for international schools

Taking concrete steps in building a positive culture of data inquiry and creating shared practices to analyze and act on student learning data will enrich any international school. Systemic changes on a school-wide level not only support reform efforts but also impact how teachers view data in their daily work. ‘As teachers use data in meaningful ways, they become aware of the many opportunities to tap into the rich array of information that surrounds them on a daily basis’ (Sweeney, 2011, p.63).

The International School Data Continuum

Schools must first gain a clear picture of their current relationship with data. The International School Data Continuum is a tool that describes five general

Figure 1: School Data Continuum

	Selecting Tools... <i>Determining assessment tools and Frequency</i>	Adapting Culture.... <i>Building a positive and productive culture around data as a tool</i>	Organizing Data... <i>Collecting information and establishing systems</i>	Discussing Data... <i>Analyzing and engaging in dialogue about data</i>	Making decisions ... <i>Using assessment data to improve student learning</i>
Not Happening	<ul style="list-style-type: none"> ✓ Few external assessment tools (e.g. ITBS, SAT) across all grades ✓ Few common formative or classroom-based assessments 	<ul style="list-style-type: none"> ✓ Indifferent or negative view of data, e.g. "they only use those high-stakes in the States" ✓ Teachers may or may not examine data individually 	<ul style="list-style-type: none"> ✓ School-wide data is collected but is not systematically analyzed or utilized ✓ Teachers gather data individually from assessments 	<ul style="list-style-type: none"> ✓ Data is rarely discussed by faculty and but sometimes discussed by administrators 	<ul style="list-style-type: none"> ✓ Instructional decisions usually do not include discussion of or analysis of data
Emerging	<ul style="list-style-type: none"> ✓ A single measure (e.g. ITBS) is administered and recorded at each grade level. ✓ Inconsistent use of formative and classroom-based assessments. 	<ul style="list-style-type: none"> ✓ Isolated groups of teachers believe that data is useful. ✓ Individual teachers have expertise in using data. 	<ul style="list-style-type: none"> ✓ Teachers collect data using a common tool such as a spreadsheet or web report and share it with colleagues, but not systematically. 	<ul style="list-style-type: none"> ✓ A "team" or task force works towards organizing and analyzing data. 	<ul style="list-style-type: none"> ✓ Summative data is used to identify struggling students. ✓ Assessment data is used to identify achievement groups
Maintaining	<ul style="list-style-type: none"> ✓ Multiple measures are administered 2-3 times per year. ✓ Formative assessments are created by individual teachers. 	<ul style="list-style-type: none"> ✓ Most teachers display positive attitudes about data. ✓ Teams are expected to use specific structures for regular collaboration using data. 	<ul style="list-style-type: none"> ✓ Teachers use a shared collection and organization system and share data at regular intervals. ✓ School maintains a centralized (static) data warehouse. 	<ul style="list-style-type: none"> ✓ Grade level teams or other groups use data for grouping or other instructional decisions. 	<ul style="list-style-type: none"> ✓ Data is disaggregated to support differentiation (e.g. flexible ability grouping) ✓ Data is used to target skill development and to measure progress.
Thriving	<ul style="list-style-type: none"> ✓ Targeted assessments are given 2-3 times a year and assessment schedule is aligned with instruction ✓ Assessment tools are regularly evaluated. ✓ Formative assessments are created collaboratively. 	<ul style="list-style-type: none"> ✓ Teachers believe in using assessment data as a lens through which to view instructional and curricular decisions. ✓ Collaboration and transparency are integrated into school community (e.g. PLCs, CFG or RTI). 	<ul style="list-style-type: none"> ✓ Teachers can access a centralized (dynamic) database to search, analyze and mine data ✓ School customizes its database to represent data in relevant and innovative ways 	<ul style="list-style-type: none"> ✓ All teachers collaborate with specialists to determine appropriate interventions/instruction for individuals and groups of students. ✓ School promotes protocols or frameworks for data discussions. 	<ul style="list-style-type: none"> ✓ Formative and summative assessments seamlessly integrated to target students by needs for individual units of study. ✓ Interventions and services are flexible and based on data

areas in which data is utilized for growth and improvement.

- Selecting tools: determining assessment tools and frequency.
- Adapting culture: building a positive and productive culture around data as a tool.
- Organizing data: collecting information and establishing systems.
- Discussing data: analyzing and engaging in dialogue about data.
- Making decisions: using assessment data to improve student learning.

To gather information about international schools and understand the use of data in individual schools, administrators were surveyed and asked to assess their schools within each of the five areas on the International School Data Continuum.

1. Selecting tools

In a ‘thriving’ school, targeted school-wide assessments are given several times a year, an assessment schedule is aligned with instruction, assessment tools are regularly evaluated, and formative assessments are created collaboratively. Although international schools do not face a high-stakes testing climate, the choice of large-scale, standardized assessments remains a critical decision. As the well-funded assessment industry ensures that the science of assessment continues to evolve, international schools aspire to adopt new, improved assessment tools.

However, just as upgrading a computer’s operating system renders some applications obsolete, new tests can interrupt historical data patterns. Furthermore, pilot periods may mean that several overlapping tests may be given for the same skill (*eg* students may take STAR reading and MAP reading tests), frustrating teachers and students.

Since international schools may rely on several different national curricula, it is important for schools to make coordinated, intentional decisions about curriculum and assessment. Schools must decide in advance what tests are administered, when they are given, why they are given and how the data will be used. For example, an assessment given in February may not show growth over the course of the year, but may be useful for informing second-semester instruction. In selecting assessments, it is important to recognize that a sufficient body of evidence is necessary. Standardized tests provide normed benchmarks against which to measure growth and inform instruction, yet educators need to pay attention to ‘...not only scores on high-stakes tests, but also the broad array of other information on student skills and knowledge typically available in school’. (Boudett *et al*, 2005).

In one school, the administrator explained that internal writing assessments were being collected twice a year and calibrated in grades KG-12. Based on a body of evidence, they were being compared against a writing continuum: ‘we are

currently using narrative [samples] that we've just completed and for which we are collecting exemplars; we are working on informational and argument continua'.

Information from exit slips, exhibitions, classroom tests, projects, homework, and anecdotal records are also useful forms of data. When teachers collaborate to construct formative assessments and discuss when and how these tools can be employed, consistent information about student performance can be made available.

Adapting culture

In a 'thriving' school's data culture, faculty believe that data can support instructional decisions, and discussions about student achievement happen regularly, following established norms. While teachers may attend professional development around the use of data, the responsibility does not fall on the shoulders of a select few. A 'thriving' school's data culture is one that is maintained and nurtured from within. All teachers agree that quantitative and qualitative data are vital in promoting and maximizing student achievement and share the value that analyzing data is essential for school improvement. A climate of trust and transparency exists when teachers are self-critical enough to analyze data and question their own judgment.

For example, one administrator explained how different teachers viewed data in this particular international school: "Although it was expected that teachers use data and it was the springboard for many team and PLC discussions, transparency was still an issue; some staff were still reluctant to openly discuss specific results tied to each teacher, others did embrace this practice." Another former administrator reflected on the importance of timing and a critical mass in building a healthy school culture:

Since the launch of [the assessment initiative], this continues as a topic of exploration and discussion. The high school was delayed one year, needing further conversations around the language and expectations of summative assessments. Most effectively, this initiative was moved out of central office and closer to practitioners. Principals and administrators have found 'early adopters' to guide and facilitate the next steps.

Clearly, a healthy school data culture supports the examination of data as an integral part of not only school-wide improvement but also everyday instruction.

Organizing data

In a thriving school, teachers can access current data to analyze trends or represent data in useful and innovative ways. Student achievement data is accessible to teachers, specialists, administrators, and even student and parents. A centralized data warehouse is a system that allows a school to store and access achievement data for any student at any time. There are a variety of products that a school can purchase, such as PowerSchool, to manage grades and demographic

data. In addition, student cumulative files usually contain hardcopies of historical assessments and anecdotal records; common software such as Word or Excel is used to develop templates for digital storage.

However, a strong centralized data warehouse integrates all of these functions and allows teachers to manipulate data in order to mine it for more specific information that can be used instructionally. Many international schools are in the unique position of being able to establish a centralized data warehouse because of small populations and the abundance of technological resources and clerical staff. International schools can use cloud-based systems for reporting and sharing student data in dynamic ways. A thriving school also innovates how data is displayed.

To gain insight into how better to instruct students, international schools can build on technological and human resources to create a variety of charts, graphs, and other methods of graphic organization. One example is digital data walls, which use kinesthetic information technology to display student assessment data using an iPad or smart board. On digital data walls, data is arranged into tiles that represent students, each displaying achievement data and the student's photo. This allows conversations and instructional decisions to literally be centered on the students. Flexible grouping arrangements can be saved or printed for reference. Organizing data effectively is essential for data to be used as a centerpiece for rigorous self-examination and improvement.

Most of the international school administrators who were surveyed characterized their schools' organization of data, collecting information and establishing systems, as 'emergent' or 'maintaining' and were clear about their limitations. An administrator described a successful approach:

We had a pilot program that now includes about half the elementary and half the middle schools where teachers get 'Data to the Desktop' receiving updated data at least once a quarter. This makes the data more readily available for planning and application.

One challenge is that there are not many practical, relevant tools to support individual international schools. A superintendent shared: 'at the end of last year we were looking into purchasing [Pearson] Inform software to go with our PowerSchool set up, but the cost was prohibitive.'

Discussing data

A 'thriving' school discusses data regularly and in ways that promote shared ownership and collaboration. Administrators and instructional specialists are part of discussions where data is used as the centerpiece for discussions about the effectiveness of interventions, placement, grouping or other instructional decisions. Protocols and other frameworks ensure trust and transparency so that student achievement data are not used to highlight teacher deficiencies, target students, or undermine the importance of relationships.

Instructional decisions are made after examining multiple sources of data with colleagues, instead of in isolation. Thriving schools have data-based discussions embedded at every level instead of a task force or team that examines data. All teachers believe data is an important piece of a larger picture, and have the skills to gather, analyze and discuss data.

Most administrators who were surveyed reported that one division or department was stronger and this helped to inform work in other teams. For example, one administrator reported: 'The academic support and EAL departments are doing a very good job of leading the way in looking at multiple forms of data to support students they serve. I am hopeful that this effort will lead the entire school to look at data in a more meaningful manner.' Another school leader shared: 'One faculty member aggregated data from all testing tools, sorted and color-coded it for teams, and, inclusive of meetings with the principal, led meaningful conversations with the literacy committee.'

Finally, one school leader shared how having a common 'operating system' such as training in Critical Friends Group (CFG) supports productive discussion of data:

...the school **STRONGLY** promotes the use of protocols and frameworks for data discussions... We are transitioning from misperceptions of CFG as simply a way to meet, toward CFG as a way to look at student work through continued train-the-trainer (optional) sessions. Similarly, coming out of programmatic review, the AS and EAL teams are more definitive in their expectations of collaboration PK-12.

Some divisions have chosen to use common assessments and have meaningful discussions when time is allotted... Discussing data is not ubiquitous, but from an organic perspective, we are thriving without mandates and through collaborative faculty interaction.

This administrator also explained how high school social studies teachers had used cornerstone assessments to refocus instruction and elementary music teachers confirmed musical literacy through similar tools.

Making decisions

A 'thriving' school uses both summative and formative assessment data to make instructional decisions, dialogue about data happens in grade level and/or department contexts and there are larger systems to help differentiate instruction. Universal screening processes are used to identify which students would benefit from support before waiting for students to fail. These larger systems use data as the centerpiece to determine what is relevant for instruction.

Thriving schools have flexible models for intervention, and are not bound by labels that only target specific students. For example, ninth grade MAP data might indicate a math skill, such as number sense, that needs more attention, leading to curriculum adjustment. Examining DRA II data for fourth grade can

help teachers to identify and group students for targeted instruction in a reading sub-skill, such as fluency.

Thriving schools constantly examine their formative data and then channel resources to the students who need them. Inclusive and collaborative ‘push in’ models of instruction lend themselves to this idea more than ‘pull-out’ intervention models. Regular, collaboratively designed formative assessments are critical for a school that is thriving in its data-based decision making. While some international school administrators believe data is pivotal in making decisions, they struggle with the cultural shift data-based decision-making can require. One administrator explained:

Every decision in a school should be based on data. I have a pretty wide interpretation of the word ‘data’ but our process must be more than ‘Because I think so...’ There are a lot of misnomers in education, based on hearsay, that really have no concrete research or data to support them - but have been embraced because they provide a shield for practices that are not best practices, but readily accepted practices that have become entrenched.

A thriving international school uses data, rather than intuition or tradition, to guide decisions about instruction, curriculum, scheduling and professional learning.

First steps and next steps

Where should an international school start? Since international schools do not belong to school districts or national systems which promote or even require the use of data, each school must shape policy and practice in its own community of educators. In *Datawise*, Boudett *et al* (2005) outline eight steps for schools to follow in using data for improvement. These steps are outlined below, with additional considerations for international schools.

1. Organize for collaborative work:

Establish an initial data team or committee to model best practices in using data and to build a sustainable data culture.

Scaffold collaboration through PLCs (Professional Learning Communities). More than simply a new name for a group of teachers, PLCs have been characterized by six key criteria (Dufour & Eaker, 1998) including collective inquiry, action orientation and experimentation.

Establish clear expectations for collaboration within performance evaluation systems, and provide opportunities from staff to receive mentorship from experts such as instructional coaches, peer mentors, or instructional leaders.

2. Build assessment literacy

Develop a philosophy about what achievement data are shared with students and parents, and how this information can be shared.

Implement distributive leadership models for grade level and department teams to sustain established work, norms, and culture, and to address high turnover.

Establish standardized procedures and build inter-rater reliability for assessments scored by staff, such as the DRA II, every year.

Develop mechanisms for educating new staff about formative and summative assessments, including school protocols about organization and reporting of data.

3. Create data overview

Establish a centralized data warehouse to organize student learning information and regularly train teachers to use it.

Identify key displays within each division/department and model how these can be used to promote discussion for all teachers.

4. Dig into student data

Develop specific tools, protocols and schedules for examining student data.

Regularly include the analysis of student learning data when planning staff professional days.

Use tools such as digital data walls to make data accessible and useful for teachers; build interactive digital displays that can be shared through local networks.

5. Examine instruction

Establish shared understanding of best practices and research-based approaches which may not be common knowledge across different national educational contexts or teacher education programs.

Expect teachers to observe one another; international schools have the flexibility and resources for this to occur at frequent and regular intervals.

6. Develop action plan

Build the expectations for data analysis into professional learning goals, action research and teacher evaluation procedures.

Include a schedule and processes for communicating student learning results to the larger school community.

7. Plan to assess progress

Establish regular intervals to analyze whole-school and grade-level data and the impact of teacher practice on student learning.

Integrate data analysis into long-term strategic planning; international schools have the autonomy to seamlessly integrate data into accreditation cycles.

8. Act and assess

Assess honestly and generate new key questions to celebrate success and share goals with students/teachers/parents.

Allocate time, funding and resources based on data analysis; international schools are in the unique situation of building their own budgets.

Adapt instruction and professional learning processes to address areas for growth.

Conclusion

International schools have traditionally been regarded as high-achieving institutions, with ample resources, experienced teachers and involved parents, so it is often assumed, and in many cases accurately, that teaching is effective and students are learning. As a result, intentional analysis of data may be considered unnecessary or even superfluous; if a school is considered to be a model of the best that education can offer, what needs to be measured?

On the contrary, international schools need to use data to become stronger, healthier and more effective. The inherent independence, isolation and dynamism of international schools pose both opportunities and challenges. Honestly assessing the current relationship with data, taking concrete steps to move forward and establishing a culture of rigorous self-examination will benefit both students and teachers, and enable international schools to realize their full academic potential.

NOTE: Contribute to an ongoing body of evidence about how data is used in international schools by completing the NDLB survey at: <http://tinyurl.com/NLDB2013> or contact the authors with questions or comments: edwinkhagen@gmail.com, jon.nordmeyer@gmail.com.

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Providing exceptional educational experiences to students with financial need

A modern challenge for international K-12 Schools

Stefanos Gialamas and Peggy Pelonis

Current reality stresses and applauds the individual's ability to be independent and to fend for oneself. Thus living in a rapidly evolving society where change occurs continuously and on multiple levels has created a need, more than ever before, for education that reflects this new reality. Changes in demographics, the forming of multicultural families, the diversity on an economic, educational, social and ethnic level, technology going global, as well as the further rise of multinational corporations are all changes that are challenging traditional values and principles (Gialamas & Pelonis, 2008).

'Globalization means more competition for students, whose options are growing as their horizons expand and quality increases throughout the world' (Jansen, Bielak, Broad, Armstrong, Gann, 2008).

With this in mind there is no doubt that ultimately social and personal survival depends, to a large degree, on the jobs available to a country's citizens. Thus, knowledge is quickly becoming society's greatest commodity. Technology's rapid and continuous growth leaves little room for pondering and reflecting. Today we gain optimal knowledge rapidly and quickly understand how to use it.

Any organization knows that to gain and maintain a competitive edge, knowledge must be obtained and its use must be mastered. 'The one with the most knowledge wins' is often a phrase used in management and leadership books to emphasize the need of knowledge for the success of the organization (Pearlson & Saunders, 2006). To obtain knowledge and understand its use becomes the responsibility of education toward the members of its society.

'Members of society' implies ALL members or at least a good sample of the population at large. But is the acquisition of knowledge only for the purpose of gaining future employment and maintaining a competitive career edge? One need only look within one's home to realize the vast amount of information available and often intrusive within the household.

News is instantly brought to our doorstep through the media, no matter where we are. The plethora of information can be overwhelming, often leaving us to wonder if there is anything one can do to rectify human conditions around

the globe. Still, the availability of information raises awareness and education should be about empowering people to take responsibility for conditions such as poverty, famine, population growth, global warming and crime to name just a few that threaten the world today. Thus, according to Jenkins (in Hayden and Thompson, 1998, p93):

... teaching students about the realities of the future seems to be a responsibility we have no right to shirk if our education is to mean anything. Teaching about these realities without exploring solutions and the action students, as future citizens, can take would seem a barren response to a very real future shock.

Therefore academic institutions now more than ever play a leading role in preparing young people to cope with and to be productive members of an increasingly global society. The opportunities and the learning outcomes for students attending schools are directly related to the educational experience they receive (Gialamas S. & Pelonis P. 2008). So what should education address today that is different from the past?

Education should be about moulding human beings capable of responding to the fast and multiple changes in today's society rather than being usurped by these changes and becoming devoid of emotions, incapable of forming community bonds, their only purpose that of becoming organizational drones trained for specific jobs (Gialamas. S, Pelonis, P. 2008).

Furthermore, as Gellar (in Hayden, Thompson and Walker 2006, p31) rightly indicates, we live in a small and fragile world, the citizens of which are increasingly dependent on one another. Thus knowledge of subjects is not enough; schools have a responsibility to understand universal values.

This is precisely what distinguishes internationally-minded schools from others; as well as providing a curriculum that teaches world history, literature and looks at the interdependence of cultures and nations, international mindedness also aims at upholding certain 'universal' values and transferring them to the children it houses. Thus the responsibility of educating becomes an ethical one as well.

According to Hayden and Thompson (in Hayden, Thompson and Walker 2006, p40) many have aimed at defining international institutions without consensus. Hayden and Thompson suggest that we think along the lines of 'international mindedness' which, according to the UNESCO declaration (Hill in Hayden, Thompson & Walker 2006, p21), considers certain universal values, among them 'freedom, intercultural understanding and non-violent conflict resolution'.

In this sense one could argue that internationally-minded schools provide optimal and well-rounded educational experiences by using a curriculum free of local and national bias, faculty from all over the world, innovative teaching and learning enhanced by technology, and guided by universal principles and values.

One might then conclude that what Haywood (in Hayden, Thompson and

Walker 2006, p171) refers to as the *visionary ideal* of international schools 'offers students an experience that will help promote a world view based on cross-cultural understanding, leading toward a holistic view of world affairs and ultimately towards more peaceful collaboration between people and nations'.

It is then to the benefit of the world to provide such exceptional opportunities and experiences to students from the local or national community hosting the international school. In particular, making such opportunities available to exceptional local students (who one day may become local or national leaders in a position to influence) is a goal to strive for, both for society as well as the global community.

Internationally educated kids are privileged materially, socially and educationally due to the opportunities available to them and 'the first-hand experiences of history, geography, religions, languages and cultures that other children might learn about only through books or the internet' (Hayden, 2006, p52). A fundamental question then is whether international institutions have the moral responsibility to advocate and promote the idea that similar, albeit vicarious, opportunities are available to all students?

We are certain that internationally-minded schools offer such educational experiences, and thus we challenge ourselves by questioning whether local exceptional students, who cannot afford to pay tuition, should be able to receive scholarships or/and financial aid? Should international schools offer opportunities to students who are financially disadvantaged?

Mary Hayden (2006, pp39-40) further contends that international school students vary culturally, linguistically, in educational backgrounds and in reasons for attending international schools. Commonly however, students attend international schools because parents find it a valuable investment for the future.

Yet Hayden quotes Lowe (2006, p40) who indicates that schools offering international qualifications are increasing as 'a response by local elites to a stiffening of the local positional competition on the one hand and a globalization of that competition on the other ... those who can afford to seek a new competitive edge by taking qualifications that they hope will give them a local advantage. At the same time ... will give access to a labour market that is becoming increasingly globalized.'

Back to our original compounded question(s): is the accumulation of knowledge so expensive that it is available only to the privileged few of society? Does this selection of the few consider and optimally use society's available brain power? If internationally minded education provides such advantages, should the ethical responsibility of a school and (perhaps) a country be to make it available to those who cannot afford it as well?

We believe such provision should become another ethical responsibility in internationally-minded schools. This then leads to the question of how such initiatives can be financed. Fundraising, collaboration with businesses and other organizations, developing programs to generate revenue and profit, keeping

tuition affordable, soliciting resources from government agencies and investing in business endeavours are some ways to achieve this initiative successfully.

The skill and responsibility of school leadership should be geared to identifying ways to educate initially at least a handful of under-privileged local children. This type of leader, according to Hayden (2006, pp94-99), is unique in being adaptable, flexible in thought and open to different ways of working. These qualities allow leaders to respond effectively to the numerous demands they face. Depending on the responsibilities, a leader is both a manager and an administrator; one who is willing and able to work well with the local community and authorities as well as with the global community, promoting the international-minded values in any and all situations.

International schools are no longer attractive only to global nomads but also to many local citizens who are seeking an international education for their children in order to best prepare them for a rapidly evolving society where change occurs continuously and on multiple levels. Such issues no doubt place greater demands on leadership to improve student achievement; but it should also put pressure on the leadership to attract less fortunate students while working to make funds available to provide for their education.

Offering students less fortunate an equal educational experience and the opportunity to develop the foundations to become tomorrow's leaders with an ethos of responsibility will create greater foundations for the future. It will produce leaders who can give back to society by becoming the catalysts for making innovative educational experiences available to more and more students.

Financial resources to provide such educational opportunities can become available through fundraising or by developing programs to generate funds for this specific purpose, among them after-school special programs, continuing education, athletic academies or investments.

Care should be taken, as each and every one of these endeavors may also hide dangers. For example, among the many ethical dilemmas that might arise are offering admission to a benefactor's child, even if the child is not qualified, or becoming partially a business entity of investments that could generate dividends from companies which might not adhere to the best business practices.

Guarding against such issues is crucial, for finding resources to provide equal opportunity education to all young people, privileged or not, who have the potential to become future leaders and give back to a society that they know and understand well, can go a long way toward tipping the balance in the right direction of a more fair and just society.

In conclusion, the authors contend that education in general, and particularly education that is provided by international schools, must become available to students across all walks of life rather than the financially fortunate few that can afford it. If educational institutions prepare students to cope with, and implement, changes in society whether to reform social conditions or improve the quality of life through public policy, community service, law regulations,

economic investments, or service, it must become available to everyone who is capable and willing to receive the benefit of being educated.

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The future of the librarian as a meta-data specialist

Tamatha Bibbo and Roberto d'Erizans

Recently, a colleague confided: "To my chagrin, when my son was two, he was already well versed in accessing technology as a tool. He knew how to turn on my iPhone, type in the password, and access the game application that he wanted to play. He would play happily with this hand-held computer whenever he was allowed or granted permission."

Although many would criticize or cringe and say, "never my child!" this access to technology is not uncommon today. In fact, it is rare not to find at least one child using a phone, tablet, laptop, or other type of personal handheld device on a bus, in a restaurant, at a sibling's sports game, or riding in a shopping cart. If we have not seen it firsthand, we have definitely heard of similar stories relating to the natural ability of young children to utilize technology intuitively and uncover its many uses.

Educational researcher Sugata Mitra, winner of 2013 TED Prize, recently visited our school and explained that the inherent curiosity of children will drive them to learn and understand the unknown. In his work, *Hole in the Wall*, Dr Mitra provided technology in the form of PCs and software to children in New Delhi without any instruction, prior experience, training, translation to Hindi, or supervision, and then watched how they learned and taught others!

His experiment and findings resonate with our own observations of young students: whenever there is a gap of knowledge or the need to access the unknown, students will utilize technology, possibly by way of a simple Google search, with little or no instruction, to fill the gap. They readily display a willingness to try new things, take risks, and play with these tools that open the doors to unlimited amounts of information. This accessibility presents many challenges and questions for parents and educators, because many children are using technology without the proper guidance.

Today, we exist in an era where technology has an integral part of the learning and the thinking processes and is almost impossible to avoid; we have witnessed the access to information shift from a physical place to a virtual location. No longer do students, or people in general, physically visit a library to access a resource, check out a book, or review an encyclopedia as a first point of contact. Most access information virtually, which has caused all libraries, schools included, to audit their materials and services in an effort to deal with this paradigm shift.

This self-analysis often results in the adjustment of their resources, including funding, to support this change. Consequently, since the mid-1990s, many libraries have adapted their physical materials to online resources, and are utilizing online

databases, eBooks, virtual articles, online Podcasts, and video clips. Many libraries have become media centers, or common learning areas, and are utilizing space and resources more flexibly to meet the needs of today's digital learner. To ensure they are able to deliver these new platforms and resources, librarians have also adjusted, ensuring that they are capable technologists.

Despite this shift, in many schools the library and technology departments exist as separate entities. In fact, many librarians and technology integration specialists see their roles as distinctly separate. However, if our relationship with information has changed, *and if* technology is ubiquitous and its use is becoming less dependent upon implicit instruction, what is the future of these roles in independent schools? How will these positions change to meet the curriculum and needs of both areas? What shifts must we make in these support structures to ensure the best student learning possible given the digital nature of learning today?

The roles of the librarian and the technology integration specialist have indeed been separated into two distinct positions in many independent schools. The school librarian has been an invaluable resource for the past century for obvious reasons whereas, before 2005, one rarely found a technology integration specialist in a school setting. Both positions have, however, grown or been transformed into roles that work closely with teachers by providing resources to aid and facilitate instruction; and by developing and offering curriculum that focuses on media literacy, research skills development, and 21st century skills.

These roles also collaborate with faculty to enhance student academic success and engagement. As schools in Colorado found in 2008, 'students with the most collaborative teacher-librarians scored 21% higher on Colorado Student Assessment Program (CSAP) reading scores than students with the least collaborative teacher-librarians'. Likewise, a study found that in Illinois high schools, 11th grade ACT scores are highest when there is a high degree of true collaboration between library media specialists and classroom teachers in a wide spectrum of activities.² Similar studies that support this positive influence are easy to find.

If we take a close look at the curriculum for both of these areas, we find startling similarities. Both esteemed bodies, the International Society for Technology Education-National Educational Technology Standards (ISTE-NETS)³ and the American Library Association (ALA)⁴, offer curricular standards that address the same critical learning outcomes. While written from different perspectives, both address the same expectations for student learning and achievement, and offer similar language in terms of student performance.

In addition, both share similarities with the Partnership for 21st Century Skill Standards.⁵ Many schools have opted to choose one set of the standards, altering them to meet all of these areas and the individuality of their schools. For example, all of the standards address digital citizenship, media literacy, collaboration, and critical thinking.

As a result of this alignment, both the librarian and the technology integration

specialist are asked to create and implement similar and separate curriculum in support of student learning. Many would argue that their roles, in terms of purpose and the way they support learning, are ultimately the same. So, why do we still have both of these roles in our schools?

One answer that often comes to light is that many of our teachers need the technology expert to learn how to utilize the technology, and how to integrate it into instruction so that technology facilitates learning. Others say that the technology integration specialist ensures that teachers know how to use a particular piece of technology, while the librarian teaches you how to develop skills using that technology.

The more we explore this question with these specialists, the more we see overlap in their answers. Doug Johnson writes: 'If the use of technology to enrich learning is ever to become effective, we must stop regarding it as a separate entity and see it as part of everyday instruction.'⁶ We know that technology should be integrated, not just an added piece to the curriculum. If schools ensure all of their teachers incorporate technology to facilitate the achievement of learning goals in each of their curricular areas, these teachers will include this knowledge and proficiency into every lesson more purposefully, and one lone technology specialist is not an effective model to reach this aim.

Our answer: we suggest that with the ever-evolving expectations of the librarian as the meta-information expert, schools should rethink converting the sole integration specialist and instead focus support and resources to training groups of teachers to become resident technology coaches. We recommend that many teachers become masters in technology in schools. At the same time, the librarian must become the technology sage who would lead this effort as a meta-data specialist.

As Sir Michael Barber and Dr Mona Mourshed explain: 'school systems have to move beyond the traditional technological considerations of hardware, software, connectivity, and maintenance. As laudable and ambitious as it can be to achieve that improved physical resourcing for schools, systems also need to build capacity among teachers and school leaders.'⁷ We can no longer teach basic technology skills to our teachers – these skills must be seen as requirements for any teaching position; and as such, we must provide regular professional development for teachers to entice them to remain current within this ever-changing field.

How do we do this? We believe that providing sufficient support, as schools already do for math or literacy coaches, for trained 'technology specialists' across divisions and departments is the first step. Not only will this enhance collaboration but also, by providing a resident expert on technology integration in most curricular areas, the school is providing more opportunities for informal sharing and professional learning communities (PLC) work to occur organically. Moreover, as Doug Johnson says:

The key to this [librarian as technology integration specialist] being a successful model is that the library media specialist is able to actually teach the educational application of technology tools, not just the applications themselves (nor only be used as a technician). As suggested by the new ISTE Standards, two-thirds of which address information literacy or problem-solving, the technology and information literacy bubbles are increasingly overlapping — good educational technology use means using technology to solve problems, answer questions and communicate the findings... But it is the application of technology like the application of reading skills, that should be a primary element of the library media specialist's teaching responsibilities.⁸

Consequently, teachers can collaborate and support each other to enhance technology integration into their instruction, curriculum, and assessment strategies. The meta-data specialist is able to ensure that all educators address these standards in all of these areas.

Teacher and librarian preparatory programs must change to meet the needs of today's learners. A great many programs focus too little time on the practical realities of these professions, often choosing to concentrate largely on theory instead of practice. As Rubenstein notes in an article addressing the 'crisis in teacher training':

Though there are some leading lights, far too many of America's 1,200-plus schools of education are mired in methods that isolate education from the arts and sciences, segregate the theory and practice of teaching, and provide insufficient time and support for future teachers to learn to work in real classrooms.

Work in real classrooms should routinely integrate technology in the teaching of research and collaborative skills, and so should teacher training programs. They must insist that graduates leave with the ability to manage easily technology and its applications and, most importantly, that graduates know how practically to develop student's skills through diverse uses of technology. As Doug Johnson states, they should be able to teach 'the educational application of technology', not just the tool.

Knowing the fluid nature of technology and its growth, teachers need skills that will assist them in adapting and changing instruction as the tools they are using also change. Rubenstein notes that the key to the success of teacher training programs is that, no matter what theory students are learning, they should go see it in practice immediately. Required coursework should include titles such as Roles and Responsibilities of Technology Leaders, Internet for 21st Century Teaching and Learning, Technology Infrastructure Management, Technology and Professional Development, Impact of Technology on the Educational Process, Communicating through Technology, *etc.*

In addition, practicums must insist that student teachers also have experiences where they actively use technology to address diverse skills, and that student teachers are also evaluated in this area. Moreover, when selecting mentors for practicums for the first few years of teaching, the criteria should include the use of technology in the classroom. By first ensuring that all teachers in schools have been thoroughly trained and experienced in technology, the residual effects on new teachers – via mentoring or informal communication – will reinforce the skills needed for effective instruction and assessment practices.

Librarian preparatory programs must also evolve, as should the role, to meet the needs of our learners. No longer is the role of the librarian primarily the maintenance of a physical space filled with books, but more importantly, it is to lead educators in how to develop the necessary skills in our students to navigate the explosion of information today. To do this, they have to be trained from the onset with the knowledge that they will be leaders in educational communities with the responsibility of ensuring that both skill development and effective use of technology are integrated in the learning experiences of our students. They will also lead teachers in how to teach students to manage the overload of information available today – from how to access and evaluate this information, to how to synthesize, compare, and then share it with others.

As more and more technology is accessible and available to students and teachers, and improved teacher training is offered, more ongoing professional development is needed to support the curriculum, instructional strategies, and assessment methods necessary to meet student learning outcomes.

We all know what often happens when a teacher receives a two-hour PD on Smart boards or another new technological tool and then is told to use it each day; it simply becomes a mechanism for managerial things such as a list of objectives and the agenda. It becomes a new way to complete the old tasks: what was a chalk board became a white board, became a smart board, with little thought, or consideration on how the instruction should also change. In her article ‘Mentoring and Coaching for Effective Tech Integration’, Mary Beth Hertz states: ‘Too often, the responsibility for that support lands on an IT department or a single technology integration specialist. The former is a complete mismatch of expertise, and the latter often cannot possibly support an entire school of teachers unassisted.’¹⁰

In her blog, Hertz claims that in order to move teachers to the role of technology integration specialists in their own classrooms, what is needed is technology coaches similar to reading coaches and math coaches in each school. We know that teachers learn about new concepts, instructional strategies, assessment options through collaboration with their colleagues. Sharing ideas is often done informally, between classes or during preparation periods; and this too is when skill growth occurs, not in a traditional two-hour PD session delivered to the entire school without individual or differentiated support. As Zhao and Bryant found:

Technology mentoring follow-up training is necessary to help ... teachers to digest and implement what they obtained from the initial technology training, to better prepare them in addressing challenges in using technology, and to guide them to utilize technology and technological resources to enhance teaching and student learning more frequently and effectively. Technology mentoring can help teachers with differing technology ability to improve the ways they integrate technology within their classrooms.¹¹

The union of librarian and technology integration specialist into one role that addresses both skill sets requires educators to think differently and strategically about the place in which this work will occur. Traditional libraries that ask students to research and study, to borrow texts and hardware, to work independently and silently, and to ask questions only when confronted with difficulty, must also make a transformation in their delivery of services and physical layout. Many schools have done just that and have altered their physical spaces into learning hubs and media centers that support students in the learning process – with the focus on creative uses of space, connections to other people, and multiple resources.

As the hub of the school, the media center provides multiple uses for accessing technology, information, and resources. As one example, Duston School has recently created a learning hub that gives its students the opportunity to learn in a multi-media environment while having students and staff work together as if in a gigantic office space rather than a library. As Principal Jane Herriman of Duston School explains: “The success of The Hub ... is for students to feel safe, respected, valued, and supported.”¹² This space presents a flexible design without the ‘quiet’ or independence encouraged and necessary in many traditional school libraries.

For a 21st century learning environment, the school library hub empowers students to become active learners engaged in all types of collaboration and school work. As the role of the librarian must change, so too must the space represent the intellectual curiosity and creativity that educators encourage their students to have. In today’s schools, students are asked to think critically and work collaboratively in the process of learning. In a hub, meta-data specialists are able to support both the technology needed and the resources, and address the skills students aspire to attain. As such, the media center serves as the seat of information, which supports, extends and personalizes the curriculum.

Demonstrating an effective model, the International School Bangkok in Thailand has focused on innovative staffing, a partnership with teachers and instruction, resources for all types of media, and an individualized experience for students. Literacy specialist Kim Cofino says:

The Learning Hub (library) has to offer a physical environment that is different from other spaces teachers and students regularly use...

In our efforts to make a 21st century learning environment, we had mistakenly recreated a standard, formal classroom space at the very front of the Learning Hub, assuming that teachers would want to use it as an expanded classroom, but why would they?⁷¹³

Consequently, they changed the design and removed the individual classroom. The hub was then rebuilt as a creative and innovative space that reiterates and supports the 21st century skills desired: communication, collaboration, creativity, critical thinking with information literacy, media literacy, and information, communications, and technology (ICT) literacy. When technology and information literacy become a shared responsibility among all faculty, the physical layout also needs attention and possibly a drastic change to support best practice and deliver the learning environment conducive to future learners.

Our recommended hub: a state-of-the-art hub is a flexible space that can be reconfigured into various modalities based on the needs of the students and teachers. A large space that can be used for play, collaboration, or independent work is necessary for functionality as well as to offer multi-learning environments to meet students' needs.

Having small pods that can be set up, moved or removed allows for a library design that focuses on work students can accomplish rather than on the physical resources. This space ought to reflect the community in which it serves: bold colors, dynamic art work, natural light, and creative, comfortable furniture with multi-media access, are all signature for a successful learning space that reinforces the creative thinking, collaboration, and communication skills desired.

This space not only houses the meta-data specialist(s), but it is also a space of convergence for those who are involved in design thinking, that require flexible spaces for diverse learners, or provide literacy support, *etc* – it is ultimately a mirror of where learning is taking us in the 21st century.

In no way does this article aim to minimize the importance of the two distinct roles, the librarian and the technology integration specialist, or the curriculum they both aim to deliver. However, we must realize that the accessibility of information today, and the ease with which students utilize technology, necessitate a re-conceptualization of both of these traditional areas in our schools.

Many pioneer schools are already doing so, and we need to learn from these bold innovators. Jean Piaget has told us: 'The principle goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done – men who are creative, inventive and discoverers.'¹⁴

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Using energizers to enhance memory recall in grade 8

Josselyn J van der Pol

This two group pre-test/post-test study explored the effectiveness of using brain stimulating activities, or ‘energizers’, with middle school students to improve factual recall at an international school. The sample size of 59 grade 8 students was divided into a comparison and implementation group, and the effectiveness of the energizing activities was evaluated both quantitatively and qualitatively.

During the four week study, in addition to receiving lessons according to the planned inquiry-based curriculum, the implementation group participated in regular activities designed to stimulate the students on a deeper level. The results were surprising, and analysis revealed that using energizing activities with middle school students may be effective; however, further research is suggested.

Background

Study location

This study was carried out at a private international school in Germany where the curriculum is embedded in the IB’s programmes. For most of the 680 students (3-19 year olds) it is a day school, but there are also approximately 40 international boarding school students in the middle and high school. The common language used by the school community is English, despite its members being diverse and coming from about 60 different countries. Approximately 35% of the students come from the host country.

Student demographics

Fifty-nine students from all four grade 8 classes participated. The researcher considered that this sample was similar to the school’s overall student population. All students, except for one, were day students and most were from upper middle class families. English as an Additional Language (EAL) and Learning Support (LS) students made up part of the sample.

Background to undertaking this project

The common goal in schools is to provide personal success for every student and provide engaging instruction. This study attempted to discover if energizers or specific stimulating activities, interspersed throughout all lessons, would improve students’ engagement with the material and thus benefit learning.

Educators provide a platform from which learning can take place. Teachers direct learning in classrooms, but whether students learn only superficially or deeply depends on the effectiveness of the teaching. According to Marzano (2007), three characteristics provide the framework for effective teaching: effective instructional strategies, effective classroom management strategies,

and effective classroom curriculum design. When these three elements are refined, learning is more likely to take place. But what is learning?

'The human brain is a natural meaning-seeker and meaning-maker' (Dhority & Jensen, 1998, p9). From birth onwards, humans learn actively and passively. At any moment there is an input which is incorporated into one's thinking, and through a process of thinking (cognition and reflection), this internalized information influences the previous state of the brain. Thus, learning takes place.

Learning is further enhanced through the externalization of the thought process. Consequently, by synthesizing and expressing new thoughts, learning takes place (Tetsuo, 2011). However, learning and how the brain functions are not clear sciences, and this is what makes being an effective teacher so difficult.

Despite the fact that the study of the brain is not an exact science, knowing more about how the brain learns will better guide teachers in choosing teaching strategies which can be more effective (Almarode & Almarode, 2008; Collins, 2010; Hunter, 2011; Jensen, 2000, 2008, 2011). In the literature, there is evidence that the brain can maintain attention for about 10 to 15 minutes maximum (Almarode & Almarode, 2008; Hunter, 2011), and this could guide teachers to keep tasks or instruction short.

Also significant is the number of chunks of content that can be grasped at one time. Cowan (2001) suggested that the brain can process only three or four chunks of information at one time. In addition, research suggests that the working memory is situated in the hippocampus, and when this internal temporary processing centre is overloaded, no more additional learning can take place (Almarode & Almarode, 2008; Jensen, 2000). As Jensen (2000) said, 'you can pour all the water you want from a jug into a glass, but the glass can only hold so much' (p34).

Taking all of the above into consideration could imply that instruction should be limited to short periods of 15 minutes maximum with a limit of only four chunks of information. Furthermore, in order to extend learning students need to externalize the new information to synthesize knowledge. Almarode & Almarode (2008) suggested using energizers to enhance learning. These planned classroom activities combine the externalization of learning with movement.

Movement increases the flow of oxygen to the brain and this contributes positively to stimulating the brain and, therefore, supports the learning process. These up-and-out-of-your-seat communicative strategies or energizers are in accordance with the latest research. They are not necessarily new, but they may be effective in providing an optimal learning platform.

By implementing energizing activities into lessons in a structured manner, the researcher tried to activate learning by creating breaks at those moments when the brain needed recharging. These energizer breaks or energizing activities theoretically aided the moving of content information from the working memory to the long term memory.

The question was what would happen to eighth grade students' knowledge of

the Middle Ages, as measured by a written factual recall test, when the researcher made a concerted effort to use energizers during lessons? The researcher chose the following null hypothesis: There would be no significant difference ($p < 0.05$) between the percentage change values of the implementation group and the comparison group. The implementation group had their lessons interspersed with energizers while the comparison group followed the normal inquiry method.

Four grade 8 classes with 59 students constituted the sample. Representative of the student population at the international school the 29 students in the two grade 8 classes which formed the implementation group included 6 EAL and LS students, and the 30 students in the two classes forming the comparison group included 14 EAL and LS students. The number of boys and girls was more or less equal and several students were new that year, whilst others had been at the school for about two years and a few for longer than five years.

Any student that did not complete both the pre- and post-test was omitted from the data and this translated into the implementation group having a total of 22 students (three EAL/LS) whose data counted, and the comparison group 26 (12 EAL/LS). Due to timetabling issues the researcher was not able to assign participants through random sampling and the results should, therefore, be interpreted with caution. The researcher implemented a quasi-experimental design as shown in Table 1.

Implementation Group	O1	X	O2
Comparison group	O1	—	O2

Table 1. Quasi-Experimental Research Design.

Instruments

The researcher created a test on the Middle Ages and this same pre- and post-test instrument was used for all participants. Due to time constraints, it was not be feasible for the researcher to test the instrument for reliability and validity; however, the researcher did create the instrument with careful attention to face validity.

Procedures

At the start of the academic year, the participants were invited to take part in the research. The students from the outset understood that the results would not count towards their grades. The duration of the study, including the pre-testing and post-testing, was for four weeks during the first semester of the school year in October and November.

The implementation and comparison groups were chosen according to the timetable and this meant that both implementation groups were taught on the same day. All participants in both the comparison group and the implementation group received their lessons according to the planned MYP inquiry based curriculum. Identical content was covered and none of the participants was aware of what was being tested. The lessons were delivered by the researcher

herself, and the same classroom, technology and teaching techniques were used. She made every effort to treat all groups consistently.

In addition to the regular class, the implementation group participated in a variety of class energizers that were planned to happen systematically at about 15-minute intervals, depending on how quickly three or four chunks of information had been delivered. The implementation group participants were taught by the researcher in two blocks of 75 minutes each during those four weeks, totaling seven sessions in total. The actual time spent on teaching content varied from lesson to lesson and this led to including two or three energizing activities per session.

The interventions were chosen to incorporate those energizers that best fitted with the lesson content. There was no bias towards any particular energizer and all energizers were used an equal number of times. (See Appendix 1 for a full description of the eight energizers used during the investigation).

The pre- and post-test were given under identical conditions and in neither case were the students forewarned of the test so that the results could reflect unrehearsed memory recall. After the study was complete, all participants were requested to participate in an anonymous qualitative survey about their engagement in humanities classes in general. The implementation group also completed a separate anonymous qualitative survey about their specific experience with the energizer activities. Both surveys were created by the researcher using the SurveyMonkey website and students completed the surveys online.

Data collection and analysis

The data generated from the pre- and post-tests were analyzed using Microsoft Excel®. The researcher calculated both measures of central tendency (mean, mode and median) and of spread (variance and standard deviation). These steps were completed for all the data from the implementation and comparison group. Then the change percentage was calculated for each participant's pre-and post-test scores and the data from both the comparison and implementation groups compared.

In order to reject or confirm the null hypothesis, *ie* to find out if the results were significantly different, a two-tailed independent samples t-test was applied to the change percentage results from each group. Two tails was chosen because the researcher chose the null hypothesis. Finally, a type 3 t-test was chosen as the variances would most likely have been unequal. If the resulting probability were $p < 0.05$, then the null hypothesis would be rejected; in other words, there would be less than a 5% chance that any differences could have been accidental.

Quantitative results

Due to the relatively small sample ($n=59$) and the lack of random sampling of the participants at the outset of this study, these results and their implications may not transfer to other settings. Out of the 30 students in the comparison group, 26 participants' results were considered valid because four students had been absent for either the pre-test or the post-test. The implementation group had 29

participants, but again, due to absences, only 22 students completed both tests.

The instrument was scored out of 45 points. The pre-test scores for the comparison group ranged from 1 to 25 and in the implementation group from 2 to 29. The mean pre-test score for both groups was very similar: 10.23 for the comparison group and 11.36 for the implementation group. The post-test scores ranged from 14 to 40 in the comparison group with the least increase in pre-test to post-test score being 4 points, and the most 30 points.

The implementation group's post-test scores ranged from 18 to 39, with the least increase in score being 8 and the most increase 29. The mean post-test score for the comparison group was 27.92 and for the implementation group the mean was 29.18 out of 45. The comparison of the pre-test and post-test means is shown in Figure 1.

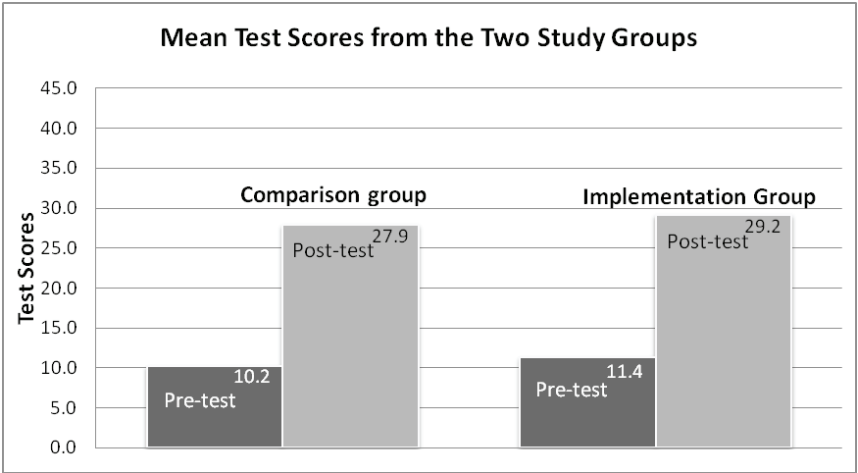


Figure 1. Average test scores for the participants in the energizers and memory recall study.

Other measures of central tendency were also calculated and may be referred to in Table 2 below. The difference between the comparison and implementation groups' results were all very similar, except for the spread as measured by the standard deviation in the post-test of the implementation group, which was reduced from 7.37 to 5.34.

	Comparison Group			Implementation Group		
	Pre-test	Post-test	% change	Pre-test	Post-test	% change
Mean	10.23	27.92	370.63	11.36	29.18	293.67
Median	9.5	27.5		9.5	29	
Mode	4	28		17	25	
St. Deviation	7.04	7.25		7.37	5.34	

Table 2. Test results of comparison and implementation groups in energizer study.

To find the effect size and measure the strength of the relationship between the two study groups, the percentage change for every participant who had completed both tests was calculated and these were compared in a t-test. The result was $p = 0.47$ when all students were included. Similar calculations were performed on the results when separating the EAL and LS students from the class. EAL and LS students alone had a p value of 0.85, and the result for the rest of the students was then calculated as $p = 0.98$. These t-test results clearly indicate that the null hypothesis could not be rejected; in other words, the energizers did not affect memory recall as measured by the instrument – the Middle Ages test.

Qualitative results

After the test the participants of the implementation group completed an anonymous online survey about their experience with the energizing activities (see Appendix 9 for the summary report as produced by SurveyMonkey). Twenty-seven students responded to the 17 questions on the survey. Figure 2

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Response Average
Energizer activities helped me to remember concepts about the Middle Ages.	14.8% (4)	55.6% (15)	29.6% (8)	0% (0)	0% (0)	3.85
Energizer activities took valuable time away from lessons.	0.0% (0)	14.8% (4)	11.1% (3)	40.7% (11)	33.3% (9)	2.07
The energizer activities made Humanities fun.	66.7% (18)	29.6% (8)	3.7% (1)	0.0% (0)	0.0% (0)	4.63
I was distracted by the energizing activities during lessons.	0.0% (0)	3.7% (1)	11.1% (3)	51.9% (14)	33.3% (9)	1.85
The energizers happened right at those moments during lessons when I could no longer concentrate.	22.2% (6)	51.9% (14)	11.1% (3)	14.8% (4)	0.0% (0)	3.81
I would like energizer activities to continue after this research has been completed.	63.0% (17)	25.9% (7)	11.1% (3)	0.0% (0)	0.0% (0)	4.52
Total Respondents						27
(filtered out)						0
(skipped this question)						0

Figure 2. Results from 6 of the 12 Likert Scale questions from Energizer Research Survey: (Descriptive analysis) as generated by SurveyMonkey.

shows some representative Likert scale questions and results. Most notable in these results is that more than 90% of the students thought that energizers were fun, and that close to 90% of the participants would like these energizing activities to continue in future humanities classes.

The other anonymous online survey that participants were asked to complete, both implementation and comparison groups, was about the level of engagement students experienced during humanities lessons. This survey was particularly significant because by implementing energizers into lessons in a structured manner with the experimental group, the researcher tried to re-engage the students and activate learning. The data from this survey was cross-tabbed using the statements ‘yes, I participated in specific energizer activities’ and ‘no, I did not participate in any energizer activities in class’. Forty-eight students in total participated in this anonymous survey.

The results from this survey revealed that the majority of students from both research groups felt engaged in lessons. The comparison group students agreed with those from the implementation group that humanities classes are varied. In the same way students from both groups responded similarly to the statement ‘I enjoy the different ways we learn in Humanities class’ as is shown in Figure 3. When responding to the statement ‘I am engaged by the activities we do in class’, students from the comparison group scored even higher than the implementation group as shown in Figure 4. The information from the whole class survey about humanities class lessons suggested that the teaching style being employed by the researcher was varied and engaging.

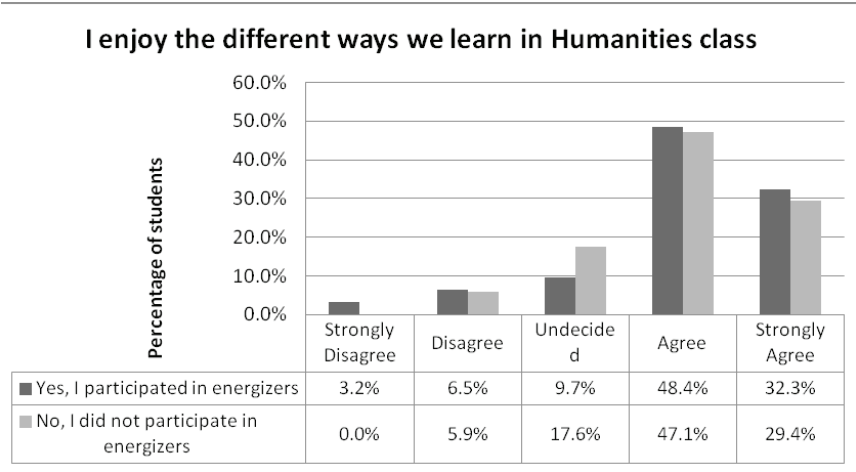


Figure 3. Result from question 8 on the Whole Class Engagement Reflection survey as generated by SurveyMonkey.

I am engaged by the activities we do in class

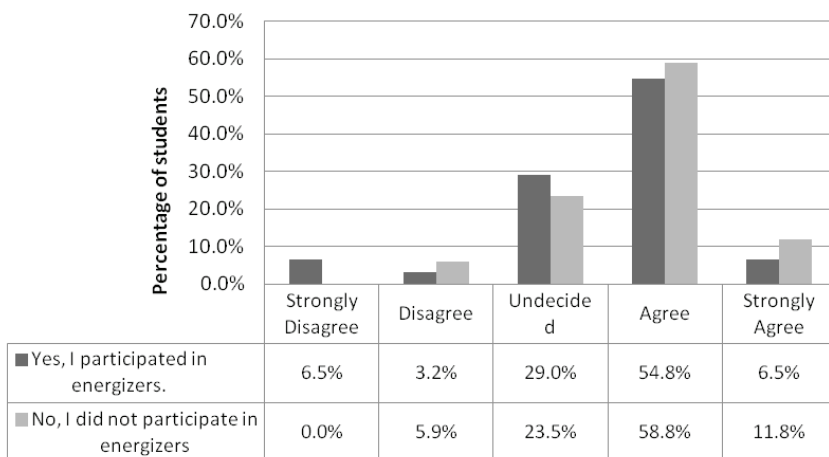


Figure 4. Result from question 4 on the Whole Class Engagement Reflection survey as generated by SurveyMonkey.

Extraneous influences

The emotional and physical well-being of the participants could have had an influence on the result at the beginning of the school year, and there may have been students going through a transition stage needing to adapt to a new school and a new country. There were several fire drills that interrupted lessons and affected the flow of the research and thus may have had an effect on the results. Furthermore, there was the need to incorporate supplementary cross-curricular support for a whole grade 8 project, and this led to giving up part of the planned lesson time to the other project. These interruptions were limited to 10 or 15 minutes only for a few lessons, but this too could have influenced the results.

Limitations of the study

This study was limited mainly due to the participants not being randomly distributed into two groups; the participants stayed in their assigned homeroom classes and, considering the distribution of EAL and LS students in these classes, this may have distorted the results. The comparison group had 12 EAL and LS students whose data was counted and the implementation group only three.

This considerable difference is significant because the EAL and LS students received extra learning support both inside and outside of the humanities class and thus the factual test on the Middle Ages may not have been a true indication of learning from the lessons or the energizers. Even though there was not a significant difference between the pre-test results from the implementation and

comparison group, thus suggesting the limitation mentioned above may not have been so significant, the lack of control over who was assigned to which study group was a limitation of this study.

Implications for teaching

Teaching innovatively by using activities to engage students is not new; however, as far as this researcher has been able to discern, this has been the first quantitative study that has researched how brain-based activities like energizers could activate learning. Despite these results not being conclusive, this research could inspire other teaching professionals and researchers to consider gearing lessons to engage students, to plan lessons while keeping the needs of the brain in mind. When students are engaged, they are motivated, and motivated students learn more effectively.

Conclusion

In view of these clear, yet also contradictory results, further investigation into brain-based energizing activities is recommended. The t-test result of the percentage changes between the implementation and comparison group from the quantitative data indicated that energizers did not affect memory recall as measured by the instrument, the Middle Ages test.

Conversely, considering the positive feedback from the participants in the qualitative surveys, energizing activities should not be dismissed. Overall, taking into account the limitations of this study (a lack of random sampling, a disproportionate number of EAL and LS student in the comparison group, and an engaging teaching style) the effect of energizing activities on learning has not been established.

The enthusiasm shown by the students for the energizer activities in this relatively small and short term study could be an indication that, despite the negative quantitative results, it would be valuable to repeat this research on a larger scale and over a longer period of time in order to obtain more reliable results regarding use of energizers in middle school classrooms.

This research generated interest and motivated colleagues to examine their own teaching techniques and 'best' practice. Students also welcomed the possibility of becoming part of a larger study, and those that were part of the implementation group were happy to have their lessons divided into smaller chunks of time with game-like energizers.

These activities particularly appealed to energetic middle school students. Caine and Caine (2011), in their latest publication on education, technology and the human brain, said: 'Students want to be engaged and involved, and they need good habits that help them manage themselves' (p56). The energizing activities that have been used throughout this research could be useful strategies for teachers to help students manage their engagement and involvement.

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Appendix 1

Description of the energizers that were used during the study at planned intervals. The researcher randomly selected which energizer to use during interventions. These energizers were taken directly from Almarode & Almarode (2008, pp34-35). Teachers can modify these activities based on the needs of particular classes.

Ball Toss: Have students stand up and carefully toss a stress ball or squishy ball around the room. Each person who catches the ball can share a piece of content that was just covered or ask a question about the material.

Snowball fight: Students develop one or two questions about class topics on a sheet of paper. They then stand up and evenly divide themselves on opposite sides of the room. After balling the questions up into 'snowballs', each side throws them across the room where they are picked up by other students. The questions are then answered and returned to the students who wrote them.

Up close and personal: For important concepts, have students stand up and gather around the board or projection screen. After explaining the key point, have them summarize the information to someone standing close to them. This is also a great way to emphasize certain topics without the traditional rhetoric of telling students to remember it because 'it will be on the test'.

Spell it out: To get the body moving, have students spell out key words with different parts of their bodies. For example, students can spell out 'ribosome' in

the air using their elbows or ‘equilibrium’ with their ears. Plus, this is extremely entertaining to watch!

Stretch break: Have students stand up, stretch, and take in a giant breath – hold their breath for three seconds and then release – after stretching have them turn to one or two people and summarize content, respond to a question, or verbally solve a problem.

Relocate: Have students stand up, grab their notes, and find a new place to sit in the classroom. Using music while they find their new seat can increase the energy in the room. Once they are in new seats, have students review their notes with one or two of their new neighbors. New content can also be taught while students are in the new seat. After students return to their original seat, have them review with a neighbor what they learned while they were ‘away’.

Moving multiple-choice: Make each wall of the classroom an answer to a question. For example, in cell reproduction, make each wall a different stage of mitosis. Place an example on the overhead or board. Students must then move to the region of the room that has the correct answer. This can be done with other science topics, such as the geologic time scale, Newton’s laws of motion, or types of chemical reactions.

Human graph: Ask students to arrange themselves in a line from greatest to least based on a specific question. For example, ask students about their stance on genetic engineering, global warming, or stem cell research. As an exit activity, have students arrange themselves based on their level of understanding and comfort with a particular topic. To link this energizer to another strategy, have students defend their stance to a neighbor or in a writing exercise.

Asked to choose one or more energizer activities that they liked the best, the students overwhelmingly choose the Snowball fight (81.5%). Feedback from the students was that the Snowball fight was fun. The least popular energizers were Spell it out (40.7%) and Up close and personal (barn dance) 33.3%. Spell it out was less popular because as one student commented “[it was] awkward to perform”.

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Globally-minded students: defining, measuring and developing intercultural sensitivity

Simon Taylor

Introduction

In this first of two papers, I argue that intercultural sensitivity is a critical part of being globally-minded (or interculturally minded in IB terms) and therefore needs to be understood, measured and developed.

I begin with a study of culture, identity and group interaction. After examining the validity of culture as a concept, I will examine the associated ideas of intercultural awareness, intercultural sensitivity and intercultural competence. The case for fostering intercultural sensitivity, as a core principle of global-mindedness, will then be made.

I contend that in an international school our cocktails of cultures are stirred but rarely shaken. In other words, I believe that we skirt around engaging in true cultural discussions and minimize differences to find a middle ground. On a continuum from ethnocentrism to ethnorelativism, this is considered a midway point. Is this where international schools wish to be?

The Concept of Culture

Anthropologists and social psychologists use this term to describe humanity and the kaleidoscope of human groups that constitute our world. Many authors have tried to capture the essence of this concept. Hofstede (1980) defines culture quite tightly as the 'Collective programming of the mind which distinguishes the members of one group from another,' whereas UNESCO (2001) has a more expansive definition in its *Universal Declaration on Cultural Diversity*. It states that culture should be

...regarded as the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs. (UNESCO 2001)

Patterson (1975 cited by Fennes and Hapgood, 1997) offers a similar view that 'Culture is an identifiable complex of meanings, symbols, values and norms that are shared consciously or unconsciously by a group of people.' For those working in an international school, it is perhaps the view of Avruch and Black (1993 cited by McCarthy 2011) that resonates most clearly. They said: 'Our own culture provides the lens through which we view the world; the logic by which we order it; the grammar by which it makes sense.'

Therefore, culture can be seen to give shape and meaning to life for an individual or group.

In a school aiming for globally-minded students and where 50 or more cultures come together, the need to understand different groups and how they can interact successfully is of fundamental importance.

Identity and encounters

Bruner (1996 cited by Hayden, 2010) said that culture shapes the mind of individuals and 'provides us with the toolkit by which we construct not only our own worlds but our very conceptions of ourselves and our powers'. This suggests that individuals and the lives they lead are fashioned by their social environment. Tajfel (1981 cited by Smith and Bond, 1993) supports this view, believing that 'the social part of our identity derives from the groups to which we belong'. This later became known as Social Identity Theory.

Tajfel (*ibid*) explains that we identify ourselves with certain groups and then these groups reinforce our view of self. This also results, he says, in our view of 'in groups' and 'out groups', as well as how we should behave with each. When someone joins a group, members will often orientate the individual further to what is right and what is wrong, what is good and what is bad, how to behave and how not to behave.

So, as the culture of a group influences individuals, their identity not only reflects the culture but can reinforce it. There are further effects. Hofstede, Pedersen and Hofstede (2002) noted that 'We perceive the values of our culture in moral terms, and therefore we tend to view other people's values as morally inferior.' This can be termed ethnocentrism.

Smith and Bond (1993) claim that Sumner's 1940 definition of ethnocentrism, 'the view of things in which one's own group is the centre of everything, and all others are scaled and rated with reference to it', as rather neutral and they claim that many cultures have a more active view of difference.

Gross (2001 cited by van Oord, 2008) noted that a favourable social identity can be built by holding negative views of others. Hinkle, Brown and Ely (1990 cited in Smith and Bond, 1993) had earlier claimed that, with respect to in-groups and out-groups, feelings are heightened when there are shared values and a degree of competition between the different groups.

Ethnocentrism leads to varying degrees and forms of discrimination. Drawing on the work of Brown (1995), Gross (2001) and Nelson (2006), Van Oord (2008) claims that '...the very act of categorization in itself is a sufficient condition for prejudice and discrimination'. This implies that prejudice and discrimination will happen easily and suggests that merely identifying cultures and labelling them will lead to these effects. Smith and Bond (1993) described this process though hold back from stating that negative effects are inevitable.

The encounter with anybody unknown produces anxiety and a need to develop expectations of their behaviour in order to interact effectively

with them. The process of person perception is the first step in this direction. This initial identification of the other often elicits stereotypes associated with the other's group of cultural membership. We then use this set of assumptions about the other to guide our behaviour towards them and to structure our interpretation of their behaviour towards us, often negatively. (Smith and Bond, 1993)

I would suggest that any encounter between one individual and another will lead to a response based on his or her own experience, something that will have been influenced by the cultural milieu to which the individual has been exposed.

Van Oord (2008) claims that 'intercultural encounters hardly differ from ... intergroup encounters', and this can be explained by Social Identity Theory. He considers the cultural model too static and, quoting Keesing (1974), scorns the concept of culture as meaning 'whatever we use it to mean', ergo no true meaning. He believes that as soon as human differences are labelled as 'cultural' or 'ethnic' we accept these as fundamental. Van Oord (2008) cites Versnel (1990) who said, in summarising the work of Mary Douglas (1992) on categories or schema, that they '...not only enable people to make sense of the visible world, but they also provide the rules for directing action and thoughts in the social world'.

In other words, we 'box' everything and let the structures determine our thinking. The 'boxing' or categorisation thus becomes a self-fulfilling prophecy. Van Oord (*ibid*) warns that teaching students about culture will mean that they frame all encounters as cultural encounters. However, other than offering the argument that encounters are intergroup, not intercultural, he does not explain how a mind set towards people, their lives or interactions might differ.

Still further, he does not state if this intergroup perspective facilitates or hinders successful interaction or if it limits discrimination. His assertion that an understanding of culture will shape our thinking has foundation but that it implicitly leads to discrimination seems no more likely than if one's understanding of different groups shapes one's thinking.

If we take a broad view on culture, namely 'the way we do things around here' or, as Dahl (2004) describes it, 'the modus operandi of a group', I believe that the arguments for *intercultural* or for *intergroup* become no more than distinctions based on size or degree of inertia. Indeed, at times the difference may be no more than semantics.

The argument for accepting the concept of culture remains strong. As a minimum, it provides a working idea when considering groups and their interactions. Therefore the notion of intercultural sensitivity, one predicated on the validity of culture, can be considered.

A defining moment

Before going further, it might be useful to try and clarify some definitions. Though Marshall (2007) warns us that, in the 'Global Education Terminology

Debate' definitions abound and that there are few agreements, for the purposes of this paper, an attempt will be made.

I believe Chen (1997) distils the essence of ICA, ICS and ICC accurately and succinctly. He elegantly distinguishes between them as follows: 'Intercultural awareness, intercultural sensitivity and intercultural competence form the cognitive, affective and behavioural aspects of intercultural communication.' I will use Chen's understanding of each in this paper.

The concept of cosmopolitanism should also be mentioned at this point as global-mindedness is sometimes mentioned in the same breath. Gunesch (2004) says cosmopolitanism is 'feeling at home in the world'. However, when one goes beyond this rather informal definition, one finds a noisy debate among academics best summarised by Hansen (2009) who discusses the work of Nussbaum (1994), Appiah (1997) and Kleingeld and Brown (2006). Nonetheless, the *Stanford Encyclopedia of Philosophy* (nd) suggests that at its core cosmopolitanism is a belief that 'all human beings, regardless of their political affiliation, do (or at least can) belong to a single community, and that this community should be cultivated'. This definition suggests a shared humanity, something often associated with global-mindedness.

Global-mindedness says much and yet so little. The word global is well understood in general terms but global-mindedness is less well defined. The term suggests an encompassing mind-set but how would one define this concept more precisely? Bearing in mind its importance in the Mission of MIS, an extended examination of this term is needed.

Global-mindedness

I would suggest that there are two ways to look at global-mindedness. In broad terms we might distinguish these as ideological and pragmatic, a distinction drawn by Cambridge and Thompson (2001).

First, there is the ideological approach. I believe there are two nuanced perspectives that can be considered: socio-political and humanist. It could be argued that students should become socio-politically aware and active in addressing the issues facing society. On the other hand it could be said that education is apolitical and that its primary goal is to help students become more aware of the human condition, to understand our world better, to understand the commonalities as well as the differences of humanity, in order to seek harmony. Both these approaches imply a need to develop intercultural sensitivity.

Second is the pragmatic approach, where there are also two possible perspectives: socialisation and economic. The first relates to the need for people in an increasingly connected and diverse world to understand their culture and to learn to live and work together successfully. Knowing the complexity and diversity of cultures in an international school of 1200 students representing 50 nationalities and a staff of 200 from 20 nations, it is perhaps a given that one should work towards understanding the different cultures and their impact on

school life. Certainly, ‘intercultural blunders’ (Heyward 2002) are more likely to be minimized. However, a more positive view would be that one could benefit from the cultural variance. Through consensus one could build an inclusive school culture. In so doing, students might learn to understand the challenges and benefits of diversity, develop greater intercultural sensitivity and feel at one living and working in a multicultural world.

The second pragmatic approach is driven by economics. Students learn to appreciate that they are competing in a global market and therefore need to be prepared for that. The curriculum outcomes would emphasize the tools and skills needed for success in a multicultural capitalist environment characterised by competition and global interconnectivity and communication. Intercultural sensitivity might be considered ‘useful’ in this approach; Phillips (2002) covers this well.

Mitchell (2003) feels that the spirit of multiculturalism in education, which in this paper I see as part of global-mindedness,

...has shifted from a concern with the formation of tolerant and democratic national citizens who can work with and through difference, the ideological and humanist approach, to a more instrumental individual focused concern for the strategic use of diversity for competitive advantage in the global workplace. (Mitchell 2003)

More succinctly, Marshall (2010) sees one approach as having goals related to global social justice and the other having goals related to the global knowledge economy while Cambridge (2003) describes the education of the idealistic approach as a values based process and the latter as a product with portable capital.

So, how is the concept of global-mindedness and intercultural awareness, sensitivity and competence viewed in international schools?

The role of international schools

Many international schools offer the International Baccalaureate (IB) programmes the basic tenets of which are, in part, an ideological approach to global-mindedness. George Walker (2004), a former director general of the IB, lists ‘understanding cultures’ as one of six skills needed in international education and as one of his five aims of international education.

Ian Hill (2007), also of the IB, writes that the concept of international education in the Diploma Programme should include the following, among others: intercultural understanding; learning more than one language; and values that promote wise choices for the good of humankind.

Indeed, in the first paragraph of its Mission Statement, the International Baccalaureate (2005) declares that ‘The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding

and respect' and, in the third paragraph, 'encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.'

Significantly, intercultural awareness is one of the IB's three fundamental concepts. The IB also believes that only through acquiring the ten attributes of the Learner Profile will students become 'truly internationally-minded'. (International Baccalaureate 2006) There may be other ways to become globally-minded. Putting IB to one side, James (2005) feels that '...most of the goals and principles of international education can more accurately be described as interculturalist...' and so hints that developing global-mindedness is essential to the role of international schools.

A more specific view of global-mindedness can be found in the work of Parker, Ninomiya and Cogan (1999), who state that global citizens would, among other things, work cooperatively, understand, accept, appreciate and tolerate cultural differences and be sensitive to and defend human rights. Catling (2001) also sets out similar ideas. Both suggest that the role of an international school should be to work towards ideological goals with intercultural awareness, sensitivity or competence, a vital part of this.

However, as mentioned, there are also the pragmatic goals and these may drive some international schools, at least to some extent. The question arises as to whether these approaches are mutually exclusive. I agree with Phillips (2002) who believes not and that the two approaches can indeed be brought together.

While international schools generally lean towards an ideological approach, pragmatic advantages are also understood and expected by the community. There is an underlying belief that MIS students will have an ideological compass to guide them when in the positions of responsibility they are likely to hold.

In any case, whether for ideological or pragmatic reasons, there is a compelling argument to raise intercultural awareness, sensitivity and competence among those in an international school. This can be achieved through the curriculum or through the general school culture. Most importantly, it will be the staff that must steer this.

School culture and the promotion of ICS

The coming together of students, teachers and parents from different parts of the globe could be viewed as sufficient for intercultural awareness, sensitivity and competence to grow and flourish, particularly when it appears that everyone gets on so well. However, to paraphrase and expand on the words of Gray Mattern (1991), I suggest that our cocktail of cultures may be stirred at best but rarely shaken. In other words, co-existence and tolerance may exist but the potential for cultural exchange and understanding is not fully developed.

The international school environment is often one where different groups of staff, students and parents from different cultures 'agree' on a school culture. While the 'agreed' culture may be considered functional it may either be

an arrangement that happily includes a wide range of beliefs and values or, conversely, an imposed culture that hides or suppresses underlying cultural issues, positions and perspectives.

International schools are areas where different cultures operate within the same environment, where there is often a dominant cultural ethos, both among the faculty and the students, and where the culture of the host country can impinge on the school culture to varying degrees and in various ways, producing a school culture with individual and specific characteristics. (Allan, 2002)

Sometimes the culture in a school provides opportunities for cultural exploration and exchange both in day-to-day life and through the taught curriculum. This provides fertile ground for raising levels of intercultural awareness, sensitivity and competence in the community. Global-mindedness can develop and the school can become a model of intercultural understanding and agreement.

At other times, a school culture may reflect the view of Zaw (1996 cited by Cambridge 2010) who noted caustically, when commenting on multiculturalism in international education, that a 'substantial monoculturalism as to values, mitigated by tolerance of exotic detail, exists'. This suggests a dominant culture that gives cursory acknowledgement to cultural variance and scant regard to any need for inclusion of cultural perspectives. At worst cultural imperialism and discrimination could exist and members of the school community could hold ethnocentric views. Intercultural awareness may or may not be present but intercultural sensitivity, intercultural competence or global mindedness would certainly not be evident.

As Laszlo says (1989 cited by Sylvester, 1998) 'Respect for the differing views of others and a readiness to learn from them are among the most difficult human virtues. They are, however, among the most needed...'

Many students belong neither to their home/passport cultures nor to the local culture; they are part of, what Heyward (2002) describes as, a 'global transculture – an international diaspora of globally mobile expatriates'. Other students, primarily local, may not be part of this group but have chosen the school, one hopes, to share the ideas associated with international education. Both groups present potential challenges when considering raising intercultural awareness, sensitivity and competence.

Ironically, the globally mobile expatriates may be culturally 'desensitized', as they may not have had to engage fully with other cultures, only with other transculturals in the school community. Whereas local students, on the other hand, may not be interculturally aware, sensitive or competent as they have not had to engage with other cultures until entering the international school. And both these groups have to be taught by teachers, whether international or local, who may also share similar experiences.

Banks feels that the interface between teachers and students is critical in addressing such issues.

The school is a microculture where the cultures of students and teachers meet. The school should be a cultural environment where acculturation takes place: both teachers and students should assimilate some of the views, perceptions and ethos of each other as they interact. Both teachers and students will be enriched by this process and the academic achievement of students from diverse cultures will be enhanced because their cosmos and ethos will be reflected and legitimized in the school. (Banks, 1986 cited by Sylvester, 1998)

Teachers are clearly perfectly positioned to play a significant role in raising intercultural awareness and sensitivity among students in order to develop intercultural competence and globally-mindedness. However, are they prepared for this? Bayles (2009) believes that teachers need more professional development when she writes that:

If educational organizations are truly dedicated to the higher purposes of education, namely cultural democracy and global citizenship, an interculturally competent workforce of educators seems imperative to facilitate the intercultural development of students. (Bayles 2009)

Some years earlier Heyward (2002) and Straffon (2003) had also addressed this, with the latter making a particularly important point. ‘Determining the level of intercultural sensitivity of the faculty is a first step toward increasing faculty awareness of the importance of their role in modelling intercultural sensitivity.’

So, having made a case for greater intercultural awareness, sensitivity and competence among staff in schools, the question arises as to how one might measure the degree to which it already exists and how one might develop it further. This will be discussed in part two, which will appear in *ISJ*, April 2014.

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Appendix

Munich International School Guiding Statements

Mission

Excellence in education for globally-minded students

Vision

We will be recognized world-wide as an outstanding and innovative international school. An inspirational staff will create an exceptional learning environment that motivates all students to be globally-minded, academically successful, well balanced and prepared for future challenges and responsibilities.

Values

Our values are encapsulated in the IB learner profile. All members of the MIS community strive to be:

‘Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.'

(IBO, 2008. *The IB learner profile booklet*. Cardiff: International Baccalaureate.)

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Curriculum for global citizenship

William G Huitt

This paper proposes the need to focus on developing holistic standards as the foundation for creating a curriculum for global citizenship and proposes a set of attributes that can serve as a beginning for a discussion of those standards. The need to make decisions about what to include and exclude in any specific school's curriculum is also discussed.

The fast-paced change in the latter half of the 20th century that led to a technology-based, global society has continued unabated into the 21st century (Wagner, 2008). It is widely acknowledged that not only has the context of human activity changed, but children and youth have changed also (Tapscott, 2008). This dynamic interaction has left parents, educators, and concerned citizens throughout the world perplexed as to how best to prepare children and youth for successful adulthood. One alternative that has gained increasing support is to prepare children and youth for global citizenship. Discussions on precisely how to do that are often seen in their most concrete form in discussing curriculum.

Traditional approaches to curriculum have presented a list of courses to study (Collins English Dictionary, 2009; Merriam-Webster, 2012). However, some curriculum experts have suggested the focus should be on aims of learning (Cowan & Harding, 1986) or learning outcomes (Stefani, 2004-05). From this perspective, the identification of desired outcomes impacts all phases of curriculum design, implementation, evaluation, and communication.

For example, as one identifies desired knowledge, attitudes, and skills that learners should acquire, one also identifies possible assessments by addressing not only what should be assessed, but also why and how. The implication is that one would include in the developed curriculum only those items for which the program or institution is willing to hold itself and its students accountable.

As those decisions are made, educators focus concurrently on understanding how learners would acquire those outcomes and developing an organized sequence of means and methods by which learners will acquire them. Evaluation is then addressed by deciding how to make judgments about the effectiveness of the teaching methods to guide learners to acquire the desired outcomes. Finally, decisions are made about communicating results to interested stakeholders. As this process is implemented, a new cycle in the decision making process would begin.

When considering the focus of the curriculum (*ie* the identification of desired outcomes), there are at least three different starting points:

1. Consider different theories of human potential or intelligences;
2. define human needs, motives, and what it means to thrive and flourish; or

3. identify the demands of citizenship at a particular point in time such as the fast-paced, global information-based society.

When considering human potential or intelligences there are a number of well-known frameworks that could be considered. Perhaps the most well-known is Gardner's (1983, 2006) theory of multiple intelligences in which he identified first seven and then perhaps even more specific types of aptitudes for processing information.

Other well-known frameworks in this category include the Learner Profile developed by the International Baccalaureate (2009), the Habits of Mind framework developed by Costa and Kallick (2000), and the developmental assets framework developed by the Search Institute (2005, 2006a, 2006b). Included in the category of human needs and flourishing were such frameworks as Maslow's (1954, 1971) hierarchy of needs, Diener and Biswas-Diener's (2008) components of well-being, and Seligman's (2011) theory of human flourishing. Finally, the category of 21st century citizenship included the frameworks developed by the Partnership for 21st Century Skills (2009) and Wagner (2008, 2012).

A list of attributes was developed from an analysis of the above mentioned frameworks (Huitt, 2012a) and organized using the domains of the Brilliant Star framework (Huitt, 2010). These domains consisted of self and self-views three components of mind (cognitive/thinking, affective/emotional, and conative/volitional), body (physical and kinesthetic), spirit (spirituality and transcendence), social (interpersonal), morality and character, and citizenship.

The first eight categories are all defined in terms of human potentials and competencies; the ninth category, citizenship, is seen as application of personal competencies in the active involvement of the individual in society (see p80). One of the most interesting features of this analysis was that only the International Baccalaureate advocated that children and youth be prepared to think like an artist, historian, mathematician, scientist, *etc*, a recommendation made by Gardner (2000) and supported by many of the professional societies.

As important as it is to identify potential desired outcomes, it is even more important to identify the methods and procedures that can be used to collect data on their development. Without the means to efficiently and effectively collect data on these outcomes, focus on their development remains haphazard and unsystematic. If there is one concept that has become a truism, it is that people and organizations do not do what is expected, they do what is inspected, or as Hummel and Huitt (1994) put it, What You Measure Is What You Get (WYMIWYG).

Unfortunately, it is the rare school that has the resources to focus on all of the desired attributes. Therefore, each school must make some decisions about what will be included in its statement about the non-academic or pastoral competencies the stakeholders expect students to develop. Inevitably, this leads to differences of opinion as to what is important.

I propose three different categories for making these decisions explicit: Justified, Just-in-Case, and Just-in-Time.

Justified competencies would be those that are expected to be needed by almost all individuals for adult success in the 21st century. Positive self-esteem, critical and creative thinking, appropriately displaying emotions, and the ability to effectively work in a group might be items that would be included in this category.

Just-in-Case competencies would be those that some of the students would need to be successful in a particular setting or career, but that might not be needed by everyone. The competency to think like a master artist, philosopher, or mathematician might be examples that would be placed in this category.

Finally, there are Just-in-Time competencies that are needed for a particular activity, but that can be learned in a relatively short period of time just prior to that activity. A particular kinesthetic large or small motor skill needed to play a particular game might fit in that category.

The point is that not all of the identifiable competencies will be considered of equal value to all educators in all contexts for all students.

In summary, there is a need to define explicitly the qualities and competencies of what it means to prepare for global citizenship. Of course, the issue of academic competencies is vital, but the non-academic, more holistic desired outcomes discussed in this paper are just as critical in preparing children and youth for successful adulthood in the 21st century, perhaps even more so (Gardner, 1995; Goleman, 1998; Sternberg, Wagner, Williams, & Horvath, 1995).

In order to prepare for adult roles and active involvement as global citizens, children and youth must develop a rather complex set of competencies. Fortunately, these have been examined extensively in recent decades and the way has been prepared for their inclusion in K-12 curriculum standards. It is now up to educators to develop the pedagogical content knowledge (Shulman, 1987) that will facilitate the development of these competencies in young people.

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Appendix

Suggested Attributes for Developing the Whole Person

Self & self-views

- Balanced
 - Mind-body
 - Thinking-feeling
 - Individual-social
 - Material-spiritual
 - Integrated
- Reflective
 - Temperament & Personality
 - Self-views
 - Learning style
 - Strengths
 - Interests
 - Engagement and flow

Cognition & Thinking

- Knowledgeable
 - Artist
 - Historian
 - Mathematician
 - Philosopher
 - Scientist
 - Writer/Story teller
 - Integral
- Thinkers
 - Gather data through the senses
 - Think objectively
 - Question and pose problems
 - Apply past knowledge to new situations
 - Strive for accuracy
 - Think and communicate with clarity and precision
 - Think flexibly
 - Think creatively; imagine and innovate
 - Think strategically
 - Identify the consequences of actions and options
 - Metacognition

Emotion & Affect

- Emotionally developed
 - Aware of own emotions
 - Aware of others emotions
 - Appropriately displays emotions
 - Manages and self-regulates emotions
 - Can tolerate failure
 - High levels of emotional well-being
- Develops optimism
 - Experiences pleasurable emotions
 - Apply positive thinking skills
 - Modify affect in thinking
 - Explain causes
- Develops gratitude
- Caring
 - Identifies others' needs
 - Helps others

Conation & Volition

- Planners
 - Develops vision and aspirations
 - Sets reachable goals and objectives
 - Develops action plans
- Inquirers
 - Open to continuous learning
 - Achievement motivated
- Risk-takers
 - Act assertively
 - Persevere
 - Resist undesirable pressure

Physical & Kinesthetic

- Healthy lifestyle
- Kinesthetic competence

• **Spirituality & Transcendence**

- Meaning and purpose
- Deep, personal relationships
 - Self
 - Others
 - Nature
 - Unknowns

Social & Interpersonal

- Open-minded
 - Receptive to views of others
 - Take the perspective of others
- Communicators
 - Listen with understanding and empathy
 - Monitor communication
- Interpersonally skilled
 - Work with individual and group differences
 - Become multicultural
 - Work with diversity in community
 - Cooperate, resolve conflicts, and make peace
 - Makes and maintains friendships

Morality & Character

- Ethical sensitivity
 - Examine bias
 - Prevent bias
- Ethical judgment
 - Understand ethical problems
 - Develop ethical reasoning skills
- Ethical motivation
 - Respect others
 - Develop conscience
 - Develop ethical identity and integrity
- Ethical action
 - Act responsibly
 - Meet obligations
 - Stewardship
 - Develop courage

Citizenship

- Sociocultural Awareness
 - Meeting basic needs
 - Peace and conflict resolution
 - Sustainability
 - Gender equity
 - Racial and ethnic equity
 - Religious freedom
- Value social structures
 - Identify and value traditions
 - Understand social structures
 - Practice democracy
- Adult roles
 - Family
 - Career
 - Finances
- Active involvement
 - Local
 - State and national
 - Transnational
 - International
 - Global
 - Cosmic

Developed by: W. Huitt, June 2012, www.edpsycinteractive.org/brilstar/CurrMap/ltr/drop-down-menu-template.pdf

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The teacher's managed heart in an international school setting

Sudha Sunder

Abundant research literature exists on international schools, international education (see for instance Hayden and Thompson 1995a, 1995b) and students in international schools particularly on Third Culture Kids (Pollock and Van Reken 2001). This paper focuses on teaching in international schools from a teacher perspective, particularly giving voice to the experiences and challenges they faced in international schools.

Contrary to research that views schools as organizations that are tidy, orderly places where everything is 'under control', this study embraces the notion that schools are places where there are particularly high levels of emotions (James, 1999) and involve extensive investment of 'emotional labor' (Hochschild 1983, p7) particularly by teachers and administrators in international school settings.

Arlie Hochschild (1983) conducted extensive research on Delta Airlines staff who flew long hours in the trans-Atlantic flights and coined the notions of 'managed heart' and 'emotional labor' that expresses how, regardless of the physical and emotional stress the steward/stewardess experiences, the minute a passenger rings the bell for attention, they need to present themselves with a smile and be 'at your service'.

This kind of labor calls for a coordination of mind and feeling, and it sometimes draws on a source of self that we honor as deep and integral to our individuality. (Hochschild 1983, p7).

Findings from such studies can also be applied to profit-making international school settings where 'customer is king' policy is quite often prevalent. Teaching is challenging – emotionally and physically – when one has to teach for five hours, do the exam marking, attend a meeting with an angry parent, do lunch duty, and then show up for class in the last period of the day and seem so energized and positive to project that 'this hour is going to be the most exciting in unpacking the power of knowledge!'

Over and above this, international school settings also demand that teachers be more sensitive to local cultural and educational requirements. Thus for a variety of the complex and stressful activities that a teacher has to be involved in besides teaching, schools are places where there are particularly high levels of emotion (James 1999). Add to this the emotional labor of meeting the demands of various stakeholders: teaching in international schools is indeed emotional labor at its extreme.

This paper addressed the research question: what are some of the factors that require investment of emotional labor by teachers in international school

teaching? The purpose was not to conduct an extensive research study (though it is indeed a worthwhile project), but to give voice to teacher experiences in the recent Alliance for International Education conference convened at Doha, Qatar, so as to bring to light some practical in-context perspectives of teachers.

It is acknowledged at the onset that researching emotions in organisations requires particular methodological approaches (Gabriel 1999; James 2004) and raises significant epistemological issues too. However, voicing teacher concerns and experiences need not necessarily always be through elaborate research inquiries. Platforms such as the Alliance for International Education and other international education conferences provide an opportunity to express site-based experiences and are valuable for recognizing and addressing these issues. The audience could clearly relate to the experiences shared, so much so that at the end of the presentation a school Head whom I have never met before stood up and said, “are you sure you are not talking about the teachers in my school...?”

Research participants in this study were from an international school in Dubai, UAE, and data was gathered through semi-structured interviews and via emails. A total of 28 participants responded from which two requested that the information provided was not to be shared, even anonymously. From the remaining data gathered, five major themes seemed to emerge.

The first was related to the constraints faced by teachers in the English language classrooms in international schools, particularly in the Middle East:

...it seriously broke my heart to delete so much content in the literary text that I had chosen... I was on the one hand trying to be culturally sensitive while on the other hand almost feeling guilty that I wasn't giving my students the ample literary terrain to explore ... it was almost like a split personality...

This sentiment voiced concerns faced by teachers of the English language, who in order to abide by the local ministry of education rules are required not to present some text in the classroom in the light of maintaining local cultural sensitivity. A teacher told of how she had created a blog for students in two schools to collaborate, one from a school in the Middle East and the other her previous school in Australia. Students were expected to collaborate and share a discussion board on some common texts that were prescribed to the students, but with some contents deleted for the students in the Middle East.

I never imagined this would be an issue. However after a while, it became apparent to the students that though they were collaboratively discussing the same text, they were not actually accessing the same content. I had then to explain to my students that due to some local restrictions they were not allowed to read all of the content of the original text which created some arguments amongst students. I quickly realized my folly and have hence been very careful and think twice before building such collaborations...

The situation raises questions on how such recontextualization of curricular knowledge (Bernstein 1975) impacts the negotiations of pedagogic discourse in a classroom, thereby calling for emotional labor investment from teachers. What is important to note, however, is that teaching and learning in international school settings, particularly in the IB programmes, promotes teaching for conceptual understanding (Erickson 2007) rather than the regurgitation of facts (Peterson 1987, p47).

IB programmes also require teachers to recognize and incorporate local and global significance in teaching and learning. Thus rather than seeing the situation as a disadvantage to teaching, the same could be utilized to critically engage students to evaluate how cultural perspectives can influence and shape thinking.

The second recurrent theme teachers voiced was the influence of parents on the educational choices made by their children. Though this is not something specific only to international schools, the perspective of the concern seemed more relevant to the context.

I am amazed at the extent of parental influence in international schools. Never have I experienced such a threatening tone in parental voice ... “you will...” in order to achieve social standing for the family. Parents here ‘want’ the child to do this and that ... keeping away from what the student actually aspires to do or become and more importantly is capable of, and this puts both teacher and school in a difficult situation and, more importantly, the students themselves ... and thus is evident a disparity between the stakeholders’ agenda versus ‘education’...

Such an influence sometimes results in a strong disconnect between the child’s ability supported by assessment evidence and what the student was required to become based on parental decisions. When assessment data and student ability indicate student potential in areas other than what a student has opted for, it puts undue pressure on both the teacher and the taught to ‘perform’ merely to satisfy the wish of the parents.

The third theme that was quite prominent was in relation to the culture shock teachers have had to face when the medium of teaching is English in international schools where students do not speak or understand the English language.

My first international school experience was in ‘the best’ school in Colombia and I was a bundle of nerves that first day and almost every day thereafter for the next three years! I was so shocked when I realized that out of 21 students only one of them was a native English speaker and the rest of them spoke only Spanish.

It may be worthwhile to explore the nature and extent of discomfort teachers are put through where the medium of instruction is English but where many of the students speak or understand very little English. International education, international schools and particularly the IB have often been critiqued in research literature for being the ‘gold standard’ (Lauder in Hayden *et al*, 2006,

p441) that aids entry into elite universities; and international schools being sites for 'cultural capital acquisition in the form of embodied cultural capital: gait, accent, bodily dispositions of the westerns...' (Bourdieu 1986, pp47-48), thereby promoting 'westernization' versus 'internationalism'. What adjustments the same 'westerns' may have to make to perform their jobs and the related investment of emotional labor may be equally worthwhile exploring as well.

The last major theme was on leadership roles and notions of leadership in international schools: young and inexperienced teachers holding senior leadership positions in international schools.

The teachers in charge of the subjects in international schools are very 'youngish' in relation to those who undertake leadership roles back home – and they do not have as much experience and if we tried to help or direct them we are seen as competition and not as advisees.

This point further moved on to the notions of pedagogy when teachers also raised concerns in terms of who defines effective pedagogy in international schools when most teachers are from different cultural and pedagogical backgrounds.

When everyone in an international school comes from a different part of the world where there are different notions of effective pedagogy. Who gets to decide what is an 'effective lesson'? It is quite emotionally taxing to teach in a particular way when you have been trained differently for many years ... and being at the same school for a longer time tends to make you forget how hard it is to understand how it works. The fact that a school is an international school has no meaning except if the headmaster and/or director is from the host country. If not, then the majority of the teachers from one country dictate the norm as they do things the way they are used to – how is it then international?

This goes back to the much debated question in international school literature as to what international education is and how do we define it? The contested notion of defining international education and the difficulty of arriving at a commonly agreed definition of international education due to the fact that the term 'international' by itself has many interpretations has often been discussed (see Hayden and Thompson 1995a, 1995b). An awareness of the ambiguity of the term does not seem to resolve issues, although acknowledging it before embarking on the journey of international teaching can make things easier.

This paper has raised some pertinent questions in relation to the demands of emotional labor in teaching in international schools because the situations go beyond merely meeting contractual obligations. When international school teachers are from different parts of the world, it is understandable that such situations arise.

Much of research literature on international schools stresses the importance of teachers being reflective practitioners. Many international schools also foster

Professional Learning Communities (PLCs) so as to provide teachers with a forum within the school to express and address their concerns and to engage in ongoing professional dialogues.

Some international schools also foster Peer Mentoring Programs where teachers visit each other's classes in order to engage collaboratively in reflective practice. Teacher preparation courses such as the International Teacher Certificate offered by the European Council of International Schools (ECIS), designed to equip teachers with the multi-cultural setting one would encounter in international schools, also help create the required mindset for teaching in international schools.

Teaching in international schools is both rewarding and challenging, at times requiring teachers to draw on their inner self thereby demanding investment of emotional labor. However ongoing professional support and facilitating professional dialogue through the above-mentioned initiatives can make the experience more fulfilling.

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HISTORICAL VIGNETTE

Dr T Michael Maybury

Niall Nelson

Introduction

For more than two decades prior to his retirement in 2004, Mike Maybury was one of the most visible and influential figures on the international school stage. Fourteen of those years saw him as Executive Secretary of the European Council of International Schools (ECIS), before which he led international schools on three continents and made significant contributions to the development of the International Baccalaureate (IB).

Mike's outstanding service to ECIS, and to the wider field of international education, was recognized by the well-merited award of ECIS Honorary Membership at the April 2013 Berlin leadership conference. I had the pleasure and honour of introducing Mike and speaking about his illustrious career. Afterwards, I was requested by *ISJ*'s editor to expand my remarks into this historical vignette and in doing so have drawn heavily on the help and recollections of former colleagues.

I first met Mike in 1985. He had resigned the headship of the International School of Tanganyika (IST) and I was interviewed in Dar es Salaam by the IST board as a possible successor. On first encountering this great bear of a man, this rather growly, fierce-looking, former front row forward, I felt a little daunted. After a few refreshing ales, however, although his physical dimensions hadn't shrunk, I began to appreciate the warmth, the sense of humour, the keen intelligence, and the generous spirit of the man; qualities that have endeared Mike to his many friends down the years.

Early days

Mike is a born and bred Liverpoolian. The eldest of four, he attended a primary school once headed by his mother, and her mother before her, so teaching was in his blood. Both of his sisters also became teachers. On finishing his secondary education, he moved south to study at St Mary's College, Twickenham, and began his career teaching mathematics and PE. The north then beckoned again and he completed a BSc in mathematics and computer science at Liverpool University, before taking head of department and senior teacher roles in the vicinity.

Then came that serendipitous intervention that so many of us in the international school world have thanked our lucky stars for – in Mike's case, an opportunity to head even further south, this time to take up a secondary headship in a new company school in Peru.

Away to the Andes

The Majes Consortium (MACON) was formed by civil engineering companies from Canada, South Africa, Spain, Sweden and the UK in the early 1970s. It was engaged in a massive, multi-year irrigation scheme to bring water from the remote high Andes to the Majes plain below through the construction of dams, tunnels and canals. Project headquarters were in Arequipa in the Andes foothills.

The original plan for the education of expatriate children called for an elementary school in each of several construction camps, with a secondary boarding school in Arequipa to be attended by students on a weekly boarding basis. Mike was appointed to lead the secondary school in 1975 and, with his wife Heather's vital assistance, also ran the boarding section. Staff members were recruited from the non-Spanish speaking countries represented in MACON to facilitate mother tongue language learning. Various national examinations were catered for, including GCE Ordinary Levels.

Because of the mix of northern and southern hemisphere students, the school adopted a calendar of four 11-week terms with two week breaks, an arrangement Mike has favoured ever since. The school was well staffed and results at all levels were extremely good. Mike left Peru in 1978, after three most enjoyable years, to pursue an Advanced Diploma in Educational Management at Oxford University.

East Africa beckons

A year later, Mike was on his way to Dar to take up the IST headship. The theft of his briefcase, containing passport and tickets, in transit made for an inelegant arrival. Forewarned by the airline, the British High Commission sent a consular officer to the airport, forms were filled in, and a temporary three month passport issued. Tanzanian immigration then stamped it giving permission to stay for six months, an early indication of the complex interactions with the local authorities that would typify his tenure.

The next few years saw the Tanzanian economy at its lowest ebb. There was virtually no hard currency and oil tankers queued outside the harbour waiting to be paid before discharging their cargoes. Petrol was rationed with the pumps closed from Thursday evenings through Monday mornings. Driving on Sunday afternoons required a permit. Fresh fruit, vegetables, fish and some questionable meat were available in the markets, but flour, sugar, rice and cooking oil were scarce, and there was little in the shops save a few tins of Chinese lycees. Beer and soft drinks were in short supply and could only be obtained in exchange for empty bottles.

Mike's major charge was to guide the creation of a full secondary school, IST having opened in 1963 with an age range of five to 14 years. There was now increasingly heavy demand for places, lengthy waiting lists and pressure to extend the age range. Equipping a secondary school necessitated access to

imported supplies and materials. The lack of hard currency, however, meant that the process of paying overseas bills was controlled by the Bank of Tanzania. The payer presented a bill to the bank, accompanied by a mountain of forms and a cheque for the equivalent amount in Tanzanian shillings. At some future date, the supplier would be paid, but as the bank became more and more dilatory, companies increasingly refused to supply the school.

Shortage of hard currency also affected personnel. Expatriate teachers were entitled to a monthly remittance. Again, this was delayed by the bank. Eventually, the school had over two million shillings sitting in accounts waiting to be remitted overseas. The situation was becoming desperate and the future of the school was threatened.

IST enrolled large numbers of children whose parents were in the diplomatic corps or worked for aid schemes. School fees were paid by their employers, who imported hard currency and changed it into shillings before making payment. Mike calculated that IST would be self-sufficient in hard currency if the bank allowed it to collect fees directly from those not generating shillings by their activities in Tanzania. Thus, diplomats and the growing numbers of aid scheme personnel would pay in hard currency, but commercial organisations and long term residents would not.

B K Tanna, school board chair and an accountant by profession, supported Mike's idea, as did senior diplomats on the board. Eventually the proposal was accepted by the Tanzanian authorities. The Dutch ambassador agreed to convert the two million shillings held in the foreign section of the bank to foreign currency and IST opened an account in Amsterdam to receive school fees and make overseas payments. Debts were paid off, relations with suppliers restored and staff morale greatly improved. It was a pivotal moment in the school's history. IST was now in a position to import virtually anything it needed. The costs for developing the new secondary campus were reduced as imported building materials were cheaper than the limited supplies obtainable locally.

Here Mike notes an enormous debt to friends in Liverpool, Bill and Eileen Kermode who, in the days when booking an overseas call from Tanzania took three hours, kindly volunteered their services to orchestrate the consolidation of orders and shipping to Dar. They continued to provide invaluable logistical support, including help with UK teacher recruitment, well beyond 1986 when I took over as head.

Mike's contributions to IST during his tenure were legion and spanned all aspects of the school's development. As Kevin Bartlett, primary Head, noted:

I first met Mike in Tanzania and actually changed a plan to return to the UK knowing he was taking over at IST. He just seemed to be the kind of man who would make things happen, and did! From transforming a school in Africa, to making it a force in international education, to taking busloads of Tanzanians over the border to conferences in

Kenya, Mike was happy to bend rules and bust myths ‘in a good cause’. Endowed with a powerful vision, bucket loads of energy and a fearless approach to challenges, he transformed the organisations he led.

An Austrian vigil

Mike’s next, and final, Headship began at Vienna International School (VIS) in January 1986. The school’s primary mission was to serve the city’s international community, particularly those employed by the United Nations. According to Kevin Bartlett, recruited from Dar by Mike to join him as VIS primary Head:

Mike continued to lead with his usual drive and energy, albeit more constrained by the structures of governance and employee representation. His influence on international education continued to grow throughout this period. He was a critical figure, for example, in supporting the early stages of the International Schools Curriculum Project (ISCP), later to evolve into the IB Primary Years Programme (PYP), which was initiated in Vienna.

Kevin’s allusion to governance and employee constraints highlights a major difference between running a school in a *laissez-faire* environment, with board members elected as individuals from diverse elements of the community and no unions, and a more hierarchical one, with board members representing a bloc and a highly unionized staff. If IST approximated the former, VIS epitomized the latter, and Mike found himself operating on very different terrain.

The VIS board was dominated by UN members working in the Vienna International Centre (VIC), an isolated complex of buildings. This, according to Mike, sometimes led to board meeting agendas being ‘hijacked’ at casual gatherings in the VIC. He recounts an example from his first official meeting. January was the month for negotiations on the staff package for the following academic year. Being new to his position, Mike agreed to chair discussions in a neutral capacity. The board was represented by the treasurer, a UN employee, and the staff by the Betriebsrat, a union works council.

An amicable agreement between the parties was reached without undue difficulty, but at the next official meeting of the board the treasurer stated that he was not prepared to honour the agreement and tabled a lower offer. Mike forthwith left the meeting and informed the board chair that, if this was how business was conducted, he would resign immediately. The original offer was eventually reinstated.

In addition to Mike’s support for the ISCP, he was instrumental in promoting the development of what was to grow into the IB Middle Years Programme (MYP). For several years, he had served on the board of the International Schools Association (ISA). The ISA had been working on a curriculum for the middle years of schooling with similar philosophical underpinnings to those of the IB Diploma.

Mike felt that VIS should get involved with the project and most of the staff responded with enthusiasm. For three years, much of the professional development budget in the secondary school was spent on staff attending subject-specific meetings in conjunction with other schools in Europe and North America in order to work on curriculum development for the Middle Years. As the project expanded, it became too unwieldy to handle at the school level and agreement was reached for the IB to take over its development. It stands now as the middle element in the IB Continuum – the ‘MYP’.

In September 1988, Gray Mattern, ECIS Executive Secretary, announced his intention to step down at the end of that academic year, his 16th. This was a post Mike aspired to and one he felt might not be open again for many years. He applied and was appointed, leaving Vienna with considerable regret. The academic side of the post had been rewarding, but the administrative side had been a hard grind.

IB contributions

Throughout his career, Mike followed IB developments with great interest. Prior to his support for the creation of the PYP and MYP he was an advocate for the Diploma. Before taking up his IST appointment, he met with Alec Peterson, former IB Director General, in Oxford to discuss the possibility of introducing the Diploma when the secondary school expanded. In 1981 IST applied for authorisation. Robert Blackburn, Deputy Director General, visited the school in January 1982, recommended acceptance, and the school adopted the programme.

Mike also made significant contributions to IB governance. In Geneva in 1984 he was elected to the committee of the Standing Conference of Heads of IB Schools (HSC). The following year, he became Vice Chair with responsibility for drafting a new HSC constitution. This post also meant that he held a seat on the IB executive committee. In 1987 Mike was elected Chair of the HSC.

This was an exciting time for the IB. The number of participating schools was growing rapidly, particularly among public schools in the USA. As candidate numbers expanded, the executive committee decided that a more professional approach to examination procedures was needed, in particular with regard to application deadlines. A joint letter from Roger Peel, Director General, and Mike, as HSC chair, was sent to all schools informing them that deadlines would be strictly enforced in the future. In accordance with a well known law, the first school to fall foul of this decision was led by a member of the HSC committee!

At the HSC annual meeting in Singapore in 1989, Mike reluctantly tendered his resignation as Chair, as he would be leaving the Vienna headship for his new role with ECIS. His five years on the HSC committee had been extremely rewarding on all fronts.

On to ECIS

ECIS had an excellent reputation and Gray Mattern was much admired. He proved a very difficult act to follow, particularly when Mike began to make

changes. Many of Gray's peers, the founding and early members of ECIS, were, in Mike's view, 'coming to the end of their professional lives; they didn't really know how ECIS worked – just that it did – and didn't see any need to change things'. The computer age had arrived, however, and technological upgrades would obviously be vital to ECIS's future. The big drawback was lack of money. In Mike's words:

If you look at the history, we borrowed from schools when we moved from Switzerland to London, we borrowed again when we moved to Petersfield, and we had to take a bank overdraft when we moved the office across the road in Petersfield from 18 to 21 Lavant Street.

I couldn't raise membership dues, so had to come up with other forms of income. I can't remember how Dupont contacted me, but they were moving into Spain and wanted a new school in Asturias and another one later in Andalucia... Anyway, off we went with consultancy services, which would take up much of my time and energy for the next 14 years, but which brought in huge amounts of money.

I served on the ECIS board for over two years near the end of Mike's tenure and was in a position to observe his impact on the international school world and, specifically, on the reputation of ECIS within it. I was then heading Jakarta International School (JIS) in Indonesia. My eligibility to stand for election to the ECIS board followed an initiative by Mike and the board of the day to extend ECIS's global reach by offering membership to qualifying schools beyond Europe.

JIS was already a member of the excellent East Asia Regional Council of Schools (EARCOS) and I saw an opportunity to increase its profile by joining a leading professional association outside our region, one with a deserved reputation, which continues today, for hosting excellent conferences and providing first class professional development services for teachers and administrators. Much of this outreach, and subsequent organisational growth, was due to Mike's leadership and drive.

Throughout my term on the board, I was impressed time and again by Mike's devotion to the ECIS cause and his thoughtful, if at times blunt, contributions to board deliberations. Possessed of a prodigious memory and the courage of his convictions, he was a fierce and pugnacious advocate for causes he believed in. I heard him speak with passion and conviction in many fora around the world. Not everyone agreed with his views on all matters, but no one could ever dispute his energy, focus and emphasis on making ECIS the best it could be. He was loyal to those he believed in and highly appreciative of the work of valued colleagues. In reflecting on his time at ECIS he observed:

Accreditation benefited from having Peter Stokes and later Gerry Percy as the shepherds, a whole flock of experienced former school Heads as regional officers, and Sue 'the collie' Collins snapping at their heels

from the Madrid office, while Allan and Mavis Wilcox made invaluable contributions from the Australian office.

Nancy Maly, ably assisted and supported by Tom LePere, and her husband Allan on a voluntary basis, developed and expanded the valuable Higher Education membership, enabling thousands of students to move on to appropriate courses in colleges and universities in the USA, Canada, the UK, Europe and Australasia.

The work of the Council was underwritten by a wonderfully cheerful, willing, dedicated, skilful and loyal secretarial and support staff in Petersfield, Madrid and New Jersey.

With the worldwide expansion of ECIS services, notably outside Europe, there was much debate about the currency and applicability of the appellation, 'European'. After careful deliberation, Mike and the ECIS board decided to create a new entity, the Council of International Schools (CIS), to focus on the provision of services with a global mandate, principally accreditation, recruitment and higher education memberships, allowing ECIS to concentrate on professional development, its original *raison d'être*. Mike agreed to become CIS Executive Director for its inaugural year, 2003-04. Dixie McKay, his deputy, took over the ECIS reins.

Conclusion

Since retirement, Mike and Heather have continued to live near the former ECIS offices in Petersfield, Hampshire. They spend time at their daughter's property in Spain and travel widely elsewhere, often visiting friends and former colleagues from the international school circuit. Mike continues his service interests by volunteering at a local branch of Shopmobility.

Countless individuals readily acknowledge a debt to Mike for the help and guidance he gave them along their career paths, whether as mentoring Head, or sage guide on the other side of the desk at ECIS and CIS recruitment fairs. I worked alongside him as chair of the CIS Board during his year as Executive Director and was grateful for his guidance and insights as we began that journey. One who readily acknowledges his obligation to Mike is former IB Director General, George Walker:

Quite simply, Mike opened the door to international education. In 1990, after nearly 20 years in the senior management of UK state schools, I was looking for a change. I saw the advertisement for the post of director general of the International School of Geneva which invited interested candidates to seek further information from T Michael Maybury at ECIS.

I duly sought Mike's advice – given my exclusively UK background was there any point applying? "Give me 48 hours and I'll ring you back,"

said Mike. I have no idea what he did during those 48 hours, but his conclusion was “why not have a go?” So I did, and the rest is not just history, but the most rewarding professional experience of my life.

In the wider sphere Mike’s contribution to the field was acknowledged by Oxford Brookes University when in 1996 he was awarded the Honorary Degree of Doctor of Letters ‘for service to International Education’. The final word goes to Kevin Bartlett, who, in addition to working with Mike at IST and VIS, also worked alongside him as vice chair of the CIS board during 2003-04:

Mike transformed a generation of leaders who went on to run their own schools and other organisations with a commitment to quality and hard work, and a self-belief that was part of the ‘Maybury Effect’. That effect has lasted for decades and continues today, a testament to a man of extraordinary dynamism and enduring impact.

Niall Nelson an Irish national, holds degrees from the University of Sussex and Harvard University. He led international schools in Italy, Libya, Tanzania, Indonesia and Switzerland. Global Chief Academic Officer for GEMS he then became an independent consultant. A former member of the IB Board of Governors, the IB Heads Committee, and the IB Grant Committee, Niall was Founding Board Chair of the Council of International Schools and of the Academy for International School Heads. He is a member of the Editorial Board of the *Journal of Research in International Education*.

Book review

Mind your Head

An Emotional Intelligence Guide for School Leaders

by David Boddy

John Catt Educational 2012

Paperback, 214pp. Price £15.99

ISBN 978-1-908095-62-6

I have to begin this review with a confession – the educational leadership section of my personal library is extremely slim. As a young Head, many years ago, I did invest a certain amount of time, energy and money in books whose covers and titles seemed to offer the promise of a fast-track route to mastering the leadership and management challenges of my new role. Perhaps through laziness, or maybe because I put more trust in my own insights about the situations I had to face, the advice in those pages was rarely utilized.

Not surprisingly, my investment in the literature of leadership has deteriorated over time and the few books on my shelves today tend to be biographical accounts of how ‘great educators’ have striven to put their vision into practice rather than the quasi-scientific handbooks that pander to the latest trends in organizational theory. Contrasting with my literary experiences, I ought to add, I have gained a great deal from courses and workshops (and collaborating with colleagues and consultants) where the banter and dialectic of professional exchanges have always been immensely rewarding and inspirational.

Given my personal bias, then, the thought occurred to me that I might not be the best person to review this book. I even wondered whether I would make it all the way to the end. But on opening the first pages I found some tantalizing comments that begged me to continue. About the Author and Acknowledgements are sections that are usually skipped by most readers rushing to get to chapter one, but it was here that I learned that the author, David Boddy, is no ordinary Head.

He came to his position after successful careers in journalism, Conservative Party politics as Margaret Thatcher’s press secretary, business and charity, and he was not even a qualified teacher at the time of his appointment. In his own words (which suggest something of the hyperbole that is a characteristic of his writing), ‘the last time I had been in a Head’s office was 40 years earlier at my own secondary school’.

Just as surprisingly, up there with the major contributors to his outlook on leadership, the author pays special tribute to His Holiness Shri Shankararcharya Shantananda Saraswati and Swami Shyam of the International Meditation

Institute in Kulla, India, two sources I had not previously encountered in my exposure to thinking about school management. Boddy's Introduction goes on to outline his understanding of the concept of emotional intelligence, which underpins his personal belief system as well as his approach to leadership. He defines EI as 'the innate knowing of our being ... (allowing) a sense of Oneness to emerge so life can be cooperative and interdependent.'

What kind of a school could have appointed as Head an inexperienced educator with such a fascinating yet unconventional background? It had to be a rather special school – and it was. The remainder of the book describes the author's life as Head of St James Senior Boys' School, an independent institution of idiosyncratic tendencies that had the dubious claim to fame as being one of the last schools in the UK to abolish caning.

The author's interpretation of emotional intelligence, while ready to acknowledge the crucial work of Daniel Goleman, derives substantially from his profound commitment to the Shankara tradition of Indian philosophical thought. Indeed, he may have come to Headship without a background in mainstream schools but he had been a teacher of Platonic thought and Vedantic theory for several years under the auspices of the oddly named School of Economic Science.

The puzzle of his appointment becomes a little clearer when it emerges in chapter one that the founder of the School of Economic Science, Leon MacLaren, was also the founder of St James School. We also learn that Boddy sent his own sons to the school in the 1980s. Many of the school's idiosyncrasies are the result of its spiritual and philosophical origins, but I confess to finding no answer to my intriguing curiosity as to how corporal punishment used to sit comfortably alongside concepts such as compassion and the Swami Vivekinanda's proposition that 'every person is potentially divine'.

Some readers will find it all too easy to identify flaws, lapses and faux pas in the author's narrative style, as well as inconsistencies in some of his opinions. Agnostics and atheists might be deterred by the way in which he justifies all of his premises and practices in terms of spiritual principles. Some may be perplexed at his comment that 'great schools as Eton and Harrow have for generations educated the ruling class and without them the Empire ... would probably not have happened'.

Others will point to an apparent conflict between his undoubtedly sincere belief in selflessness and service to humanity, and the way in which he always emerges as the action hero who arrives just in time to solve the problems and save the school. Success occasionally seems to go to his head and I was particularly amused by his anecdotes describing how 'She (Mrs Thatcher) seemed to view me on many occasions with somewhat "son-like" status' in contrast to her treatment of her real son, with whom 'she was clearly frustrated'.

But in spite of these features the book has many merits. Aside from, and quite independent of, the spiritual references and justifications, it is packed with

very clear and pragmatic suggestions. Every practising Head will empathise with the situations that Boddy encountered and the dilemmas he faced. There is an authenticity in the writing and real value in much of his practical advice. It is almost a relief to see the way he simplifies some of the genuine challenges facing Heads without relying on the latest trends in airport-bookshop leadership theory.

His anecdotal style is amusing and he has a plethora of scenarios to support the successful application of his recommendations. It is not a difficult book to read and the author is skilled at leading us from a simple incident in school life to a deeper understanding of the principles of his approach to leaders and leadership. It is particularly helpful that he puts so much focus on the inner self of the leader as he emphasises over and over again that it is through coming to terms with meditated self-knowledge and conscious self-understanding that leaders become effective in their roles, and not in the application of standard formulas from external advisors.

The design of the book might be taken from his time as a teacher of Vedantic theory. Each chapter describes a particular type of leadership challenge. The chapter titles are reminiscent of the catchy phrases that were once used to name PYP units of inquiry but that are now frowned upon by the IB – ‘Who’s There?’, ‘On the Bus’, ‘Clubbing It’ and ‘Jungle Survival’. They usually begin with an account of one of the problems he had to deal with, told with the humour and panache that tells he is reminiscing about a problem that was resolved successfully.

Some of the problems do appear to have been daunting. The school he took over was in a critical state and it wasn’t long before some old-boys took legal action against the corporal punishment system they had been made to endure. The new Head, not surprisingly, was not universally welcomed and there were influential groups on the teaching staff who were openly critical of his appointment. There was no honeymoon period for the new Head at St James and he frankly describes his own doubts about the wisdom of having accepted the post, calling himself a ‘reluctant Head’.

But as he gradually won over the staff, parents and students, his impact on the school emerges in a positive light. Be it a radical modification to the management structure, an intervention in curriculum and school ethos, winning over the board or relocating to a new campus, the reader is taken through a kaleidoscope of the issues that any Head will come across if they resist in the job for any length of time. In each case, he shows how one of the principles of emotional intelligence can be used to good effect, and the chapter concludes with a few practical exercises for the reader to try out in order to enhance and hone their own EI skills and come to better understand the concept of Oneness.

Some of the recommendations made by the author are familiar examples of good practice that can already be found in any pantheon of educational leadership principles – but not all. The implications that he draws from his

consistent theorization of self understanding and Oneness are sometimes challenging, such as learning to rely on one's intuition or deliberately postponing intervention on issues that many Heads would feel require prompt and secure action.

Boddy is keenly aware that he is writing for a wide audience and he has cautionary words for the new or aspiring Head as well as insights that will be appreciated by those who have been in the role for some time. Nowhere does he offer a quick-fix solution. The pathway to inner knowledge, for starters, is not an easy one. And many of his innovations in school must have taken a good dose of courage and persistence to follow through, such as restructuring the management format to make way for younger teachers to take on leadership positions in the face of more experienced long term colleagues. He was right, of course, and the strategy he followed is particularly creative and will be worth considering in other schools.

If his approach to problem-solving and visionary leadership is both modern and innovative, many of the pedagogical practices described at St James have a more traditional format. Earphones are totally banned for students, even when travelling to and from school. Assignments and essays are not allowed to be word processed until students reach the sixth form, the penultimate year of High School. And the Google mentality where (superficial) knowledge is available at the touch of a keyboard comes in for particularly strong criticism. Innovation in learning seems for the most part to have been channelled into raising the student's self awareness and emotional intelligence practices, and to provide a value structure that they will carry through to adulthood.

I have not yet decided whether or not this edition will find its way into my small collection of books about 'great educators'. Boddy emerges as a charismatic figure who has undoubtedly led his school with vigour and vision to become a remarkable institution. One could not imagine a better advertisement for 'independent' schools than this, where the drive to attract families comes from the uniqueness of an institutional philosophy and its experimental environment rather than a reliance on privilege and the social network of the wealthy class.

Personally, I found the references to spiritual concepts somewhat distracting. The author moves rapidly from the *Bible* to the Bhadavad Geeta (his spelling), citing Buddha, Plato and Jesus. I eventually tired of Oneness, the Knower and the Divine, but most of all I came to feel that while these concepts are absolutely essential to the author, the conclusions and recommendations he derives from them can also stand on their own merits without the spiritual scaffolding that he uses to justify them.

They could be argued just as powerfully from a more secular framework or from sociological and social-psychological perspectives. This is because Boddy's strategies and recommendations for school leaders make compelling reading as a valuable, if sometimes a challenging and occasionally even a

questionable, contribution to the skillset we need to fulfil the complex business of running a successful educational institution today.

The concluding chapters include a passionate appeal for courageous leaders to come forward to drive education in what Boddy sees as a critical half century for humanity. But his final page contains a warning for us all. Citing a report from life insurance actuaries to the Society of Heads, he asserts that 'headteachers who retire at around 60 have a life expectancy of another 27 years; those who retire at 65 have a life expectancy of around 18 months'. Now that is something worth meditating on.

Terry Haywood is Head of The International School of Milan, Italy.

Book review

Cracked: Why Psychiatry is Doing More Harm Than Good

James Davies
Icon Books 2013

From the point of view of ToK alone, this is a fascinating book. It is opportunely launched, at the same moment as the DSM-5, the American Psychiatric Association's Diagnostic and Symptomatic Catalogue of Mental Disorders, the accepted source of clinical definitions. Since the first DSM appeared in 1952 successive versions have seen a fourfold multiplication of 'clinical' conditions, and a consequential rise in treatments, in an atmosphere of growing controversy.

In setting out his case, Davies takes a position that this progression represents an artificial construction of mental illness, sponsored by the drug companies which rush to market new remedies for new diseases, by fair means or foul. This is presented as a conflict between Good and Evil, with the villains and their villainy explicitly portrayed and the heroes deducible by implication.

Davies's account of the state of psychiatry begins with the recognition that mental illness is normatively defined. Abnormal people do abnormal things, but the judgement of what is abnormal is a social matter: 'homosexuality' was included until the 1974 edition. The definition of mental illness is derived from professed symptoms brought to clinicians in recent years, yet even with DSM tests have shown that clinicians differ in their diagnoses as often as they agree.

Despite attempts to come closer to organic illness in application of physical or chemical indicators of diseases, definition remains a matter of opinion. Even the theory that depressive and psychotic conditions may be caused by 'chemical imbalances', usually attributed to neurotransmitters within the brain, has little supporting evidence, and offers a metaphor rather than a mechanism.

Rigorous examination of experimental results shows that placebos seem as effective as established drugs in most cases of depression and many of psychosis. This, according to Davies, is known to the drug manufacturers, but omitted from their advertising on the grounds that their effectiveness as placebos depends upon faith in the drugs' efficacy.

More sinister is Davies's allegation, with documented cases, of unprincipled behaviour by drug companies in the testing and marketing of their products, including the selective publication of results, concealment of side-effects, and near-bribery of professional supporters. This influence extends to the sponsoring of research in the universities which we trust, and compromises the agenda and potentially the publication of research results.

Finally, Davies charges the drug companies with 'psychiatric imperialism', exporting disease definitions to communities with different social norms in just the same way as mental disorders multiply at home as new definitions of clinical pathology are introduced in successive editions of DSM.

These are serious charges. In a world in which information is increasingly accessible, assessing the reliability of sources is a growing task, which we need to practise with our students. This could be through the formal IB Diploma programme of Theory of Knowledge, or simply in rehearsing with maturing students the art of critical choice. Although the book is superficially a moral shoot-'em-up with obvious villains, it could be a good exercise to examine critically the case for virtue.

It is interesting to look at the role that Davies assumes. As a psychotherapist and social anthropologist he tells of the simplistic approach of modern drug therapy, justified (as he sees it) by an over-simplified picture of brain biochemistry, but in reality inherited from the Enlightenment view of Man as the master, or modernity and 'empowerment', using scientific knowledge to resolve all life's problems.

In their turn he sees the drug companies as sponsoring and selecting research that is likely to be favourable to their case, sponsoring the proliferation of recognised pathological conditions, and thus promoting a medicalisation of domains of human experience with a view to nominating drugs as treatments.

He then uses scientific arguments to pit metastudies against the selective use by drug companies of favourable drug trials, yet he himself sometimes quotes a single study to discredit many. He even uses that despised phrase, bane of science and ToK teacher alike: 'Has it been proved correct?' On scientific grounds, it is a fascinating debate to critique, a polemic within which nuances can be sought.

The villain, on the other hand, has a defence that is not documented here. Industry sources indicate that they have a policy of reacting, rather than provoking debate. They accept increased government controls, perhaps also to keep competitors from sneaking an advantage, but certainly they are cooperating with legislation over compulsory publication of all research, and the regulation and publication of payments to researchers and to professional advocates.

In the global business world it is pragmatic to operate by clear public rules rather than ethical systems that may be interpreted differently by competitors. Drug research in the UK is willingly submitted for judgment to the Cochrane Collaboration, an international organisation largely of medical research and public health bodies that applies rigorous standards to published results. Indeed, it was founded in response to the observation in the 1970s that only 10-30% of any clinical treatment was justified by Randomised Controlled Trials, even in non-mental illness.

Then there is a further level of critique: what positions are other actors taking? Drug companies want innovation, testing, certification, sales, and

profits. Psychiatrists want cases, patients, diagnoses and treatments. People want wellness, happiness, material comfort, which they define. Where do we, the readers, stand on this?

Once roles have been established and recognised, participants will know how they can be Good at whatever it is they do. Do we get up each morning saying “I look forward to another day assisting the forces of global capitalism to work effectively for the exploitation of the less-developed nations while we educate their offspring”? No, we are more likely to think of what we as individuals can do for the individuals in our class this morning.

It can also be assumed that there is a moral justification for the work of drug-industry employees just as there is for us teachers, and the same applies to psychiatrists. If we have chosen to heal the sick and struggled through medical school to do so we may feel we are doing just that through psychiatry. Insofar as this has rewarded us with self- or other-affirmed status as professionals, we will defend our role and feel virtuous in doing so. In this way the structure of our working community reinforces our sense of virtue. This significantly complicates the moral scenario beyond the simple dualism offered in this book.

Davies clearly invites us to take a position, defending Good against Evil. Human judgement is always binary, in some sense defending ‘us’ against a ‘them’ of one sort or another; it is easy to identify the drug companies with Evil. In this case the professional bodies, whose leading figures are interviewed for the book, are committed to the dominant convention as much as are the drug companies.

In a book to be published later this year, the distinguished psychiatrist Dr Suman Fernando will review the emerging disaster of the export of western psychiatry to developing countries. Many psychiatric ‘disorders’ are related to failures of social performance, but this will inevitably depend upon the local conventions of social behaviour.

The intrusion into disaster zones of well-meaning westerners is just one route by which inappropriate – often drug-based – therapies are creating markets in which the commodity’s only virtue is as a symbol of ‘progress’. It is the Nestlé dried-milk saga on a grand scale, with a potential outcome of devastating social corrosion.

It is a little disappointing that the parallel with physical medicine is not pursued early in the book. One could easily liken psychiatry to acupuncture, or to medicine of one or two centuries ago, when underlying physiological mechanisms were not clear, diagnoses were accepted from tradition, and interventions seldom tested by experiment. The theory of ‘chemical deficiencies’ which has underlain much conceptualisation and treatment in the last 20 years is shown to have very little evidential basis. It could be that imbalances of neurotransmitters are responsible, true, but there is scant evidence that they are. Neuroscience is still at the stage of metaphor, rather than mechanism.

As a history of mental illness this book is fairly superficial and says little about

the social and intellectual context. Most societies had ways of accommodating a range of abnormalities of human behaviour until the Enlightenment drew the line between Reason and Unreason. Foucault suggests that from this era it became easier to isolate the abnormal, until The Great Confinement in the early 19th century relegated the socially inadequate to asylums and poorhouses.

The next stage in the evolution of mental health is the Medicalisation Revolution, in the 1960s and 70s, when the theories of neurochemistry offered a mechanistic model for mental functioning and suggested scientific means of 'curing' mental illness, not just managing it. This required naming the disease and finding its cure. In the UK this coincided with 'care in the community'.

This was also the era of The Pill, when our life choices were expanding, and we began to expect freedom from depression at lower levels of symptoms than hitherto. Tranquillisers and later antidepressants reduced symptoms in line with Modernist perceptions of health and happiness as human rights. This was the atmosphere when DSM began, as a catalogue of those conditions which the emerging craft could cure, and an industry hastened to help the needy. Since the publication of DSM-5 in May, there have been strong reactions to the suggestion that by lowering diagnostic thresholds the category of 'mentally ill' has been expanded. One in four of us will qualify during this year; is it me, or you?

One other disturbing point is touched upon, but not developed. If we demand happiness as well as health we risk evading a sector of our lives. As Bentham wrote:

Nature has placed mankind under the governance of two sovereign masters, *pain* and *pleasure*. It is for them alone to point out what we ought to do, as well as to determine what we shall do.

More recently, in his book *Loneliness*, John Cacioppo reminded us that emotions drive us to seek what we need, in this case, company. Avoiding all unhappiness is a dangerous policy, like flying with our eyes shut. Where do we in the international schools stand in this? We are part of the global economic system. As a service industry to the multinationals we often care for children of drug company employees; as sojourners in developing countries we may wish to help them while we are their guests; as ethical models for our students, and as conscientious humans, we want to do what is right. Or is the only responsible position to work for the downfall of global capitalism?

Fernando takes the line that while western commerce has the power to enter markets everywhere, other societies have to develop their local moderating mechanisms that are needed to hold markets to account for public benefit. This is naturally easier in the countries where the companies themselves originated than in the new emerging markets, where there are different understandings of power, rights, and social contracts. He sees drug manufacturers in India or China joining in the exploitation of potential markets, and advocates the nurturing of democratic voices within the developing nations.

This book has some irritating foibles: patronising passages in which the obvious question is made to jump into the writer's mind during an interview, as though the reader's short attention span demanded cliff-hangers and a car chase, perhaps a bad habit picked up from Friedman's *The World is Flat*.

More seriously, despite a sober account of how metastudies generate results of greater reliability, he sometimes uses small studies to discredit opposing ideas, although in all probability good evidence could be found from larger studies. It is not only the Bad Guys who cut corners. All in all, though, it is a refreshing campaigning account of a structural conflict zone, where single-minded forces of commerce need firm monitoring for the protection of a particularly needy group.

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NOTES FOR CONTRIBUTORS

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Ogawa, R & Bossert, S (1995): Leadership as an organizational quality, in *Educational Administration Quarterly*, 31 (2), pp224-243.

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Rosenthal, J W (1995): *Teaching Science to Language Minority Students*. Clevedon: Multilingual Matters.

Articles in Books

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