International Education:
A Bridge to Intercultural Understanding
24 – 25 – 26 October 2008

Strand Outlines
ENGLISH VERSION

Alliance for International Education

24 – 26 October 2008

Istanbul

Strand 1

Intercultural Understanding: Definitions and Interpretations

Strand Leader: Darlene Fisher

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Strand 1

Day/Time	Author	Title	e-mail address
Friday **11:30 – 13:00**	Richard Pearce	*Culture in Mind: defining culture in terms of brain activity*	rpearce@inted.demon.co.uk
	Ken Corn and Lodewijk Van Oord	*Embracing the plural: Taking an educational approach to cultures that resists reduction*	ken.corn@atlanticcollege.org lodewijk.van-oord@atlanticcollege.org
Friday **14:00 -15:30**	Trevor Grimshaw and Anna Simandiraki	*The commodification of cultural heritage in international education: Challenging the dominant constructs*	trevor.grimshaw@yahoo.co.uk annas@ibo.org
	Bob Smith	*Whose Knowledge Agenda in International Education? Issues of dominance and subordination in content, methodology and personnel*	Robert-Langley.Smith@lu.hio.no
Friday **16:00 - 17:30**	Shyamasree Sen	*Rashomon In Istanbul Language and experience for intercultural understanding*	senxlo@kocschool.k12.tr
	Caroline Ellwood & Malcolm Davis	*What has happened to Multi-culturalism?*	CarolineEllwood@ecis.org
Saturday **11:30 – 13:00**	Trevor Grimshaw	*'Where am I from?' 'Where do I belong?': The negotiation and persistence of identity in international school students*	trevor.grimshaw@yahoo.co.uk
	Coreen Sears	*'The Story of My Life is Who I Am' Personal narratives and the construction of identity by international school students*	coreen.sears@tiscali.co.uk
Saturday **14:00 – 15:30**	Richard Bates	*Teachers' work: International? Intercultural? Global?*	rbates@deakin.edu.au
	Gautam Sen	*Moving Beyond Internationalism In Education - "Cultivating Humanity" In Schools*	GautamS@kocschool.k12.tr
Saturday **16:00 – 17:30**	Patrick Fine	*The Education Hierarchy of Needs*	pfine@aed.org
	Dr. John Hare	"The values and behaviours supporting a holistic approach to education - Can they be described as global? "	

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Friday 11:30 - 13:00

Richard Pearce, *Independent Consultant on National and International Education*

Culture in Mind: defining culture in terms of brain activity
Cognitive Science, Psychology, Anthropology and Neurobiology are converging in their accounts of human behaviour, but they lack a common terminology and imagery. To provide a common point of reference a model is proposed of the working of the mind, based on Neurobiology. This is not a reductionist replacement for others, but being based upon physical existents it is more empirically testable, and correlates effectively with more discursive accounts.

First, the work of Edelman (1987), Damasio (1994), LeDoux (2002) and the Connectionists (Rumelhart, 1989) provides a model of neurological units and processes by which units of behaviour can arise. They constitute a value-system directing behaviour. Their acquisition and operation are mediated by emotion. Second is the application of this model to everyday life, in terms of Cultural Meaning Systems (Strauss & Quinn, 1997). Values are seen as the socially-constructed definitions of what is considered right and wrong in a given community (Kelly, 1955, Schwartz & Bilsky, 1987). Since they are acquired while the child has a narrow social horizon, other communities will often have different constructs and definitions of values: when they differ we refer to them as 'cultural'. Third is the application of this model to classrooms. There are some students who do not respond to us, since we are not salient in their social world or our values are alien. We blame 'Culture'. Using the model we can understand how to position ourselves where they will relate to what we say and do.

Ken Corn and Lodewijk van Oord, *United World College of the Atlantic, Wales*

Embracing the plural: Taking an educational approach to cultures that resists reduction
Many international educators can become pre-occupied with pursuing notions of 'culture', as if it were a monolithic concept that is self-evident; dependent upon reductive and essentialist constructs concerning identity. Fostering 'intercultural understanding' has often been adopted, in itself, as a noble and worthwhile goal of international education. Yet the importance of culture on human affairs is too often overstated and under-imagined. Although our cultural heritage influences us to an extent, human beings are not captives of their cultures, religions and ethnicities. These forces are far more complex, varied and less fixed than some would have us believe. Ignoring the multitudinous 'cultures' within the discrete spaces of nations, religions, ethnicities, etc. can mitigate against any attempt to understanding education's role as an opportunity to explore such pluralities rather than reinforcing limited and limiting stereotypes.

We will argue that culture is not the sole determinant of people's behaviour, but one of a number of effective 'tools' individuals can use to develop significant relationships in the social world. A recognition and exploration of 'cultures' as opposed to 'culture' could well be liberating and lead towards a more profound understanding of how to approach difference. The pursuit of autonomy and 'cultural liberty' (an individual's freedom to embrace or defy one's own tradition) are therefore more valuable objectives for international educators to address rather than a myopic pursuit of 'intercultural understanding'. In this approach, the critical individual becomes the main actor in the educational process, not simply the presumed cultural group from which he or she emerges. Helping students discover their multiple group allegiances and how pluralistic and permeable identities can be, could prove a more fertile breeding ground for genuine human understanding as opposed to a deterministic and communitarian focus on reductive impositions of 'culture'.

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Friday 14:00 - 15:30

Trevor Grimshaw, *Department of Education, University of Bath*   and
Anna Simandiraki, *International Baccalaureate Research Team, University of Bath*

The commodification of cultural heritage in international education: Challenging the dominant constructs

A key imperative of international education is the promotion of intercultural understanding. However, to date little effort has been made to operationalize the notion of interculturality or to problematize the concept of 'understanding'. In this paper we examine the construction of cultural heritage within the field of international education. We argue that the dominant discourse of culture in international education is essentialist; i.e. that cultures are seen as having physical entities, rather like 'places' that can be 'visited'. Within this paradigm the world is seen as consisting of homogenous and mutually exclusive national cultures and ethnicities. People 'belong' to these cultures, their behaviours defined and determined by membership. It is assumed that, if we wish to deal with people of other cultures, we need to learn the relevant 'facts' about them. We need to familiarize ourselves with the stereotype.

We argue that this essentialist view of culture is associated with the commodification of cultural heritage within the international curriculum. Drawing upon Bourdieu's theory of cultural capital, we offer examples of how cultural 'knowledge' becomes a tradable commodity within a globalized educational marketplace. This process reinforces ethnocentrism, Otherisation and misrepresentation: indeed, the very issues that intercultural education seeks to overcome. But such consequences are not inevitable. Progressive critical forms of sociology suggest an alternative approach: one which embraces diversity, complexity and dynamism. This paradigm acknowledges that cultures intermingle; that boundaries are blurred; that people negotiate their identities in relation to a multiplicity of influences. We show that, through the acquisition of more effective competences of intercultural communication, educators and students can develop deeper and more meaningful interpretations of cultural heritage. We may thus create a truly international education that is worthy of our ideals of peace and global citizenship.

Bob Smith, *NORAD, the Norwegian International Development Agency*

Whose Knowledge Agenda in International Education? Issues of dominance and subordination in content, methodology and personnel

This paper argues that determination of the international educational knowledge agenda by such big players as UNESCO and the World Bank is potentially damaging to the interests of the South. Evidence from the output of such big international agencies reveals their dominance in terms of the topics and content selected for research, in the methodologies adopted and in the selection of individuals and institutions to conduct research and to produce knowledge. Often this knowledge agenda is aimed at the exploration of issues and problems peculiar to the South. Yet institutions and individuals from the South are severely under-represented in the research enterprise and their work is rarely quoted, especially if it contests the received wisdom of the big international players. Contradictory or oppositional voices are rarely heard in the knowledge debate. The paper argues that alternative analyses are essential if authentic solutions to educational problems are to be found. In addition, ways and means are suggested for the promotion of such alternative evidence through international education networks.

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Friday 16:00 - 17:30

Shyamasree Sen, *The Koç School, Istanbul, Turkey*

Rashomon In Istanbul - Language and experience for intercultural understanding
As an Indian teacher of English for young learners, in a private school in Istanbul that seeks to identify itself culturally with western ideas of modernity and progress as much as it wishes to distance itself from an "orientalized" notion of the east, I find myself located at a rich and unforgettable cultural intersection.
The cultural "distance" (or "closeness") between Turkey and India could not have provided a better opportunity to address this strand of the conference.
The presentation will involve four different stories. As in *Rashomon*, the story tellers will bring their own perspectives on language learning and experiences, narrating their lives as history, their experiences as history, and their stories as history.
I propose to base my discussion on some of the following themes.
1. language learning and understanding
2. history and our ways of relating to the past
3. complexities of human nature
4. examining the truth

In this International Year of Languages, as declared by the UN, how can we recognize, acknowledge and celebrate diversity in our everyday lives?

Caroline Ellwood and Malcolm Davis

What has happened to Multi-culturalism?
A consideration of the theory and practice of 'multi-culturalism' in the light of recent developments in global education and the growing emphasis in a number of national systems on citizenship. Does national citizenship conflict with international citizenship? How can international schools reconcile or synthesise such different and often diverse ideas, values and beliefs?

Saturday 11:30 - 13:00

Trevor Grimshaw, *Department of Education, University of Bath*

'Where am I from?' 'Where do I belong?': The negotiation and persistence of identity in international school students
Cultural and personal identity are closely related, as are the processes that lead to their creation. An international education and a globally mobile lifestyle are widely recognised as being beneficial to the individual on account of the varied intercultural experiences that they offer. However, such experiences also bring with them certain tensions and conflicts. Many students who have been educated internationally experience a confused sense of identity due to the fragmentary nature of their personal histories.

This presentation seeks to provide a conceptual framework for our understanding of identity in an international educational context. It will offer a critical review of relevant literature, including areas such as 'global nomads', 'third culture kids', and sociological perspectives on the construction of self. Throughout the discussion particular emphasis will be placed on the influence of the social environment and the role that language plays in shaping the students' sense of self. The paper will finish with an explanation of how this literature informed the design of a research project that explored the life experiences of international school students. The discussion and the conclusions will resonate with those who have embraced a global lifestyle, as well as their educators, parents and caretakers.

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Coreen Sears, *International School of Brussels/Fieldwork*

'The Story of My Life is Who I Am' Personal narratives and the construction of identity by international school students

Students attending international schools often need to answer the question: 'Where are you from?' However, for many globally mobile young people the answer is not so easy, since their lives consist of a series of intercultural experiences that have often taken place in widely differing contexts.

This presentation builds on the preceding one, which examined literature relating to the formation and maintenance of identity in 'global nomads'. The paper describes a study in which international school students were interviewed about their life experiences and their notions of personal/cultural identity. The findings confirm the notion of identity as something that is constantly negotiated in response to changing social contexts. The students in the study defined themselves in terms of the multiple environments and the varied cultural influences they had experienced. These served as a resource for explaining not only where they had come from, but also who they were. A recurrent feature was the tendency of participants to describe their lives in terms of an unfolding personal narrative. The sequence of life experiences provided a consistent thread that enabled them to sustain their sense of self across a series of constantly changing contexts. The presentation offers insights into the nature of identity in a globalized, postmodern world. As such, it will be of interest to anybody involved in international education.

Saturday 14:00 - 15:30

Richard Bates, *School of Education, Deakin University, Australia*
Teachers' work: International? Intercultural? Global?

Teachers' work centres on the three message systems of curriculum, pedagogy and assessment (Bernstein, 1975). While national systems typically provide substantial (and sometimes coercive) guidelines for the management of these three systems, guidelines that reflect particular national principles of social control, the situation of teachers in international schools can be much more complex.

This paper explores these three message systems and how they might influence teachers' work in different kinds of schools: those committed to inter-national agendas (that is, national programs taught in different national contexts), Intercultural agendas (that is, programs that combine elements from more than one cultural/national context) and global agendas (that is, programs that are detached from particular national/cultural contexts). The implications for teachers who teach within schools with specific orientations and for those who are mobile between schools with different orientations are explored.

Gautam Sen, *The Koç School, İstanbul, Turkey*
Moving beyond internationalism in education - "cultivating humanity" in schools

Global or intercultural awareness in education, especially in a national educational context, can be a confusing, contentious and contested concept. Why would a local educational system need to even consider intercultural education? What should it mean in the context of a local school? In this presentation, I will suggest that in an age when nations, societies and communities are becoming increasingly interconnected, local systems of education need to prepare learners for global mindedness. Therefore intercultural awareness can no more be regarded as one option in an educational spectrum of choices, but is essential to good educational practice. The essence of such an educational practice is to seek to develop ways of dealing with *human difference*. The key questions to be considered are:
- What concepts do we need to employ to understand others who may be different from us?
- What practices do we need to adopt in the classroom and in school in order to enable students to relate to different "others" in ways that affirm their common humanity, yet allow each their distinctiveness and dignity?
- How can *global* awareness of our humanity be cultivated in the *local* settings of schools?

I will also propose a distinction between *hegemonic* and *solidaristic* varieties of globalism, and urge that education should be the site to cultivate solidaristic globalism to allow the world to recover from the effects of the hegemonic globalism of the last four centuries.

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Saturday 16:00 - 17:30

Patrick Fine, *Senior Vice President and Director, Global Education Center*

The Education Hierarchy of Needs
A number of basic elements must be in place in order for school systems to produce learning. These basic conditions are not satisfied in many poor countries, and have been severely stressed by rapid enrolment growth as countries expand access to achieve education for all (EFA). The drive to satisfy basic needs has tended to result in evaluating the success of educational investments in terms of output measures such as classrooms built or teachers trained instead of measuring systemic gains, such as individual student learning. While some policy makers call for more emphasis on 'impact' measures, it makes sense to align expectations and measure results with where schools and school systems are located on a hierarchy of needs. This hierarchy describes a pyramid of increasingly specialized and expensive requirements. At the bottom are 'deficiency' needs that must be met first, in order for a system to function. At the top are the 'growth' needs of a sophisticated system. Although there is evidence that relatively inexpensive methods can reliably boost learning outcomes, these are still beyond the financial reach of the poorest countries. Thus, from a practical point of view, it is reasonable for ministries of education in poor countries to focus limited resources on meeting the basic needs in their systems.

This paper examines the pressure to demonstrate that education aid to poor countries is working to not only expand access but improve quality. It then suggests that the debate over education quality should be informed by the concept of an educational hierarchy of needs. Finally, it presents some promising approaches to achieving improved learning outcomes.

Dr. John Hare,

The values and behaviours supporting a holistic approach to education - Can they be described as global?
In previous studies, it had been suggested that holistic education may reflect western values and behaviours. This has been reviewed and the proposal is challenged.
The values and behaviours associated with holistic education in the middle years of education have been compared with those described in the Analects of Confucius. It is these Analects that shape the attitudes and approach taken within the Chinese educational system. This detailed comparison reveals that there are many common features. These similarities are described and the comparisons indicate that the values and behaviours defining holistic education do not reflect a purely western perspective and are more global in character.

It is proposed that the personal and social values and behaviours that have been identified in the Analects, have the capacity be delivered through a programme of holistic education such as the IB MYP. Alternatively, there are aspects of the Chinese education system that have the potential to contribute to the delivery of the IB MYP. There is a clear opportunity for both educational approaches to contribute and benefit from each other.

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Strand 2

Curriculum Issues and Intercultural Awareness

Strand Leader: Jale Onur

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Strand 2

Day/Time	Author	Title	e-mail address
Friday 11:30 – 13:00	Jale Onur	*Irresistible convergence of the national and international curricula*	jaleo@kocschool.k12.tr
	Jim Cambridge	*IB programmes through a Bernsteinian lens*	jim.cambridge@ibo.org
Friday 14:00 -15:30	Isaac Quist and Annette Rome	*Many cultures - One community*	annette.rome@wesleycollege.net isaac.quist@wesleycollege.net
	Sündüs Cebecioğlu	*Global Leaders*	sunceb@gmail.com
Friday 16:00 - 17:30	Gülfer Birsin	*International Philosophy Olympics*	gulfer_birsin@superonline.com
	Paul Templeton, Christopher Charleson and Dave Batten	*Building a Global Learning Community: What We Have Learned from our Experience in Goa*	ccharleson@sis.ac familytempleton@teleline.es dbatten@sis.ac
Saturday 11:30 – 13:00	Daphne P Hobson and Roger J Douglas	*Curriculum Adoption Across Borders; Consideration of Cultures*	ddh2@lehigh.edu
	John Plommer	*Iznik Ceramics: Using works of art as tools for intercultural understanding across curriculum*	johnplommer@gmail.com
Saturday 14:00 – 15:30	Yeter Bülbül Erol	*New Paradigm of Borderless Education and the contribution of IB Programme to this change in the context of Biology Curriculum*	yetererol@enkaschools.com
	Canan Güçtekin, Nurbanu Pekol and Selmın Aydın	*Science Across the World*	npekol@uaa.k12.tr
Saturday 16:00- 17:30	Florian Ciprian Baciu	*The ECIS International Teacher Certificate experience: Developing international mindedness in every classroom*	bciprianus@yahoo.com
	Sonja Lopez and Serpil Deniz	*Multicultural/National vs. International: The Misunderstanding of American & Turkish Teachers Using the IBO's Primary Years Program*	sonjalopez@hotmail.com

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Jale Onur, *Koç School, Turkey*

Irresistible convergence of the national and international curricula
This presentation will begin with a brief definition of the academic, hidden and pastoral curricula and their role in students' learning. Then the goals of national and international curricula will be mentioned in general, followed by the specific examples of the Turkish National Education Programme (TNEP) and the International Baccalaureate Diploma Programme (IBDP). As a result of globalization and increased mobility of families, technological advances have brought about virtual mobility. Increased communication possibilities enhance contact amongst teachers and students of different cultures, helping them learn about and understand different cultures and people. In many national schools, international programmes are being offered as a result of social and economic needs arising from increased political and economical interdependence of nations due to globalization. IB statistics show that more than half of the IB schools in the US are public schools. They are usually offered as separate, co-existing programs. However, there is a natural cross-fertilization resulting from such co-existence and merging takes place naturally, which may lead to a more intentional convergence of the programmes as in the case of the Koç School of Istanbul, Turkey. By signing the Lisbon Convention, the Turkish Government has started the EU harmonization process in education. Allowing the IBDP to be offered in private schools, and starting it recently at public school, even if as an add-on program, indicates that national education authorities are also aware of the current need to address international education requirements. Co-existence of the IBDP and the TNEP at the Koç School has influenced the whole school program, the school culture, teaching approaches and school policies at a strategic level as well as the school vision. The conversion was irresistible, and the end product was more complex, but more dynamic, advanced and in harmony with our times.

Jim Cambridge, *International Baccalaureate Research Team, Department of Education, University of Bath*

IB programmes through a Bernsteinian lens
Basil Bernstein's theory of educational transmissions proposes that educational discourse can be described in terms of 'classification' and 'framing' components. Classification refers to the boundaries between categories, i.e. the degree of 'insulation' between academic disciplines. Framing relates to the hierarchical ordering of knowledge within a given discipline, for example, what counts as knowledge, how it is selected and how the learning of it is assessed. Two contrasting codes for classification and framing may be identified:
- Collection codes, with strong classification and strong framing;
- Integrated codes, with weak classification and weak framing.

It is proposed that the International Baccalaureate Diploma Programme (IBDP) presents a collection code with strong classification in that award of the Diploma depends of the fulfilment of specific criteria in terms of subject choice and participation in the compulsory core curriculum. Nonetheless, this strong collection code is mitigated by an overarching educational ideology that encourages integration of subjects through transdisciplinarity facilitated by the compulsory core. In contrast, the IB Primary Years (PYP) and Middle Years (MYP) Programmes present strong integrated codes with weak classification and weak framing. The transition from PYP and MYP to the IBDP presents a move towards stronger classification. It may be argued that the relative strength of framing in the IBDP is context-dependent and will vary from school to school. In other words, the 'climate' or 'organizational culture' of a school may be described and analyzed in terms of framing in the curriculum. From this perspective, it is proposed that there is a link between 'the formal organization of the school and the disciplinary organization of knowledge' (Siskin, 1994: 37) and that curriculum may be repositioned as an important factor in the study of school organization.

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Friday 14:00 - 15:30

Isaac Quist and Annette Rome, *Wesley College Institute for Innovation in Education, Melbourne Australia*

Many cultures - One community

In 2004 the Fitzroy Crossing Indigenous Community in Western Australia formed a partnership with Wesley College in Melbourne, Australia. Since the establishment of this partnership, Wesley College and the Fitzroy Valley Community have worked hard together to establish programmes that benefit all parties involved. The following areas of cooperation direct the project:

- Activity toward expanding the horizons and expectations for life choices of youth.
- Enriching and enhancing the whole of life experiences for both communities.
- Developing cultural understanding and capacity to relate to others.
- Developing capacity and enhancing community cohesion

At present there is a need for an alternative programme that meets the educational and career aspirations of students for whom current senior school programs are not ideally suited. Together with a range of partners, Wesley College and the Fitzroy Valley Indigenous Community are developing a vocational course to be launched in 2009. The program will have a strong vocational focus and will link to clear employment and life choice opportunities for young indigenous and non-indigenous Australians through links in the Pastoral Industry, Mining industry and eco-tourism. Driving this process is the Wesley College Institute, a body that is associated with the school, which has as its organizing themes:

- exploring new learning frameworks for C21,
- enhancing cross-cultural connections in education and
- expanding the connections between media, home and school

This programme relates to all three themes.

This story is one of partnerships between public and private bodies, between different states in Australia and most importantly different cultures. The impetus for change has come from the Aboriginal community in the Fitzroy Crossing and the Wesley College community, both of whom are intensely focused on capacity building for young people.

Sündüs Cebecioğlu, *The Koç School Istanbul*

Global Leaders

In this presentation I will give two examples of my students' extra-curricular activities. I strongly believe that extra-curricular education is just as important as teaching at high school level. With international extra curricular activities the student learns how to be a global person, how to have a wide and global vision, awareness of those of other cultures and awareness of their experiences. They also learn how to make a bridge to other cultures.

To illustrate these issues, I will describe two student projects. Firstly, in April 2008 a group of students attended the Global Issues Network conference at the EARCOS conference held in Beijing-China. Secondly I will describe the Koç School International Creativity, Action Service (CAS) conference. Every two years, our students organize and lead an international CAS conference at our school, which focuses on the CAS component of the International Baccalaureate Diploma Programme. Through organizing and leading this conference they learn leadership skills and learn to share their experiences.

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Gülfer Birsin, *The Koç School*

International Philosophy Olympics
Philosophy education is of utmost importance all around the world for promoting world peace and democracy. International philosophy activities generate golden opportunities for exchange of views among cultures. In this respect, the role of the Philosophy Olympics cannot be ignored. In 1993, on Bulgaria's initiative, five founder members including Turkey started the International Philosophy Olympics (IPO). Since then, this activity has been hosted by different countries each year in May. The participating schools try to explain the ways of thinking and cultural values of their countries, emphasizing the importance of philosophy education for the improvement of democracy and maintenance of world peace. What is more, it is thought that philosophy education is vital to form a sound basis for humans to live in freedom and security in the world. In the 2006-2007 academic year, the 15th Philosophy Olympics was hosted by Turkey with the participation of twenty two countries. Various cultural features inherent to our country were introduced to the participants and a very fruitful exchange of opinions and interaction took place. The young participants had the opportunity to familiarize themselves with other cultures.

Paul Templeton, Christopher Charleson and Dave Batten, *Sotogrande International School, Spain*

Building a Global Learning Community: What We Have Learned from our Experience in Goa
This presentation is about a partnership project between an international school and a children's trust in Goa, India, as a case-study that tells a story about how a school is attempting to advance international education and intercultural understanding, by developing a learning community that creates collaboration and connection at a local and global level. It is planned to explore the lessons learned to see if there are any generic rules of what helps to make a local and global learning community interact and function. In sharing our experiences we hope to:
- create a shared understanding of the role of a learning community in advancing international mindedness and global citizenship
- reflect on the importance of collaboration and connection in promoting global citizenship
- create a shared understanding of the lessons learned from research and the Goa project on the systems and structures which help rather than hinder international mindedness
- have fun and seek ways of creating future alliances.

During this session we plan to raise a number of issues involved and generate discussion on the wider lessons to be learned. We would also hope to set up a website to continue the story post-conference.

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Daphne P. Hobson & Roger J. Douglas, *Office of International Programs, Lehigh University, USA*

Curriculum Adoption Across Borders; Consideration of Cultures
In this session, we examine two examples of program adoption/transference from their site of origin in the U.S., where they were designed to meet specific context-related goals, to educational sites abroad, in very different cultural settings. The first case is the 'exportation' of a Teacher Leader preparation program developed in response to a perceived need for distributed leadership in a group of U.S. public school districts towns situated in urban, suburban and rural areas in Pennsylvania. The program has been exported to a private school site in Bogota, Colombia, where the majority of those teachers enrolled in the program are native Colombians. The second case considered here is that of a character education program. This was developed for students in a U.S. west-coast public school districts with diverse student populations, and adopted by a Kuwaiti school with a predominantly Muslim student population.

This will be a power point presentation with ongoing discussion regarding this topic of adopting, adapting, and implementing curricula. During the session questions will be posed to participants. Questions such as: Will the effectiveness or appropriateness of different methods of training vary in any systematic way that is related to the culture of the practitioners? Should they be? Why and what are the considerations when doing so? It is our hope that participants will leave this session understanding the importance of borrowing and transferring knowledge from one school institution to another, especially when crossing borders.

John Plommer

Iznik Ceramics: Using works of art as tools for intercultural understanding across curriculum
In various subjects and disciplines, works of art and architecture, music, dance and many other cultural phenomena can offer a PC-free way to allow students to make up their own minds about other cultures—and their own. If we take Ottoman Iznik ceramics as an example we will find an immediate response to the beauty and fine craftsmanship which this seemingly unique art form embodies. One visit to the Blue Mosque, with its thousands upon thousands of blue and white Iznik tiles will certainly make an impression, as will a visit to the Topkapi Palace Museum or other museums around the world. However, the Iznik technology came from Ming China and the designs were adapted under the influence of Islam from Syrian, Persian and Chinese exemplars—all by means of peaceful trading over the Silk Road. So in this one example, science, design, history, religion, economics are all clearly present, and it is not such a leap to literature.

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Yeter Bülbül Erol, *Enka Schools, Istanbul, Turkey*

New Paradigm of Borderless Education and the contribution of IB Programme to this change in the context of Biology Curriculum

Peace and prosperity around the world depend on increasing the capacity of people to think and work on a global and intercultural basis. As technology opens borders, educational and professional exchange opens minds. So that new concepts and values as "Information Society" come into our lives. It needs creative individuals. Developing student's ability to acquire and utilize knowledge gains importance in the process of globalization. This ***New Paradigm of Education*** develops Contextualized Multiple Intelligence (CMI) as stated by C. Yin Cheng (2000). It emphasizes the development of *Economic, Technological, Social, Cultural, Political and Learning Intelligences.* ***IB Diploma Programme,*** as a two-year curriculum programme of international education, aims to develop inquiring, knowledgeable, and caring young people through intercultural understanding. It fulfils the requirements of various educational systems and incorporates the best elements of many countries. Except for international school students, the students studying at the IB schools in Turkey need to study the national curriculum as well. Therefore, integration of both curricula is essential. Although our national biology curriculum has similar biology topics with the IB curriculum there are also differences between them in terms of student assessment systems, additional curriculum topics, options, and the use of ICT. In the presentation, I want to share these differences and the way they can be integrated to the national biology programme.

Canan Güçtekin, Nurbanu Pekol and Selmın Aydın, *Private Üsküdar Sev Elementary School*

Science Across The World

An easy to use project with which your students can communicate with other students world wide in English, French, German, Italian, Portuguese, Spanish and Bulgarian. For each topic guidance for the teachers and students is provided. Topics involve exchange of findings and ideas between students. Students gather information, do projects and find out what happens in their local community. Through their exchanges (132 countries are involved in this project) students learn about other cultures and gain a global understanding on science issues. Students benefit from science across the world by extending science into cross curricular activities, including citizenship and sustainable development education. The topics range from 8-12 years and 12-16 years with one topic, on climate change suitable for 14–17 years. In our school, grades 4, 5, 6 and 8 students are involved in this project since they are interested and motivated by global issues.

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Saturday 16:00 - 17:30

Florian Ciprian Baciu, *Cambridge International Academies Inc., The Academy of the Fox Cities*

The ECIS International Teacher Certificate experience: Developing international mindedness in every classroom

From the fresh practical experience and perspectives of an enthusiastic 2007-2008 International Teacher Certificate candidate, this presentation will focus on the main characteristics of internationally minded education, the standards of the ITC programme and ways of inspiring intercultural understanding in every classroom. The road from the personal mono-cultural and national views, through the illusion of international education to standard based internationally minded teacher training and the ITC's impact on my everyday teaching will certainly raise questions and debate among the audience. Are the standards of the ITC and the quality of practical work that is required by the programme through the European Council of International Schools and the Cambridge International Examinations external examiners viable alternatives to myths in international education? Examples of concrete classroom activities and brainstorming various ways of including global issues and international perspectives in every classroom will invite the audience to consider the impact that the International Teacher Certificate program has on a personal, professional, school and community level. The final discussion will underline the benefits of the ITC programme and the opportunities that it presents to teachers and internationally minded schools worldwide.

Sonja Lopez, *University of La Verne* and
Serpil Deniz, *Umut Editim, Koyu Ilkogretim*

Multicultural/National vs. International: The Misunderstanding of American & Turkish Teachers Using the IBO's Primary Years Program

International education is undergoing a redefinition, from an exclusive system primarily for the children of transient professionals, into inclusive global education for both international and national systems (Snowball, 2007). As Snowball states, international education in the form of the International Baccalaureate Organization's (IBO) Pre-K to Pre-University programs, can now be seen in a variety of contexts from international to national; urban to suburban; from affluent to impoverished. The phenomenal growth of the IBO's elementary, middle and high school programs worldwide could be attributed to their reputation of holding higher academic standards, as well as the inclusion of foreign language instruction and cross-cultural skills. Although there have been efforts to include an international-oriented teacher training, such as the International Teacher Certificate (Snowball, 2004) many already credentialed teachers who work in schools that implement the IBO are dependent on the IBO's professional development for gaining an understanding of internationalism.

This presentation will begin with a brief introduction on the growth of the IBO's Primary Years Program within two national contexts – the United States and Turkey. It will continue with the main themes that emerged from interviews with teachers – American and Turkish – and their perceptions on the implementation of the IBO's PYP within their national schools. The presentation will conclude with recommendations for future research based on the interesting discovery that the professional development needs in relationship to internationalism were quite different in each context/country.

Alliance for International Education

24 – 26 October 2008

Istanbul

Strand 3

Role of Language in Promoting Intercultural Awareness

Strand Leader: Nancy Willard-Magaud

Alliance for International Education Conference, Istanbul 2008

Strand 3

Day/Time	Author	Title	e-mail address
Friday 11:30 – 13:00	Maree Raeburn, Agnes Moneyron and Elaine Whelen	*Creating a language and cultural profile for every student*	elainewhelen@utahloy.com
	Roxane Vigneault	*Developing Intercultural Understanding – Groups 1 and 2 of the IB Diploma*	roxane.vigneault@ibo.org
Friday 14:00 -15:30	Peter Hoeben, Pascale Hertay, Jaap Mos	*The Future of Mother Tongue (MT) education in (inter)national schools.*	p.hoeben@rijnlandslyceum-abroad.nl
Friday 16:00 - 17:30	Yıldız Turgut & Guliz Turgut	*Raising intercultural awareness and implications for English language teaching*	yildiztr@gmail.com
	Simon Johnson	*Authenticity, Autonomy and Internationalism -- 3 Principles for design when integrating the Foreign Language Curriculum and the Internationally Minded Curriculum*	simonjohnson@enkaschools.com
Saturday 11:30 – 13:00	Vani Veikoso-Twigg	*International Literacy: Working with Words*	vaniveikoso@gmail.com
	Rafiye Duru	*The role of Literature in Developing internationalism in Turkish National Curriculum*	RafiyeD@kocschool.k12.tr
Saturday 14:00 – 15:30	Aylin Geron & Tuba Aktuğ	*Getting Teens to Read*	tubaaktug@hotmail.com
	Jyoti Singh Latker and Eliza Ko	*Balancing emergent and structured curriculum in a bilingual environment*	jyotil@hk.ycef.com
Saturday 16:00 – 17:30	Troy Lui	*To develop a Chinese-as-a-second-language e-learning platform for primary and secondary students: the construction and application of the Yew Chung I-school*	troyl@ycef.com

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<u>Maree Raeburn, Agnes Moneyron and Elaine Whelen</u>, *Utahloy International School Guangzhou*

Creating a language and cultural profile for every student
Multilingual students learn to understand other cultures through language. The acquisition of languages and experience of other cultures is an important aspect of what we promote in international education, yet we do not track their development within and across schools. Recording the complexity of language acquisition is being achieved at Utahloy International School Guangzhou through the admissions procedure, database entries and tracking of each student's language and cultural profile. The three presenters developed a system of gathering information on over 700 students to show each student's experience of language and cultural acquisition. The system developed will become a longitudinal survey which captures the countries the student has lived in and the formal language instruction received since early childhood. The individual language profile can be used to raise awareness in multilingual students of the significant learning that has taken place in their education. Self-esteem issues are directly related to loss of efficacy as students move into a new language environment. Movement in and out of languages and cultures is often viewed as a disruption to a student's learning. Tracking and presenting information about languages acquired in a positive way reveals the complex learning that has taken place to students, teachers and parents. The project lays the groundwork for the establishment of all international schools tracking language acquisition and opportunities for data linkages.

<u>Roxane Vigneault</u>, *International Baccalaureate*

Developing Intercultural Understanding – Groups 1 and 2 of the IB Diploma
Cultural awareness is intrinsic to the study of language and literature in groups 1 and 2 of the IB Diploma. For example, Language *ab initio* students are expected to become familiar with aspects of the everyday life and culture of the countries in which the language is spoken. Similarly, Language A2 students are encouraged to examine how cultural contexts influence language use. These references to culture relate to the appropriate use of language and to knowledge about culture. Indeed, in both groups 1 and 2 reference is made primarily to cultural, not to *intercultural,* awareness. Intercultural understanding is at the heart of the IB's mission statement. The IB learner profile is central to the definition of what it means to be internationally minded. The British Council defines intercultural awareness as "an attempt to raise students' awareness of their own culture, and in so doing, help them to interpret and understand other cultures. It is not just a body of knowledge, but a set of practices requiring knowledge, skills and attitudes." This presentation will focus on the present attempt to integrate in the new groups 1 and 2 courses the knowledge, skills and attitudes essential to the development of intercultural understanding. The IB is currently conducting a joint review of groups 1 and 2, with the aim of examining the provision of language learning across the two groups. IB students come from diverse language backgrounds. In group 1 their only option is the study of literature. These students need to develop not only the skills of literary analysis, but a broad range of intellectual and language skills that include the development of intercultural understanding. A new language and literature course will be introduced to broaden the course offerings in group 1.

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Friday 14:00 - 15:30

Peter Hoeben, *Foundations Backershagen,* Pascale Hertay and
Jaap Mos, *The Rijnlands Lyceum*

The Future of Mother Tongue (MT) education in (inter)national schools

The purpose of the presentation is to discuss what developments one can expect in the teaching of mother tongues. The paper will start out by describing the traditional setting and teaching of these languages in a school. Ever since the establishment of the so called state-subsidized Dutch International Secondary Schools (D.I.S.S.), mother tongue and foreign language education have been integral parts of the (I.B.O.-based) international curricula. In fact, in a number of the so called D.I.S.S. schools in the Netherlands this approach has been extended to incorporate up to 15 languages at the A level (i.e. native language level). The International School of The Hague (ISH: www.ishthehague.nl) is a prime example of this approach. MT education plays a central role in our vision on international education. The recent appointment of a MT coordinator, at the ISH, underscores this.

The paper will discuss a number of options already available, as well as extrapolating current technologies which should make high quality teaching of MT languages available to schools without having direct (local) access to qualified teachers for these languages. We believe that the approach discussed in this presentation implies a paradigm shift.

Friday 16:00 - 17:30

Yıldız Turgut, *English Language Teaching Department, Education Faculty, Mersin University, Turkey* and Guliz Turgut, *Lynch School of Education, Boston College*

Raising intercultural awareness and implications for English language teaching

In the era of Web 2.0, user-based technology and nanotechnology have enabled sharing and learning cultural information globally. However, how it can be integrated into the ELT curriculum especially for listening and speaking courses is still a question. This Web 2.0 and nanotechnology integration with teaching listening and speaking in English highlighting intercultural discourses between Turkish and American cultures became the focus of this present qualitative study. The study, based on the theoretical background of social constructionist framework (Gergen, 1985), investigates how video clips from the Internet contribute to understanding intercultural and cross-cultural awareness related to listening and speaking skills in English by 70 Turkish junior students at ELT department aged between 18-20. With students' participation in the syllabus design the programs about food, comedy, music, discussion, entertainment, news, travel, history, children, and daily shows were covered. Each week students brought videos downloaded from the Internet about a topic. After watching, we talked about the phrases, vocabulary, gestures and other issues they have found interesting to share with the class. Then, we compared those videos to similar Turkish programs in terms of topic, coverage, content and discourse. These discussions were video-recorded lasting 60 minutes each week.

Through discourse analysis (Gee, 2005) the preliminary findings show that students through discussions developed an understanding of the target culture. As different topics were covered each week, students have indicated there are different discourses and linguistic usage due to the different contexts. For example, comedy programs were found to have faster speech than discussion programs, which have more pauses and full sentences. Fashion programs include several adjectives which are less frequently used in foreign language teaching environments, such as fabulous, gorgeous, the bestest. Also, students learned direct translation errors from Turkish to English and vice versa. For example, a 'table spoon' was translated into Turkish as a 'wooden spoon' as in Turkish culture while cooking a meal spoons made of woods were often used to stir the meal. Another cultural difference is that Turkish daily programs include arebesk and aggressive attitudes: while in Turkish discussion programs guests often leave the studio or they fight, in English ones people argue in a more polite manner. Also, Turkish comedy programs are based on physical gestures whereas English ones are based on linguistic features mostly. Due to the cultural differences, students had difficulty in understanding jokes at first, but then they were able to understand the context and laugh at them. Further details and implications will be discussed with the audience.

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Simon Johnson *Enka Schools, Istanbul, Turkey*

Authenticity, Autonomy and Internationalism - 3 Principles for design when integrating the Foreign Language Curriculum and the Internationally Minded Curriculum
"How can we expect students to participate fully in and benefit from units centred on internationalism when they can't even string a sentence together?" This is a question that comes up again and again especially from language teachers new to the international curriculum or those in the new type of schools that are both national and international schools. All teachers are asked to design their units of study relating to central ideas, concepts and attitudes according to international principles. In the eyes of many language teachers, however, this often seems beyond our students' reach in terms of their language level, and perhaps even beyond the reach of the teachers themselves as they often have never received any specific training relating to international education. This mini presentation aims to offer such teachers a simple strategy in the form of 3 guiding principles of design to help them bridge the perceived gap between the subject specific foreign language curriculum and the international curriculum. Such integration is not only deemed possible but also both preferable and more effective. Student work will be on display to provide clear examples of theory put into practice.

Saturday 11:30 - 13:00

Vani Veikoso-Twigg, *Istanbul International Community School, Istanbul, Turkey*

International Literacy: Working with Words
"Being able to read many words automatically by sight contributes massively to fluent reading and is the most efficient way to unlock the meaning of any text" (Westwood, 2001).
This quote can be applied confidently to any learner learning in their first language or mother-tongue. But what about the young child who goes to school and instruction is in another language, specifically in English? How does this young child cope with the new demands of learning to read and understand new English vocabulary, in order to become a confident English reader? Students do not learn vocabulary words based on their age or grade. They learn words based on their experiences (Beck et al, 2002). Vocabulary refers to the words we use to communicate. It plays a critical part in learning to read because as Perfetti (1995) states, "Extensive and automatic word knowledge frees fluent readers to focus on the meaning of what they read rather than stopping to work out unfamiliar words." As academic demands are high, the vocabulary demands on students these days are daunting. Therefore, as educators we have to find ways to develop children's sight vocabulary so they can cope with these daunting demands.

In this paper, I wish to share a strategy that I use in my class, in conjunction with other strategies like phonics instruction, in a classroom of young children who come from different cultural and language backgrounds and are learning in English. Through the sentence of the week, children are introduced to new vocabulary. This authentic exercise assists the children in learning new vocabulary in context rather than firstly, through a list. In addition, children are encouraged to predict the new sentence after previous basic sight words used in the new sentence are exposed. Also, during this weekly exercise, children build their confidence in identifying and reading known and unknown sight words and this skill is transferred to their independent reading. In this world of differences, the commonality we share, in that our different languages are made up of words, make it more imperative that young children are exposed to authentic and meaningful exercises that makes sense. I believe that the sentence of the week strategy does this efficiently and effectively for young children.

Rafiye Duru, *Koç School, , Istanbul, Turkey*

The role of Literature in Developing internationalism in Turkish National Curriculum
In this presentation I would like focus on the new Turkish National Language and Literature Curriculum which is not supporting internationalism, and how we manage to adopt a multicultural point of view in Turkish lessons. For this, first of all I will underline the importance of international approaches, then I will focus on how literature helps in developing international approaches. And then I will give a brief description of the new Turkish National curriculum. Finally I will focus on how we manage to balance the Turkish National curriculum and international approaches (how we adopt IB and MEB).

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Saturday 14:00 - 15:30

<u>Aylin Geron and Tuba Aktuğ</u>, *Fmv Özel Ayazağa Işık İlköğretim Okulu, Istanbul, Turkey*

Getting Teens to Read

In order to encourage young people to read, teachers need to model a positive attitude and reading materials need to be relevant to the students. In this workshop we will discuss ways to get teens hooked on reading. Intercultural reading is primarily important in the context of foreign language classroom; therefore, reading authentic texts from different cultures provides a communicative approach to the social interpretations of different cultures. Alternative ways to exploit <u>There is a Boy in the Girls' Bathroom</u> and <u>Holes</u> by Louis Sachar, and practical reading strategies that can be easily implemented in the classroom, will be discussed.

<u>Jyoti Singh Latker and Eliza Ko</u>, *Yew Chung International School, Hong Kong*

Balancing emergent and structured curriculum in a bilingual environment

The concept of the "emergent curriculum" encourages educators to harness the imagination of the child and the spontaneity in the classroom moment to elicit the natural love of learning all children possess. This requires early-years teachers to be flexible and willing to depart from a pre-set lesson plan when an opportunity arises – to enhance the learning experience. However, ensuring equal opportunities for learning among children who do not share a common language – or who cannot readily understand the chosen medium of instruction – requires not only creative classroom planning, but also judicious use of classroom time. If care is not taken to remain within the linguistic constraints of a given classroom, a spur-of-the-moment segue from the curricular agenda may leave too many other children behind. We believe that implementation of a curriculum that strikes a balance between the planned and the emergent elements is crucial for success in a multi-lingual early-years classroom. YCIS leverages its own experiences in multilingual education to seek the most productive balance between the structured and the spontaneous. YCIS stresses enhanced collaboration and planning between Chinese and English teachers; strategic use of non-language forms of communication, such as art and music; and creative implementation of our "dual-immersion" approach – 50% Chinese, 50% English – to reinforce learning concepts in both languages.

This presentation will explore strategies to resolve the complexities that arise when pursuing a child-centred learning approach in a multilingual environment. We will address solutions to the challenges we face in advancing an English early-years curriculum in a classroom dominated by Chinese speaking children. We will also explore how tailoring classroom planning around the interests and proclivities of individual children can accelerate achievement, and how the imaginative initiative of children can be gently channelled into productive, enjoyable classroom activities.

Saturday 16:00 - 17:30

<u>Troy Lui,</u> *Yew Chung Education Foundation, Beijing, China*

To develop a Chinese-as-a-second-language e-learning platform for primary and secondary students: the construction and application of the Yew Chung I-school

According to the estimation of the Hanban (The Office of Chinese Language Council International), there will be 100 million people around the world learning Chinese as a secondary language in the year 2010. E-learning is obviously one of the best alternatives to respond to the huge demand for Chinese teachers. A lot of Chinese learning platforms are available in the internet, but being a newly developed teaching tool, different kinds of drawback are inevitable in those platforms (Ma Shu-ting and Song Ji-hua, 2005). There is still a long way to go in order to build a truly matured e-learning platform for Chinese learners of different age group. Yew Chung Education Foundation has offered Chinese as a second language programme for both primary and secondary expatriate students in China since 1990s. After more than a decade of successful teaching experience, Yew Chung is now taking a further step to develop an e-learning platform for students from the age of 5 to 18. This presentation focuses on introducing the basic idea of the platform and exploring whether it is possible for a school without qualified Chinese teachers to offer Chinese as a second language programme by using this platform as a substitute.

Alliance for International Education

24 – 26 October 2008

Istanbul

Strand 4

Student Learning in, and out of, the Classroom

Strand Leader: David Wilkinson

Alliance for International Education Conference, Istanbul 2008

Strand 4

Day/Time	Author	Title	e-mail address
Friday 11:30 – 13:00	David Wilkinson	*Rewarding the Whole Experience: The pilot of a UWC Diploma framework at the Mahindra United World College.*	dwilkinson@muwci.net
	Mike Allan	*Culture critical pedagogy: Differentiating for cultural diversity*	mallan@isa.nl
Friday 14:00 -15:30	Veronica Wilkinson	*Akshara - Access to Opportunities - Programme*	vwilkinson@muwci.net
	Cheryl Smith	*Building Bridges of Intercultural Appreciation at an Early Level*	cheryls@bj.ycef.com
Friday 16:00 - 17:30	Özgür Sezgin	*Understanding Global Citizenship through ICT*	ozgursezgin@enkaschools.com
	Elin C. Doval	*Introduction to Person-Centered Planning for Students with or without Disabilities*	elind11@aol.com
Saturday 11:30 – 13:00	Grace Choy	*Cross-cultural understanding of emotional expressions by young children*	gracec@ycef.com
	Hunus Riah	*Improving student emotional literacy through teacher interpersonal behaviour*	hunus@shbie.ubd.edu.bn
Saturday 14:00 – 15:30	Maree Raeburn and Elaine Whelen	*How to develop action plans for improving learning and teaching in conjunction with the IB Learner Profile*	mraeburn@utahloy.com
	Murat Dökmetaş	*Wikispaces and Web 2.0: A meaningful means for intercultural projects*	MuratD@kocschool.k12.tr
Saturday 16:00 – 17:30	Özgür Boz Bayraktar	*Using New Music Techniques in Education*	ozgurbayratar@enkaschools.com
	Hacer Ünver and Ceyda Yılmaz	*Students and the Environment*	hacerunver@enkaschools.com ceydayilmaz@enkaschools.com

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David Wilkinson, *Mahindra United World College, Pune, India*

Rewarding the whole experience: The pilot of a UWC Diploma framework at the Mahindra United World College.

The United World College mission statement, like that of the IBO, makes explicit that the impact on a student who completes the IB Diploma programme will be far more than that which is formally assessed and acknowledged by the award of the diploma. In view of this the education committee of the United World Colleges, together with faculty and students at the Mahindra UWC, have developed a curriculum framework that will enable the whole educational experience of the programme to be assessed and rewarded.

This session will describe the process of development of this framework and progress made towards creating an assessment procedure.

Mike Allan, *International School of Amsterdam and University of Bath*

Culture critical pedagogy: Differentiating for cultural diversity

Culture critical pedagogy is based on the premise that teaching should be culturally relevant and responsive, and should vary and be adapted in relation to individual and diverse students in classrooms. These principles acknowledge that not all students are alike and that culture is a significant factor that affects teaching and learning. Based on this knowledge, culturally differentiated instruction applies an approach to teaching and learning that recognizes students' varying backgrounds and preferences in learning, contextual knowledge, language and interests, and reacts responsively. This model of differentiated instruction requires teachers to be flexible in their approach to teaching and to adjust the curriculum and presentation of information to learners, rather than expecting students to modify themselves for the curriculum. Differentiated instruction uses the best teaching practices and strategies to create different pathways that respond to the needs of diverse learners. Classroom teaching is a blend of whole-class, group and individual instruction and uses the cultural and linguistic backgrounds of students as contexts and vehicles for situating knowledge and learning. Teachers communicate that a student's cultural identity does not need to be compromised in order to succeed in the classroom. The consequent cultural cross-fertilization of ideas encourages the development of the students' ability to construct knowledge through thinking critically about ideas from many cultures including their own, developing their cultural competence whilst maintaining their cultural identity.

The aim of the presentation will be to look at ways of modifying and varying instructional approaches and constructing learning contexts so that students have multiple options for taking in information and making sense of ideas.

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Veronica Wilkinson, *Mahindra United World College, Pune, India*

Akshara - Access to Opportunities - Programme

The Mahindra United World College of India has developed a supplementary education programme in co-operation with the local village high school. Students in the final three years, Grades 8, 9 and 10, leading to the state Board examinations, have lessons in Mathematics, English and Science at the College making full use of its facilities. The object of the programme is to provide access to a range of opportunities for the students after completing Grade 10, all of which require 'good' results in the Grade 10 State Board examinations.

      The session will describe the establishment and funding of the programme and its success. In particular, how this has rested upon the establishment of a strong co-operation with the teachers, the village school and the parents.

Cheryl Smith, *Yew Chung International School of Beijing, China*

Building Bridges of Intercultural Appreciation at an Early Level

Yew Chung International School of Beijing caters to an international body of students from 37 different nationalities. The early childhood programme embraces a unique co-teaching concept where Chinese and Western teachers work together in providing a rich, diverse, holistic, bilingual and multicultural programme. The programme centers around children's interests and ensures a diverse range of meaningful learning opportunities are recognized, capitalized on and extended. A pedagogical approach from New Zealand, called 'Learning Stories', has been implemented to facilitate this learning. Teachers value and nurture their students as individuals and recognize that all students have a valuable contribution to make to their international class community.

      This presentation will follow the journey made by a K3 class (mixed culture 3 year olds) after teachers encouraged their youngest student (of Asian descent) to bring in her favourite piece of music, Tchaikovsky's Swan Lake, as a tool to support her with settling into her new environment. Teachers quickly recognized the intrigue from her and her fellow peers, and responded by encouraging the love affair to develop. Consequently the class shared a journey that explored a range of related experiences to the piece of music, including a Chinese flavour through the exposure to traditional Chinese Opera. This learning story demonstrates how a bi-cultural partnership can effectively promote a wide range of learning experiences for young children, as well as support opportunities for children to build bridges of intercultural appreciation. Laying the foundation for young people to start building bridges of intercultural appreciation starts here and we encourage you to come along and be inspired.

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Friday 16:00 - 17:30

Özgür Sezgin, *ENKA Schools, Istanbul*

Understanding Global Citizenship through ICT
The contemporary need for the term Global Citizenship is a natural outcome, derived from global thinking and global awareness, both of which, without the use of information and communication technologies, would not be possible. Information technologies are essential in connecting cultures and societies in today's world. The proper use of I.T. in education for global citizenship is also essential. Students are being exposed to a large variety of controlled and uncontrolled sources of information and, as educators, we have to make sure that we lead them in right directions. Through a proper choice of assignments and tasks, we must help students to access information and make value judgments on the reliability and quality of information, use I.T. to support their work in various subjects, and use the collected data to inform their thinking and judgment making about the world.

This presentation will include brief information on these issues and various methods that can be used to foster the understanding of global citizenship through the use of Information Technologies. The methods will consist of the usage of blog sites, a different approach to WEB2 applications, ways to gather reliable and quality information, and techniques for preparing a good presentation.
[Usage of Blog Sites: As web technologies advance, so do the ways we use to express ourselves. Usage of blog sites is an effective and relatively easy way to share information through the web.
WEB2 Applications: Web applications that allow a two-way interactive use are becoming more and more popular. A very large number of students are regularly using a Facebook account or other WEB2 applications. As educators we need to come up with ways to make use of this.

Elin C. Doval, *Department of Special Education and Disability Policy, School of Education, Virginia Commonwealth University*

Introduction to Person-Centered Planning for Students with or without Disabilities
Person-Centred Planning is a process in which one can listen to people in a committed way to learn about important aspects of their interests and needs. It is a flexible and creative process to assist a student with or without disabilities to achieve positive and possible goals in their lives. Person-Centered Planning is a tool to assist students to enhance their lives with respect and dignity.
The goals of person-centred planning are to:
- assess the unique interests, skills, preferences, needs, and capacities of a person
- identify opportunities to experience and to make contributions within environments that support those interests, needs, preferences, skills and abilities of the person
- establish a vision for the future and clarify lifestyle preferences
- develop a plan for moving toward the vision and preferred lifestyle
- identify and establish a network of relevant support necessary to move forward
- expand and enhance opportunities for community involvement/participation
- support on-going personal growth and development

Person centred planning assessment tool: Planning Alternative Tomorrows with Hope (PATH)
PATH is a creative planning tool that starts with the end in mind. The work begins with a visioning process that focuses the person with whom planning is being done on identifying his or her dreams. During this initial step of the process the person is asked to speak about the ideals, values, passions, hopes and dreams that they hope to realize or provide some direction in their life. The finished product of a PATH is an action plan that can assist an individual to plan the steps to accomplish their hopes and dreams in a positive and possible process.

Grace Choy, *Yew Chung Education Foundation*

Cross-cultural understanding of emotional expressions by young children
Children from international schools come from diverse cultural backgrounds. Their communication relies on both verbal and non-verbal channels, especially when young children's verbal skill is still developing. Emotional expression is a powerful non-verbal communication channel that may facilitate or hinder inter-cultural understanding. This paper reports from a cross-cultural study that investigated Chinese and Australian children's abilities to recognize facial expressions of emotion and their understanding of cultural display rules. Participants were four- and six-year-old Hong Kong Chinese and Australian Caucasian children. All children were presented with sets of facial expressions displayed by their Chinese and Caucasian peers. Hypothetical stories that reflect cultural display rules were also presented. Results indicated an in-group advantage of emotional recognition in all children, suggesting that young children were more accurate in recognizing emotion of their own culture than of another culture. Chinese children had a better understanding of display rules that require emotional regulation than did Australian children. This is consistent with the higher socialization pressure for emotional inhibition in the Chinese culture. Variations in Hofstede's cultural dimensions on power distance and individualism-collectivism may also shed light on understanding the cultural differences in children's interpretation of emotional expressions and display rules. Implications for intercultural understanding in the international education context will be discussed.

Hunus Riah, *Universiti Brunei Darussalam*

Improving student emotional literacy through teacher interpersonal behaviour
Teaching and learning involve complex and intricate relationships between students and teachers as well as the school curriculum. These relationships are established through exchanges of communication. As a result of these interactions, students may experience learning as meaningful and enjoyable or otherwise. This can be seen in their expression of their moods and feelings in their classes. When learning becomes a painful experience students tend to focus less and to become disenchanted, eventually losing interest in their studies. Often they develop negative attitude towards subjects, class and teachers. That is, students' emotions are involved in the learning process. Therefore it is important for teachers to understand students' emotions and improve their emotional skills through their interactions with students. The aim of this study is to identify teacher interpersonal behaviour that would improve students' emotional literacy. The study involved 1149 students in government schools in Brunei Darussalam. Results of the study are presented and its implications are discussed in the paper.

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Saturday 14:00 - 15:30

Maree Raeburn and Elaine Whelen, *Utahloy International School Guangzhou*

How to develop action plans for improving learning and teaching in conjunction with the IB Learner Profile
At Utahloy International School Guangzhou we have built on an existing model of sound principles of learning and teaching to embrace the IB Learner Profile. The result will be of interest to all schools with a mission to develop global citizens. The model aims to support teachers' classroom practice and assist teachers in reviewing their practices to improve their teaching. It helps individual teachers, clusters of teachers and whole-school initiatives to examine pedagogical practices and establish plans of action. The approach leads to real change being made in how students learn best and the type of learning environments teachers create, develop and sustain according to the principles of learning and teaching inherent in the IB Learner Profile. Data is gathered and used to identify the individual, team or whole school focus. It provides a comparison as data is graphed and can be compared from year to year.

Murat Dökmetaþ, *The Koç School*

Wikispaces and Web 2.0: A meaningful means for intercultural projects
In my German classes, both IB and regular, I use "Wikispaces" as a common platform for recording class activities, up-to-date information and file-sharing: briefly, for sharing any kind of information at all. Wikispaces is a "Web 2.0" application, i.e. a website where there is not only one single editor. Instead of only one editor, each member of that particular website can edit pages: for example upload files and add links. Considering that intercultural education is intending to make a difference, Wikispaces turns out to be a most practical means for any programme you are already involved in or want to start, for instance, in partnerships with any school abroad, as well as in ordinary learning in the classroom. Saying "in classroom", it must be pointed out that the classroom is only one of many possible learning places: you do not depend necessarily on your classroom. With Wikispaces and Web 2.0, you can take your learning resources anywhere the internet is available: a simple way to make almost anywhere a place for your students' learning and forming a bridge to cross all frontiers virtually.
Assessing and evaluating: For us teachers, assessing and evaluating can sometimes be a challenge - and sometimes can result in a pain for students. Once the assessment criteria and the works to be assessed are placed on a space available to every related person, Wikispaces provides both transparency and (more) objectivity. Wikispaces is easy to learn, for it does not require specific computer skills. And, maybe most important: It is free of charge when used in K12-education.

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Özgür Boz Bayraktar, *Enka Schools, Istanbul, Turkey*

Using New Music Techniques in Education
In the ever changing world there has emerged a need to use new techniques in education in general and in music in particular. These new techniques in music teaching, which are used not only in music classes but also in other subject areas, motivate students and help them better understand other subjects. Integration of music with other subjects both enhances class participation and makes understanding enduring. Effective use of music at different stages of a unit – at the beginning or at the end, or during the assessment or reflection stage – stimulates student interest and supports student behavior positively. This presentation is intended to help teachers explore these new music techniques and use them in their instruction effectively.

Hacer Ünver and Ceyda Yılmaz, *Enka Schools, Istanbul, Turkey*

Students and the Environment
The Green Ribbon School Pilot Project is a collaborative project governed by Toni Herrin and Susan Hopper from St. Johns School in the USA. The project aims to assess the "greenness" of the environment and search for the ways to improve it in schools. Participating schools critique their school's greenness using the criteria guidelines provided. These criteria include water conservation, waste management, transportation, environmental education, organic product usage, outdoor environmental quality, and community service. In addition, participating schools suggest additional criteria they think should be included, and identify, implement, and report on at least one change they can make in their school to fulfil one of the criteria listed. The project is attainable by schools throughout the world.

As Enka Schools Environmental Volunteers Club, we are one of the participants of the Green Ribbon School Pilot Project. To fulfil criteria guidelines provided, our students performed some environmentally important studies like plastic and metal recycling, donation of waste food from school cafeteria to "Society of preserving animal lives and rights", tree planting and environmental education. As educators, we believe that we must do something to motivate the students for environmental issues by providing new challenges. This project is an opportunity to help students to be involved in environmental issues, actively work, share their findings and to exchange ideas with students from other countries. Undoubtedly, even a small action each school performs can lead to a considerable difference in preventing an environmental problem. In this presentation we will introduce The Green Ribbon School Pilot Project by sharing what we performed in Environmental Volunteers Club. We believe that this will be a chance to reach more schools and encourage them to be involved in the Green Ribbon School Pilot Project.

Alliance for International Education

24 – 26 October 2008

Istanbul

Strand 5

Training and Professional Development of Teachers and Administrators

Strand Leader: Jack Levy

Alliance for International Education Conference, Istanbul 2008

Strand 5

Day/Time	Author	Title	e-mail address
Friday 11:30 – 13:00	Robert Sylvester	*Pre-Service Training of Global Educators for the Intercultural Needs of the Nation-State: Principles of Belief, Models of Knowledge Base and Indicators of Research*	rsylvester@bridgew.edu
	Marion Engin	*Teacher training: How can international education serve national education? A case study*	marione@bilkent.edu.tr
Friday 14:00 -15:30	Li-juing Wu	*An evaluative inquiry into two overseas teaching practicum programmes from Taiwan*	lijuing@tea.ntue.edu.tw
	Betty Chan, Grace Choy and Angie Lee	*How to be a learning community in early childhood education*	bettyc@ycef.com gracec@ycef.com
Friday 16:00 - 17:30	Barry Hallinan	*The international reflective practitioner: searching and/or escaping?*	bjh@stpauls.br
	Beverly D. Shaklee	*Designing teacher education programs to foster international mindedness*	bshaklee@gmu.edu
Saturday 11:30 – 13:00	Bob Chui-Seng Yong	*Anxieties And Concerns Of Science Student Teachers Before And After Teaching Practice*	csyong@shbie.ubd.edu.bn
	Yasser Youssif and John FitzGibon	*Novice Teacher Induction and Mentoring: An Egyptian Model*	yyoussif@equipegypt.org
Saturday 14:00 – 15:30	Richard Pearce	*Collaborative intercultural training among colleagues*	rpearce@inted.demon.co.uk
	Lesley F. Snowball	*Teachers as bridge-builders (Laying the foundations)*	snowballk@compuserve.com
Saturday 16:00 – 17:30	Sergio Pawel et al	*Professional Experience and the school culture*	spawel@msn.com
	Ayşegül İskeder and Yasemin Özügümüş	*Being New to a School!*	ayseguliskender@enkaschools.com yaseminozugumus@enkaschools.com

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Robert Sylvester, *Elementary and Early Childhood Education, Bridgewater State College, Massachusetts*

Pre-Service Training of Global Educators for the Intercultural Needs of the Nation-State: Principles of Belief, Models of Knowledge Base and Indicators of Research

This session will seek to articulate a vision for the pre-service training of globally-competent teachers in the context of the modern nation-state. Such a model of pre-service training would respond simultaneously to the evident intercultural needs of the nation-state and the emerging needs of the nation-state in developing citizens capable of contributing to a wider world commonwealth, economically and culturally. The underlying tension between the apparent needs of the nation-state for engaged citizen action and the emerging requirements of a globalized workforce will also be articulated. The session will offer a brief historical survey of teacher training models for global citizenship in the 20th century and then go on to highlight the Copernican nature of change in the 21st century and its implications for teacher training. The session will then propose a rationale for teacher training frameworks for what we will call 'global educators' and suggest the nature of a knowledge base which would be needed for pre-service training of global educators. This knowledge base would incorporate the stated knowledge paradigms of the nation-state and contextualize those landscapes within the global realities of the emerging world social and economic system. Dispositions of global educators will also be suggested in light of the need for the widest possible perspective on human unity and diversity. Program outcomes for pre-service training of global educators will then be suggested in light of both the intercultural needs of the nation-state and the global competencies needed to educate children for a globalized society. Future research needs for teacher training of global educators will then be suggested.

Marion Engin, *Bilkent University Graduate School of Education, Ankara, Turkey*

Teacher training: How can international education serve national education? A case study

This presentation will describe and evaluate a project that was set up between Bilkent University Preparatory School / Bilkent International School (BUPS/BIS), an international IGCSE and IB school in Ankara, with Bilkent University Graduate School of Education, which trains English teachers for High School. The student teachers volunteered to spend 2 contact hours a week with a main class English teacher in the Kindergarten and Primary School, working as an assistant teacher. Although the MA in English Teacher Education programme trains the students exclusively for Middle and High Schools, there was a great deal of interest in gaining experience in the Primary school. At the end of the school year, an evaluation was carried out to find out the benefits for all parties, the problems, and suggestions for the future of the project. One benefit that became quite clear early on in the project was how the trainees were comparing their BUPS/BIS experience with their observation experience in other Turkish schools in Ankara. The trainees were able to evaluate the differences and reflect on different teaching strategies which could benefit both contexts.

The data will be presented and will address the following questions:

- What were the mutual benefits of Turkish teacher trainees working with experienced international staff?
- What were the challenges for both the trainees and the teachers?
- What were the benefits for the students, both Turkish and international?
- How can the two teaching contexts benefit from the students' experience of an international Primary Years Programme (PYP) curriculum and a national Turkish context?
- How did the BUPS/BIS experience develop them as trainee teachers?

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Friday 14:00 - 15:30

Li-juing Wu, *Department of Education, National Taipei University of Education*

An evaluative inquiry into two overseas teaching practicum programmes from Taiwan
The main aim of this inquiry is to explore two overseas teaching practicum programmes with an evaluative mindset. These two programmes will be described briefly to provide the context for this study. One programme took 19 student teachers to the Chinese Language Schools located in the north part of Thailand (Chinlai) for ten days. Another one took 8 student teachers to maintained primary schools in England (Bath and Bristol) to teach Chinese for three weeks. Both programmes took place at the beginning of 2008. In terms of method, a qualitative case study approach was employed to depict the dimensions of "what", "how" and "why". Observation, interviewing and documentary analysis have been in use. In addition, the CIPP model of evaluation has been embedded in the research process. The researcher occupied slightly different roles in these two programmes. However, as a chairperson of this particular department where these two programmes are situated, the flavour of an insider's evaluation is shared in these two cases. The aim of the research has been to improve similar programmes arranged in the future.

The stories emerging from these two programmes will be told and analysed in this study. Several themes can be discerned from the analysis. The discussion of these themes can tutor our judgment in terms of teaching practicum. In addition, cross-cultural literacy is one of the major issues to come into sight from the analysis. It can be concluded that an overseas practicum is beneficial to the cultivation of cross-cultural literacy. However the data shows that it is not sensible to expose student teachers to a cross-cultural environment without considerable preparation.

Betty Chan, Grace Choy and Angie Lee, *Yew Chung Education Foundation*

How to be a learning community in early childhood education
Many different approaches have been proposed to facilitate the continuous professional development of teachers and administrators for global education and inter-cultural understanding. The notion of a "learning community" is one such approach. A learning community is characterised by a shared vision and a sense of belonging. The notion of a learning community is well established in the field of management and has been applied to primary, secondary, and tertiary education. Applying learning community in early childhood education is still in its infancy stage (Bennett, 2006) but it has generated a new way of thinking in the field.

This paper focuses on the Pacific Rim context and investigates how to be learning communities in early childhood education settings. The concept of learning community is identified by the qualities of a learning organization and a learning individual. Mitchell and Sackery's (2000) capacity-building model of learning community is used to examine the early childhood education (ECE) context, which encompasses the enhancement of personal, inter-personal, and organizational capacities. Building ECE learning communities in the Pacific Rim has been discussed at the 8th annual conference of the Pacific Early Childhood Education Research Association (PECERA), with academics and practitioners from Hong Kong, Japan, Korea and Thailand. Some common themes such as aspirations and constraints for building learning communities in ECE settings are explored.

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Friday 16:00 - 17:30

Barry Hallinan

The international reflective practitioner: searching and/or escaping?

This presentation explores the world of the international practitioner. It considers an international reflective practitioner (IRP) to be one who has a special interest in understanding and theorising his/her professional setting: that of international schools. As 'teacher thinkers' in their own right, they are responsible for their own knowledge generation. The specific setting of a group of skilled and experienced international education practitioners is reviewed and the perspectives of a numerically limited, opportunity sample are presented. In order to gain insights into their world-view, a web-based questionnaire (WBQ) was designed which focused on a range of issues with which these professionals have grappled. Recorded telephone interviews explored issues deriving from the original WBQ. Preliminary findings suggest, when comparing their past and current 'selves', that IRPs are more interculturally aware and internationally minded, better prepared as professionals, and open to different mindsets due to their exposure to alternative educational settings. Two readily identifiable themes, 'searching' and 'escaping', merit further consideration. Respondents claimed they were more sensitive to others, more careful in their assumptions and less likely to be imposed upon by received wisdom. They had, in a real sense, become changed, more pragmatic but tolerant people thanks to their experience in international education. A real desire to incorporate the best of the domestic front with the best of the international experience was seen by the majority as a desirable trait in an international educational practitioner. There is also an inherent risk factor involved in working in international schools as there is an uncertainty associated with overseas practice. The negatives came in the shape of having to adjust to new challenges and not being fully at ease with cultural norms and local habits. This was a source of frustration for some. It is interesting to surmise whether a new generation of teachers is emerging as a result of such cross-fertilisation. Either through searching or escaping, a new personal statement of the world did not mean replacing the old with the new but rather building on the strengths of the old with the insights of the new, incorporating the pragmatic with the ideological.

Beverly D. Shaklee, *George Mason University, College of Education and Human Development*

Designing teacher education programs to foster international mindedness

The purpose of this brief conversation will be to discuss the critical elements needed in teacher education programs to develop critical inquiry and reflection as well as international mindedness. With a history of building teacher capacity to serve international students, the College of Education and Human Development at George Mason University has adopted six core values to support educators' development. These include: collaboration, ethical leadership, innovation, research-based practice and social justice. The discussion will revolve around how these principles are enacted within the context of international mindedness to foster a deeper understanding and awareness for international teacher educators. Meeting the demands of US state standards while embracing the need for understanding and developing international mindedness, our faculty have redesigned coursework, resources and experiences to enhance student understanding and practice in international settings. Guided by the International Baccalaureate Teacher Award framework, we have worked to redesign our international teacher education program. I will discuss the process of designing the new programs, the pitfalls, the authorization process and the results of the efforts with our first round of graduates.

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Saturday 11:30 - 13:00

Bob Chui-Seng Yong, *Department of Science and Mathematics Education, Sultan Hassanal Bolkiah Institute of Education, Universiti Brunei Darussalam*

Anxieties And Concerns Of Science Student Teachers, Before And After Teaching Practice

Teaching practice is an integral component of a teacher education programme. It provides an excellent opportunity for student teachers to experience teaching in a real classroom setting. Under the watchful eyes and professional guidance of the university supervisors and cooperating teachers they are expected to gain confidence and develop effective teaching skills. The demands and expectations placed on teaching practice will undoubtedly cause great anxiety and concern for student teachers. Surprisingly, to date no research has been done in this important area in the local context. The present study attempts to fill that gap. The study involved student teachers who were enrolled in the Bachelor of Education (General Science) programme in Universiti Brunei Darussalam. A questionnaire to measure student teachers' anxiety and concern was administered to the students when they had just started the first year course and again after they had completed their teaching practice in the final fourth year course. Results showed that student teachers in both stages were found to be moderately anxious and concerned about teaching practice. In terms of anxiety, the highest was found to be evaluation anxiety, followed by class control anxiety, professional preparation anxiety and school staff anxiety. In terms of student teachers' concerns, results showed that impact concerns were the highest followed by self concerns and task concerns. The study extends our understanding of the underlying fears and stresses which student teachers have on teaching practice. Such information is invaluable for teacher educators and cooperating teachers so that appropriate interventions could be taken to address some of the areas of anxiety and concern that have been discerned from this study.

Yasser Youssif and John FitzGibon, *Education Reform Program*

Novice Teacher Induction and Mentoring: An Egyptian Model

Faced with the challenges of first year teaching, novice teachers either quit or stay on and establish non effective teaching practices that would be extremely difficult to change. Novice teachers in Egypt are underperforming and hardly receive any support from the system. Teacher preparation programs do not provide adequate opportunities for practicum, and in service training is scarce and mostly traditional. The Ministry of Education, in collaboration with the Education Reform Program, a USAID funded project, formed a working group to design an induction and mentoring program for newly hired teachers to enhance their teaching quality. The working group followed a four phase process in developing an induction and mentoring program; first they conducted a research study that examined the challenges, needs and current performance of novice teachers. The study also investigated novice teachers' expectations of support from the system. In the second phase they developed a comprehensive proposal of an induction and mentoring program based on the findings of the research study and best international practices. In the third phase they piloted the program and in the final phase they are planning an evaluation study to assess the pilot program.

The working group will present the proposal and all relevant documents to decision takers with clear recommendations of system changes that will lead to institutionalizing the proposed program and making it part of teacher's career path. All these activities were conducted in a participatory manner that involved local and international consultant and relevant stakeholders each step of the way. The Ministry of Education is currently hiring 80,000 new teachers who will benefit from the induction and mentoring program. The presenters will walk you through the four phases and share with participants the products and outcomes of each phase.

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Saturday 14:00 - 15:30

Richard Pearce, *Independent Consultant on National and International Education*

Collaborative Intercultural Training Among Colleagues
The concept of a 'learning community' has been applied to the collective efforts of a community of practice to pool knowledge and understanding for the benefit of all. In this example collegial learning developed in stages under the guidance of teachers with specialist interests. The origin was an initiative by the senior management team to establish a forum for professional discussion. In the first year a topic was chosen as a school-wide theme for the IB Middle Years Programme and teachers took turns to lead discussions. This was seen as successful in raising interest in professional debate, and the following year volunteers offered four courses in fields of expertise ancillary to the school programme. The course on Culture, Identity and Values was planned for eight one-hour units, each with limited core reading but further optional background material. There were predictable difficulties in arranging regular weekly meetings at the end of school days. This provoked a recasting of the programme as an internal correspondence course with informal fortnightly lunchtime discussions. Handouts were circulated which summarised the previous session for those unable to attend, and added a brief outline of the week's theme and appropriate reading and exercises. A vital ingredient was the input of participants, a culturally diverse group. Not only did this illustrate much of the theory, but it paid respect to teachers' professional experience, showed how underlying theory unifies accumulated knowledge, and generated personal commitment to knowledge which participants were constructing themselves. This process could be applied widely, giving a route for that 'trickle-down' training which often fails to happen even when a teacher returns inspired by a course. However, applied to cross-cultural training it has the special virtue of showing diversity to be an asset rather than an inconvenience.

Lesley F. Snowball, *Putting it into Practice, International Educational Consultants, The Netherlands*

Teachers as bridge-builders (Laying the foundations)
As evidenced by a plethora of ongoing conflicts worldwide, intercultural understanding is not created simply by putting people of different cultures together in one place. Most urban centres worldwide now have wide cultural diversity, but changes to this diversity happen gradually and different cultural groups can (and often do) create monocultural cliques within the wider community, limiting the cross-cultural interactions of individuals. In international schools, however, not only is the diversity more dynamic, with more frequent and rapid changes, but also individuals are forced into constant intercultural contact. Yet if we were to compare the number of interactions to the number of clashes (a sort of Cultural Harmony Index) international schools would score very favourably, and this success could act as a model for the wider community. A significant but often underestimated factor in this success is the teachers who manage the multitude of intercultural interactions typical in an international school day. International education per se is not a bridge to intercultural understanding, merely the building site on which the bridge can be built - the real bridge-builders are the teachers. This presentation will look at the knowledge, skills and understandings that teachers need to lay the foundations for the successful building of intercultural bridges.

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Saturday 16:00 - 17:30

Sergio Pawel, Graham Elder, David Moore, Rubiya Ali Khan and Paul Kelly, *The International School of London*

Professional Experience and the school culture

This is an on-going action research project involving primary and secondary teachers who have teaching experiences in both a relatively mono-cultural and a multi-cultural setting. Following in the footsteps of the giant Jerome Bruner we tried an idea before it was quite ready only because we believed that it was right. Based on Kelly's personal construct grid, a group of teachers deconstructed their understanding of culture in the context of 'inter, intra, multi, plural, trans, en and a' –culture and explored our own contrasting teaching experiences. In reconstructing our professional experiences from around the world we discovered that *The School* is not simply an educational institute, a place where we work but an intricate construct that dominates the language and thoughts of the narrators. Our views of what it means to be a teacher, of what we perceive as opportunities and obstacles are mediated by this ontological landscape. Departing from a common understanding that we are currently working in a truly international school in the sense that cultural plurality pervades, multi-cultural perspectives are celebrated and inter-cultural understanding is central to the mission of this school; this group of practitioners will re-construct comparative stories highlighting the *opportunities*, as well as the *obstacles,* inter-culture as a resource for learning experiences holds. In so doing we will be contributing answers to the following research questions: To what extent does a school's cultural setting frame the teacher professional experience? Does the plural culture framework of an international school rule the teaching narrative in a way that gives form to the content (valued knowledge) and informs learning progress?

Ayşegül İskeder and Yasemin Özügümüş, *Enka Schools, Istanbul, Turkey*

Being New to a School!

We work for Enka Schools as homeroom teachers. We would like to share with our colleagues our knowledge and experiences about "the Induction of New Teachers". Teachers who start a new school at the beginning of the school year (teachers who are new either to the profession or to the school) need to undergo an in-house induction program to adjust to their new school. An in-house induction program will enable international teachers to learn about the host culture and the culture of the school as well as the academic and social routines of the school. They will also have an opportunity to share their cultures with the staff of the school. The purpose is to educate teachers who embrace cultural diversity, who are open-minded to differences, and who can adapt to every school they will work for. Our school has run such induction programs for a long time.

The presentation will include:
- Examples of induction activities for new teachers so far
- Needs of new teachers (language needs, social rules specific to the host country, transport, safety information etc)
- Teacher feedback about the induction programs
- A look at different practices

Alliance for International Education

24 – 26 October 2008

Istanbul

Strand 6

International Schools: Management, Organisation, Governance

Strand Leader: Norm Dean

Alliance for International Education Conference, Istanbul 2008

Strand 6

Day/Time	Author	Title	e-mail address
Friday 11:30 – 13:00	James MacDonald	*Making it Happen: Balancing Priorities and Promoting International Education*	macdonaldj@yis.ac.jp
	Clive Greaves	*It's time to come out of the fields: restructuring the school year to make more sense*	cgreaves@icsz.ch
Friday 14:00 -15:30	Daryl York	*National Schools in International Education*	darylyork@bilkent.edu.tr
	Veronica Moloney, Giuliana Bertucci, Richard Bennetts and Fred Atkinson	*How Becoming An Internationally Accredited School Has Broadened Our Perspectives*	bertucci.giuliana.g@edumail.vic.gov.au
Friday 16:00 - 17:30	Mandy Jackson and Catherine Copeland	*Schools in Transition: towards the Maastricht UWC*	mandy.jackson@live.nl
	Zakieh Naimy Bassil	*Can an international school inspired by a religious philosophy cater for the religious and ethnic diversity of its staff and student bodies?*	gzbassil@hotmail.com
Saturday 11:30 – 13:00	Richard Pearce, Andrea Rohmert and Kenneth Snowball	*Climate Change collaboration*	snowballk@compuserve.com
Saturday 14:00 – 15:30	Nandakumar Venkatraman	*Student–Teacher Self Renewal Groups (Srg) In Schools for Promotion of Intercultural Understanding*	nandushyam@hotmail.com
	Selda Mansur and Esra Sagol	*Loop Input Technique in Teacher Training and Teacher/ Student/Parent Orientation Programmes in International Schools*	seldamansur@mskolej.k12.tr
Saturday 16:00 – 17:30	Mary Hayden and Paul Regan	*Promoting Intercultural Understanding: a Case Study in the Balkans*	m.c.hayden@bath.ac.uk
	Tom Ulmet	*Shared Leadership Responsibilities by Co-Principals*	tomu@sh.ycef.com

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James MacDonald, *Yokohama International School*

Making it Happen: Balancing Priorities and Promoting International Education
Schools tend to be places with no shortage of good ideas; but they are also places with finite amounts of money, time and other resources. As the leaders and governors within international education know, the ideals of international education are often only one of many possible priorities within the school community, and leaders are often pressured to strike an appropriate organizational balance between competing focuses (ranging from academic results to operational matters to all sorts of educational ideals). Within this context, leaders must ensure that ideas like intercultural understanding are not lost in the day-to-day challenges of schooling or become watered down with a range of other organizational focuses competing for their attention.

This presentation aims to explore some of the issues that international school leaders must contend with in their efforts to balance the priorities of the overall school organization and provide the 'right' focus upon international education. Building upon the ideas put forth an article published in the Journal of Research in International Education ('Daring to be Different') and in another article currently undergoing peer review ('Triple Bottom Line'), it is hoped that practitioners will be better able to apply the ideals of international education and build even stronger and more sustainable bridges of intercultural understanding within their institutions.

Clive Greaves, *Inter Community School, Zurich*

Managing and governing institutions: innovative administrative structures
The presentation is based on the increasingly widely accepted notion that the academic year is tied to an agricultural calendar inherited from the 19th century and makes no sense. The 'sliding' spring vacation, tied to the Easter religious holiday, and the long mid year holiday, whilst attractive to teachers and students, disadvantage both groups in a number of ways. The current common semester/trimester distribution creates a constant shortage of time for teaching and learning. The presentation suggests a new structure which moves away from both religious and historical models to a more flexible, yet even distribution of teaching and learning time over the year. It requires a move away from the current path dependency to a school year where the school stays open, time is allocated for assessment and review of student progress, time is allocated for off-site experiences and students, parents and staff acquire flexibility in their vacation distribution. The proposed new structure would be more efficient for the organisation of teaching and learning and for the use of the campus, and more sympathetic to the needs of all constituencies.

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Daryl York, *Graduate School of Education, Bilkent University*

National Schools in International Education

More research has been done into the relationship between international schools and international education than into that between international education and national schools, which in some quarters tend to be dismissed, almost axiomatically, from consideration of possible internationalness. This presentation argues that it is time for the poor relation image of national schools working in international education to be reassessed. There will be a brief consideration of the ways that national schools do strive for internationalism, through bilingual education, through multinational staff and through the offering of international programs, to mention just three. This will be followed by a comparison of national and international schools in terms of possible motivating factors in the adoption of international educational services. The presentation will conclude with a proposal for qualitative research into what I would term "aspirational internationalism".

Veronica Moloney, Giuliana Bertucci, Richard Bennetts and Fred Atkinson, *The Steering Committee for International Schools' Accreditation, Malvern Primary School*

How Becoming An Internationally Accredited School Has Broadened Our Perspectives

This paper sets out Malvern Primary School's journey towards becoming more culturally diverse in its delivery of curriculum within the values and guiding principles of our school's vision for the future.

Programs: Knowledge and skills need to be underpinned by positive attitudes and values for an effective delivery of curriculum to ensure students become more tolerant of others and global thinkers in their learning. Some of the programs introduced which enhance and drive these include *epals* (email pen pals), Skype a pal (using Skype to interact live with students in other countries), special Curriculum days with a multicultural focus, Introducing my Culture (where children speak about their background at assembly), You Can Do It and the promotion of cultural diversity through entry in Cultural Diversity Quest, to name but a few.

Lessons: Documented evidence and practical examples of changed teaching practice which demonstrate the inclusion of the school's values and which ensure a more global perspective.

Resources: We acknowledge our staff in their commitment to international education.

We recognise that our physical environment (our classrooms, our specialist teaching areas, our library and multimedia centre and our general surroundings) is a positive and practical asset in the promotion of cultural diversity and in the reinforcement of our vision and values in extending our global perspective. Utilising outside sources (local community, parents, local government, LMERC – Languages and Multi Education Resource Centre, museums) to enrich the learning experiences of our students and promote the intercultural aspects of their education.

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Friday 16:00 - 17:30

Mandy Jackson and Catherine Copeland, *International Primary School, Maastricht*

Schools in Transition: Towards the Maastricht UWC
The aim of the paper is to present an exciting project currently underway in the Netherlands, namely the development of the 13th United World College, the United World College Maastricht. The school is the first of its kind in that it will not only be an integrated campus providing education for students aged 2-18 in an urban location but also a government school, subsidized by the Dutch state. The hope is that it will become a model for the future for other countries, to support the growth of international education and the United World College movement. The initiative is a complex one. It involves building bridges between four different educational institutions which have worked autonomously until now: the Mosaic pre-school; the Joppenhof Primary School; the International School Maastricht and the United World College. These parties are currently managed by separate boards which have recognized the value of working together and will merge to form a council for the new school. We are aware that this will not be an easy transition, involving as it does a number of different organizational cultures. However, the paper will argue that since this is what those of us in international education are supposed to be good at - bringing together a variety of cultures and enabling them to develop by confronting them with their differences - we should seize the opportunity to address these problems and so find answers to some of the questions posed by the conference, in particular how can we foster the understanding of cultures? How can we build partnerships between local and international institutions? How can international schools serve national education?

The paper will first give a brief history of the two schools and will outline their links with the Dutch educational system, in order to provide a sense of the Dutch nature of the state subsidized international education in the Netherlands and to suggest ways in which the United World College Maastricht can serve national education. It will then go on to explain the steps which have been taken so far in order to prepare for the establishment of the new school in August 2009, and will present the difficulties we have faced as we have tried to bridge the gaps which existed between the primary and secondary schools, the primary and secondary school boards, the local and expatriate cultures, the local and expatriate staff – the list of gaps is enormous, but our attempts to bridge those gaps have provided us with many learning opportunities and possible answers to the above-mentioned questions. The paper will conclude that by bringing together these different types of international education, we have been able to gain a clearer understanding of what is specifically national and specifically international about all of them and that, having gained that understanding, we are much better equipped to ensure that the pupils attending the school receive a much deeper insight into international-mindedness than they would have done had the schools and their boards remained in relative isolation.

Zakieh Naimy Bassil

Can an international school inspired by a religious philosophy cater for the religious and ethnic diversity of its staff and student bodies?
Finding common ground between diverse religious and ethnic groups is one of the essential aims of international education. This presentation will show how a school with a distinctive Christian philosophy can achieve this goal for no less than nine religious sects and twenty-six nationalities among the student body in one school. Catering for diversity among the staff and students is certainly a challenge in Beirut. But the purpose of this presentation is to demonstrate how a faith school can cater for this wide variety of religions and nationalities, and how students and staff members live in perfect harmony despite of the particular difficulties of the political situation in the country.

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Saturday 11:30 - 13:00

Richard Pearce, Andrea Rohmert and Kenneth Snowball,
Putting it into Practice, International Educational Consultants

Climate Change collaboration

The emerging UK chapter of the Alliance for International Education (AIE) has set itself a practical challenge. Our vision is to collect some of the multitude of perspectives represented in international schools and their host communities, in order to develop a bank of multi-perspective, multilingual resources on climate change, for upper primary/middle school students, to be made available and shared electronically. Some will already exist and will simply need to be spotlighted, while others will need to be created. We will be presenting our progress so far, inviting comment and critique, and enlisting your help!

Saturday 14:00 - 15:30

Nandakumar Venkatraman, *Ecole Mondiale World School, India*

Student–Teacher Self Renewal Groups (Srg) In Schools For the Promotion Of Intercultural Understanding

For ages, identifying correctly the Eiffel Tower with France, jugs of beer with Germany and the Taj Mahal with India has been acknowledged as a sign of good intercultural understanding and internationalism. Unfortunately, modern history has time and again taught us that most conflicts have been brought about for want of a good understanding of the philosophy and the emotions that govern the various cultures. So, what is proposed here is an innovative scheme presently under consideration for implementation, which is aimed at assessing and evaluating the learning for intercultural understanding among the students and the faculty of international schools.

The scheme: Though intercultural understanding is multifaceted and multilayered, this scheme attempts to look at two broad layers: a) Recognition of icons, customs, cuisine, gestures, language, monuments, visible symbols of culture and literary products of any culture, and b) Understanding and appreciation of the philosophy thereof. The study is intended to be an honest attempt to find out the extent of informal dialogues and exchanges in an international school comprising 640 students of whom 72% are of Indian nationality (though hailing from various regions of India) and the other 28% comprises 30 nationalities under the tutelage of 86 members of faculty of whom 15 hail from countries/cultures other than India. Experience and casual but unrecorded observation, so far, have shown that, despite proximity and working/studying together for a year or more, the understanding of other cultures can be much higher than what is evident. This scheme (Self Renewal Groups) envisages recording recognition, understanding and appreciation through a series of informal observations, formal quizzes and contests and fun games, all done without prior announcement. At the end of the series of assessment, the scheme envisages setting up self–renewal groups of students and teachers to put in place an informal mechanism of continuous peer to peer exchanges. The appellation 'self renewal' indicates that the system will not necessitate the intervention of an outsider to sustain and develop, i.e. the assessment will be part of the school's curriculum on 'intercultural understanding'.

This presentation will capture the process which is planned for implementation during August-September 2008. i.e., the presentation will be empirical.

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Selda Mansur & Esra Sağol, *Mimar Sinan Schools, Istanbul, Turkey*

Loop Input Technique in Teacher Training and Teacher/ Student/ Parent Orientation Programmes in International Schools

Are all international schools alike? Does working/studying in one international school help teachers/ students to settle in a new one smoothly? Does the name "international school" ensure there is intercultural understanding among members of the school community? This presentation aims to introduce participants to the concept of Loop Input Technique in Teacher Training and Teacher/Student/Parent Orientation Programmes for those joining the school community. "Loop input basically means carrying out an activity in that manner. Imagine you are giving a seminar to teachers on developing listening skills. With loop input you would impart the information about the skill through a listening activity using those very same sub-skills on the teachers. So not only do they learn about it, but they experience it at the same time." (http://www.developingteachers.com/tips/pasttips32.htm) In the context of an international school's orientation programme for teachers joining the staff, this technique would translate as introducing new teachers into their new school through a programme that mirrors the experience of a new student at the school. The term "new" here refers to three situations: inexperienced teachers at the beginning of their teaching careers, teachers with international school teaching experience but new to the host country, and teachers with teaching experience but new to an international school setting. Through the Loop Input Technique, such "new" teachers will be familiarized with the school context, ie international school setup, daily routine, school community profile, school culture, local culture, larger host country culture, etc. The technique can be adapted to student/parent orientation programmes. This presentation will be supplemented with a booklet and a dedicated web page with a suggested reading list and videos/photos of loop input technique in action.

Mary Hayden, *University of Bath* and
Paul Regan, *United World College in Mostar*

Promoting Intercultural Understanding: a Case Study in the Balkans
The 13 United World Colleges (UWC) located worldwide are committed to the promotion of international mindedness through bringing together young people from many different and sometimes mutually hostile backgrounds to study, to engage in extra-curricular activities and, in most cases, to share residential accommodation. The most recent college to begin teaching is the UWC in Mostar (UWCiM), whose first cohort of 90 students completed their International Baccalaureate Diploma programme in May 2008. Located within a city badly damaged by the ravages of the wars of the 1990's in Bosnia and Herzegovina, the UWCiM educates in integrated classrooms 16-18 year olds from a number of countries worldwide as well as from all 3 communities of Serbs, Croats and Bosniaks who would otherwise be educated in segregated teaching groups. This session will discuss some of the strategies that have been adopted within the college to encourage the development of positive relationships between young people who have never previously interacted so closely with members of other communities. In doing so it will also draw on findings emerging from an evaluative study undertaken by the University of Bath.

Tom Ulmet, *Yew Chung International Schools, China*

Shared Leadership Responsibilities by Co-Principals
Yew Chung Education Foundation uses an innovative leadership model in operating its international schools in Hong Kong, Shanghai, Beijing, Chongqing, and Qingdao. The concept of shared leadership by Co-Principals, one western and one from the host country of China, provides the basis for intercultural leadership, enhanced communication, intercultural appreciation and role modelling. When new western leaders join a school, they often have enormous adjustments to make upon arrival in their new host country. This model can work well in international schools located in countries where English is not the spoken language and where many of the supporting services are provided by host country nationals. Shared leadership with a highly trained, skilled Co-Principal from the host country can serve as a bridge to enhance communication of all of the logistical services needed to support the school. One of the greatest advantages is the natural speaking ability of the host country language gives support to host country teachers and to students from the host country. In addition, a range of issues related to government, regulations, customs and traditions are more easily understood with shared leadership.

This presentation explores the issue of shared leadership with power point illustrations and photos from actual sites where the Co-Principals provided input into the strengths and complexities of the model.

Alliance for International Education

24 – 26 October 2008

Istanbul

Strand 7

National and International Initiatives

Strand Leader: Beatrice Caston

Alliance for International Education Conference, Istanbul 2008

Strand 7

Day/Time	Author	Title	e-mail address
Friday 11:30 – 13:00	Beatrice Caston	*MONDIALOGO, international education and intercultural understanding – what can we learn from the Daimler-UNESCO project?*	beatrice@isdedu.de
	John Fitzgibbon	*Policy and System Reform in Education: The nonlinear advances in Egypt's Education Reform Program*	
Friday 14:00 -15:30	Marshal Zumberg	*Teacher Education Urban International Program Development: Successful Study Abroad And International Collaboration*	m.zumberg@wayne.edu
	Sara Miguel Badesa, Engracia Alda de la Fuente and. Asuncion Martinez Cebrian	*A World View Of The Teaching Profession*	asuncion.martinez@uam.es engracia.alda@uam.es sara.demiguel@uam.es
Friday 16:00 - 17:30	Amin Makarem and Lesley Snowball	*Creating a local AIE chapter*	snowballk@compuserve.com
	Elisabeth Ross	*Developing an Integrated System of Professional Development*	elizabeth.ross@moe.gov.ae
Saturday 11:30 – 13:00	Fatma Bozdemir	*Young People, Active Citizens of Europe - a Comenius Project*	fatmab@kocschool.k12.tr
	Ali Şahin	*Colour my world - a Comenius project*	alis@kocschool.k12.tr
Saturday 14:00 – 15:30	Sonja Lopez, Serpil Deniz, DuWane Morrow and Ipek Balkaya	*The Changing Face of Turkish Primary Education*	sonjalopez@hotmail.com
	Sara Miguel Badesa, Engracia Alda de la Fuente and Asuncion Martinez Cebrian	*Intercultural education in Spain: a strategy for cross-cultural understanding*	asuncion.martinez@uam.es engracia.alda@uam.es sara.demiguel@uam.es
Saturday 16:00 – 17:30	Deniz Gormezano	*Intercultural understanding in non- formal educational settings*	denizgormezano@enkaschools.com
	Oya Sakız		oyas@kocschool.k12.tr

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Beatrice Caston, *International School of Düsseldorf*

MONDIALOGO, international education and intercultural understanding – what can we learn from the Daimler-UNESCO project?

"*In October 2003 two organisations, DaimlerChrysler and UNESCO, initiated the Mondialogo partnership to promote intercultural dialogue and exchange among young people. The Mondialogo School Contest is a pillar in this public-private initiative and the largest international endeavour of its kind. To date, it has engaged more than 60.000 students around the world in practical intercultural dialogue projects. Mondialogo promotes dialogue in the service of peace. It creates a dynamic context for students, encouraging them to learn to live together through intercultural dialogue and promoting access to quality education for all. The Mondialogo School Contest has a positive, even formative impact on the thousands of students and teachers who participate*" (Dieter Zetsche and Koichiro Matsuura in Rome, November 2006)

The third round (2007/2008) aims at increasing its outreach, building new cross-cultural bridges and mobilizing even more students to engage in this international forum designed to promote "unity in diversity".

We will look for answers to two essential questions:

1. How successful is the Mondialogo project in promoting intercultural understanding?
2. What can international schools learn from the Mondialogo project?

John Fitzgibbon

Policy and System Reform in Education: The nonlinear advances in Egypt's Education Reform Program

Turning the ship takes time. Education in Egypt is recognized as dysfunctional by the majority of stakeholders in society. Within the umbrella of positive political will, the Ministry of Education (MOE) has embarked on a new trajectory for policy and system reform in education that will profoundly change the pre-university sector for the next 20-50 years. As many countries have experienced in the drive to increase education for all, access to education in Egypt has improved since the 1990's, however, quality has suffered. Classroom density has increased and teacher quality has decreased. Student performance is relegated to rote learning and private tutoring stresses family resources to increase the probability of student success on high stakes exit exams. Some of the advances made by the MOE in the last four years include the first MOE National Strategic Plan, two new laws passed in the Parliament on quality assurance (accreditation) and teacher promotion (Teacher Cadre), decentralization to support school based reform, and MOE organizational transformation. The nonlinear advancement of these and other policy and system reforms will be discussed with projections for future development of these reforms.

Friday 14:00 - 15:30

<u>Marshall Zumberg</u>, *College of Education, Wayne State University, Detroit Michigan*

Teacher Education Urban International Program Development: Successful Study Abroad And International Collaboration

The presentation will focus on the successful development of a study abroad program for students in teacher education and the development of collaborative research and teaching programs with urban universities in Europe, the Middle East and Central America. The urban American university presents many challenges related to developing successful international programs. These problems range from being a commuter university, a large number of students representing first time college enrolment, families with immigrant status, large minority enrolment, lower economic ability to go abroad, and no emphasis on an international perspective from peers and family members.

This presentation will review how the problems were overcome through the efforts of faculty and administration of the College of Education at Wayne State University located in Detroit, Michigan. The presentation will also describe the various programs such as

student teaching abroad, short-term international education field experience, diversity in education summer courses program in Madrid Spain, Holocaust Education in Poland, independent research and service learning internships. Collaborative programs with Autonoma University in Madrid Spain and Bluefields Indian and Caribbean University in Bluefields Nicaragua will be described.

<u>Sara Miguel Badesa, Engracia Alda de la Fuente, Asuncion Martinez Cebrian</u>, *Universidad Autónoma de Madrid, Spain*

A World View Of The Teaching Profession

As educational borders disappear or become compatible, the education of teachers in European countries has become a stimulating challenge for European universities. Study abroad in a teacher education program, teaching practicums and work in schools require that teachers be educated in interculturality; the area that is affecting teacher education programs in Europe.

<u>Globalized education</u>: Is teaching being redefined in the process of globalization? Learning to teach in other countries at the elementary and secondary level certainly requires a strong intercultural component. This proposal establishes a basis for discussion of what a teacher needs before teaching "abroad", and how the cross-cultural exchange of teachers may influence learning in today's world. Although this proposal is mainly focused on Europe and referenced in Spain, we will discuss the changing view of what teaching means and how teachers have begun to cross borders.

<u>Example:</u> The Universidad Autónoma de Madrid, a public university created in 1968, is one of the leading institutions of higher education in Spain. With an enrolment of 30,000 students, its international reputation makes it a prominent player in European education. Nearly three thousand students are registered in teacher education. The "Facultad de Formación de Profesorado y Educación" from the Universidad Autónoma de Madrid facilitates student mobility through the Sócrates-Erasmus program and other bilateral agreements. For example the Ministry of Education and Science in Spain, together with the British Teacher Development Agency, created a teacher exchange program consisting of thirty elementary school teachers who carry out practicums in Kent, England and Madrid, Spain. The Christ Church University in Kent, and the Universidad Autónoma de Madrid, supervise. A complex coordination of school administrators, professors, teachers, tutors, and international relations coordinators make it happen. Besides the practicums, lectures about the education system and cultural activities while in country are also organized. At the secondary education level universities from Estonia, Lithuania, the Netherlands, Belgium, Spain and Germany participate in a program called **INCLUDEME** (**IN**TERCULTURAL **L**EARNING IN **M**ENTORING AND STUDENT TEACHER TRAINING IN **E**UROPE). Participating teachers spend one month at a high school, and participate in activities that familiarize them with the country.

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Friday 16:00 - 17:30

Amin Makarem and Lesley Snowball, *Putting it into Practice, International Educational Consultants*

Creating a local AIE chapter

As the Alliance in International Education continues to extend its influence and success the time seems perfect for developing local regional chapters to complement its global activities. While remaining closely connected to the main Alliance by the common statement of purpose, local chapters present the possibility of local activity tailored to local needs and interests, and are ideally placed to bring together organisations connected to international education in a broader sense but who would not normally come into direct contact. The UK chapter is in its infancy and our group will be sharing only our first steps, but we are enthusiastic about the potential local chapters have, both in their own right, and as an outreach of the global Alliance. In this presentation we will follow our process from the emerging of the idea and the organizing of the initial meetings, through to the development of protocols and formal recognition of the chapter. We offer it as a model for discussion, critique and, we hope, emulation.

Elisabeth Ross, *Ministry of Education, Dubai, UAE*

Developing an Integrated System of Professional Development

Professional Development to be effective in creating systemic and sustainable change must be integrated and strategic across all aspects of the educational program. It must be rooted in policy and based on a foundation of developing *local* knowledge, skills and practice capacity and leadership. No longer will random, individual professional development workshops and seminars – even with renowned experts - have lasting impact on teacher, administrator and student achievement of 21st Century outcomes. Development of a multi-year strategic plan that aligns and implements a Standards Based Culture across Standards for Teachers, Standards for Principals, Standards for Curriculum and Assessment, and Standards for Praxis is essential and must be supported by Standards for Facilities, Technologies, Accreditation etc. It is easy to "adopt" standards but the key to success is *localizing* and developing *ownership* of international best practices and *translating them into building level and classroom practice*. This involves local participation at the grass roots and throughout the process by building internal expertise and leadership. Finally, achieving success at the school and classroom level often involves changing "mental models". This takes us outside the realm of typical areas of educational research and involves the fields of organizational learning, organizational culture, tacit and explicit knowledge and mental models. Success also involves our thinking processes. We must open communication systems in our schools at the individual, school and regional level to consider whether implementation of best practices could be at variance with our assumptions, beliefs, images and generalizations that operate below the level of our awareness – our mental models. We must encourage and facilitate the emergence of distributed intelligence throughout our organizations. Improving principal, teacher and student performance is an individual, group and systems endeavor, the responsibility for which must be shared by all.

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Saturday 11:30 - 13:00

Fatma Bozdemir, *Koç School, Istanbul, Turkey*

Young People, Active Citizens of Europe - a Comenius Project

This presentation is about a Comenius School Project "Young people, Active Citizens of Europe" which can be a good example for partnerships and program that make a difference in promoting intercultural education. The overall aim of the project is to implement the European dimension of education providing real opportunities for students to become "participatory citizens" through awareness, involvement and acknowledgement of the social, political, cultural dimension of Europe. Active citizenship and social identity as well as the consciousness of double citizenship are the key points which are expected to create a culture of democracy, human rights and responsibility for peaceful and sustainable development of the world.

The European dimension shall focus on the comparison of the forms of democracy in the participating countries which are from Portugal, Italy, Romania and Turkey as follows: The 1st year, which was done last year, was about analysis and comparison of democratic values and organization at school, in family and in the society of the participating schools. The 2nd year, which we did in Portugal this year between 13 and 17 May, was about political systems at the local, regional, national level of the participating schools. And the third year, which will be done next year, is "Working in Europe or in the partners' own countries with reference to the students' professional specialization". All schools involve the Project both students and teachers who have a chance to improve their language skills, and get to know different cultures and different education systems. After two years I can say that we are like a big family.

Ali Şahin, *Koç School, Istanbul, Turkey*

Colour my world - a Comenius project

This session will present the Comenius Project which has been run by Elementary schools from seven different European countries: Finland, Turkey, Austria, Greece, Denmark, Spain, and Slovenia since last year (October, 2007). Our project title is "Colour My World" which is a two year project due to end in June 2009. In this project we would like our students to achieve the following by doing the activities planned for the project:

➢ to have a positive attitude against multiculturalism
➢ to have knowledge about different European cultures
➢ to be aware of environmental problems and be sensitive towards his/her environment

We have completed the following activities for the first year. In this session I will present these activities, products and their result.

1. **Sharing Information:** The pupils got to know each other through emails, video conferences and individual letters.
2. **My Region:** Pupils prepared a booklet and DVD about their region. Every school sent a booklet and a DVD to partner schools. Pupils watched DVDs and read the booklets sent by partner schools.
3. **Logo:** Partner schools made a logo contest during the project meeting in Denmark to choose the project logo. We held a logo contest in our school among 6th, 7th and 8th grades. We chose 5 of these logos and took them to Denmark to represent our school in the logo contest. The logo designed by Danish students was chosen as the project logo.
4. **Flora & fauna:** The students from each school chose a plant or an animal that is unique for that region or endangered and sent one photo accompanied by its name in English and in the native language of that country. We chose Colchicum micranthum which is an endemic species to Istanbul.
5. **Website:** We started creating a website which will be enriched as we continue the project and completed by the end of the project.
6. **Presentation about pollution and my country-my region-my life:** Pupil representatives from each school met at the second project meeting in Finland where they presented their region and pollution problem in their local community to Finnish schools.

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Saturday 14:00 - 15:30

Sonja Lopez, *University of La Verne*
Serpil Deniz, *Umut Editim Koyu Ilkogretim*
DuWane Morrow, *Üsküdar American Academy*
and Ipek Balkaya, *Okul Oncesi Cocuk Gelisim Sitesi*

The Changing Face of Turkish Primary Education

There is growing discussion on the role of a school and its curriculum in preparing students for the 21st century's global economy. International test comparisons such as TIMMS and PISA have alarmingly displayed academic gaps worldwide. For this reason, as well as its quest to enter the European Union, Turkey has been prompted to re-examine its largely centralized educational system. One example of the Turkish educational system's attempt at improvement through decentralization can be seen in its allowance of an increase in private schools that are able to determine their own curriculum. The curriculum of choice at twenty-four of these schools is the International Baccalaureate Organization's rigorous pre-kindergarten to pre-university academic programs.

This presentation will begin with a brief introduction on the history of the Turkish national education system and the role of the Ministry of Education. It will transition to a study based on interviews with ten representatives within the Turkish educational system: 4 administrators, 4 teachers, 1 professor and 1 American teacher working in Istanbul for over 12 years. The panel will jointly present the findings of the study, as well as include their own personal insights working within the Turkish educational system. [Each of the panel participants taught at Enka Schools during its first years and have continued to work in schools or universities with an international focus.]

Sara Miguel Badesa, Engracia Alda de la Fuente, Asuncion Martinez Cebrian, *Universidad Autónoma de Madrid, Spain*

Intercultural education in Spain: a strategy for cross-cultural understanding

Intercultural understanding through education in Spain is a constant concern for the educational administration, those involved in the educational process and society in general. The purpose of this session is the presentation of ongoing programmes, innovative systems and strategies impact on the promotion of intercultural education in Spain. To implement the principle of equal opportunity in education, incorporated in the Spanish law, involves the initiation and maintenance of positive action of a compensatory nature. Through it, we try to change the social disadvantages which certain groups experience for social, cultural, economic or residence reasons. In this sense, the concept of intercultural education and compensatory refers to measures to ensure access, retention and promotion of disadvantaged sectors within the education system and society. In the society of information and communication, we cannot maintain an educational institution using methods of the nineteenth century and teachers of the twentieth century, while educating the citizens of the twenty-first century. Especially, in dealing with cultural diversity and intercultural understanding, we must ask ourselves a number of questions, which will be addressed in this session.

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Saturday 16:00 - 17:30

<u>Deniz Gormezano</u> *Enka Schools, Istanbul, Turkey*

Developing IB PYP Profiles and International Perspectives in Students through an International Visit Program celebrating Children's Day

International mindedness is defined as the goal of the PYP curriculum. Throughout the primary years, students are involved in class activities and learning experiences that help them develop and reflect on the profile. At Enka Schools, for two years now, Grade 5 students are able to host visiting students from other schools around the world at an international Children's Day festival. This presentation aims to show the process of setting up such a visit and to reveal how the visit impacted on students' international awareness. The presentation will include photographs and other visuals related to the visit, showing students reflecting on themes related to their lives and on internationalism. Students' reflections on what the visit contributed to their development of the PYP learner profile and advice on the steps to implement a program in other schools will be discussed.

<u>Oya Sakız</u> *Koç School, Istanbul, Turkey*

Globalized Culture

The concept of culture globalization was once described as getting modernized while preserving traditions alongside the development of a country. In this approach, it was assumed that economic and technologic developments have no impact upon culture and values.

Ziya Gökalp had been among the defenders of this idea, and he offered that the civilization based on science and technology was universal while culture based on religion and value judgments was of national character. However, this is not possible in the sense that it is an artificial differentiation between civilization and culture. Proceeding from an agriculture-dependent rural community to an industry-oriented urban society without losing values doesn't seem realistic.

We have to incorporate and develop such educational tools and programs that they will conform to the goals adopted by our educational organizations in educating and raising our students towards the individuals of a civilized and industrial country. The fact that children are children everywhere all over the world and that they are similar in terms of their needs and interests eases our job as educators.

Needs and emotions of children are universal while the way they express their needs and emotions is national. Sharing international culture is understanding each other as humans, isn't it? If we can manage to instill in our students the skill of expressing situations, events and emotions in the society they belong to, we can make them able to describe similar emotions and events in other cultures which will in turn raise awareness among cultures. Technology is the strongest tool that we use in education.

In the globalized world of today, it is essential that each society promotes its own culture while adopting new perspectives and approaches rather than being shaped into stereotyped individuals. Tangerine is still tangerine and orange is still orange, but we can have them of higher quality if we make use of the advantages of plant inoculation. In international sharing of cultures, it is essential to enrich what already exists without touching its spirit.