



[www.intedalliance.org](http://www.intedalliance.org)



International Learning:  
Learning to be International  
A world of Views

Presentation Abstract

<b>Strand 2: Drivers of International Learning</b>	
<b>Presenter</b>	<b>Transformation or Confirmation of Timeless Notions? Abstract</b>
Richard Bates Faculty of Education Deakin University Waurn Ponds Campus Vic 3217 Australia tel 61 (0)3 5227 2666	<b>Teachers' work: International? Intercultural? Global?</b>  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



[www.intedalliance.org](http://www.intedalliance.org)

rbates@deakin.edu.au

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.



[www.intedalliance.org](http://www.intedalliance.org)
