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Position & Organisation	Senior Lecturer & Course Coordinator: Postgraduate Certificate in Educational Studies (International Baccalaureate), University of Melbourne, Faculty of Education
Title of Paper	Pedagogies for Global Education: Shared responsibility and collaboration
Strand	3
Strand Convenor	Patrick Griffin

Abstract:

Many teacher preparation courses and indeed primary and secondary school programs promote global citizenship education as part of studies of society and environment (SOSE). This provides a limited perspective and the challenge is to move from a subject specific approach to one where philosophical approaches of global education underpin and permeate all teaching and learning including personal development.

Given that the integration of global or international education across the school curriculum is a relatively new approach, a further challenge for universities responsible for the preparation of teachers, is the availability of suitably knowledgeable and experienced teaching staff in academic programs.

In an attempt to address these issues, the University of Melbourne has worked in collaboration with the International Baccalaureate Organisation (IBO) and a local IBO school (Wesley College) to prepare teachers for a global curriculum. This has resulted in the development of an academic postgraduate course for the professional development of qualified teachers.

In addressing the importance of international education, this paper will address issues around identifying a philosophical framework for teacher education courses, and the role of universities and the broader community in developing and delivering such a programme.



Author Position & Organisation	John Munro (j.munro@unimelb.edu.au) Head of Studies in Exceptional Learning and Gifted Education Faculty of Education, The University of Melbourne, Australia
Title of Paper	Genuine international education needs to be informed by a model of learning internationally
Strand	3
Strand Convenor	Patrick Griffin

Abstract:

While it is generally acknowledged that learning is a culturally referenced activity, most international curricula are referenced implicitly on contemporary Western models of learning, and in particular, those associated with the self-managing and directed learner. These models, by their nature, restrict an understanding of international learning and the development of an international disposition and mindedness.

The proposed paper uses recent cross cultural comparative learning research to evaluate a model of knowledge enhancement based on the model of the self-managing and directed learner. It shows how this type of analysis can lead to a more elaborated and differentiated model of learning and develops a framework for pedagogic practice that derives from this perspective.



Author	Mark Waterson (mark.waterson@ibo.org)
Position & Organisation	Head of teacher education services, IBO
Title of Paper	From Theory to Practice: Unlocking Visions
Strand	3 Helping teachers and administrators to promote global citizenship
Strand Convenor	Patrick Griffin

Abstract:

The session will draw upon the work of Cornett, Sanders and McCutcheon, Danielewicz and Fickel and others on personal theorizing. It will suggest that international educators and those committed to promoting global citizenship need to personally engage in this intellectual process if clear visions of how these ideas are implemented in practice are to be developed. The session will argue that to have a truly transformative effect on student learning, practitioners have to formulate their own individual theories of international and global citizenship education. The capacity to personally theorize is instrumental before one's own vision can be clearly defined, articulated, communicated and shared.

The session will focus on how practitioners can be supported in this process of personal theorizing. In doing this the factors that enable them to theorize and the constraints that prevent them from doing so will be considered. A new professional development initiative that supports IB practitioners in this endeavor will be introduced. This involves the IBO working with a number of higher education institutions worldwide to develop postgraduate courses focusing on the implementation of the IB programme.

These academic courses will provide IB practitioners with an opportunity to critically reflect upon the principles and practices of the three IB programmes and their own role in promoting international education and global citizenship.



Author	Prof. Dr Saeeda Asadullah Khan and Asstt. Prof. Mumtaz Fatima Obaid (dr_saeeda@yahoo.co.uk)
Position & Organisation	Faculty of Advanced Integrated Studies & Research, National University of Modern Languages, Islamabad, Pakistan
Title of Paper	Promoting Global Citizenship: A Challenge for Teachers and Administrators
Strand	3 Helping teachers and administrators to promote global citizenship
Strand Convenor	Patrick Griffin

Abstract:

The paper will focus on the key areas related to helping teachers and administrators to promote global citizenship. It will highlight the tremendous opportunities that are inherently present in rich cultural diversity of global humanity. This overarching approach to learning and teaching encourages learners to understand the ways in which their lives are interconnected with others across the world.

The paper will attempt to develop strategies that enable people to understand the global forces that shape their lives and to acquire the knowledge, skills and values that will equip them to participate in decision-making, both locally and globally. As education plays a vital role in increasing understanding and awareness, teachers and administrators recognize importance of the global dimensions and their responsibilities as citizens of the global community, it also equips with the skills required to make informed decisions and take responsible actions. By including the global dimension in teaching, links can easily be made between local and global issues and it gives us an opportunity to:

- critically examine our values and attitudes
- appreciate the similarities between peoples everywhere, and learn to value diversity
- understand the global context of our local lives
- develop skills that will enable us to combat injustice, prejudice and discrimination

Thus the emphasis on the need for developing programmes for the professional development of teachers and administrators, which address the pedagogic challenges for global citizenship education in national and international schools, will promote a more equitable and sustainable world.



Author	Dr. Consuelo C. Callang (consuelo_callang@yahoo.com)
Title of Paper	In pursuit of global citizenship: implications to effective instruction
Strand	3
Strand Convenor	Patrick Griffin

Abstract:

KEYWORDS: Global citizenship, motivation and effective instruction.

This on-going study focus on the; and the perspective in which administrators and selected faculty teaching in a college in the Philippines, view instruction along global citizenship.

Six administrators, 7 department heads and 25 faculty across course and curriculum levels were considered to take part in the study. These are faculty teaching Social Sciences and/or Social Studies.

Using semi-structured interview in a qualitative research, data was collected audio taped answers to the following: a) their levels of motivation in teaching global citizenship; b) the motivation of administrators with regards to the teaching of global citizenship; c) the views they hold regarding how and why global citizenship should be taught; d) whether the subjects view their role in teaching global citizenship as important towards attaining world peace and understanding; and lastly; whether they believe that what they are doing in teaching global citizenship would impact world efforts at attaining world peace and understanding on the micro level.

Interesting preliminary findings of probable implications to effective instruction along global citizenship and education seem to be yielded by the data at hand, among which are the following: Motivations in teaching global citizenship seem to vary from moderately high to moderately low among the faculty; while this seem consistently high for the administrators, who are one in saying that they view the teaching of global citizenship as important to attaining world peace and understanding. This must be because the teaching of global citizenship is emphasized as a major thrust in Philippine schools, both private and government owned/subsidized. An interesting emergent view is the clarity within which the subjects view their role in teaching global citizenship as important in attaining world peace and understanding. Follow up interviews are still being done to complete the study.



Author	Mike Fertig (edsmf@bath.ac.uk)
Position & Organisation	Lecturer in Education, University of Bath
Title of Paper	Teacher Recruitment for International Schools and the Promotion of Global Citizenship
Strand	3 Helping teachers and administrators to promote global citizenship
Strand Convenor	Patrick Griffin

Abstract:

Among the many significant decisions taken by International School administrators, few can be more important than those related to teacher recruitment. It is through the relationship between teachers and students that much of the potential for the promotion of global citizenship flourishes. It is true that there is a plethora of anecdotal evidence in this area, and there is also a growing body of systematic research which has examined the processes which go into the appointment of teaching staff for International Schools. Yet a number of key questions remain and these will be explored further in this paper:

1. what kind of attitudes and values should we be looking for when recruiting teaching staff if we are seeking to promote global citizenship?
2. what methods are currently used by International School administrators to recruit teaching staff and do they enable these attitudes and values to emerge?
3. are there different recruitment possibilities which administrators could use to enable them to capture these attitudes and values more clearly?
4. what, if anything, can be learnt from recruitment practices in organisations outside education which might be of value in this area?
5. what can be done to ensure that International School administrators can increase the stability of their teacher recruitment decisions?



Author Position & Organisation	Bob Sylvester (robert.sylvester@comcast.net) Bridgewater State College, Bridgewater, MA, USA
Title of Paper	Designing Teacher Education Curriculum: The Missing Element in International Education
Strand	3
Strand Convenor	Patrick Griffin

Abstract:

This proposed session would seek to describe the present challenges facing a world that lacks pre-service programmes in international education. The session would further explore and anticipate the prospects and potential needs for curriculum design of teacher education in international education especially related to national systems of education.

Reflecting, in part, on the work of Ernest Boyer and James Banks, the presenter will seek to describe, based on direct experience in designing teacher education programs in a state controlled environment, the challenges posed when teacher education programs discover that they have an obligation to prepare prospective teachers for their role in preparing students for entry into a present and future global workforce that will demand a high level of sophistication in terms of both knowledge of and capacity towards understanding the world as a whole.

Drawing on thirty years of experience in curriculum design at the level of international schools, UNESCO teacher-training and now, teacher education in a national setting, the presenter will propose a design for teacher education curriculum which will respond to the sometimes apparently conflicting needs of the nation-state and the goals of international education.



Authors Position & Organisation	Liqing Tao, College of Staten Island/CUNY (tao@mail.csi.cuny.edu) Gaoyin Qian, Lehman College/CUNY
Title of Paper	What can we benefit from a broad conceptualization of literacy? Lessons from curricular changes of literacy education over past decades in the US for Chinese literacy education
Strand	3
Strand Convenor	Patrick Griffin

Abstract:

Literacy education has traditionally been defined through both language characteristics and literacy functions in a society. For the past several decades, literacy education curricula in the US have also taken into consideration learners' developmental stages of language acquisition and technological advances that may affect literacy learning. In addition, literacy education has looked beyond basic levels of functional reading and writing into content area literacy and critical thinking. As a result, literacy has been re-conceptualized to embrace skills and behaviors that allow individuals to use literacy to engage in meaningful interactions in a society. Literacy education curricula consequently move beyond teaching mainly language-focused skills to include cultivating personally meaningful and socially functional intellectual abilities. Such changes in curricular focuses have made possible individually responsive teaching and learning of literacy and highlighted features of literacy that can transcend a unique language acquisition.

China has made efforts to reform its education system to meet global demands. However, these reform efforts are reflected more in content area education than in literacy education. The present study proposes that a broad conceptualization of literacy education is needed in China to create both a foundation as well as a platform for educating its youths into globally conscious and capable citizens.



Author	Jen Munnerlyn (Jen.Munnerlyn@saschina.org)
Position & Organisation	Shanghai American School
Title of Paper	Third-Culture Kids: An <i>Elementary</i> Opportunity What role should today's international educator have in teaching elementary-aged children about being third culture kids?
Strand	3
Strand Convenor	Patrick Griffin

Abstract:

This presentation will provide participants with research about Third -Culture Kids, and custom-designed global citizenship materials for use with TCKs in today's international elementary classroom.

Taking into account changing global economies, increased enrollment in overseas schools, and an overall "flattening" of the globe, this presentation will illustrate the trajectory of TCKs from international school students to global leaders. The presentation will demonstrate how teachers can facilitate this transformation by reaching out to elementary students and utilizing research-based tools to maximize this international experience.

In addition to the instructional strategies mentioned above, participants will access an interactive website created by the presenter that enables educators to collaborate on lessons and exchange ideas about international teaching and global citizenship. Participants will also have an opportunity to review a new children's book called *The Adventure Begins*, written by the author.



Author	Lesley Snowball (SnowballK@compuserve.com)
Position & Organisation	Independent Consultant (formerly Head of Primary at Amsterdam International School)
Title of Paper	Internationally-minded teachers = internationally-minded students?
Strand	3 Helping teachers and administrators to promote global citizenship
Strand Convenor	Patrick Griffin

Abstract:

If we accept that teachers are key factors in educational effectiveness then it seems logical to assume that to achieve the aim of developing internationally-minded students we need teachers with appropriate knowledge, skills and characteristics and who are themselves internationally-minded.

I would like to examine with strand participants whether in fact this is the case. While there is currently much emphasis on the importance of developing internationally-minded students, and much discussion about what attributes such students need, what do we really know about how people become internationally-minded?

This session will consider some of the many questions surrounding this elusive mindset, for example:

What factors are important?

Is world travel a pre-requisite?

Are we born internationally-minded or do we develop the mindset?

How is it connected to the extent and type of education?

How is it encouraged or discouraged by literature habits?

Is it more prevalent, or easier to develop, in some countries than in others?

How is it affected by place of birth, nationality, languages, religion, cultural heritage?

Do government systems inhibit or ignite it?

Are men or women more likely to be internationally-minded?

Is there a critical age at which it develops?