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Author	Michael Allan (mallan@isa.nl)
Position & Organisation	International School of Amsterdam and PHD student at University of Bath
Title of Paper	Critical thinking for life-long learning
Strand	4 Designing curriculum for global citizenship and international understanding
Strand Convenor	Martin Skelton

Abstract:

This paper sets out the ideas behind a curriculum model for schools with culturally diverse student populations. Rather than being a traditional scope and sequence, the model consists of five fundamental stages in the process of international education:

- 1. Interchange with stakeholders:** Constant dialogue with stakeholders: students, teachers, parents, business community, examination boards, accreditation bodies and universities.
- 2. Standardized process, not product:** Learning is a dialectical process; we may seek standardisation of the process of learning, but not of students or of knowledge.
- 3. Cultural cross-fertilization:** Bringing different cultural viewpoints and methods into the learning process.
- 4. Continuous critical search:** Students should learn that there are no set answers and to question and critique all types of knowledge, values and cultural codes and to live with uncertainty, conflict and diversity.
- 5. Risk as a guarantee of quality:** Risk-takers do not remain with a fixed body of knowledge, they allow new, good knowledge to replace old, bad knowledge.

This is a framework for incorporating and exploiting the resource of a culturally diverse student body to provide an additive learning process accessible to all students and the personal, information and learning skills needed for a global, multicultural society.

Michael Allan has been in international education for nearly twenty years and is at present at the International School of Amsterdam, where he is carrying out research for a PhD at the Centre for the study of Education in an International Context (CEIC), University of Bath, UK. He has presented at many IBO, ECIS and international education conferences, led training workshops for the IBO and international schools and teaches on the international education MA and EdD courses at the University of Bath. He is the author of many articles on cultural dissonance and cross-cultural communication in international schools, and is the holder of the European Council of International Schools Award for the Promotion of International Education.



Author	Robert Diyanni (RDiyanni@collegeboard.org)
Position & Organisation	The College Board, New York University
Title of Paper	The Place of Critical/Creative Thinking in a School's Curriculum
Strand	4 Designing curriculum for global citizenship and international understanding
Strand Convenor	Martin Skelton

Abstract:

Hardly anyone would question the importance of critical and creative thinking in any school's curriculum, to say nothing of a school curriculum designed to promote global citizenship, intercultural awareness, and international understanding. The question is what aspects of critical/creative thinking to emphasize in international schools and how to infuse them into the curriculum.

This session will consider some of the following questions: (1) What is critical/creative thinking is—that is what does good thinking look like in the sciences and humanities? (2) What approaches to curriculum promote critical/creative thinking? (3) What teaching strategies inculcate good thinking habits? (4) What specific classroom applications for middle school and high school teachers can help their students develop into more sophisticated and confident thinkers?

Discussion in this interactive session will include an approach to analysis and interpretation of visual and verbal texts based on scrupulous observations, careful connections, thoughtful inferences, and open-minded conclusions. Participants will come away with practical ways to use flexible and practical critical/creative thinking strategies in their work as educators.



Author	Rosemary Evans (revans@branksome.on.ca)
Position & Organisation	Director of Academic Studies, Branksome Hall, Toronto, Ontario
Title of Paper	Achieving International Understanding through Embedding Critical Thinking in Inquiry
Strand	4 Designing Curriculum for Global Citizenship and International Understanding
Strand Convenor	Martin Skelton

Abstract:

There is a paradox in global education which states that simply adding more "international" curriculum content may actually reduce students' international understanding. The reason for the paradox is that global education is less a topic or body of content and more a way of thinking and an approach to teaching and learning. A global educator encourages students and teachers to take into account multiple perspectives and alternative viewpoints while at the same time not forsaking evaluation and analysis of issues and ideas. The global educator utilizes a critical thinking approach. This involves using carefully considered criteria to make reasoned judgments. The focus of this presentation is to assist teachers and students to develop three habits of mind. These habits of mind include becoming:

open-minded: recognizing differences in points of view; entertaining alternative ideas and ways of viewing people, places, and events; becoming aware that everyone has a world view that is not universally shared with others; not being closed minded.

fair-minded: understanding how others feel, even when you don't necessarily agree with their views; overcoming bias and ethnocentrism.

full-minded: recognizing that issues are often complex; watching for stereotyping; suspending judgment, when warranted; not being simple-minded.

The presentation will address how to effectively support professional learning and curriculum development that reinforces the development of these powerful habits of mind for teachers of all disciplines and all grade levels. More specifically, participants will gain an understanding of how to:

- ✓ make critical thinking the root of inquiry
- ✓ nurture open- fair- and full-mindedness
- ✓ discover convenient but meaningful opportunities to infuse international contexts and comparisons into the curriculum.



Author	Zhen Yao (zhen.yao@ibo.org)
Position & Organisation	Research Fellow, IBRU
Title of Paper	Moral education for citizenship
Strand	4 Designing curriculum for global citizenship and international understanding
Strand Convenor	Martin Skelton

Abstract:

Moral education, also known as character education or value education, is an increasingly popular topic of education research. The links between a number of social issues and the moral values have been observed and actively debated within the academic community in the past decade. It is believed that the solutions to certain social problems can be achieved from the teaching of moral values in the schools.

China has long tradition in moral education. The origin can be traced to more than 2500 years ago, when Confucius advised his students to “put yourself in the other person’s place: don’t do to others what you don’t want done to you”. This has become one of the fundamental principles of all cultural and ethical traditions. Furthermore, moral education in China has always been deliberately emphasised and pursued by the government and schools. The curriculum and design and extra-curriculum activities all have its unique features.

Facing the challenges in global citizenship education, this presentation collates the moral education in China, and western education systems, in order to raise issues and challenges on how to teach and how not to teach values to promote international understanding and respect.



Author	Boyd Roberts (boyd.roberts1@btopenworld.com)
Position & Organisation	Independent Consultant (formerly Principal of St Clare's College, Oxford)
Title of Paper	Not so much a subject – more a way of life.
Strand	4 Designing curriculum for global citizenship and international understanding
Strand Convenor	Martin Skelton

Abstract:

Humanity faces unprecedented challenges, to which global responses are required. This paper addresses how schools can help to develop students as global citizens, equipped and committed to playing their part in these responses.

A simple working definition of global citizenship is proposed, embracing ethical and global/international elements. In schools, global citizenship involves institutional responses (syllabus design; embodying global citizenship in all aspects of the school's activities) and promoting and recognising its development among students.

It is argued that a traditional curriculum model is inappropriate to global citizenship. Knowledge and skills, which dominate subject curricula, are seen as necessary but not sufficient conditions for global citizenship. More important are attitudes and values. Even more so are behaviour and actions throughout the student's life. Focusing on behaviour and actions requires a different sort of curriculum model. Curriculum is traditionally teacher/adult-dominated. With respect to global citizenship, it is argued that an inter-generational approach is required, in which students should be (equal?) partners in articulation and evaluation.

These stands are brought together in practical suggestions for a model for a global citizenship award for individual students. This would recognise "distance travelled" in subject knowledge and skills, experience, reflection, and the development and expression of ethical action.



Name	Harriet Marshall (hm224@bath.ac.uk)
Position & Organisation	Lecturer in International Education, Dept of Education, University of Bath
Title of Paper	Global citizenship education in mainstream secondary schools: the case of the UK
Strand	4 Designing Curriculum for global citizenship and international understanding
Strand Convenor	Martin Skelton

Abstract:

This is a historical moment for global citizenship education in the United Kingdom. Whilst education for global understanding has been an agenda for many non-governmental organisations (NGOs) for over half a century, recent UK government interest in global citizenship education is unprecedented with a proliferation of government-endorsed strategy documents and recommendations.

This paper considers the theory and practice of global citizenship education in secondary schools by exploring some of the literature and research in the field. References to the work of department bodies, NGOs and schools working to promote global citizenship education help create a picture of global citizenship education curriculum and pedagogy. However, in so doing this paper considers some of the significant obstacles to global citizenship education – these challenges are likely to resonate with educational situations in other parts of the world.

This paper will therefore be of interest to anyone curious about exploring models of global citizenship education practice as well as discussing the pedagogic and curricula realities of global citizenship education in mainstream schooling. These debates are necessary if we are to consider how best to help all teachers and schools promote global citizenship.



Author	Kathe Kirby (k.kirby@asialink.unimelb.edu.au)
Position & Organisation	Director, Asia Education Foundation, Australia
Title of Paper	From an old world view to a new: is an education predominantly focused on western learning and traditions adequate for global citizenship in the 21st century?
Strand	4 Designing curriculum for global citizenship and international understanding
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Abstract:

The current emergence of the Asian region is one of history's greatest catalysts for worldwide change. Young people around the globe require new skills, knowledge and understandings related to the Asian region in order to meet the challenges and opportunities of living and working in the twenty-first century. How do we design a curriculum that equips our children for that world? 50% of Australian schools currently do not include much, or any, curriculum related to Asia. Is an education predominantly focused on western learning and traditions adequate to prepare our children to participate fully in the 21st century? The Asia Education Foundation has gained the agreement of the Australian Ministerial Council of Education, Employment, Training and Youth Affairs to a new *National Statement for Engaging Young Australians with Asia in Australian Schools*. The Statement defines what young people would optimally know, understand and be able to do by the end of their schooling in order to participate in a world in which the Asian region will play a central role. This paper will discuss the goals and challenges of designing a curriculum to meet these needs - in the context of transforming schools and teachers to meet the future needs of their students.



Author	K.S. Gibbs (notforalltheteainchina@yahoo.com)
Title of Paper	Language Experience, Writing Assignments and Integrating Curricula for Global Citizenship with ESL Students in an International School Setting
Strand	4 Designing curriculum for global citizenship and international understanding
Strand Convenor	Martin Skelton

Abstract:

So what do writing assignments, community service, economics and a game of tag have in common? In China many people are acquiring new wealth and their children are then enrolled in International Schools. There is a special need to sensitize these children in empathy for others. It is necessary then that community service starts in the classroom. The task of teaching community service in an ESL environment has many challenges for a teacher who does not speak the local language. Students trying to advance academically do not seem to have a felt need to participate in a class such as Community Service, which is not graded. Cross-curricular cooperation increases the academic stakes for the student in the non-graded class and grounds the graded course in a real language experience. This article chronicles the results of an activity integrating community service, ethics and economics. The development of the activity and assignment is described and the student response is gauged. Those on a quest for an engaging activity that teaches global citizenship will be interested in the surprising results of this game.



Author	Shi Huixin
Position & Organisation	Fushan Foreign Language Primary School in Shanghai
Title of Paper	Development and Implementation of Education for International Understanding in School-based Programme in the Primary Schools
Strand	4 Designing curriculum for global citizenship and international understanding
Strand Convenor	Martin Skelton

Abstract:

Summary: Education for international understanding provides an essential conceptual foundation for nurturing global communications elites and addressing social needs. Implementing such teaching at the primary level, students are taught to have global awareness through multi-cultural learning and understanding of global problems. By learning from observation and experience, students are trained to have high standards of international languages, global visions and communications, and this is very essential for the advancement of students' global awareness and understanding of China. Under this implementation, a harmonize relationship will also be fostered among students, teachers and schools.

Keywords: Education for international understandings, foundation of school-based programme, implementation, development



Author Position & Organisation	Peter Hoeben (Head of Affiliated Schools of Rijnlands Lyceum Foundation Deputy Chief Examiner for Biology, International Baccalaureate Organisation) & Jaap Mos (Peter.Hoeben@rijnlandslyceum.nl)
Title of Paper	International Education in a Dutch setting
Strand	4 Designing curriculum for global citizenship and international understanding
Strand Convenor	Martin Skelton

Abstract:

The purpose of the presentation is to discuss two types of international education that both utilise Native language education as a hallmark of the curriculum. Dutch (secondary) curricula have a tradition of strong, in-depth and high quality and successful modern language education. It has been 'de rigueur' that kids of differential abilities were taught Dutch, English, French and German. The origins and reasons for such an approach date back centuries. The more mundane and trite reasons are trade related. Ever since the establishment of the so called subsidized Dutch International Secondary Schools (D.I.S.S.) foreign language education has been an integral part 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 8 or 9 languages at the A level (i.e. native language level). This provides an opportunity and time frame to give students a cultural rooting. It persuades these schools to employ teachers who have experienced cultural transitions and who are truly bilingual. This should, in the long term, establish faculty that consist of people best equipped to deal with preparing young adults for global contexts. Basically this means that teachers are:

1. people that have experienced and incorporated cultural transitions
2. people that are (truly) bilingual

The reason for the latter argument is that one has to be truly bilingual in order to gain access and at a later stage (fully) comprehend another culture. This allows one to place the teaching in a bi-cultural context. It may well and should create cultural gradients. Global society consists of cultural contexts thus teaches in this way prepares youngsters better for such a life.

We believe that the approach and curricula discussed in this presentation imply a paradigm shift. This model provides a way to move away from an Anglo-Saxon based and driven curriculum to a Global based one which ultimately benefits a society of global citizens.



Author	Michael Izzard (Mizzard@cis.edu.hk)
Position & Organisation	HOD Art, Chinese International School, Hong Kong
Title of Paper	A Coca-Cola Curriculum - Presenting the Visual Arts in a global setting
Strand	4 Designing curriculum for global citizenship and international understanding
Strand Convenor	Martin Skelton

Abstract:

The Visual Arts in the international setting is a scene of reflection, co-operation and dissonance. Art, more than any other academic knowledge activity, has the capacity to reflect cultural values. Just where those cultural values come from in an international, globalised setting is a matter for discourse. Is our view of the 'international' determined by the view that the dominant culture of the world should be the vehicle for international cultural focus, or is the 'international' "a scene of translations" where cultures transcend broader political cultural concerns.

The question itself has a considerable 'bite' for international educators of the arts. What sort of responsibilities do international educators have in imposing cultural interpretations of the arts on their students? What effect do cultural determined learning models and philosophies effect the up holding of national values in societies that wish to interact with the international environment without giving up their cultural independence?

This paper explores the notion of culture as a knowledge vehicle that is capable of providing a significant contribution to an international globalised world. The visual arts and learning models for delivering that knowledge are explored. A model of art education directed at pre university level students is developed to cater for different 'translations' and provide for the interests of an increasingly globalised world of education.



Author	Glenda Holdsworth - PSM, T.P.T.C . Bachelor Applied Science. (gmholdsworth@optusnet.com.au) / enright.kevin.p@edumail.vic.gov.au)
Position & Organisation	With The Team from the Western Metropolitan Region Department of Education and Training Victoria Australia
Title of Paper	Presenting the global citizen - Snapshots of curriculum initiatives from schools in the Western Metropolitan Region of Victoria, Australia
Strand	4 Designing curriculum for global citizenship and international understanding
Strand Convenor	Martin Skelton

Abstract:

1. Introduction: Quote followed by ...
2. Victorian Education / Western Region.
- 3 Snap shots programs from schools.
- 4, Conclusion.

Presentation. A team presentation by Principals, teachers and senior educational Officers from the Western Metropolitan Region – Victoria, Australia.

***:" Don't stop thinking about tomorrow,
Don't stop thinking it will soon be here.
It'll be here
Better than before
Yesterdays gone, yesterdays, gone'.
(Fleetwood Mac)***

The ability to envision the future is difficult and complex. Currently the custodian of the future– our teachers are teaching students whose future job have not yet been designed. Such is the rate and speed of technology advancement, discovery and decline in natural resources, the change in everyday lives, the needs, what and aspiration of just living. Compound this with the shrinking world that travel affords the individual and' bingo"- the global citizen emerges.

The need to prepare our students to face their role and responsibility as they prepare to face the future.

As educators we must ensure that we give our students the education and personal tools of not just today but that we equip them with skills values and resilience to face the challenges of tomorrow. This will mean to assist them not only academically but physically, socially and emotionally to be not only good citizen within their communities but to globally..

What therefore is the profile for the global citizen? How are our educators addressing this? What are the skills, values that are needed and how can we move towards achieving them.

Are they more that instilling rights, responsibility, respect and resilience?

Thinking, learning, questioning, values education, integrated curriculum, and looking beyond the school yard to the world beyond encompass part of the needs of the global citizen.

In Victoria, Australia our Government system schools through their political agenda have addressed numeracy and literacy with specific programs, providing resourcing technology by ensuring each school has currently a Blue print for education identifies major policies and programs articulating the following learning's. Frame work for values plays a key role.

The Western Metropolitan Region is one area in Victoria that has long been innovative in its approach to teaching and learning and welfare of its students.

The region comprises 147 school communities. Primary, Secondary and Special settings. The diverse multicultural population has children from Asia, Horn of Africa, UK Europe many from war torn countries and



those who come are refugees. In some schools as many as 25 different languages are spoken in one classroom,

The region aim is to “build a culture of learning in which we, in partnership with our communities, strive for quality educational opportunities and outcomes for our students

‘Vision is the magnet North that provides others with the capacity to chart their course towards the future’- Knouzes and Pose

Our schools in the Western Region are tackling the task to prepare our students for their future role in the community. A snapshot of our schools can be seen in curriculum initiative such as Quality in schools program is one such endeavor. It provides students with thinking and learning tools which enhance their mode of learning. A snapshot of our schools can be seen in the example of four of our

Schools

Cambridge and Altona, Primary School and Gladstone and Brimbank Secondary Schools.

Cambridge – A Tapestry of Multiculturalism- Many individual threads are woven together by an artisan to produce a rich tapestry. Cambridge Primary School as the artisan has woven together through the loom of curriculum design a working documentary of Internationalism. They will provide a documentary which includes interviews with students and parents of diverse cultural backgrounds telling their story on film; includes evidence of cultural days and depicts the cultural diversity of the student population and how this rich diversity has value added to the curriculum delivered at the school. This has been integrated with a multicultural study of the arts both visual and performing which draw together those individual threads to produce a global citizen whose values, skills, attitudes and knowledge will contribute to shaping a better world.

Altona Primary has embraced the Blueprint for Government schools, Flagship strategy one which includes the principles of Learning and Teaching, the Essential Learning Standards and assessment and reporting. The schools staffs’ professional development has been in the six principles of Learning and Teaching and staff completed the component mapping survey, on the learning. Learning connects strongly with communities and practice beyond the classroom and has become the focus for middle years of schooling curriculum delivery. The school will demonstrate their approach to teaching through the inquiry model which breadth and depth ensures that the children leave their primary school with a deep understanding of how the world works, their place within it and how they live with others and a strong understanding of themselves. Through value education the global citizen is nurtured. The Values of Australian schools are a key document at Altona Primary. Values are Care and Compassion, Doing your Best, Fair Go, Freedom, Honesty and Trustworthiness, Integrity, Respect, Responsibility and Understanding, Tolerance and Inclusion. Technology is integrated as a tool of learning through the curriculum and the Arts and Physical Education and sport are key components. They give students the skills and personal competencies to become global citizens.

The Secondary schools presentation will focus on Federal Government initiative, together with schools approaches to literacy, the Arts, schools activities, Camps and performance, plus the Middle Years of schooling initiative.

In the Western Region, we strongly believe that we are addressing and inspiring our youth of today to take up their role and responsibilities in the world of tomorrow- to be the best Global Citizens that they can and will be.



Name	Simon Murray (simon.murray@stgeorge.school.it)
Position & Organisation	Deputy Head, St George's British International School, Rome
Title of Paper	The Literacies of Citizenship
Strand	4 Designing curriculum for global citizenship and international understanding
Strand Convenor	Martin Skelton

Abstract:

Based on an established course in an international school, the presentation outlines an approach to citizenship education as part of the larger field of values and political literacy. While a contested concept further challenged in international contexts, citizenship as a legal and practical reality nonetheless emerges from located cultures, institutions and supporting histories and is accordingly inherently plural. As such, a course that develops the teaching of citizenship through a series of literacies and thinking skills allows for local inflection as well as establishing the grounds for intersection with global agendas.

By adopting a formalist, critical stance regarding citizenship, through exploring the conditions of a *possible* citizen rather than describing a series of political *givens*, citizenship education is thus possible across cultures while also investigating a future that may well see such cultures and their citizens transformed. While providing examples of the materials and strategies used to support the teaching of citizenship as involving a series of literacies, the presentation analyses the coherence of citizenship as a consistently global reality.



Author	Greg Curtis (gcurtis@zis.ch)
Position & Organisation	Core Curriculum Coordinator, Zurich International School
Title of Paper	Embedding Internationalism and Global Awareness in Pre-School to Grade 12 Curriculum: The ZIS Core
Strand	4 Designing curriculum for global citizenship and international understanding
Strand Convenor	Martin Skelton

Abstract:

The discussion regarding what constitutes “curriculum” in many international schools has broadened considerably over the past few years. Traditional subject areas delivered in traditional ways alone do not constitute an international education. Serious notions of curriculum now include relevant aspects of citizenship and international understanding.

The debate now centers on several essential questions: How do we structure our curriculum to adequately address these global needs? How do we ensure that these needs are addressed across the board, not solely in isolated courses or extra-curricular activities? How do we build on prior learning and prepare for future learning in these areas? In what ways do schools themselves need to change the way in which they operate to “break out of the box”?

Zurich International School (ZIS) has been working with such issues for the past few years. The result is “The Core”, a model for addressing the needs of a truly international education.

The Core represents an attempt to structure a Pre-School to Grade 12 approach to building citizenship and international understanding. This paper will discuss the model of Core Pillars and Strands, its theoretical and practical underpinnings, and its current stage of implementation.

