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<b>Author Position &amp; Organisation</b>	Keith Allen, Deputy Principal, St Clare's (rtdk@btopenworld.com)
<b>Title of Paper</b>	<b>Some Ethical Dilemmas in International Education</b>
<b>Strand</b>	6
<b>Strand Convenor</b>	David Wilkinson

**Abstract:**

Educating for Global Citizenship is a value-laden enterprise. Yet, some of its ethical foundations conflict with the ways that many schools and agencies promoting global citizenship operate – especially those within the minority world.

How can schools that cater for the most affluent and privileged sectors of society reconcile this with a desire to create a fairer world? How does valuing diversity sit alongside regimentation in schools? Can people who take several flights a year really be said to be acting in support of environmental concern? Can schools that need to focus on “the bottom line” combine this with compassion, caring and cooperation?

This presentation will outline what I see as the ethical standpoints underpinning education for global citizenship and attempt to explore the challenges facing schools and colleges that cater for students coming from privileged backgrounds and those that operate under tight financial control. I shall attempt to incorporate ideas from the literature as well as personal experience of international schools on four continents.



<b>Author</b>	Rebecca Butterworth (rbutterworth@wab.edu)
<b>Position &amp; Organisation</b>	Western Academy of Beijing
<b>Title of Paper</b>	<b>Global Citizenship and the International Baccalaureate programs</b>
<b>Strand</b>	6
<b>Strand Convenor</b>	David Wilkinson

**Abstract:**

Ideologies of global citizenship are an inherent part of the three International Baccalaureate Programs. This paper focuses on the notions of global citizenship apparent in the Middle Years (MYP) and Diploma (DP) Programs. It begins by identifying what global citizenship means within the context of these two programs and some of the apparent contradictions in this definition. While the MYP prides itself on being a learner-centred program, the DP appears to be a more traditional content and teacher-driven program. These differing approaches to learning highlight competing notions of global citizenship, despite the fact that both share a common IBO mission statement. This presents significant challenges for the IBO as an institution and, importantly, schools implementing the MYP and DP. After mapping the tensions between the notion of global citizenship apparent in the MYP and DP, this paper suggests ways in which the implementation of the IB Learner Profile can go some way towards addressing these challenges.



<b>Name</b>	Richard Caffyn (Richard.caffyn@ibo.org)
<b>Position &amp; Organisation</b>	Head of Research Support & Development, IBRU
<b>Title of Paper</b>	<b>Economic positioning, transnational capitalist class and global citizenship: A contradiction for international education management and organisations</b>
<b>Strand</b>	6   Challenges for institutions that promote global citizenship
<b>Strand Convenor</b>	David Wilkinson

**Abstract:**

Global citizenship is a problematic phrase and deconstructing and critically discussing the terms used can attempt an uncovering of the discourse surrounding it. Global citizenship as a multiple construct offers a number of challenges and questions for institutions, which should be problematised. Through what lenses can you look at the concept of 'citizenship'? Is it a western liberal concept and how does this etc construct marry with the other definitions of 'global'? Are there possibilities of imposed global citizenship?

Is it out of touch with marketisation and the product led culture of the 21<sup>st</sup> century? How do management and schools respond to such expressive order values as global citizenship in an era of testing, assessment by results and market-led hegemony and how does current trends affect what is meant by global citizenship? Is it a product to be used for economic positioning by clientele in an increasingly capitalist controlled global market? What challenges and threats does this suggest for expressive order value systems such as the IB hexagon core?

The control of schools and education, especially the economic positioning of global elites and the transnational capitalist classes (Sklair 2001), is a contentious issue and one that juxtaposes awkwardly with the concept of global citizenship.

This presentation will examine through a Foucauldian viewpoint the problem for organisational structures and management in addressing global citizenship. It will also discuss the issues of binaries, polarities and social exclusion as well as understanding the effects of power-knowledge.



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<b>Position &amp; Organisation</b>	International Baccalaureate Research Unit
<b>Title of Paper</b>	<b>Trauma and its implications for management in international schools</b>
<b>Strand</b>	6   Challenges for institutions that promote global citizenship
<b>Strand Convener</b>	David Wilkinson

**Abstract:**

International schools display a wide variety of settings, ideals, administration, clientele, staff and attitudes to global citizenship. Despite their varied profiles, they incorporate specific organisational structures, phenomena and human behaviours. One of these is 'trauma', that is to say, a dramatic and historical organisational event which impacts on both the international school as an organisation and on the individual stakeholders associated with it. As a result, a trauma becomes part of the history of the school and in different ways affects how it works.

For example, an international school can go through the traumatic experience of a dictatorial leadership at odds with its prevailing culture. This experience becomes a significant event affecting individuals, groups and the general sociological structure of the school. What are the effects of this trauma on the staff and the leadership? Does the school change because of this trauma over time and, if so, how?

This presentation will involve an analysis and discussion of trauma theory. The presenters will actively encourage and engage in a constructive dialogue with participants.



<b>Author Position &amp; Organisation</b>	Julian Edwards (jedwards@westernacademy.com) Elementary School Assistant Principal Western Academy of Beijing
<b>Title of Paper</b>	<b>Host country engagement as a core school value: putting beliefs into practice</b>
<b>Strand</b>	6
<b>Strand Convenor</b>	David Wilkinson

**Abstract:**

International-mindedness and engagement with the host country are components of the mission statements of many schools that would aspire to be international. They are also valued explicitly within the philosophies and frameworks of the three IB Programmes. Although mission statements may be easy to write, transforming these values from philosophical statements into authentic behaviours and genuine academic and affective learning requires committed curricular activity and assumes that the mission of the school and the curricular beliefs within it are aligned. This paper examines the work of one IB school in synthesizing the IB mission and the school's core values to create a curricular belief about 'China engagement' that is understood and lived out throughout the school. The relationship between the beliefs, curricular systems and people supporting China engagement is examined with a view to identifying the key criteria that contribute to the success of such an initiative. A specific example of an integrated unit of inquiry into 'Symbolism' illustrates how a belief in China engagement, in practice, can guide teachers to designing opportunities for student inquiry which are concept-driven, transdisciplinary and meaningful.



<b>Author</b>	Dr. Libby Tudball (Libby.Tudball@Education.monash.edu.au)
<b>Position &amp; Organisation</b>	Senior Lecturer, Faculty of Education, Monash University, Melbourne, Victoria, Australia
<b>Title of Paper</b>	<b>Developing global citizenship and an internationalised curriculum in secondary schools: Australian responses to the challenges</b>
<b>Strand</b>	6   Challenges for institutions that promote global citizenship
<b>Strand Convenor</b>	David Wilkinson

**Abstract:**

Increasing global flows of students, information and ideas, the realities of globalisation, and an increasingly interdependent world, has meant that many educators at the secondary school level in Australia are currently grappling with the issue of how to 'internationalise the curriculum', and how to increase inter-cultural understanding amongst students. At the same time, there is debate about how educational institutions can promote 'global citizenship', so that young people can develop 'world-mindedness' and globally relevant competencies. In addition, complex and troubling global issues have added urgency to the need for consideration of what knowledge, skills, and pedagogies schools should focus on in the curriculum into the future. This paper first discusses how 'internationalisation' and 'global citizenship' is being defined. The paper then draws on views in the literature, and case studies of Australian secondary schools where a range of approaches are being implemented, to discuss how 'internationalisation' and the promotion of 'global citizenship' might proceed in the future.

**Key words:**

Curriculum, internationalisation, global citizenship, world mindedness, identity, globalisation, interdependence, intercultural understanding, new knowledge, skills, values, global competencies.

**Biographical summary:** (Up to 50 words)

Dr. Libby Tudball is a Senior Lecturer in the Faculty of Education, Monash University, Victoria, Australia, with research interests in internationalisation of curriculum, Social Education, Civics and Citizenship Education, Values education and teacher professional learning. She is actively involved in teacher professional learning projects and is currently involved in action research on the internationalisation of curriculum in secondary schools. Libby is President of the Social Education Association of Australia, a life member of the Victorian Association of Social Studies teachers, and is involved in the Centre for Strategic Education, International Education Advisory Group.



<b>Author Position &amp; Organisation</b>	Dr. Jill Sperandio, Assistant Professor, College of Education, Lehigh University and Ms. Magdalena Grudzinski-Hall, Global Citizen Program Administrator, Lehigh University. (jis204@Lehigh.edu)
<b>Title of Paper</b>	<b>Challenges in developing an undergraduate global citizenship program: Examples from Lehigh University.</b>
<b>Proposed Strand</b>	6   Challenges for institutions that promote global citizenship
<b>Strand Convenor</b>	David Wilkinson

**Abstract:**

Lehigh University is one of a number of US Universities that have developed programs promoting global citizenship amongst their undergraduates. The program describes its aim as to encourage students to “examine their roles as “citizens” in today’s rapidly changing world.” This presentation will describe the features and development of the program at Lehigh, and the challenges this has posed with regard to defining aims and content, involving faculty and assessing outcomes.

Lehigh hosted a workshop entitled “Global citizenship: Best practices across the nation” in March 2006 that brought together representatives from 14 other universities offering similar programs to discuss approaches to these challenges. This presentation will summarize the outcomes of this workshop, and consider how these outcomes can inform the development of new ‘global citizen’ initiatives worldwide.



<b>Author Position &amp; Organisation</b>	Warren Prior, Faculty Fellow (warrenp@deakin.edu.au) Nita Temmerman, Associate Dean, International Programs Faculty of Education, Deakin University Australia.
<b>Title of Paper</b>	<b>Can Global Education Programs in Pre-Service Education Courses Enhance a Sense of Global Citizenship of Beginning Teachers?</b>
<b>Strand</b>	6
<b>Strand Convenor</b>	David Wilkinson

**Abstract:**

Deakin University Australia, in its recently revised institution goals, has internationalisation of its teaching-learning programs as a key priority area. The University increasingly sees its role in terms of a corporate global citizen and has established managerial structures to enhance the promotion of international understanding amongst the University community.

The Faculty of Education at Deakin has embraced the goal by establishing a Global Education Program. In this program : students from overseas have been encouraged to undertake studies at Deakin University : units have been rewritten and resources developed to give a more explicit global perspective to teaching and learning : and organisational structures set up to encourage student teachers to undertake professional school-based teaching experience in an overseas location of which there are now seven available for students to choose from.

In all three of the aforementioned strategies the focus is on promoting both international and intercultural understanding in partnership with other overseas institutions and broadening beginning teachers' repertoire of skills and understandings about their role as a global citizen.

In this paper the authors set out to evaluate both the strategies in establishing the Global Education Program and the extent of impact of the global experiences on participants in their first years of teaching.





<b>Author</b>	Veronica Wilkinson (dwilkinson@muwci.net)
<b>Position &amp; Organisation</b>	
<b>Title of Paper</b>	<b>What do the students think?</b>
<b>Proposed Strand</b>	6
<b>Strand Convenor</b>	DW

**Abstract:**

A review of the findings of a study of the changes in student attitudes over the course of the two-year International Baccalaureate Diploma Programme. This will focus on what factor in schools' organisational structures appeared to be most influential with respect to student attitudes towards global citizenship.



<b>Author</b>	Jennifer Henley (jen@international-ed.com)
<b>Position &amp; Organisation</b>	ECIS
<b>Title of Paper</b>	<b>The ECIS International Teacher Certificate</b>
<b>Proposed Strand</b>	6
<b>Strand Convenor</b>	David Wilkinson

**Abstract:**

The ECIS International Teacher Certificate (ITC) will be awarded to teachers who successfully meet the five ECIS Standards for Certification, which embody the principles that international teaching should be learning-centered and focused on the highest standards of professional practice in an international context. The international teacher is a person who prepares his/her students to become academically successful, proactive, responsible, and caring global citizens.

Certification is evidence of a teacher's commitment to these principles and to continuing professional development.

The Standards are generic and are applicable to international teachers in any type of school, any age level, any location and any curriculum. They are intended to provide a framework for continuing professional development.

Standard I: Education in an international context

Standard II: Teaching competencies for the international educator

Standard III: Teaching English language learners

Standard IV: Student transition & mobility in international schools

Standard V: Reflective practice – continuing professional development

The ITC is in the final stages of development and is being trialled during the academic year 2006 - 2007 with a Pilot Group of international teachers.

To gain the ITC candidates will submit a portfolio that demonstrates their professional development as international educators. In addition candidates will complete three courses from the ECIS Online Learning with Optimus program as well as a personal reflective statement.

The ITC portfolio will be externally assessed by University of Cambridge International Examinations.