

## An Internationalism Audit

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Although international understanding or intercultural awareness forms part of the declared philosophy of IBO and other international schools, very few would be able to point to a coherent, monitored and evaluated programme for internationalism. The difficulty lies in developing an instrument for evaluation which is valid across cultures and applicable in widely differing school situations. A quality assurance programme for internationalism must look to other than traditional process and structural factors in order to evaluate and improve effectiveness in this respect. The essence and medium of intercultural learning lie in differences, and the cultural dissonance they produce permeates all aspects of the school culture. In a case study of intercultural learning in an international school (Allan, 2003), it was found that intercultural awareness was determined in the domains of peer support, teacher support, own language and culture teaching, ESL teaching, induction programmes, social and extra-curricular activities, inter-cultural training in the curriculum and in-service teacher training.

Performance indicators for these domains were developed over several years at a series of teachers' workshops around the world, where international teachers were asked to give concrete examples of what they would expect to see in a school that was effective in these areas of international understanding. These compiled give a flexible instrument, an Internationalism Audit, for assessing school effectiveness in the area of international understanding, which is emic in nature and can be individually tailored for any school.

The following is an example of how the Audit might be implemented. Please note that the actual questionnaire used in a specific International School environment should be developed as part of a whole school consultation process that starts with a blank template.

<b>1. Peer support</b>		
yes	not yet	n/a
		There is an organised peer tutoring and 'buddy' system which includes training and supervision.
		There is a peer mediation programme in the school.
		Care is taken to place students in classes and groups together with others of their own culture. Positive discrimination is practised in the appointment of positions of responsibility, school council, class representative etc.
		There are organised, vertically grouped study groups in the school for children of the same culture.
		Social and extra-curricular activities are arranged so as to give students the opportunity for inter-cultural learning.
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<b>2. Teacher support</b>		
		Counsellors, Heads of Year, Home Room Teachers etc have the knowledge and skills required for effective cross-cultural counselling. Teachers take into account cultural differences in expectations, learning and teaching styles and assessment in their classes.
		Teachers use the students' own language wherever possible.
		Teachers make sure their instructions are understood by all students, including the use of written instructions when necessary.
		Expectations regarding student attendance and behaviour, homework, parental involvement etc are realistic, negotiated and explicit.
		There is a procedure for conflict mediation when students experience racial or cultural discrimination or harassment in the school or beyond.
		Computers have different language keyboards and different language modules are installed.
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<b>3. Own language teaching</b>		
		There is the opportunity for all students to study their mother tongue within the curriculum, using distance learning via internet where on-site teaching is not available.
		The school library contains books in all the school languages and translating dictionaries for each language.
		Textbooks in students' mother tongues are available.
		Students are encouraged to use their own language in writing for school publications and producing display material.
		Use is made of internet resources in students' native languages.
		Care is taken to ensure that mother tongue teachers are welcomed as full members of the faculty. Parents and students are fully informed of the existence and benefits of the Mother Tongue programme.
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<b>4. Effective ESL/EAL Programme</b>			
			Students are encouraged to participate in mainstream activities while learning Basic interpersonal communication skills (BICS).
			EAL teachers team teach with class or subject teachers and assist in the preparation of lesson materials.
			EAL support in Cognitive and academic language proficiency (CALP) continues throughout the students' school career
			Mainstream teachers undergo training in EAL
			Students are allowed to use translating dictionaries in lessons, and to work initially in their own language when appropriate.
			EAL students are grouped with more proficient English speakers from their own language background in cooperative learning activities.
			EAL student profiles are made available to mainstream teachers to assist in modifying teaching materials.
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<b>5. Cultural Affirmation</b>			
<b>5.1 Physical environment</b>			
			Signs, notices and displays in the school building are multi-lingual, and reflect a variety of cultural perspectives and positive images of different cultural groups.
			Guidelines for the selection and evaluation of resources include criteria related to cultural diversity. Classrooms contain visual and written material that represents various languages and cultures.
			School information, magazines, newsletters include content in different languages.
			Resource materials in different languages are available in the library
			Students and parents are involved in selecting resource material.
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<b>5.2 Social Environment</b>			
			Students' cultural and religious traditions and practices are maintained and respected as part of school life.
			Students' mother tongues are used in school announcements, parents' meetings and interviews.
			All students have opportunities to meet role models and mentors of different cultural backgrounds.
			All teachers in the school know something about the naming practices and forms of address that are usual in the various school communities.
			Students are encouraged to make natural language choices in social interaction around the school.
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<b>6. Induction Procedures</b>			
<b>6.1 Pre-arrival</b>			
			New students are contacted by e-mail or letter by 'buddies ' in the school
			Families receive details of the academic programme, explaining differences from other academic models.
			Information sent to families includes information about the students and the school, such as photos, maps, school newspaper, yearbook etc.
			Families receive information on school procedure, times, rules, sports, extra-curricular activities local transport arrangements etc.
			Families receive information about the local culture and official government or ministry of education requirements.
			All of the above is available on the school web-site.
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<b>6.2 Reception and orientation</b>			
			There is a planned programme of reception and orientation for students and parents, which includes orientation on classroom organisation and discourses, teaching and learning styles, assessment and homework, and general school procedure.
			Orientation materials are available in various languages. Interpreters and translators are available.
			Multilingual signs and notices welcome newcomers and provide directions. Parents are introduced to other families from their own culture and receive information about parent organisations and activities..
			Parents receive information about and school staff communicate support for maintenance of mother tongue learning.
			Parents receive information about ESL programme for adults.
			New students receive a 'starter kit' when they enter the school.
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<b>6.3 Initial assessment and placement</b>			
			The school has a planned procedure for the assessment of each new student, using where necessary criteria relevant to students who are learning English, using tasks and materials that are likely to be familiar or in the student's mother tongue.
			There is a procedure to assess the student's level of proficiency in the mother tongue.
			Assessment of proficiency in English includes listening, speaking, reading and writing. Students with special needs are assessed in consultation with a bilingual educator who is familiar with the student's educational background. ????
<b>7. Social and extra-curricular activities</b>			
			Extracurricular activities allow students to mix vertically and across friendship groups outside the normal school environment.
			There is cultural diversity in the nature of extra-curricular activities
			Students and parents are consulted about their preferences and interests in extracurricular activities. Students from mainstream cultures are encouraged to take part in extra-curricular activities from other cultures Extra-curricular activities including students and using resources and members of the host culture are promoted. ????

<b>8. Intercultural learning in the curriculum</b>		
		There is a post of responsibility in the school to coordinate ICL through the curriculum.
		Intercultural learning is included in the curriculum.
		Community service activities involve all students in the local community.
		Intercultural awareness is enhanced through activities, games and simulations in home rooms/tutorials
		Students are encouraged to use and share their own cultures as contexts for learning. Parents, teachers and other members of different cultures are invited to give workshops and presentations to students about their own culture.
		The host culture is studied and there are opportunities for students to participate in host culture activities and for host culture students to participate in school activities.
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<b>9. In-service Intercultural Teacher Training</b>		
		All teachers are required to follow a cross-cultural training course on or prior to taking up their appointment. Teachers and support staff follow in-service training courses in intercultural awareness/ attend intercultural awareness workshops at conferences.
		Teachers following international education post-graduate courses give in-service training workshops.
		Mother tongue teachers give seminars on education in their home countries.
		Teachers are encouraged to take part in exchange programmes with teachers in other countries/ the host country.
		Teachers are encouraged to learn the language of the host country.
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<b>10. ??????</b>		