

# INTRINSIC

The Official International Teacher  
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CULTURE  
DIVERSITY  
AWARENESS



International Teacher Education



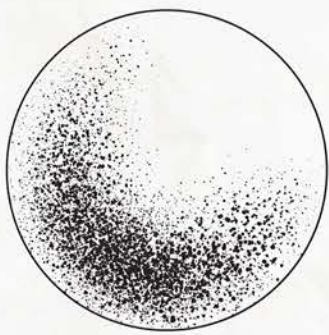
Made by  
students

20  
22



# Symbolism

As with many written publications, symbolism is often embedded throughout the book, journal, or in this case, the magazine cover. However, symbolism is not always recognizable or familiar to the reader at first, which is why we explain ourselves a little further.



The circle represents the notion of wholeness and purity because as teachers we must remain true to both ourselves and the students.

The mountains represent the significant barriers found in education. Our design-based research aims to find solutions to these barriers through meaningful application in schools around the world.



The four shaded squares represent the four years spent in our ITESS and ITEPS programs. Every year our teaching knowledge, skills, and purpose become gradually defined.

The hand represents the ongoing work and effort our peers put in to complete their assignments, produce teaching materials, design research products and more.



The shrub stem represents our journey throughout teaching and the petals represent the people and lifelong connections we make along the way.

# Magazine Team

Magazines are not easy to make. It takes a real team of hard-working individuals to come together and produce something with purpose and quality, especially in a cross-program environment. Below are the student teachers who made this project possible!

**Melanie Köhler**

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**Matthew Werleman**

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International Teacher Education

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# Working Towards Social Justice in International Schools

Dr. Callum Philbin | ITESS Educational Studies Lecturer

My own work experience and research in international education has taken me from Dublin to Dubai to Prague and now Groningen. I have seen first-hand the potential for international schools to encourage global sustainable development, but like many international educators and students, I also worry about the problems of exclusion and elitism.

Inclusivity, equity, and the diffusion of knowledge are ostensibly core to all education systems working towards more just and sustainable societies. This is true for those teaching within national school systems but resonates even more deeply with those working within international schools, where international mindedness is promoted to encourage intercultural understanding and global sustainable development for all communities. Yet, it is worth questioning whether the idealism of international schools is undermined by the fact that contemporary schools cater largely to students who can be understood as wealthy and privileged: can schools that filter by socio-economic background still work towards social justice?

International schools began in Geneva and Yokohama in 1924, following the creation of the League of Nations, before expanding to New York and Vienna post-WWII, coinciding with the establishment of the UN. In 1960, the International Baccalaureate was started, an organisation offering an international curriculum to prepare students for global citizenship through a progressive, humanist education. This aligned with the ideological missions of the schools that were mostly non-profit, and whose students were largely the children of diplomats or other expatriates.

By 2000, there were 2584 such schools across the globe, but as of February 2022, there were 12,373 international schools catering to 5.68 million students, generating fees in excess of \$53 billion (ISC, 2022). What caused the exponential growth of international education during this time and how did the landscape change? This period saw the proliferation of for-profit international schools whose student bodies contain a much higher proportion of local students than previous schools and offer an exclusive model of education.

Maybe this shift represents a greater desire for an education that values international mindedness, but it could be a symptom of the intensification of global positional competition. Regardless, there are growing calls of elitism, and a questioning of the authenticity of schools' commitments to teaching for intercultural understanding.



It is worth considering that the growth of international education has coincided with a growing concentration of wealth in the top decile in almost every country on Earth since the 1980s, a time where the bottom 50 percent's share of wealth decreased in India, the United States, Russia, China, and Europe (Picketty, 2002: pp. 20-21).

These extreme concentrations of wealth are a result of a variety of factors and it would be unfair to blame international schools for this. However, education does play a role in social reproduction, and given the value of international education for providing access to the global hierarchy of universities and the global labour market, one can certainly question whether these schools are shaping a future generation to work towards a more equitable future or eliding the issue to encourage an acceptance of the unequal status quo. As the polarisation of wealth looks set to continue, how can elite international schools develop students who understand their responsibilities and duties as they become the future leaders nationally or transnationally?

Thankfully, there are incremental developments within international education that offer an opportunity to work towards social justice by providing alternative models for international schooling.

### UWC (United World Colleges)

UWC is a body of 18 international schools on four continents and can be seen as a pure manifestation of the ideological goals for international education.



The ethos of UWC is based on "the belief that education can bring together young people from all backgrounds on the basis of their shared humanity, to engage with the possibility of social change through courageous action, personal example and selfless leadership" (uwc.org, 2021). The schools run the IB programme, but what is

unique to UWC is that 70% of the students receive full or partial financial assistance. UWC selects potential students from more than 150 countries and is passionately committed to international education that is not limited by socio-economic circumstances.

There is currently a longitudinal study on UWC's commitment to global social responsibility taking place from Project Zero at Harvard, supervised by Howard Gardner. It looks to investigate the impact of UWC's educational programmes around the world by providing empirical evidence on the skills and attitudes of its graduates. In preparation for this, a one-and-a-half-year exploratory study was completed on a variety of UWC institutions from the same researchers, and a part of the study revealed that "respondents overwhelmingly believe that their UWC experience had a significant impact on their ethical values and that they incorporate these values into their daily lives."

There is some evidence that UWC is influential in widening access to international education and developing thoughtful global citizens who lead positive changes in their societies, and it will be interesting to note if the future research depicts this empirically.

### Amala

Amala is a model of international education that focuses on education for refugees. It is linked to UWC's Refugee Initiative and looks to provide blended learning for displaced peoples in Greece, Kenya, Jordan, Lebanon, and Bangladesh through their own high school curriculum (amalaeducation.org,2021). The organisation was started in 2016 and is currently educating over 50 students in Amman, Jordan and 50 students in Kakuma Camp, Kenya. This is an admirable model but currently only 24% of refugee youth receive secondary education worldwide. The growing number of refugees globally is a tremendous issue for all of us and international education will need to offer

more wide-reaching solutions in the future. But Amala's current commitment to providing an international education to refugees is commendable.

### **Public Schools & The IB**

The IB is not just offered in private schools, as public schools provide an international education to students from a variety of socio-economic backgrounds in the United States, Ecuador, Peru, Russia, Malaysia, and Japan (ibo.org, 2021). This has the potential for the democratisation of international education, as access is widened to more diverse and wider socio-economic groups.

However, the persistence of social reproduction can still be seen in emerging research on the interplay between public and private IB schools, largely as a result of the wide spending differences. Bittencourt (2020) explores how students relate differently to international mindedness and how they perceive their own futures across Ecuadorian public and private IB schools. He points to social class as mediating different educational experiences across the two. The gaps in attainment between public and private schools internationally echo this (ibo.org, 2021).

Serial and New York Times' podcast series 'Nice White Parents' demonstrates some problems of turning to international curricula in public schools. It is an intimate exploration of how introducing an international curriculum in the US can undermine attempts to bridge educational inequality and exacerbate existing problems around class and race.

Despite the drawbacks, the expansion of IB schools into public schools could provide the potential to bridge the current accessibility gaps within international education if they are carried out thoughtfully and not viewed as a panacea. Equity in educational spending on students in public and private schools will be key to ensuring such an expansion is a success.

### **A Critical Pedagogy in Elite International Schools**

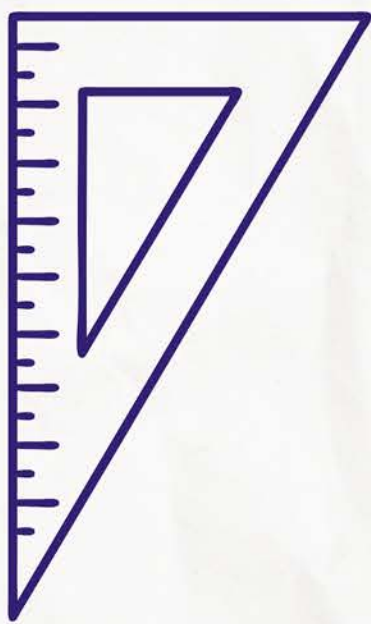
My own doctoral research will be published this year and it is based on work that I carried out with students at an elite international school in Central Europe. I interviewed sixteen IB Diploma students and asked them to reflect on their own positionality as privileged young people. Most felt that an emphasis needed to be placed on examining questions in school around contentious issues like educational injustice, as they had experienced little or no opportunity to consider their own circumstances within the curriculum. However, the students were able to reflect on their advantages during the discussion and believed strongly in the potential for wider societal change to fight inequalities in class, race, and gender. Most of them discussed their active engagement in social movements addressing climate injustice, gender diversity and racial inequities, and felt optimistic about their ability to be involved in progressive changes at a local and global level.

My own classroom experience as an English teacher depicted this too: whether it was exploring Shakespeare's views on war in Henry V With students in the Middle East still impacted by the Iraq Wars or in Europe examining our responsibilities during a pandemic through Camus' The Plague, I found students incredibly empathetic and passionate about solving the socio-economic-political crises of the 21st century. Our collective complicity in these inequities was front and centre in our minds. But still, in the face of wider uncertainties, how many of us will forego our privileges for the sake of others in need?

These developments are small, but if international education is to achieve its aim of empowering global citizens for sustainable development, then social justice will need to be at the heart of that programme. To face the COVID-19 pandemic, environmental destruction, economic disparities, and more contemporary problems, we need

international schools to be successful in encouraging intercultural understanding no matter what background students come from. Widening access, a commitment to critical pedagogy and a deeper focus on international mindedness should be key concerns for all international educators.

International education has made great progress, but there is still a long way to go.



## Differentiation by Resource

Hannah Alparone | ITEPS Student Teacher

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**MATHEMATICS IS NOT ABOUT MEMORISING AND ACCEPTING FACTS, BUT RATHER ENJOYING THE LEARNING PROCESS WHILE CREATING MEANINGFUL SITUATIONS.**

### Exploring Different Learning Opportunities

How many times do pupils in a Mathematics classroom state the following sentence: "Mrs. I just can't do it" or "Mr. I am not good enough? Dweck's (2006) research explains that those pupils have a fixed mindset and therefore their main focus is documenting

their intelligence and justifying their failure with excuses rather than developing their abilities. Indeed, pupils should acquire and carry a growth mindset, with which anyone can develop their abilities to their full potential through dedication and focused effort (Dweck, 2006).





According to Sun's (2018) research, each teacher should be aware of the fact that many pupils are not able to shift from a fixed to a growth mindset due to the contradictory fixed-mindset messages the teacher sends to the class. Once the classroom environment transmits a growth mindset (Sun, 2018) and the pupils manage to embrace it, a further step is to understand their preferred learning style. In primary schools, pupils might not have the ability to understand the style that suits them the best and therefore the teacher should offer multiple different activities and lessons with which they, unconsciously, understand which one satisfies them the most. Barbe and his colleagues' (1981) research establish there are 3 different learning styles, namely visual, auditory and kinaesthetic. Before exploring the three different learning styles and their multiple resources, it is advisable for the reader to know in advance that not everyone will manage to identify themselves in one style, but this will be addressed later.

### **A Deeper Understanding of the Learning Styles and their Related Resources.**

Based upon research, visual learning is the most common learning style (Barbe & Milone, 1981) and when teachers face these learners, they should become eager to include visual representations in their Mathematics lessons, such as pictures, graphs, posters, flashcards and displays. Another great advice that teachers can adopt is given by Jo Boaler (2016): it consists in low-floor high-ceiling activities (figure 1, 2 & 3). where the activities are more visual in order to make them approachable by every pupil and each of them can investigate to an independent and higher level (Boaler, 2016). The structure of these activities are also known as open ended tasks (Christiansen & Walther, 1986) and other than improving their investigation skills through increasing the pupils' sense of control, it will enhance their motivation in learning (Middleton, 1995). Continuing with the next learning style, auditory learners

feel more comfortable in learning by listening. Therefore, the teacher must make sure resources are provided for them as well, even though this learning style is less common than the previous one (Barbe & Milone, 1981). Pupils that embrace this learning style find great connections with answering questions, be part of discussions, interviews, exploring their reasoning behind ideas or connecting ideas (figure 1, 2 & 3). More in depth. when using these resources, the teacher will create a multidimensional Mathematics classroom (Boaler, 2016) in which students feel comfortable and willing to learn.

Although kinaesthetic learning is the least common style (Barbe & Milone, 1981), it is important that teachers do not forget to incorporate resources needed by kinaesthetic learners in their lessons. If a pupil relates to this type of learning, the one will have a strong drive to explore concepts through doing and to move often. For instance, manipulative objects are a Mathematics related resource that can be used while developing their understanding regarding shapes or the basic 4 operations, namely addition, subtraction, multiplication and division (Barbe & Milone, 1981). Other resources and activities that can support kinaesthetic learners in a Mathematics classroom are, for instance, play dough, building 3D shapes from scratch or developing their knowledge regarding measurement, weight or shapes while exploring Mathematics with nature in the outdoor environment (figure 1, 2 & 3).

As said before, not everyone will manage to identify themselves in a specific learning style and this is because it could happen that the preferred learning style is a combination of the previous ones. According to Fleming (2001), those who prefer switching from style to style depending on what they are leaning are identified as multimodal learners.



## Accommodating Pupils with Learning Disabilities

It could be that in a classroom there are pupils with a Mathematics learning disability (LD) and in order to accommodate all learners in the classroom, the teacher will create equitable opportunities for task completion or environmental access.

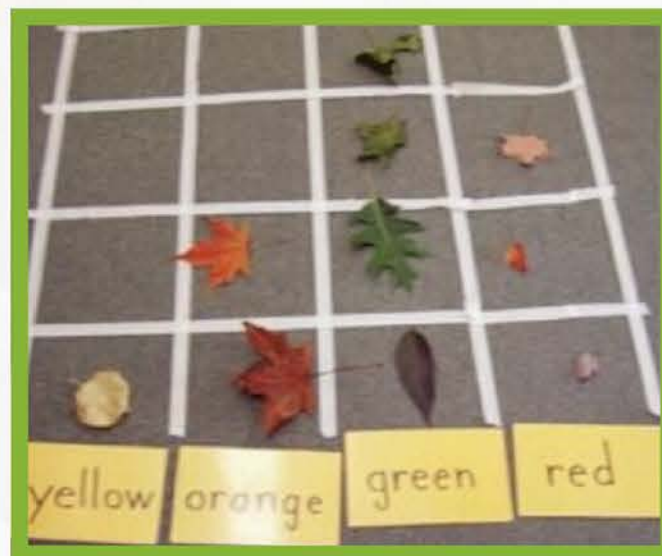
According to the National center of learning disabilities (n.d.), a resource that ensures that all pupils can achieve high levels and succeed, is the personalised learning system. More in depth, the personalised learning system is an educational approach that focuses on each pupils' strength, needs, skills and interest (Personalized learning & students with disabilities, n.d.).

In this case, each learner will get a personal learning plan that is based on their own capabilities and through different strategies, time and resources they will achieve their learning objectives. Based upon research, multiple benefits will prevail by using the personalised learning system for instance, it is a fully pupil-focused educational approach, it encourages growth mindset, it creates a more positive and engaging experience since every pupil will gain knowledge through their preferred learning style and therefore it will create a continuous and ongoing support (Personalized learning & students with disabilities, n.d.). Different tips and resources teachers can use are given by Nathalie Paquet- B elanger (n.d.). LD pupils often understand math in different ways and other than the fact that pupils must embrace a growth mindset, the teacher should use a variety of different forms of representation in order to explore the different learning styles. According to Paquet-B elanger (n.d.) LD pupils will not be satisfied by oral communication and explanation, but they will need extra resources based on visual kinaesthetic learning. In conclusion, based upon Martin and Marsh's research (2006), self-concept is the most important factor of learning outcomes for all the pupils and that negative

self-concept is harmful especially for low-achieving and LD pupils. In order to prevent this, teachers must provide feedback promptly so that the pupils will manage to embrace a growth and positive mindset throughout the whole activity (Paquet B elanger, n.d.).

## What if the Teacher Prefers the Same Resource for all the Pupils?

Although giving the pupils the opportunity to focus on their preferred learning style and their related resources seems a successful teaching method, it can happen that a teacher does not feel comfortable with using multiple different resources for the same activity. In this case, the teacher can adopt a different learning method and create a zone of proximal development (ZPD) through play (Vygotsky, 1978).



When pupils have the opportunity to play, they will not perceive the relation between the two fields, though, according to Perry and Conroy (1994). Mathematics and play have a noticeable connection when it comes to sand, block, water or role play. While pupils are playing they create meaningful situations easier to remember in the future, and the teacher can choose either to be a passive observer or have an active role of provocateur (Edwards, Gandini, & Forman, 1998). By interacting with the pupils the teacher can observe, track their progress and generate challenging situations, for instance by asking questions, requiring the pupils to explain their choice or changing a rule half way through the activity.



The best teachers should have a happy mood and attitude because that also 'affects' students and makes lessons more enjoyable. All the best teachers should also have a bit of strictness to keep the class in order.

- NO assessments outside of school
- Enough time for completing assessments
- Positive, motivates and happy.

I appreciate a teacher that treats every student the same and fair. They also need to be calm and thoughtful.

## "What qualities should a great teacher have?"

Responses were gathered from MYP & DP students at the International School Carinthia in Austria.

Approachable, prepares lessons in advance, and also understands what students need in order for the whole class to improve. They also provide a lot of practice and give students the room to grow to find solutions themselves.

- Someone who goes through materials in detail
- A caring and organized teacher
- Interactive lessons with student suggestions included

- Supportive
- Strict but friendly
- Prepares interesting lessons
- Can joke and speak to students
- Respectful

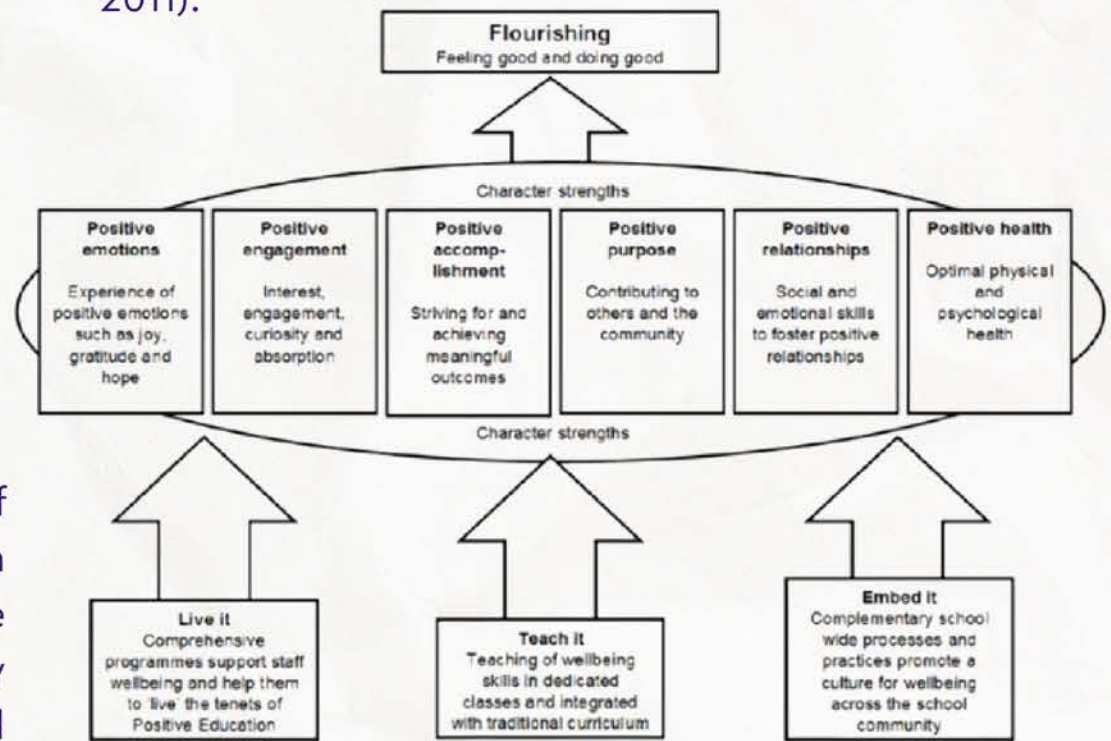
I think that an ideal teacher should be understanding and patient with students when they don't understand something immediately. They should also take the students needs and feelings into consideration.

# THE POSITIVE CURRICULUM

**Thom Nijstad | ITE Chair**  
ITESS Year 4 Student

Positive education argues that wellbeing is of equal priority to academic learning in developing the whole student. As such, the school-based positive psychology interventions reviewed above had designed a 'wellbeing curriculum' that explicitly taught students the skills to enhance their positive emotions and character strengths in order to promote wellbeing. However, in addition to the use of specific interventions that teach wellbeing skills (e.g., keeping a gratitude journal), students can also be exposed to positive psychology through the inclusion of positive psychology topics in to the curriculum of traditional academic disciplines. Pawelski calls for academic curriculum to take a 'positive turn' in the topics studied within the academic curriculum so that the teachers present topics and subject matter that seek to understand human flourishing. For example, English curriculum could study hope and gratitude as topics in their analysis of character and text. Moreover, in English literature, students can learn the skills of analysis, argument formation, and writing by studying uplifting text such as *Invictus* by William Ernest Henley, in addition to the darker syllabus such as *Inferno* by Dante (Pawelski, 2016). Cultural and religious curriculum could explore mindfulness and meditation, performing arts could study self-expression through joy, empathy and creativity, geography could analyse the differences in happiness across continents. By adopting a 'positive turn' in curriculum,

schools can seek to reinforce the explicit wellbeing skills that are taught in Positive Psychology Interventions (PPI) with a more academic analysis and understanding of the factors that contribute to flourishing (Waters, 2011).

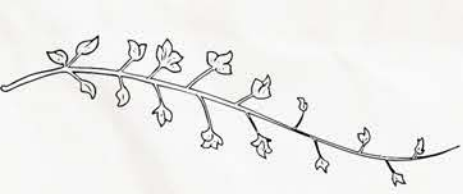


## Positive Education Framework

Positive Education seeks to combine principles of Positive Psychology with best-practice teaching and with educational paradigms to promote optimal development and flourishing in the school setting. Interest in Positive Education continues to grow in line with increasing recognition of the important role played by schools in fostering wellbeing, and the link between wellbeing and academic success. To date, however, a framework to guide the implementation of Positive Education in schools has been lacking.

A school-wide positive education framework (PEF) is required to ensure that schools move beyond the use of specific programs conducted within selected classrooms to adopting a whole-school approach that becomes the general way of life at the school (Norrish et al.). As indicated above, positive education frameworks need to target curriculum, co-curricular, pastoral care, the broader teaching and learning environment, and the playground, as well as organisational structures, policies, and processes, so that every aspect of school culture is supporting the conditions that





allow students and staff to thrive. Principals need to ensure that all key stakeholders are engaged and supported in the school's positive education transformation. These key stakeholders are leaders (including school leadership teams, school boards and councils), staff, students, parents, communities, and educational governing systems. Creating 'buy in' across the key stakeholders allows a common language and ideology to be developed. Seligman's PERMA model would be a useful framework for assisting school leaders to foster positive education in their institutions. The PERMA model argues that there are five enabling conditions for wellbeing, which are positive emotions, engagement, relationships, meaning, and accomplishment. This model establishes a framework that embraces the promotion of one's own wellbeing and achievement whilst simultaneously fostering a concern for others and the capacity to participate in civic responsibilities. The use of the PERMA framework gives school leaders a way of ensuring that students across all levels and areas of the school are provided with an environment that meets the five elements. Principals can conduct a positive psychology audit of their schools to see whether school policies and programs, as well as staff and student practices, are providing all five elements of the PERMA model. A positive psychology audit provides evidence to school leaders as to the areas of the school that need redesigning. Following the audit, the five pillars of PERMA can be built into the school's strategic plan so that the required expenditure, training, and resources are systematically built up over time to create a positive educational environment.

Explicit and implicit teaching in combination with school-wide practices targets six wellbeing domains, including positive emotions, positive engagement, positive accomplishment, positive purpose, positive relationships, and positive health, underpinned by a focus on character strengths. The model above provides a

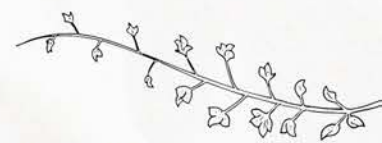
structured pathway for implementing Positive Education in schools, a framework to guide evaluation and research, and a foundation for further theoretical discussion and development.

Schools, school systems and universities need to be thinking strategically about how to embed positive psychology into the culture of teacher training, school leadership training and system-wide educational initiatives in order to create a positive and productive environment for students. Education systems need to support the change towards 21st century schools and the positive education movement by expanding the metrics upon which they evaluate school performance. Judgments about school success typically focus on academic performance (Murray-Harvey & Slee, 2007). Wellbeing should also be an accepted indicator of school success (Huebner, Gilman, Reschly, & Hall, 2009). Indeed, Huebner argues that a key indicator of schools is 'one in which a preponderance of students experienced predominantly positive emotions and a strong sense of overall wellbeing'.

### **Examples in Practice**

During an interview with Elke Paul, who currently works as an advisor to international schools to integrate mindfulness and positive psychology into education, it became clear that the first step needs to be made towards the lecturers and teachers at the school. This has been implemented successfully at the Berlin Brandenburg International School, where time was taken to first introduce

the importance of these practices to the educators at the school, by letting them experience it for themselves. When this is linked to what it might do for our students, the intrinsic motivation of educators skyrockets as wellbeing of students is always the first priority. When looking at exemplary curricula in the world of international education, the Geelong Grammar School in



Australia has created a beautiful curriculum which has fully integrate the following six elements into their day-to-day teaching. These elements correspond with the PERMA model as well.

domain recognises the importance of connectedness and thriving relationships and helps students to develop social and emotional skills that nourish relationships with self and others.

### The Positive Relationships

domain recognises the importance of connectedness and thriving relationships and helps students to develop social and emotional skills that nourish relationships with self and others.

Key topics: social intelligence, communication, forgiveness, teamwork.

### The Positive Emotion

domain focuses on the importance of helping students to anticipate, initiate, experience, prolong, and build positive emotional experiences, as well as responding to negative emotions in a healthy way

Key topics: gratitude, savouring, the positivity ratio.

### The Positive Engagement

domain focuses on helping students understand and experience complete immersion in activities as peak experiences through understanding the nature of engagement, the pathways to it and the function it has in individual wellbeing.

Key topics: flow, motivational theory, signature strengths, discovering your passion.

### The Positive Accomplishment

domain aims to develop individual potential through striving for and achieving meaningful outcomes.

Key topics: mindset, goal theory, praise, hope theory

### The Positive Health

domain focuses on helping students to develop sustainable habits for optimal physical and psychological health that are developed from a sound knowledge base.

Key topics: mindfulness, resilience, physical health

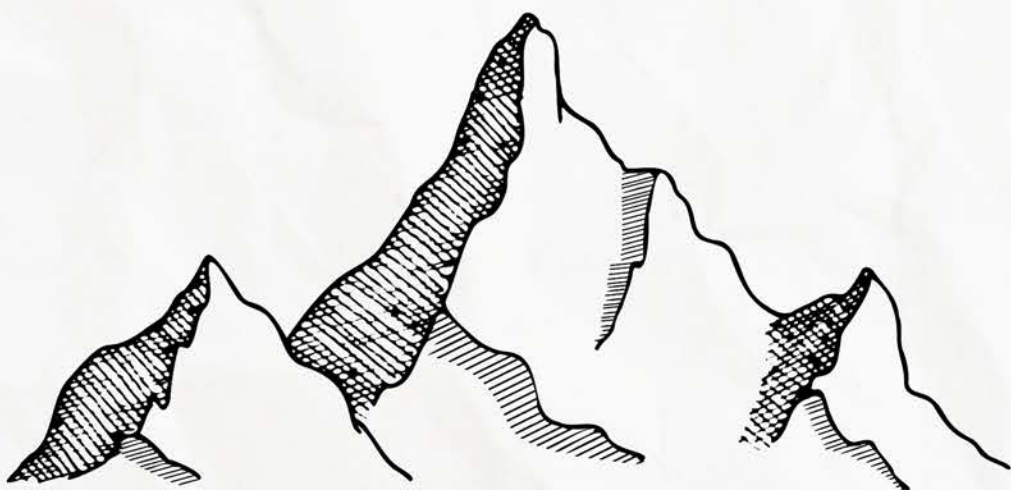
### The Positive Purpose

domain involves understanding, believing in, and serving something greater than yourself and deliberately engaging in activities for the benefits of others.

Key topics: meaning and purpose in life, social awareness, purpose projects, community service.

### Conclusion

It is clear that creating a positive curriculum is a long and time consuming process, but the benefits it has in the long run outweigh the initial difficulties. If educators will be allowed to implement elements of mindfulness and positive psychology on a smaller scale, the transition will be eased significantly. One could think of implementing small mindfulness activities into day-to-day teaching. When the curriculum is shifted to a positive curriculum, the growth in regards to teaching life-long skills will improve drastically.



When speaking with student-teachers, most voice the idea that there is no alternative but to comply with, and work within, the curriculum they are employed to teach - be it the national curriculum of a particular country or a curriculum provided by an organisation, such as the International Baccalaureate. However, powerful examples from history highlight the potential dangers that lie in simply trusting the status quo of established pedagogical practices. What if, one may ask, the state whose curriculum one teaches started to slowly erode civic freedoms? And curricular documents increasingly began to reflect a restrictive or discriminatory ideology?

Naturally, one would hope that teachers were to remain vigilant about such developments on a large scale. However, many such erosions are gradual and seemingly innocuous (Przeworski, 2019). Hence, their detection can be left to teachers' individual political vigilance.

In consequence, the task of opposing such phenomena as reduced civic freedoms or rising inequality may only be taken up by teachers whose personal political beliefs motivate them to action. In such circumstances, I argue that the Convention on the Rights of the Child (CRC) (UN, 1989) can provide an instrument of orientation that transcends any differences in personal political leanings and enables critical dialogue between professionals.

Its principles supersede national law and should, I argue, be regarded as a higher authority than any national legislation. As such, it can be used as a critical lens to examine if national provisions, such as curricular documents are in agreement with, or in violation of, its principles.

With 195 states parties that have both signed and ratified the CRC, it is the most widely adopted human rights instrument (Cvejić Jančić, 2016). The convention's 54 articles address major areas of a child's life, including leisure, education, access to information and media, as well as children's rights in court proceedings and other legal processes that concern them.

The four principles of the convention are:

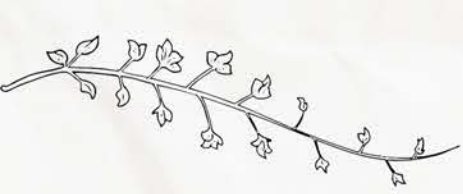
- No discrimination (article 2)
- Best interest (article 3)
- Maximum survival and development (article 6)
- Views of the child/participation (article 12)

# Beyond Personal Convictions

Natalie Shaw

ITEPS Lecturer

The children's rights convention and its role as a professional ethics instrument for teachers!



Despite arguments for the need to regard any system of human rights from a relativist perspective of culture, Gran (2021) argues strongly for the convention's status as a universal tool, showing how its underlying ideas and motivations are found in religious and ethical systems across the globe.

Most commonly, teachers engage with the convention as an element of Human Rights Education (HRE). The United Nations Declaration on Human Rights Education and Training (UN, 2011) underlines the importance of Human Rights Education (HRE) for people of all ages, starting in early childhood. Its principles embody the importance of teaching '(a)bout, (t)hrough, and (f)or Human Rights' (Cranston & Janzen, 2017, p. 3). This trifold approach is also used as an organising principle in toolkits offered for Human Rights Education, such as Unicef's Teaching & Learning Toolbox.



However, as illustrated in the example above, I would like to argue that the CRC can be utilized as a constant reflection and orientation tool for general practice and professional identity. Beyond very real prospects of diminishing civil liberties and eroding freedoms, the CRC also provides clear guidance on current practices that may simply appear as a teacher's duty. For example, teachers in German state schools are mandated to provide a recommendation at the end of Primary education regarding children's further Secondary schooling. In a summary analysis of a number of studies, Hofstetter (2017) offers clear evidence that these recommendations are rooted in bias and amplify existing socio-economic differences. Using the CRC as a lens and basis for professional exchange, it becomes imminently clear that the current practice of giving recommendations violates the no discrimination principle rooted in article 2 of the convention. Rather than relying on teachers' personal conviction, political leanings, and social justice orientation, the CRC offers a very transparent verdict: if factual evidence indicates that this practice discriminates against certain groups of children, it presents a clear violation of the CRC. From this point of departure, professional discussion should arise as to the continuation of such a practice.

Further, every teacher must continuously ask themselves whether they are prepared to accept having to carry out professional tasks that are in violation of the CRC's principles. As Irwin (2012) reminds the reader in an analysis of the critical pedagogy approach of Paulo Freire:

**'no education can be neutral'**

(Irwin, 2012, p. 158).





### Ireland

I went to a multi-denominational primary education together school in Galway, it was my first TP experience and I had a mixed experience. I loved the school, teaching, planning and interacting with the students, however I experienced a teaching style that I would not want to evoke in my own classroom. I saw this as a very valuable learning experience that will guide my options when selecting my future TP school.

### Netherlands

I went to a refugee school and I loved seeing how kids come in with no understanding of the Dutch language and after a week they are starting to build some knowledge and know how things go and when the teacher says something what they mean.

### Germany

I went to a bilingual school in Munich, with the Bavarian curriculum and PYP. It was a small school, one class per grade. It was really interesting to see how they applied the programme and how co-teaching works. They were really welcoming and the experience reassured my wish to become a teacher. It took quite a few doubts away. TP is rich and exhausting at the same time. Managing my sleep was key for those four weeks.

### Belgium

I went to the German department at the school and had an amazing mentor teacher who was very welcoming and helped me a lot. We were surrounded by a lovely team of colleagues in the German section. I was able to explore other grades as well and got to teach German for L1 and L2 students.



### Hungary

I loved every moment of my teaching practice since it was filled with adventures and many new experiences. I was very lucky with my mentor teacher, who taught me a lot and has given me a true insight into teaching.

### Argentina

In a country that is so culturally different, you feel right at home at SCMS. The teachers treat you like a member of their team and welcome you with open arms, providing you with many learning opportunities and involving you in their planning. It's a great opportunity for personal and professional learning in a safe environment.

### Panama

Panama was an amazing experience, emerging myself into entirely different cultures is one of the reasons I chose ITEPS and Panama definitely delivered on this. There is very little English spoken in the country but you can get around with it.

# Physical Education in Linz, Austria

**Lea Dartenne**

ITEPS Year 4 Student

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A semester abroad in Linz has been always promoted as a study with a focus on Physical Education (PE) teaching. From the first year on, I was pretty sure I will be doing my elective in Linz. I collected my information, applied, and got in. My semester in Linz during the Covid-19 times was in parts in person and in many parts also online. Luckily most of the sports courses did take place in person. The courses I chose were 50% PE related, 30% educational studies related, and 20% on various subjects such as media education, musical education, and crafts.

I learned a lot of different things during my semester in Linz, especially on how to teach PE to students, PE safety measures, how to design a PE lesson, and what different skills there are to be covered during a PE lesson series and I did my swimming lifeguard certificate. At the same time, I got to learn guitar and I took part in a class where we made a marble run (see picture). All in all, the courses were very diverse and some of the courses had only three to four meetings á 2,5h over the course of one semester and other courses took place every week.

What was new to me, was that each week's schedule was very different to the other week and sometimes I had to face overlaps from two or three courses.

The international office from the Pädagogische Hochschule was always there to help out with the schedule, to answer any questions and to support the international students during their stay in Linz, Austria.

One of the main motivators was that the courses at the Pädagogische Hochschule include a whole week of guided skiing lessons in Austria with the possibility to receive a certificate as a "Begleitskilehrer". This certificate can be obtained by students who are already advanced skiers. The ski week turned out to be the ultimate highlight of my stay abroad in Austria. The teachers were very kind and supportive, the team organized a wonderful skiing program for us, and their corona prevention program was very professional. Below are some pictures that allow you to get a feeling for the amazing ski week we had!

Another highlight was my participation in the EDIT video challenge during my study in Linz.

Check out the video yourself -  
<https://www.youtube.com/watch?v=rUCMI22NODE>

As Erasmus students we had a group of approx. 30 international students from all over Europe, e.g., Slovenia, UK, Spain, Czech-Republic, Israel, Italy, Germany ...



With this Erasmus group we did the introduction week and some other get-togethers throughout the semester. The group was very open and welcoming at all times.

Linz is a city with more than 200.000 inhabitants and is the third biggest city in Austria. With the train it takes you about 1 hour to go to either Salzburg or to Vienna. I used the "Westbahn" for most of my travels since it was cheap and easy to book. Luckily you don't need to leave Linz to see beautiful architecture, lovely cafes and restaurants, various flora and fauna and to just have a good student life. Linz really has it all. Being back in the Netherlands after 5 months in Linz I miss the view on the mountains and the Erasmus students and lecturers I got to know there. For everyone looking for an exchange to Austria and learning more about PE teaching, all I can say is: Apply for the Pädagogische Hochschule Upper Austria, Linz.





# Practical Tips to Securing Your First International Teaching Position

Dr. Shannon Bruce Ramaka | Head of ITESS (2020 - 2021)

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The landscape of international schools is surprising and always evolving. Even a veteran teacher may drown in the swiftly moving currents of cultural diversity, high expectations from parents and principals, and periods of uncertainty between employment. However, if one is able to navigate these challenging currents with a spirit of adventure and an attitude of service, the potential for personal learning and growth can be deeply rewarding and life-changing.

In 2007 when I first ventured to my first International Job Fair in San Francisco, California, after 17 years of teaching in Oregon, I found the fast paced market of looking for a first teaching position abroad a bit daunting. Hundreds of school directors from around the world joined around tables to recruit the best candidates that they could procure within the weekend. What were they looking for? What was I looking for? Armed with three different portfolios and credentials, for three different positions (principal, theater teacher, and arts teacher), handmade thank you note cards, and some research about the schools, I thought I was prepared. Then after being flooded with 6 different offers that required a decision within 24 hours, I became almost paralyzed with indecision. I was excited to have the choices but each of them were located outside of my comfort zone and the geographical regions I had been hoping for. Sitting on a couch in the plush hotel lobby, I talked with a school counselor who had been working in international schools for about 10 years. As I shared my concerns about the locations and offers, he replied, "Well, you must be ready as you are here. Rarely do you ever get the job in the location you would like but you will like the location you find yourself in and you will learn a lot about yourself."

The recruitment process of new teachers has changed a lot since 2007. Traditional agencies such as Search Associates, International School Services (ISS), Council of International Schools (CIS), Carney Sandoe, and TIEonline, have expanded to include other agencies online such as Teachers on the Move Internationally (a private Facebook group), Jobvite (an application tracking software system), and sharing within social media. This expansion also matches the international schools market's shift towards an exponential increase in affordable private schools that follow an international curriculum that is taught in English anywhere around the world (ISC Research 2001).

Though the landscape of international schools has expanded and there seem to be more opportunities, it may be even more confusing for the new international teacher to navigate through the choices.

The following is my personal list of recommendations for how to approach this challenge:

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## 1 Start thinking and planning early.

The season for hiring new international teachers can begin as early as October, 11 months before the school year begins. It is most common to be recruited in December to April before the school year begins and as late as May or June. However, using the deadline of 1 November to have your CV updated, letters of recommendation ready, and confirm the schedule of in person or online job fairs you intend to sign up for, is wise.

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## 2 Leverage your student teaching experiences for obtaining your first position.

If you are doing your student teaching in an international school in the last year of your bachelor's or master's degree program, it would be wise to carefully consider this location (if you can obtain an offer) for your first placement. You will have spent time with the faculty, and principal, and gotten to know the community a little bit. Even if it doesn't seem to be the ideal match at the time, it would still be the best, in my opinion. Knowing the community will allow you to focus on the craft of teaching. If you are able to stay for three years in this setting, then you will have a stronger footing to manage your first transition to another school. During your three years you will network with others, attend new professional development opportunities, explore the new country you live in and strive to assimilate all of this learning. Of course, if you decide to stay longer in this first position, it is even better! A first post of five years would be more impressive to your next recruiter!

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## 3 Make sure your spoken English is at the "highest proficiency level" and your written documents are impeccable.

Though the international school landscape has expanded to include more local schools, the expectation that you will be teaching using perfect American, British, Canadian, or Australian "English" is still present. This is the primary reason that local schools are willing to hire more expensive foreign teachers. The second reason is that you will bring recent teaching methodologies to the faculty and a background of democratic thinking to the classroom.

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## 4 Get your finances in order.

Moving to a new country will take time and money. If you have a minimum of 5,000 euros in your savings account, a reliable credit card, reliable mobile phone and laptop, it will give you peace of mind as you make your way to the new country.

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## 5 Do your research and keep a learning log. Before any interview, do your research about the school and the country.

What makes this school unique in the region according to the website? What makes this school special in your opinion? How do you see yourself contributing towards the mission and vision of the school? Research everything you can and keep notes of everyone you meet. Keep these notes handy in your first months as you acclimate to your new life. They will help you to remember why you are there!

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**6** Learn the local language and be prepared to adapt to the local culture.

What are the expectations below the surface you will see? What is the deep culture of the community? Bring small gifts to share with others from your homeland as you settle into your new home and work.

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**7** Prepare in advance to obtain all vaccinations.

Your new country may require specific vaccinations and these may take you time to organize. These are in addition to the COVID-19 vaccination and can include TB, Hepatitis B, Yellow Fever, Tetanus, etc.

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**8** Know the visa requirements.

Communicate early and consistently with the Human Resource Manager or designated contact person, to make sure you complete and submit all requirements for your visa on time.

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**9** Understanding your employment contract.

It is ideal if you can take a few days to understand the employment contract that will be offered to you. However, as mentioned above, sometimes that is not possible and you may be offered a contract with 24 hours to sign. This legal document will explain your salary and benefits, such as: housing allowance, travel allowance, shipping allowance or settling in allowance. It will also clarify the currency you will be paid, job description, expectations for working after school hours and if and how you are compensated. Sometimes these documents can be difficult to understand with our own mindset because of the way it has been translated or because the legal systems are so different in other countries from what we are used to. It is wise to also ask for a staff handbook or manual if you are not offered one.

As an experienced international school leader and recruiter, I often asked applicants to respond to this question: "What are three adjectives you would use to describe yourself? Or what are three adjectives you think a colleague might use to describe you?" Though there is not only one correct answer to this question, I would listen carefully to hear any possible evidence of the applicant's ability to adapt to unknown situations and people. Of course, I also wanted to know how they would design and implement lessons that engaged their students, effectively communicate with parents, collaborate with their peers, and be able to identify their goals for professional development. However, these later questions were not as essential as the first question. After living in seven different countries and working in International Baccalaureate, (IB Schools) or American Curriculum Advanced Placement (AP Schools), and working in non-profit or for-profit schools, I learned that the most successful international teachers I hired, were the ones that had the ability to adapt to the environment of the school and country, kept an open and curious mind, and made friends in the local culture.

My favorite teachers were the ones that lived and worked in a way that their actions portrayed the question, "What can I offer the school community?" instead of the question, "What will I be getting out of this?"

# Teaching Practice in Barcelona

**Elena Visentin**

ITESS Year 2 Student

For my second teaching practice I went to SEK International School Catalunya which is outside of Barcelona. Even though this is a trilingual school with English, Spanish, and Catalan being taught, most of the students are Spanish or have lived in Spain their whole lives. It is very useful to know at least some Spanish as many students will ask translating questions or when they speak Spanish to one another in class. The school is divided into primary and secondary school. The grades are divided two per floor with each one having its own open area with all the classrooms surrounding it. In terms of the classrooms, they are all made with glass walls and doors (which many don't lock) so anyone can look in and out of the class at all times. Sometimes classrooms were being used by other grades or for certain exams, so be ready to move to a different classroom or teach in the open area.

I worked with 4 different teachers while being there, and I was able to work both in the English department and in drama classes. I had classes with MYP 2, 3, 5 and diploma 1 for English, plus MYP 4 and 5 for drama. All the teachers I worked with were very helpful and open to me teaching full lessons and letting me teach on my own when they were out of school or were busy for any reason. I had many opportunities to teach and even taught an entire unit including making and grading the assessment for it. Other teachers that taught this unit also used some of the

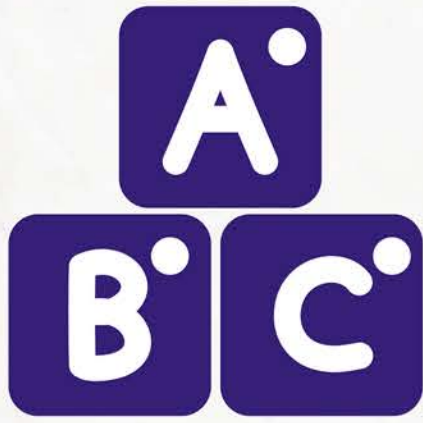
materials we made, so both the teachers involved in the internship and the others were very eager to see our ideas and collaborate.

Something to keep in mind is the fact that even though the lessons are 50 minutes long, they usually start around 10 minutes late due to both teachers and students getting there late, and when the class is before the lunch period some students have to leave 15 minutes early for extracurriculars. This means that it is best to plan a 50-minute lesson but with always one activity that could be left out of the class. Additionally, the school doesn't really assign homework so when it is assigned it is most likely that the students won't do the work. Lastly, the school is very exam-focused, this is especially true for the time period of the second TP (February-April). So, it is likely that some classes will be replaced by both in-school and external exams. This can also be seen by the fact that the students are very grade-focused already from MYP 2, putting more pressure on themselves which I personally don't agree with.

Overall, my experience was great even though I might not agree with all the values of the school. It is a very open and accommodating school to work in, so you can easily change your schedule around a bit and ask teachers when and what you would like to teach.



Source: <https://catalunya.sekinternationalschools.com/>



## Early Childhood Elective

Kirstin Botter | ITEPS Educational Studies and Elective Lecturer

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Teaching in an Early  
Childhood setting is  
hugely rewarding,  
exciting, tiring,  
energising, varied and  
allows for great  
creativity.

2021-2022 was the inaugural year for the Early Childhood Elective at ITEps. It was created and implemented by Natalie Shaw, Debra Williams Gualandi, Nicole Valois, and Kirstin Botter.

### Genius Hour Project

Teaching in an Early Childhood setting is hugely rewarding, exciting, tiring, energising, varied and allows for great creativity. Responding to the varied needs of the children in your care and creating a safe and stimulating environment within to do so can be challenging.

In order to help prepare students for potential future teaching in an EC setting, one hour of each atelier (held once a week) was set aside to work on an individual DBE project.

Deadlines are limited and creativity is encouraged!



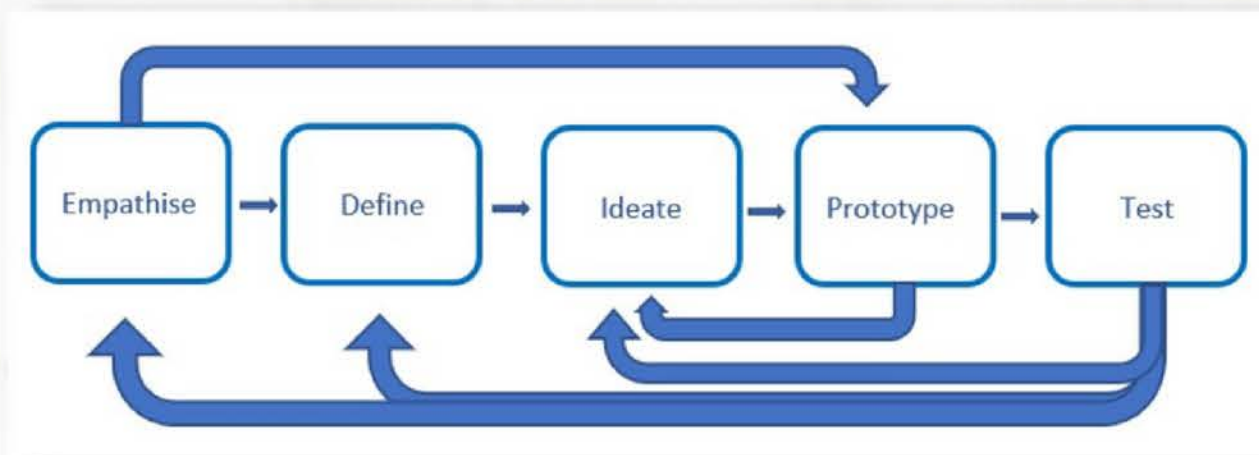


### What is Genius Hour?

The final hour of each atelier was dedicated to an ECE Genius Hour. Genius Hour is a movement that allows students to explore their own passions and encourages creativity in the classroom. It offers students a choice in what they learn during a set period of time. Genius Hour is common in (international) schools following an inquiry-based approach to learning.

ECE Genius Hour was an opportunity for students to explore their own passions and wonders and to develop new skills in order to benefit their teaching in the ECE classroom as well as that of others. To help frame explorations, students followed the Design Process. They worked individually and at their own pace within the framework set out below. By the end of the elective, the aim was for students to have created a resource that can be used in an ECE setting, either by the children or the teachers. The aim was for the students to leave the elective with a tangible resource of which the efficacy and value had been researched and tested using the Design Process.

### Design Process



The above graphic demonstrates how the Design Process can be followed in a sequential manner. It is important to note that the five stages do not always have to follow this specific order. They can occur in parallel, be revisited and repeated, as demonstrated above. For the ECE Genius Hour project, students were encouraged to see the Design Process stages as important phases to be carried out in order to achieve their end goal.

### Logging Learning

Throughout the ECE Genius Hour sessions, students were asked to maintain a log of their planning, implementations, adaptations, and learning. As Genius Hour is a personal project, students created the template for their logbooks themselves. The logbook had to be connected to the Design Process.

### Sharing Learning

Throughout the ECE elective, students' work was regularly shared on the elective's Instagram page "iteps\_ece\_elective".

This became a popular way to share learning with students following the elective, other ITEps students, and family members. We even had grandparents follow and send regular messages to let us know they were enjoying getting a glimpse into the lives of their grandchildren's studies! A simple, quick and effective way to share learning!

Upon completion of the Genius Hour project, students were asked to share their learning. Unfortunately, due to the Covid-19 measures in place at the time, the planned "Genius Hour Fair" had to be changed to an online sharing of work.



Students uploaded their creations onto a Padlet and were encouraged to share a little about the process they went through in the creation of their work.

Students' projects can be found here:  
<https://padlet.com/kirstinbotter/ilgkq8totq4xk4za>  
or by scanning the QR code above.



The internal jury was unanimous in nominating Cecilia Dominguez Altamirano as Hbo Hero 2022, an election organised by the Netherlands Association of Universities of Applied Sciences. The focus of this election is a student or recent graduate who has made a special achievement in education. And that is what Cecilia has done.

### **International Education**

Cecilia graduated from the International Teacher Training College (ITEPs) in Meppel in 2021. During her studies, she taught primary school children in Mexico who could not follow (online) lessons because of the corona crisis. Cecilia's teaching was based on the principles of the International School of Education and was therefore very successful, as a result of which the number of children receiving an education has grown.



This has resulted in a growing primary school of its own, in which 33 children now follow international education with a global and multicultural outlook and great independence. This educational innovation has had a huge impact on the children and has led to great involvement of the parents who, in turn, also learn a lot about the world around them. Cecilia's commitment to this initiative has proved invaluable.

# HBO Hero of 2022: Cecilia Dominguez Altamirano

Ton Gelmers | Head of ITEPS

### **Impact**

Co-founding her own educational institution as a graduating student - in corona time - was a process in which Cecilia took the lead in an inspiring way. This gives these children in Mexico the opportunity to follow innovative and modern education. Children who would normally not come into contact with this are now trained to be independent world citizens. The children's results are very positive and more than meet the national standards. Cecilia is still involved in the education and inspires current students to contribute to this primary school as well, by sharing information and her passion for the project. She tries to entice students to come to this school in Mexico to participate in its studies.

### **Hbo Hero 2022**

In our opinion, Cecilia is of course the best candidate to become Hbo Hero 2022. Her passion to contribute to the development of Mexican education and to make a difference for disadvantaged children makes her our heroine at NHL Stenden. During the VH congress on 13 June it will become clear whether Cecilia really is the Hbo Hero 2022 of the Netherlands.



Diverse classrooms, which are common in many nations these days (Central Agency for Statistics [CAS], 2021; European Commission, 2016; Organisation for Economic Co-operation and Development [OECD], 2017; Sanandaji, 2020; United Nations [UN], 2019), can be both a challenge and a potentially rich learning context for teachers and pupils. School communities are formed by individuals who are both alike and different in terms of a wide range of diversity sources (Jokikokko, 2005). Diversity can stem from obvious and visible sources like ethnicity, cultural background, or nationality, but it can also arise from subtler sources like socioeconomic status or family values. In an educational setting, diversity in all its myriad forms can create valuable learning opportunities.

# The long-term impact of study abroad on teacher behaviour

Unfortunately, although increasingly diverse classrooms exist in various countries, many teacher education (TE) programmes are not comprehensively preparing preservice teachers for working in this setting (Delk, 2019; Dutch Education Council, 2016), although many TE courses have begun to implement intercultural aspects in their curriculum (European Commission, 2019).

Consequently, teachers who might not be aware that pupils with a migration background may have different approaches to solving problems, or even different knowledge and skills, may not be able to build on these children's knowledge and experience (OECD, 2017). Also, many teachers are aware of the value and utility of diversity teaching but question their competence in implementing it (Siwatu et al., 2016), as evidenced in studies that show that teachers report a lack of confidence and/or competence in intercultural teaching; experience the diverse classrooms as stressful, difficult, and ineffective (European Commission, 2019; Mayer et al., 2017; Rowan et al., 2017; Santoro & Kennedy, 2016; Siwatu et al., 2016); or ignore the benefits of embracing diversity (UNESCO, 2020). The growing awareness of the many sources of diversity make gaining this competence even more challenging (Rowan et al., 2017). But how could pre-service teachers develop the necessary skills for working with the diverse students? Which aspects of TE could be beneficial for training the necessary competencies?

This PhD dissertation investigates this question by exploring how a study abroad (SA) programme as part of TE might be valuable to develop the necessary competencies for teachers to work with diverse pupils. The various chapters highlight the importance of intercultural competent teaching skills and illustrate how diversity and intercultural teaching are conceptualised, recognized, and approached in educational practices. Even a short-term study abroad, if well-designed with High Impact Practices, appears to be effective to develop competencies necessary for working with a diverse student population.

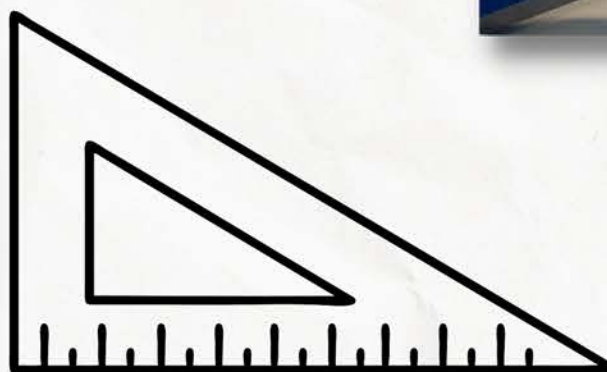
**Dissertation:** <https://research.rug.nl/en/publications/beyond-the-welcome-back-party-the-long-term-impact-of-study-abroa>



# Exploring the 12-Base Number System

Savita Singhal | ITEPS Maths Lecturer

What if, we all start learning about number and number sense but in the base 12 system. What will our numerals look like and how would be counted? Students of year 1 were put into the shoes of 3-year-olds learning how to count from reciter to producer of numbers. Soon they learned some basic facts about adding and subtracting up to 20. Let op! 20 is not twenty but 2do or 2 dozen. Remember they are counting in the base 12 system. This week, they acted like kindergarten and grade 1 students learning about the place value in base 12. Many interesting manipulatives and models were used which include egg cartons, beads, counters, worksheets with students' own created base 12 model and not to forget smarties as Zwarte Piet was in a hurry and dropped all the smarties and now each child must help him pick it up and count.





# Building A Safe Environment: an ITEps Initiative

**Maria Gimeno Rojas, Margarita Kolova,  
Shelby Knight, Viviane Müller** | ITEPS Student Teachers

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A safe environment is defined as an environment that is protected, people feel respected, valued, and encouraged to reach their full potential as well as be heard (Department of Human Services SA, 2021). This is important so that everyone feels comfortable to be themselves. We are four year 2 students that would like to make this a reality.

We were approached by Ton Gelmers, who is the dean of ITEps, to begin an initiative of raising awareness of undesirable behavior for the ITEps community. We all gained more knowledge about this topic by getting trained. In addition, we are all on the same page which is to be there as a help for our fellow peers as well as the ITEps community. This policy consists of trying to create a safe environment and to spread awareness so that we can reduce undesirable behaviour in our community.

Creating a safe environment where students, teachers, and other members of a school community feel comfortable to interact in is an important aspect of any campus. The factors that we focus on are undesirable behaviors such as sexual harassment, bullying, intimidation, etc. that lead to an unsafe environment. We realize that there is limited research on the experiences of students regarding undesirable behavior which can come from a lack of awareness of what to do when one experiences such things. For example, 2017 Australian research (van der Drift, D. 2021) found that 21% of students experience sexual harassment but the number is thought to be much higher.

As students ourselves, we know that there is often a lack of open communication after these experiences, and it tends to stay as information that spreads from classmate to classmate. Students prefer to go to their peers rather than school staff or others with their experiences. There is also a general lack of knowledge about the various types of undesirable behavior there is. Therefore, it's important that we work towards an accessible policy for students, raise awareness of both what is undesirable behavior and what to do when it occurs, and create safe spaces for students to reach out to students or staff members.

As the world globalizes and becomes more international, cultures are coming together which results in a need for people to work and interact with others from different places. In our campus, NHL Stenden ITEps, we value multiculturalism as an international focused course. As such, we understand that different cultures interpret actions in different ways and have traditions that we may not all know about. This is a wonderful aspect of our education that allows us to continuously learn from others about new cultures and cultural norms that we would otherwise not be exposed to. Our work in raising awareness on undesirable behavior highlights the impact of culture and how misinterpretations can occur due to cultural differences. As students preparing to be international teachers, we value that we can learn about these cultures and respect them which creates a safer environment for people from all backgrounds. We think it's important not only in our campus, but



education in general to be open-minded and respectful of the differences in culture, language, and upbringing. In doing so, we create an education that doesn't ignore culture but values it. Through posters and informative sessions that discuss the topic we aim to raise awareness in our campus and address these specific aspects of undesirable behavior. However, not only do we inform and raise awareness, but we also offer support and resources to those within our community that are experiencing undesirable behavior. Our primary goal is to work together towards creating a policy accessible to all students. Within this policy, there are different confidants that are available to students who have experienced or are experiencing undesirable behavior. On the side of the staff there is Margriet Veenstra, the external confidential advisor for students, Annet van Kouwen, the student counselor, Hanadi El Metni, the school psychologist and naturally all our ITEps lecturers.

We, as students, are happy that we have the opportunity to help our peers and collaborate with our lecturers and counselors to provide a safer environment in our campus. Not only can we raise awareness about often mentioned but rarely acted upon issues, but we can also offer

practical and specific steps students can take in case they feel unsafe or unvalued. We hope that in the future this initiative will be continued and there will be a possibility to expand it to other NHL Stenden campuses and even beyond our university since it concerns all students from all countries. Every situation, every interaction that occurs between students is unique and is affected by multitude of factors and therefore, should be approached in its own unique way. Only then, we can make sure that every individuality is valued, every opinion is respected and every student is safe.

Further contact details can be found on our poster.

## SAFETY ON CAMPUS

NHL Stenden University of Applied Science

**NHL  
STENDEN**

*'Undesirable behavior is any kind of behavior that annoys you so much that it becomes a problem.'*  
- (Undesirable behaviour, n.d)

**73%**  
social harassment

**54%**  
social harassment

**28%**  
physical bullying

**23%**  
cyber bullying

Numbers for the USA from a 2016 survey: (Learning from student voice: Bullying 2021) YT

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### THE POLICY

We want to be able to study in a safe environment and feel comfortable which is why we are offering ourselves as people to contact for a chat. If you don't feel safe, need someone to talk to, and/or want support we are willing to help.

### CONTACTS

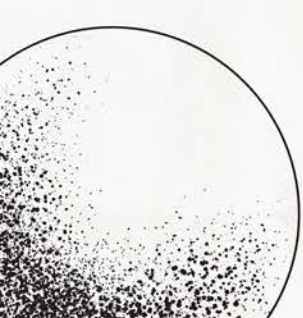
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## **Beyond Personal Convictions: The Children's Rights Convention and its role as a Professional Ethics Instrument for Teachers**

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## Beyond the welcome-back party: The long-term impact of study abroad on teacher behaviour (Related Research Papers)

Grada Okken

G. J. Okken, E. P. W. A. Jansen, W. H. A. Hofman & R. J. Coelen (2022): The relationship between intercultural teaching competence and school and classroom level characteristics, *Intercultural Education*, DOI: 10.1080/14675986.2022.2031904

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## Building a Safe Environment: an ITEPS Initiative

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is the most powerful weapon which you can use to change the world.  
- Nelson Mandela

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