

International Education and Schools: Moving beyond the first 40 years, edited by Richard Pearce, London, Bloomsbury, 2013, 238 pp., £24.99 (pbk), ISBN 978-1472510-74-7

Using the 40th anniversary of the International School of London as a catalyst for the creation of this edited volume, 11 articles come together to form an updated collection from prominent scholars and educators in the field of international education. One can expect familiar names like Mary Hayden, Jeff Thompson, and James Cambridge contributing to this collection, which provides notable breadth through a unique assortment of articles. These articles are organized into three sections – historical overview, emerging themes, and new critique – providing the reader with an easy opportunity to read the book from beginning to end or in bits and pieces based on areas of interest.

Hayden and Thompson begin the historical overview section with a succinct description of what are essentially the most dominant models of international schools today. These models typically fall into social, humanitarian or economic categorizations, with recent hybrid tendencies emerging between the social and economic models. The authors also discuss the various types of education offered by international schools as well as what the future might hold for them given changing global contexts. Also in this initial section, Brummit and Keeling trace the international-school market from its inception during the 1960s all the way through to the present day. They provide interesting data (including statistical charts) that pertain to the changing market demographics, big business, and the impact of increased demand in the field.

The final article in this section looks at international schools from a rather unusual angle. Shortland provides insight into changing policy associated with tuition reimbursement for expatriate families based abroad. This is an important issue when one considers the multitude of international schools that are supported, in part, by corporate/government education remuneration packages currently provided to expatriate families.

Moving to the emerging themes section, Pearce searches for a recognizable discourse in international schools and questions if there is anything truly distinctive about them beyond their location. He notes that international teachers are, in fact, nationally trained and often follow national norms [learned from their country of origin]. Diversity is identified as a central challenge to international schools and, in particular, its role in identity formation.

Carder provides a critique on English as a Second Language (ESL) programmes in international schools and draws particular attention to the gap between theory and practice. Recent changes in ESL with regards to both the International Baccalaureate (IB) Diploma Programme as well as the Middle Years Programme are examined and included in his critique. The IB Programme is also examined by Wilkinson and Wilkinson, who utilize the philosophy of Johann Pestalozzi (learning by head, hand, and heart) as a framework to examine the development of the programme from its early stages to its current stage. They argue that changes driven by high-stakes testing and university-entrance expectations have created high-pressure assessments that contradict the original IB objectives.

Last in this section, Roberts interrogates one of the most prevalent terms among international schools today: 'international mindedness'. According to Roberts this term is both ambiguous and inadequate. An alternative term, 'global engagement', is suggested along with specific changes that would help to see the realization of such a term.

The final, new critique, section begins with an exploration of international education discourse. Allan presents a dizzying array of overlapping terms: multicultural, multinational, intercultural, and international, which are examined within the context of the international school. He concludes that because international schools have failed to develop a multicultural pedagogical philosophy

(in what many would consider an ideal environment), international education can claim rights only to being a discourse rather than a philosophy.

In another article, Bunnell meticulously traces the historical context of the IB, with a particular emphasis on the role that pioneer international schools like the International School of London have played in the formative years of IB development. He makes a rather curious moral and practical case for the formal recognition of such schools beyond that of other IB schools. By effectively creating a 'pecking order', however, one might question whether such a change would invite a competitive, as opposed to a cooperative, air among IB member schools.

Also targeting the IB Programme, Cambridge draws on three aspects of Basil Bernstein's theory to examine several dilemmas within the programme. In particular, he uses Bernstein's distributed rules of discourse, pedagogic re-contextualization rules and evaluative rules to explore access to the IB among diverse learners, changes to IB Middle Years Programme assessments, as well as the teaching of history as a way of 'reproducing docile, governable citizens in national systems' (201).

Whilst Cambridge notes a loosening link between international schools and the IB, the prevalent discussion of the IB in this edited volume alone suggests that the IB continues to hold strong amongst international schools. Indeed, five out of the eleven articles explicitly centre or substantially reference the IB and its content (Bunnell; Cambridge; Carder; Roberts; Wilkinson and Wilkinson), while Brummitt and Keeling confirm that 45% of international schools use some form of international curriculum (like the IB). As such, the dilution of the international-school share within the IB market (201) appears to have more to do with a marked increase in national school participation *rather than* a reduction in international school participation.

In the final chapter of this book, Caffyn uses three school case studies to examine psychodynamic and organizational boundaries in the management of international schools. Group players (which can be seen as parallel to special interest groups) such as school leadership, host country staff, transient expatriates, and parent boards are discussed within the context of these boundaries. These boundaries are described as physical, psychological, structural, cultural, external, or power-related.

This book is certainly a must-read for those in the field of international education. Articles are stimulating and leave the reader with plenty of food for thought. Besides providing scholarly articles, this volume also provides practical articles for the multitude of players in the management and operation of international schools: administrators, board members, entrepreneurs, and teachers can all find valuable information in this very worthwhile and engaging text.

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