



REGENTS  
INTERNATIONAL  
SCHOOL  
PATTAYA

A NORD ANGLIA EDUCATION SCHOOL

*Be Ambitious Be Regents*

# Growing Ambitious Learners

Meeting the needs of the International Learner

Hannah Naowasuk, Deputy Headteacher of Primary  
Harry Ainscough, Assistant Headteacher of Secondary



REGENTS INTERNATIONAL SCHOOL  
PATTAYA

A NORD ANGLIA EDUCATION SCHOOL



*Be Ambitious Be Regents*

# Introductions



Hannah Naowasuk  
Deputy Headteacher



Harald Ainscough  
Assistant Headteacher

Pastoral responsibility in our respective areas of the school,  
including Safeguarding lead and ambassador for student well-being.

*What the workshop will cover:*

---

Our school aims

Clarifying student needs within our context

What we do

What next?

## *Our aims as a school*

---

Aim: To embed pastoral systems which recognise and support our students.

This workshop takes you through our process from our starting point to where we currently are and the outcomes that we have seen.

*What the workshop will cover:*

---

Our school aims

Clarifying student needs within our context

What we are doing

What next?

## *Step 1: Vision of the Future*

---

What is your vision for your child?

What characteristics/ attributes do you aspire for them to have?

*Discussion:* clarifying student needs within our context

What is your vision for your child?

What characteristics/ attributes do you aspire for them to have?



## *Step 2:* Looking at our school setting and characteristics

---

Thailand

1000 students across Primary and Secondary

54 nationalities amongst student population

37% of students identify as Thai nationals



*Step 3: How does current research fit with our setting?*

---

*I'm Canadian-Chinese, at the same time, I'm neither*

## *What is the definition of a Third Culture Kid?*

Definition of a Third Culture Kid as defined by Fail et al, 2004, referenced by Morales in his 2015 paper;

*“An individual who, having spent a significant part of the developmental years in a culture other than the parents’ culture, develops a sense of relationship to all of the cultures while not having full ownership in any. Elements from each culture are incorporated into the life experience, but the sense of belonging is in relationship to others of similar experience”*

## *Discussion:* Clarifying student needs within our context

---

How might the experience of a TCK impact on a child's learning/ achievement?

# Discussion

---

How might the experience of a TCK impact on their learning/ achievement?

Discussion prompts

- Dual citizenship
- Parents are from a different country the young person is educated in
- Peer group
- When and where might a young person experience loss when moving from one school to another? Friends? familiar culture?
- Theory - a TCK connects better with people than place – discuss!

# *The experience of Third Culture Kids (TCK)*

---

What all children need in their formative years

- Recognition
- Belonging
- Connection

# *Conduct and Readiness for Learning*

---

We see broadly talk about behaviour in 2 ways:

- Conduct
- Readiness for Learning

# *Conduct and Readiness for Learning*

---

## Conduct

- Meeting expectations around school rules which are there to create an effective, safe and tolerant learning environment.
- Acting in a manner which is respectful of Thai culture and Thai laws.
- Acting in a manner which provides safety and security for staff and students.

# *Conduct and readiness for learning*

---

## Readiness for Learning

- Refers to aspects of the learning experience around organisation and being prepared to engage to the best of a student's ability.
- Wellbeing is another aspect of this.



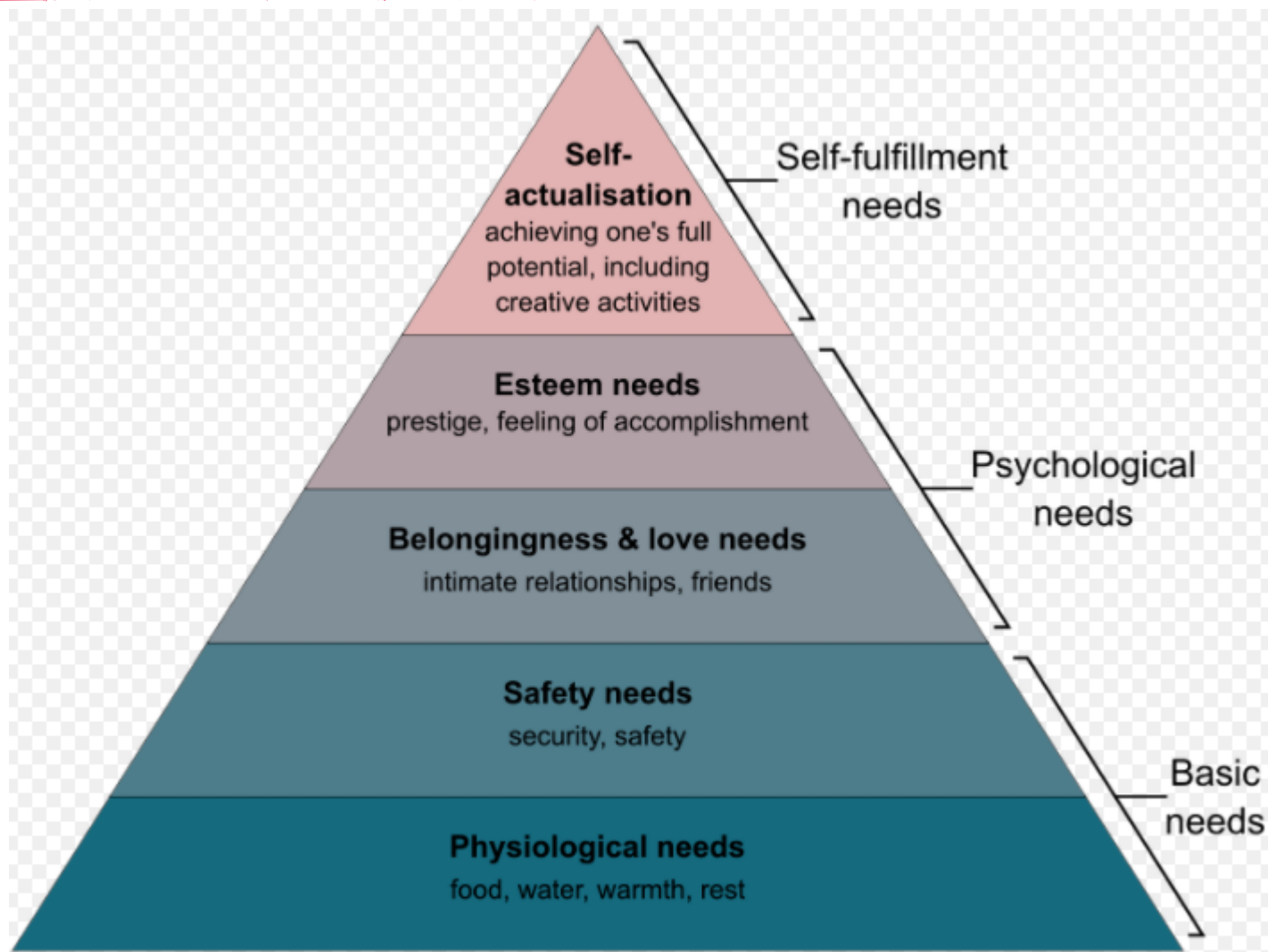
## *From Policy to Approach: Conduct and Readiness for Learning*

---

Regents School's pastoral system recognises the difference between a student's conduct and a student's readiness to learn.

While the two are interrelated, broadly speaking, readiness for learning refers to aspects of the learning experience around organisation and being prepared to engage to the best of a student's ability.

It comes from an understanding that there may be factors at play which inhibit this.



## Behaviour policy

## Growing Ambitious Learners

“labelling children as...”

“making sure we don’t miss any one out...”

“list of sanctions...”

“seeking to understand...”

“how to deal with children”

“looking to support readiness to learn...”

“championing positive behaviours...”

*What the session covers:*

---

Our school aims

Clarifying student needs within our context

What we do

What next?

## Summary

- What we consider:
  - School characteristics
  - Theory relevant to international education
  - Our student needs

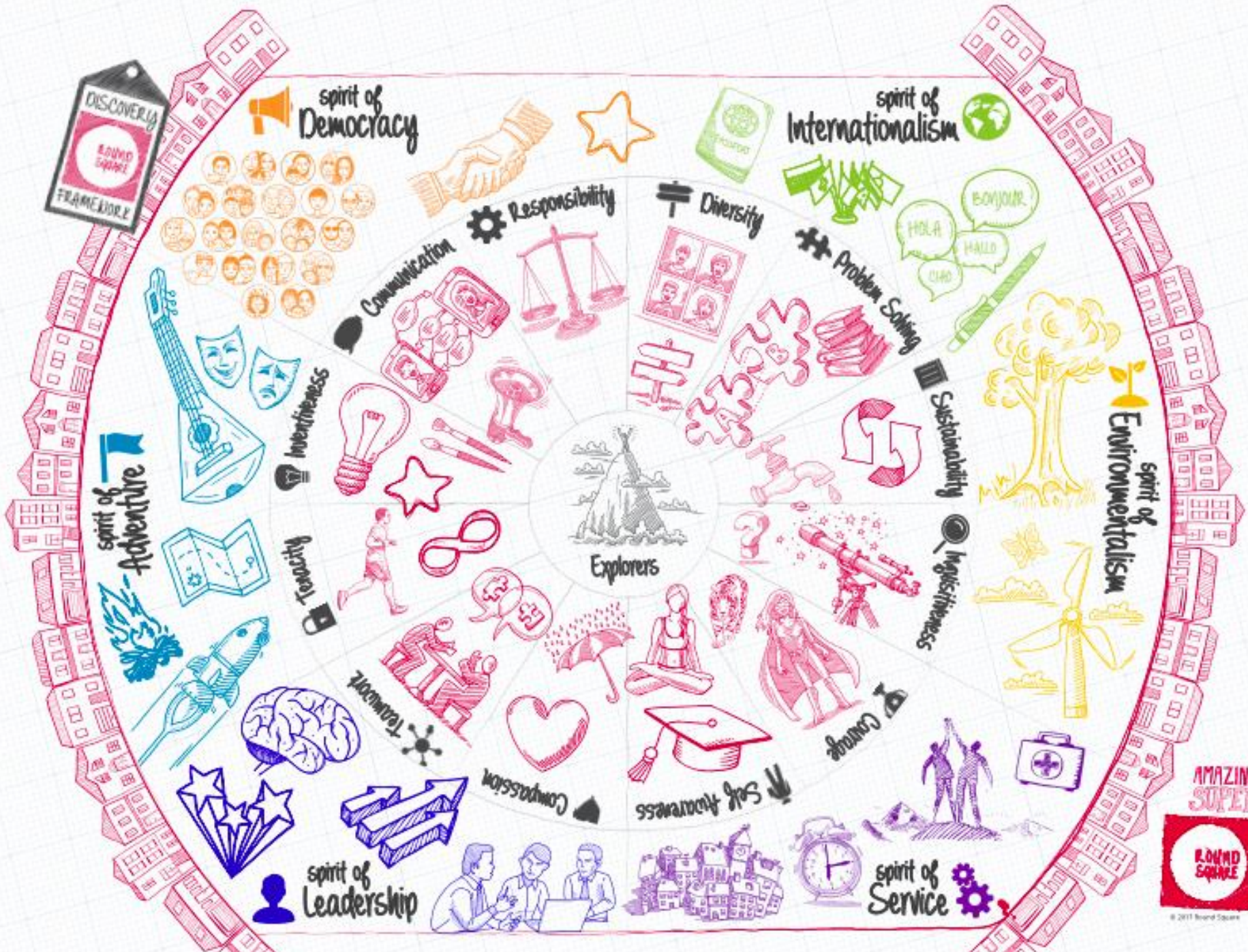
We aim towards character development and supporting personal growth – hence Growing Ambitious Learners

How many of the Ideals  
can you mention? (6)

How many of the Round  
Square Discoveries can  
you name? (12)

How does this reflect our  
thinking from earlier?

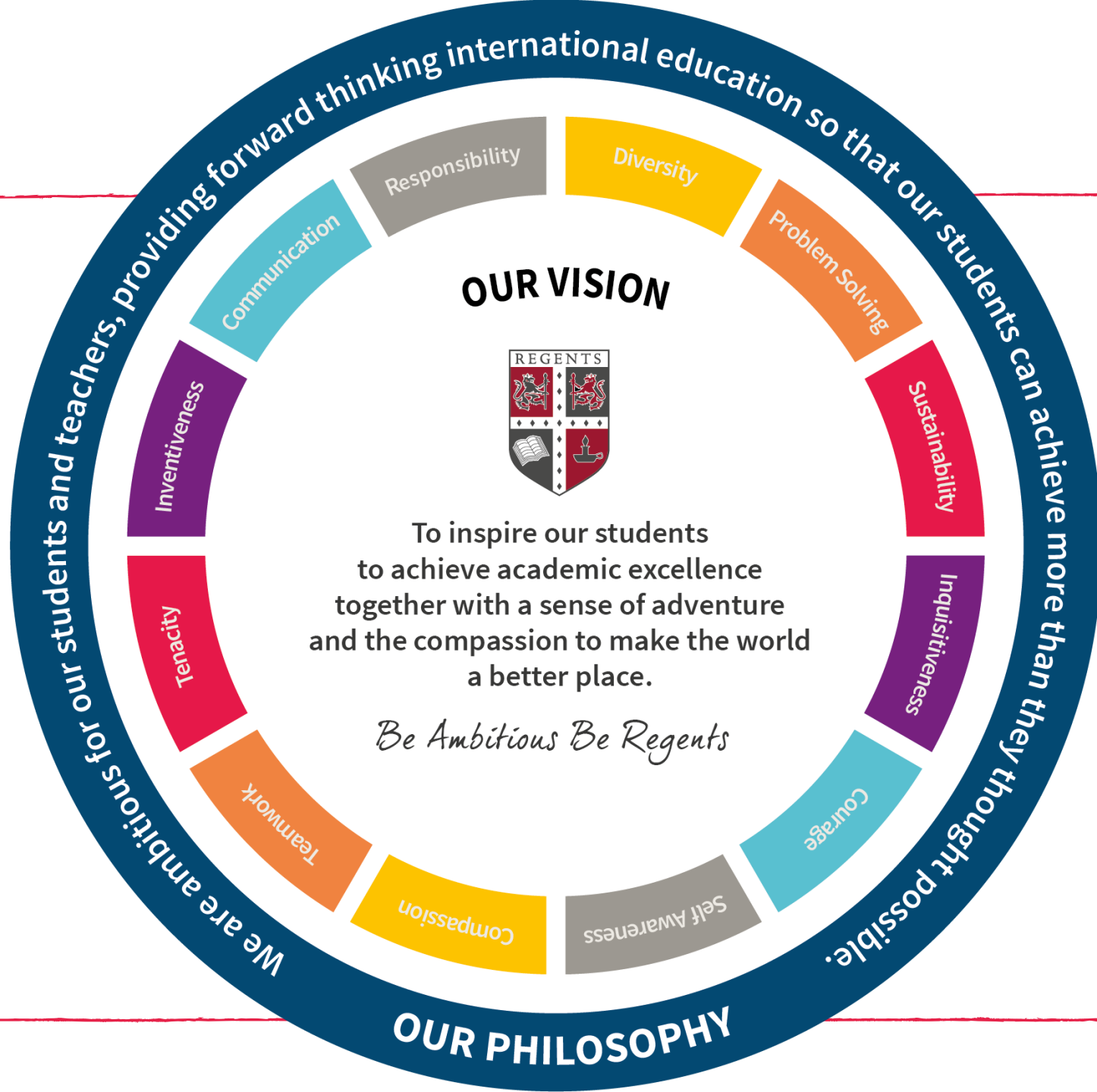




AMAZING SUPER



© 2011 Round Square





---

What are the things we do that you  
are aware of that promote these  
values for your child?

*What next?*

---

What do you feel you would like to see more of?

How else would you like to see us recognise your child's achievements here in school?

## Further reading

Round Square: <https://www.roundsquare.org/being-round-square/what/>

What it is to be 3<sup>rd</sup> culture kid: Van-Reken R (2015) TED Talk <https://www.youtube.com/watch?v=vrVWHfEQz6A>

The Guardian (Oct 29<sup>th</sup>, 2013) International School Settings: rootless and without a home? <https://www.theguardian.com/education/motarboard/2013/Oct/29/international-school-students-cultural-identity>

*Thank you.*



**REGENTS INTERNATIONAL SCHOOL  
PATTAYA**

A NORD ANGLIA EDUCATION SCHOOL



*Be Ambitious Be Regents*