

Q&A: How can we realise the potential of international study and practice-based experiences through the curriculum?

Mobility and curriculum – a school sector perspective

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AIEC Thursday 8 October 2015

A school sector perspective

Policy Drivers - GCE

Global

Local

Curriculum Documents

UNESCO

A.C.

State & Territory

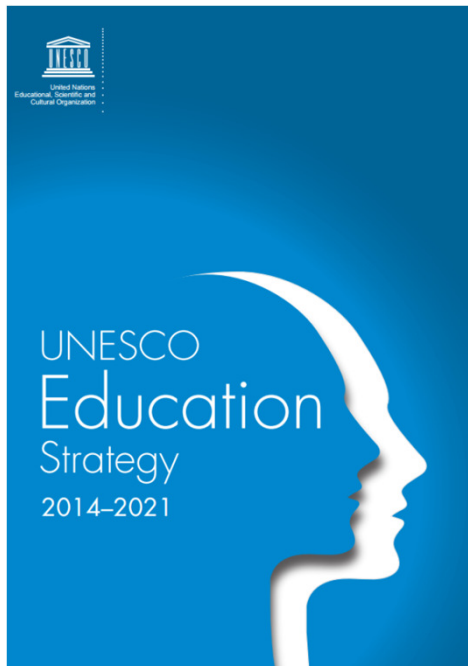
School

Student Experiences

At school

Out of & beyond school

Policy drivers - global



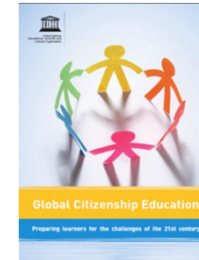
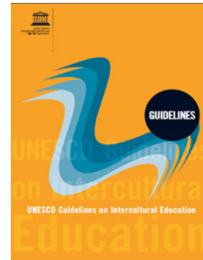
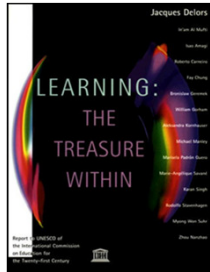
Reinforcing global citizenship education

There is growing interest in **global citizenship education (GCE)** as a framing **paradigm that encapsulates how education can develop the knowledge, skills, values and attitudes learners need to secure more just, peaceful, tolerant and inclusive societies.**

The UN Secretary-General's Global Education First Initiative (GEFI), launched in 2012, has been instrumental in raising awareness about GCE by recognizing education as a way to 'foster global citizenship' as one of its three priority areas. **GCE takes a multifaceted approach, employing concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development and education for international understanding.** Its implementation takes various forms depending on contexts, regions and communities. GCE builds upon existing practices by taking the agenda a step further, encompassing all these elements and emphasizing how they interconnect. **During the period of this strategy, UNESCO's work on GCE will be enhanced significantly with a view to increasing integration of GCE in education policies, programmes, teaching practices, learning materials and the learning environment.** (p.46)

Accessed 28.09.15: <http://unesdoc.unesco.org/images/0023/002312/231288e.pdf>

Policy drivers - global



1996	<u>Delors - Learning, the treasure within: report to UNESCO of the International Commission on Education for the Twenty-first Century</u>
2013	<u>UNESCO Occasional Paper- Revisiting Learning: The Treasure Within Assessing the influence of the 1996 Delors report</u>
	<u>UNESCO Guidelines on Intercultural Education</u>
	<u>UNESCO Intercultural Competences Conceptual and Operational Framework</u>
2014	<u>UNESCO Global Citizenship Education - Preparing learners for the challenges of the twenty-first century</u>
	<u>UNESCO Global Citizenship Education - Topics and Learning Objectives</u>

Links and images accessed 28.09.15.

GCE(D) gains momentum



The screenshot shows the UNESCO Education website page for Global Citizenship Education. The page features a navigation menu at the top with categories like Education, Natural Sciences, Social and Human Sciences, Culture, Communication and Information, and Media Services. Below the navigation is the UNESCO logo and the word 'EDUCATION'. The main content area is titled 'Global Citizenship Education' and includes a sub-header 'Global citizenship education (GCE) is one of the strategic areas of work for UNESCO's Education Programme (2014-2017) and one of the three priorities of the UN Secretary-General's Global Education First Initiative (GEFI) launched in September 2012.' It also mentions that GCE equips learners with values, knowledge, and skills based on respect for human rights, social justice, diversity, gender equality, and environmental sustainability. The page includes sections for 'Online materials', 'NEWS', 'SPOTLIGHT', 'FOLLOW US!', 'RELATED INFORMATION', 'RESOURCES', 'VIDEO', and 'CONTACT US'.

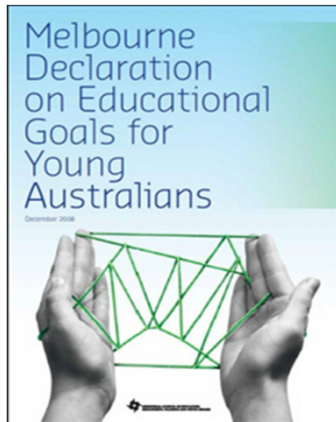
PISA 2018

- Major subject area: Reading
- Minor subject areas: Mathematics, science
- Innovative assessment: Global Competence
- Possible optional tests and questionnaires (to be decided)
- Main delivery mode is on computer
- A small number of countries may continue with paper-based delivery
- The PISA Governing Board has agreed its strategy for the next cycles of PISA (see EDU/PISA/GB(2013)14)

Accessed 28.09.15:

- <http://www.unesco.org/new/en/global-citizenship-education>
- <http://www.oecd.org/callsfortenders/PISA%202018%20Information%20to%20Bidders%20v3.pdf>

Policy drivers - local



National policy context

In Australia, joint decisions on shared priorities and agreed national initiatives are made through intergovernmental policy councils. For education, these councils are the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA), the Ministerial Council for Tertiary Education and Employment (MCTEE) and the Council of Australian Governments (COAG).

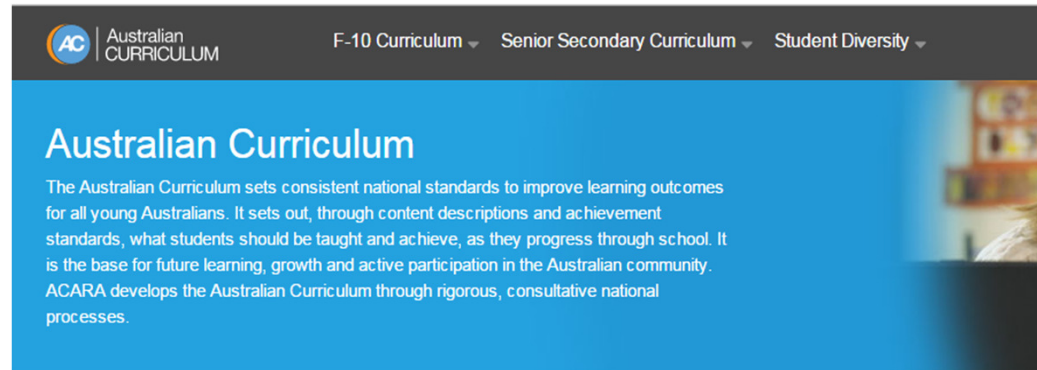
MCEECDYA is responsible for overseeing progress towards the Educational Goals for Young Australians announced by Ministers in the [Melbourne Declaration](#) of December 2008.

“The Melbourne Declaration identifies essential skills for twenty-first century learners – in literacy, numeracy, information and communication technology (ICT), thinking, creativity, teamwork and communication. It describes individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels.”

Accessed 28.09.15:

- http://www.acara.edu.au/reporting/national_report_on_schooling_2009/national_policy_context/national_policy_context.html
- http://www.curriculum.edu.au/verve/resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf
- <http://www.australiancurriculum.edu.au/generalcapabilities/overview/general-capabilities-in-the-australian-curriculum>

Australian Curriculum



The screenshot shows the top navigation bar of the Australian Curriculum website. It includes the AC logo, the text 'Australian CURRICULUM', and three dropdown menus: 'F-10 Curriculum', 'Senior Secondary Curriculum', and 'Student Diversity'. Below the navigation bar is a blue banner with the title 'Australian Curriculum' and a paragraph of introductory text. The text describes the Australian Curriculum as consistent national standards to improve learning outcomes for all young Australians, setting out content descriptions and achievement standards. It also mentions that ACARA develops the curriculum through rigorous, consultative national processes.

F–10 Curriculum

In 2014, Foundation to Year 10 Australian Curriculum is being implemented in all states and territories of Australia. It includes learning areas, general capabilities and cross-curriculum priorities that together support 21st century learning.

[More information >](#)

Senior Secondary Curriculum

Fifteen senior secondary Australian Curriculum subjects across English, mathematics, science, history and geography have been developed in consultation with teachers, education authorities, academics, peak bodies and industry.

[More information >](#)

Student Diversity

The Australian Curriculum promotes excellence and equity for all students by providing a challenging curriculum from which rigorous, relevant and engaging learning programs can be developed that address individual learning needs.

[More information >](#)

Accessed 28.09.15: <http://www.australiancurriculum.edu.au/>

Melbourne Declaration

“Global integration and international mobility have increased rapidly in the past decade. As a consequence, new and exciting opportunities for Australians are emerging. This heightens the need to nurture an appreciation of and respect for social, cultural and religious diversity, and a sense of global citizenship” (Preamble, p.4)

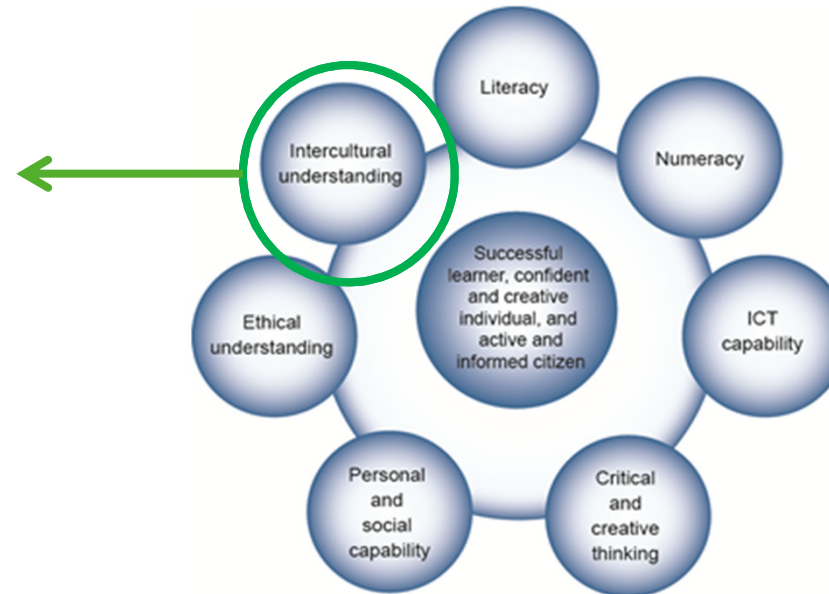
Accessed 28.09.15:

http://www.curriculum.edu.au/verve/resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf

Australian Curriculum – General capabilities



Organising elements for Intercultural understanding



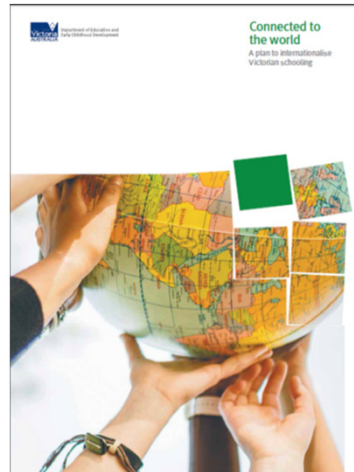
General capabilities in the Australian Curriculum

Links and images accessed 28.09.15:

- <http://www.australiancurriculum.edu.au/generalcapabilities/overview/general-capabilities-in-the-australian-curriculum>
- <http://www.australiancurriculum.edu.au/generalcapabilities/intercultural-understanding/organising-elements/organising-elements>

Implementing policy and curriculum in Australian schools – some examples

[Internationalising Schools](#)
(VIC: Multi-faceted approach)



[Global schools](#)
(QLD: Languages education strategy Y5-8)



Accessed 28.09.15:

- <http://www.education.vic.gov.au/about/programs/learningdev/Pages/connected.aspx>
- <http://www.education.vic.gov.au/Documents/about/programs/learningdev/intrnatnlisingschlsplan.pdf>
- <http://education.qld.gov.au/curriculum/framework/p-12/globalschools.html>
- <http://education.qld.gov.au/curriculum/pdfs/global-schools-consultation-draft.pdf>

School sector statements

- *“The Strategic Plan has been created to ensure that this rich education and supportive environment continues to develop interculturally engaged citizens who are capable of meeting the challenges of a changing world.”*
- *“... is an internationally focused school that provides co-educational opportunities for students from all parts of the globe. ”*

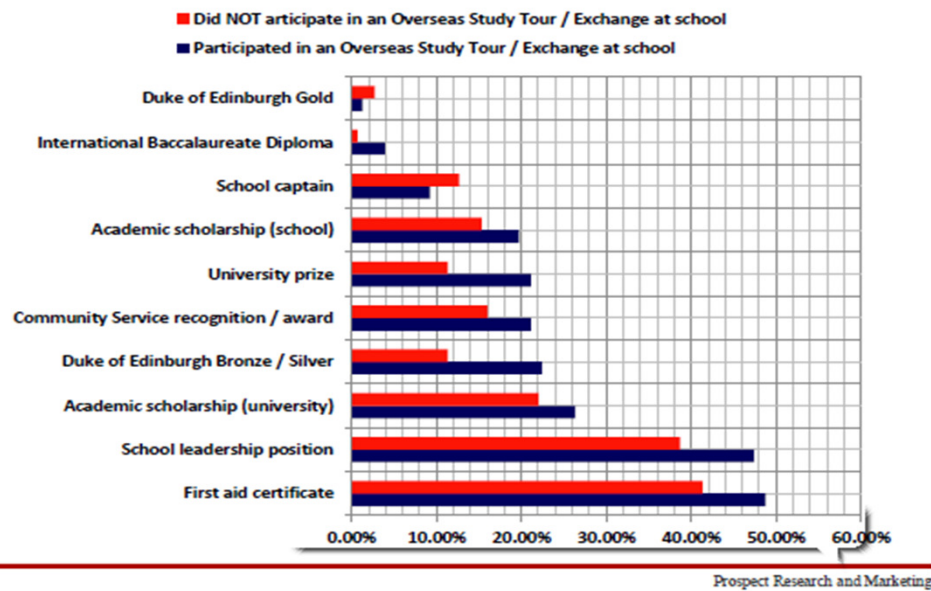
Internationalisation of schooling; student experiences

INBOUND
<ul style="list-style-type: none">• Visitor Visas < 3 months• Holiday programs• Study tours• Cohorts of students• Informal exchanges <ul style="list-style-type: none">• 571 school sector student visa (CRICOS registered schools) > 3 months• Registered courses• School sector ELICOS <ul style="list-style-type: none">• Approved Secondary Exchange Students <ul style="list-style-type: none">• Dependants of temporary / permanent visa holders

OUTBOUND
<ul style="list-style-type: none">• Approved Secondary Exchange Students <ul style="list-style-type: none">• Informal student & teacher exchanges (often with sister schools) <ul style="list-style-type: none">• Service Learning Trips <ul style="list-style-type: none">• Cultural / Sporting Tours <ul style="list-style-type: none">• International competitions, conferences, forums

OTHER
<ul style="list-style-type: none">• International competitions, competitions, forums <ul style="list-style-type: none">• Leadership / Global Citizenship Programs <ul style="list-style-type: none">• Technology enabled / Online experiences <ul style="list-style-type: none">• IB Programmes <ul style="list-style-type: none">• International accreditation (e.g., CIS) <ul style="list-style-type: none">• Global networks <ul style="list-style-type: none">• Sister schools, MOUs, friendship agreements

Individual attainments and accomplishments



What can a successful student outcome look like?

Understanding Generation G

Robert Lawrence
 Prospect Research and Marketing

Accessed from Understanding Generation G and the Implications for Every Institution in Meeting Their Expectations Slide 11
<http://aiec.idp.com/uploads/pdf/2013-c-055-lawrence-friday-10.25am-royal-c-055.pdf> (AIEC 2013)

Integrating GCE into education systems

p. 46 [Global Citizenship Education Topics and Learning Objectives](#)

Factors contributing to successful delivery of global citizenship education:

- Embedded in policy, with wide stakeholder buy-in
- Long-term and sustainable
- Holistic, including the various sub-topics in a systematic way
- Reinforced in each year of schooling and preferably in the wider society
- Covering the local, national and global dimensions
- Supported by pre-service and continuing in-service training of teachers
- Developed and sustained in collaboration with local communities
- Scalable with maintenance of quality
- With feedback from monitoring and evaluation processes
- Based on collaborative arrangements that ensure expertise over the longer term with provisions for periodic review

Links and images accessed 28.09.15 <http://unesdoc.unesco.org/images/0023/002329/232993e.pdf>

Meaningful assessment & reporting; validating student outcomes



Professional Learning

Intercultural understanding toolkit

Intercultural understanding has become fundamental to education in a diverse and interconnected world. This toolkit includes information and resources to support you to address the intercultural understanding general capability in the classroom.



Definitions

Explore various definitions of intercultural understanding...[more »](#)



Curriculum

Consider how intercultural understanding in the curriculum can be addressed...[more »](#)



Pedagogy

Explore pedagogies to support intercultural learning and transformative thinking...[more »](#)

Acknowledgements

Images: AEF

Global Citizenship Education Topics and Learning Objectives (2014, p.56)

- *What are the core areas of learning to be addressed in a comprehensive assessment and evaluation plan?*
- *How will we know if learners are successfully learning? What indicators can be used?*
- *What will we accept as evidence of learners' understanding and skill development?*
- *What types of assessment will be most useful to collect evidence of learning?*

Accessed 28.09.15: <http://unesdoc.unesco.org/images/0023/002329/232993e.pdf>

Accessed 02.10.15 <http://www.asiaeducation.edu.au/professional-learning/toolkits/intercultural-understanding>



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