Measuring international engagement in the school sector

Issues, challenges & project outcomes

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Issues

WE KNOW

• There are > 9,400 schools in Australia
  (ABS Schools, Australia, 2017)

• A LARGE NUMBER of schools have a sister school / student exchange program / engage in other international program(s) or activities of some kind
  (available data, desktop research, anecdote)

• Schools are EXPECTED to develop 21 Century Skills / General Capabilities / as part of their school curricula in Australia
  (Australian Curriculum, F-10 Curriculum > General Capabilities)

• There is a big debate going on about the place of these skills in school curriculum at the moment
  (Review to Achieve Educational Excellence in Australian Schools)

• UNESCO, OECD identify these skills as critical in a range of frameworks
  (UNESCO SDG 4.7 Global Citizenship Education; OECD Education 2030, PISA 2018 Global Competence)
Issues

WE DON’T KNOW

• The ratio of schools that engage internationally: those that have few or limited opportunities to “internationalise”

• The QANTUM and TYPE of international engagement in the schools sector

• HOW SCHOOLS MEASURE the impact of their globally focussed activities & embedding of General capabilities & Cross-curriculum priorities in Learning areas on student learning outcomes

• Australia’s participation in the 2018 PISA assessment of Global competence?
Challenges

• Greatest challenge is to COLLECT data on international engagement for non-government schools Australia-wide
  – LIMITED data available VS HIGH school participation rate

• REASONS for collecting data are many, but not necessarily compelling for individual schools
  – Informing policy and funding decisions at state/territory and Cwlth levels
  – Identifying barriers to participation, gaps in resources & professional learning needs
Desirable outcomes

• Developing an evidence base over time for
  – assessing impact of international engagement opportunities in schools on student learning outcomes
  – more fine-grained research on impact of TYPES of engagement and other factors (year level of students, connection of activity to curriculum learning area, etc) on development of global competences
  – advocacy for program support, overcoming barriers to participation, etc

A BETTER UNDERSTANDING OF WHAT MAKES A DIFFERENCE & HOW