

INTERNATIONALISATION OF THE CURRICULUM: FUTURE DIRECTIONS IN A GLOBALIZED WORLD

Emerita Professor Betty Leask, La Trobe University;
Ms Mariana Lane, Independent Schools Queensland;
Dr Wendy Green, University of Tasmania;
Dr Tracy Fortune, La Trobe University.



- Where are we up to? (Betty Leask)
- IoC in Schools (Mariana Lane)
- Students as Partners in Global Learning in Higher Education (Wendy Green)
- Academics and global citizenship - what do staff think? (Tracy Fortune)

WHERE ARE WE UP TO?



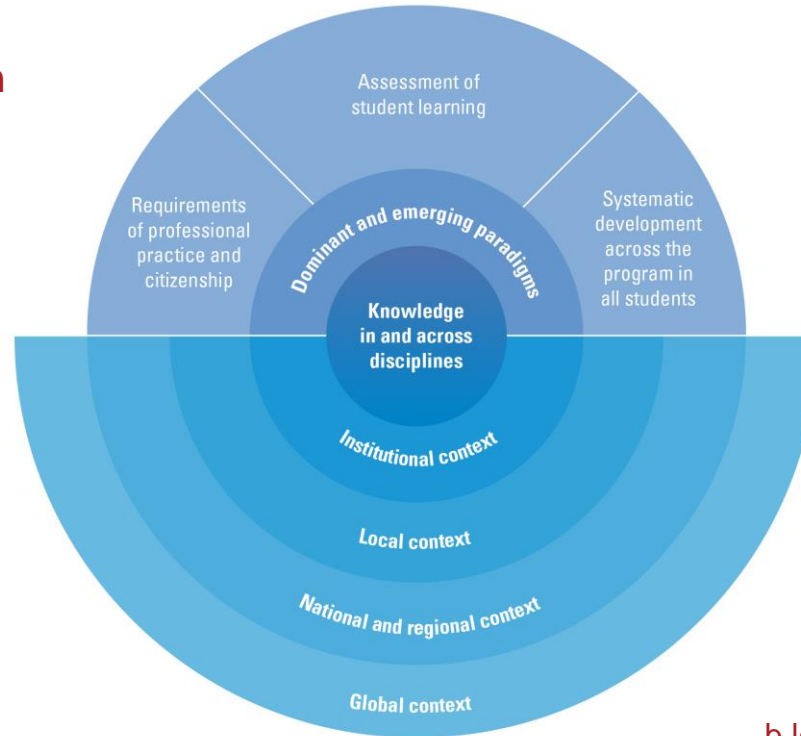
- ‘A curriculum with an international orientation in content and/or form, aimed at preparing students for performing (professionally/socially) in an international and multicultural context and designed for domestic and/or foreign students’ (OECD, 1995, p.9).

- ‘Content (that) does not arise out of a single cultural base but engages with global plurality in terms of sources of knowledge ... encourages students to explore how knowledge is produced, distributed and utilized globally ... helps students to develop an understanding of the global nature of scientific, economic, political and cultural exchange’ (Webb 2005, p. 111)

- Internationalization of the curriculum is the incorporation of international, intercultural and global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study. (Leask, 2015, 9)

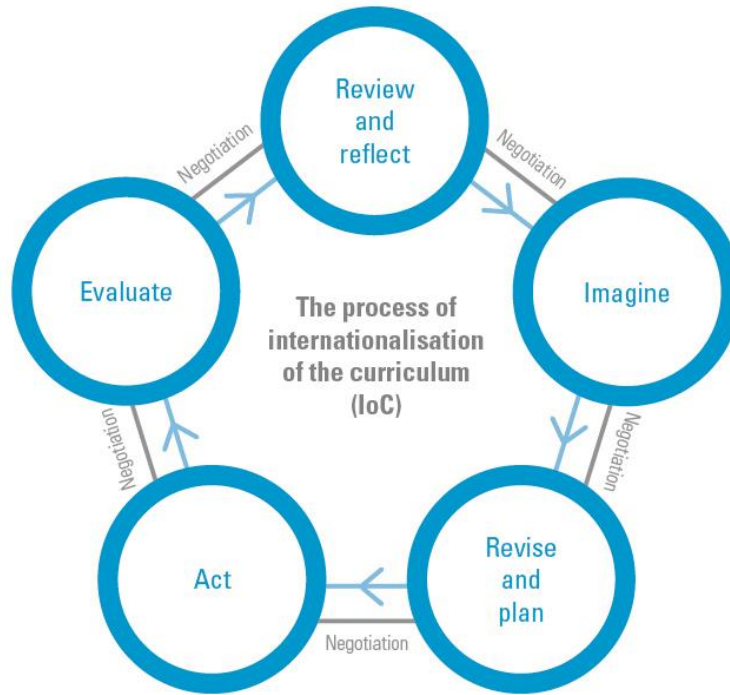
A conceptual framework of internationalisation of the curriculum

Curriculum design



Contextual influences

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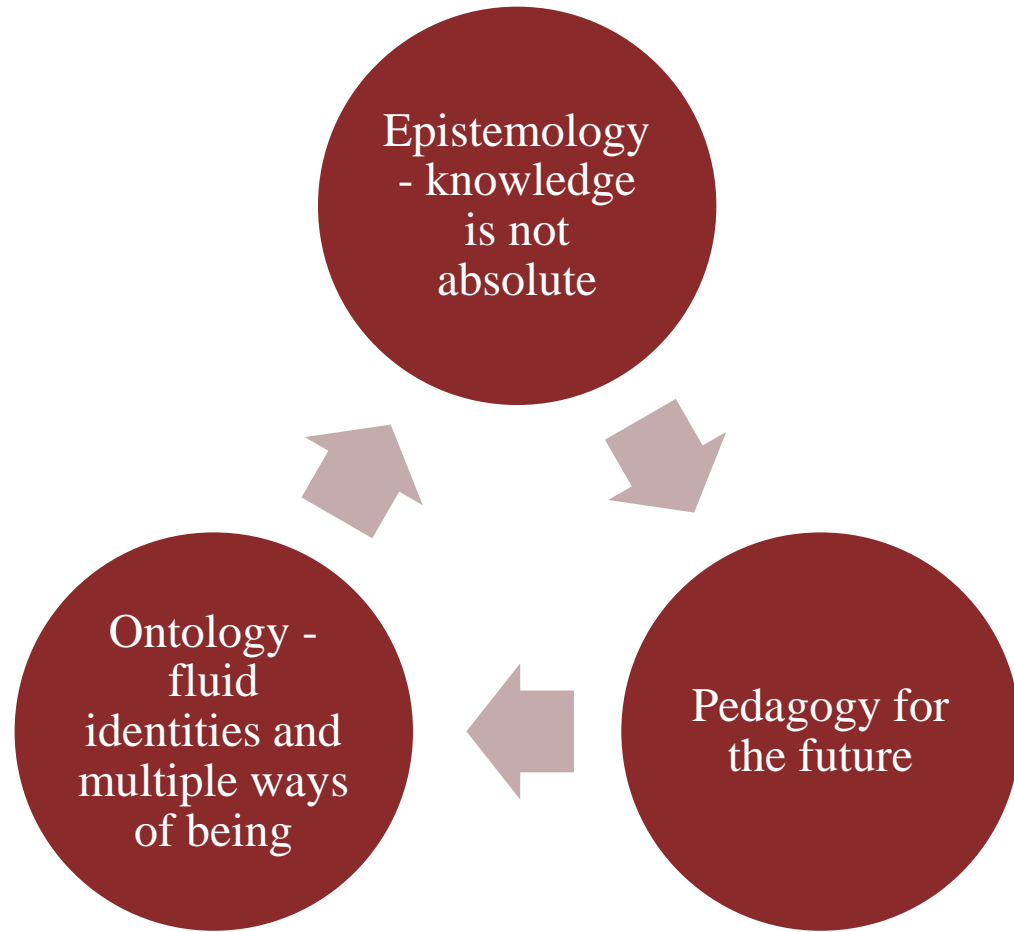


The role of the facilitator in the process of IoC is critical to ensuring the success of the process. One of the most important skills is that of negotiation.

Responsible global citizenship

Responsible global citizens:

- see the world through the eyes of others
- identify with common human predicaments and show compassionate concern for others
- think independently/resist peer pressure
- act in support of the common good across social, environmental and political dimensions
- display a personal ethic which is both local and global in scope
- are deeply committed to solving the world's problems



Summary of key ideas

- For *all* students in schools, VET and HE
- Curriculum = formal, informal and hidden = the total student experience
- Different in different contexts
- Linked with other concepts
 - ‘Responsible’ Global Citizenship
 - ‘Cognitive justice’
- Students as partners in global learning an emerging theme
- Internationalisation of teachers & academic staff– professional development and support

INTERNATIONALISATION OF THE CURRICULUM IN SCHOOLS

Mariana Lane

Project Manager, International Education, Independent Schools,
Queensland

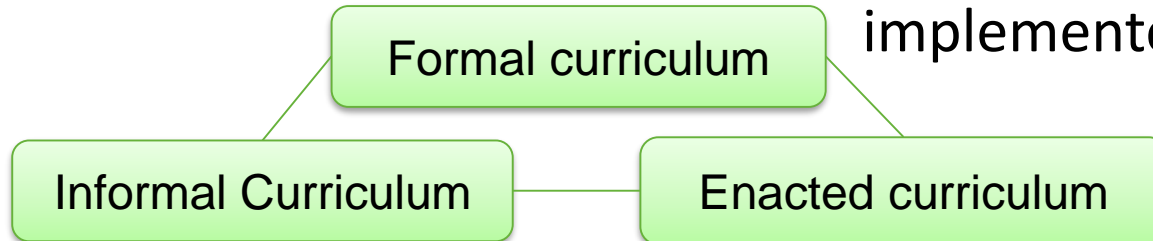


AUSTRALIAN CURRICULUM

F-10

3 PILLARS

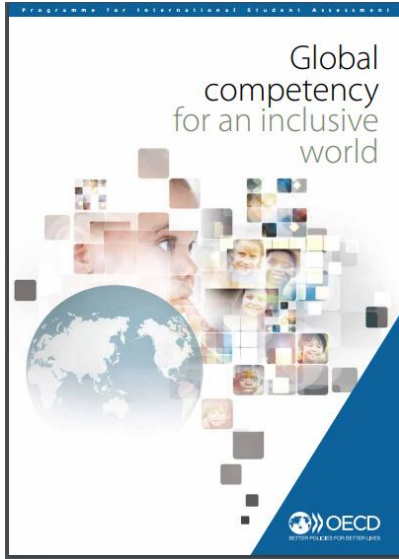
- Learning areas
- General capabilities
- Cross-curriculum priorities



Senior Secondary

Nationally agreed content and assessment standards for English, Maths, Science and Humanities and Social Sciences – assessment, requirements, certification implemented by jurisdictions.

Developing global competencies



The emerging OECD 2030 framework can be visualized like this:



[Global competency for an inclusive world](https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf) p.4

What's next?



(<https://www.fya.org.au/our-research/>)
Retrieved 24/09/17)



(<http://www.mitchellinstitute.org.au/reports/preparing-young-people-for-the-future-of-work/#>)
Retrieved 24/09/17)

Our approach to education is not equipping young people with the broad capabilities that will enable them to thrive in complex education and employment settings. It is time Australia made changes to prioritise teaching, assessing and reporting capabilities.

Responding to globalisation

✓ Global Exchanges - Whitsunday Anglican School

was.qld.edu.au/global-citizenship-program/
The Year 10 Global Exchange Program at Whitsunday Anglican School is ... A tremendous sense of accomplishment upon completion may also encourage students to develop more independent opinions and strive to ... mho@was.qld.edu.au

✓ RGGS Main Site | Her Future Girls only School

<https://rggs.qld.edu.au/>
Welcome to Rockhampton Girls Grammar School. ... <http://rggs.qld.edu.au/wp-content/uploads/2016/11/RGGS-2016AGS-Promo.mp4> ... We aim to provide opportunities for your daughter to become a responsible, independent young woman ... where community and global citizenship is fostered; where excellence in every ...

✓ Saint Stephen's College: Private school Gold Coast | Independent ...

www.saintstephenscollege.net.au/
Saint Stephen's College is a co-educational private school offering primary school and high school education. Located in Coomera, Gold Coast, Queensland. ... their full potential, and who live their lives as responsible global and local citizens.
You've visited this page 3 times. Last visit: 4/02/17

✓ Global Exchange Program - St Margaret's Anglican Girls School

[https://www.stmargarets.qld.edu.au/Beyond the Classroom](https://www.stmargarets.qld.edu.au/Beyond%20the%20Classroom)
The Year 10 Global Exchange Program provides unique opportunities for students to participate in global citizenship in the context of school and family life. ... acquire and further develop new skills in problem solving, independent decision-making ... Coming from an Island in tropical North Queensland and going to Kobe in ...

✓ Global Connections | About | St Ursula's College Toowoomba

www.st-ursula.qld.edu.au/about/global-connections/
Sister schools engage in reciprocal, mutually-beneficial educational and cultural exchange on ... Global Citizenship - Exchanges strengthen a student's ability to see multiple ... independent thinking, and serve as the foundation for an invaluable global network of ... Address 38 Taylor Street, Toowoomba QLD Australia 4350



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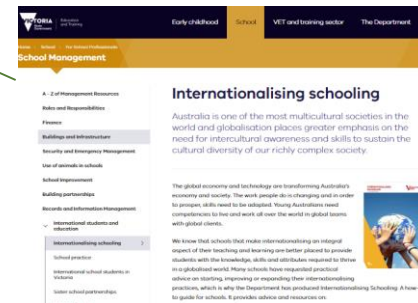
Home » DECD/SASPA Forum "Extending Our Reach: Internationalising All Our Schools"

DECD/SASPA Forum "Extending Our Reach: Internationalising All Our Schools"

Below is information and resources from the DECD/SASPA "Extending Our Reach: Internationalising All Our Schools"

Date: Wednesday 21st June 2017
Time: 8:40am - 1:30pm
Venue: The Victoria Room, The Edinburgh Hotel, High Street, Mitcham

Tasmania is in the process of approving the development of a Global Learners Strategy to coordinate the building of global competencies of learners.



(<http://advancingeducation.qld.gov.au/SiteCollectionDocuments/global-schools-plan.pdf>
http://www.civicsandcitizenship.edu.au/cce/global_citizenship_values_and_attitudes,21211.html
<http://www.education.vic.gov.au/school/teachers/management/Pages/intcivicschooling.aspx>
<http://www.saspa.com.au/decdsaspa-forum-extending-reach-internationalising-schools/>
Website information retrieved 23/09/17)

How do schools internationalise?

❑ With other schools

- Teacher & Student Exchanges
- Sister schools
- Online, eLearning collaborations

❑ CALD communities

❑ Offshore Programs / Campuses

❑ Curricular & Extra-curricular offerings

- Internationalisation of the Curriculum (IoC)
- IB Programs
- Duke of Edinburgh Awards, Round Square, etc
- Student Leadership / Global Citizenship Programs
- International competitions

❑ Inbound programs (students / teachers with visas)

- Short term Study Tours & Holiday Programs
- Full fee paying students enrolled in longer term studies / ELICOS (CRICOS registered schools)
- Dependants of temporary visa holders
- Exchanges

❑ Outbound programs

- Outreach / Service Learning Programs
- Cultural / Sporting Tours
- Exchanges

Education 2030

Super-complexity, cosmopolitan learning, values-led, transformational internationalisation – Brisbane July 2017



**Emeritus
Professor
Ronald Barnett
(University
College,
London)**



**Professor Betty
Leask
(La Trobe
University)**



**Professor Fazal
Rizvi (University
of Melbourne)**

KEY CONSTRUCTS

Conflict
Resolution

Agency
Adaptability
Flexibility
Adjustment
Agility

<http://www.oecd.org/edu/school/education-2030.htm>

Extract
retrieved
11/10/17

  #aiec2017

ENGAGING 'STUDENTS AS PARTNERS' IN GLOBAL LEARNING

Dr. Wendy Green

University of Tasmania, Australian Learning and Teaching Fellow



'Students as partners'?

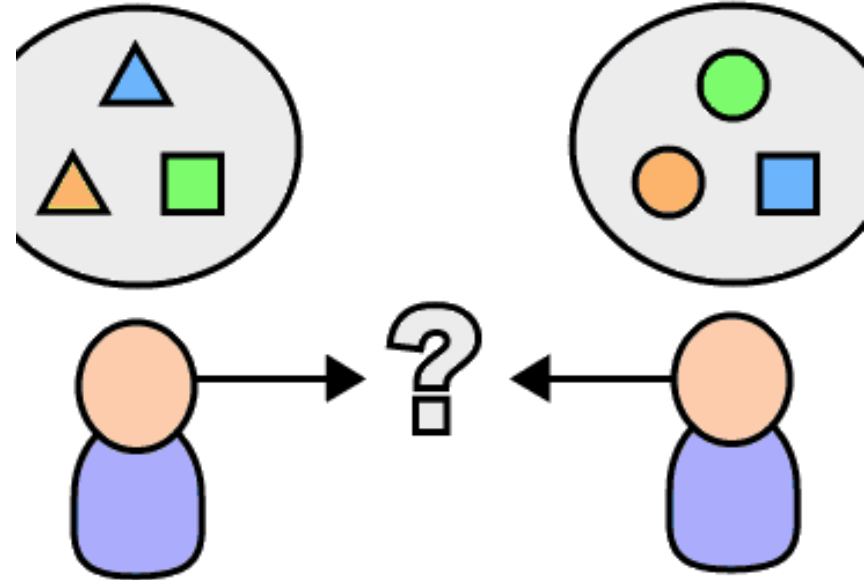
- Developed out of recent rethinking about 'student engagement'
- Students - and staff - are genuine contributors to all aspects of university life
- A shift in the way we think about teaching & learning.

*The concept of 'listening to the student voice – implicitly if not deliberately – supports the perspective of student as 'consumer', whereas students as **change agent** explicitly supports a view of the students as '**active collaborator**' and '**co-producer**', with the potential for transformation*

(Dunne & Zandstra, 2011, p.4).

Why engage students as partners in global learning?

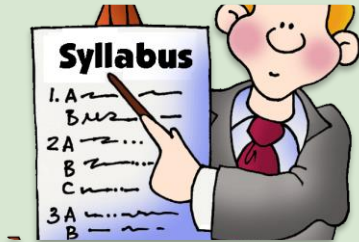
- Internationalised curricula, as designed and taught by lecturers can be experienced and understood differently by students.
- There is typically a failure to translate presence of diverse students *'into the exceptionally valuable and hitherto unappreciated curricular educational resource it could be'*.
(Mestenhauser, 1998, p.20).



Some examples of works-in-progress

For further examples see

<http://www.utas.edu.au/engaging-students/case-studies>



Formal
curriculum
Co-design
IoC, Health
Sciences, UQ

Co-
curriculum
Co-design I/S
transition
program,
Medicine,
UTAS

International
experience
programs Co-
design
international
Engineering
WIL, La Trobe

Quality
enhancement
CALD/
inclusive SaP
evaluation,
UTAS

Students

Enjoyment!

Ownership of learning, agency,
empowerment

Increased understanding of: GL/loC;
teachers' perspectives/lived realities

Meta-learning & employability

Emerging findings – The
benefits

Staff

Enjoyment!

Empowerment & ownership of their
teaching/curriculum

Increased understanding of:
GL/loC; students' perspectives/lived
realities



Challenges: moving from student 'representation' to staff- student partnerships

1. Structural
2. Cultural/linguistic
3. Personal
4. Ideological
5. Resourcing – staff and students

= Changing practice architectures ('sayings, doings, relatings') (Kemmis & Groontenboer, 2008)



DR TRACY FORTUNE

Senior Lecturer School of Allied Health
La Trobe University



Process: Understanding, connecting, sharing diverse practice

aieec
2017 Hobart



An institution-wide, cross-disciplinary project involving cycles of data gathering, reflection, and action.

Our participants: 2 colleges, 11 Schools, 15 disciplines



COLLEGE: Arts Social Sciences & Commerce	Discipline	COLLEGE Science, Health & Engineering	Discipline
Business	Leadership & Management.	Allied/Rural Health	Physiotherapy
Business	Sports Manag.	Allied/Rural Health	Occ Therapy
Humanities & Social Science	Linguistics	Allied/Rural Health	Speech pathology
Human & Soc Science	Anthropology	Engineering & Math. Sciences	Mathematics
Human & Soc Science	Italian	Psych & Pub Health	Public Health
Human & Soc Science	Politics	Nursing	Nursing
Education	Teaching	Central	Health
Law	Law		

“The managerial top down process has been disempowering. . . the university’s big challenge is to how to remove levels of gate-keeping and simplify processes...allow subject coordinators to be creative”

“I’m not interested in teaching my students to be agile players in the global marketplace...”

“[I don’t like] the term citizenship. . . it tends to be associated with nationalism. . . But yes, Universities have a big responsibility to get students thinking about their moral and ethical responsibilities as people”

“[The curriculum should] mess with the way students see the world and their place in it.”

Emerging themes: *interviews, focus group & seminars*

Education for Global Citizenship (GCE)

- *MORE than international student mobility*
- *Campus, class and local WIL contexts*

What is GCE?

- *Understanding, respecting and embracing diversity*
- *Understanding injustice & rights*
- *Producing graduates able to join global disciplinary COP*

Transformational for learners, academics & curriculum

- *Out of comfort zone; Disorienting Dilemmas; Pedagogy of Discomfort*
- *Transformational learning uncomfortable for all*
- *Course level learning outcomes*

What has been valuable in this project:

- engaging academics in reflective conversations about global citizenship
- opening up possibilities to reclaim and re-shape the GC agenda, moving beyond indignation to what has been perceived as top down policy implementation
- enabling a climate of scholarly collaboration among diverse disciplines that share an interest in preparing graduates as global citizens.

So what and what next?

- How to harness the passion and energy of academics in a new agenda that includes shaping our courses so they are '*fit for purpose in a globalised world*'?

Moving forward

1. More meaningful learning **conversations across sectors**
2. Moving from **defining to doing**
3. Internationalisation of **teachers & academic staff**
4. Improving our ability to **navigate complexity** of IoC
5. Incorporating international & intercultural; **local & global**
6. Negotiating tension between **regulation & innovation**
7. Engaging **all students as agents** of in IoC
8. Developing students as **human + social + economic beings**

Questions and comments