

Opportunity.....

- to reflect on some of **the thinking around the terms** international education, intercultural understanding & international mindedness (IU & IM)
- to look at some recommendations about pedagogy & curriculum in order to **develop IU & IM**
- to reflect on **what we are currently doing** in our schools to create a community with IU & IM
- and consider if this approach will assist the integration and support of our **International students**
- and to share ideas about how to translate the theory into **actuality** in our school communities

International Education

- How do you/ your school understand international education?
- What is the difference between intercultural understanding and international mindedness?
- Pedagogy is not something that only happens in the classroom. Bearing this in mind, how does IU/IM translate into action or become a reality in our schools ?

International Education

a product and a process

- **Marketing** of Australian education: on/off shore
- Significant industry throughout Australia: 571 students
- **National legislation** regulating international education including the National Code
- Efforts to regulate homestay
- National & State Governments **support structures** for International students
- Stress on international orientation in our marketing
- **International Schools** – with a wide variety of student nationalities
- Internationally – minded schools – with an international perspective
- Recognised as an educational priority
- **UNESCO**- 4 pillars of education, intercultural competencies & dialogue
- **ACARA** – National curriculum: mandatory teaching about Asia and intercultural understanding
- **Melbourne Declaration** on Educational Goals for Young Australians 2008
- **Victorian strategy** 09-13
- Victorian strategy 13-18
- **International Baccalaureate**
- International **festivals** & events such as Harmony Day, film festivals, sporting events

Product

International education strategy for Victoria 2013-18

Vision

- Leading provider in Asia-Pacific region

Goals

- Global leader, increase share, sustained sector, capitalize on broader benefits of IE

Action areas

- Market development, quality of services and delivery, student experience, marketing & branding

Initiatives

- Advisory board, support, market, doctoral scholarships, Asian language capabilities, showcase quality through events, Study Melbourne Centre & website, work experience opportunities, improve communication with students, public transport, alumni

A regional and national process.....

ACARA, Victorian Strategy, national schools commitments

Victorian Strategy: Education for a global world and multicultural citizenship 2009 – 13 objectives include developing **intercultural literacies, promoting social cohesion and diversity, building school community to prepare all students for global and multicultural citizenship.**

An interculturally literate person possesses the skills, knowledge, understanding and attitudes to form relationships with others across cultures. (DEECD, 2009)

Victorian International **Student Awards** 2012
eg: Victorian Global Citizen Award

Melbourne Declaration on Educational Goals for Young Australia 2008: Engaging with Asia

ACARA

- Australia's **engagement with Asia** means there is a requirement for teaching about Asia to be incorporated across all areas of the curriculum and at all levels of schooling
- General Capabilities in the Australian Curriculum – **Intercultural understanding**

Coorparoo State School “ is committed to providing students with an academic curriculum that promotes a national and international mindedness” (Coorparoo State School, 2005)

Wesley College: UNESCO's 4 Pillars of Education

A process.....

UNESCO's view

UNESCO's mandate: translate the goals of UN into practice by **promoting cultural diversity, intercultural dialogue & intercultural competencies**

- Cultural literacy critical
- Intercultural competency frees people from their own cultural frame in order to engage & understand the other
- It is integrated in 4 pillars as the foundation of education

4 Pillars of Education enable the development of intercultural competence

- **Learning to know** about other cultures
- **Learning to do** is the active step of interacting with people of other cultures
- **Learning to live together** is learning to live together in an increasingly globalised world
- **Learning to be** is a reflective step of thinking about one's social self within the global context

A process.....

UNESCO's view

- At the heart of intercultural competence lies intercultural **communicative competence & dialogue.**
- Dialogue requires speaking, listening, considering and responding but not necessarily agreement.
- Sustainable development and social cohesion require that culturally diverse groups learn to develop intercultural competencies and engage in intercultural dialogue.

Minimal intercultural competencies are: respect, self-awareness & understanding of our own identity, an ability to see from other perspectives, listening, being able to shift to another perspective, having cultural humility which combines respect with self awareness

- These intercultural competencies should permeate the school environment, pedagogy and curriculum

(Learning: the Treasure Within, The Delors Report, UNESCO 1996)

A process..the IBO interprets international education as.....

The aim of IB programs is to develop internationally minded people who recognise our common humanity, our shared guardianship of the planet and who aim to create a better world.

- The overarching concept embodying the values of the IB and embedded in all programs is the concept of Education for **international mindedness.**

A process..the IBO interprets international education as.....

Having 3 components:

Understanding culture & celebrating diversity

- Understanding that there are other ways of knowing and appreciating our shared humanity

Global engagement

- inquiry **into issues** & ideas, consider power & privilege, value earth & resources.
- This also **involves activity** outside school in the local, national or international community.
- It is no longer adequate to study other cultures, have inter-cultural experiences, learn other languages: instead there needs to be an **interest** that 'marks' them as internationally minded

A process..the IBO interprets international education as.....

Multilingualism

- includes **language** learning, understanding there are **diverse modes** of communication, **different perspectives** and the importance of affirming each individual's identity by actively supporting the use of mother tongue.

A process..the IBO interprets international education as.....

- IB World Schools **share** educational standards and practices, philosophy, organization, and curriculum, support, resources & professional development
- It includes the **learner profile and programme standards and practices** for PYP, MYP, DP
- The concept of **international mindedness** is embodied in the 3 components and in the 10 learner profile attributes.
- Together these are **a tool for the individual's and the school's development**

The Learner Profile:

Knowledgable

Caring

Inquirers

Reflective

Principled

Open-minded thinkers

Communicators

Risk-takers

and 3 components

Multilingualism

Intercultural understanding

Global Engagement

International Mindedness

- A fundamental aim of (international) education.
- International minded people, curriculum, values, outlook
- The term IM is seen to demand commitment; it is not simply learning about others but recognizing and operating within a super-national context
- It demands **understanding of culture and that this is what shapes people's actions**; also to understand the dynamism of and diversity within cultures
- It is more than flags, festivals and service

International Mindedness

- Students need to see the world as a **whole society** that is interdependent
- We have **global problems and global solutions through cooperation & collaborative commitment**
- Education must include activities and processes that encourage awareness of and commitment to the **solutions of global problems**. This should be done in such ways that people learn solutions are possible through **cooperation** at all levels – at the level of individuals, organizations and nations (Walker 2002, p21)

Dimensions of international-mindedness in the DP

- Theory of knowledge, Creativity Action Service, Extended Essay
- Subject-specific aims, subject content
- International nature of assessment
- Workshops, conferences, OCC website, examining
- *Mission Statement, Learner Profile*
- Creating and consolidating links
- “Replacing myths and misunderstanding with knowledge and understanding” (Knell & Wartella)

International mindedness lite- the five “f”s

- Flag-waving
- Festivals
- Food
- Famous people
- Fashion

Too superficial to develop a sense of ‘other’ and can become exotic but not meaningful & can lead to diversity having no intrinsic value

Intercultural Understanding / International Mindedness

It does not come by chance !

Has been recognised as an Educational priority but:

What does this look like in our schools?

How do we develop a culture of intercultural understanding / international mindedness in our communities?

Is the heart of these concepts appreciating and supporting difference?

Is this a key to really connecting International students into our communities?

The three “C”s

- Cultural understanding
- Communication
- Collaboration

IU & IM @ Wesley College

- International school
- **UNESCO's 4 pillars of Education** has become the philosophical orientation for Wesley
- **International Baccalaureate** programs at all levels (PYP, MYP – in process, DP)
- **IB Learner Profile & concept of international mindedness** are widely promoted throughout the school
- Victorian Certificate of Education
- **ACARA**
- **International students, temporary & permanent residents**
- **Students who have lived in other cultures or travelled extensively**
- **Exchange** Programs with France, Japan & Thailand
- Language, sports, theatre & music **tours** to Europe, UK, China, Germany, Spain
- **Teacher exchanges** with schools in UK & USA

IU & IM @ Wesley College

Yirramalay in the Kimberleys

- **Cultural immersion program** in an aboriginal community
- Year 10 students – about 60 a year in 3 groups
- 3 week program learning about country and cattle industry in Northern Territory
- Aboriginal people teaching about their culture
- Aboriginal students spend a semester studying in the Kimberleys and a semester in Melbourne as part of a Diploma Program over a three year period that is a study of the industries in the region- mining, cattle or tourism

IU & IM @ Wesley College

Conservation and service programs to Thailand & Africa

- African program is an IB initiative with a focus on **service** in a village
- Thai program has been established as an exchange program for over 20 years but 6 years was reinvented with **service component** in a Karen village and time learning to relate to **another species and about life in an Elephant Conservation Centre**

Asian language & Cultural Studies

- Why it is important to understand **Asia & Australia's** relationship with the region: Asian immigration
- How **culture and language** are interrelated naming patterns, tanka & haiku / taoist poetry, wuxia tradition
- Some aspects of the history, geography and **major issues** in the Asian region eg: Palm oil industry, concept of beauty
- **Major philosophies** of the region
- **Communication** in Asia

In what ways do you / could you take advantage of the diversity of cultures in your school to encourage understanding of difference?

Does this philosophy in the community help to more fully integrate our International students?

What kind of learning may strengthen cultural identity?

What learning about issues has been a major focus in your school?

Some recommended steps to achieve intercultural understanding / international mindedness

- Dialogue
- Public spaces
- Embrace international events such as sports events
- International partnerships
- Opportunities to learn about issues leading to understanding of our commonalities
- Making use of diversity of cultures & perspectives in the school to enhance learning
- Expectation of intercultural understanding by staff
- Learning that strengthens cultural identity

IU & IM @ Wesley College

- Year 7 humanities class learning about China
- Small groups of Year 10 students visiting to teach the Year 7s how **to pronounce names correctly**, talk about where they have come from in China and what it is like living & studying here compared to China
- **Year 10 Chinese dance & Chinese Museum incursion- Lion dance & calligraphy**
- **Individual support** for students whose mother tongue is not English
- **Issues:** World Orangutan Day
- **Speaker to Assembly** from World Vision & AFL
- Year 7 English class – short stories from different cultures & novel about a boy with Asbergers – an opportunity to examine difference and how things are perceived differently and how to understand difference
- Year 12 Chinese student speaking to Year 10 Asian Studies Class about Taoism & Confucianism

Steps.....

- Teachers play an important role in terms of choosing what they teach, and in modeling curiosity about, and thoughtful creative responses to, different cultures
- PD for teachers on intercultural competencies to equip them with content and techniques
- Resources to access different cultures, perspective and languages
- Support for students according to their individual needs
- International networks
- Tandem learning & immersion learning
- Learning that promotes reflection on one's own cultural perspective & on how cultures relate and affect each other

Steps.....

- Environment that is safe, stimulating and encourages open communication and expression of ideas, attitudes and feelings
- Recognition of our differences; diversity must be respected and emphasized.
- Integrate intercultural competence into many disciplines and into all levels of formal, informal and non formal education systems.
- Prejudice depends in large part on lack of accurate knowledge about and experience with other cultures.
- Promote intercultural dialogue in the arts and sport
- Reach out to those in a wide variety of professions who apply intercultural competencies at an organizational level

Steps.....

Jigsaw classroom

- Cooperative learning model
- Students put into small groups & the material to be learnt broken into subtopics; each student given a subtopic which had to be taught to the group
- Successful academically, in terms of interpersonal contact & respect for difference improved

Robber's cave National Park 1954

- Cooperation vs competition
- Mutual goals that could be achieved only through cooperation between the groups
- Greece & Turkey conflict & earthquakes

- Pedagogy is not something that only happens in the classroom so what does this mean in terms of what we can do outside the classroom to enhance IU / IM?

IU & IM @ Wesley College

- InterNational Parents Group (IPG)
 - A sub-group within the parents group
 - Welcome new international parents
 - A support group to assist parents new to Melbourne with advise about a variety of things in Melbourne and at the school
 - Organize events each month such as tennis, walking, book group, breakfast
 - Send a newsletter each month which is translated into Mandarin
 - With the IRS arrange an annual afternoon tea for international parents and students

IU & IM @ Wesley College

International Relations Society (IRS)

- Apart from House groups, the largest and most active student group in the school

Organizes:

- Orientation for new & international students
- Mentor program for new and visiting students which operates throughout the year
- IRS Prefects are the leaders of the Orientation & Mentor programs

These programs are for
all new students

- IRS prefects – 2 of 24 student leaders in year 12. usually 1 local and 1 international student
- Several major events each year such as: Chinese New Year, Africa Day, Bastille Day, Euro-Latin Celebration, World Orangutan Day, Harmony Day, soccer competition

- Annual camp for local & international students
- Chinese dance group
- Welcome for students on the exchange programs (x 3)
- IRS/ IPG afternoon tea
- IRS notice board- news & photos from activities
- Tutorial activities
- Year 7 -12 Student leaders workshop – understanding culture

Some other things to consider

- At the heart of International Education lies a fundamental **tension between human unity and diversity**. Learning to live with this ambiguity is the essential challenge of international mindedness
- Curriculum needs to give a fair, **balanced view** of the world with countries fairly represented so there is a balance of perspectives on issues and events
- A holistic education that cultivates **cognitive, affective and social dimensions of development**. This form of education is more common in Asian countries
- It should have a **moral dimension**: eg taking an issue like terrorism and examining it through the lens of different disciplines and perspective
- Commitment to **student action** in the curriculum so students feel they have the power to act and effect change

Some other things to consider

- Western pedagogies focus on inquiry, activity –based learning and learning through understanding – rather than rote – which are foreign in Asian teaching. We need more dialogue with teachers from different countries so we incorporate pedagogies that are used in other contexts

- In the school context, what are some obstacles to developing intercultural understanding / international mindedness?

Considerations in achieving this...

- **Humans learn by creating classification systems**, and so prejudice and stereotypes can result when minimal knowledge leads to categorizing people over simply
- We are often more **at ease with someone from the same** background; things are mutually understood
- **Emotions affect learning**-the brain stops working when stressed and we go into automatic. Learning is stressful so we need to create a learning environment that encourages openness, is comfortable and develops a wish to explore what is new
- **Difference is a challenge** and leads to a crisis of engagement – holiday in a hotel

Considerations in achieving this...

- Development of IM is complex, personal & emotional; dependent on **successful self development through developmental stages**
- Our ability to deal with the **stress of personal emotions** is a critical factor in managing interpersonal relations and intercultural relations
- **Brain research** suggest the brain favours efficiency & similarity so diversity creates a challenge
- Howard Gardner Multiple Intelligence Theory proposes that different brains process experiences differently – mathematical –logical, linguistic, musical, kinesthetic, visual – spatial, naturalist, inter & intra personal. The last two are **emotional intelligences that aid intercultural understanding.**

Considerations in achieving this...

- How do we assist students to develop Emotional Intelligence if this is critical in developing intercultural understanding ?
- The components of EI are **self awareness, self management, social awareness & relationship management**
- Concurrently we need to learn how to **reduce stress, recognize and manage emotions, nonverbal communication skills, using humour and play to deal with challenges and conflict resolution**

- Some useful strategies that I can use.....

Building intercultural competencies

All students can be viewed as international students/ as students **with individual specific needs**

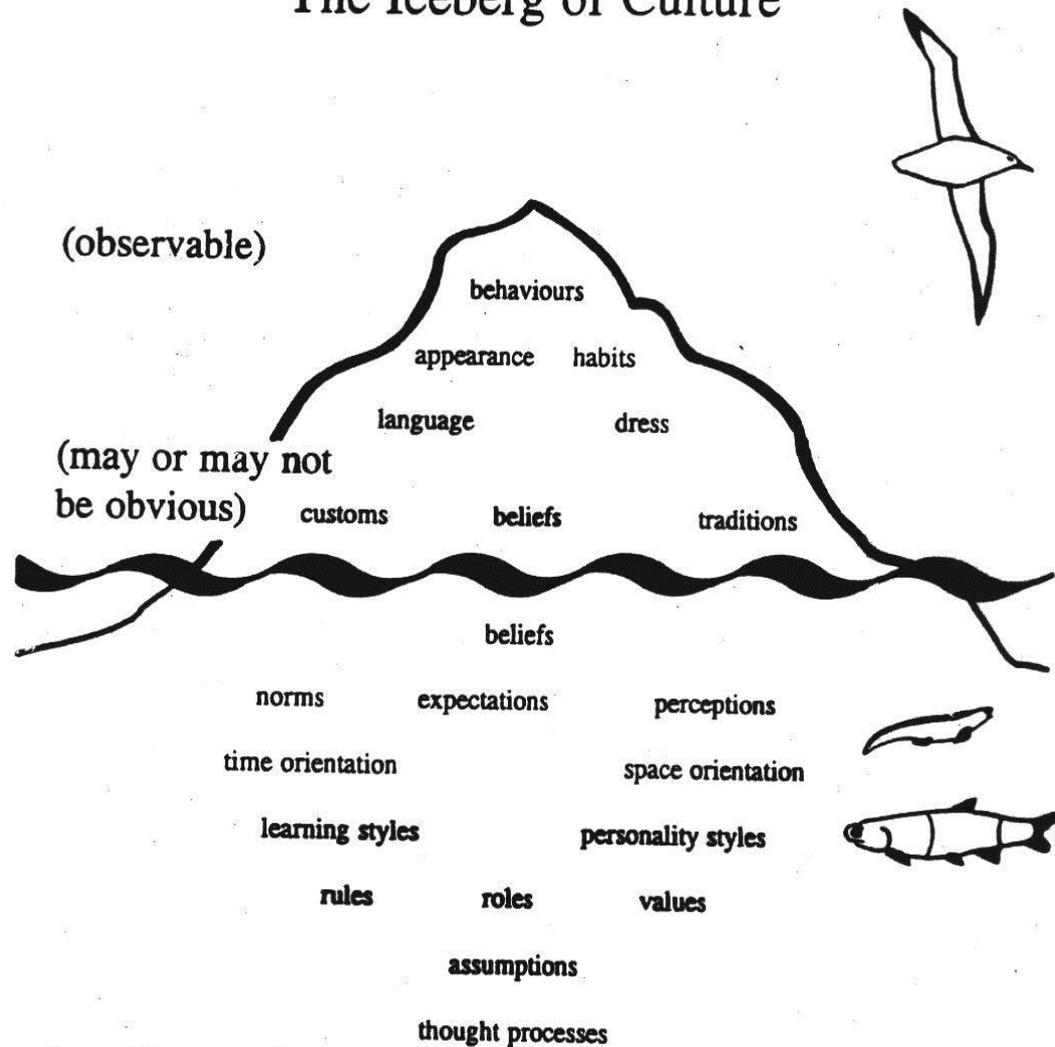
- Value diversity
- Foster mutual understanding & respect
- Respond to diverse needs (age, gender, religion, disability, educational background, class)

- International students – tendency to have a **deficit approach & it is the student's responsibility to adjust**
- **Developing inclusive communication & intercultural competencies: tolerance of ambiguity, respect difference, curiosity, cognitive complexity, humour, humility & empathy**

Building intercultural competencies

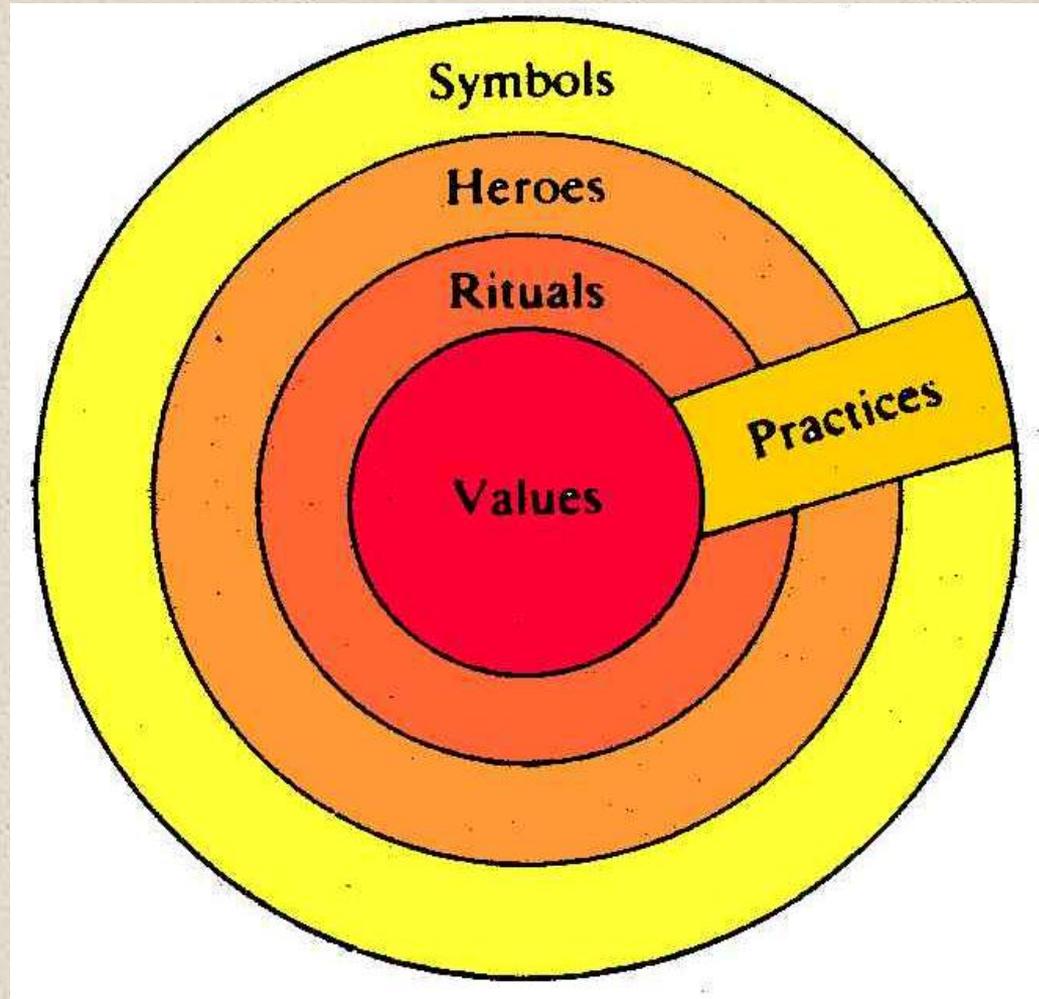
- Teachers need to be aware of our own **pre-programming & the cultural encoding of others** eg: concept of plagiarism, respect or asking questions
- Teachers need to have an **understanding of culture** eg:
 - the meaning of silence
- Hofstede's (1986) 4 dimensions of cultural difference; large power distance & teacher centred classroom. High uncertainty avoidance are less comfortable with ambiguity

The Iceberg of Culture



(usually out of our own and other's awareness)

The Onion Model - Levels of Culture



Culture and behaviour

These are reflected in people's behaviour, thinking and language.

People in different cultures differ from each other along the following dimensions:

- Power Distance
- Individualism/Collectivism
- Uncertainty Avoidance
- Masculinity (Quantity) - Femininity (Quality)
- Time / Space Orientation
- High Context - Low Context

Communicating across Cultures

How do you communicate across cultures when values, languages, body language, behaviour are different?

What is cultural empathy and intercultural competence?

Guidelines to improve intercultural understanding in the classroom

- **Academic cultures** vary
- Not every **individual** conforms to cultural trends
- Look at **communication for learning** in the classroom
- Provide a **framework** for learning so students understand the academic culture they are expected to learn within
- Pre-teach vocabulary & concepts
- Be explicit about aims & objectives
- Avoid slang
- Paraphrase difficult concepts
- Be explicit about your expectations

Guidelines to improve intercultural understanding in the classroom

- Allow for **small group** or pair work and make the process & output explicit
- **Scaffold** teaching in order to build skills
- **Never assume** students know what you are talking about
- **Explain your reason** for asking questions or a particular activity
- **Explain the process** for carrying out an activity eg brain storming
- Be **respectful of input** from all students
- Encourage students to give **examples from their own experiences and cultural backgrounds**

Developing skills in writing, thinking, reading critically

- **Explain** what critical thinking is
- List of **key questions** when reading
- Provide opportunities to **discuss** what is read
- **Model** effective reading and critical thinking strategies by demonstrating them with several small texts
- Get students to identify **similarities & differences** in academic writing conventions in their culture compared with Australian
- Discuss **relevant features of writing**
- Identify **argument & supporting evidence**
- Make **acceptable and unacceptable behaviour explicit**

Cultural Empathy

- Cultural awareness & understanding
- Respect
- Using Different Perspectives
- Treating People as Individuals
- Experience

Communication competencies include

- Active Listening
- Open Door Policy
- Clarification
- Body Language
- Speaking Another Language

Opportunity.....

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Ubuntu

**‘My humanity is caught up, is
inextricably bound up, in what is yours.’ –**

Archbishop Desmond Tutu