

Charter of the CSE International Education Advisory Group

As members of the world community, educators have a responsibility to ensure that education contributes to the promotion of equity, peace, social justice and the universal realization of human rights... Curricular and instructional programs... should aim to develop in every person self-respect, social awareness and the capacity to participate at all levels of world society, from local to global.

World Council for Curriculum and Instruction, 2003

Purpose

The purpose of the Charter of the CSE International Education Advisory Group (IEAG) is to define:

- Who we are
- Why we exist
- What we believe
- What we do

Context

The membership of IEAG includes representatives from government, non-government, primary, secondary and tertiary educational sectors. Each member is extensively involved in diverse aspects of international education, dedicated to furthering an understanding amongst the teaching profession and policy makers of the importance of an open, purposeful and broad approach to the international education agenda.

IEAG was initiated in October, 2000 with a specific focus on the identification and articulation of the place and importance of the internationalisation of education. It is clear this is a complex multidimensional education issue/agenda. The Advisory Group is committed to leadership in International Education and the internationalisation of the curriculum in Victoria and beyond.

CSE has made a major commitment to the continuing development of policy and practices surrounding International Education. IEAG has developed an operational framework linking professional learning, publications, seminar series, conferences and the development of action research in schools. These activities and resources are available to educators across all sectors.

Vision

That the internationalisation of education becomes a reality in policy and practice in the daily life of all Australian schools and educational institutions, thereby preparing citizens for active interaction in an interdependent world.

Introduction

Internationalisation of education is both a reality and a challenge for key stakeholders, policy makers, teachers and students at all levels of education. At Deakin University, policies have been developed to

incorporate international and intercultural perspectives and inclusive pedagogy into courses, in order to prepare students to perform capably, ethically and sensitively in international and multicultural professional and social contexts (Deakin University, 2003).

At the school level, conversations about internationalisation are also taking place, and strategies to encourage international understanding are being developed through whole school programs, in classrooms, through school and teacher exchanges, and in a range of programs including innovative technological links between schools and the wider community.

As Fleming argued, in the earlier CSE Seminar Series paper on this theme,

We must focus on the internationalisation of the curriculum as a vehicle for empowering our children, who will be the creators and the decision makers in the 21st century (Fleming, 2003, p 4).

Regardless of their backgrounds all students are affected by the realities of an increasingly interdependent world. The process of internationalisation must be a 'two-way street', meeting the needs of both local and international students (Edwards and Tudball, 2002; Fleming, 2003). It is core work for schools to prepare students to function effectively, in their personal and vocational lives, in local and national settings, as well as in the wider global context.

Refer CSE Seminar Series Paper No 130, November 2003.

The work of IEAG will address three critical questions:

- Why should educational institutions (schools/universities) develop an internationalised curriculum?
- What should an internationalised curriculum include?
- How can educational institutions develop teaching and learning strategies, to engage young people actively in developing the understandings and skills they need now and in their future lives?

Goals

To achieve its vision and to address these critical questions, the IEAG goals are to:

Build a knowledge bank to exhibit and connect internationalisation in education research and networks

Develop understanding of internationalisation in education through Professional Learning and action research

Analyse approaches to internationalisation in educational settings

Inform internationalisation in education policy and practice

Promote internationalisation in education policy and practice

Since its inception in October 2000, the IEAG has undertaken the following activities to achieve its goals:

Professional Learning

- *Global Education Project*, four seminars, conducted in partnership with CSE and Ausaid Global Education Project.
- *International Values in Education*, five seminars, conducted in partnership with CSE, ACE, AISV plus Bialik College, Eumemmerring Secondary College, King Khalid College, St Leonard's College and Xavier College.
- *Principal Invitational Forum* with Professor Jonathon Jansen from South Africa, conducted in partnership with CSE and Xavier College.
- *IEAG Symposium - Internationalisation: Not an optional extra*
- *Forum* hosted by CSE in partnership with CIS *Defining Internationalisation in Education Through Standards - A Draft for Debate*

Publications

- Paper 124 - *Internationalising education: Illuminating possibility*, Di Fleming
- Paper 130 - *Internationalising education: The curriculum challenge for schools*, Libby Tudball
- Paper 134 - *Internationalising the school curriculum: What is essential for Australia?* Kathe Kirby
- Paper 152 - *Internationalisation of education: Not an option extra*, Edited by Keith Redman
- Paper 175 - *Internationalising Education: Seven essential domains of skills and knowledge for the internationally minded teacher*, Lesley F Snowball

Research Projects

In partnership with Monash Institute for the Study of Global Movements, and supported by IEAG members, the 2007 action research project was undertaken to achieve the following aims:

- Promote scholarly discussion on the internationalisation of the curriculum through a symposium with key stakeholders
- Conduct research in case study schools to investigate the breadth and depth of current policies and practices in the internationalisation of the curriculum
- Utilise the findings from the research to advance knowledge of the internationalisation of the curriculum and make recommendations for future policy and practice
- Publish the findings from each of these outcomes in a commercially published book and referred journal articles.

Current Research: *Internationalising Education Project* for the Victorian Department of Education and Early Childhood Development (DEECD). Discussion paper pending 2009.

Conclusion

It is crucial to remember that our main goal as educators is to develop curriculum that engages young people in issues of critical importance in understanding their world and their future. An internationalised curriculum is a vital element in that process. This challenges us to be courageous about auditing and cleaning out the curriculum, to take away some content and strategies that do not have the same pressing relevance in today's world, and to develop strategies that empower young people to be active participants in an increasingly interdependent world.

Dr Libby Tudball
CSE Seminar Series Paper No 130, November 2003

The following organisations participate in the CSE International Education Advisory Group (IEAG).

