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## ARE WE TAKING THE OPPORTUNITY...?

Recognizing International Education  
As an opportunity for  
Teaching and Learning with  
A global perspective



**R**ecognizing International Education as “Teaching and Learning with a global perspective” (Peters, 2009) seems an increasingly attractive definition

An objective capable to polarizing students’ interests, governments’ resources and entrepreneurs’ enthusiasm might be part of the mix in what it is needed in the 21<sup>st</sup> century education.

The National Curriculum changes and the attention to more localized investments on human resources (PD programs in State schools on Literacy and Numeracy and leadership) seem to indicate emerging positive attitudes towards CHANGE.

The International Program in schools s plays a significant role in providing Global perspective for all students. This role is embedded in an equation where the only weak factor *appears to be the domestic clientele, unable to rip the advantages out of it.*



The “change” message will eventually be received and professionals in education have the duty to explore possible developments in this direction. After all, Gardner has suggested that the students’ poor grasp of the world surrounding them is partially due to the way we teach: mainly with linguistic and logical-mathematical styles.

Literacy and Numeracy only, without a collective and international perspective’s approach, may not offer a good service to our students and may create a false sense of success based on local needs only.

**T**ogether with intuitive suggestions about preparation, adaptation and review of subjects’ content and assessment to address the existing International students’ market needs (part 1), this contribution also wishes to solicit further thinking about international education and communication *as a final objective for domestic students as well in an even more interconnected and technologically smart world (part2).*

This approach suggests:

- Recognizing interdependencies and interconnections of issues, regions, peoples, places, systems and times;
- Blending global issues, such as sustainable development, environmental care, peace and human rights into traditional subject areas;
- Working towards active, responsible global citizenship and building a more peaceful, just and sustainable world

Different schools have, consciously or not, taken different steps anticipating this trend; some creating Academies and/or Excellence programs while other have adopted a more pragmatic approach through the International Baccalaureate with its globally recognized rigour and consistency. Regardless of the approach by different organizations, the need for a more global approach to education in our schools walks on the same path of the technology (r) evolution and will soon demand our full attention.

## Part 1

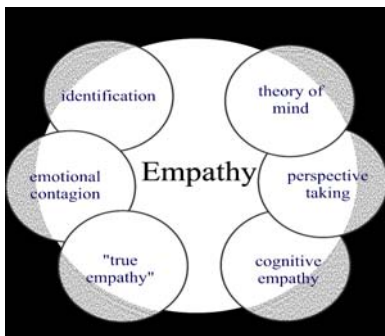
### The learning environment of International students

#### The need: Inclusiveness, Empathy and Differentiation

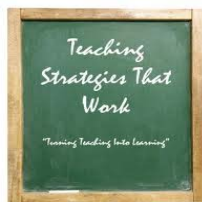
The strategies below are often just common sense measures with benefit for all students and not just Internationals. The inclusion of y7 in the International Program from 2015 demands a whole school approach in relation to Literacy and Numeracy with specific attention to the concept of Differentiation (see Whole school Curriculum Plan).

#### .... What

- The school has to ensure that the learning environment encourages inclusiveness and emphasises care, support and respect for the new students



- Uses strategies to support students new to the class



- Develops the skills and processes for open, effective and interactive communication (no comprehension-no participation)

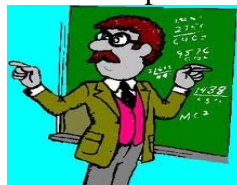


#### ...How

- By using verbal cues, mimes or gestures to support talk. Use concrete and visual material, model, diagrams, visuals when introducing new concepts;



- By introducing new content by re-visiting/eliciting prior knowledge. This will help with new learning by activating L1 knowledge;
- By Pre-teaching specialized vocabulary-with visual cues if possible



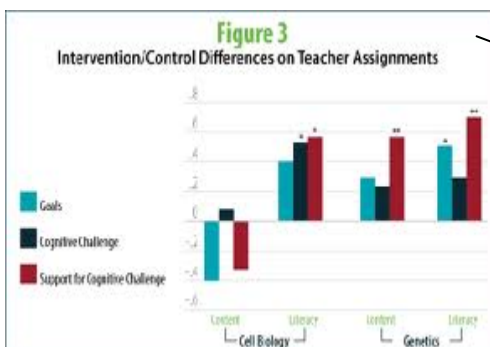
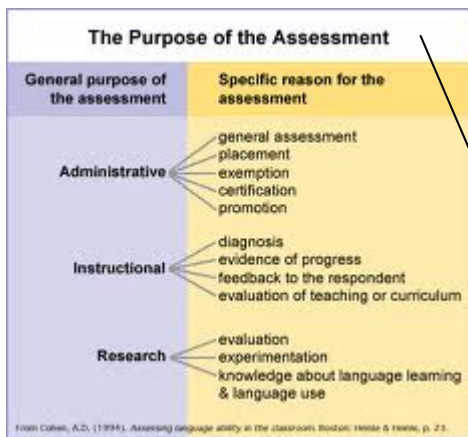
- By having key words written on screen/whiteboard
- By encouraging use of bi-lingual dictionaries. Students may write first language translation beside key words
- By minimizing note-taking to the minimum (give notes or provide file path if common drives are used;
- Encourage small group or pair work as less threatening and more supportive environment
- By providing students with scaffolding for writing tasks (3 level guide, Erica, etc...)

## The need: differentiating level of support (Short term staying)

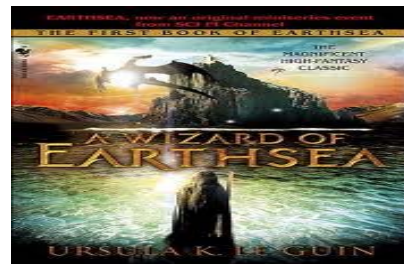
Some students are at our school for a short term educational and cultural experience (vast majority in our case). For this reason they have lower language requirements for entry (for certain Countries) and may struggle with mainstream language tasks.

*Modification of assignments* is possible for these students, as they are not considered for Year 10 – 12 moderation.

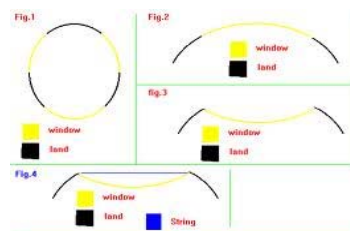
- Modification, taking into account the language ability level of the student, may take the form of...



1. Reduced number of items in a given assignment piece eg. Year 10 documentary assignment to comprise 2-3 blurbs / reviews rather than 6 (review of school policy if necessary)
2. Simplified assessment items eg. Less detail required in poetry analysis (English), guided report / analytical essay assignments (SOSE)
3. Choice of easier texts for novel study eg. Year 10 science fiction novel unit (English), students to read short story or simplified novel (on tape) to cover science fiction genre



4. Alternative examination conditions – extra time, ESL teacher or classroom teacher to read instructions and questions



5. Alternative assessment conditions eg. oral assessment completed in front of teacher only rather than whole class, accompanied by written support text
6. Extra time allocation for in-class tests
7. Use of both English and bi-lingual dictionaries as necessary



## The need: differentiating level of support (Long term staying)

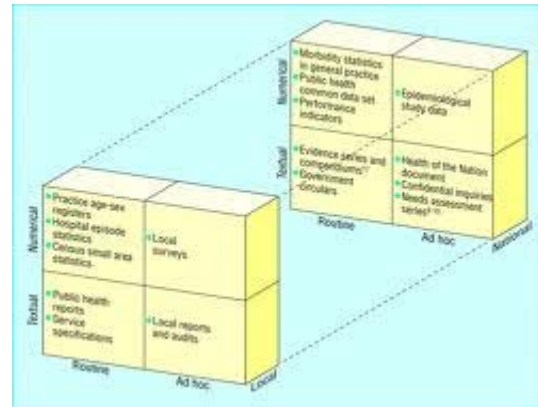
For long term international students we consider pupils who wish to obtain an OP, Junior or Senior certificate.

- In senior subjects, arrangements for International students will fall into the category of *special arrangements* rather than exemption
- Students *cannot be exempted* from a category of assessment (eg. oral assessment) or from the use of types of texts (eg. poetry)



*Special arrangements in classroom organisation* may include support by International teachers through in class support, partial withdrawal, parallel classes, team teaching or mentoring programs

- *Special arrangements through course organisation* may include *selection of a range of texts* (in original or in translation if possible) to ensure that cultural diversity is



catered for, and setting of minimum and maximum requirements in each unit (core and extension) to allow International students to succeed by completing work at a suitable level and still comply with syllabus standards' requirement.

Generally this is achieved through consultation between International, English and Humanities' HODs

- Special arrangements in assessment may include allowing *additional time* for assessment tasks (change in conditions to be indicated on student criteria sheet) the *use of dictionaries*, providing *extra scaffolding* or instruction on criteria sheets for International students, and providing maximum and minimum word lengths on assessment tasks
- Teachers should be aware of student status regarding modification and can subsequently modify assessment and tasks accordingly in consultation with International HOD or Coordinator. This information is generally published at the beginning of each semester for all staff when applicable.

## Part 2

A case: International vs Global Education

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