Internationalising Education: Phase 3 Report

Measuring the impact and Supporting the Practice

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Executive Summary

Project Context
The Department of Education and Early Childhood Development (DEECD) aims to ensure that internationalising education becomes a reality in policy and practice in the daily life of all schools, thereby preparing Victorian and international students as citizens for active interaction in an interdependent, globalised world. Commitments made in the Melbourne Declaration on Educational Goals for Young Australians reflect the importance of developing global citizens.

The Internationalising Education Project (IEP) is grounded within the context of local, national and international educational imperatives. The Victorian Department of Education and Early Childhood Development’s vision is articulated in Blueprint 2 through the commitment to ensure that, every young Victorian thrives, learns and grows to enjoy a productive, rewarding and fulfilling life, while contributing to their local and global communities.

The Centre for Strategic Education (CSE) was commissioned by the International Division, DEECD to undertake the Internationalising Education Project which was conducted in three phases commencing in February 2008 and concluding April 2010.

Phase 1
The Internationalising Education Project (IEP) – Phase 1, involved researching and identifying practice to develop an understanding of internationalising education in Victorian schools and to inform further research and future strategy development. Phase 1 outcomes recognised that much was already happening within Victoria to internationalise education and that there is a strong base from which to move forward. Draft Propositions outlined in Phase 1 informed work conducted in Phases 2 and 3. The research and mapping of current activity, and the testing of propositions and characteristics developed during Phase 1, informed the design of a draft developmental continuum now known as the Internationalising Education Continuum (See Appendix Two). Whilst a work in progress, it seeks to describe the developmental stages of a process for use by schools as they work towards the internationalisation of their policies, programs and activities.

Phase 2
The purpose of Phase 2 - Capturing the Practice, was to explore the extent to which internationalising education is common across schools in Victoria. It involved identifying the range and current take-up of internationalising education activity. Results began to inform the level and type of assistance required by the system to spread good practice more consistently. The key components of this research required the testing and verification of the Internationalising Education Continuum (IEC) and the capturing of practice through the development, delivery and evaluation of an online survey of schools.

1 See Phase 1 Report – Researching and Identifying Practice, November 2008
2 See Phase 2 Report – Capturing the Practice, November 2008
Analysis of the survey reinforced the initial view of the researchers in undertaking their work in Phase 1 of the research project, namely, that schools demonstrated a variation in the range of understandings and approaches to the internationalisation of education. It also demonstrated that the developmental or growth stages and descriptors contained in the IEC were sufficiently focused and discriminating to allow a further opportunity for testing their usefulness for self-reflection and planning purposes in schools through Phase 3 of the research project.

Phase 3
Observations drawn from the Phase 2 survey provided a strong entry point for moving into Phase 3 of the research project. Selected schools representing various stages in implementing internationalising education practices, were asked to provide deeper knowledge of the impact of internationalised programs and practices on students and teachers, the nature and types of resources required for implementation, and their support requirements.

Ensuring a high level of system and school-level engagement was fundamental to the Phase 3 research process. The Project Team and International Division were conscious of the need to raise awareness of this work more broadly and to begin to influence actions and buy-in at the school and system level, particularly through regions. Specific-purpose discussions and consultations at all levels collectively informed an ongoing communication and engagement strategy to:

- validate research outcomes
- stimulate discussion within the system
- begin to build a community of practice to support this work
- inform a strategy following completion
- identify programs/activities and innovative uses of existing resource capacity for current and future practice.

This work has ensured that the Internationalising Education strategy is informed by a comprehensive, evidence-based analysis of the range, take-up and benefits of internationalising education activity in Victorian schools. It has also facilitated, through for example the profiling of the IEC and communication strategy, engagement in and enthusiasm for showcasing and internationalising education practices by schools.

Key Research Elements

Research conducted in Phases 1, 2 and 3 research was informed by developments of key initiatives and programs in Victoria, specifically the Blueprint for Education and Early Childhood Development: One Year On, LOTE Strategy, Multicultural Education Policy and English as a Second Language; and nationally, including the Melbourne Declaration on Educational Goals for Young Australians, National Statement for Engaging Young Australians with Asia in Australian Schools, and the K-10 Australian Curriculum.
Throughout the three phase research process, there was general recognition of the need to have agreed understanding of the terms embracing international, internationalisation, intercultural and global education. Focused conversations revealed that whilst one size doesn’t fit all, there was recognition of the need to ensure all students are exposed to and are experiencing internationalisation now, and that in the future it will be foundational to their life and work.

Phase 3 of the Internationalising Education Project was undertaken in two parts - Measuring the Impact and Supporting the Practice. Specifically a series of school visits enabled a focus on:

- the development of and future plans for internationalising education programs, including identification of the resources or other support required for schools to further enhance or develop their internationalising education practices
- the evidence, data or statistics schools have in relation to the impact of their internationalising education programs on student outcomes and other elements of the school.

The engagement and communication strategy was an important, continuing component of the research methodology. It provided leverage for adding value to, and in showcasing the outcomes of the project particularly in relation to the impact and benefits of internationalising education in practice across the system and sectors. Profiling activities included the development and delivery of the Internationalising Education Symposium; and supporting the design and co-hosting of the Alliance for International Education World Conference: A World of Views to be held in July 2010

**Key Findings**

Completion of Phase 3 of research provides the opportunity to reflect on all phases of the project. It allows for the synthesis of the propositions and findings for each phase and conveys the overall key findings, specifying recommendations for consideration by DEECD.

Through the synthesis and analysis of data, following the conclusion of Phase 3 of the Internationalising Education Project, the research team extrapolated 10 key findings:

1. **Variation in approaches** - schools varied in their approaches to internationalising education through policies, programs and practices. *Internationalising* is not a common way to describe what they do in these areas.

2. **Effective school leadership** – those schools with a high level of commitment to, and sustained action for internationalising education are characterised by strong leadership.

3. **Embedding internationalising dimensions** – high performing schools demonstrated a multilayered approach demonstrating the capacity to sustain approaches in a systematic way.
4. **Drawing on local context** – the cultural diversity of student populations provided a powerful catalyst for some schools; whilst other schools with less cultural diversity were relentless in expanding their students’ cultural and world views.

5. **The importance of LOTE** – schools viewed LOTE as a significant enabling factor in relation to internationalising school practices.

6. **Broadening the internationalising experiences of staff** - high performing schools placed a premium on enabling an expanding cohort of school leaders and teachers participating in teacher/student exchange/study programs often related to sister school or International Student Programs.

7. **Broadening the international experiences of students** – schools demonstrated not only the benefits of these experiences for students but for teaching and learning programs across year levels and curriculum domains.

8. **Impact on educational outcomes** – predominantly schools drew on anecdotal evidence and observations to indicate that students generally were accepting of students from diverse cultural backgrounds and were developing a greater awareness and understanding of cultures and global issues. Significant work is required in more formally and systematically determining impact on student outcomes.

9. **Usefulness of the Internationalising Education Continuum (IEC)** - All schools reinforced earlier findings in commenting positively on the value and usefulness of the IEC for self-reflection and planning purposes. The descriptors continually successfully discriminated practice across schools.

10. **Support requirements of schools** – Analysis of Phase 2 survey data indicated that resources, staff, time and knowledge were key blockers. Schools at the developing end of the continuum reiterated these factors during Phase 3, whilst schools further along the continuum highlighted the importance of well designed support and resources.

11. Whilst reflected in conversations from a small number of participants additional observations were made by the research team which are important to note around the issues for rural schools; the need for a more coherent system approach; and the need to be informed about feedback outcomes from previous research projects prior to the commencement of Phase 1.

**Recommendations**

The following recommendations are intended to be considered in the continuing work of developing a strategic framework for internationalising education in Victoria. They recognise that much is already happening within Victoria to internationalise education and include:
• Adopting the following working definition for the development of a strategic framework, guidelines and resources for internationalising education in Victoria:

*Internationalising education equips students with the essential knowledge, understandings, skills and capabilities to operate effectively in increasingly internationalised, globalised and interdependent societies, both in Australia and internationally.*

• Adopting and disseminating the IEC as a resource for self-reflection and planning for internationalising policies, programs and school practices.

• Circulating the IEC to relevant Divisions across DEECD offices to build on the mapping exercise undertaken in Phase 1 and further identify policies, programs, initiatives and resources which would assist schools to use the IEC effectively.

• Developing guidelines and supporting materials to accompany the IEC.

• Developing guidelines and resources for regions and networks to assist dissemination and implementation.

• Continual monitoring by the International Division of national and international developments in internationalising education and identifying exemplary practices to inform continuing development work in Victoria. Specifically two key strategies that have been seeded through the research project:
  o In-depth case studies to identify evidence based methodologies which successfully determine impact on student outcomes
  o The profiling of key communication strategies and activities via showcasing sessions, professional learning activities, an ongoing dynamic web presence, and a clear and coherent ‘map’ of systemic approaches that support internationalising education.

• Consideration by the DEECD of the use of the survey instrument (see Phase 2 report) over the next two years as part of a longitudinal study related to a school’s progress in internationalising educational practices.

*Concluding Comment*

In consideration of the research undertaken in Phase 1, the data collected through the Phase 2 online survey of schools and the focused conversations with school leaders in the follow-up visits, it appears that there is significant work required to determine the extent to which students acquire understandings, knowledge, skills and capabilities to operate effectively in increasingly internationalised, globalised and interdependent societies both in Australia and internationally. As a result of preliminary research and development during Phase 1 and further testing and refining throughout Phases 2 and 3, the IEC was continually found to be a particularly useful enabler in successfully discriminating internationalisation practice across participating schools.
The IEC is an informative, valuable self-reflective document and was positively regarded by schools as being effective in supporting data collection and planning processes aligned to the current policy environment at the state and national levels.

In view of this alignment, and in recognising the articulated needs of schools to incorporate internationalising dimensions into programs and practices, this report has foreshadowed key areas of support and research required at the school and system level to build on current practices in order to further develop key strategies as enablers to growing communities of practice and stimulating systemic transference.
1. Introduction

The three phase Internationalising Education Project has been informed by the development of key initiatives and programs in Victoria, specifically the Blueprint for Education and Early Childhood Development: One Year On, LOTE Strategy, Multicultural Education Policy and English as a Second Language; and nationally, including the Melbourne Declaration on Educational Goals for Young Australians, National Statement for Engaging Young Australians with Asia in Australian Schools, and the K-10 Australian Curriculum.

1.1. Background

Phase 1 of the IEP involved researching and identifying practice to reflect on and develop an understanding of internationalising education in Victorian schools and to inform further research and future strategy development. This involved:

- Research and scanning international and national internationalising education policies and practice
- Identification of initiatives that demonstrate internationalising education in Victoria
- Identification of propositions for consideration in developing a strategic framework for internationalising education in Victoria
- Development of descriptors to identify ‘developing’, ‘established’ and ‘enhanced’ practice in schools
- Field testing these descriptors in six Victorian schools to gain insights into the continuum of internationalising education practice.

The outcomes of Phase 1 recognised that much is already happening within Victoria to internationalise education and that there was a strong base from which to move forward. The research and mapping of current activity, and the testing of propositions and characteristics developed during Phase 1, informed the design of a draft developmental continuum now known as the Internationalising Education Continuum (IEC). Whilst a work in progress, it seeks to describe the developmental stages of a process for use by schools as they work towards the internationalisation of their policies, programs and activities.

The purpose of Phase 2 - Capturing the Practice, was to explore the extent to which internationalising education is common across schools in Victoria. It involved identifying the range and current take-up of internationalising education activity and as a result began to inform the level and type of assistance required by the system to spread good practice more consistently. The key components of Phase 2 research required the testing and verification of the Internationalising Education Continuum (IEC) and the capturing of practice through the development, delivery and evaluation of an online survey of schools.

The online survey was based on the IEC comprising of 45 descriptors of school practice organised into three developmental stages (developing, established, enhanced). A purposive sampling technique was used to administer the Internationalising Education in Victoria Online Survey ensuring coverage across all education sectors in 3 key demographic areas: location (rural/metro), stage of schooling (primary/secondary/K-12), and school size.
Analysis of the data obtained through the online survey provided a deeper understanding of current internationalising education practices and the type of implementation support required by schools. This analysis reinforced the initial view of the researchers in undertaking their work in Phase 1, namely, that schools demonstrated a variation in the range of understandings and approaches to the internationalisation of education. It also demonstrated that the developmental or growth stages and descriptors contained in the IEC were sufficiently focused and discriminating to allow a further opportunity for testing their usefulness for self-reflection and planning purposes in schools through Phase 3 of the research project.

Observations drawn from the Phase 2 research activity and online survey provided a strong entry point for moving into Phase 3 where:

- the IEC was tested as a major tool for assisting schools to determine the extent to which they were internationalising educational practices
- selected schools, identified at various stages (developing, established, enhanced) of implementing internationalising education practices via the outcomes of the online survey, were asked to consider the impact of internationalising programs and practices on students and teachers, the nature and types of resources required for implementation and their support requirements.

As a result, Phase 3 – Measuring the Impact and Supporting the Practice, enabled the research team to:

- determine whether schools could articulate a deeper understanding of the impact of internationalising education programs and activities on student outcomes
- gain insights into the resources and support schools required to further develop their programs and activities
- gain an understanding of the impact of schools’ quality programs on student outcomes and the distillation of key findings pointing to proposals for strategies designed to accelerate the implementation of internationalising practices in schools.

The findings from this phase of the research were significantly informed by current internationalising education programs and activities in schools and through engagement with school leaders, leading school practitioners and educators. Adopting processes which facilitate and encourage engagement heightened the awareness of schools that were developing effective internationalising education programs. This enabled the collection and analysis of data related to school practice, and delivered recommendations to facilitate processes for further engagement in and enthusiasm for internationalising education by all schools, regardless of their current level of involvement.
A number of value added components in this stage included insights into how schools use the IEC and assess their levels of practice. These practices informed the continual implementation and development of a profiling program that builds on the community of practice identified in Phase 2 and stimulates systemic transference. Research also determined that whilst in its infancy of quantifying impact, qualitative processes to date, seem to provide a compelling narrative between high level internationalising education strategies within schools and a positive impact on student outcomes. However the researchers believe that this can only be tested through further longitudinal research.
2. Methodology

The Phase 3 – *Measuring the Impact and Supporting the Practice*, component of the Internationalising Education Project was conducted in two parts:

Part A - *Measuring the impact*
- Identification of schools
- Development of a qualitative data collection template
- 15 school visits, analysis of individual reports

Part B - *Resource and support analysis*
- Analysis of all school reports
- Synthesis of reports, including Phase 2 Interim Report – *Capturing the Practice*

2.1. Part A – Measuring the impact

Part A

Following the collection and analysis of data from the online survey conducted in Phase 2, it was resolved to invite 15 respondent schools to participate in a more extended analysis of the impact on student outcomes via school visits. Data gathered from the online survey determined that of the 15 schools, 5 would be randomly selected from each of the *developing, established or enhanced* development levels within the IEC. This component of the research involved:

- consulting with DEECD Regional Offices, relevant DEECD central office personnel and cross-sector counterparts to assist with data and contextual understanding of the identified schools
- consulting with the DEECD to reach agreement about the format of school visit documentation (the key questions to be addressed and the structure of individual/collective analysis)
- deeper discussion and analysis at the school level which informed take-up, benchmarking and articulating trend data that supports improved student outcomes and community engagement of internationalising practice through reflecting and plotting their school practice relating to the six dimensions of the IEC. These deeper stories included discussion around current activities and initiatives to implement in order enable the school to move further along the continuum, and the support/resource requirements of the schools. As opposed to lengthier case study analyses, the number and duration of the school visits were viewed as a more efficacious way to provide a robust platform to inform the outcomes identified below. Accordingly the researchers developed a template for use in the school visits in order to facilitate a systematic and consistent approach to:
  - the identification of current practices for each of the six dimensions of the IEC
  - the collection of information concerning the impact of internationalising education practices on learning outcomes, teacher practice, school programs and school community links
  - the identification of resources currently used by the school to support the implementation of internationalising education practices
• the collection of information concerning the usefulness of the IEC for self-reflection and planning.

2.2. Part B – Resource and support analysis

Part B involved further refinement and development of the IEC. This self-reflective process enabled schools to assess their current activity and identify areas for development.

As a result of the research and analysis undertaken in both research components of Phase 3, it was intended that the following outcomes would be addressed:

- an analysis of the levels of understanding of the impact of schools’ internationalising education programs and activities on student outcomes
- a detailed picture of the types and current level of internationalising education activity in schools to enable the impact of a future internationalising education strategy to be measured
- an Internationalising Education Continuum (IEC) which enabled schools to self-assess their policies, programs and practices for internationalising education provision
- an understanding of the range of practical tools, advice, support and implementation strategies for schools to develop or enhance their internationalising education programs and activities
- identification of resources for development
- recommendations focused on continuing school-based research including a longitudinal study of the implementation of internationalising education programs and practices in schools
- a series of ‘profiling’ activities that disseminate the learnings gained and quality programs identified across the system.

Information gained from the visits to the fifteen follow-up schools was collated using the proforma described above. The record of visits can be found in Appendix Three.

2.3. Communication and Engagement

A communication and engagement strategy was an important, continuing component of the research methodology. It provided leverage for adding value to, and in showcasing the outcomes of the project particularly in relation to the impact and benefits of internationalising education in practice across the system and sectors.

High profile professional learning activities, engaging local, national and international audiences, were a feature and continue to be a catalyst in supporting this work. Conference keynote presentations, for example the Council of International Schools, focused on how internationalisation is becoming increasingly central to schools in Victoria, where learning and teaching practice is preparing students for an environment in which inter-cultural understanding and exchange is the norm rather than the exception.
Specifically in relation to the profiling of the ongoing research and outcomes of this project the DEECD hosted an *Internationalising Education Symposium* (see Appendix Five) in October 2009 with key stakeholders including students. The purposes of the symposium were to:

- strengthen the imperative of providing children and young people an education with international and/or intercultural dimension
- outline the context of internationalising education
- highlight enhanced practice
- share the research and,
- strengthen the collective enthusiasm for and commitment to moving international education to the next level.

Student voice played a powerful role in this conversation via a pre-symposium blog, school presentations, and feedback via zing technology. The imperatives of internationalising education were resoundingly represented in the voices of students as encapsulated in these written comments:

*In today’s society we are a lot more culturally diverse...and today’s students are tomorrow’s leaders...so at a young age we need to start becoming more aware of the world we are inheriting*

*Being a global citizen means having a strong understanding of the world around us, and being globally aware of other countries other than our own*

*Working with England, Canada and America is a very good move but for Australia, there needs to be a focus on Asia and the Pacific because our culture has so many people from these areas*

The DEECD is also playing a key role in informing and supporting the hosting and delivery of the forthcoming Alliance for International Education World Conference – *International Learning: Learning to be international – a world of views* in July 2010. Key DEECD presentations will focus on the emergent imperative of internationalising education; enhancing students’ international mindedness through the innovative use of ICT; and, global awareness through global connectedness.

Other key activities designed to serve the purposes stated above also included:

- focused conversations with school leaders to discuss progress in internationalising education policies and programs and to discuss the usefulness of the IEC as a self-assessment tool
- a series of inter-office briefings, for example, fortnightly central office meetings with regional directors
- an enhanced web presence, profiling the project and successful internationalising education practice at the school level
- linkages to current e-updates
- profiling quality programs in schools, including professional learning opportunities, innovative use of resources and capacity building practices relating to internationalising education, to encourage ‘cross fertilisation’ of this knowledge across the system.
3. **Key Findings**

Completion of Phase 3 of the internationalising education research project provided the opportunity to reflect on all phases of the project. It allows for the synthesis of the propositions and findings for each phase, to convey the overall key findings and to specify recommendations for consideration by the DEECD.

The key findings and recommendations are derived from the Phase 1 research review; consideration of the current activities across DEECD and Statutory Authorities; focused conversations with DEECD and Statutory Authorities, senior officers; school leaders in selected schools; the survey of schools and follow-up interviews with selected survey schools.

The findings and recommendations are intended to be considered in the continuing work of developing a strategic framework for internationalising education in Victoria. They recognise that much is already happening within Victoria to internationalise education.

3.1. **Varied approaches to internationalising education**

Schools vary in their approaches to the internationalisation of policies, programs and practices. “Internationalisation” is not a common way of describing what they do in these areas. Schools point to activities, events, programs and experiences that demonstrate international, global, multicultural or intercultural dimensions. For many schools the move towards embedding international perspectives into the curriculum and school practices is an implicit one. *It’s just something we do*, is a common description of such an approach. Other schools though do take an explicit and conscious approach to internationalisation and have incorporated internationalising dimensions into the school profile and school policies and programs.

In general it can be stated that most schools participating in the survey and those visited by consultants identified, to varying degrees, aspects of school practice they considered to be contributing to the internationalisation of education. This reinforces the key observation made in Phase 1 of the research that *many primary and secondary schools in Victoria have embraced the opportunity to access or develop programs designed to introduce an international/global/intercultural dimension into school practice.*

Analysis of the data collected in Phase 2 of the research, and information gained from the 15 follow-up school visits in Phase 3, also reinforced the initial view of the researchers in undertaking their work in Phase 1, that schools demonstrated a variation in the range of understandings and approaches to the internationalisation of education. Information gained from the fifteen follow-up schools as contained in Appendix Three *Record of school visits to 15 follow-up schools, October/November 2009* clearly illustrates the variation in approaches across the schools and underlines the importance of the *Internationalising Education Continuum (IEC)* as a potential tool.
for self-reflection and planning at the school level. It is therefore possible for schools to “rate” themselves across the six dimensions of the IEC as “developing”, “established” or “enhanced” in relation to their current internationalising of education practices.

Data included in Table 1 *Summary of ratings for the 15 follow-up schools on the six dimensions of the Internationalising Education Continuum (IEC)* to be found in Appendix One support this observation and are indicative of the fact that schools are at different stages in their implementation of internationalising practices. It is also clear that within schools there is a variation in the way they are approaching the internationalisation of their practices. This is not surprising, as the visiting consultants regularly found that across the 15 schools internationalisation effort was often based on discrete elements of school programs and practices rather than a holistic approach to internationalisation. It is also clear from both the survey data and the information gained from the visits to the follow-up schools that the monitoring and evaluation and staff development and professional learning dimensions of the IEC demonstrate higher levels of variation among schools than the other dimensions.

Overall, it has become clear that adopting practices demonstrating international, global or intercultural perspectives do not necessarily equate to clearly articulated and integrated approaches to the internationalisation of school policies, programs and practices. Variation in approaches and the use of “internationalising” language across schools to describe what is being done point to the need for the DEECD to adopt a common language and shared definition of what is meant by internationalising education in Victorian schools. The researchers are of the view that the following working definition of “internationalising education” be adopted as a major vehicle for progressing policy and developmental work at system and individual school levels:

> Internationalising education equips students with the essential knowledge, understandings, skills and capabilities to operate effectively in increasingly internationalised, globalised and interdependent societies, both in Australia and internationally.

The variation in approaches also points to the need for a carefully designed approach to the dissemination of information and the provision of resources, professional learning opportunities and programs for school leaders and teachers. These apply at the system level as well as the individual school level.

### 3.2 Effective School Leadership

Follow-up visits to the 15 schools demonstrated that those schools (five of the fifteen) with a high level of commitment to, and sustained action for internationalising educational policies, programs and practices are characterised by strong leadership in this area. These five schools clearly demonstrate enhanced internationalising education practices. Principals in these schools, working closely with school leadership teams, are passionate about the importance of ensuring that
students develop knowledge, understandings and skills that will enable them to live and work confidently in a rapidly changing and increasingly globalised world.

These principals consistently articulate a vision for the school which highlights the need for students to develop international, global and intercultural awareness together with knowledge, understanding and skills enabling them to become informed, thoughtful, global and multicultural citizens. They also convey the expectation that internationalising dimensions aligned with their vision will be incorporated routinely into school programs and practices.

In these schools Principals recognise the importance of shared leadership. They work hard at developing a common and shared vision. They are committed to building the capacity and capabilities of school leaders and staff to embrace programs and activities which are culturally inclusive and designed to develop students’ knowledge, understandings and skills aligned with global and multicultural citizenship and to effect change in a planned way. They actively recruit staff for leadership positions and classroom teaching to enable effective implementation of the internationalising dimensions of school policies and programs. They exercise leadership at School Council level and enable the incorporation of internationalising dimensions in the schools’ vision and strategic planning processes. They understand how they can gain leverage from existing state wide policies, programs and initiatives and they actively seek ideas and resources locally, nationally and internationally to effect change. They are highly competent resource managers and are prepared to identify and deploy resources to meet their clearly stated priorities for improvement.

The primary importance of effective school leadership in internationalising schools’ educational practices points to the need for the DEECD to adopt a policy framework and implementation strategies that enable Principals and school leaders to discern the most appropriate ways for them to embrace internationalisation and to plan effective delivery approaches.

3.3 Embedding internationalising dimensions into school programs and practice

Analysis of survey data in Phase 2 of the research project shows that 50% or more of sample schools claimed they were currently offering or intended to offer 12 of the 25 program/activities that were suggested as contributing to an internationalised program. The most popular programs currently offered or intended to be offered by schools in general relate to:

- sister school relationships
- teacher exchange
- study tours
- Asia Education Foundation programs
- international/global perspectives in teaching and learning programs and activities
- inclusion of internationalising dimensions in school vision and strategic plans
It is also important to note from the analysis of the survey data that among the 25 programs/activities suggested as contributing to internationalisation, the most popular programs that are not currently offered but schools intend to offer are LOTE programs, ESL programs and school-based cultural programs/activities events.

Follow-up visits to the 15 schools showed that schools demonstrating enhanced internationalisation practices strongly believe that international/global/multicultural dimensions should be accommodated naturally and routinely into school programs and practices. They do not see international education as an add-on. The way in which these schools do this varies. But all are characterised by a drive to encourage teachers to explore ways in which VELS and VCE study designs can be used to incorporate learning activities which enable students to explore other nations and cultures in a way that will lead to broader understandings and knowledge. Differing approaches in these schools can be described as follows:

- In some schools an audit of the curriculum has provided a vehicle for developing scope and sequence curriculum plans which exemplify international/global/multicultural dimensions of student learning programs.

- In some schools the LOTE program(s) has provided the stimulus for a systematic approach to inclusion of cultural, historical and geographical studies into units of work across the school.

- In some schools a focus on studies of Asia has provided the vehicle for developing systematic and coherent approaches to the inclusion of internationalising dimensions into school programs and practices. The resources of the Asia Education Foundation, in particular those associated with the *Leading 21st Century Schools; engage with Asia* initiative have been helpful to these schools.

- In some schools sister school relationships, teacher and exchange programs aligned with LOTE program(s) have provided the vehicle for a more systematic approach to internationalising the schools’ programs and practices.

- Schools have actively sought high quality teaching and learning resources including Asia-focused materials available through the Curriculum Corporation. They have also encouraged the use of ICTs in classrooms to enable students and staff to locate resources via the internet, to enable effective communication with overseas staff and students and for the generation of projects which record learnings and which can be shared with colleagues and peers internally and externally. Increasingly schools are installing interactive whiteboards for these purposes.
A number of Principals indicated how much they valued the opportunity to network with other Principals/schools of like mind. Principals involved in the *Leading 21st Century Schools: engage with Asia* initiative cited the importance to them of being part of state and national networks of Principals committed to embedding studies of Asia into school programs.

In a number of schools strong connections have been fostered with international programs and activities such as iNet, World Challenge, Round Square, Council of International Schools and the International Baccalaureate (including the Primary Years and Middle Years Programs). These enhanced practice schools demonstrate a multilayered approach to the incorporation of internationalising dimensions into school programs and practices. They also demonstrated the capacity to know where to start the longer term process of internationalising school practices in a systematic way.

Drawing on the analysis of data from the survey and the information gained from visits to the follow-up schools it is clear that across the school system there is a need for a policy and strategic framework and accompanying resources which clearly articulate the importance for schools to internationalise their policies, programs and practices. The IEC has been derived from the literature review, discussions and interviews with Senior Officers, Principals and teachers, analysis of the survey data and on-site “testing” of successive drafts. It is recommended that it be adopted by the DEECD as a significant means for giving schools a tool for systematic reflection on their current practices and for planning purposes. Adoption of the IEC will provide a useful vehicle for the DEECD to consolidate its current resources and enable the development of further resources (for example, a curriculum audit tool enabling schools to identify current international, global and intercultural content and to determine gaps in provision).

### 3.4 Drawing on the local context

Visits to the follow-up schools highlighted two important findings:

- Enhanced practice schools with a diversity of students from different national, cultural, ethnic and language backgrounds pointed to the importance of drawing systematically on the diversity of student backgrounds as a powerful catalyst for the explicit and implicit incorporation of internationalising dimensions into the schools’ learning activities. Many of these schools draw on the knowledge and expertise of parents and community members or agencies to assist program implementation.

- Enhanced practice schools that did not have a diversity of students from different national, cultural, ethnic and language backgrounds recognised the importance of adopting educational practices which would systematically introduce students to international/global/intercultural experiences. These schools are relentless in their approach to curriculum planning and the planning and implementation of activities designed to expand their cultural and world views.
This points to the need for drawing together the resources currently available to schools (most recently *Education for Global and Multicultural Citizenship: A Strategy for Victorian Government Schools 2009-2013*) in a more explicit way to enable schools to focus on systematic approaches to the internationalisation of educational practices. The extensive resources of the Asia Education Foundation should be included in this exercise particularly those published in support of the *Leading 21st Century Schools: engage with Asia* initiative.

It also points to the need for adopting a systematic approach to informing schools of the range of resources available and the ways in which they may be used. Linking resources to the relevant parts of the IEC is seen to be a constructive way of achieving this.

### 3.5 The importance of LOTE

Visits to the 15 follow-up schools showed that the enhanced practice schools regarded LOTE learning as a significant factor in relation to internationalising school practices. This reinforces one of the Phase 2 research findings that a successful LOTE program is an enabling factor, albeit not a pre-condition, for the internationalisation of school programs. These schools have adopted a systematic approach to the teaching of LOTE. They do not see LOTE as a discrete curriculum area. In primary schools LOTE teaching is closely aligned with other curriculum domains and sister school relationships with encouragement being given to teachers to explore the relationship between languages and culture.

In secondary schools showing enhanced practice, a close relationship between LOTE teaching, sister school experiences, teacher and student exchange programs, programs such as World Challenge and the International Student Program is clearly evident. However it is also important to note that in these schools other curriculum areas and in particular English, SOSE and the Arts provided significant opportunities for the inclusion of international/global/intercultural perspectives. Connecting teachers and students via email, web blogs and other technology based communication applications is an important feature of these schools.
3.6 Broadening the international experiences of staff

Visits to the 15 follow-up schools showed that enhanced practice schools place a premium on enabling an expanding cohort of school leaders and teachers to participate in teacher/student exchange/study tour programs often related to sister school programs or the International Student Program. They invest significant resources in these initiatives and expect participating teachers to share their experiences and learnings with colleagues and to incorporate specific content and new resources into their teaching and learning programs. Some of these schools have encouraged and supported staff to become involved in off-shore professional learning courses.

In many of these schools the staff professional learning program has incorporated activities designed to raise the international awareness of staff and to focus on ways in which international dimensions can be included in classroom programs.

This suggests the need for the DEECD to consider the development of guidelines to assist schools in designing and implementing ways in which the international experiences of staff can be used effectively to progress the internationalisation of educational practices in the school. Linking these guidelines to the IEC is seen to be a constructive way of doing this.

3.7 Broadening the international experiences of students

Analysis of data from the Phase 2 survey of schools indicated that international student exchange programs often linked to sister school relationships are an enabling factor for the internationalisation of educational practices. This finding was reinforced through the follow-up visits to secondary schools where the enhanced practice schools were able to demonstrate not only the benefits of these experiences for participating students but for teaching and learning programs across year levels and curriculum domains.

In general, schools (more particularly secondary schools) recognise overseas learning programs for students as an important element of the suite of programs supported by the DEECD and operating in schools. Focused conversations with school leaders though point to the need for assisting schools to understand that the international experiences of students should be seen as one element in a systematic whole school approach to the internationalisation of educational practices. Guidelines for schools would assist this to occur and again linking them to the IEC is seen to be a constructive way of doing this.
3.8 Impact on student educational outcomes

In the main, schools participating in the post-survey conversations, drew on anecdotal evidence and observations to indicate that students generally were accepting of students from diverse cultural backgrounds and were developing a greater awareness and understanding of other cultures and international and global issues. They point to the participation of students in projects focusing on international/global dimensions, exchange programs, links with sister schools, service projects as providing the evidence to indicate the impact on student learning.

Many school leaders made the comment that it is difficult to gain quantitative evidence to support their observations thus highlighting an important issue related to the way in which knowledge, understandings, skills and attitudes relating to the internationalising dimensions of school programs and activities can be measured.

In some of the enhanced practice schools it was indicated that assessment strategies related to expected outcomes were built into units of work incorporating internationalising dimensions. In some of these schools pre and post testing of student knowledge and understanding in relation to units of work with international dimensions is being undertaken. Assessment of student LOTE learning is being undertaken in relation to specified VELS learning outcomes. However, in general, the monitoring of student learning outcomes within an internationalising context in schools is not accorded a high priority either in terms of planning or program delivery.

In general and in consideration of the research undertaken in Phase 1, the data collected through the Phase 2 survey of schools and the focused conversations with school leaders in the follow-up schools, it appears that there is significant work required by schools to determine the extent to which students acquire understandings, knowledge, skills capabilities to operate effectively in increasingly internationalised, globalised and interdependent societies both in Australia and internationally. In support of this is the finding from the Phase 2 survey results indicating that 65% of schools surveyed were addressing the monitoring and evaluation of school programs and student learning outcomes “to a minor extent” or “not at all”.

It appears that schools would benefit from guidelines for assessing the extent to which students’ knowledge, skills and understandings from an internationalising perspective develops across their years of schooling. The continuing implementation of VELS, the emerging Australian curriculum and the widely accepted concept of progressive assessment and reporting of student learning outcomes provide important vehicles for advancing this dimension of internationalising programs and practices. Guidelines and resources to accompany the IEC, and in particular the Teaching and Learning and Monitoring and Evaluation dimensions would assist implementation in schools.

3.9 Usefulness of the Internationalising Education Continuum (IEC)
The Phase One Internationalising Education Report addressed the key issue of what enhanced practice in internationalising education might look like in schools. The findings of the research review, strategic conversations with senior officers from DEECD and Statutory Authorities and key learnings derived from initial visits with schools led the researchers to identify the characteristics of schools deemed to be internationalising their school practices. Essentially the key research question became “How can we recognise a school that is internationalising its educational provision and school practices?” Through a process of distillation, the following set of characteristics of schools demonstrating enhanced practice was developed as a working framework:

**School culture**
- The school has adopted agreed policies and practices consistent with a vision statement and goals which include internationalising dimensions, for example, educating for international understanding, developing knowledge, skills and attitudes for an increasingly globalised world and preparation for responsible citizenship in a society characterised by cultural and linguistic diversity.
- The school comprehensively addresses within a four year cycle, the internationalising/global intercultural dimensions of its programs and practices through its accountability and improvement processes.

**Leadership and governance**
- The School Council, Principal and school leadership team are proactive in leading, supporting and sustaining the internationalising of educational policies, programs and activities across the school.

**Teaching and learning**
- A systematic and integrated approach to the inclusion of internationalising/global/intercultural dimensions across the curriculum has been developed and implemented
- The school has integrated school initiatives such as International Student programs, sister school relationships, teacher/student exchange/study programs, local internationally focused festivals/events into the teaching and learning programs for all students
- The school demonstrates an explicit relationship between LOTE, other domains of the curriculum and initiatives which enable students to participate in and experience international/global/intercultural dimensions at local, national or international level
- Students participate in learning activities/projects which promote interaction and collaboration with students/adults from other geographic locations/cultures through the use of ICTs
- Students demonstrate continuing development of international/global/intercultural knowledge, understandings, skills and attitudes as they progress through their years of schooling.

**Staff development and professional learning**
- The school provides high quality resources for teachers to enable continuous and sustained implementation of internationalising initiatives and practices
- The school has a systematic approach to the development of teacher knowledge and skills related to developing and maintaining internationalising dimensions in educational and school practice, including professional learning and training, sharing of resources and ideas, teacher exchange, promotion of
in-country study programs, drawing on teachers’ personal international experiences.

**Monitoring and evaluation**

- Whole school processes and procedures for monitoring and evaluating student learning outcomes and school programs and practices have been established and implemented.

**Student, parent and community involvement**

- The school provides opportunities for student, parent and community input to the continuing development and improvement of the internationalising components of school policies, programs and initiatives.
- The internationalising components of school initiatives and practices are enacted, publicised and celebrated within the school and the broader community and through the school’s communication processes including the school’s website.

This set of characteristics provided a useful starting point for conversations with selected schools about their practices in internationalising their practices. However, as reported in the Phase One report, “conversations with school leaders in the six (selected) schools indicate significant variation in the way schools are approaching the internationalisation of educational provision and school practices.” This led the researchers to an important observation that in order to systematise the internationalisation of educational practices in schools, it may be appropriate “within a school-focused strategic framework for internationalising education to adopt a developmental approach based on stages of implementation, namely developing, established and enhanced”. Further it was suggested that the six dimensions as outlined in the set of characteristics demonstrating enhanced practice could be used in designing the developmental framework.

Subsequent conversations with the six selected schools validated this approach and led the research team to construct what has become known as the Internationalising Education Continuum (IEC). The IEC was used as the organising framework for the survey of schools and the follow-up visits to fifteen selected schools in Phase Two of the research project.

All schools participating in the post-survey follow-up conversations commented positively on the usefulness of the IEC for self assessment and planning purposes. This reinforced the early findings from Phase 1 research during which initial testing of a draft of the IEC was undertaken.

Commonly the following comments were made by school leaders in the 15 schools:

- As a non-prescriptive, non-mandatory tool the IEC enables schools to apply a systematic approach to determining the extent to which the school is internationalising its policies, programs and practices.
- It provides a frame for teachers to be explicit in their planning and delivery of classroom programs and activities.
- It has been developed using a style and format with which schools are familiar (eg performance and development culture matrix, e² Instructional Model).
- It respects the fact that schools may be at different points in their progress and gives them the opportunity to discover their strengths and achievements.
determine where they are and the areas to which they need to apply energy and effort
• It enables schools to set specific targets for improvement and to identify expected achievement outcomes
• It enables the system and schools to use common language and shared understandings
• It promises to be a useful and comprehensive evaluative and audit tool for school leadership teams
• A practical tool which enables schools to be conscious of their own context and to assist school leaders to decide on the relevant entry points for improvement
• The six areas and the three developmental levels of the IEC resonate with school leaders
• It is on the whole user friendly and succinct.

Issues raised in relation to the IEC include:

• The IEC should be accompanied by guidelines for schools which contain definitions and suggestions for the ways in which it can be used by school leaders, curriculum/faculty leaders, year level planning teams, School Councils
• It should be emphasised that international education is not a discrete program within the school
• It would be helpful to develop additional tools to assist schools dig more deeply into any of the six dimensions to assist in developing practical approaches to planning and delivery
• It is important for schools to know the status of the IEC, the rationale behind its development and publication and the relationship with other key state and national initiatives including the Blueprint and the Australian Curriculum.

Analysis of the survey responses showed that overall the descriptors for each of the six dimensions of the IEC were able to discriminate successfully internationalising education practices across schools. This provides evidence that the IEC would be a useful tool for schools in reflecting on current practice and for planning approaches to the internationalisation of policies, programs and activities.

Comments as above from school leaders in the post-survey conversations reinforce this point.

It is of interest to note that consultants who visited the follow-up schools concluded that, on balance, two of the schools underestimated the extent to which they were internationalising their programs and practices and two of the schools overestimated. In other words 27% of the schools as a result of deep questioning of their practices showed progress against the indicators contained in the six dimensions of the IEC that did not accurately reflect their on balance self ratings.

This would indicate that the IEC, whilst a useful tool for self-assessment and planning, requires accompanying guidelines to assist schools use the IEC in the most productive way.
In summary schools endorsed the proposition that the IEC with accompanying guidelines be published for school use. The revised IEC is included in this report as Appendix Two. In addition Appendix Four shows the relationship between the DEECD’s Effective Schools Model and the six dimensions of the IEC.

3.10 Support requirements of schools

Schools in general are supportive of the need to incorporate internationalising dimensions into school programs and practices. Analysis of data from the Phase 2 survey indicate that schools perceive resources, staff, time and knowledge as the key blockers to the internationalisation of educational practices.

Two key areas of support were identified by schools:

**Information**
- more information about internationalising schools
- an awareness of specific dimensions of what constitutes internationalising dimensions for Primary school and where they can be found
- high quality resources
- to publicise and recognise achievements made
- simple curriculum units of study or ideas for teachers to evaluate.

**Resources**
- funds to support the LOTE program and provide resources
- more time in both the curriculum and for teacher professional learning and the resources to implement and embed
- more time and resources.

Visits to the 15 follow-up schools showed that the high performing schools with strong leadership and a shared vision were generally comfortable about the need to locate the resources (people, programs, professional learning and curriculum resources) needed to progress the internationalising agenda. They demonstrated high levels of initiative in seeking out and acquiring resources for strengthening
their programs. Most had built the costs of the resources into their annual budgets and saw this as an important school priority. All recognised the importance of building the capacity and capabilities of key school leaders and staff and were generally prepared to build the school’s own capacity to deliver high quality programs incorporating internationalising dimensions. These schools nevertheless pointed to the importance of well designed external support and resources including:

- Increased support and guidelines for teachers’ participation in teacher exchange programs
- Development and sharing of exemplary models of school and classroom practice
- Capacity for networking of like minded Principals and school leaders
- Development and publication of exemplary units of work, the development of teacher knowledge, and the capacity to share units of work and resources on-line
- Publication of the IEC and guidelines for its use
- Development and sharing of exemplar scope and sequence documentation
- More assistance with localised promotion and marketing of the International Student Program (this was an important issue for rural secondary colleges)
- Support of the kind provided through the Asia Education Foundation eg the Leading 21st Century Schools: engage with Asia initiative for school Principals
- Access to international organisations/programs (eg Council of International Schools, World Challenge, Round Square, International Baccalaureate). Some Principals indicated that active engagement with programs of this kind has provided a vehicle for change in mindset and practices.

Schools in the developing and established stages of implementation described in the IEC invariably listed funding, time and lack of resources as their key support requirements for internationalising their programs and practices. Most of the comments listed above apply to these schools. However it is possible to make specific reference to the following:

- Funds, teachers and resources to assist in the provision of LOTE programs
- Development of a framework and guidelines to assist schools to incorporate internationalising dimensions. Definitions, rationale, guidelines, tools and resources should be provided
- Development of a system wide strategy for introducing the IEC to schools and the ways in which it can be implemented
• A pool of experts who can assist schools either individually or in clusters
• Case studies of schools demonstrating exemplary practice
• Resources which can be used to help build the knowledge base, capacity and capabilities of teachers to embed international dimensions into their classroom practice.

3.11 Additional observations

The following observations do not apply to all schools and do not come out of the online survey. They come from relatively few schools visited as part of the follow-up to the survey but it is felt that they should be brought to the attention of the International Education Division:

• Rural schools feel strongly about “Melbourne” being the brand for marketing the International Student Program (ISP). It is felt that this may be an inhibiting factor for international students and that there is a need for localising the promotion of the ISP.

• There was a perception in two schools that a more coherent approach to international education could be demonstrated by International Education staff. The issue of continuity of staff was raised.

• One school pointed to the fact that it was involved in the previous International Education’s Building Capacity project but is unaware of the outcomes of that project.
4. Recommendations

The Internationalising Education Phase 1 Report outlined the following propositions for consideration in the development of a strategic framework for internationalising education in Victoria. They recognised that much was already happening in Victoria to internationalise education and that there was a strong base from which to move forward:

- **Adopt a Working Definition** – consideration should be given to adopting a working definition of, and rationale for, internationalising education to assist strategic planning, continuing developmental work, integration of policies, programs and activities and communication. **Develop a Holistic and Integrated Approach** – positioning Victoria as a world leader in internationalising education requires a reframed map to demonstrate connections and incorporate new initiatives.

- **Expand and Intensify Internationalisation of Educational Experiences** – involving an integrated systemic approach to staff development and professional learning, advice and support to schools to internationalise the curriculum and teaching and learning practices, increasing the use of information and communication technologies as tools for learning, sharing of resources and global communication.

- **Identify Enhanced Practices in Schools** – an informed strategic approach will assist DEECD in the identification and development of enhanced practices

- **Maintain Strength and Quality** – enhancing, expanding and safeguarding the quality of Victoria’s education and training services.

- **Develop a Systemic Coordinated Approach** – maintaining a dynamic role internationally will require the branding and articulation of the benefits of Victoria’s education and training products and services.

Subsequent quantitative and qualitative research and the related analysis of data undertaken in Phases 2 and 3 strengthened the basis of the initial propositions thus paving the way for the following recommendations. They recognise that the Phase 2 online survey of schools and the Internationalising Education Symposium held in October, 2009 have provided significant impetus for the internationalising of Victorian educational practices:

Recommendation One

It is recommended that the following working definition be used for the development of a strategic framework for internationalising education in Victoria:

*Internationalising education equips students with the essential knowledge, understandings, skills and capabilities to operate effectively in increasingly internationalised, globalised and interdependent societies, both in Australia and internationally.*
Recommendation Two

That the Internationalising Education Continuum (IEC) be adopted and disseminated as a resource for schools to assist in self-reflection and planning for internationalising policies, programs and school practices. Whilst a work in progress, it seeks to describe the developmental stages of a process for use by schools. Accordingly, the IEC is seen to be a tool for self-reflection and planning at the school level. It should not, therefore, be viewed or used as an accountability instrument.

Recommendation Three

That the IEC be circulated to relevant Divisions across DEECD Offices with the request to identify appropriate policies, programs, initiatives and resources which would assist schools to use the IEC effectively.

This requires the DEECD to develop guidelines and support materials to accompany the IEC which could include:

- An overarching statement of system intent, a rationale for internationalising education, state and national context (including Blueprint for Education and Early Childhood Development, DEECD Corporate Plan 2009-2011, Melbourne Declaration on Educational Goals for Young Australians, National Statement for Engaging Young Australians with Asia in Australian Schools, K-10 Australian Curriculum), definitions and expected outcomes

- Guidelines for the use of the IEC in the school with accompanying briefing notes, presentation outlines and professional learning/planning modules

- Guidelines for the use of information and communication technologies as tools for learning, sharing of resources and international, cross-cultural and global communication and interaction

- A catalogue of relevant DEECD, national and AEF policies programs, initiatives and resources calibrated to the appropriate areas of the IEC. (It would be useful for resources to be hyperlinked where possible to relevant indicators within the IEC.)

- Case studies of schools demonstrating exemplary practice. Examples of such case studies are included as Appendix Six.
Recommendation Four

That guidelines and resources for regions and networks be developed to assist dissemination and implementation.

Recommendation Five

That the International Education Division continue to monitor national and international developments in internationalising education and to identify exemplary practices to inform continuing developmental work in Victoria. Specifically two key strategies that have been seeded through the research project:

a. In-depth case studies to identify evidence based methodologies which successfully determine impact on student outcomes.

b. The profiling of key communication strategies and activities via showcasing sessions, professional learning activities, an ongoing dynamic web presence, and a clear and coherent ‘map’ of systemic approaches that support internationalising education.

Recommendation Six

That the DEECD consider the use of the online survey instrument over the next two years as part of a longitudinal study related to a school’s progress in internationalising educational practices.
5. Concluding Comment

In consideration of the research undertaken in Phase 1, the data collected through the Phase 2 online survey of schools and the focused conversations with school leaders in the follow-up visits, it appears that there is significant work required to determine the extent to which students acquire understandings, knowledge, skills and capabilities to operate effectively in increasingly internationalised, globalised and interdependent societies both in Australia and internationally.

As a result of preliminary research and development during Phase 1 and further testing and refining throughout Phases 2 and 3, the IEC was continually found to be a particularly useful enabler in successfully discriminating internationalisation practice across participating schools. As described by participants during school visits (see Appendix Three):

- *the six dimensions of the IEC resonate: it provides a common language*
- *there is a continuing need to ask the question “Are we making progress?”: the IEC will assist*
- *it enables schools to be conscious of their own context – capacity to decide the relevant entry point.*

The IEC is an informative, valuable self-reflective document and was positively regarded by schools as being effective in supporting data collection and planning processes aligned to the current policy environment at the state and national levels.

In view of this alignment, and in recognising the articulated needs of schools to incorporate internationalising dimensions into programs and practices, this report has foreshadowed key areas of support and research required at the school and system level to build on current practices in order to further develop key strategies as enablers to growing communities of practice and stimulating systemic transference.

*We need to start engaging students in international education as soon as we get to school – starting with Prep. Teachers need support during their training to do this from Prep to VCE.*

(Concluding comments from 10 primary and secondary students who attended the Internationalising Education Symposium.)
6. Appendices

One  Summary of ratings for the 15 follow-up schools on the six dimensions of the Internationalising Education Continuum (IEC)

Two  Internationalising Education Continuum

Three  Record of school visits to 15 follow-up schools, October-November 2009

Four  Relationship between the IEC Dimensions and the Effective Schools Model

Five  International Education Symposium – October 2009

Six  Case Studies