

School of Education

Two Western Australian Primary Schools' Responses to the Australian Curriculum,
Assessment and Reporting Authority Guidelines on internationalisation in schools

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Declaration

To the best of my knowledge and belief this thesis contains no material previously published by any other person except where due acknowledgment has been made. This thesis contains no material which has been accepted for the award of any other degree or diploma in any university.

Human Ethics

The research presented and reported in this thesis was conducted in accordance with the National Health and Medical Research Council National Statement on Ethical Conduct in Human Research (2007) updated March 2014. The research study received human research ethics approval from the Curtin University Human Research Ethics Committee (EC00262), Approval number, EDU-149-14.

Signature:

A handwritten signature in blue ink, consisting of a large, stylized 'O' followed by a horizontal line and a small vertical stroke at the end.

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Glossary of Terms

This section provides the reader with clarity of the terms used in this thesis. These are presented in alphabetical order.

1. Aboriginal Education Officers (AEIO's)

AEIO's are based in schools across the state. AEIO's draw on their cultural knowledge and tap into cultural resources to build the capacity of schools to provide culturally responsive and inclusive learning environments, which value Aboriginal students and Aboriginal culture, and actively promote Aboriginal student engagement, attainment and successful transitions through Years 8 – 12. A key role of AEIOs is supporting the “Pathways to real post-school options” domain from the Aboriginal and Torres Strait Islander Action Plan 2010 – 2014 (DOE, 2008).

2. Anisomorphism

For this study anisomorphism refers to the different pragmatic and ideological implications for the different school communities.

3. Asia literacy

The Australian Curriculum describes Asia literacy as teaching and learning that provides students with a knowledge of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world and the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region” (ACARA, 2011).

4. Associate Principal

An Associate Principal operates in a school where some of the administrative activities have been located in a larger school within reasonable proximity. An Associate Principal

spends more time engaged in face-to-face teaching, providing consistency and continuity for students, and less time out of the classroom undertaking administrative work.

5. Australian Curriculum

The Australian Curriculum sets out, through content descriptions and achievement standards, what students should be taught and achieve, as they progress through school. It includes the Foundation to Year 10 and the Senior Secondary curriculum (ACARA, 2011).

6. Australian Curriculum Assessment and Reporting Authority

Develops and administers national school curriculum and national assessments, collects and publishes school performance data, provides school curriculum resource services and provides support to teachers (ACARA, 2011).

7. Constructivism

Constructivism is essentially a theory based on observation and scientific study about how people learn. It posits the position that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences.

8. Cosmopolitanism

A school of thought in which the essence of international society is defined in terms of social bonds that link people, communities, and societies. More broadly, it presents a political-moral philosophy that posits people as citizens of the world rather than of a nation-state. Cosmopolitan emphasis on social bonds rather than nation-states lays the foundation for its view of society ultimately evolving towards harmony and away from conflict.

9. Cross-Curriculum Priorities

The Australian Curriculum has been written to equip young Australians with the skills, knowledge and understanding that will enable them to engage effectively with and

prosper in a globalised world. Students will gain personal and social benefits, be better equipped to make sense of the world in which they live and make an important contribution to building the social, intellectual and creative capital of the Australian nation (ACARA, 2011).

10. Cultural Imperialism

Cultural imperialism is the economic, technological and cultural hegemony of the industrialised nations, which determines the direction of both economic and social progress, defines cultural values, and standardises the civilisation and cultural environment throughout the world (Carnoy, 1974).

11. Cultural intelligence (CQ)

Cultural Intelligence (CQ) is a person's capability to function effectively in situations characterised by cultural diversity (Ang et al., 2007; Earley & Mosakowski, 2004).

12. Culture

Culture is the characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts.

13. Dominant Culture

In this instance, dominant culture refers to the largest population of a particular group of people in a school described in the study.

14. Education Assistant (EA)

A teaching assistant or teacher's aide (TA) or education assistant (EA) is an individual who assists a teacher with instructional responsibilities.

15. English as an additional language and dialect (EALD)

EALD students are defined by the Australian Curriculum Assessment and Reporting Authority (ACARA) as:

- a) Overseas- and Australian-born students whose first language is a language other than English
- b) Aboriginal and Torres Strait Islander students whose first language is an Indigenous language, including traditional languages, creoles and related varieties, or Aboriginal English (ACARA, 2011).

16. English Second Language (ESL)

The teaching of English to people who speak a different language and who live in a country where English is the main language spoken (ACARA, 2011).

17. Euro- centrism

The practice of viewing the world from a European or generally Western perspective with an implied belief in the pre-eminence of Western culture.

18. Friendly Plus Program

A program aimed at reducing and preventing bullying and enhancing social skills among students in all schools.

19. General Capabilities

General capabilities are a key dimension of the Australian Curriculum. They encompass knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century (ACARA, 2011).

20. Global citizenship

Global citizenship typically defines a person who places their identity with a "global community" above their identity as a citizen of a particular nation or place.

21. Global competence

Global competence refers to the acquisition of in-depth knowledge and understanding of international issues, an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in a foreign language, and skills to function in any foreign situation or country.

22. Global Connectedness

The students' knowledge of how Australia is connected to the world.

23. Global dimensions

This term describes a process of education that enables people to understand the links between their own lives and those of people throughout the world.

24. Global education

This is the enabling of young people to participate in shaping a better, shared future for the world. This is done through the implementation of an international curriculum with knowledge and skills of a global nature to achieve this objective.

25. Global mindedness

To explore new ideas and perspectives as well as cultivating humility to learn and a willingness to work with people around the globe.

26. Global Objectives in teaching

A list of objectives related directly to global issues.

27. Global Themes

These are the identified aspects in the two schools, which had evidence of global teaching.

28. Global topics

This refers to any topics, which had relevance to any global ideas.

29. Globalisation

The interconnectedness of the world through the advancement in communication technology and the ease of international travel (Fazal & Bob, 2000)

30. Halaal meat

The word “Halaal” means, “allowed” or “permissible” in Arabic. In terms of Shari’ah (Islamic Law), “Halaal” refers to all activities or objects that a Muslim person can use or take part in daily. In this instance, the meat must be prepared in accordance with Islamic law.

31. Information and Communication Technology

ICT is a capability of the Australian curriculum that involves students learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment (ACARA, 2011).

32. Intercultural education

Intercultural education promotes the understanding of different people and cultures. It includes teachings that accept and respect the normality of diversity in all areas of life. It makes every effort to sensitise the learner to the notion that we have naturally developed in different ways.

33. Intercultural competence

Intercultural competence is the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in any intercultural interaction. It is about accepting and respecting someone else's culture.

34. International curricula

International curricula refer to curricula that contain the international education aspects of knowledge and skills students are expected to learn and the evaluation of these.

35. International education

The definition proposed by this research study is:

A planned program of study of international content, reflected in its preparation, its outcomes, its delivery and the incorporation of intercultural and global dimensions. It also includes the professional and social development of students, their preparation for an international interaction, both at home and abroad (Knight, 2004; OECD, 2004).

36. Kids Matter

Kids Matter is an Australian initiative that has been highly successful in improving children's mental health, wellbeing and learning outcomes. It was developed in collaboration with the Australian Government Department of Health and Ageing,

Beyondblue, the Australian Psychological Society, the Principals Australia Institute, and Early Childhood Australia.

37. Language other than English (LOTE)

LOTE is the name given to language other than English, at Australian schools.

38. Learning Areas

The Learning Areas describe the span of development, knowledge, skills and dispositions that are associated with learning from Kindergarten to Year 12. Very simply it is another name for a subject that describes what students are expected to learn in each year of schooling (SCSA, 2016).

39. Multiculturalism

Multiculturalism refers to the co-existence of diverse cultures, where culture includes racial, religious, or cultural groups and is manifested in customary behaviours, cultural assumptions and values, patterns of thinking, and communicative styles.

40. Multi-literacies

The term “Multi-literacies” refers to two major aspects of language use today. The first is the variability of meaning making in different cultural, social or domain-specific contexts. The second aspect of language use today arises in part from the characteristics of the new information and communications media.

41. National Aboriginal and Islander Day Observance Committee (NAIDOC)

The origins of NAIDOC can be traced to the emergence of Aboriginal groups, which sought to increase awareness in the wider community of the status and treatment of Indigenous Australians. NAIDOC Week is held and celebrated in Australian schools in the first full week of July. It is a time to celebrate Aboriginal and Torres Strait Islander history, culture and achievements and is an opportunity to recognise the contributions that Indigenous
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Australians make to Australia and Australian society. Schools put together a relevant program to celebrate this week.

42. National Education Planners

This term is used to describe all the players involved in the development of the Australian Curriculum. This includes, the Federal Government and National Department of Education.

43. Neoliberalism

Neoliberalism is an economic ideology based on promoting "rational self-interest" through policies such as privatisation, deregulation, globalisation and tax cuts (Olssen, 2004).

44. Non-partisan

This refers to not being biased, especially towards any particular group or ideology.

45. NVivo

A qualitative data analysis (QDA) computer software package produced by QSR International.

46. Omni-culturalism

Omni culturalism refers to a society in which people are knowledgeable about, and give priority to, human commonalities, but also leave some room for the recognition and further development of group distinctiveness (Moghaddam, 2012).

47. Online curriculum

This refers to the online Australian Curriculum made available by the Assessment Curriculum and Reporting Authority.

48. Our Wonderful Learners (OWLS)

A value-based program developed by one of the schools in this research study used to teach values and caring for the emotional and social needs of their students.

49. Parent and Citizens' Committee (P&C)

Every state school establishes a Parents and Citizens' Association (the Association). Every Association adopts a standard Model Constitution and is bound by the requirements of the P&C Accounting Manual. They are responsible for managing the business of the association and for promoting community interest of educational matters, facilitating the development and further improvement of the school, and encouraging closer cooperation between the parents of students attending the school, other members of the community, staff and students of the school, and comply with the P&C Code of Conduct.

50. Portal

This is the online internet access to the intranet, email and Department of Education services from anywhere. It is only available to employees of the Department of Education who have an employee number to be able to log in and access the services provided.

51. Promoting Alternative Thinking Strategies (PATHS)

A classroom-based social emotional learning program for elementary students to reduce aggression and behaviour problems. The PATHS curriculum teaches skills in five conceptual domains: self-control, emotional understanding, positive self-esteem, relationships, and interpersonal problem solving.

52. School Community

The staff at a school, including the administrators, teachers, and other staff members who work in a school; the students at the school, their parents and families; local residents and organizations such as school-board members, city officials, and elected representatives;

businesses, organizations, and cultural institutions; and related organizations and groups such as parent-teacher associations that have a vested interest in the school's success.

53. School Chaplain

A designated employee with the appropriate qualifications responsible for supporting the spiritual, social, and emotional wellbeing of their students.

54. School Curriculum and Standards Authority (SCSA)

The School Curriculum and Standards Authority is the designated body responsible for Kindergarten to Year 12 curriculum, assessment, standards and reporting for all Western Australian Schools.

55. Twenty First Century Learning Design Program (21CLD)

21CLD (21st Century Learning Design) is a professional development program developed by SRI International. When teachers participate in the 21CLD program, they receive a practical framework and set of tools for building 21st century learning opportunities into their lessons.

56. Version 7.5 of the Australian Curriculum

Australian Education Ministers have endorsed the Foundation to Year 10 Australian Curriculum. For a period, there will be two versions of the Australian Curriculum. This will allow teachers and schools to transition to the improved Curriculum. Version (7.5) of the Foundation to Year 10 Australian Curriculum was available until 31 December 2016. This timeframe allowed teachers and schools time to transition to version 8.2 of the Foundation to Year 10 Australian Curriculum, which was endorsed by Australian Education Ministers in September 2015 (ACARA, 2011).

57. Version 8 of the Australian Curriculum

Version 8 of the Australian Curriculum will allow teachers and schools to transition to the improved Curriculum. Australian education ministers have endorsed Foundation – Year 10 Australian Curriculum, including the improvements ACARA has made to the curriculum during 2015 (ACARA, 2011).

58. Western Australian Curriculum

Known fully as the Western Australian Curriculum and Assessment Outline (The Outline), sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire and guidelines for the assessment of student achievement in Western Australia.

Westernising

The practice of viewing the world from a Western perspective with an implied belief in the pre-eminence of Western culture.

59. Wet Area

This is a shared learning space, between classrooms, and usually has water facilities available in the space.

60. World mindedness

The attitude of sharing the world with our neighbours. It is knowing what others think and what others value. It is about living and sharing in the ideals, struggles and victories of a global world.

List of Acronyms and Abbreviations

ACARA -	Australian Curriculum, Assessment and Reporting Authority
AEF -	Asia Education Foundation
AEIO -	Aboriginal Education and Indigenous Officer
AITSL -	Australian Institute for Teaching and School Leadership
ALBA -	Bolivarian Alliance for the Peoples of Our America
App -	Application
Apps -	Applications
AR -	Augmented reality
AusAid -	Australian Agency for International Development
BISC -	Background information survey checklist
BRIDGE -	Building Relationships Through Intercultural Dialogue and Growing Engagement
BYOD -	Bring your own device
CESP -	Clarkson Early Start Program

CFS -	Child Friendly School
CHEAN -	College Human Ethics Advisory Network
CSE -	Centre for Strategic Education
DCP -	Department of Child Protection
DEEWR -	Australian Government Department of Education, Employment and Workplace Relations
DOE-	Department of Education
DFID -	Department of International Development
DOE -	Department of Education
EA -	Education Assistant
EA's -	Education Assistants
EALD -	English as an additional language and dialect
EC00 -	Ethics Committee
EAL -	English as an additional language
EDU -	Education Development Unit

- E-learning - Learning conducted via electronic media, especially via the Internet
- ESL - English Second Language
- EU - European Union
- GATS - General Agreement on Trade in Services
- GEAC - Global Education Advisory Council
- GPA - Group Projects Abroad
- HAEC - Human Aortic Endothelial Cells
- HIV/AIDS - Human Immunodeficiency Virus / Acquired Immunodeficiency Syndrome
- iEARN - International Education and Resource Network
- iMovies - A video editing software application sold by Apple Inc. for the Mac and iOS (iPhone, iPad, iPad Mini and iPod Touch).
- iPad - Interactive Personal Application Device
- ICT - Information and Communication Technology
- IEPS - International Education Programs Service
- IHSI - International High School Initiative

- IOs - International Government Organisations
- L21CS - Leading 21st Century Schools: Engage with Asia Program
- LOTE - Language other than English
- MCEETYA - Ministerial Council on Education, Employment, Training and Youth Affairs
- MIIS - Massachusetts Initiative for International Studies
- MOE.GOV.CN - Ministry of Education of the People's Republic of China
- NAIDOC - National Aboriginal and Islander Day Observance Committee
- NASA - National Aeronautics and Space Administration
- NETS - The National Education Technology Standards
- NMC - New Media Consortium
- NVivo - A qualitative data analysis (QDA) computer software package produced by QSR International
- NZ - New Zealand
- OECD - Organisation for Economic Cooperation and Development

- OWLS - Our Wonderful Learners
- P&C - Parents and Citizens Committee
- PISA - Program for International Student Assessment
- Pinterest - A social curation website for sharing and categorising images found online.
- PATHS - Promoting Alternative Thinking Strategies
- PCA - Parents and Citizens' Association
- PD - Professional Development
- PDF - Portable Document Format
- PLEs - Personal Learning Environments
- QRS - Qualitative Research Software
- SA - Seminars Abroad
- SABA Webinar -A cloud-based Intelligent Talent Management solution used by schools to reach mostly remote schools for professional development
- SCASA - School Curriculum and Standards Authority
- SEND - Special Education Needs and Disability

SOE4 -	Standard Operating Environment 4
SVP -	School Volunteer Program
Tafe -	Technical and further education
TDS -	Teacher Development School
TV -	Television
UN -	United Nations
UNESCO -	United Nations Educational, Scientific and Cultural Organisation
Wi-Fi -	Wireless technology that is mostly used to connect computers and other communication devices with access points
WA -	Western Australia
WAP -	Wireless Application Points
WTO -	World Trade Organisation
3D -	Three dimensional
21CLD -	21st Century Learning Design Program

Abstract

Taking an interpretivist, inductive research approach combined with a pragmatic worldview, this study is based on a case study of two Western Australian primary schools. The research focus was to explore the extent to which two schools were internationalising the curriculum in response to the expectations set by the Australian Curriculum Assessment, and Reporting Authority (ACARA).

The case study approach assisted in obtaining a clearer understanding of the intrinsic nature of the schools under study. The mixed methodology allowed for both qualitative and quantitative methods to be used in the different stages of the research to respond to the research question. The content analysis approach provided a rich description of the social reality created by the emerging themes, assisting in responding to the aim of the study.

Primarily, this study has revealed that most of the available research on the internationalisation of education focuses on the tertiary sector and there is a need for research on international education in the school sector. The results of this study have shown that most people are unclear of the aim of internationalising education. The curriculum is overcrowded leaving teachers with limited opportunities to place emphasis on the internationalisation of the curriculum. The findings show that the internationalisation of the curriculum is embedded in the Western Australian Curriculum. However, this was not foremost on the agenda in both schools and happened as an incidental part of teaching or as an element of other programs or initiatives whose main purpose was not the internationalisation of the curriculum. The findings and recommendations of this study will be useful in providing suggestions to improve practice for an internationalised curriculum.

This study has also revealed that the participants were not fully informed of the expectations of the curriculum and had a limited knowledge of an internationalised curriculum. The role of the teacher in internationalising the curriculum is revealed, highlighting the value of teacher experience, the positive impact of teachers who have lived in another state or country, the knowledge and the skills and attitudes required of teachers. The elements of the curriculum impeding the internationalisation of the curriculum are revealed and the elements and activities within the school identified as promoting an internationalised curriculum are highlighted.

The study reveals that substantial work is required for the effective implementation of an international curriculum and accordingly two main recommendations are proposed: the need for a clear definition and understanding of the internationalisation of education; and, clear direction, guidance, and support on the implementation of an internationalised curriculum. The findings and recommendations of this study will be useful in providing suggestions to improve practice for an internationalised curriculum. Since this study includes a sample of only two schools, other researchers will have the opportunity to use the results of this study to extend it to a broader study of the issue.

Suggestions for the effective implementation of an internationalised curriculum are posited. Foremost, that the aim of the internationalisation of education, be clearly articulated to schools and that a working definition of international education be adopted. Furthermore, it is proposed; that the internationalisation of the curriculum be made mandatory in schools; schools should have an active plan for its inclusion; they must be provided with the required financial, technical and human resources; they must implement tested programs and initiatives for the effective implementation of Asia Literacy; and, schools must use a tested self-reflection tool for the effective implementation of an international curriculum.

It is hoped that the suggestions emanating from this research study will serve to improve the practice for an internationalised curriculum and that this study can be extended to that of an interstate or national study of the topic.

This thesis is dedicated to my father, Norman Benjamin Oakes (1936 – 2011)

1. CHAPTER 1 INTRODUCTION

1.1 Introduction

Interest in the study of the curriculum emanates from the researcher's previous research study, conducted in South Africa, in which the researcher attempted to establish the difficulties experienced by educators in the implementation of the then new national outcomes based curriculum (Oakes, 2001). The researcher noticed that the trend of curriculum reform was also happening in Australia. Intrigued by the peculiarity of curriculum reform, the researcher was curious to find out what the drivers were for the changes in the school curriculum in Australian Schools. Upon enquiry, the reason for curriculum reform quickly became apparent. Put very simply one of the main drivers of the curriculum changes was the preparation of students to become internationalised, to be globally aware and to be able to cope with a changing future. By undertaking this research study, the researcher endeavoured to discover the extent to which two Western Australian primary schools were implementing the aim of internationalising the curriculum as envisaged by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

1.2 Background to National and States responsibility to schooling

Background information to the Australian schooling system structures is important and relevant to clarify the roles and responsibilities of National Government and the Western Australian Government with regards to the provision of a high-quality education for its school students. The Western Australian Government through its Ministry of Education is responsible, under the Australian Constitution, for school education. The Australian Government plays an important role in providing national leadership across important policy areas, including quality teaching, boosting literacy and numeracy outcomes, and parental engagement. To this extent, the Australian Curriculum, Assessment and Reporting Authority (ACARA) is the independent statutory authority responsible for the development of a national curriculum, a national assessment program, and a national data collection and reporting program that supports learning for Australian students.

The School Curriculum and Standards Authority (SCSA), on the other hand, is an independent statutory authority that is responsible to the Ministry of Education, Western Australia. It is responsible for: the setting of standards of student achievement and for the assessment and certification of student achievement according to those standards; the development of an outline of curriculum and assessment in schools, taking account, the needs of students; setting out the knowledge, understanding, skills, values and attitudes that students are expected to acquire; setting guidelines for the assessment of student achievement; the development and accreditation of courses for schools; and, the maintenance of a database of information relating to the participation by students during their school years in education, training or employment as provided by the School Education Act 1999. In accordance with the School Curriculum and Standards Authority Act, 1997, the Western Australian Curriculum and Assessment Outline (Outline) sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire and guidelines for the assessment of student achievement. SCSA has adopted and adapted ACARA's curriculum content and developed year-level syllabuses for Humanities and Social Sciences, Health and Physical Education, Technologies, the Arts and Languages. These are mostly consistent with the Australian Curriculum but have been contextualised to make it more suitable for Western Australian students and teachers. The Western Australian Curriculum is for all Western Australian schools, including government, non-government schools, approved international schools and home education providers (Government, 2017). SCSA has been phasing in the Western Australian Curriculum since 2015 and are presently implementing Version 8.1 of the Western Australian Curriculum. It is important to note that the previous curriculum was the Western Australian Curriculum Framework. This essentially means that in Western Australia, schools are using two curriculum outlines until the full implementation of the Western Australian Curriculum in 2028 (Government, 2017).

This study focuses on the aim of the internationalisation of education through an internationalised curriculum as set out by the national curriculum of the Australian Curriculum and Assessing and Reporting Authority (ACARA). The School Curriculum and Standards Authority (SCSA) in Western Australia, in implementing the Western Australian Curriculum is mainly consistent with the Australian curriculum and its ideology on an internationalised curriculum but has contextualised the curriculum to make it more suitable for Western Australian students and teachers. For this study any reference made to the Australian Curriculum, Assessment and Reporting Authority assumes that the role of curriculum implementation in Western Australia is the responsibility of the School Curriculum and Standards Authority of Western Australia.

1.3 Context and background of this study

As mentioned at the outset of this chapter the researcher had a special interest in curriculum reform and enquired into the reason for the new Australian Curriculum. The enquiry into the need for the new Curriculum revealed that the Australian Education Planners and National Department of Education had identified the need for the preparation of students to become globally aware and to be able to cope with a changing future. In fact, this need extends as far back as 1960, when Australia identified the need for change regarding the removal of global poverty and inequality (Merryfield, 1997). This necessity for an international education is based on the Melbourne Declaration on Educational Goals for Young Australians, which incorporates Australia's Common and Agreed Goals for Schooling in the Twenty-first Century and requires that all schools educate their students within an international context (MCEETYA, 1998). Furthermore, the declaration recognised the need for students to be empowered in the effective use of ICT to be able to cope with the demands of a knowledge – based economy and technologically literate society. The School Curriculum and Standards Authority (SCSA) sets as one of its guiding principles that all students during the whole period of their school life in Western Australia be provided with an education that is both fair and respects diversity (SCSA,

2016). The White Paper, *Australia in the Asian Century*, of October 2008 endorses Australia's initiatives for Asia Literacy. In addition, the ease of access using numerous fast evolving electronic and digital communication devices has created and enabled a new avenue for education to take place and the Australian Government has recognised this need. The researcher conducted a case study of two primary schools to determine the progress that these schools had made towards the internationalisation of the curriculum in terms of goals of education as set out by the Australian Curriculum, Assessing and Reporting Authority (ACARA, 2011).

This study has revealed substantial work is needed for the effective implementation of an international education. Two main recommendations are proposed: the need for a clear definition and understanding of the internationalisation of education; and, clear direction, guidance, and support on the implementation of an internationalised education. The findings and recommendations of this study will be useful in providing suggestions to improve practice for an internationalised curriculum. Since this study includes a sample of only two schools, other researchers will have the opportunity to use the results of this study to extend it to a broader study of the issue.

1.4 Method

Utilising an interpretivist, pragmatic, inductive research approach this research is based on a case study of two Western Australian primary schools. Employing mixed methods and a content analysis theoretical approach to analysis, this study explored the extent to which these two schools were internationalising the curriculum in response to the expectations set by the Australian Curriculum Assessment, and Reporting Authority (ACARA). The study illuminated those aspects of the schools that provided for the internationalisation of the school curriculum. The study looked at how the internationalisation of the curriculum was incorporated into the whole school curriculum planning. This included a review of the school's programs and policies to establish how they accommodated the study of global

content. It also looked at the characteristics of the administrators and teachers, their qualifications, expertise and interest and how this influenced their implementation of an internationalised curriculum. The effective use of Information Communication and Technology (ICT) and media in achieving an internationalised curriculum was also examined.

The purpose of conducting the research was to explore the practices of two Western Australian primary schools to establish the extent to which they were internationalising the curriculum in response to the expectations set by the Australian Curriculum. The findings responded directly to the following research question and its sub questions:

Research Question

What are the two Western Australian Primary Schools' Responses to the Australian Curriculum, Assessment and Reporting Authority Guidelines on internationalising the School curriculum?

Sub questions:

1. What do these schools identify as international markers in the curriculum?
2. What are the pedagogical practices that these schools use in their international agenda?
3. What contribution do the schools make to preparing students for a global future?
4. How do these schools' projection of an international curriculum line up with the Global Education Checklist used as a benchmark in this study?

1.5 Findings

Primarily, this study has revealed that most of the available research on the internationalisation of education focuses on the tertiary sector and that there is a need for research on international education in the school sector. The results of this study have shown that most people are unclear of the aim of internationalising education as perceived

by National Education Planners. The curriculum is overcrowded leaving teachers with limited opportunities to place emphasis on the internationalisation of the curriculum. The findings show that the curriculum does make provision for the internationalisation of education. This was not foremost on the agenda in both schools, rather it happened as an incidental part of teaching or as an element of other programs or initiatives whose main purpose was not the internationalisation of education. The findings and recommendations of this study will be useful in providing suggestions to improve practice for an internationalised curriculum.

1.6 Organisation of thesis

This thesis is organised into six chapters as follows:

Chapter 1: Introduction

This chapter introduces the background and context of the study and is followed by an outline of the methodology, aims and the research questions. A summary of each chapter is then presented. The significance of the study follows and finally the definitions of the terms used in the study are presented.

Chapter 2: Literature Review

The literature review begins with stating the theoretical framework, relying on critical theory pedagogy to analyse the varied stated definitions of international education and international curriculum to establish working definitions for the study. International education practices and policies implemented in various countries are discussed to provide insight as to how they are implementing an international education. The White Paper, *Australia in the Asian Century* (2012) is interrogated to emphasise the position of the Australian Government on the internationalisation of education. The OECD PISA Global Competence Framework is discussed. The literature reviewed on the Australian Curriculum and the development of the ideology of an international curriculum from its inception to

its current form is presented. The role of the school is also interrogated to emphasise its effectiveness in the implementation of an international curriculum. Finally, the available literature on the supportive role that ICT plays in the internationalisation of the curriculum is examined.

Chapter 3: Method

This chapter outlines the research methodology. An overview of the methodology, theoretical perspective and design methods used to collect and analyse the data is presented. A description is given of the specific types of data collected. The chapter is concluded with a summary of the collection, analysis and interpretation of data, relevant to the study.

Chapter 4: Findings

This chapter outlines the study's findings. The three major themes and subordinate themes that emerged from the data analysis are discussed. The participating teachers and administrators experiences and beliefs of an internationalised curriculum are reported on separately and supported by the data obtained using the other data collection instruments. The chapter concludes with a summary of the findings.

Chapter 5: Discussion of findings

Chapter 5 presents a discussion of the findings of the research study. The four main outcomes directly linked to the research questions, derived from the findings, are also presented.

Chapter 6: Conclusion and recommendations

In this final chapter, the purpose of the study and a brief comment on the main findings is given. The outcomes of the study are reiterated, followed by the recommendations of the

study's findings. The limitations of the study are then dealt with and the chapter concludes with some suggestions.

The following chapter will highlight the relevant literature, policies, documents and the important White Paper, *Australia in the Asian Century* (2012) is interrogated to emphasise the position of the Australian Government on the internationalisation of education. The OECD PISA Global Competence Framework is discussed. A working definition of an international education is established for this study. The Internationalisation of education in Australia is reviewed and the use of ICT in internationalising the curriculum is also discussed.

2. CHAPTER 2 LITERATURE REVIEW

2.1 Introduction

The previous chapter provided the background and context of the study. The research question and sub questions were presented and the organisation of the thesis was given. Finally a summary of each chapter was presented.

The first section of this chapter explains how the researcher uses critical theory, together with the literature that informs the conceptualisation of the definitions of international education and curriculum within the context of the study. The next section discusses the impact of globalisation on international education, followed by global international education policies and practices. Continuing from this the different strands of international education and international curriculum are then presented. This is followed by a discussion on the *White Paper Australia in the Asian Century*, including its importance to the internationalisation of education. The OECD PISA Global Competence Framework's international assessment to provide the first comprehensive overview of education systems' success in equipping young people to address global developments is discussed. A review on the internationalisation of education in Australia is given followed by a discussion on the role of the school in internationalising education. Penultimately, the use of ICT in internationalising the curriculum is presented. Finally, a summary of the chapter is reported.

Figure 2.1 below illustrates the approach used to present the literature review. It shows the different aspects and the order in which they are discussed in the chapter, demonstrating how all these aspects contribute to the understanding of the internationalisation of the Australian Primary Curriculum.

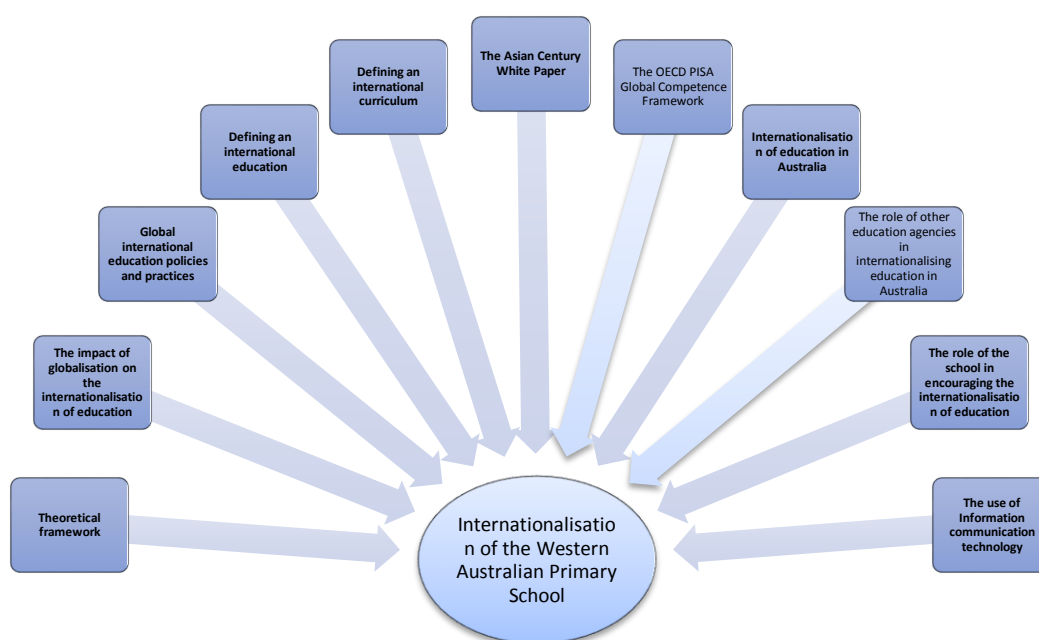


Figure 2.1: The components of international education

2.2 Theoretical framework for defining an international education and curriculum

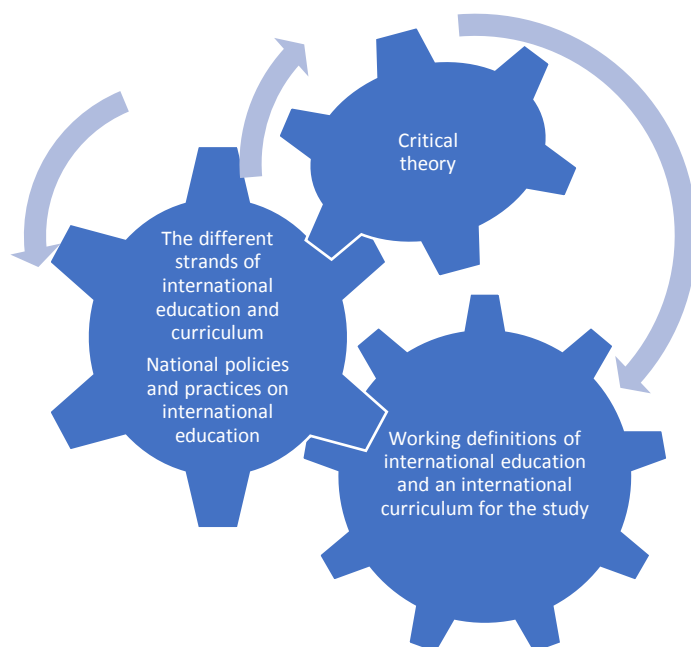


Figure 2.2: The drivers of the definitions of international education and the curriculum

Critical theory is used exclusively to assist in conceptualising the idea of an international education. Figure 2.2 above shows the elements that have been used to develop a theoretical framework to achieve this aim.

Critical theory stems from the theorists Horkheimer (1982); Marcuse (1989) who contested the assertion that injustice and subjugation shaped the world. Giroux (1989) and McLaren (1997) asserted that schools can become agents for the development of critical empowerment as opposed to subjugation of the structures of the domination of capitalism. Kincheloe and McLaren (2002) define critical theory as a social theory which serves as a guide to the social milieu and from a research perspective it assists us in devising questions and strategies for exploring it. They further asserted that this framing in critical theory can assist critical researchers to make sense of the shift from the

dominating capitalist structures to a more righteous, democratic equitable society. Critical theory is sometimes referred to as the theory of social change. A critical theory fulfills its purpose if it, simultaneously, shows what is deficient within an existing society, allows for the consideration of competing viewpoints and the use of new forms of knowledge and learning approaches, identifies who needs to change it and it makes provision for clear practices for critique and lays out clear goals for the transformation of that society (Giroux, 2005; Kellner, 2003). Critical theory presents an opportunity for understanding and analysing the many interpretations of international education.

In determining a definition of an international education, for this study the researcher has considered the work of several authors who have contributed to defining an international education. The work of mostly Hall (2014); James, (2005a); Leask (2009) was considered in determining a definition of an international curriculum. The contributions of these researchers towards defining an internationalised education and curriculum are discussed in greater detail later in the chapter.

The following have also been considered in formulating the theoretical framework for defining and international education: the Australian Government aims as stated in their national statement on education concerning the internationalisation of education (MCEETYA, 1998); the *Adelaide Declaration on National Goals for Schooling in the Twenty-First Century* (MCEETYA, 1998); the White Paper, *Australia in the Asian Century* and its objectives on international education for the Asian Century (Australia & Gillard, 2012); *Global Perspectives: a framework for global education in Australian schools*; *Global Perspectives: a statement on global education for Australian schools* (Rae, Sturak, & Quittner, 2008). As well as this, the aims of the Australian Curriculum in relation to the internationalisation of education and the curriculum ACARA (2011) have also been considered.

Concepts like common humanity, cosmopolitanism, cultural intelligence, global citizenship, global competence, global mindedness, intercultural understanding, omniculturalism, multi- literacies, world mindedness, peace and development were associated with international education (Hill,2012). The above-mentioned concepts concomitantly with the literature defining an international education have assisted the researcher in conceptualising its definition for this study.

Considering all the above-mentioned contributions, the researcher has drawn on the work of Knight (2004) and the Organisation for Economic Co-operation and Development (OECD, 2004a) as a working definition of an internationalised education. Internationalised education can be summarised as the school having a planned program of study with international content, including intercultural and global dimensions and this is reflected in the teaching of the content. It is about students developing their international communication skills for living in the global (OECD, 2004b).

The following definition of the internationalisation of the curriculum encapsulates the essential elements needed and a favoured definition for this study: “Curricula with an international orientation in content, aimed at preparing students for performance, both professionally and socially in an international and multicultural context designed for domestic and foreign students’ (OECD, 2004a, p.4).

2.3 Defining an international education

There seems to be some difficulty in determining a clearly defined concept of what an international education is (Reynolds et al., 2015). Sylvester (2002) stated that a clear understanding and definition of international education is problematic and there is a need for a well-defined and shared understanding of the term, internationalisation. Arum and Van der Water (1992), cited in Sylvester (2002) highlights that we need to define and work towards what we understand by the technical expression international education. The

term international education is used interchangeably with terms like international programs, global education, and multi-cultural education, the international perspective and international dimension. The available literature on international education mostly concentrates on higher education institutions of learning (Reynolds et al.,2015). The relevant aspects of this literature are used in this study to conceptualise the definitions of international education and an international curriculum.

Knight (2004) gives an account of the variety of meanings people have attached to the term internationalisation of education. Knight (2003, p. 2) describes the internationalisation of education as “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of education.” She states that the internationalisation of education is developmental and that it can be seen in all areas of an education institution. She further argues that to sustain an international education and to make it the centre of an institution, it has to be visible in its policies and programs. Knight (2004) further defined the internationalisation of education as the use of more general terms: purposes, function and delivery to show that the internationalisation of the curriculum must move beyond the classroom to incorporate the wider aspects of the school such as the culture of the institution. Knight’s definition of the internationalisation of education above is relevant here as it best fits the aim of the study.

Schoorman (2000) in her conceptual definition of international education encapsulates the essential elements, which are emphasised in this study. She defines the internationalisation of education as part of the ongoing change to the ordinary approach to education that occurs in an international context of knowledge. She also states that the internationalisation of education also occurs in a context where societies are an integral part of a larger world. She further goes on to state that within an education institution the, internationalisation of education should be observable as its main focus and should be found in all areas of interaction of the institution (Schoorman, 2000).

There is a lack of a shared understanding of the concepts of international education; that there is a need for all participants, teachers, administrators, curriculum developers and those in examination boards to translate these into a practical reality (Thompson, 2002). He asserted that international education, as a field of study demands new approaches to teaching, leadership, and management. He further argued that it is challenging in the sense that it is multi-faceted and involves the interaction of numerous stake- holders, and that stronger partnerships amongst stake- holders are needed to develop the ideas and practices of international education (Thompson, 2002).

Hall (2014) discussed the ambiguity of the meaning given to international education and traced how the term internationalisation evolved over a period, mainly from the 1980's to 2009. The author further discussed the definition of the term internationalisation as it is used in institutions of higher education. The researcher has appropriated these definitions relevant to schooling to assist in reaching working definitions of internationalisation for this study. This author also stated that inter-culturalism needs to be encouraged to enable students to live side-by-side, understanding and appreciating the differences between cultures.

James (2005b) argued that the goal of international education should shift from international mindedness to intercultural mindedness as most nations are made up of multicultural societies. He stated that more emphasis should be placed on a curriculum, which includes the teaching of intercultural understanding. This will lead to an appreciation of the different ways of thinking, and most importantly an understanding of people from different cultural backgrounds. The term cosmopolitanism frequently used alludes to a change in the description of nations. Political boundaries have, thus far, defined nations, but the reality is that within these political boundaries are multicultural societies, hence the term cosmopolitan. Cosmopolitanism refers to people of different

cultures living together with an appreciation and understanding of one another (Gunesch,2004).

Singh and Jing (2013) in their exploratory study of the International Baccalaureate discussed at length the conceptualisation of the term, *international mindedness*. Although international mindedness in Singh and Jing's (2013) paper refers specifically to the international baccalaureate context, it has relevance to international education in this study. They cited several researchers, including (Bunnell, 2008) who have contributed to gaining a clearer understanding of international mindedness. Tate is cited as stating that international education includes the promotion of international mindedness which he goes on to describe as:

global awareness/understanding with respect to global engagement, global or world citizenship, intercultural understanding, respect for difference, tolerance, a commitment to peace, service, and adherence to the principles of the United Nations (UN) Universal Declaration of Human Rights and the UN Charter (2013, p. 254).

International mindedness is focused on enabling students to apply what they know and can do to improve the world (Hill, 2000, 2013,). This will demand that they be empathetic, compassionate and have an open-minded approach to life. The main thrust of the study that he was commissioned to undertake by the International Baccalaureate was to position the role of non-western knowledge and culture as a contributory factor to international mindedness. The report therefore made provision for the three conceptual tools, multilingualism, intercultural understanding and global engagement, to help with showing the changing nature of international mindedness away from the privilege role that western knowledge always played in defining it (Hill, 2000, 2013). Bunnell (2008b) is cited as stating that terms like cosmopolitanism and intercultural education are associated with

international mindedness. He further referred to these associated terms as being in competition and contestation with one another and that they highlighted the shift in socio-economic globalisation and the increasing interaction between people both within and across multicultural societies. Also emphasised is the ever-increasing growth in students' international awareness as global citizens (Bunnell, 2008b).

Intercultural education is fast becoming the preferred term over international education, as there is a great need and benefit in educating people about different cultures for cultivating understanding, tolerance and peace (Heyward, 2002). This has become evident as many countries now see the need for intercultural understanding in the wake of the September 11, 2001 terrorist incident and recent incidences of terrorism in Europe. It is further stated that there is a shift towards a greater emphasis on being empathetic in learning situations (Heyward, 2002).

James (2005a) cited Walker (2002), as saying that international education is not only for students of different nationalities in international schools. It is a general perception that certain organisations and international schools provide an international education. James (2005a) completed extensive research on this topic, and amongst his definitions of what constitutes an internationalised education, he cited the Central Bureau, (2004) as defining its international education and curriculum as that which is specifically supported by education bodies such as the International Baccalaureate Organisation (IBO), the International Schools Association (ISA) and the International Primary Curriculum (IPC).

As previously mentioned, there is lack of a clear definition of an international education and an attempt has been made to gain an understanding of what meanings have been attached to international education. Reynolds et al (2015) look at the phenomenon of international education in terms of what they refer to as "Global Education". The aim of their work was not to define the concept of international of education, but through their

investigation of several global educators and authors, they give much insight into the viewpoints and the varied lenses that make up a global education. This study acknowledges the multiplicity of meanings and indefinite definitions attached to the concept of the international of education. Their work allows for their worldwide academic contributors to present their viewpoints and knowledge from their local perspectives. Their work yielded much reward to what conceptualisation is attached to the phenomenon of international education referred to in their study as, "Global Education". There is valuable discussion and insight into how global education could possibly be conceived and implemented in different contexts and some of the contemporary issues associated with the notion.

Recent research by Fielding and Vidovich (2017) asserted that the phenomenon of internationalisation of education in the twenty-first century has developed more rapidly, and in keeping with the findings of this study, has been the subject of more research in higher education than in the schooling sector. They stated that relatively little is known about how internationalisation programs take place in the classroom and their efforts were to address this gap of knowledge. They emphasised that local contextual factors including school ethos, resources, teacher values, parent demographics and expectations contribute greatly to how schools engage with the internationalisation of education. They emphasised the implications for equity, teacher education, further research and theory development on the internationalisation of education.

These researchers elucidated that the internationalisation of education is characterised by a set of expeditiously developing concepts, many of which are not clearly understood by policy makers and practitioners. They affirmed that there is a need for stronger researched based evidence for authoritative theorisation on the subject. Policy makers and practitioners are advised to plan the course for global-local contentions to engage with an internationalisation that is context-specific, empowering to all students, regardless of their

socioeconomic background and to be involved with new learning challenges in globalising times.

An international education can have what Prickarts (2017) terms an “anisomorphism”. This means that within a national context and agenda, schools can move towards an internationalised education, but the local context of the different school communities, including differing values of teachers and different ideological ideals of parents can result in different pragmatic and ideological implications for each one.

2.4 Defining an international curriculum

Leask (2009) stated that the internationalisation of the curriculum should be incorporated in all aspects of a learning program. By this she emphasised that an international curriculum is a strategy enabling learners to become aware of their own and others culture. James (2005a) stated that adding to the definition of an international curriculum, international curricula, such as the International Primary Curriculum (IPC), programs of the International Baccalaureate Organization (IBO), and the International General Certificate of Secondary Education (IGCSE) in the United States of America, are explicit criteria because they tote an international branding used to classify international schools. There are several authors cited by James (2005a) who argue that the international curriculum taught in existing international schools is being imported, that it is Eurocentric, viewed as being a prestigious qualification and is regarded as a passport to higher education.

Hall (2014) referred to several researchers and their contributions to defining the term, internationalisation of the curriculum. He stated that the definition initially encompassed the inclusion of international, intercultural and global dimensions into the activities of teaching and learning at the institutional level. He further stated that the definition was extended to wider sectors of learning and finally included social elements.

The provision of an international curriculum is central to legitimising the status on an international school. The growth and diversity of international schools has raised the concern of the legitimacy of an international school. Simply put, questions were raised as to what qualifies a school to earn the status of being international. The provision of an international curriculum is central to what a school needs to do to make it legitimate as an international school. The provision of an international curriculum is the primary task of the international school (Bunnell, Fertig, & James, 2017).

2.5 The impact of globalisation on the internationalisation of education

Of significance to this study, is the fact that the new economic market's demands of globalisation bring with it the need for the creation of jobs that never previously existed and hence this affects education. There is no longer a need for physical movement or to physically access even the remotest of communities in the world. This ease of access through the vast array of electronic and digital communication devices has created and enabled a new avenue for education to take place. Education policy makers must take this into consideration in their analysis and planning of education policy. Globalisation can be defined as the interconnectedness of the world through the advancement in communication technology and the ease of international travel (Fazal & Bob, 2000).

Verger, Novelli, and Altinyelken (2012) stated that globalisation affects education policy in many ways. It is asserted that most countries are improving their educational services by offering knowledge intense services and improving people's skills to be able to be competitive and flexible in the international arena (Carnoy, Hallak, & Caillods, 1999). Ball (1998) stated that the global economy introduced new dimensions for education policy-making and assigned unfamiliar challenges that needed to be approached. Some of these challenges included the worldwide extension of the labour market. Carnoy et al. (1999) stated that the global economy compels most countries to offer highly competitive and flexible courses to suit the expected new manpower profiles.

International governmental organisations (IOs), like the World Bank, the OECD or the United Nations Educational, Scientific and Cultural Organisation through globalisation have a renewed role in the making of educational policy. Moreover, globalisation brings other non-governmental international players into education policy-making. This reduces the territorial powers of educational policy processes and consequently weakens the power of national players in the politics of education. (Robertson, Bonal & Dale, 2002).

Verger (2009) advanced the assertion that international players have gained the authority to influence the education policies and reforms of certain countries and in some instances, use their power to change and withhold funding to force the imposition of their own policies. Some IOs have the legal authority to change the laws of their member countries, influencing the formulation of their policies. To this end the World Trade Organisation (WTO), which through the General Agreement on Trade in Services (GATS), changes the regulations of member countries which are directly related to trade in education across borders. These include the right to ownership, matters of taxation, the licensing of education courses and in some instances the rules of quality assurance (Verger, 2009).

Peck and Theodore (2010) stated that the efficiencies of ICT, aids the quick international dissemination of policy ideas. ICT is also changing the conventional form of education delivery. They also stated that one such result is the reduction of the costs of cross-border distance learning.

An added consequence of globalisation is that it brings in a overseas private education market that is complimentary and sometimes in competition with local education providers. National building is compromised in this way (Robertson et al., 2002).

Neoliberalism is blamed for the transformation of education (Reynolds et al.,2015). It is seen as the main political-economic ideology for the emerging education policies. These

neoliberal ideas infiltrating the education sector are being borrowed from business and the corporate sector Ball, Goodson, and Maguire (2007).

The globalisation of education encourages the role played by humanitarians who see education as a basic human right for all people. The Global Campaign for Education stands out as one of the most outstanding organisational campaigns for education for the public good and human rights. They are, however, in contestation with the neoliberal ideas imposed on education Wilson, Floden, and Ferrini-Mundy (2002)

The Bolivarian Alliance for the Peoples of Our America (ALBA) in Latin America, are in favour of a counter-hegemonic regional education, involving more state intervention in education (Verger et al.,2012).

2.6 Global international education policies and practices

2.6.1 *The United States of America*

The Department of Education (USA, 2016) reports that in the United States of America (USA), the International Education Programs Service (IEPS) is instrumental in encouraging literacy and global understanding. The focus of the IEPS is to professionally develop teachers and the provision of resources for 21 century learning. Resource centres have been established for access by traditionally underrepresented communities and students, irrespective of background, across the USA. The IEPS services bridges the gap between the different stages of schooling, universities and other tertiary institutions. Pre-service training, in-service professional development of teachers, and curricular resources are provided across the USA to help teachers to teach global perspectives. The Department of Education is responsible for the Group Projects Abroad (GPA) and Seminars Abroad (SA) programs. These make possible in-depth overseas study experiences to the in-service and aspirant teachers who want to become specialists in foreign languages and cultures. The

non-profit association, The American Forum for Global Education offers opportunities for teachers to study overseas. They also provide teachers with global education resources.

Outreach World, an online community of teachers highlights its members achievements and strengthens its important links across the education network and with other countries, mainly Africa, Asia, Canada, Europe, Latin America, the Middle East and the Pacific Islands.

The Goldman Sachs Foundation established in 2003 recognises the outstanding work of educationists who promote cultural awareness. The work of this foundation has resulted in twenty-four states now promoting international education (Department of Education USA, 2016). Numerous initiatives have been implemented by the member states of the Goldman Sachs Foundation. These include Massachusetts, Kentucky, Wisconsin, and Illinois. Massachusetts introduced legislation that requires a more globally focused education. The Massachusetts Global Education Advisory Council (GEAC), through legislation, in support of global perspective in schools, makes provision for incentives for the integration of global perspectives into the curriculum and appropriately preparing teachers for this role (Department of Education USA, 2016).

The Massachusetts Initiative for International Studies (MIIS), which includes business leaders, policy and education, has started a state-wide initiative for the inclusion of global perspectives into their schools. They have a China Exchange Program and a China Education Association for International Exchange which enables both American and Chinese school managers to visit and benefit from these shared experiences and learn from one another's schools (Department of Education USA, 2016).

The Kentucky Department of Education, for the first time ever, convened an International Education Summit in October 2003. In 2005 Kentucky opened the Virtual International High School that enables students to benefit from an international curriculum and diploma

as part of their regular schooling. Kentucky has entered into an agreement with the Chinese Ministry of Education to promote Chinese within the state. They hope to build ten model elementary schools to teach other languages and arts. Grants are given to encourage their schools to implement an internationalised education (Department of Education USA, 2016).

In Wisconsin, international education is not a separate discipline. It is regarded as an approach to all subject areas taught in schools. They were also the first state to appoint an international co-ordinator and have been the pioneers in implementing a planning guide for international education. Of interest, the Wisconsin Department of Public Instruction developed strategies for teachers, students, and schools for achieving global literacy. See appendix 8.18 (Wisconsin Department of Public Instruction strategies for teachers, students, and schools for achieving global literacy).

Illinois has implemented an International High School Initiative (IHSI). This initiative encourages the teaching of an international education, learning and the involvement of the community in the internationalisation of education. Through this initiative, all Illinois high school students will develop international awareness skills and the comprehension to effectively compete in the present globally-connected world.

The Chicago Board of Education's Chinese Connection Program has also been implemented. Asia Society 36, a nonpartisan, non-profit educational institution, is working to strengthen relations between China and the United States of America. The Asia Society has published a guidebook, *Going Global Preparing U.S. Students for an interconnected world to help secondary schools in developing student's international knowledge and skills* (Department of Education USA, 2016).

2.6.2 The United Kingdom

In the United Kingdom (UK), there are two relevant documents that refer specifically to the internationalisation of education. These being *Putting the World into World Class Education* (Kagan & Stewart, 2004) and *Developing the Global Dimensions in the School Curriculum* (Graves, 2002). In the UK schools can join the Comenius Program, funded by the European Union (EU). The Comenius program aims to improve the quality of school education and the quality of European dimensions of teacher training, strengthening these elements of the program and encouraging mobility of students and teachers. The program's main aim is to promote the involvement of member states in joint educational activities (European Commission, 2016).

2.6.3 Northern Ireland

In Northern Ireland, the Department for International Development (DFID) published a White Paper (1997) which made it compulsory for every student to be educated about development issues to enable them to understand the key global considerations that inform their lives. In 2003 the DFID introduced a strategic initiative to give teachers a more effective and on-going support to include global dimensions in their teaching. In 2006 a new White Paper on International Development was published which supported their rights as global citizens. In Ireland, international education is derived from Developmental Education, which mainly values education and incorporates issues like climate change, conflict, Human Immunodeficiency Virus Infection and Acquired Immune Deficiency syndrome (HIV/AIDS), globalisation and global poverty (McCloskey, 2014).

2.6.4 New Zealand

The New Zealand Ministry of Education International Division is responsible for the development of policies for the internationalisation of education. They have many schemes to assist with the implementation of these policies. They also support education providers and students. They foster international relationships to increase international

education opportunities. The following are the main documents, which refer to international education:

1. The International Education Agenda 2007-2012 49.
2. 2006 review of New Zealander's knowledge of Asia.
3. The 2005 report on Studies of Asia in New Zealand's secondary schools 51.

New Zealand has recognised the need for the learning of Asian languages to accommodate their need to grow their trade and international relationships. In response, the New Zealand Government agreed to an amount of \$10 million, to be allocated over a period of 5 years, to enable more students to learn a second language (Ministry of Education, 2014).

2.6.5 Shanghai, China

China has been actively involved in international education for the last 20 years; this development is evident in Shanghai, the country's most economically, ideologically, and socially developed city. Popular international education initiatives in Shanghai include study tours and training overseas, attendance at international conferences, participation in international competitions, student and teacher exchanges and sister school relationships. The countries with whom they collaborate are the English-speaking countries of the United States of America, Britain, Australia as well as other European, Asian and South America countries (Ministry of Education of The People's Republic of China, 2016).

2.7 The White Paper, Australia in the Asian Century

The White Paper, *Australia in the Asian Century* was commissioned during the Julia Gillard government that recognised the gathering of momentum of the Asia region to become the powerhouse of the world. The Australian government saw the need to actively plan to grasp the economic opportunities that would emerge from this new phase and to plan the

management of the accompanying challenges. There was also acknowledgement of the huge social and cultural benefits that would be achieved from broadening and strengthening links with the people of Asia (Australia & Gillard, 2012). The White Paper released in October 2012 is viewed as a “roadmap” for all people, government and non – government organisations, in Australia, for the next phase of the growing Asian region (Australia & Gillard, 2012). The government’s aim is to ensure that Australia becomes more prosperous and a rebounding country, a nation that is fully part of the region and the globe. The government has identified five key areas for success in the Asian Century. These mainly speak to the building of people’s skills, the broadening of understanding of Asian cultures, the development of collaborative business relationships within the region, securing good relations for the security of the region and strengthening relations at every level, including political, economic, social, cultural and educational (Australia & Gillard, 2012; Mascitelli & O’Mahony, 2014).

Chapters 5 to 9 of the White Paper sets out the country’s aims and strategies to move Australia to 2025. In chapter 6 the government spells out its national objectives for education, which is particularly relevant to this study. The main objective for education specified in the White Paper is for Australia’s schooling system to be ranked fifth in the world by 2025. In building the capabilities of schools there are several objectives as follows, which are pertinent to this study: The implementation of the Australian Curriculum, through the National Plan for School Improvement; to develop students skills to cope with the demands of the Asian century; to improve students cultural knowledge to be active participants in the Asian century; to connect all schools, through the national broadband network, with the minimum of one Asian School; and, to provide students with the opportunity to study an Asian language. The government hopes to introduce measures to determine the progress that students are making with their knowledge of Asia (Australia & Gillard, 2012; Mascitelli & O’Mahony 2014). The White Paper emphasises the

importance of a world class education for the prosperity of Australia in the Asian Century (Australia & Gillard, 2012).

2.8 The OECD PISA Global Competence Framework

The Organisation of Economic Corporation Development (OECD), through its Program for International Student Assessment (PISA), in 2018, will pioneer the assessment of global competence. It is acknowledged that education can shape global competence skills that twenty first century students' need in a diverse, technologically advanced, rapidly changing and interconnected world.

To this effect, global competence assessment in PISA 2018 is composed of two parts: a cognitive assessment and a background questionnaire. The cognitive assessment will assess students' capacities to critically examine global issues; consider other world views, their ability to communicate in intercultural contexts; and, their ability to choose the appropriate action to address global and intercultural issues. The background questionnaire will assist in identifying how familiar students are with global issues; their development of their linguistic and communication skills; the extent to which they respect people from different cultural backgrounds; and, what is done in their schools to develop their global competence skills. It is hoped that the information gathered from these global competency tools will give insight into the best practice used in schools throughout the world and how teachers are being adequately equipped to meet this challenge.

The conceptual framework for global competence, and the approach that PISA will take for its first international assessment will provide the first comprehensive overview of education systems' success in equipping young people to address global developments and collaborate productively across cultural differences in their everyday lives. This information will give insight into which policy approaches to global education are most

commonly used in school systems around the world, and on how teachers are being adequately prepared to promote global competence (OECD, 2018).

2.9 Internationalisation of education in Australia

International education has been on Australian schools' agenda for a long time. Its inception can be traced back to 1960 with the emergence of Australia's growing interest in international affairs and the desire for change in relation to removing global poverty and inequality (Merryfield, 1997). Calder and Smith (1993) in their work, *A Better World for All*, emphasised the unity and interdependence of human society, their empowerment and development of social skills to be active participants in a just and sustainable world. The Adelaide Declaration on National Goals for Schooling in the Twenty-First Century emphatically supports a global education for the 21st century (MCEETYA, 1998). Global education is also in keeping with the ideals of the education priorities stated in the Civics and Citizenship Education components, *Engaging young Australians with Asia and Environmental Education* (Merryfield, 1997).

Global Perspectives: A Statement on Global Education for Australian Schools (2002), put forward a global education framework. The entire definition of global education proposed in the Global Perspectives Framework, resonates true to the definition of international education towards the internationalisation of the Australian Curriculum in this study.

The Global Perspectives framework proposes five areas of learning. Each area of learning summarises the values, knowledge, skills and opportunities to fulfil them. In addition, each area of learning has a spatial as well as a temporal dimension, which need to be taken into consideration within a global perspective teaching paradigm. It is stated that by engaging students in these areas of learning of global education, they will be given the opportunity to develop the values, knowledge and skills to become good global citizens (Rae, Sturak, & Quittner, 2008).

The Global Perspectives framework (2002) was superseded in 2008 by *Global Perspectives: A Framework for Global Education in Australian Schools*. This revised framework included five distinct aspects, which are like the general capabilities of the Australian Curriculum. The revised Global Perspectives Framework (2008) speaks to the development of global education throughout schooling. Of interest to this study are the expectations set out for the middle and upper primary year students in the revised Global Perspectives Framework (Rae, Sturak, & Quittner, 2008).

The National Strategy for International Education 2025 puts forward a 10-year plan for developing Australia's role as a global leader in education, training and research. The strategy puts forward three main goals with their encompassing actions. These being: students will be provided with a high - quality education, supported by effective industry links and student services; Australia will benefit from increased market share, connection with new and emerging markets, stronger international relations and increased capacity in education and research; and the world will benefit from graduates who are appropriately skilled to enter global industries.

Key themes of the National Strategy include: enabling Australia to compete on a global scale; identifying opportunities, the promotion of the benefits of international education to communities across Australia; improved international education research to inform better policy and practice; the provision of greater employment opportunities; and enabling work integrated learning and internships for international students (Government, 2016).

The National Strategy is complemented by the Australian International Education 2025 market development roadmap and the Australia Global Alumni Engagement Strategy. The

National Strategy also aligns with the *National Innovation and Science Agenda*, which aims to further enhance Australia's global reputation as a leader in research and education into the future. Success in meeting the objectives of this strategy will be measured by: benchmarking against international standards; improved employability of graduates; improved quality of the student experience; increased international collaboration and alumni engagement; and growth in the market share (Government, 2016).

2.10 The role of other education agencies in internationalising education in Australia

There are global education centres which have been supported by the Australian Agency for International Development (AusAid) teacher professional development associations across states and territories. Many non-government organisations have actively resourced and supported teachers and students in incorporating global perspectives and the internationalisation of education in schools for many years (COFA,2012).

Australian National and System Teacher Experience and Exchange Programs

The 2007 scoping study of teacher experience and exchange in Asia (AEF, 2007) revealed that there were limited international placements, exchanges and study tours to countries of the Asian Region for Australian teachers. Most of these opportunities were of a short duration and the majority of these were mainly concerned with language acquisition and managed by the Asia Education Foundation (AEF), which organises study tours and international teacher exchange opportunities. Such exchanges occur with China, Vietnam/Cambodia, Laos, Thailand, Korea, India, and Japan. The Department of Education of South Australia and Queensland appear to be the most active in this area. Language and cultural opportunities for Australian teachers are offered by the governments of Korea, Japan, China and Indonesia (AEF, 2016b; CSE, 2008).

Current Australian school practice in internationalising education

The *Internationalising Education Phase 1 Report* identified that there were two drivers for Australian schools practising an international education. The one being the need to cater for the increased number of international students entering local schools and secondly, as already identified, the need for students to be globally aware and to be able to cope with a changing future. This report identified varied practices in internationalising education (CSE, 2008; DEECD, 2008).

A third report commissioned by the AEF, *Internationalising Education Phase 3 Report - Measuring Impact and Support Practice* on internationalising education reported valuable recommendations for the internationalisation of education in Victorian schools, which are relevant to this study (CSE 2010; DEECD, 2010).

The Department of Education and Training (DET) in their latest report on their Leading 21st Century Schools, with Asia Literacy (L21CS) project states that the Australian curriculum, identifies Asia literacy as a national priority for all schools. The need for the development of intercultural understanding and Asian student literacy at school level has been established at all levels of government. The government acknowledges that this project could be useful in realising the DET's imperative to internationalise education and build Asia literacy. It is reported that a considerable amount of progress has been achieved with the meaningful implementation of Asia literacy in the schools included in the project. The success of this project is attested to the utilisation of a highly effective change model; the adoption of a successful partnership strategy to maintain visible and vocal advocacy by the principals involved in the project; the building of teacher capacity being a key precondition for achieving International/Asia literate student learning outcomes; the adoption of a successful partnership strategy of employing external expertise for the delivery of professional learning programs, namely the Asia Education Foundation (AEF) Building Relationships Through Intercultural Dialogue and Growing Engagement (BRIDGE)

programs, and Flinders University, School of Education, Studies of Asia Professional Learning Program, targeting the professional learning for teachers and the use of master classes to demonstrate how Asia Literacy can be meaningfully included in the target learning areas (DET, 2014).

The DET report also acknowledges the low levels of teacher capacity and confidence regarding Asia literacy and intercultural understanding are significant barriers. The report identified that there are too few professional development programs in Australia to address this need. Victoria is regarded as the leading state in Australia, which through the L21CS project, has persistently built a learning community of Asia literate school principals (DET, 2014). The L21CS project targets building the capacity of the principals and the flow from principal leadership and school policy to teacher capacity building. The purposeful inclusion of Asia literacy skills in the curriculum has proven to be effective in developing the Asia literacy of students. Other contributors to the success of the L21CS project have been associated activities such as schools having sister school relationships, the teaching of Asian languages and the capacities of schools to deliver the Asia literacy expectations of the Australian Curriculum. It was noted in the report that the Asia literate student learning outcomes are still not sound and thus principals have advocated the importance of teacher capacity building through Asia literacy professional learning programs. The participants in the L21CS project have all praised the quality of the project resource materials, the professional development programs and the expert advice and support offered by project facilitators. The report stated that since the project is working together with established alliances of Asian languages and sister schools, this is serving to enhance the internationalisation of the curriculum. The monitoring and evaluation of the L21CS project over a five-year period has demonstrated that it can be successfully replicated with consistently high outcomes (DET, 2014).

The School Curriculum and Standards Authority is responsible for the development and monitoring of the Western Australian Curriculum (SCSA, 2012). The Melbourne Declaration on Educational Goals for Young Australians implemented by the Ministerial Council in December 1998 clearly set out the goals of education in Australian schools MCEETYA (1998). *The Shape of the Australian Curriculum*, endorsed by the education ministers in late 2012 guides the implementation of the Australian Curriculum (ACARA, 2011). The White Paper, *Australia in the Asian Century*, discussed earlier in this chapter, endorses Australia's initiatives of the provision of an internationalised curriculum for students (Australia & Gillard, 2012).

In September 2015 ACARA released its document, *Tracked Changes to F-10 Australian Curriculum*, (ACARA, 2015b) in response to the Education Council's brief to make improvements to the Australian Curriculum. The result is that the Australian Curriculum has been improved to make it more manageable. The information in the *Track Changes to F-10* document stresses that the Australian curriculum has been simplified and that separately the document highlights an increased focus on literacy. All schools are to use both Version 7.5 and Version 8 of the Australian Curriculum, with schools working towards the full implementation of Version 8, containing the tracked changes. The *Tracked Changes to the F-10* publication emphasises that the Australian Curriculum is designed to equip students with knowledge, understanding and skills to enable them to compete effectively in the global world and to be able to prosper in workplaces which are characterised by increased information (ACARA, 2015a).

The Department of Education, Western Australia has completed its first draft national strategy for international education. The draft national strategy is described as taking on a broad view to what international education is envisaged for Australia. The national strategy speaks predominantly with regards to tertiary education but is inclusive of the entire schooling system. Relevant to this study is the fact that the DOE's (Flack, Flack, &

Western Australian Department of Education and Training, 2005) vision includes the preparation of students to participate globally through the study of languages in all stages of the education system, from early childhood to higher education. It emphasises the vision for international education as being central to the growth of Australia's economy, its social upliftment and in raising its international status. Australia prides itself in providing a high-quality learning experience in all levels of education provision. With regards to schooling, it is believed that Australia participates globally through many sister schools and other international partnerships. It is also recognised that a good number of students at schools are participating in an international education. This is attributed to the growing number of International Baccalaureate schools since their inception in 1978 (DOE, 2015).

On a national level, the implementation of the New Australian National Curriculum will arguably have a significant impact on the internationalisation of education in Australian schools. Of significance to this study is the national policy context of the New National Australian School Curriculum. Lingard (2010) argues that the implementation of a national curriculum is part of the government's objective of reconstituting the Australian people in line with global demands and the fact that education policy is being economised. This argument positions these and associated developments within the considerations of new neo-liberalism and globalised education policy discourses (Lingard, 2010; Reynolds et al., 2015). Neoliberalism as an ideology promotes privatisation, deregulation and tax cuts. To this extent, Olssen (2004) states that despite neoliberal ideas, it should be the government's central aim to ensure that education is pivotal in building democratic civic norms as well as the construction of a network of norms that allow the market and democracy to function.

2.11 The role of the school in encouraging the internationalisation of education

Students are exposed to and use an extensive range of multimedia. It will be advantageous for schools to incorporate the use of a range of multimedia, into their structured programs of learning, to increase the students' knowledge of the world and it may be beneficial that this be done early in their schooling.

Schoorman (2000) alludes to the fact that most societies are heterogeneous in composition and schools should emphasise intercultural understanding in their curriculum. It is for this reason that schools require forward thinking leadership in terms of the kind of education they are providing (Hill, 2000, 2013; Howarth, 2007).

In their *Internationalising Education Phase 1 Report* the CSE (2008) through research and collaboration with at least two primary and two high schools in Victoria they could draw up a list of characteristics that a school should possess for the effective internationalisation of education (CSE, 2008; DEECD, 2008). This is relevant to this study as it gives a very clear indication of the characteristics that a school should possess for the internationalisation of education.

2.12 The use of Information Communication Technology in the internationalisation of education

Within the Australian Curriculum, Information and Communication Technology (ICT) is a General Capability. Very briefly, this capability is concerned with the student's use of digital technologies in their everyday schooling and learning and beyond their schooling. It also includes their discriminate and effective use of these fast-evolving technologies in a safe way by students and others participating in the digital environment (ACARA, 2011). ICT is positioned in two areas of the Australian Curriculum; firstly, through the implementation of ICT capabilities across all learning areas and secondly in the Learning Area of Digital

Technologies (ACARA, 2011; DOE, 2012). The initiation and thrust of this ICT capability is the Melbourne Declaration on the Educational Goals for Young Australians (MCEETYA, 1998), which recognised the need for students to be empowered in the effective use of ICT to be able to cope with the demands of a knowledge - based economy and technologically literate society. Curriculum planners view ICT as an enhancement of learning across the Learning Areas. The Learning Areas provide the context for the use of ICT (ACARA, 2011).

To engage students in learning with ICT, teachers face the challenge of improving their skills in the use of these devices in their teaching (Crane, 2012). The learning should be designed and selected for more than mere exposure to the internet, but to develop cognitive thinking skills (Barron & Ivers, 1996). Teachers are encouraged to be innovative in their use of computers and information technology (IT) in their teaching (Ahrenfelt & Watki, 2008). Online learning is certainly a 21st century approach to learning and is encouraged as an active form of learning for students, especially, young adults (AITSL, 2012; Bennett, Marsh, & Killen, 2007; Johnson & Jumani 2009). An example of online learning is the International Education and Resource Network (iEARN) Interactive Forum (iEARN, 2012).

The development of the ICT capability took into consideration the most recent research at that time of its formulation. Knowledge, skills, behaviours and similar types inform the ICT capability. The structure of the ICT capability is built up along an international standard, which organises learning into sophisticated incrementally challenging aspects in the use of ICT. This structure is evident in the ICT curriculum for England, the National Education Technology standards (NETS) and the Australian statements of learning for ICT (DOE, 2012).

Researchers like Papert (1980) and Turkle (1984) in their research mention the notion of the construction of knowledge influenced by the student's interaction with the environment. They assert that students develop a means to cope with their environment by developing a conceptual framework to make sense of their interactions. More recently, Dede (2009) built on this thinking by putting forward the theory that as technology grows so too does the construction of knowledge and its meaning change.

The New Media Consortium (NMC) and international not - for - profit consortium through its NMC Horizon Report: 2012 K-12 Edition, gave a comprehensive report on emerging technologies of which some of these have now become a reality (DOE, 2012).

2.13 Summary

The literature review begins with stating the theoretical framework, relying on critical theory to analyse the varied stated definitions of international education and international curriculum to establish working definitions of these for this study.

The literature relevant to the impact of globalisation on the internationalisation of education is discussed as an introduction to international education practices in other parts of the world. International education practices and policies implemented in the United States of America, United Kingdom, Northern Ireland, New Zealand, and Shanghai, China were discussed to provide insight as to how these countries are implementing an international education. In looking at the definitions of international education it has been revealing to discover the varied interpretations of the concepts of international education and international curriculum. In some instances, the terminology used was synonymous to international education, like the concept globalisation and in other instances there were other concepts, mentioned earlier in the chapter, which were closely related to international education (Hill, 2012, 2014). The White Paper *Australia in the Asian Century* (2012) was interrogated to emphasise the position of the Australian government on the

internationalisation of education. The OECD PISA Global Competence Framework's international assessment to provide the first comprehensive overview of education systems' success in equipping young people to address global developments was discussed. The literature reviewed on the Australian Curriculum mapped out the development of the ideology of an international curriculum from its inception to its current form. The role of the school was also interrogated to emphasise its effectiveness in the implementation of an international curriculum. Finally, the available literature on the supportive role that ICT plays in the internationalisation of the curriculum was examined.

The following chapter discusses in detail, the methodology of the study, including the conceptual framework, the participant profiles, a summary of the pilot study conducted, the data collection methods used, and analysis conducted to arrive at the findings of the study.

3. CHAPTER 3 METHOD

3.1 Introduction

The previous chapter stated the theoretical framework used to help define international education. The international education practices and policies implemented in various countries were discussed giving insight to the implementation of an international education. The relevance of the White Paper *Australia in the Asian Century* (2012) was also discussed. The OECD PISA Global Competence Framework's international assessment to provide the first comprehensive overview of education systems' success in equipping young people to address global developments was discussed and the literature on the Australian Curriculum was reviewed. The role of the school in implementing an international education and curriculum was interrogated and the supportive role that ICT plays in the internationalisation of the curriculum was examined.

This chapter outlines the methodology used in this research study. It begins with a detailed description of the study's conceptual framework and repeats the research questions. Following this the participant profile is discussed and details of the pilot study are provided. An explanation of the study's data collection methods, analysis and operationalisation are provided in the final section ending with a summary of the chapter.

3.2 Conceptual framework

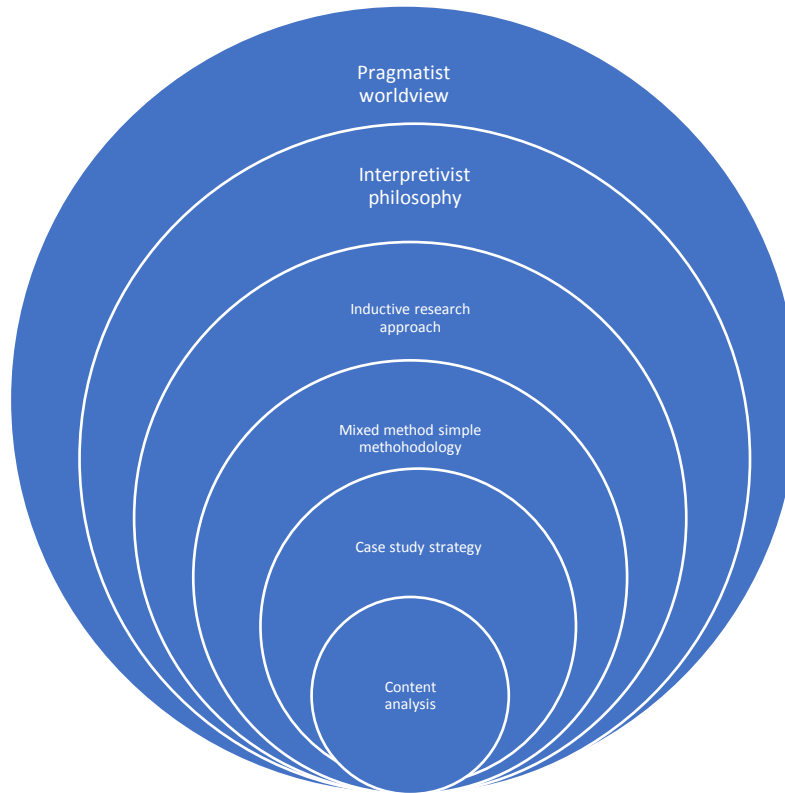


Figure 3.1: Conceptual Framework of the study, adapted from (Saunders & Lewis, 2012)

This study is a case study of two primary schools. A pragmatic worldview, with an interpretivist philosophical viewpoint, using an inductive strategy is employed in this study. The study employs a mixed method research methodology and a content analysis theoretical approach. Figure 3.1 above summarises the conceptual framework of this study. Each circle in the diagram represents the relationship between each stage of the research process and will be discussed in the following paragraphs.

3.2.1 *Pragmatic worldview*

Pragmatism is the philosophical underpinning for mixed methods studies. Pragmatists put forward the idea that research happens in social, historical, political and other environments, but does not perceive the world as an absolute entity. Pragmatism is not reliant on one particular philosophy or conceptualisation of reality. However, it is restricted to the distinguishable philosophical frameworks that supposedly support a qualitative or quantitative approach, for instance a positivist approach to quantitative research and an interpretivist or constructivist method of inquiry for qualitative research (Creswell & Clark, 2011). Accordingly, researchers have the flexibility to select those methods that are most suitable to the specific needs of their study. A pragmatic approach to research focuses on actions, situations and consequences rather than preceding circumstances. For the mixed methods researcher, pragmatism offers not only multiple methods but the opportunity for uncovering diverse ways of knowing and being in the world and provides a wide range of data collection and analysis tools (“SAGE Handbook of Mixed Methods in Social & Behavioural Research,” 2010). This research study is informed by a pragmatic worldview and hence a mixed methods approach and content analysis technique is chosen as the best fit.

3.2.2 *Interpretivist philosophy*

Qualitative content analysis is an inductive research method, which draws on the researcher’s interpretative skills and professional suppositions to comprehensively explore and evaluate and reduce pure data into classifications or themes (Miles, Huberman, & Saldana, 2013). The researcher applied a more directed content analysis due to the primary coding commencing with a specific research question (Hsieh & Shannon, 2005).

Using inductive reasoning, the central aim of applying a qualitative content analysis to collected data is to identify key themes or classifications, which depict a detailed portrait

of the social reality under investigation. In this instance, the aim was to discover the progress that the two primary schools had made with internationalising their school's curriculum. The researcher carefully collected the data, coded and interpreted the results to provide thick descriptions of the progress that the primary schools had made with the internationalisation of the curriculum (Zhang & Wildemuth, 2016).

3.2.3 *Research methodology*

Mixed method research employs a diverse range of data collection methods. Mixed methods research refers to the gathering and analysis of both qualitative and quantitative data in the framework of a single study as is the case here (Driscoll, Appiah-Yeboah, Salib, & Rupert, 2007).

Three specific design approaches have been developed to meet the needs of mixed methods research. These are sequential, concurrent and transformative mixed methods designs (Creswell, 2002). This study will employ the concurrent mixed method design. Mixed methods procedures are used simultaneously by the researcher to merge quantitative and qualitative data to comprehensively analyse the research problem. In this instance, the researcher collects both forms of data at the same time, integrating the information to interpret the overall results (Creswell, 2007). A convergent research design was employed, allowing for the merging and triangulation of the simultaneous collection and analysis of qualitative and quantitative data. This assisted with checking for trustworthiness and validation of results (Creswell & Clark, 2007). Mixed methods research permits the researcher to move, mix and look for relationships in the data obtained from both qualitative and quantitative methods used and to analyse this data to get a clearer understanding of the matters being investigated (Denscombe, 2008).

This model serves the purpose of coming up with valid and well-substantiated conclusions about the study (Creswell, 2007). Figure 3.2 below summarises the convergent triangulation mixed method design used in this study.

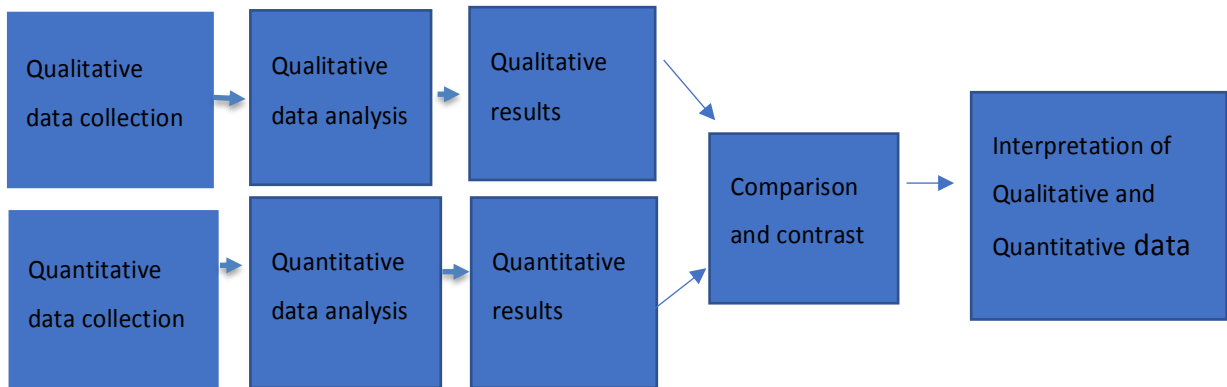


Figure 3.2: Triangulation Design: Convergent model

The data in this study has been collected concurrently. The Background Information Survey Checklist (BISC) was used to collect data from the participants, at the same time interviews were being conducted with the participants, documents and artefact information was being collected. The interviews, document analysis and artefact observation were all qualitative in nature. The data from the BISC was mostly quantitative. During the analysis stage, the different data collected was initially separately analysed and later both the quantitative and qualitative data was read for coding, grouping and categorising purposes. This involved what was earlier termed as mixing, matching and relationship seeking. A mixed method methodology most suited this study as both quantitative and qualitative data was made use of to achieve its objective.

3.2.4 Research strategy

As indicated at the beginning of the chapter, this research study is a case study of two primary schools. Case study research offers a comprehensive explanation of one or more

cases. Case studies do not necessarily refer to an object or entity, but can include an event, an activity, and a process (Creswell, 1998; Yin, 2012). This research study fits this methodology as the researcher investigated the life of the two selected schools to understand their effectiveness in the internationalisation of the curriculum. The intention of choosing a case study approach was to better understand the intrinsic aspects of the schools under study. It is important to consider the selection of cases to make best use of the limited time available to complete the study (Yin, 2009). Two schools, which had already started the implementation of their internationalised curriculum, were selected to maximise what could be learned from conducting the study.

The unit of analysis in the case study is a critical factor as it is mainly about people within particular professional social interactions and limited to at least one or two aspects of that particular system (Stake, 1995, 2010). The focus of this study was to illuminate the aspects of the two schools that are consistent with the internationalisation of the school curriculum.

Yin (2009) states that case studies are used to respond to “how” and “when” enquiries and that researchers have limited control as they work in a real situation. The author further states that the researcher has to have the skill to manage the uniqueness of the authentic life experience of the particular case study. Multiple sources of converging and triangulating data are preferred. This is the reason this type of research is considered difficult to undertake (Yin, 2009). Although this type of research poses many challenges, this study’s research design will factor in these challenges to achieve the aims of the case study.

A case study adds to existing experience and humanistic understanding (Stake, 1995). It was the intention of this study to fulfil this purpose. The study focuses on the activities of two selected primary schools and as such it falls under the category of an

observational case study. The aim of this study is to get inside the perspective of the participants. According to Silverman (1997), the spectator usually gets a better perspective on what is going on than an individual player. Therefore, the case study method was chosen to achieve this result.

3.2.5 *Theoretical and analytical approach*

Creswell and Clark, (2007) regard a theoretical approach as a guide enabling the researcher to engage with the data. The grounded theoretical approach was first considered to guide this research study. However, grounded theory was deemed not suitable as the research study did not allow for the building of subsequent interviews from an initial analysis of the first interview (Creswell, 2007). This approach was not a perfect fit and since the researcher applied a pragmatic worldview and a mixed methods approach to the study, a content analysis theoretical approach was used in interpreting the research data.

Figure 3.3 below gives a summary of content analysis and its processes as a theoretical framework in analysing the data in this thesis.

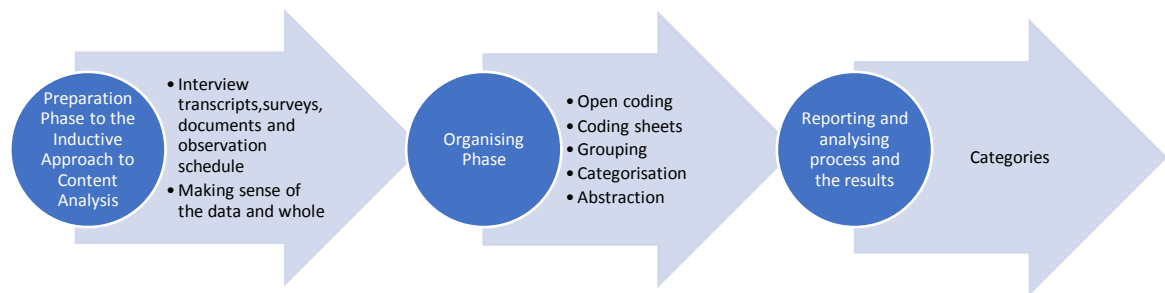


Figure 3.3: Summary of content analysis and its processes

Content analysis is a technique that can be used qualitatively or quantitatively for systematic examination of data (White & Marsh, 2006). The coding and classification of

data allows for key themes to emerge from the data. Contemporary scholars Krippendorff (2004, 2016) and Neuendorf (2002,2016) have contributed much to content analysis. Neuendorf (2002, 2016) refers to this method as being mostly quantitative. Krippendorff (2004, 2016) emphasises that qualitative data is as equally valid as quantitative data.

Hsieh and Shannon (2005) mention that in qualitative content analysis there are three approaches used. These qualitative approaches are the conventional, the direct and the summative. It can sometimes seem to be quantitative, but this method focuses on the inductive analysis of descriptive data. This study employs the directed content analysis approach to analyse the research findings, which is in keeping with the mixed methods approach used in the study. This study makes use of the conceptual analysis type to condense the information to build categories out of this data to make inferences on the content (Krippendorff, 1980). Content analysis can be both inductive and deductive depending on the way it is used. It is developmental in that it involves preparation, organising and reporting. It is concerned mainly with the reduction of text into condensed content categories (Burnard, 1996; Weber, 1990). It is recommended that this form of analysis is conducted on manageable sizes of complete interviews and observational data that enables the extraction of the required meaning (Miles & Huberman, 1994). The analysis of this study did not take place in a linear way as this approach is less standardised and lacks a defined formula in comparison to that of a quantitative analysis (Polit & Beck, 2010).

There are no simple guidelines for data analysis as each inquiry is distinctive, and the results depend on the skills, insights, analytic abilities and style of the investigator. Glaser (1978) advises that the research must be tolerant of the feeling of uncertainty when conducting the data analysis. It is suggested that it would be advantageous to regularly check for reliability of the categories as the analysis progresses.

3.3 Research question

What are the two Western Australian Primary Schools' Responses to the Australian Curriculum, Assessment and Reporting Authority Guidelines on internationalising the School curriculum?

Sub questions:

1. What do these schools identify as international markers in the curriculum?
2. What are the pedagogical practices that these schools use in their international agenda?
3. What contribution do the schools make to preparing students for a global future?
4. How do these schools' projections of an international curriculum line up with the Global Education Checklist used as a benchmark in this study?

3.4 Sampling

In selecting the sample for the case study, the researcher used the intensity sample type. Patton (2012) refers to the intensity sample as a form of purposeful sampling in which information rich cases manifesting the phenomenon intensely are used. It is for this reason that the researcher selected a group of schools, which had already started the implementation of the new curriculum. The researcher believed that the schools chosen for the case study represented the schools that display the elements needed for the internationalisation of the curriculum to take place. This is in keeping with what Berg (2001) refers to as purposive sampling. Berg sometimes refers to it as judgmental sampling. The author emphasises that when finalising a purposive sample, researchers should use the information that they know about the group to choose a representative sample of that particular group (Berg, 2011).

The units of analysis in this study were the selected group of schools. The study was limited to Primary Schools. The participants of the study were the teachers of Year K,

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Year 5 and Year 6 levels as indicated below. It also included the Year Level Coordinators, at least one member of the Senior Management Team and the Principal of one of the selected schools. The selection of the participants was specific as they included one teacher from each of the year levels. The Principal and Year Level coordinators were selected by virtue of their positions in the school. The collection of multiple sources of data greatly helped towards strengthening the results of the study (Yin, 2009).

3.4.1 Profile of School A

School A was a Primary School (Kindergarten to Year 6) in the North Metropolitan Region of Western Australia. The School Management included a principal, two deputy principals and business manager. The school, at the time of the research study, had applied for Independent Public Status (IPS). In addition, the school had a complement of 27 teaching staff and 25 support staff members.

This school had a rich cultural diversity of students and many students from language backgrounds other than English. At the time of the data collection for this study, approximately 10% of the students were of indigenous origin and many were from countries such as the United Kingdom, New Zealand and Asia. As part of its main aims the school sought to provide evidence-based learning programs, the promotion of community participation and developing a supportive and nurturing school environment for students, parents and staff.

The support team included a Chaplain, an Aboriginal Indigenous Education Officer (AIEO) and School Psychologist. The school had a newly established Early Start Program, for three-year-old students. The schools learning resources included fitted interactive whiteboards and access to desktop computers and iPads. The school had full Wi-Fi access.

The school had a lovely and nurturing school ground. There were many native trees and the school had four separate garden areas. The students, through carefully structured and prepared classes, planted, nurtured, harvested and eventually ate the produce. Planning was centred around the students, with their wellbeing being the main concern of the staff.

The school had a School Board, which was representative of the school community. The School Board's main purpose was governance and upholding the school's child centred approach. The school had an active Parents and Citizens Association (PCA) that developed initiatives that encouraged the parent community to contribute to and engage with the school. The school endeavoured to develop a supportive and interactive partnership with the school community.

The Department of Education endorsed programs included English as a second language primary cell program, the online curriculum services project, the primary extension and challenge program and the quality teacher program. The school-based programs included the school's early start program and the fact that the school was a Teacher Development School (TDS) for English as an additional language (EAL) and English as an additional language and dialect (EALD). There was a total of 459 students at the time of the data collection for this research study.

3.4.2 Profile of School B

School B was a Primary School (Kindergarten to Year 6) in the North Metropolitan Region of Western Australia. The School Management included a principal, two deputy principals and business manager. In addition, the school had a complement of 20 teaching staff and 15 support staff members.

The school was dedicated to delivering a holistic and inclusive education for its students. The school program complemented and reflected the values of the local community. The school population was diverse and had a comparatively small transient rate.

The school and community showed a strong partnership and connectedness with the school. The Aboriginal community played a prominent role and actively participated in the life of the school, including being a major contributor to the formulation of the school's vision. The School Volunteer Program (SVP), together with ongoing parent participation in classroom activities added much value to the student's learning. The school had a School Board, which was representative of the school and the wider community. The school had an active Parents and Citizens Association (PCA) that developed initiatives that encouraged the parent community to contribute to and engage with the school.

The school's learning resources included fitted interactive whiteboards and access to laptops in every class. Teachers were provided with a school laptop for their use in the classrooms. The school had full Wi-Fi access.

The school had a lovely and nurturing school ground, with a well-established food garden and recently planted fruit trees. The school reared chickens and had a food market once a week where the produce was sold to the local school community. The school enjoyed the assistance of volunteer parents to manage the gardens and food markets.

As a teacher development school Literacy and Information, Communication and Technology, this was the school's focus. The school also had a well-developed music and physical education program.

The school had a pastoral care program with sound processes in terms of its application, catering for the best interests of the students. The students could serve on a range of leadership positions. They could become council members, faction leaders and could serve on the peer mediation program. The school emphasised the affective characteristics of stability, continuity and experience as its drivers for its success.

The school-based programs included the school's art and craft, beamers group, buddy classes, environmental program (Science Outreach), music, students at educational risk and values. There was a total of 333 students at the time of the data collection for this research study.

3.4.3 *Description of teacher participants*

There were four participants. The Teacher Participants will be referred to as TP1, TP2, TP3, and TP4 throughout the document. The following is a brief description of each participant's profile.

Table 3.1:
Profile of Participant Teachers

	TP1	TP2	TP3	TP4
1. Gender	Female	Female	Female	Female
2. Age	30-39	50-59	50-59	50-59
3. Teaching experience in years	10-20	+20	+20	+20
4. Grades presently teaching	Year K	Year 6	Year 5	Year 5
5. Grades previously taught	K-6	K-12	7 - 9	K3 to 7
6. Taught in a foreign country	No	Yes	No	No
7. Prior work experience with international education activity	No	Yes	No	No
8. Ability to speak another language	No	Yes	No	No
9. Grown up in Western Australia	Yes	Yes	Yes	Yes
10. Lived in a different state of Australia	No	Yes	No	Yes
11. Lived in another country	No	Yes	No	Yes
12. Involved in an overseas staff-exchange program?	No	Yes	No	No
13. Received training/education focused on Global or International education.	No	No	No	No

Table 3.2:**Training/education received in International Education**

TP1	TP2	TP3	TP4
None	Completing a Master of Education. One module studied on global education.	None	Training/education focused on the use of the internet in teaching, on line and e-learning.

Table 3.3:**Qualifications**

TP1	TP2	TP3	TP4
Bachelor of Education - Primary.	Graduate Diploma of Education.	Diploma in Education. Graduate Diploma in Applied Science - Computing.	Graduate Diploma in Education.
Graduate Certificate in Early Childhood Education.	Half way through a Master of Education.		

Table 3.4:**Teaching Experience**

TP1	TP2	TP3	TP4
Began teaching in the country area South West WA. Also taught at a few schools in the Pilbara.	Began teaching in Melbourne. Lived and taught in Germany, Nauru, Fiji and Canada. In Germany, taught Business English at a TAFE.	Grew up in the country region and taught there for many years. Taught as a relief teacher in Bunbury, Australind and Perth.	Lived but did not teach in China. Has only taught in Australian Primary Schools. Has lived in the eastern states and has taught in WA.

3.4.4 *Description of administrator participants*

There were three participants. The Administrator Participants will be referred to as AP1, AP2 and AP3 throughout the document. The following is a brief description of each participant.

Table 3.5:
Profile of Participant Administrators

	AP1	AP2	AP3
1. Gender	Female	Male	Female
2. Age	40 - 49	50-59	50-59
3. Teaching experience in years	+20	+20	+20
4. Grades presently teaching	None	None	Year 3
5. Grades previously taught	K3 to 12	K3 to 7	K3 to 7
6. Taught in a foreign country	Yes	No	No
7. Prior work experience with international education	None	None	None
8. Ability to speak another language	Yes	No	No
9. Grown up in Western Australia	No	No	Yes
10. Lived in a different state of Australia	No	Yes	Yes
11. Lived in another country	Yes	Yes	Yes
12. Involved in an overseas staff-exchange program	No	No	No
13. Training in Global or International Education	Yes	No	No

Table 3.6:
Training/education received in International Education

AP1	AP2	AP3
None	None	None

Table 3.7:**Qualifications**

AP1	AP2	AP3
Bachelor of Arts, Bachelor of Education.	Bachelor of Education	Bachelor of Education

Table 3.8:**Teaching Experience**

AP1	AP2	AP3
Began teaching in India. Taught all year levels. Taught English as a second language overseas. Presently serving as an Associate Principal.	Entered teaching after working in the hospitality industry. Has been teaching for 10 years and taught at two country schools. Served as Deputy principal at two schools and presently serving as Principal.	Has taught in a primary school for many years. Taught as a swimming instructor overseas. Serving as Deputy Principal and managing the school's English Second Language Program.

3.5 Summary of findings of pilot study

3.5.1 *Pilot Study Background*

The pilot study was conducted in response to the need to test two of the research instruments, the Background Information Survey Checklist (BISC) and the Interview Questionnaire of the main research project. The secondary aim of the pilot study was primarily for the researcher to become familiar with the implementation of the Australian curriculum within one of the public primary school's representatives of the research sample. This would serve the purpose of giving the researcher a good sense of the extent of the implementation of the Western Australian Curriculum and to ascertain the level of readiness of public schools to respond to the aim of the researcher's main project.

The following questions were used to gather the information to fulfil the aim of the pilot study:

1. Were the questions answerable within the Western Australian School context?
2. Had the participants correctly interpreted the questions?
3. Were there any difficulties with the way in which the questions had been presented?
4. Which questions needed improvement or possible deletion?
5. Were there any difficulties with the time allocated for the completion of the combined survey and checklist and for the interview process?

3.5.2 *Methodology of the pilot study*

One public primary school was approached to participate in the pilot study. The researcher explained the purpose of the study and presented the principal with the information letter, the letter of approval from the Department of Education and the necessary consent form. The principal agreed to the pilot study and signed the attached consent form. (Please see Appendix 8.5). Five teachers responded to the request to participate. The teachers were provided with a verbal explanation of the purpose of the

study and given the same documentation as the principal. The five teachers agreed to participate in the study and signed the consent forms. (Please see Appendix 8.6). The five participants were interviewed using the designed interview schedule (See Appendix 8.9). The teachers also responded to the BISC (See Appendix 8.7). The amendments to the interview schedule and BISC because of the pilot study are discussed below.

3.5.3 *Amendments to the teachers' version of the BISC based on the pilot study*

Several amendments were made to the teachers' BISC. These being mainly:

Section 1

1. Question 17 was refined to read:
 If your school were to offer future professional development activities focusing on international education, would you be interested in participating in these?

2. Questions 20 and 21 level descriptors were changed to three level descriptors.
 Question 20 level descriptor was changed to read:
 1 = Very concerned, 2 = Concerned, 3 = Not a priority.
 Question 21 level descriptors now read:
 1 = Very Important, 2 = Important, 3 = Not a priority.

All questions, in these sections, which went on for more than one page, now had the level descriptors placed at the top of the relevant pages.

Question 23.18 was changed to read:

Manual technical skills such as assembling computer hardware.

3. Question 25 was depersonalised to read:

25. Please indicate reasons why a teacher may not apply global education in the classroom (Please tick all that apply).

25.1 Lack of resources.

25.2 Lack of interest.

25.3 There are more important curriculum areas to cover.

25.4 Inadequate content knowledge to teach global topics.

25.5 The belief that it is not appropriate to teach global topics.

25.6 Global education is not a significant part of the curriculum for the grade level.

25.7 The students are too young.

Section 2

1. To assist teachers in responding correctly and more easily to this section, the following statement was inserted:

Please note that when responding to the following items it is understood that you may have not necessarily taught and assessed any of these. Your response can be based on your general observation of the students in your class. (See Appendix 8.15).

3.5.4 *Amendments to the principals' version of the BISC based on the pilot study.*

As the principal could complete the BISC, without difficulty, no amendments were made to this research instrument.

3.5.5 *Amendments to the Teachers' Interview Questionnaire*

Considering the comments made by most of the participants regarding the use of the term, *internationalisation*, the researcher felt, for the study, it would be appropriate to retain the term throughout the interview instrument. Regarding the research proper, the researcher fully explained the definition to the participants at his introductory meeting. The researcher talked about the process of internationalising the curriculum, with the

participants, to ensure that they were comfortable with the use of the term. The researcher felt confident in effectively managing the interviews as the pilot study had provided the opportunity to practise in this regard.

The participants responded well to prompting to elicit additional information, therefore, this technique was used in the research proper. The following amendments were made to the interview schedule:

Section 1

1. Two of the participants thought that Question 1 (*What is your experience with living and working with diverse cultures?*) was too broad. The researcher retained this item and felt confident that with prompting an appropriate response would be obtained.

Section 3

1. Question 1 was reworded for clearer understanding and read as:
What kind of knowledge, attitudes and skills do you think a teacher should possess to be an effective teacher in achieving the aim of internationalising the curriculum?
2. The original question 2 was removed as this question was well catered for in the Teachers' BISC.
3. Question 4 was reworded for clarity. It was changed to:
Please describe some of the activities or events in your school that could be considered to meet the needs of an international curriculum?

4. Question 5 was reworded to read:
5. Briefly describe an example of a lesson you have taught recently or in any other time in your teaching career that could be considered to meet the requirements of an internationalised education?
6. In Question 6, (Please describe any activities and programs, in the school or generally, that promote intercultural competence.) It was noted that the term, *intercultural competence* would be fully explained in the interview.
7. Question 8 (Are there any aspects of working with an international perspective in the classroom that you find problematic? If so could you describe what they are and how you deal with these?) This question was removed as the participants indicated that it could be a little confusing.
8. In Question 10 (Does your school administration encourage school - wide classroom activities that promote knowledge of global topics (e.g. environmental issues, human rights, local global connections?) The researcher found that the term *local - global connections* needed clarification for many participants and therefore the term was removed from this question. (See Appendix 8.13)

3.5.6 Amendments to the Administrators' Interview Questionnaire

The positioning of the items regarding the principal's BISC were found to be problematic. These were moved to the beginning of the Interview Questionnaire. Discussing these responses at the beginning of the interview worked well with the teachers and it served as a good icebreaker. The following amendments were made to the interview schedule:

Section 1

Question 8 (Are the cultural mores, global connections, and global issues of these ethnic and racial groups acknowledged in the school community and the school curriculum) simply had too many elements of culture in it and the researcher found that it was becoming confusing for the participants. This question was reworded to read:

Is the culture of these ethnic and racial groups acknowledged in the school community and the school curriculum?

Section 4

1. To enhance clarity Question 1 was reworded to read:
What kind of knowledge, attitudes and skills do you think a teacher should possess to be an effective teacher in achieving the aim of internationalising the curriculum?
2. To enhance clarity Question 2 was reworded to read:
What particular subjects, content and or methods of lesson delivery do you think need to be included in the school curriculum to promote the internationalisation of the curriculum?
3. To enhance clarity Question 3 was reworded to read:
Please describe some of the activities or events in your school that could be considered to meet the needs of an international curriculum?
4. The researcher found that the term *local global connections* were confusing to the participants and was therefore removed. (See Appendix 8.12)

3.5.7 Concluding comments on the pilot study

The researcher was confident that the pilot study had produced useful results and all necessary amendments were made to the research instruments as an outcome of participant and supervisor feedback. The adjustments made to the research instruments were informed by the findings of the pilot study and responded directly to the research questions stated earlier in this summary.

The average completion time for the BISC was 56 minutes therefore the allocated time of 1 hour to complete the instrument was retained. This accommodated the participants different reading speeds.

3.6 Research design

3.6.1 Data collection

The mixed methods data collection tools used for gathering data were the BISC, interview schedules, observation of artefacts schedules and document analysis schedules. The interviews were both structured and semi - structured. Structured interviews refer to those interviews in which the questions and answer categories have been predetermined (Minichiello, 1995). The researcher used standardised questions that were meticulously arranged and written in an itemised interview schedule. In situations where multiple participants were at the same level, as was the case with the year level teachers, participants were asked the same interview questions and in the same order. This was to ensure compatibility with other studies and to reduce the possibility of difference or biases between interviews. The interview schedule consisted of some closed questions to initiate a topic e.g. *Do you use international topics in your teaching?* Open-ended questions were used to delve into the topic e.g. *How do you use them?* The researcher used the face to face method of interviewing and ensured that the social interaction was formalised and highly structured to enhance the reliability of the study. The researcher facilitated the responses to the questions, being aware that neutrality was impossible, and interpreted the data through the researcher's own lens. The researcher acknowledges that this may have affected the interpretation of the responses.

The semi - structured interviews took the form of a normal everyday conversation. It was controlled in the sense that it was geared towards the information the researcher needed for this study and interest. The participants were given the interview schedules at the first meeting and hence the provision of comment space on the interview schedules. The participants could make comments in the space provided, prior to the interview. This method worked well as the participants had time to think about most of their responses prior to the interviews. The fact that the researcher observed the

activities of the school under study and recorded the interviews, assisted in gaining a richer understanding of the subjects' responses given in the in - depth interviews.

The researcher audio recorded all interviews. The audio recordings enhanced greater rapport by allowing the researcher to be free to conduct the interviews in a more natural conversational style. It allowed the researcher to be more attentive. This also meant that the raw data remained on record. The recordings were saved into audio files. The audio files, as part of the researcher's data collection, were kept in safe keeping on the researcher's computer, with the necessary password protection attached to these records. The material was readily available to the researcher for the analytical process. The researcher visited the schools to observe the activities taught to contextualise and supplement the data generated from the participant interviews. The researcher also examined the physical evidence, namely school and curricula documents, teaching resources, learner information and achievement results, as well as any documents of relevance to the study, and was done to validate and verify the study's findings. The researcher made use of a modified form of the Global Education Checklist for Teachers, Schools, School Systems and State Education Agencies designed by Fred Czarra, from whom the researcher had received permission for its use (Czarra, 2003). This checklist is a practical tool that can be used by teachers and administrators to gauge the work done in a school within the realm of global/international education. The researcher made use of a modified version of this checklist in the structured interviews with the participants and added a section to record comments. The original checklist was designed for both quantitative and qualitative analysis.

3.6.2 Data analysis

The researcher searched for meaning in the data by conducting a content analysis of the data. The content analysis approach is discussed in the summary of the content analysis as shown in figure 3.3 above. This case study made use of mainly four sources of

evidence. These being the interview data, survey data, analysis of documents data and the data from the observation of artefacts schedule, including observational notes collected.

The preparation phase of the content analysis began with the researcher transcribing the recorded interviews, using NVivo, the qualitative research software of QRS International for analysing qualitative data (QSR,2012; Bassett, 2010).

The data from the surveys was read, where applicable, the participants' responses to the various categories and subcategories were counted, calculated and represented mostly as percentage ratings. These categories and their derived percentage ratings were also represented in graphical form.

The relevant information collected by the survey regarding the profiles of the participants was written in a narrative to represent their profiles as reported in the survey. The document analysis information was read, and the results were recorded to answer the questions of the document analysis schedule compiled to collect the relevant data. The data from the observation of the artefacts relevant to the research was compiled into a narrative and corresponded directly to the criteria set out in the observation schedule compiled for this purpose. Photographs of most of the artefacts observed were included in this narrative.

The researcher used a directed contents analysis approach as asserted by Hsieh and Shannon (2005). The content analysis initially began with the interview data and progressed to the concurrent analysis of the data from the other instruments used in this study. Firstly, the transcribed interviews were thoroughly checked and read to identify the categories that emerged from the data. Three super ordinate categories emerged from the data. These were pedagogy, curriculum and school culture. The relevant and

supporting information that emerged from the other instruments was then compiled under these three main themes. As the analysis progressed the subordinate categories emerged from the data. The conceptual approach was used to condense the information to build categories out of this data to make inferences on the content (Krippendorff, 1980).

3.6.3 *Summary of methodology*

The mixed methodology allowed for both qualitative and quantitative methods to be used at different stages of the research to respond to the research question. Table 3.9 below shows the research phases and how the data collection and analysis methods were made use of to answer the relevant research questions.

Table 3.9:

Summary of methodology, paradigm, approach and design of this study (adapted from Creswell & Plano-Clark, 2011)

Components	Elements of mixed methods in this study
Content area and field of study	Interview data, questionnaire data, document analysis data and observation data.
Philosophical foundations	Pragmatism
Theoretical foundations	Content analysis
Content purpose	To understand the participants level of understanding of the internalisation of the Australian Primary School Curriculum and the level of implementation of the mandatory aspects of internationalisation the curriculum.
Quantitative Sample	Survey – Background Information Survey Checklist
Data collection	Survey including a matrix (scales to measure attitudes)
Data analysis	Descriptive statistics
Qualitative Sample	Interviews Supporting artefacts analysis Related documents
Data analysis	Document analysis and content analysis
Reasons for mixed methods	Need to relate quantitative findings to qualitative findings, validate qualitative findings and to achieve a more accurate representation of the findings
Priority of strands	Equal
Timing of the strands	Mostly concurrent (qualitative and quantitative) Qualitative (Interviews, documents and artefacts and observations) Quantitative (Surveys)
Primary points of mixing (point of interface)	Data analysis and interpretation
Mixed methods design type	Convergent
Notation	Quantitative + Qualitative = complete understanding

3.7 Operationalisation

Operationalisation refers to the sequence of action that was fulfilled, culminating in the completion of this research study. Table 3.10 below shows the sequence of events as they occurred in the implementation of this research study. Table 3.10 shows the relationship among research questions, literature review and methods of data gathering.

Table 3.10:

Operationalisation plan of the research study

Action 1	Research Proposal
Action 2	Candidacy Approval
Action 3	Ethics Approval
Action 4	Consent from the Curriculum Department of Education, Western Australia
Action 5	Implementation of the Pilot Study
Action 6	Implementation of Main research Study
Action 7	Transcription of interview recordings, collation of data from surveys, documents analysis data, observation of artefacts
Action 8	Analysis of data and writing of thesis

Table 3.11:

Relationship among research questions, literature review and methods of data gathering.

Research Questions	Literature Review Sections	Data Gathering Methods
1. What do these schools identify as international markers in the curriculum?	<p>Research on the definition of an international curriculum</p> <p>Research on the impact of international, national policy on the implementation of an international curriculum.</p> <p>Research on the effect of globalisation on the internationalisation of education.</p>	<p>Survey Questionnaire; Structured and semi-structured interviews with participants. Document Analysis Artefact Analysis</p> <p>Observation schedules as to observe phenomena of the internationalisation of the curriculum. Structured and semi-structured interviews with the teachers. Survey Questionnaire.</p> <p>Observation schedules to observe what was happening in the school with regards to the school's response to global education. Semi- structured interviews with teachers. Survey Questionnaire.</p>
2. What are the pedagogical practices that these schools use in their international agenda?	Research on the role of the school in encouraging the internationalisation of the curriculum.	Document analysis of all the documents pertaining to this question.
3. What contribution do the schools make to preparing students for a global future?		Semi – structured interview with the Principal and other administrators.
4. How do these schools' projection of an		

international curriculum line up with the Global Education Checklist used as a benchmark in this study?	Research on the characteristics of an international teacher.	Questionnaire to collect information on qualifications and skills of teachers.
	Research on the use of IT in internationalising the school Curriculum.	Semi – structured interviews with teachers. Observation schedule to record the observations of the information and technology resource used. Semi – structured interviews with teachers. Survey Questionnaire

3.8 Reliability, validity and trustworthiness of the study

This concurrent mixed methods research study, by its very nature, has used both quantitative and qualitative research methods. The aim of both these methods is to discover the truth. Since researchers retain their humanity throughout the research process it is difficult to refrain from subjectivity. It is for this reason that the aspects of reliability, validity and trustworthiness were considered. Trustworthiness of the results is considered mostly in qualitative research. The aspects of reliability, validity, and trustworthiness will be defined in the following paragraphs and the section will conclude with the ways in which the researcher has accommodated these important aspects in the study.

3.8.1 Reliability

Reliability is concerned with the consistency of the findings of a research study and its replication. It is mainly applicable to quantitative research. Reliability in a mixed methods study can be achieved by comparing the quantitative and qualitative findings. Babbie (2013) and Creswell (2012) refer to reliability as to the attainment of the same results

when the same technique is repeatedly made use of (Joppe, 2000). Three types of validity have been identified in quantitative research. These are concerned with the extent to which a repeated measurement remains constant and similar over a period of time (Kirk & Miller, 1986). Golafshani (2003) cites Lincoln and Guba (1985) as using the term, *dependability* to refer to the idea of reliability as used in quantitative research.

3.8.2 Validity

Validity in quantitative research is concerned with whether the research is measuring what it is intended to measure and the accuracy of the measurement (Creswell, 2012; Golafshani, 2003). In qualitative research, validity is a measure of quality of a research study and is described by a wide range of terms. It is not a single, fixed or universal concept, but rather an interpretivist validity, which is concerned with the researcher accurately revealing the meanings attached by the participants to what the aim of the particular study is. Validity in the qualitative research is concerned with precision, credibility and transferability of the results (Golafshani, 2003).

3.8.3 Trustworthiness

Trustworthiness is a qualitative construct and refers to how confident the researcher is in the data collected, the interpretation thereof and the methods used for the quality assurance of a study (Clark & Creswell, 2014). Lincoln and Guba (1985) put forward the criteria of credibility, dependability, confirmability, transferability and later authenticity (Lincoln & Guba, 1994).

The credibility of the study is how accurate the findings of a study are. Dependability refers to how stable the results are over the course of the study. Confirmability is concerned with the consistency of the results when the study is replicated. Transferability refers to whether the findings of study can be used by people in other settings (Polit, 2013).

3.8.4 *Reliability incorporated in the study*

As defined above, reliability is mainly concerned with matters of consistency and the replicability of a study. The researcher has ensured that the reliability of the study has been attended to in the following ways. The qualitative findings were mainly obtained from the interviews, document analysis data and the data from the observation of artefacts. The quantitative data was obtained from the surveys. The researcher ensured that all measures were taken to strengthen the reliability of the research instruments. All the research instruments used in the study were developed to gather the information to respond directly to the research question of the study. These instruments were developed by the researcher and checked by the supervisor of the study. The research instruments were further approved by the Curriculum Department of Education, Western Australia, from whom the researcher obtained permission to conduct both the pilot and main study. The instruments were tested during the pilot study and changes were made to these because of the findings. These changes are detailed in the summary of the pilot study, section 3.5 of this chapter. The same conditions were provided to each participant interviewed. This was mainly in terms of the information provided, time allocated, and the questions asked. All the interviews were recorded. NVivo was used to transcribe the audio-recorded results of the interviews and these were carefully checked before the content analysis process. The mixed methods approach has helped to ensure the reliability of this study. During the content analysis process of the study the researcher has been able to compare the qualitative findings against those of the quantitative findings. The entire research study has been documented and all information and documentation are clearly described, safely stored and the researcher is confident that this study can be replicated.

3.8.5 *Validity incorporated in the study*

Validity, as has already been defined. From a quantitative perspective, it is concerned mainly with whether the study truly measures what it has intended to. From a qualitative perspective, whether it is precise, credible and whether the results are transferable. The researcher has analysed the quantitative results by accurately counting the relevant responses to the questions asked in the survey. These results were mostly converted into percentage values and represented in the appropriate graphs to further elucidate the results. The results were further analysed, and the applicable description of these results was given under each graph presented. Careful attention was taken in transcribing the interview recordings. NVivo assisted in ensuring the accuracy in the transcription of these recordings. There was consistency in the analysis of the data obtained from the different research instruments and these results were carefully documented.

3.8.6 *Trustworthiness incorporated in the study*

Trustworthiness is described as the degree of confidence in the truth of the findings of the study and, as already discussed, is applicable to the qualitative component of the study. The researcher has rigorously conducted the study, ensured that all content from the interviews was accurately presented and that all observations made were accurately recorded. The content analysis was carefully conducted, and the emerging themes reflect the real picture of the results of the study.

3.9 Ethical considerations

The important aspect of ethical consideration was mentioned briefly in Chapter 1 and will now be discussed in greater detail. In designing and conducting this research study care was taken in considering the ethical implications involved. This was of paramount importance as it involved working with people. The participants were protected, and great efforts were made to develop trust with the participants. The integrity of this study was promoted by observing a strict moral and ethical code. The researcher clarified and

conveyed the purpose of the study clearly to avoid any unintentional misunderstandings. The participants were fully aware of the purpose of the study and efforts were made to gain their trust and confidence.

In conducting the research great care was taken in upholding the integrity of the University at which the researcher was a student (Sarantakos, 2005). Informed consent was received from the participants before the research was conducted. The researcher documented how the consent was obtained to fulfil the requirements of the Human Research Ethics Committee (HREC) (Policy, 2007). The participants were required to sign an informed consent form to participate in the study. The consent form included the essential elements needed for the participants to be comfortable and protected in the research study. This included: the researcher and the university being identified; the process used for the selection of participants; a clear statement of the purpose of the research; the benefits of participation; a statement of risks; and, a guarantee of confidentiality and anonymity. It also provided assurance that the participants could withdraw at any time and the provision of names of persons to contact if any questions or concerns arose (Neuman, 1997). Written permission from the site is required before a research study can be conducted. For this reason, to conduct the study the researcher requested permission from the Principal of the school and the Department of Education (Policy, 2007).

In the data analysis, to protect the identities of the participants and schools, aliases and pseudonyms for individuals and names of schools were used. The schools were informed that the ownership of the research data would rest with the university and the researcher. In the interpretation of the data an accurate account of the information was ensured (Policy, 2007). Approval for the review of negligible and low risk research by the College of Human Ethics Advisory Network (CHEAN) was granted.

3.10 Limitations of the methodology

There are limitations in terms of the methodology of this study. Firstly, the sample included two Primary Schools and seven participants in a metropolitan area of Western Australia. It would be difficult to generalise the results of this study, considering that in accordance with the Statistics of Western Australian Schools as on census date, 4 August 2017, there were 526 government primary schools and 148 non - government primary schools. However, this study has yielded valuable and authentic results that can inform schools of ways in which the curriculum can be internationalised.

In terms of the BISC, the participants found that some of the questions were difficult to answer, as it did not ideally suit the context in which the teachers were working, and they were not intentionally implementing an internationalised curriculum. This would also hold true for some of the questions in the interview schedules. This was overcome by drawing out from the participants, the knowledge and beliefs they possessed about the expectation of the internationalisation aspect of the school curriculum.

The BISC, as mentioned earlier, was designed mostly for a quantitative analysis approach but as the researcher was using mixed method, both a quantitative and qualitative analysis of the data collected was conducted, using this instrument. There were limitations regarding the analysis of the results of this study as the quantitative results analysed were limited to the frequency of the participants' responses relating to the degree of agreement on the aspects of an internationalised education, as mentioned in the BISC used in this study. However, these results have been valuable in increasing the validity of the results obtained. The researcher's limited knowledge of the NVivo software used in the analysis of the data may have affected the depth of the analysis undertaken. This was overcome to a great extent by the additional manual coding to develop and derive the emergent themes.

3.11 Summary

This chapter presented the methodology used in this research study. The research study is a case study of two schools using a content analysis approach. The intensity sample type of case study was used. The specific tools used for the collection of the data in the different data methods were questionnaires to participants, interview schedules for the interviews, observation schedules to identify teaching practices, the effectiveness of programs and an analysis of the relevant documents.

A modified form of the Global Education Checklist for Teachers, Schools, School Systems and State Education Agencies designed by Fred Czarra, was used (Czarra, 2003). A content analysis of the data was conducted to search for meaning in the data. The case study included four sources of evidence, these being the analysis of documents, questionnaire data, interview data and observation data. The documents analysed included school policies, summaries of each interview, which included information on themes and topics relevant to the research question.

The following chapter presents the findings from the methods of data collection used in this study.

4. CHAPTER 4 - RESEARCH FINDINGS

4.1 Introduction

This chapter outlines the findings of the research study undertaken to answer the research question and sub questions as stated in Chapter 1. The method of data collection and analysis was discussed in Chapter 3. This study made use of mainly five sources of data: interview data; survey data; document analysis data; observation notes and artefacts data. As mentioned earlier, the researcher searched for meaning by conducting a content analysis of the data. Several super - ordinate categories emerged from the analysis of the interview, survey and document data. The findings from the transcribed interviews are reported on first, followed by the survey data, the document analysis and finally the data collected through the observation of artefacts related to internationalisation in the schools. This chapter concludes with a summary of the findings which are relevant to the research question explored. The findings presented are aligned directly to the research question of this study. The research question and sub-questions are presented below to remind the reader of these.

Research question

What are the two Western Australian Primary Schools' Responses to the Australian Curriculum, Assessment and Reporting Authority Guidelines on internationalising the School curriculum?

Sub questions:

1. What do these schools identify as international markers in the curriculum?
2. What are the pedagogical practices that these schools use in their international agenda?
3. What contribution do the schools make to preparing students for a global future?
4. How do these schools' projections of an international curriculum line up with the Global Education Checklist used as a benchmark in this study?

4.2 Research findings

The diagram below serves to show the data categorisation system used in the reporting of the findings, the organisation of each category in terms of the kinds of data analysed and the view point being presented:

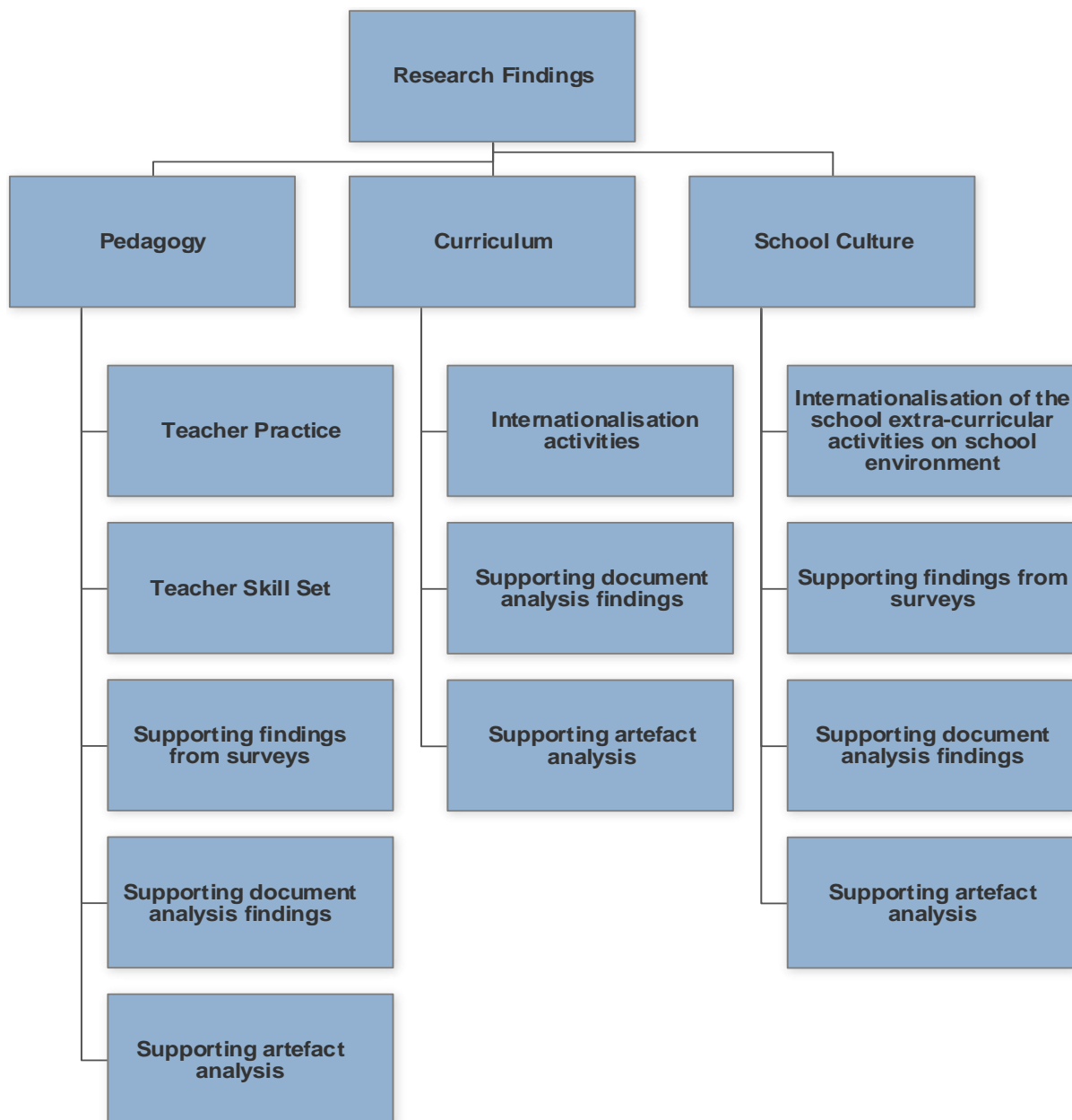


Figure 4.1 Findings categorisation system organisation of the findings in those categories

4.3 Pedagogy

The data gathered from the transcribed interviews, the document analysis, background information survey and observation of artefacts was analysed to respond to sub - question 2 of the research question: *What are the pedagogical practices that these schools used in their international agenda?* For the purpose of keeping the anonymity of the participants teachers will be reported as TP1, TP2, TP3 and TP4. The Administrators will be reported as AP1, AP2 and AP3. The analysis of this information showed that the teachers had not used pedagogical practices explicitly for the internationalisation of the curriculum. The pedagogical activities identified, which qualified to meet this requirement, included: the sharing of expert knowledge of subject teachers; opportunities for team planning; the use of the Department of Education's online resources; the use of Information Communication and Technology tools; and, the use of the internet.

4.3.1 *Teacher practice*

Teacher practices as reported in teachers' interviews and surveys

The analysis revealed that some teachers had expert knowledge in their subject area and these teachers were used to assist other teachers with their expert knowledge. The following comment was made in support of this:

The Year 2 teacher is an expert in literacy so that teacher comes in to teach the Year 5 cohort of students, something in Grammar for example. The Year 5 teacher is a good Mathematics teacher so that teacher may go down there and teach something in Mathematics. TP4

The participants shared that during their phase and curriculum meetings they had opportunities to plan together. It was reported that when they planned they ensured that the content was at the same level and that all the students were given the same opportunities. The Department of Education's online resources were also identified as efficient and safe resources to use. The following comment was made in support of this:

If I want my students to practise something for homework, then I would look on the Department of Education Portal. Using resources from that and linking that to the class and they can go straight on to that rather than saying go to this site. It is safer because they go straight to what they need. TP3

The participants' responses to the use of ICT systems as tools for the effective implementation of the curriculum, included the fact that some of their students were too young, that they hardly used it, to that of a very comprehensive use of these resources. The use of the internet was considered as fulfilling the requirement of internationalising the curriculum. This was reported in the following way:

Well, I think that the use of internet is internationalisation because you're connected to the whole world. People use skype in the classroom. Last year they had to respond to the question, "Do you have to wear uniforms to school?" People were answering online. Plus, there is a blog and there is a myriad of tools that can be used. I think that we have incorporated it very well.

TP4

The analysis of the findings revealed that the teachers did not explicitly plan activities directly related to the internationalisation of the curriculum. The activities identified and discussed above have been extracted from what the participants have considered as activities that are in alignment with the internationalisation of the curriculum, rather than activities that they have purposefully planned for the internationalisation of the curriculum.

Teacher practices as reported in administrators' interviews and surveys

A content analysis was undertaken on the data collected from the transcribed interviews and the BISC. The analysis revealed two main findings from the information gathered. These were whole school cultural activities and the use of an application. One of the participants reported that they approached their cultural learning by having a

Multicultural Day at the end of their unit of study of different countries. This has been stated in the following way:

They do it in a smaller way, as a Year level activity here, because our school is so large. For example, if they have been studying different countries as a class they will have a multicultural day at the end of it. TP1

One of the schools uses an Application (APP) to inform parents of the activities of the school; this is linked to the school website. It is also used to advertise and promote the school. The Principal reported that they will be able to enroll two German students whose parents had sourced the school using this APP.

The findings determined in this category seem to be the administrators' view of what they consider to be activities which fit into the internationalisation of the curriculum. Similarly, to what has been identified in the other categories discussed in this chapter, the activities were not planned for the internationalisation of the curriculum.

Teachers' beliefs on teaching practices as reported in interviews and surveys

The findings relating to the teachers' views on the pedagogical practices that they felt fitted into their efforts to internationalise the curriculum were derived from the transcribed interview schedules and teachers' BISC. Three main findings were obtained from the analysis of this data. These were that the teachers took responsibility to incorporate the General Capabilities in their teaching, ICT formed an important part of internationalising the curriculum and the individual teachers made an effort to internationalise the curriculum.

It was felt that the onus was on the teachers to teach to the expectation of the curriculum and include the General Capabilities in their teaching. Three of the participants mentioned the inclusion of these in their planning and teaching. This was expressed by a participant in the following way:

I provide opportunities for them to demonstrate these capabilities within all the learning areas and inter - relate it and develop the relevant problem-solving skills. TP1

ICT is a major part of it. We use lots of cooperative learning activities. TP3

Some things are incidental, and some things are integral. In the primary school, the way you teach ethical behaviour is just inherent in everything that we do because the processes and protocols are being taught to children. I teach some aspects quite explicitly in some instances. I think that the ICT capabilities have been drummed into us so much, that these will be in everything that we do.

TP2

It was felt that the use of ICT formed an important part of internationalising the curriculum and the students had a very positive attitude to its use. These statements were made in this regard:

Because it is the literacy side, I make sure we have multi - mode approaches beyond just books, so that we include things like the internet, blogs and email in the scope and sequence. This gives students the opportunity to incorporate this into the whole literacy learning area. TP1

Yes, definitely good. They want to use computers. Any time where they are going to use ICT they are going to be happy. TP3

It was reported that the staff made individual efforts to promote cultural competence among their students and the school community by having staff and students bringing in food from their cultural background. This was done particularly at Harmony Day celebrations.

The above-mentioned findings suggest that the internationalisation of the curriculum is largely dependent on the class teacher. As indicated above, it is the teacher's interpretation and willingness to implement the entire requirements of the curriculum and

in this instance, it would be that the teacher will have to include the general capabilities in the teaching. The general capabilities directly relating to the internationalisation of the curriculum being the ICT capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding. The reporting of the school's contribution to the internationalisation of the curriculum will follow in the next category of this study.

Administrators' beliefs on teacher practices as reported in interviews and surveys

A participant regarded working with an English second language student as an example of internationalising education. The following was stated in this regard:

Working with a level 1 student who could not speak English at all was a very diverse teaching experience. So that was trying to find ways of putting the language forward for him. AP3

One of the participants spoke about the incorporation of the guiding principles of the curriculum as meeting a teaching strategy for internationalising the curriculum. The following was stated in this regard:

These are embedded in teaching. I would expect that these form an integral part of teaching and that the teaching of these occurs incidentally as the teachers teach. This is part of our school's approach to teaching values and looking out for the emotional and social needs of our students and we use a program called Our Wonderful Learners (OWLS) to assist us with this. AP2

The Promoting Alternative Thinking Strategies (PATHS) program was identified as meeting the requirement of internationalising the curriculum. One of the participants mentioned the following approach used to encourage diverse thinking in teachers:

We engage them in much professional conversation around what their needs are. I normally do a presentation and we'll have discourses. We will have articles that they will take away and read. I have taken teachers on professional

learning. They have come back completely changed. I have taken three people with our Microsoft Partners in learning journey. I was able to engage them with global thinkers as well. I encourage people to be on twitter. I encourage people to actually think outside the box. Content is easy to teach as a teacher. It is how you develop as a teacher that is important. AP1

One of the participants reported the following about the embedding of intercultural learning in the values of the school:

We do not have an identifiable policy as such, but it is embedded in the values of our school. We teach and expect respect and all the moral values that a child should possess to live harmoniously together. AP1

One of the participants mentioned the following about the purposeful inclusion of the General Capabilities in the planning documents:

As the leaders, we are purposefully trying to guide the implementation of the cross curricular priorities and the general capabilities. We are developing a new planning document where teachers will be able to identify and tick off the cross curricular priorities and General Capabilities that they will be addressing in their lessons. AP1

4.3.2 *Teacher skill set*

Teacher skill set as reported by teachers

An analysis of the teachers' interviews revealed that the participants had some experience in working with online activities. This experience was, however, not directly related to teaching in the classroom as one participant in question had done online lecturing for Curtin University, Western Australia. Another participant had worked in Germany, Canada and Fiji. The latter participant reported:

I taught in Fiji for a year at an international school and that was a pretty perfect experience for me. TP2

This participant also had direct involvement with a school in Kenya and mentioned the following:

I am a president of a small charitable organisation in Kenya and I have a school there. I go there as often as I can to give a bit of Professional Development. TP2

Teacher skill set as reported by administrators

The data collected from the administrators' interviews and BISC was analysed and to a certain extent there was consistency with the literature review in relation to what the participants considered were the skills needed for the internationalisation of the curriculum. The skills identified included teachers being able to speak another language, having online teaching experience, having other relevant experience outside that of teaching and an experience with global awareness and international education. These skills are reported in the following paragraphs.

One of the participants was able to speak the indigenous Indian languages, Hindi, Punjabi and Urdu as the participant had lived and worked in India for five years. This participant also had experience in organising a cross cultural meeting. This was stated in the following way:

I'm organising a Teach Meet Global in Bayswater. It is called "One World Education. AP1

One participant reported experience with online teaching. This participant had experience with iBook author, One Note, Google Hangouts and Skype. This is reflected in the following statement made:

I have done a lot of stuff on that, either out of personal interest or the school has made this available for me. For example, I have recently been to an iPad course where you can do the online content with them through iBook author. I have done things like One Note which is the cloud-based thing where you can

provide students with digital feedback on their digital content. I have done things like Google Hang outs. I have used an Adobe product for online webinars. I've used several others, like Skype. I taught lessons via Skype to remote schools. AP1

A participant reported having worked in the hospitality industry prior to becoming a teacher and expressed how this experience was helpful in the participant's present Principal position. The participant made the following statement about this experience:

I have worked in the hospitality industry. I bring a different experience to teaching. I think that I understand people very much and this certainly helps me with working with people, teachers and parents at the school. AP2

One of the participants reported experience with training in global awareness and international education. The participant made the following statements in this regard:

I have training in online learning and E-learning. We use iPads in our teaching and we teach our students to use to use Google. We teach them how to research information, how to set up PowerPoints and all that sort of stuff. This includes taking photographs, creating data and creating projects. I have done some training for students who speak a language other than English. I taught English as a second language to students when I was overseas. We have been part of projects where we have done a little bit of global awareness stuff with the students here as well. AP3

The findings obtained from this analysis shows the skills identified by the participants, which they consider to be relevant to that of internationalising the curriculum. The findings suggest that the participants have a good knowledge of the skills expected, but these are not given priority.

Teachers' beliefs on the required teacher skill set as reported in interviews

The content analysis of the data relevant to this category yielded five main findings regarding the teachers' beliefs about the skills that they believed to be important for the internationalisation of the curriculum. These being: language; the need for teachers to have some international experience; subjects that lend themselves to the topic; the attitudes of the students to digital technologies; and, the Information Communication Technology skills that they thought were needed by the teachers and students.

Firstly, the analysis of the data revealed that the teachers thought that it would be advantageous if teachers were able to have the qualification to teach English as an additional language and dialect. It was also felt that it was necessary for students to be fluent in English. The following was said to support these findings:

Students need to be aware of their own culture and the culture of others and how it is different and that kind of thing. They've got to be able to separate the differences. They've got to be able to separate that this is standard Australian English, and this is my home language. Then it moves to code switching. There are times in the school environment where you need to be competent with Australian English and there are times where home language is appropriate. We did a whole Professional Development (PD) on that. We were doing awareness activities in the classroom. TP1

For ESL (English Second Language) students you have to teach explicitly. So, you show the student the whole purpose of whatever it is that they are doing, then the parts that make up this particular skill. Finally, you show them the whole again. That is particularly with Aboriginal students as they learn very visually. TP3

If they can't read, it makes it very hard for them to keep going with everything else that is the basis for their work. They don't have the language at home to

follow up with their reading. We get volunteers to help them with their reading.

TP3

Secondly it was revealed that teachers felt that they needed to have international experience. It was felt that teachers should have contact with the rest of the world via the internet and different social media to be able to link up different international ideas to their teaching. One of the participants mentioned the positive impact of living in China. This feeling was expressed in the following way:

I think that the teacher of an internationalised curriculum must be international in their approach, but they must act local and think globally. You don't have to go to another country, but you must be checking what other people are doing and be informed about what is going on. You need to be informed about what research is happening, or to connect to people and students of other countries all the time. You should have a look at someone's twitter feed or look at someone's Pinterest or Face book, i.e. all the social media things and blogs. You should read about different things all the time. People are in completely different parts of the country but can converse with one another. Even though they are from different systems they may have the same kind of conversations. They are operating with the same sort of things, and might say: "How did you do that? TP2

Really, I just lived in China and did no teach there. I think it's impacted positively on my teaching. TP4

Thirdly, at least two of the participants identified History, Geography, Mathematics and Literacy as knowledge that is important for the internationalisation of the curriculum. The following was stated:

I think that Learning Areas like History and Geography and those kinds of subjects are important, but also Literacy because it is the communication side of things. TP3

They need to know their Literacy and Numeracy. They need to be able to communicate effectively. TP4

Penultimately the teachers felt that the students needed to be open to differences, resilient, tolerant, compassionate, understanding and have acceptance of all people around them. These attitudes were expressed as:

They need to be open to differences and to change. They've got to be resilient, but they also must be compassionate, relate to lots of different people, academic excellence and the need to be able to respect other people's opinions and their thoughts. TP3

I think that they must have a tolerance and understanding and acceptance of all the people around them. I think, our Australian students need to value education more, and to give 100% to their studies to compete with foreign students, particularly Asian Students, coming into Universities in Australia who have very high academic abilities. TP4

Lastly, the analysis expressed that teachers should have good ICT skills and that they should be good communicators and have knowledge beyond that of the classroom. It was stated that teachers should have an attitude of being proactive and that they should lead students to answer questions and allow them to find answers for themselves. It was also mentioned that students needed good verbal and information and communication skills. These feelings were expressed in the following way:

They must be able to communicate. I think that everybody must, whether it be an adult or child. Everybody has, in this age, a mobile phone, an iPad, a laptop or a computer. Everybody is connected to something. They are all connected to the internet which is connected to the world. Even if they are not using these forms of communication all day in their teaching, they are using these in their planning. These are all means of information exchange. TP4

Obviously, a teacher has to have ICT skills. TP4

Students need good verbal skills to communicate effectively with the use of ICT. They need to know their strengths so that they can have a positive attitude, to be able to access those skills, and what skills they have, to share them. TP2

The findings obtained through the content analysis of the teachers' beliefs on the skills that are needed by both students and teachers for the internationalisation of the curriculum are mostly consistent with what has been suggested in the literature review. This aspect of the study will be discussed in more detail in chapter five. Following on from this, the findings of the Administrators' beliefs on the required teacher skill set will be reported on.

Administrators' beliefs on the required teacher skill set as reported in interviews

The important attitudes mentioned by the participants included teachers catering for the emotional and social needs of the students and being receptive to their needs. This was stated in the following way:

I think that the attitude that we expect is attended to by the fact that we emphasize the emotional and social aspect and we therefore try to work on this. AP2

I guess it is an attitude, rather than knowledge. The teacher should be receptive and willing and aware. A lot of teachers don't think outside the box. AP3

The participants described the knowledge that teachers should know as being described by the curriculum and having knowledge of the wider world. This was stated in the following way:

The knowledge is what is prescribed in terms of the curriculum. AP2

They need to be able to have knowledge of this wider world, beyond their own little world, you know. They need to understand what is happening in Iraq.

“How does it affect my country and how does it affect me?” So not just oh that’s just a piece of news. AP3

The participants identified various skills that teachers should possess. These included, bringing knowledge of the world into the curriculum, having good Information and Technology skills and the ability to teach students to self-regulate. This was stated in the following way:

The skills we emphasise are taught in programs like Our Wonderful Learners (OWLS). I guess it is application. Knowing how and thinking about the world as such and bringing it into the curriculum. How they can cover different aspects of the curriculum. Having good ICT skills is essential and the younger teachers have got that. AP3

I’m always interested in that one. It is one of my pet things. For me students being able to self-regulate and it is all about the world that they live in. Most of their world is online now. For me self-regulation, collaboration, knowledge construction, problem solving and global awareness. AP2

The participants described the qualities of a good teacher as being motivated, knowledgeable about the world, the ability to use ICT effectively in their teaching and meeting the professional standards required of teachers. This was stated in the following way:

A teacher should be motivated and have knowledge of what is happening in the world. The teacher does not necessarily have to be well travelled but needs to do his or her homework. Teachers are skilled in the use of the internet, the Smart Board, as all classrooms have Smart Boards. They need to have a good moral purpose. They need to be there for the right reasons. For the students and not for themselves first. AP2

Teachers need to meet the professional standards by having the professional knowledge to understand to professionally engage with their students. They

need to know how to plan effectively, ensure a safe and supportive learning environment, give effective feedback to the students, know how to reflect on their practice and must seek their own path to improve. Younger teachers seem to adapt more easily to change. The older they are the more fixed they are on how it used to be. I guess it is application. Having good ICT skills is essential and the younger teachers have that. AP3

Then, the one that I'm focusing on now with my staff is how do you give effective feedback to the students. AP1

4.3.3 *Supporting findings from the surveys*

The BISC was discussed earlier in Chapter 3. This checklist is a practical tool that can be used by teachers and administrators to gauge the work done in a school within the realm of global/ international education. The researcher made use of this checklist in collecting the data from the administrators, the principal and two deputy principals, who participated in this study.

As is already mentioned in Chapter 3, section 3.6.2, the data obtained for the compilation of the graphs included in this study was obtained from the frequency of the participants' responses relating to the degree of agreement on the aspects of an internationalised education, as identified in the BISC. The participants' responses to the various categories and subcategories were counted, calculated and represented mostly as percentage ratings. The percentages reflected on the graphs include the counting of the subcategory responses which are factored into categories displayed in the graphs.

The questions on the teachers' and administrators' BISC, collected different data. The teachers BISC has yielded results that respond to the pedagogical aspects of the internationalisation of the curriculum and it is for this reason that these responses have

been included in the pedagogy category of the findings of this study. These responses have been reported under the following subheadings:

General concerns of teachers

Figure 4.2 below shows the degree to which teachers felt about the following general concerns:

Personal teaching workload and personal finances.

The economy and global finances.

Humanitarian concerns.

Climatic change and the conservation of natural resources.

The results shown in Figure 4.2 below reveal that teachers ($N = 4$) are mostly concerned about their teaching load and finances. Humanitarian concerns are rated second, with teachers also revealing that they are concerned about climatic change and the conservation of natural resources.

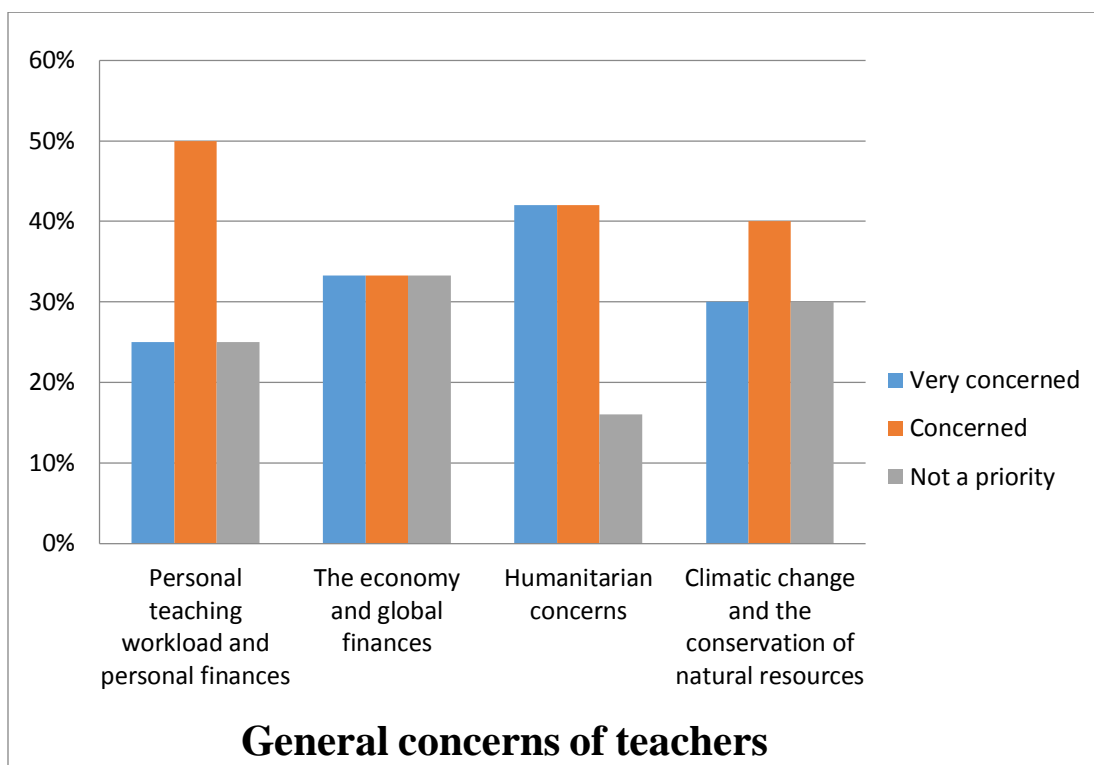


Figure 4.2: Degree to which teachers felt about the general concerns

The importance of global objectives in teaching

A comprehensive list of global objectives was presented to the sample of teachers ($N = 4$) to ascertain the value that they placed on these (See Appendix 8.14 for the comprehensive list). The responses to this comprehensive list were counted and converted to percentage results as shown in Figure 4.3 below.

These results show that the teachers in this study placed a high value on the importance of the global objectives in their teaching. Global objectives form a significant part of the internationalisation of the curriculum and it was good to see that teachers valued these in their teaching.

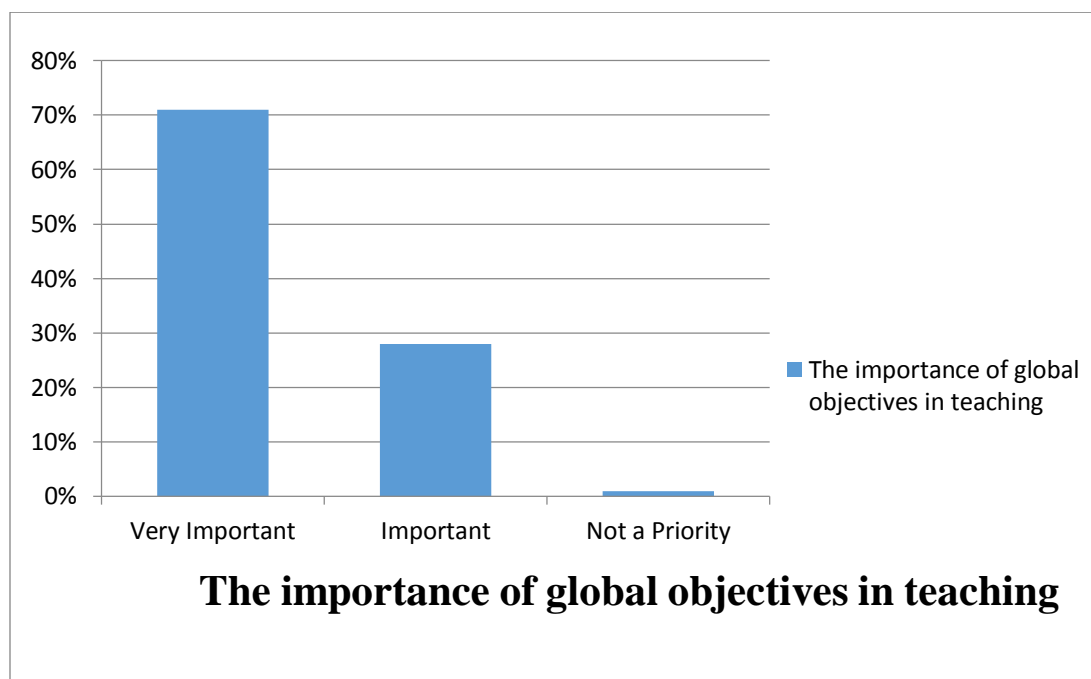


Figure 4.3: The value of importance that this sample of teachers place on the global objectives presented to them.

Topics that teachers have included, have not included, or would like to include in their classes

A list of topics was presented to the teachers ($N = 4$) to illicit their responses as to whether they have included all the topics, have not included some of these topics in their classes, and those who would like to include these topics in their classes (See Appendix 8.15 for the list of topics). The results in Figure 4.4 below show that most of the participants felt that all the identified global topics were included in the topics in their classes.

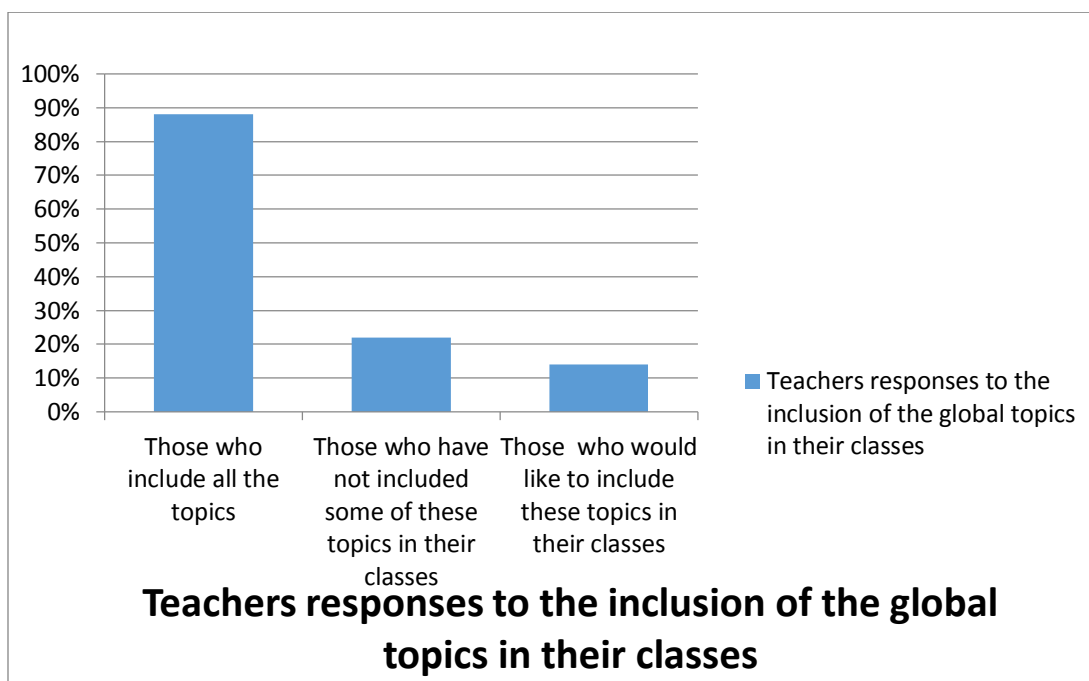


Figure 4.4: The value of importance that the sample of teachers place on the given global topics in their classes.

Skills that teachers feel are important to develop in the classroom to promote an international education

The teacher participants were presented with a list of skills to assess how they felt about their development in the classroom as a means of promoting an international education.

The response from the sample of teachers revealed a majority agreement that these skills were important to develop in the classroom to promote an international education. The skills that were not selected by a minority of the teachers were an appreciation of beauty, organisational skills, relaxation and focus and manual technical skills such as assembling computer hardware.

The importance of teaching a global education

The teachers were asked how they felt about the importance of teaching a global education. The response showed agreement to the teaching of a global education. Five categories were presented to the teachers, these being: very important, important, undecided, unimportant and very unimportant. Half of the teachers felt that it was very important to teach a global education, and this showed that the teachers value the importance of a global education.

The extent to which teachers apply a global education in their classrooms

This category required the teachers to respond to the extent to which they applied global education in their classes. Only one of the teachers responded to applying global education, two indicated that they applied it moderately.

Reasons why a teacher may not apply global education in the classroom

The following reasons were presented to the teachers as to why they may be not applying global education in their classrooms:

- a. Lack of resources.
- b. Lack of interest.
- c. There are more important curriculum areas to cover.
- d. Inadequate content knowledge to teach global topics.
- e. The belief that it is not appropriate to teach global topics.
- f. Global education is not a significant part of the curriculum for the grade level.
- g. The students are too young.

Figure 4.5 below shows that all the teachers ($N = 4$) agreed that a lack of interest and content knowledge were the main reasons why teachers were not applying a global education. Most of the teachers agreed that there were more important curriculum areas and felt that it was not priority to teach global topics. The fact that teachers thought it was not a priority to teach global topics is an interesting outcome given that it is an important

part of the internationalisation of education. Two of the teachers thought that it was not a significant part of the curriculum and that the students were too young. A possible reason the teachers felt this way could be that they taught the lower classes and considered their students to be too young. Only one teacher felt that global education resources were lacking.

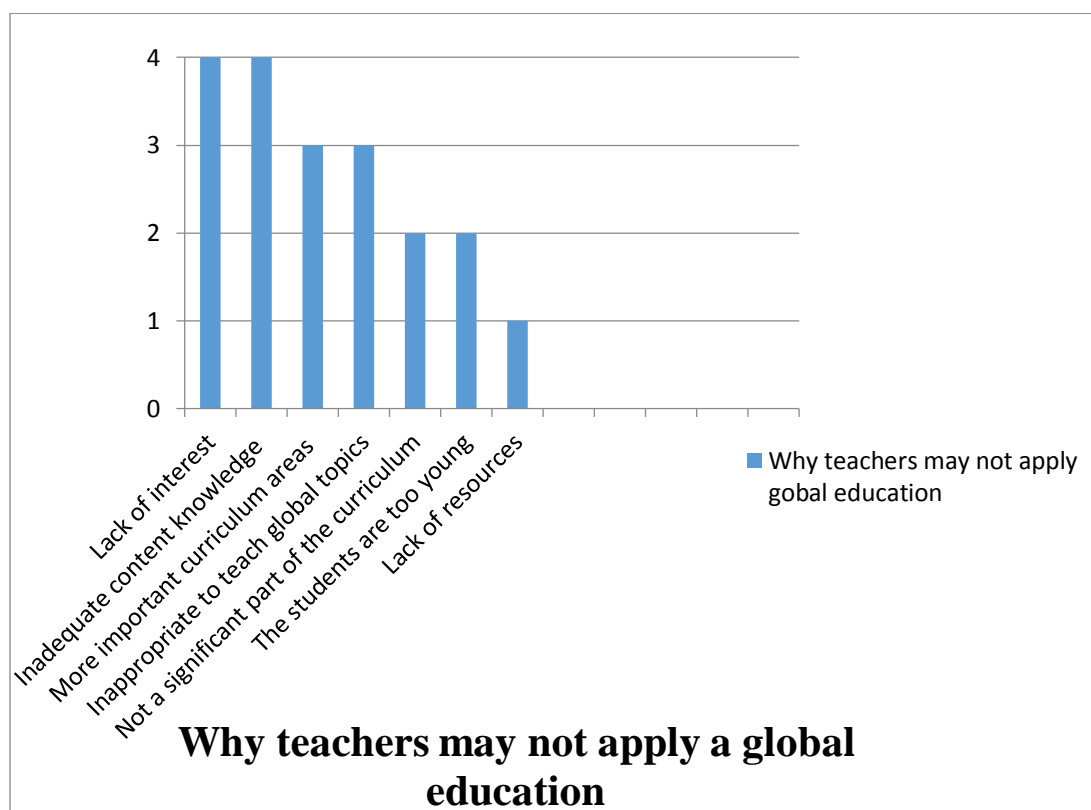


Figure 4.5: Reasons teachers have given for not applying a global education.

Factors that would increase the likelihood of teachers applying global education in their classroom

The following four factors were presented to the sample of teachers to ascertain which of these would increase their likelihood of applying global education in their classrooms:

- a. School/Board/department sponsored professional development.

- b. More global education resources provided in their school.
- c. Opportunities to plan with colleagues for global education lessons.
- d. More emphasis on global education in curriculum outcomes.

The results presented in Figure 4.6 below show that half of the participants ($N = 4$) felt that the above-mentioned requirements would increase the likelihood of teachers applying global education in their classrooms. There were fewer supporting this requirement with a small proportion feeling that they would not support this requirement.

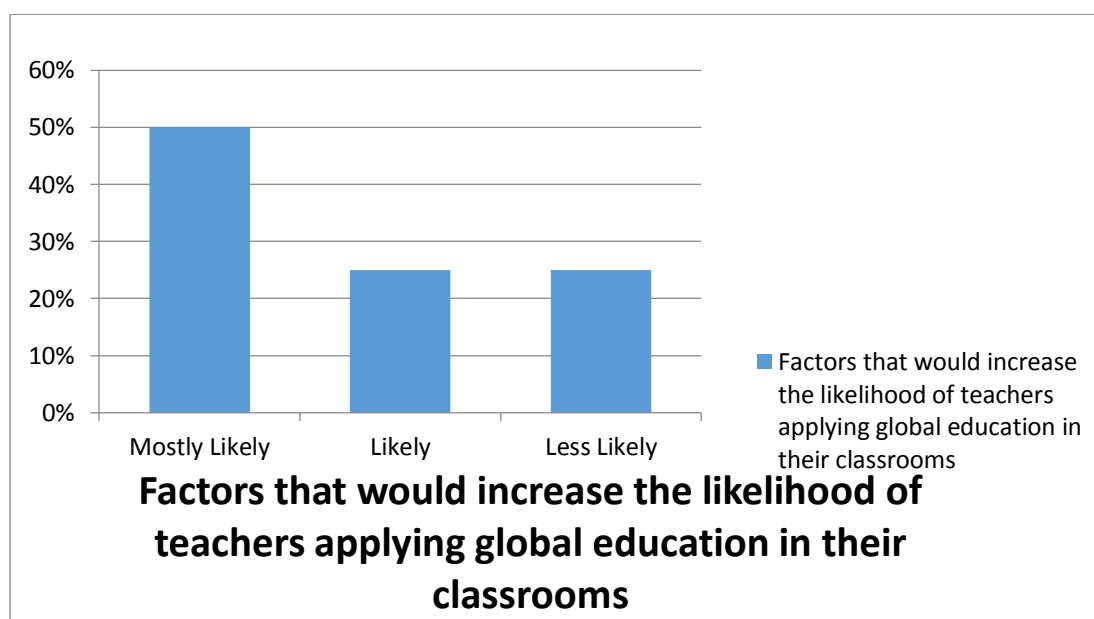


Figure 4.6: Sample of teacher responses to the factors that would increase the likelihood of teachers applying global education in their classrooms.

Students' awareness of global Issues, culture and connection

This section of the checklist was used to gather data from the sample of teachers on the students' knowledge of global issues, culture and global connections. To assist in the collection of this data each of these subcategories, knowledge, culture and global connections was further subdivided into three distinct parts, knowledge, skills and participation.

Students' awareness of global Issues

a. Knowledge

This section was aimed at ascertaining what students knew about global issues and how well they knew it. The data collected was in response to whether students were aware that global issues existed, affected their lives and whether students were studying a global issue in depth and over an extended period of time.

b. Skills

The data collected aimed to establish whether the students knew how to study global issues, whether they had the skills needed to investigate and research a topic or issue, solve problems, analyse issues, interpret information and make a case for a point of view through reasoned persuasion. The section also interrogated whether students had the ability to suspend judgment when confronted with new information about a global issue which conflicted with their own understandings and values.

c. Participation

This section aimed at establishing if students knew how to make a difference in resolving issues. It interrogated whether students knew how to approach global issues, problems and challenges objectively, with neither undue optimism nor unwarranted pessimism. It also aimed at establishing whether students knew how to develop some sense of efficacy and civic responsibility by identifying specific ways that they could make some contribution to the resolution of global issues.

The results as presented in Figure 4.7 below show that most of the participants ($N=4$) felt that the students had a satisfactory knowledge of global issues and the least number feeling that the students had an excellent knowledge of these issues. The results also show that the students had poor skills and participation levels in global issues.

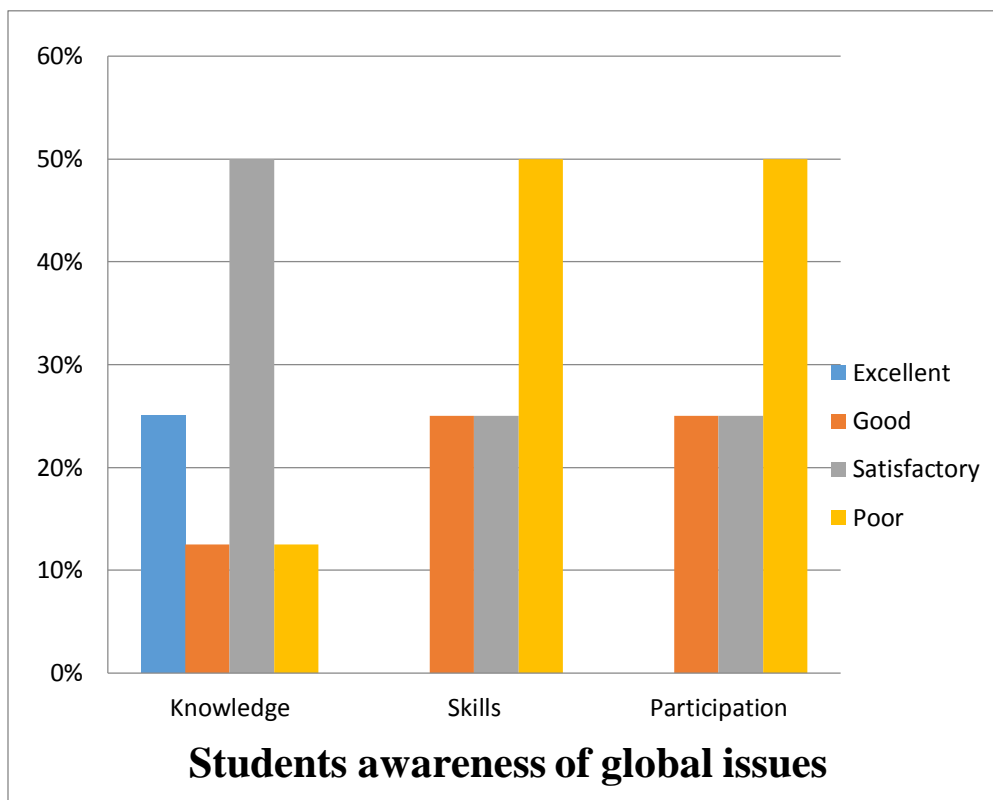


Figure 4.7: Results of the responses of the sample of teachers for all three sub-categories of the students' awareness of global issues.

Students' awareness of culture

a. Knowledge

This section is aimed at ascertaining what students know about culture to establish their knowledge base. Several questions in this regard were asked. (See Appendix 8.15).

b. Skills

This section aimed to discover how students can learn about culture. A set of questions was asked to discover what skills the students possessed with regards to culture (See Appendix 8.15).

c. Participation

This section was concerned with how students could improve their ability to understand others and a set of questions were asked to ascertain this (See Appendix 8.15).

Figure 4.8 below shows that the teachers ($N = 4$) felt that students were lacking in their awareness and knowledge of culture. The results of the skills aspect of culture showed that the students had a satisfactory knowledge of this component. The teachers had approximately equally mixed feelings between, good, satisfactory and poor student ability in participation in culture.

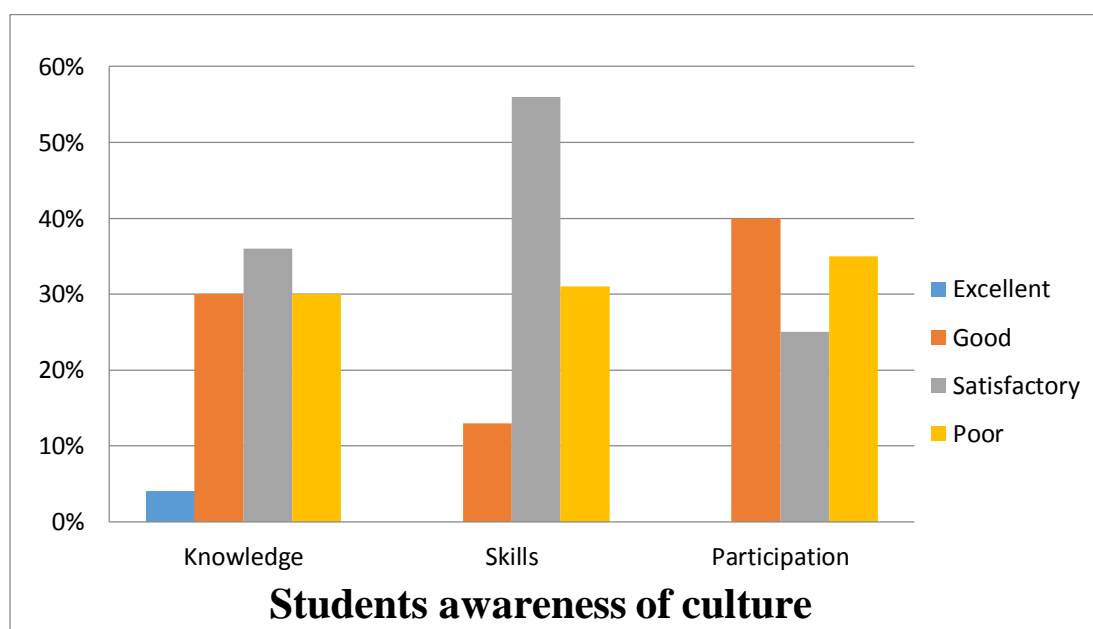


Figure 4.8: Results of the responses of the sample of teachers for all the three sub-categories of the students' awareness of culture.

Students' awareness of global connectedness**a. Knowledge**

This section was about the students' knowledge of how Australia is connected to the world. To ascertain this, a set of questions were asked (See Appendix 8.15).

b. Skills

This section was to ascertain whether the students possessed the skills needed to analyse and evaluate global connections. A set of questions were asked to ascertain this (See Appendix 8.15).

c. Participation

This section was to establish whether students knew how to explore democratic citizenship through global connections. A set of questions were asked to ascertain this (See Appendix 8.15).

The response to this requirement presented in Figure 4.9 below shows that the participants ($N = 4$) have equally mixed feelings about the students having a satisfactory awareness of global connectedness. Fewer felt that the students had minimum ability, knowledge of and participation in global connectedness.

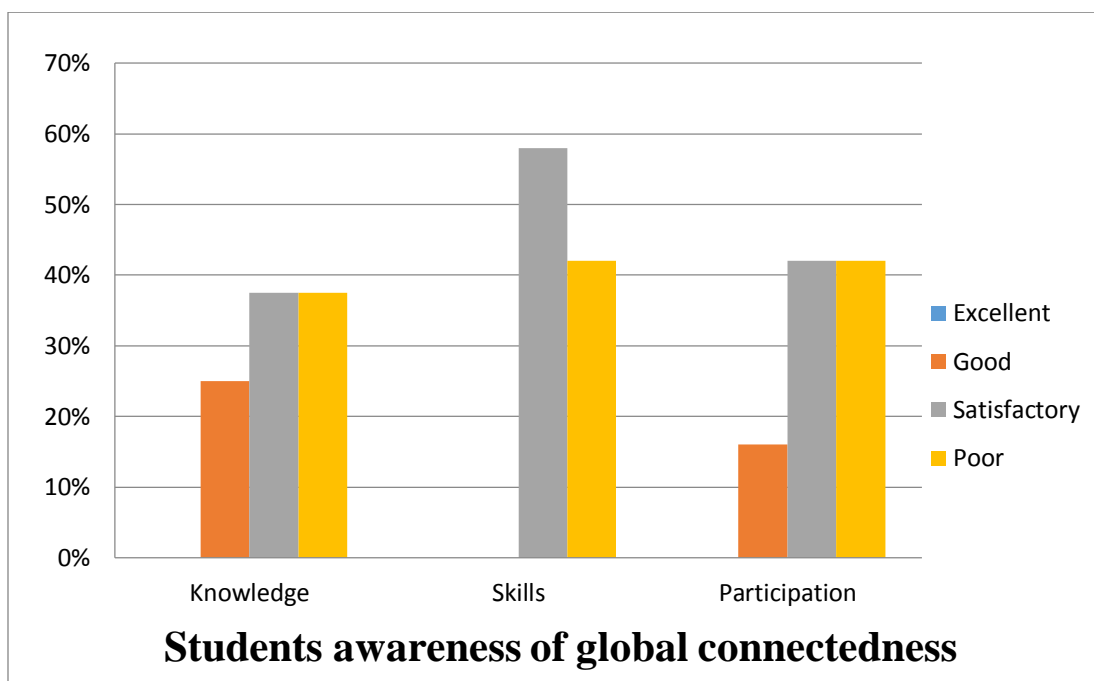


Figure 4.9: The results of the responses of the sample of teachers for all three sub-categories of the students' awareness of global connectedness.

4.3.4 Supporting document analysis findings

The schools' whole school planning documents, curriculum planning documents, lesson planning documents, relevant school policies, textbooks, library books, print and non-print materials in the library and ICT were analysed to arrive at the following emerging themes directly related to the pedagogical findings of this study. For the purpose of fulfilling the anonymity of the schools participating in this study, the two schools were reported on as School A and School B respectfully.

The global topics important in teaching at the school

The schools' documents as described above were analysed. The results of the analysis of the relevant planning documents revealed no evidence of the inclusion of global topics.

The knowledge, attitudes and skills the school has considered important to prepare all students for an increasingly globalised world

School A was a Teacher Development School and their planning reflected an emphasis on improving Literacy and Numeracy skills. This school had a focus on English second language speakers. The teachers had attempted to improve literacy skills. One of the teachers used ICT to enable the students to study different regions of the world. This school had a special program, Our Wonderful Learners (OWLS). Through this program, students were awarded points for being safe, respectful, responsible and good academic learners. There was evidence of very good academic planning and the incorporation of the knowledge prescribed by the curriculum. School B was also a Teacher Development School and their focus was Literacy, which was evident in their planning. They also focused on ICT.

Particular subjects, content and/or modes of delivery included in the school curriculum to promote internationalisation

School A included English, History and Geography as part of what it considered as the internationalisation of the curriculum. There was no evidence in any of the documentation regarding international education curriculum programs, activities or events in the school. There was no evidence of a lesson that was designed to teach international education. An activity close to meeting this requirement was where one of the teachers used atlases to discuss the different countries and to place Australia into the context of the rest of the world. School B considered English, History and Geography as subjects having an internationalisation of education component. There was no evidence of any documentation regarding international education curriculum programs, activities or events in the school. There was no evidence of a lesson that was designed to teach international education. Two examples close to this were sighted. One was that of a research project that the students had done on China. The other was where one of the teachers engaged the students in a project on studying the different European countries.

Activities and programs that promoted intercultural competence

It was found that School A had a cultural appreciation program which was well documented. Included in this program was the National Aborigines and Islanders Day of Observance Committee (NAIDOC) week and Harmony Day. At the time of the data collection the principal of the school was in the process of negotiating the employment of one of the local Maori community leader to coordinate a cultural appreciation program in the school for the Maori students. The aim was to bring about a sense of ownership from this community and to improve the Maori students' school attendance. The documentation sighted was, "Creating Civic Capacity", and the focus was to build unity within the community. School B also used the opportunity of Harmony week and National Aborigines and Islanders Day of Observance Committee (NAIDOC) week to showcase the different cultural aspects of the cultural groups represented in the school. The Friendly

Schools program, used to bring about cultural awareness and the acceptance of differences, was sighted. The Shine Program run by the School Chaplain was sighted. This was a program designed for young girls to help them become more aware of themselves and to develop their social skills.

The incorporation of Information Communication Technology into the whole school curriculum

The students at School A used computers to research topics taught and they produced internet-based projects, and there was evidence of the use of iPads in their learning. School B was a Teacher Development School in ICT. The Associate Principal was employed as the Information and Technology Head. There were adequate ICT resources. Their planning reflected the inclusion and use of these resources.

Support programs designed to begin and strengthen second-language study in world languages, and areas of global/international education such as geography, history, literature and the sciences

An analysis of school policies and support programs designed to begin and strengthen second-language study in world languages, and areas of global/international education such as geography, history, literature and the sciences, revealed that as a Teacher Development School in English as Second Language (ESL) School A placed a major emphasis on improving the English skills of the students. However, there was no evidence to support this specified requirement. School B also had no evidence to support the meeting of this requirement.

Social Studies program for students that includes the learning of other cultures, how they are connected to the world, and global issues that affect their lives

Both schools had no specific programs to meet this requirement. They purchased instructional materials to accommodate the teaching of the content of the new curriculum. With reference to the school's policy statement for the selection of instructional material, both schools did not have a specific policy.

Instructional materials reflecting the ethnic and racial diversity of Australia and the world

Both schools had a library that had adequate Aboriginal support material and some instructional material on ethnic and racial diversity.

Content, illustrations and activities reflecting ethnic and racial diversity in textbooks and supplementary material across all grades and subjects

Both schools had learner support material designed for the Western Australian Curriculum and had content and activities to meet this requirement.

The inclusion of global issues, global connections and global cultures in textbooks and supplementary materials across all subject areas

Both schools had learner support material designed for the Western Australian Curriculum, which met this requirement, and there were adequate resources in the library to assist teachers in fulfilling this requirement.

The school's engagement in any international activities on the internet

There was no evidence from both schools to support this requirement.

4.3.5 Supporting evidence from artefact analysis

The data derived from the completed observations made at the two schools was analysed and categorised to fit into the three main categories of this study. The findings which fall into the category of pedagogy will be reported on here. The findings obtained from the two schools will be reported on separately. As noted earlier, the schools will be identified as School A and School B respectively.

Reflection of global themes and ideas that connect the students with what they are learning about the world. In addition, to see whether the diversity of the student body and their respective cultures are reflected in the classroom

School A:

As illustrated in Figures 4.10, 4.11 and 4.12 below, the school buildings were given different Aboriginal names. There were large mosaic artwork displays of the Aboriginal flag, the Torre Strait Island flag and the Norfolk Island flag.



Figure 4.10: Aboriginal artwork on the school's building



Figure 4.11: Aboriginal artwork in the school's flower garden



Figure 4.12: Mosaic artwork of the representative flags at one of the schools

There were several displays relevant to the topics that the students had learnt in the classrooms. In this particular school, there seemed to be an emphasis on Aboriginal culture and these were seen in most of the classrooms and wet areas. The students learnt French as a second language and there was evidence of the work that the students had completed.

As illustrated in Figure 4.13 and 4.14, the school's French Teacher used food as a theme and there were French words with relevant pictures displayed in this classroom.



Figure 4.13: Display of French food and the accompanying vocabulary



Figure 4.14: French food display

School B:

A walk around the school revealed a strong Aboriginal presence. A large banner and paintings of Aboriginal artwork were displayed in the main foyer of the school. The school buildings were given Aboriginal names, and these were also the faction names. The artwork depicted in Figure 4.15 represented the school's symbol, "The Rainbow Serpent." It was explained that in the Aboriginal dreaming, the Rainbow Serpent is associated with creation. The Rainbow Serpent, usually represented by a large snake like animal, is the protector of the land, its people and is the source of life. Figure 4.16 also shows another example of the Aboriginal art that forms an important part of the schools' culture.



Figure 4.15: Aboriginal artwork.



Figure 4.16: Aboriginal artwork.

There were many literacy displays in the classrooms observed. Literacy was one of the focuses of the school's Teacher Development Program. As illustrated in Figure 4.17 and 4.18 below, a display of Chinese lanterns and decorations was shown in one of the classrooms.



Figure 4.17: Chinese lanterns and decorations.



Figure 4.18: Chinese Decorations

The international education curriculum programs, activities or events in the school

School A:

There was no clear evidence of an international education curriculum program and the activity closest to this was a display of the school's contribution to Book Week as illustrated in Figure 4.19.



Figure 4.19: The school's contribution to Book Week.

School B:

There was no evidence of any international education curriculum activities or events in the school.

The school's incorporation of Information Communication Technology into the whole school curriculum

School A:

Every class in the school had a Smart Board and Apple TV unit. Each block had at least 15 computers in their Wet Areas and there were at least four computers in each classroom. There were 130 iPads in the whole school and these were shared by the teachers. The school had an effective Application (App), which it used effectively to communicate with the parents. The Parent and Citizens Committee had an effective Facebook page to communicate the events and happenings at the school. The teachers used the internet to source information about other countries and continents. The Parent and Citizens Committee were instrumental in securing a digital notice board at the entrance of the school which was a source of information for parents. The students used the internet to search for information to complete project work. They made use of Poppet, Book Creator and Keynote. Figures 4.20 and 4.21 illustrates the creative work of the students and the available ICT resources.



Figure 4.20: Displays of work of the students



Figure 4.21: Information, Communication and Technology Resources in one of the classrooms

School B:

As mentioned earlier, this school was a Teacher Development School for Literacy and ICT. The school had employed an Associate Principal with the portfolio of Head of ICT. This was a very bold move by the school to develop the ICT. The Associate Principal was a proactive leader who was extremely knowledgeable and passionate about the use of ICT. The Associate Principal invested much time and dedication into this task and was very involved in networking with other schools, locally, regionally and nationally.

One of this Associate Principal's initiatives was to incorporate the use of computers in the classroom rather than to have a dedicated computer room. It is believed that the computers are of more value to the students at the point of need, which is in the classroom. Each class had a set of laptops for use. If teachers needed additional laptops they could request them from the library. The teachers could share the use of laptops dedicated to the various blocks at the school. Every classroom had a Smart Board, and these were used effectively by the teachers. Every teacher had a school laptop supplied to them, to assist them with their teaching. This is irrespective of the teacher having their own laptop. As a Teacher Development School, the school provided development through webinars and Skype, mostly to graduate students who worked in remote areas.

The school had an upgraded Wi-Fi capability to support the use of Information Communication and Technology. This enabled them to stream any content they liked to use. The school used multi-mode approaches in their delivery of content. This included the use of internet and blogs.

4.4 Curriculum

4.4.1 *Teachers' identification of activities aligned to the internationalisation of the curriculum in interviews*

The data analysed to derive the findings identified under this category were obtained from the transcribed interview schedules. The findings articulate the pedagogical activities and programs that the teachers considered to be in alignment with the internationalisation of the curriculum. It also includes the teachers' understanding of activities with an international context, their description of school activities or programs that promote intercultural competence and their understanding of cultural diversity. In reporting some of these findings, reference is made to the direct questions asked that pertain to this category.

Classroom activities

One of the teachers mentioned the use of atlases to teach the students about Australia and extending this to teaching about other countries. Another teacher reported the use of artefacts collected from the participants' stay in China. It was mentioned that teachers used persuasive texts to engage students on topical events that affected the world, like the incident of the disappearance of the Malaysian aircraft, MH370. Persuasive text is also used in the teaching of laws, legislation and human rights, which forms part of the Year 6 and 7 curricula. One of the teachers mentioned that globalisation and the internationalisation of education happens in the teaching of Geography and that there were opportunities for this in the Literacy components of the different Learning Areas. Some of the statements made in this regard were the following:

I guess with students we used some atlases and they had never used atlases before. They had to find a world map and find where Australia was on the world map. It went from just giving what the text was about. They went through it as this is the whole and that's bits and pieces of it. Then we looked at Australia as

a small part of it. Then we looked at the whole world and where Australia was in it. TP1

At the beginning of the year, I brought in different artefacts for them to have a look at. These are things that I have from collecting while I have been away. We looked at the different aspects of the Chinese New Year, and the different horoscopes, the different animals and what they represented. I would just use that as part of my literature in the teaching of English. They would all have to take one. They had to do research on it. Then there was a sharing session. Basically, it is content that they are learning as part of my approach. It is just about comprehension. They learn that through the experience of that particular activity. TP4

We put a huge map on the floor and I think that it was a map of Europe. They cut it out and they each had a piece, then they had to reassemble it. It was quite fun because it was a little difficult to communicate with each other. It was exciting for them to be holding a country or a piece of land in their hand and then trying to figure out that is on the border there and that must go over there. That was fun, and I remember that it was a great activity. We displayed it in the classroom for a while. When it was the Commonwealth Games they had to check whether their country was competing or not. If they were not able to find their country, the reason was that their country was not competing. They then had to find out why their country was not competing. That just gave them another dimension to what they were studying. TP3

The use of an inquiry approach to learning

It was mentioned that that an inquiry-based approach to learning meets the requirements of the internationalisation of education. The use of ICT in teaching was mentioned as bringing the world closer to the students. One of the participants expressed this, using the following statement:

With the use of ICT, it is easy. It's easy to bring all that in because you can use all sorts of different media to cross over any geographical distance. You can suddenly be looking at something at the North Pole or you can be looking at the bottom of the ocean. There is nothing stopping you, except your own creativity. TP2

Activities promoting intercultural competence

The teachers' description of school activities or programs that promote intercultural competence included accommodating Aboriginal Culture in the schools, having multicultural days, and a Shine Program for the girls at one school. This is shown in the following statements:

We have named our blocks after the Aboriginal seasons. We worked on the vision statement for the school and we had a cleansing ceremony. We had Aboriginal people come out. They talked, and we walked through a smoking ceremony. We had this at the beginning of last term. It was actually very good. Everybody thought that it was good too. TP4

On Harmony day, we will do something. We have dancers come out. In the past, we have had story tellers. TP3

We have had multicultural days or things. We have a "Friendly Schools Program." That is a little bit of the cultural awareness and accepting difference. We have a Chaplain and she is running a Shine Program at the moment, which is for young girls, to be just aware of themselves. This is an extra thing and I think that is quite nice. In my class, I had a shared lunch last term. Everybody

had to try to bring food from a different country. Most classes teach the festivals. TP3

Activities promoting cultural diversity

In response to the question about cultural diversity in the school, one of the participants spoke about accommodating cultural dress and made the following statement in this regard:

We had a Muslim student that had to wear his head dress. The girls had to wear their long sleeve shirts and their tracksuit pants. This was accommodated and respected. TP 1

4.4.2 *Administrators' identification of activities aligned to the internationalisation of the curriculum in interviews*

Global awareness activities

The schools do not plan for any global awareness activities. The administrators stated that they did not plan for these and that these were simply an incidental part of the teaching at the schools. Activities identified included talking about cultures, nationalities, the teaching about other countries of the world in Geography, the use of ICT and Google. One of the administrators gave their viewpoint on global awareness and stated the following:

Those things are automatic. We talk about cultures. We talk about other nationalities. In Geography, we are looking around the globe. Certainly, internationally, that way. Google, if we are researching. ICT is just global. AP3

The incorporation of the internationalisation of the curriculum in whole school planning

When the participants were asked about the incorporation of the internationalisation of the curriculum in the whole curriculum planning they suggested that since the curriculum was so broad the internationalisation of the curriculum should be incorporated in everything that is taught. It was also mentioned that Aboriginal culture is catered for in Geography. The following was stated regarding this requirement:

It has so much depth. You can actually dip in and catch what you want. In the breadth of it there is enough to teach as well. It's part of the curriculum now. There is no need to do anything separate. The curriculum is so broad. AP1

It should be incorporated in everything so that it is a process. Not that it is something that is on its own. The Aboriginal side of things is catered for in Geography, but not necessarily other cultures. AP3

We do not have a special emphasis on this, but expect that teachers are incorporating this in their teaching. AP2

The response to this requirement shows that there is no specific planning for the internationalisation of the curriculum and that the participants feel that it is all incorporated in the teaching that take place at schools.

School events with an international dimension

The participants identified the following activities as some of the activities or events in the school that could be considered to meet the needs of an international curriculum:

We have a family fun day. We had not had it for twenty years, but we had one last year. Different cultural food was sold on that day. AP3

We have events like dress up days or as I said, in blocks they will organise class parties around a festival, like Chinese New Year. AP1

The responses to the school events with an international dimension show that the schools do not directly plan for these. The events identified are what the school considers as meeting this requirement.

4.4.3 Teachers' viewpoints on the school's contribution to the internationalisation of the curriculum in interviews

The school in this study is identified as the teaching staff, the school administrators (Principals, Deputy Principals and Heads of Department) the school councils, the parents and the Department of Education. The data was analysed in response to sub question 3, of the research question: *What contribution do the schools make to preparing students for a global future?*

The analysis did not yield the most exact expectation for answering the question. The responses seemed to reflect what the participants thought were the contributions of the school to internationalising the curriculum. Once again there was no visible goal directed approach for fulfilling this requirement of the curriculum.

The effective use of ICT resources

Both schools had shown that they had made an extra effort to secure ICT resources and the use of these in their schools. A participant mentioned the use of Applications (APPS) in internationalising the curriculum. The following was stated:

We use Poppet, Book Creator and Keynote, which is like PowerPoint. We are moving into making iMovies and those sorts of things so that they can start putting their work into that. TP3

The participants viewed having adequate and good ICT resources as a major contributor to internationalising the curriculum. This view was reflected in the following statement made:

I think that it always has been a massive expectation of the school that we incorporate Information and Communication Technology in our teaching. If you do not then you are behind. I think that we are really doing a good job with it. We do Teach Meet and we use ICT as much as we can. People are using it all the time, I think. TP4

As already mentioned, it seemed that the internationalising of the curriculum was not a priority in the schools. It seemed that the schools were preoccupied with implementing the content aspects of the curriculum; that the internationalisation of the curriculum was almost a foreign expectation and happened incidentally in the schools.

In as much that schools had made commendable efforts in securing ICT resources, the schools did have challenges with having adequate numbers of computer devices. The major problem reported was the lack of expert maintenance of these resources. The schools did not have the financial resources to employ a computer technician. This task, in some instances, was fulfilled by teachers. The teachers indicated that the schools did not have up to date resources. Some reported that schools were sometimes 8 to 12 months behind in ICT capability. Added to this was that there were some teachers who did not see the value in the use of ICT resources. These limitations, expressed by the teachers, are mentioned to illustrate that although resources were available, it was the lack of maintenance of these that impeded on their effective use in the schools.

Progress made in implementing the new curriculum

The analysis revealed several encouraging contributions that were made by the schools. Both schools reported that they had secured many computers, laptops and other ICT resources to assist with their teaching and to meet the requirements of the implementation of the new curriculum.

SCSA had strict timelines for the implementation of certain requirements of the curriculum. Schools were, at the time of this study, preparing themselves for the new reporting process, in line with the implementation of the Western Australian Curriculum. One of the schools had gone ahead with the reporting process and made efforts to define the new student reporting requirements to parents. There was a measure of confidence stated in the implementation of the changes to the Western Australian Curriculum. The following statements reflect this:

The requirement to meet the standard is quite high. We thought that there could be a problem because teachers might be giving C grades when they may have given B grades before. So, we had a discussion about that and something was written to go with the reports, so that the parents could understand the achievement levels. TP4

If you are following the new Western Australian Curriculum you can't escape global topics. These include human rights and environment issues which are inherent in sustainability. The school is supportive of us teaching these aspects of the curriculum. TP2

We are at the stage now where we are ready. Most of us have an awareness of what the Western Australian Curriculum is made up of. TP1

We tried to make sure that we were ahead of the rest. We didn't want to leave it all to the end. We wanted to make sure that we did it gradually and it wasn't

a big impose on the staff. It's been more integrated that way. So, people haven't had to have such a big learning curve. TP3

Schools prioritise the implementation of the content requirement of the curriculum

One participant mentioned that the implementation of the immediate requirements of the curriculum were considered over and above that of the internationalisation of the curriculum. The participant stated the following:

We have not had the need for this. We are concerned more with the implementation of the content of the new curriculum and with the emotional and social well-being of the students. TP3

It was felt that the schools focused mostly on Literacy and Numeracy and there was no time to attend to the other aspects of the curriculum. Another participant felt that there was so much else to teach, they had to play catch to get student grammar skills up to speed and there was very little time to think of including a global context in the teaching. These participants stated this in the following way:

You try to do things but there is such a focus on Literacy and Numeracy and everything else just gets lost. TP1

I would do more, in a global context, if I had more opportunity to do so. I really do feel pushed for time. TP4

Inadequate training and support in the implementation of the curriculum reported

Another participant mentioned that the implementation of the Western Australian Curriculum had not been effective in that the depth of the professional development workshops had not been covered as it should have been. The participant mentioned the following:

I feel that we were simply given the documents and had to figure things out for ourselves. TP1

Teachers felt that there had been less emphasis given to the General Capabilities and that they lacked confidence in this aspect of the curriculum. This was stated by a teacher in the following way:

I'm finding that there is a lack of confidence by some staff because it has just become a priority in the Western Australian Curriculum. A lot of teachers are saying we don't have the knowledge of the Aboriginal and Torre Strait Islander's culture and history. TP2

Reasons given for the non-implementation of Asia Literacy

The responses to the teaching of Asia literacy in the schools as part of the requirements of the new curriculum varied from a lack of confidence on the part of the teachers, the non-availability of teachers to teach an Asian language, the lack of finances to employ an Asian teacher, a lack of knowledge of this requirement and the fact that it was not a priority in one of the schools. The following statements were made with regards to this requirement:

I'm finding that there is a lack of confidence by some staff because it has just become a priority in the curriculum. A lot of teachers are saying we don't have the knowledge of the Aboriginal and Torre Strait Islander's culture and history.
TP2

I had only heard mention of the Melbourne Declaration for the first time the other day, because I hadn't read it either. TP3

We do not have an Asian Teacher because Language other than English (LOTE) teachers are hard to come by. It is out of convenience that we have an Italian Teacher. TP2

We are looking at one of the Asian languages. If we have the money we will have that. It is French at the moment, but the community will have the option to raise their preference to have the language changed. TP2

We haven't gone further with it at this point in time. We will have to put that on our list of things to do. TP3

We are redefining the Language other than English (LOTE) teacher's role to that of Asian Studies. We are a Teacher Development school in English as Second Language (ESL). So, we have a strong focus on ESL. TP1

Asia literacy is not a focus at our school. I focus more on the indigenous side, and the students explore their own culture. I think there is so much new in the curriculum that you first have to master, subjects like Literacy and Mathematics. Asia literacy is further down the track for us. TP1

The teacher who taught Indonesian left, and we could not replace her with another teacher of the Indonesian Language. We replaced her with a French teacher. We had to take what we could get. The policy at that time was that the school had to have a language other than English taught. It is not a requirement anymore, so we could replace that with Asian Studies, not necessarily the teaching of an Asian Language. TP2

We don't have a lot to do with that yet. I haven't seen it come up a lot in the curriculum and stuff at this point. TP3

The curriculum is too crowded

It was felt that the curriculum outline was limiting, and the following statement was made in this regard:

We are limited by what we can do in terms of the curriculum outlines etc. Like I said it is quite broad. There are lots of opportunities, but we have to follow the curriculum and complete the content. We are limited in what we can do in terms of actually making our teachers' thinking a bit diverse, to actually develop their understanding of the 21st century learner. TP1

It was reported that the curriculum was too crowded and limited what the teachers could do to promote intercultural learning. The following statement was made in this regard:

The problem now is that the curriculum has become so crowded that teachers are now bound by what content that they have to deliver. That's probably how it is going to go. You actually have to be very defined by what the curriculum dictates really. TP1

It seems that the crowded curriculum caused much work for teachers which left them with very little time to attend to the internationalising aspect of the curriculum.

4.4.4 *Administrators' viewpoint on the school's contribution to the internationalisation of the curriculum in interviews*

The beliefs of the schools' contribution to the internationalisation of the curriculum will be presented in terms of the progress that the schools made towards the internationalisation of the curriculum and the meeting of the requirements for the internationalisation of the curriculum.

Progress made with implementing the new curriculum

One of the participants summed up the progress that one of the schools had made with the implementation of the new curriculum in the following way:

We have been doing the Western Australian Curriculum for a few years now and have been reporting on Literacy and Numeracy for three years. We could not report on Geography last year. We took it on board. It wasn't compulsory, and it is just something that we looked at. AP

Auditing of the international curriculum

When asked about the audit of the school curriculum for the internationalisation aspect of the curriculum the following comment was made:

Our present need is with implementing the new curriculum and seeing to the social and emotional needs of our students. We want to work on this first before we can proceed with anything more than this. No. it is not a focus. AP3

It was revealed that in both schools the internationalisation of the curriculum was not a priority and that the audit of the international curriculum was non-existent. This was not a mandated requirement and it seemed, for this reason, the schools did not accommodate an audit of the internationalisation of the curriculum.

The integration of ICT resources into the curriculum

The content analysis of the data revealed that the schools were adequately resourced in terms of ICT. Both schools reported the following with regards to the availability of IT Resources for 21st century learning:

We have much IT resources and we are at the stage where we are fully integrating it into the teaching programs. AP2

The responses from the participants showed that they felt that they had adequately incorporated the use of ICT in the curriculum.

The introduction of a mathematics study program

One of the participants felt that that the Mathematics Program, borrowed from Singapore, introduced in their school, formed part of the school's contribution to the internationalisation of the curriculum. The following was stated in this regard:

In internationalising the curriculum, we are picking up a Singapore Mathematics Study Program because it is supposedly much higher than the Western Australian Curriculum is incorporating. We brought it in and we are looking at it. AP3

The 21st Century Learning Design Program (21CLD)

The 21st Century Learning Design Program (21CLD) as a framework for global awareness was mentioned as one of the initiatives being piloted, which highlighted an aspect of global awareness taking place at one of the schools. This statement was made:

Some teachers are piloting the 21st Century Learning Design Program (21CLD) curriculum framework and that is again because of being part of the Microsoft Partners in learning journey. It highlights global awareness and 21st century learning. AP1

4.4.5 Supporting document analysis findings

The progress the schools had made with meeting the demands of the curriculum

The schools' whole school planning, curriculum planning and lesson planning documents, relevant school policies, textbooks, library books, print and non-print materials in the library and ICT were analysed. This was undertaken to ascertain the progress the schools had made with meeting the demands of the curriculum. School A made use of thoroughly developed scope and sequence documents of another school to assist them with the implementation of the Western Australian Curriculum. At this school, the implementation of the curriculum was driven by one of the Deputy Principals. This school had fully implemented the changes to the curriculum in English (Literacy), Numeracy, Science and History. This school had taken what another school had done particularly well, and they

followed these documents to plan their own programs. School B made use of the Literacy specialist teacher, who attended professional learning on the revised curriculum and the online nature of the curriculum. This teacher then presented this to the staff. The teacher could support staff in navigating along the online nature of the curriculum. The school had organised Professional Learning Communities for English, Mathematics, Science and History. These Professional Communities looked at the content and the assessment of the curriculum. The school reported on English, Mathematics, Science and History.

The incorporation of the internationalisation of the Curriculum in whole school curriculum planning

This aspect was not evident in any of the documentations of either school.

The extent to which the school has incorporated the Guiding Principles for Western Australian schools in the planning of the whole school curriculum

School A did not incorporate the guiding principles in their planning. The administrators and teachers reported that this was not directly planned for but formed an integral part of their teaching. School B did not consider the guiding principles in the planning of the Learning Programs. These results show that this curriculum requirement is not focused on.

The extent to which the school has incorporated Asia Literacy in the Whole School Curriculum.

This was not evident in any of the documentation of both schools.

4.4.6 *Supporting evidence from artefact analysis*

As mentioned earlier the data derived from the completed observations made at the two schools was analysed to fit into the three main categories of this study. The evidence which falls into the category of the curriculum will be reported on here. These findings obtained

from the two schools will be reported on separately and the schools will be identified as School A and School B respectively.

Support materials available to help plan and deliver a curriculum that is appropriate for international education?

School A:

The school had a librarian who managed the library facility very well. It was fully functional with adequate resources for both the students and the teachers to assist with the implementation of the new curriculum and to support its internationalisation. There were adequate books with the necessary information on different cultures of the world, with many resources on Aboriginal culture. The librarian was well informed with the needs of the revised curriculum requirements and was responsible for purchasing new curriculum resources. The teachers requested resources and the librarian sourced the best available resources. Many of these resources were observed.

The resources observed included many books on global topics and the different countries and cultures of the world. The library had a section specifically dedicated to teacher resources. The resources were professionally managed and easily accessible, and the library had a well-managed accession system for searching for books and recording the borrowing of resources.

At the time of the observation the school had a lovely book display for National Book Week. There were also displays of the work of the students. These included content-based activities and some of the creative art work of the students as illustrated in figure 4.22 below. There were many resources in the library. There were enough books for all learning areas and information on different countries as well as many books on history and the revised curriculum.

There were subject areas in the resource section. There were a few on some Asian countries. The librarian reported that she had been concentrating on buying many library books to support the revised curriculum.

There was information on the Aborigines, Torre Strait Islanders and Technology.

The display in the library was from National Aborigines and Islander Day Observance Committee (NAIDOC) week, which had been completed by one of the teachers and her class. There were some teacher reference books. There were adequate resources on Aboriginal culture and the library had an Aboriginal resource kit. There was a pile of envelopes with resources, including maps and stimulus charts. There were big Aboriginal story books. For example, *How the Birds got their Colours*. There were many books to support the celebration of NAIDOC Week and it was clear that these books were well used. Figure 4.22 below shows the superb resources available in the library.



Figure 4.22: Well-resourced library

School B:

The school had a well-established library and up to date learner support resources to assist with the implementation of the revised curriculum and internationalising the curriculum. There was a designated librarian and a literacy specialist teacher who worked in the library.

The library had a functional Smart Board which was used for the teaching of Literacy. There was a set of at least 10 iPads. These were used in the library and were available for classroom use. School B was a literacy specialist school and for this reason many of the resources were dedicated to improving Literacy at the school. The librarian was responsible for the purchase of textbooks for the revised curriculum. There were many textbooks and learner support materials available for the implementation of the revised curriculum. The librarian sourced the resources, informed by the teacher's needs.

The librarian had informative and creative displays in the library and at the time of the observation, the librarian had an excellent display to promote National Book Week. There was also evidence of the work of a local author of children's books, and it was reported that as part of the National Book Week the author had visited the school to read some of her work and to talk to the students about her writing.

There were many resources in the library. There were enough books for all Learning Areas. The library was a well-managed and wonderful facility, which provided a more than adequate resources to assist teachers with their teaching. There were many books on other countries and these were found in the folk tale section. The library also had a historical type section. There was a great amount of electronic data supported by books and other learning resources.

4.5 School Culture

4.5.1 *Teachers input to the school's contribution to the internationalisation of the curriculum in interviews*

Cultural awareness and diversity committees

An analysis of the teacher's interviews did not reveal an activity specifically aligned to the internationalisation of the curriculum. An activity closely associated with the internationalisation of the curriculum was reported by one of the participants who mentioned that they had a cultural committee at their school which was functioning very well:

They run events that build awareness of cultural inclusivity. TP3

Additional activities identified to meet the requirements of internationalising the curriculum including National Aborigines and Islander Day Observance Committee (NAIDOC) and Harmony Day were mentioned as events that were implemented to teach cultural awareness and diversity. The following statement was made about these activities:

They have Harmony Week which looks at all the different cultures. We have several Aboriginal children in the school and have had higher numbers previously, and there are a lot of activities happening to make them aware of the history. TP3

We do National Aborigines and Islander Day Observance Committee (NAIDOC) activities or Harmony Day activities. We do different things and we have indigenous children in the school. PT4

Limitations on religious diversity

Religious diversity was accommodated for in the schools and it was reported that there was not much emphasis on religion in public schools. The teachers reported that the hijab was accommodated, and culturally appropriate food provided for students from different religious backgrounds.

Non-participation in staff exchange programs

Teachers reported that they did not participate in staff exchange programs as they were non-existent, they did not have the opportunity, it was inconvenient and or that personal commitments got in the way. The following comments were mentioned in this regard:

There are non-available at our school. TP2

No. I think people are quite happy to travel and come back and work rather than working overseas. TP3

One of the schools had some evidence of a sister school relationship with a school in Cambodia. Although there was some evidence of this, the active working together of these schools was not apparent at the time of this research study.

School approaches to implementing the curriculum

The analysis revealed the schools' varied approaches to the implementation of the revised curriculum. One reported using the best practice from another school; both used Professional Development Committees and one of the schools used a proactive approach. The analysis indicated that the schools may have been unsure of their ability to implement the new curriculum and relied on what other schools had done. This approach was mentioned by two of the participants:

We adapted the scope and sequence document from another school, to suit our school so that we are certain that we are covering the depth and breadth of the Western Australian Curriculum. TP1

We follow what the one school has done particularly well, and we follow these documents to plan our programs, and then we have taken those across and put them all through our programs. TP3

One of participants mentioned that they had Professional Learning Communities for English, Mathematics, Science and History and that they had begun using the Western Australian Curriculum descriptors in their reporting to the parents. This indicated that the schools were concentrating on meeting the implementation content requirements of the curriculum in these subjects.

4.5.2 Administrators' input to the school's contribution to the internationalisation of the curriculum in interviews

Cultural awareness and diversity committees

A content analysis was done on the data collected from two sources, the transcribed interviews and the BISC. The activities aligned to the internationalisation of the curriculum that were identified by the participants were mainly the Aboriginal cultural activities expected of all Australian schools and in addition one of the schools had established a Cultural and Appreciation Team. These are reported on below.

All three of the participants highlighted that Harmony week and the National Aboriginal and Islander Day Observance Committee (NAIDOC) activities week were the main events to show case and celebrate the community culture. The statements to support this are as follows:

We have Harmony week and National Aborigines and Islander Day Observance Committee (NAIDOC) activities week where the students participate in cultural activities. AP1

I can think of Harmony Week and National Aborigines and Islander Day Observance Committee (NAIDOC). AP2

We have Harmony Week and that is where we acknowledge all the cultures.
AP3

One of the schools had a well-documented and functioning Cultural and Appreciation Team. One of the participants described it in the following way:

We have a cultural and appreciation team and have a plan for that. This is a plan that is written up annually. So, there is a cultural and appreciation plan. We have Inquiry, Literacy, Numeracy, Health and Well-Being and Cultural and Appreciation Teams. AP3

The results obtained from this analysis highlighted the activities that were carried out in the schools, which have some relevance to activities that may be considered as part of the internationalisation of the curriculum. As has already been identified, the activities mostly formed part of the mandated activities of the school and were not necessarily designed for the internationalisation of the curriculum.

Participation of Maori Leader

This concerns the involvement of the community, mentioned earlier in section 4.3.4, in what is believed to contribute to the internationalising of the curriculum. This included one of the participants reporting the engagement of a Maori Leader to work at the school to develop cultural understanding of the Maori students at the school. The following statement was made in this regard:

It has been my initiative to bring in a Maori Leader to work at the school as I have felt the need to get closer with the Maori community, to get a better understanding of this group of people. We found that we were having many

problems with some of these students. By getting the leader in he is able to relate appropriately with these students, to give teachers a better understanding of the Maori community as well. AP2

Community participation in defining the school vision

It was reported that the local council members and Aboriginal community were invited to be part of redefining the vision of the school. The following was reported about this:

Last term we invited community members to join in redefining the vision of the school. We even had one of the local members. We had some Aboriginal families as well. That day was essentially identifying these powerful statements, identifying who we are and where we're wanting to go. AP1

Recycling Project

The initiation of recycling projects and the establishment of community gardens were also cited as aspects believed to form part of the schools' efforts to embrace an internationalised education.

School Gardens

The school had a sustainability garden run by a team of people. The literacy support person had taken on the responsibility of managing the sustainability garden. This person worked with a team of teachers and they got parents in. They had a community market every Thursday of the week. The school reared chickens and as mentioned in section 3.4.2. and had started planting fruit trees in their garden

4.5.3 *Supporting findings from the surveys*

The Background Information Survey Checklist (BISC) was discussed earlier in section 4.3.3. The researcher made use of the BISC in collecting the data from the administrators, the principal and two deputy principals, who participated in this study. The Administrators' BISC has realised results that reflect the role of the school in the internationalisation of the

curriculum and it is for this reason that these responses have been included in the School Culture category of the findings chapter. These responses have been reported under the following subheadings:

School Education Policy and Administration

All three participants agreed that all the requirements specified in this category had been implemented to the highest degree.

The School Community

The data collected responded to the school community ratings of the participants' beliefs on the implementation of the following aspects of an international curriculum:

- a) Having a racially diverse community.
- b) Representation of ethnic and racial groups in the planning of school community activities.
- c) Participation of ethnic and racial groups in presenting their culture and global matters.
- d) The display of the students work and global themes on the school buildings.
- e) The reflection of student diversity in the buildings and school grounds.
- f) An international focus in the extracurricular activities and the parents' level of encouragement of international learning.

Figure 4.23 below shows that the majority of the participants ($N = 3$) felt that these criteria were met.

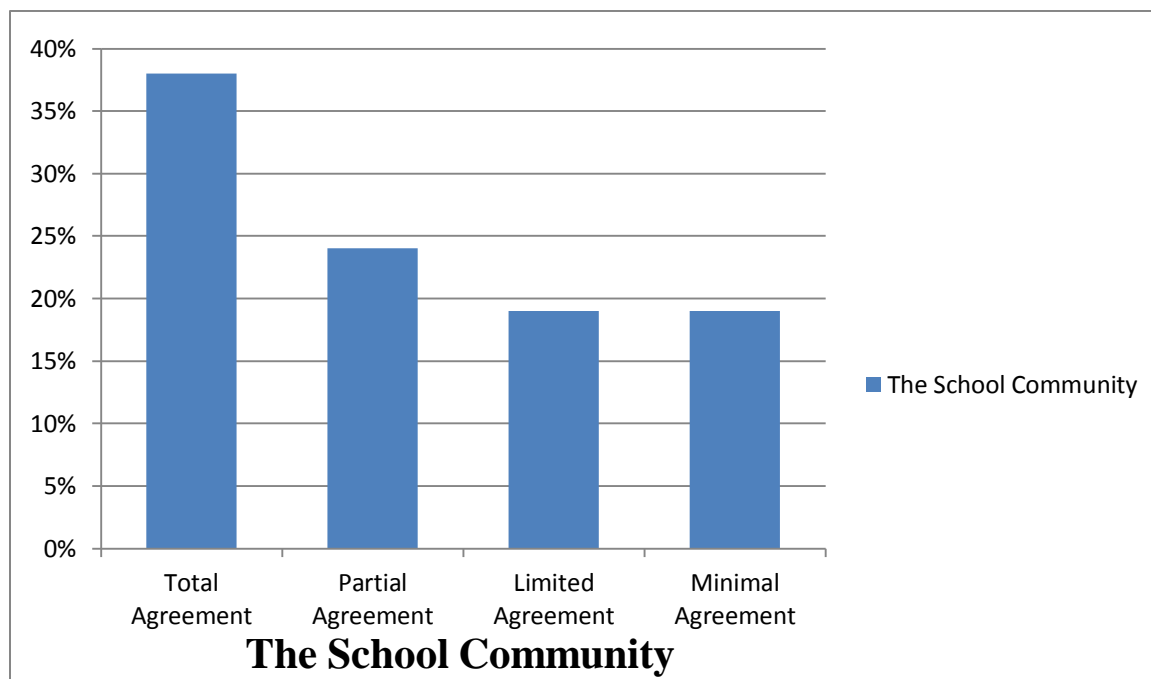


Figure 4.23: The degree to which administrators in the sample schools believe the components have been implemented.

Hiring of Teachers

The data collected in this category was to establish whether the schools had a hiring policy that promoted ethnic and racial diversity, whether this was reflected in the staff complement and whether there was a foreign staff member. Figure 4.24 below shows the degree to which the sample of schools believed that these aspects had been accommodated in their hiring policies. These results show that there was more agreement with regards to the schools meeting these requirements.

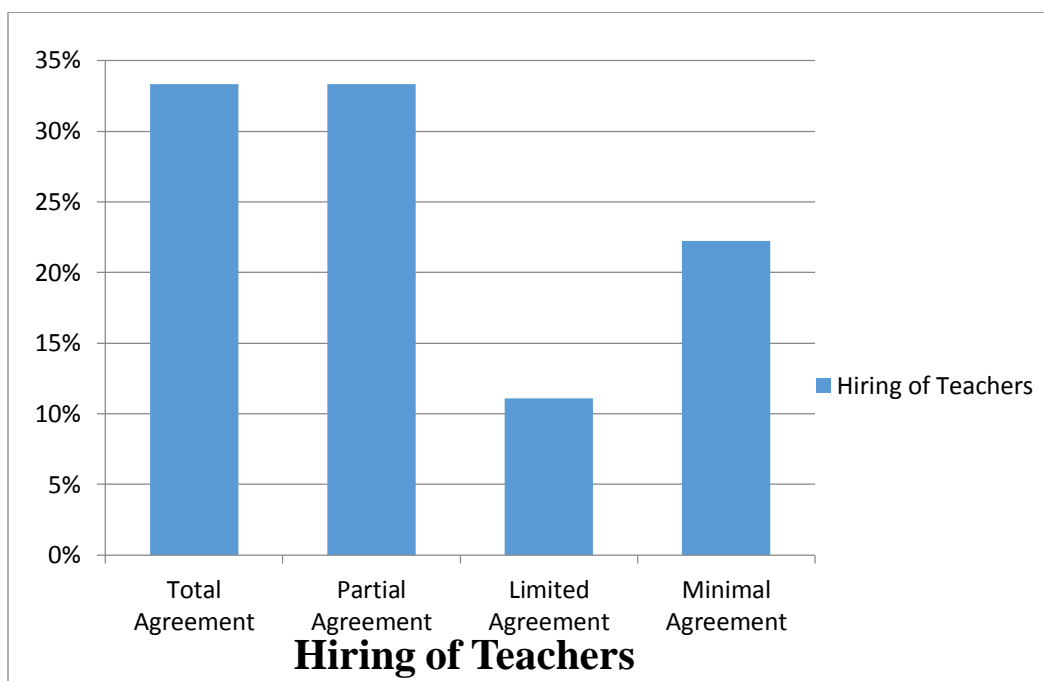


Figure 4.24: The degree to which the sample of schools believe their hiring policy promotes ethnic and racial diversity and whether this is reflected in the staff.

Exchanges and Exchange Students

To establish the presence of staff and students exchange programs questions were directed at the recruitment of foreign students, the presence of international exchange groups and the presence of a foreign sister school relationship in the sample of schools. Figure 4.25 below shows the degree to which the sample of schools responded to the presence of staff and student exchange programs in the respective schools. The results shown in Figure 4.25 clearly show that this criterion was not met at these schools.

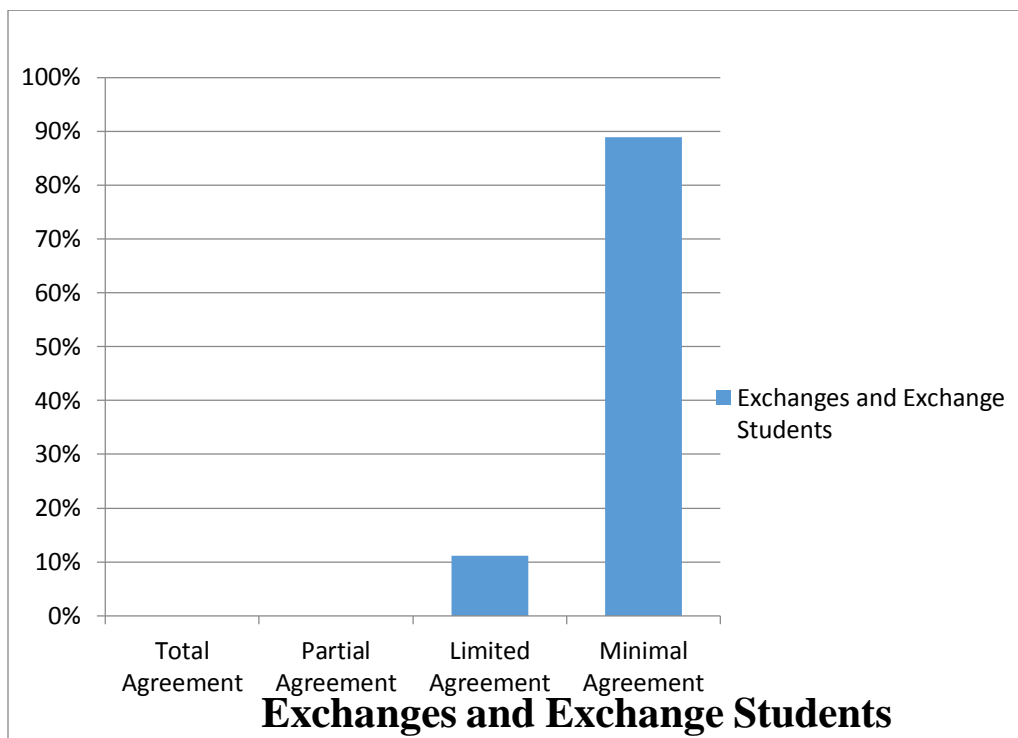


Figure 4.25: The degree to which the sample of schools responded to the presence of staff

International Travel Programs for Faculty and Student

In response to the presence of international travel programs for faculty and students, information was collected on the presence of international exchange programs and teacher incentives for global travel and study overseas. Figure 4.26 below shows the degree to which the sample of schools believed that international and travel programs for the faculty and students were present in their respective schools. The results highlight the non-existence of travel programs for faculty and students at the participants' schools.

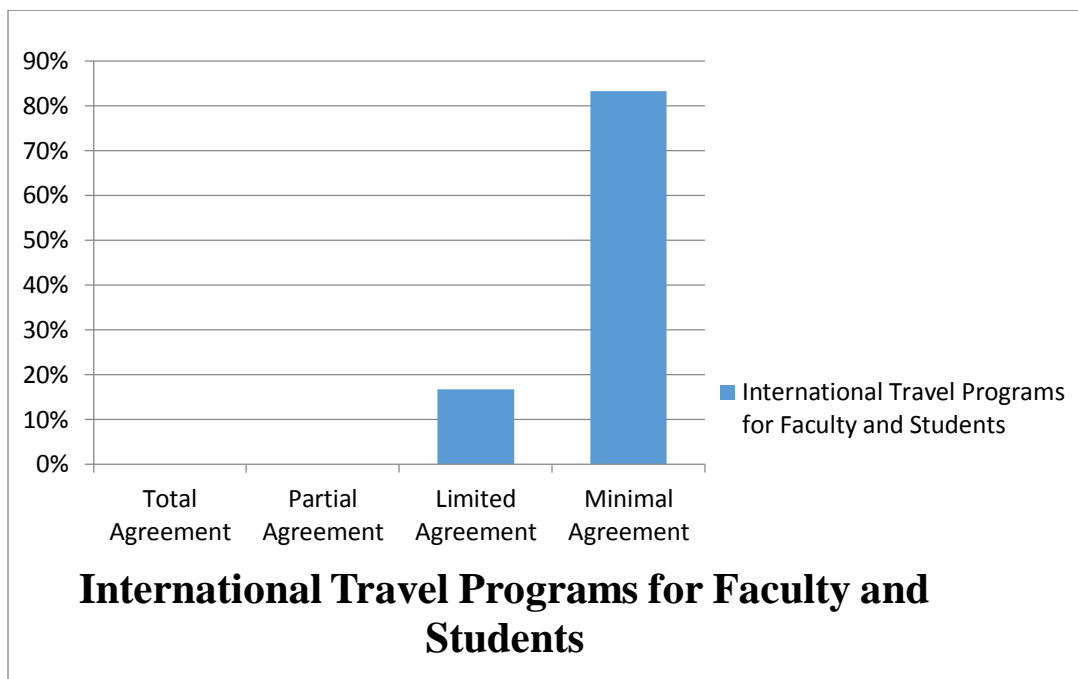


Figure 4.26: The degree to which the sample of schools believe that international and travel programs for the faculty and students are present in their respective schools.

Curriculum

In this category data was collected to identify an international focus in the curriculum and included the following sub categories:

- a. The establishment of a worldwide perspective on teaching.
- b. Presence of global concepts, connections, ideas, and issues in school standards.
- c. The reflection of ethnic and racial diversity in the school curriculum.
- d. Presence of global literature as well as the literature of local ethnic and racial groups.
- e. Opportunities for learning world languages and their cultures.
- f. Inclusion of special days and weeks with a global focus on the school calendar.
- g. Staff professional development for the inclusion of a global perspective in the school curriculum.

h. Programs promoting contact with other cultures and nations.

Figure 4.27 reflects the degree to which the administrators ($N = 3$) of the sample of schools believe that an international focus is included in the curriculum. The results show that an international focus was not included in the curriculum.

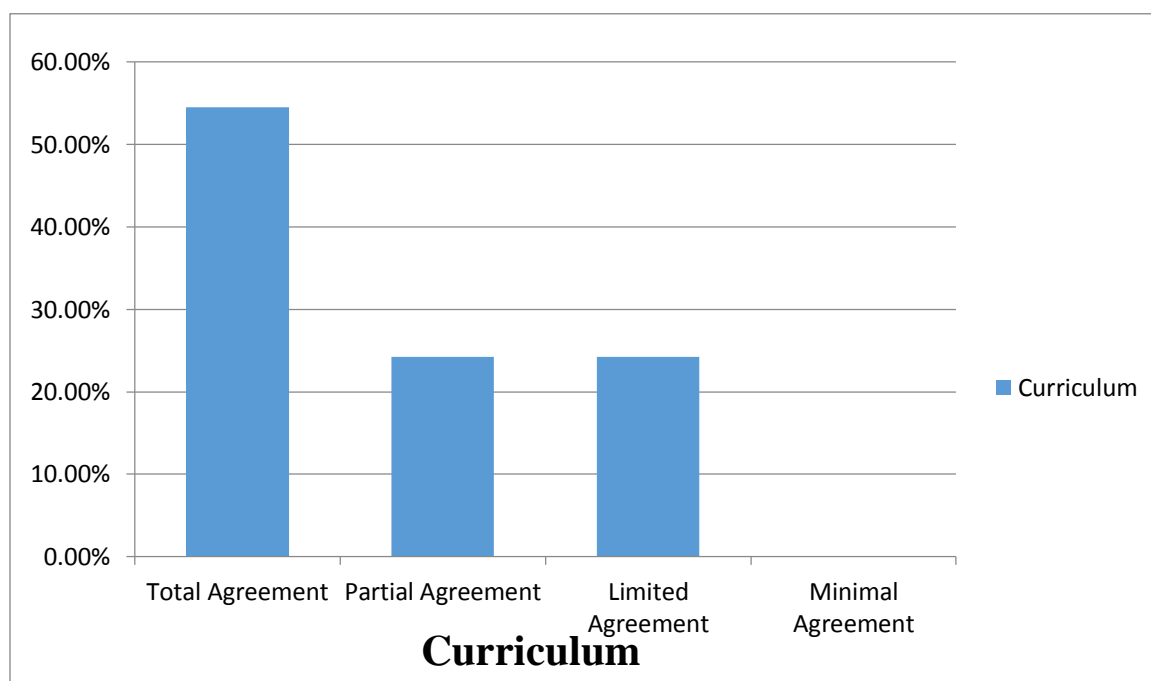


Figure 4.27: Degree to which the administrators of the sample of schools believed that an international focus was included in the curriculum

Textbooks and Supplementary Materials

Figure 4.28 reflects the degree to which the administrators in the sample schools responded to the presence of the following:

- a) A policy statement for the selection of instructional materials.
- b) The reflection of ethnic and racial diversity in instructional materials and the inclusion of global issues.

- c) The inclusion of global connections and global cultures in textbooks and supplementary materials.

The results show that the participants ($N = 3$) felt that these requirements were not being fully met.

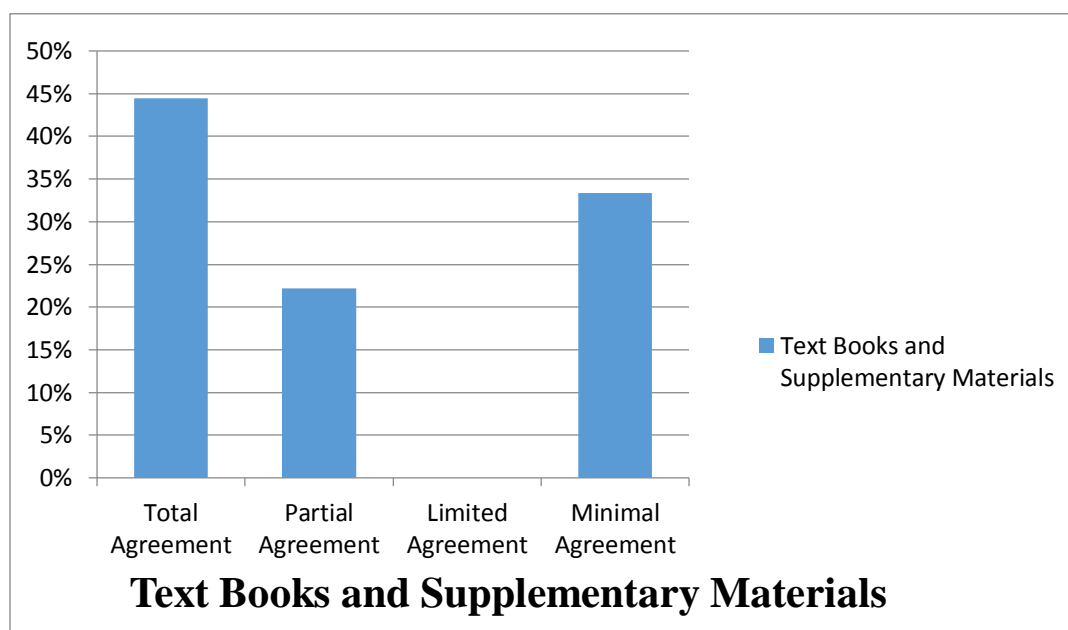


Figure 4.28: Degree to which the administrators felt the requirements of text books and supplementary books were met.

Library

Figure 4.29 shows the degree to which the administrators felt their school libraries reflected the ethnic and racial diversity of the community, the provision of a wide array of materials on Australian cultural diversity and global world history and cultures. This also included the presence of up - to date materials on global issues and global connections between Australia and the world. The results showed an overwhelming majority feeling that the schools' libraries met the requirement for the expectation of the

internationalisation of the curriculum. A minority felt that their libraries are limited in meeting this requirement.

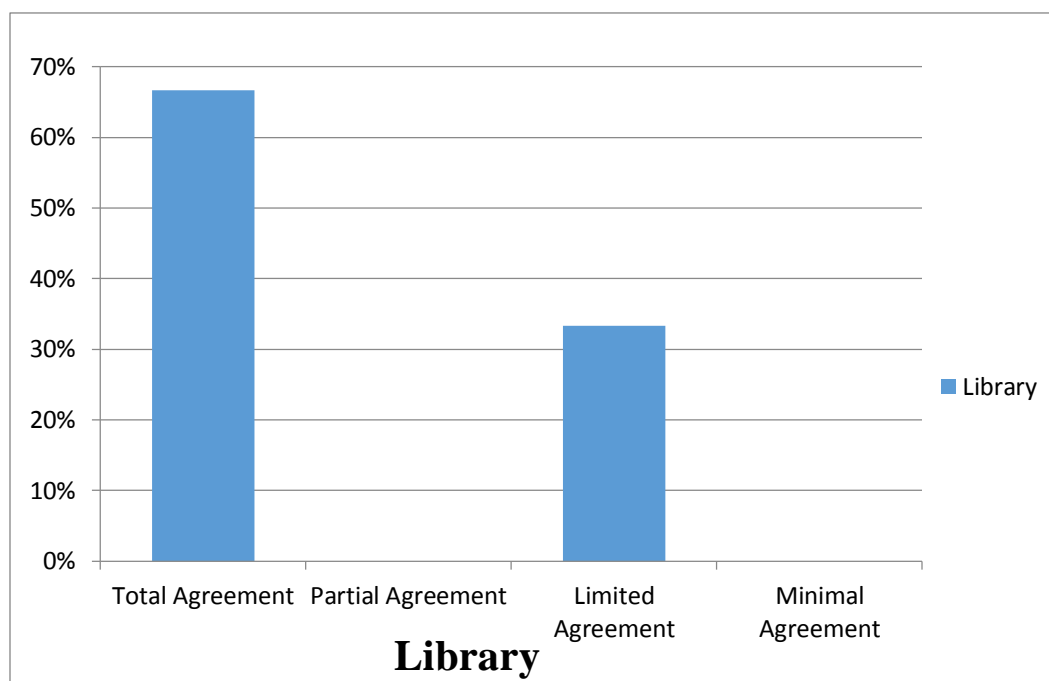


Figure 4.29: Degree to which the administrators of the sample of schools felt their school libraries met the requirements needed for the internationalisation of the curriculum

Internet

Figure 4.30 below shows the degree to which the administrators in the sample of schools believe that they made use of the internet in their teaching. The subcategories to this category included:

- a. The engagement in any international activities on the internet.
- b. An awareness of organisations that set up connections between schools in nations all over the world.
- c. The involvement of parents in student activities on the internet.
- d. The alignment of internet activities with local and state standards, instruction and assessment.

Figure 4.20 below shows a majority feeling that the requirement of the use of the internet in internationalising the curriculum had been partially met.

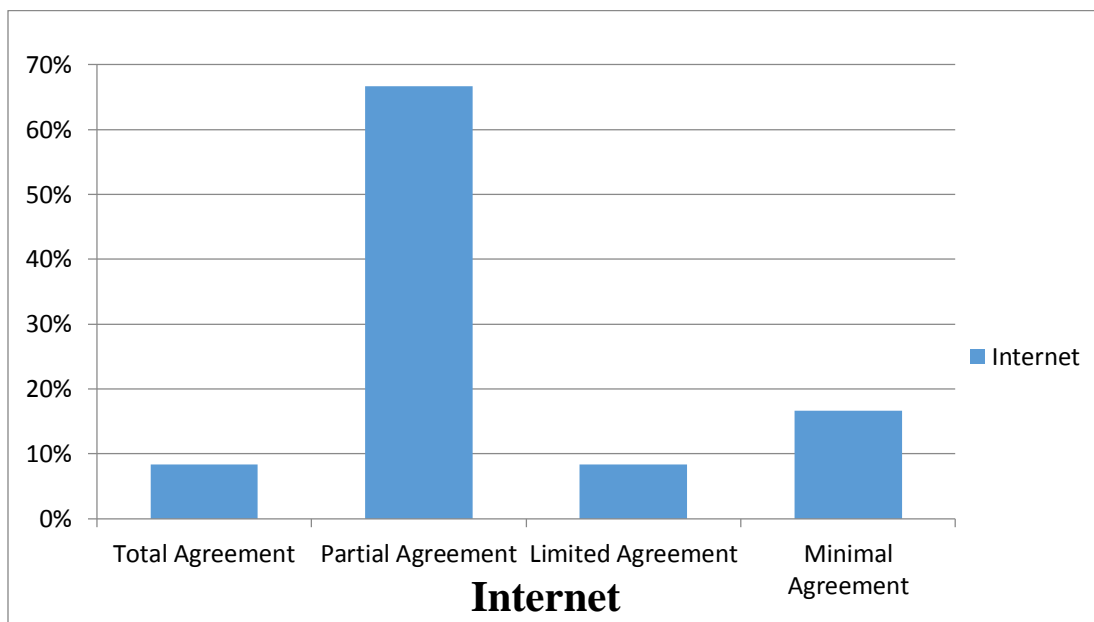


Figure 4.30: Degree to which the administrators in the sample of schools believe that they make use of the internet in their teaching the subcategories to this category

Utilising the Diversity of Your Community

Figure 4.31 shows the degree to which the administrators in the sample of schools believed that they encouraged ethnic and racial groups to participate in school activities and to assume leadership positions in the school. This included their inclusion in the sharing of the experiences of students and teachers who had engaged in exchange programs with other nations. A clear majority feeling was held with regards to meeting the requirements of utilising the diversity of the school community as described below.

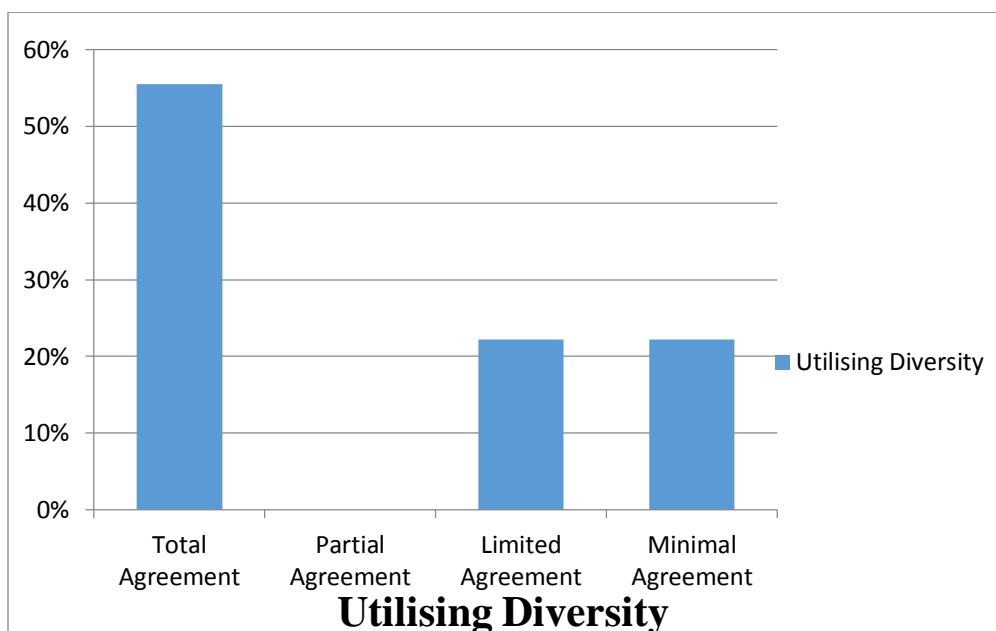


Figure 4.31: Degree to which the administrators in the sample of schools believe that they utilise the diversity of the School Community.

4.5.4 Supporting document analysis findings

As mentioned in the other two categories of this study, the schools' whole school planning, curriculum planning and lesson planning documents, relevant school policies, textbooks, library books, print and non-print materials in the library and ICT were analysed to arrive at the following emerging themes directly related to the school culture findings of this study. For the purposes of anonymity, the two schools will continue to be reported on as School A and School B.

Support materials available to help plan and deliver a curriculum that is appropriate for international students

Both schools had support materials for the implementation of the Australian Curriculum and not specifically for international students. School A had teacher and educational resources to support students who learned English as a second language.

Global education policy statement or similar documentation

No global statements existed at either of the schools.

Hiring policy promoting ethnic and racial diversity in teaching, administrative and support staff

A hiring policy promoting ethnic and racial diversity in teaching, administrative and support staff was non-existent in both schools.

The schools' policy statement for the selection of instructional material

Both schools did not have a specific policy. Their approach was to purchase instructional materials to accommodate the content of the revised curriculum.

The reflection of ethnic and racial diversity of the school community, state and Australia in library books, material and exhibits

The material seen in the library of both schools fully met this requirement.

The presence of a wide array of material on Australian culture and diversity, global world history and cultures of the world in books and media in the library

Both schools had adequate resources to meet this requirement.

Print and non-print materials in the library to ascertain whether they provide students and teachers with up-to date materials on global issues related to their lives and global connections between Australia and the world

Both schools had resources in the library which were adequate to meet this requirement. The books were current, and the internet was a valuable resource for students to access up to date information as they needed it.

The schools' engagement in an international internet exchange, whether the content goes beyond personal exchange of information and deals with substantive content from global issues, culture and connections

There was no evidence in either school to support this.

The schools' policy of encouraging ethnic and racial diversity in school activities

School A had a well-developed and functioning Cultural and Appreciation Program to fully meet this need. A program to meet this requirement for School B was not seen, but the analysis of the school documents showed the presence of these activities.

4.5.5 *Supporting evidence from artefact analysis*

The data derived from the completed observations made at the two schools was analysed to fit into the school culture category. This evidence will be reported on here.

Evidence of a global/international focus in the school's extracurricular activities

School A:

No evidence of a global/international focus was found in the school's extracurricular activities.

School B:

There seemed to be no clear evidence of an international focus at the school. It seemed that this was left to the initiative of the Class Teacher. The Year 6 History curriculum allowed for some of this to take place.

Programs that promote contact with other cultures and nations

School A:

The school's focus was on the everyday management of the curriculum and the welfare of their students, with no evidence to show contact with other cultures or nations. There seemed to be a focus on Aboriginal culture. There was evidence of activities related to National Aborigines and Islander Day Observance Committee (NAIDOC) Week. Figures 4.32 and 4.33 illustrate some of the work that had been done regarding culture and NAIDOC activities.



Figure 4.32: Displaying different cultures



Figure 4.33: NAIDOC Posters and Artwork

School B:

The school had a strong allegiance to Aboriginal culture. It is interesting that the Aboriginal community was fully involved in the life of the school to the extent of endorsing the vision statement of the school in its own cultural way. Harmony Day seemed to be the main event which gave the school an opportunity to get the different cultural groups participating and showcasing the diversity of cultures present in the school and school community.

The observation of other relevant information and activities which supported an internationalised education**School A:**

The school had an established values program, and this was well displayed at the school as shown in Figure 4.34 below. The school had established vegetable gardens. The school had water storage tanks. Solar panels were installed on one of the roofs. The school had a recycling project run by one of the Deputy Principals. Figure 4.35 below shows the established vegetable gardens.



Figure 4.34: OWLS Program



Figure 4.35: Vegetable gardens.

School B:

The school had a sustainability garden (see Figure 4.36) run by a team of people. The literacy support person had taken on the responsibility of managing it. This person worked with a team of teachers and involved parents. They had a community market every Thursday of the week. The school reared chickens and had started planting fruit trees in their garden. The school also has a recycling project.



Figure 4.36: Sustainability garden and chicken rearing

4.6 Summary

This chapter sought to extract the themes from the findings of the research study to respond to the research question: What are the two Western Australian Primary Schools' Responses to the Australian Curriculum, Assessment and Reporting Authority Guidelines on internationalising the School curriculum?

Three major themes, Pedagogy, Curriculum and School Culture emerged from the content analysis of the data. The data included the transcribed interviews, the BISC, document analysis data and artefact analysis data. The emerging subordinate themes were reported under the relevant three major themes. The subordinate themes separately reported on the participating teachers and administrators experiences and beliefs of an

internationalised curriculum. These findings were further supported by the emerging themes from the BISC, document analysis data, and the artefact analysis data.

In the compilation of these findings the researcher has endeavoured to create a coordinated and logical record of the responses to the research question of this study. Further findings of this study will be discussed in the following chapter.

5. CHAPTER 5 – DISCUSSION OF FINDINGS

5.1 Introduction

The findings from this study have been explained in detail in Chapter 4 and reported under three major themes, pedagogy, curriculum, and school culture. Each major theme reports on their respective emerging subordinate themes, detailing the experiences and beliefs of the study's participating teachers and administrators. The findings were supported by the emerging themes from the BISC, document analysis data, and the artefact analysis data. A discussion on the findings that have emerged from this study will be presented in this chapter. As mentioned in Chapters 3 and 4, for maintaining participant anonymity and to improve readability the teachers are reported on as TP1, TP2, TP3 and TP4 and the administrators as AP1, AP2 and AP3. For the same reason, the schools are identified as School A and School B.

The internationalisation of education has been researched extensively at the tertiary sector level, however little has been conducted at the school institutional level. Research conducted in the tertiary sector is mainly in response to the urgent need for accommodating large numbers of international students in Australian Universities and other tertiary institutions. This is evidenced by the work of several researchers discussed earlier in the literature review (see chapter 2, sections 2.3, 2.4 and 2.5). A sizeable amount of the literature review was sourced from the documentation of the Western Australian Department of Education (DOE), the National Department of Education, Australia, and the Departments of Ministries of Education of the other countries discussed in Chapter 2 (section 2.6). Other key sources are too extensive to list here. They are identified in the appropriate section of the chapter.

Carrying out this research is timely, as it has taken place at a time when schools are transitioning towards a Western Australian Curriculum. The curriculum is informed by the need for students to be able to cope at a global level with intercultural interaction and

understanding. They will be required to handle new demands and the expectation of fostering economic and cultural relations, especially with Australia's closest Asian neighbours.

This study looked at the practice of two Western Australian primary schools to establish the extent to which they were internationalising the curriculum in response to the expectations set by the the Australian Curriculum, Assessment and Reporting Authority. The findings responded directly to the research question:

What are the two Western Australian Primary Schools' Responses to the Australian Curriculum, Assessment and Reporting Authority Guidelines on internationalising the School curriculum?

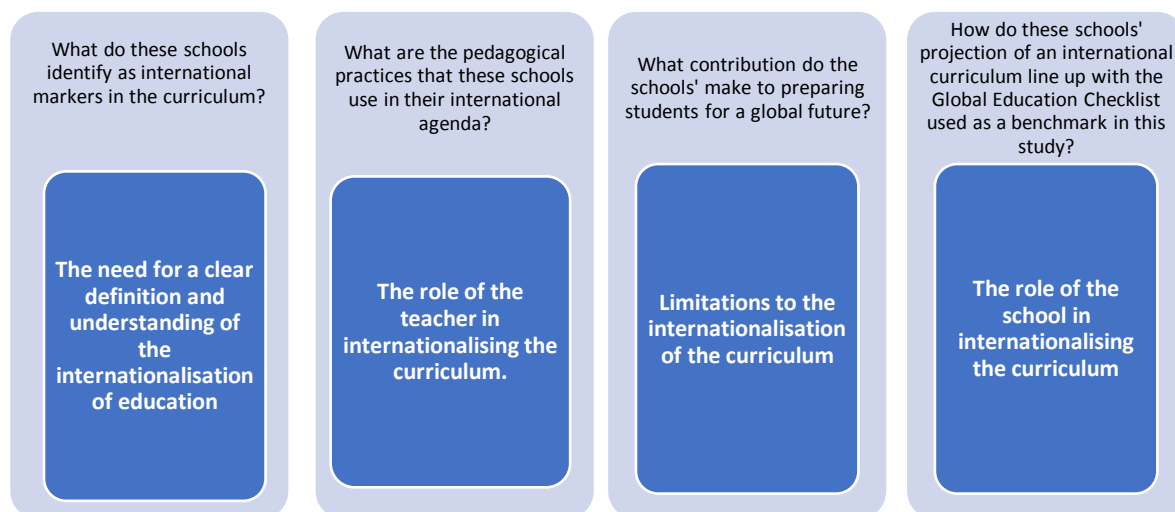


Figure 5.1: The relationship between the subsidiary research questions and outcomes

Figure 5.1 above shows the relationship between the subsidiary research questions and the outcomes that emerged from the findings and worthy of discussion. These outcomes are discussed in detail in the ensuing sections of the chapter.

5.2 The need for a clear definition and understanding of the internationalisation of education

The research sub question: *What do these schools identify as international markers in the curriculum?* was used to gather information to establish the teachers and administrators understanding of international education. The data informing this outcome was taken from the participants' responses to the interview and survey questions and their actual professional practise, which reflected their views on their understanding of international education.

In the analysis of the participants' responses on their understanding of an internationalised education and curriculum, it seems that the participants had a limited knowledge of what an international education and curriculum was. The literature on a definition of international education was discussed extensively in Chapter 2 (section 2.3) and will be used in this discussion to develop a clearer definition.

International education and the internationalisation of the curriculum appear not to be a focus for the two schools participating in this study. Even though, the need for an international education is an important factor underlying the development of the Australian Curriculum, which informs the Western Australian Curriculum (ACARA, 2011, 2015; AITSL, 2012; DEECD, 2003, 2007, 2009; DOE, 2008, 2015; MCEETYA, 1998; Fazal & Bob, 2000, 2000; SCSA, 2016), this study has shown that most people are unclear as to the specific meaning of international education and the internationalisation of the curriculum. The focus of both schools was on the teaching of Literacy, Numeracy and the content described by the curriculum. This aspect may be influenced to a large degree by the accountability of the schools to ensure that their students achieve well in the National Assessment Program (ACARA, 2011).

It also seemed that the two schools were not fully aware of the internationalisation expectations of the curriculum. They appeared not to have a comprehensive awareness of the internationalisation aspects of the curriculum and the rationale for its application. Although the participants did not have full knowledge of an internationalised education they did identify international education as the teaching of content concerned with global affairs and the culture of other countries. The participants felt that this included communication, sharing ideas and being of assistance to a sister school from another country. TP2 mentioned assisting a sister school in Kenya as part of international education. This participant expressed that teachers need to be creative in developing the positive attitudes required for the internationalisation of the curriculum.

A clear definition of international education is proposed by Knight (2004). As noted in Chapter 2 (sections, 2.3 and 2.4), Knight's definition of the internationalisation of education serves as the model for this study. Knight's prescribed features of an internationalised curriculum are supported by the conceptual definition put forward by (Schoorman, 2000). Added to this definition, are aspects of the internationalisation of education put forward by the Organisation for Economic Co-operation and Development OECD (2004b).

An analysis of the participants' views on an internationalised education revealed that there was a need to teach students skills to self-regulate their feelings when interacting with online content. In addition, both schools implemented life skills programs, as mentioned in Chapter 4, and these were identified as a part of internationalising the curriculum. Singh and Jing (2013) in citing Tate (2013) add to the definition of international education in that they assert that it includes the promotion of international mindedness, which they describe as global awareness/understanding. Their input to the definition of international education being:

global engagement, global or world citizenship, intercultural understanding, respect for difference, tolerance, a commitment to peace, service, and adherence to the principles of the United Nations (UN) Universal Declaration of Human Rights and the UN Charter (Singh & Jing, 2013, P. 4).

The participants in this study felt that it would be advantageous to have an overseas teaching experience, which would assist with the internationalisation of the curriculum. They felt that teachers should be knowledgeable and up to date in terms of the latest developments in education. It was suggested that teachers should be conversant with social forums like twitter feeds, Pinterest, and Facebook. Teachers needed to be inquiring of events happening in the outside world to be able to more fully understand and manage their foreign students' needs. The participants reported that the knowledge to be taught was prescribed by the curriculum and they adhered to this. They also identified Geography, History, English, and ICT as subjects, which presented many opportunities for an internationalised education. The skills identified by the participants included the need for students to be resilient, tolerant, compassionate, and respectful of other people's opinions and beliefs. These aspects are all very relevant to defining an internationalised education. Hill (2012, 2014) emphasises that international mindedness is focused on enabling students to become more empathetic, compassionate and open to alternative ideas.

Intercultural understanding plays a major role in the internationalisation of education as many countries see the need for intercultural understanding in the wake of the September 11, 2001 terrorist incident and the recent terrorist attacks in Europe and Turkey. Heyward (2002) supports this assertion for the need for an intercultural education. There is a shift towards a greater emphasis and importance on affective and interpersonal skills, such as empathy in wider educational contexts. It was also felt that students needed to be literate to be able to communicate effectively and to have articulate ICT skills, which are vital in internationalising the curriculum.

TP4 expressed that since there now exists a highly competitive employment market, the students needed to place much more value on education to be able to compete for jobs. Fazal and Bob (2000) define globalisation as the interconnectedness of the world through advancements in communication technology and the ease of international travel. This supports the reality that students will be competing for jobs at a global level and need to be adequately prepared. This necessity is further supported by (Ball 1998; Carnoy, Hallak & Caillods, 1999; and Verger, Novelli & Kosar Altinyelken, 2012).

5.3 The role of the teacher in internationalising the curriculum.

The research question: *What are the pedagogical practices that these schools use in their international agenda?* was used to gather information to establish the pedagogical practices that these two schools used in meeting the expectations of internationalising the Western Australian Curriculum. The data informing this outcome was taken from the participants' responses to interview, survey questions, their actual practise and their views with regards to the internationalisation of the Western Australian Curriculum.

5.3.1 The value of teacher experience

The responses to this aspect of the study revealed that at least three of the participants had mostly country school teaching experience. TP2 had significant overseas teaching experience. Both schools reported that they did not have a staff exchange program, and this appeared to be a low priority. The participants' responses to the reasons for not participating in staff exchange programs showed that it was inconvenient for teachers to do so or their personal circumstances did not allow for this. AP1 shared a networking initiative where teachers worked together to contribute to teacher development to fulfil the needs of the curriculum, and specifically mentioned an initiative that addressed global education and information on Asia Education. It was interesting and encouraging to see that the teachers gave of their time and work beyond school hours to share ideas and expertise. TP1 emphasised the advantage of a teacher having an ESL background to help

students with successful learning in the classroom. The Centre for Strategic Education, in its Phase 1 report on the internationalising of education, includes this aspect of teacher experience, emphasising the value of drawing from the teachers' personal international experiences as an important characteristic of the role of a school in internationalising education (CSE, 2008).

5.3.2 The impact of living and working in another state or country

TP2's account of overseas teaching experience, (chapter 4, section 4.3.2) shows a great deal of experience as well as the participant's enjoyment of that experience. Most of the participants did not have overseas teaching experience but it was mentioned that it would be desirable. They also stated that it was important to be continually inquiring and learning about what was happening in other parts of the world. It was recognised that this was very easy to accomplish with all the available ICT resources. Two of the participants, TP2 and AP1, had lived in another country. However, it seemed that most of the Western Australian teachers did not leave the state with only one participant (AP2) having lived elsewhere in Australia. All three of the administrators interviewed had experience with working with other cultures. TP1 had worked in the Northern Territory with Aboriginal students and their community. AP3 had worked in Scotland. AP1 lived and taught in India. AP1's account of overseas teaching experience was considerable. TP2 confirmed that having experience teaching in another country has had a valuable impact on their teaching and interactions with students of different backgrounds. TP2's overseas experience should have placed her at an advantage to internationalise the curriculum over teachers without this experience. TP2's response highlighted the affect that exposure to a different culture can have on a teacher's perspective of education. Czarra (2003) has highlighted the benefits of living in another country and its impact on professional practice and intercultural understanding.

5.3.3 Knowledge that a teacher should possess

Extensive comments have been given in response to this question. It was felt that teachers should be motivated and have knowledge of what was happening in the world. Teachers should know the world. It would also be preferable if the teacher was well travelled and if not, the teacher would find out about what is happening around the world. Czarra (2003) emphasises this as an important aspect of internationalising the curriculum.

5.3.4 Skills that teachers should possess

It was identified that teachers should have good ICT skills to be able to incorporate the use of the new technology resources in their teaching. Students have access to ICT and use it effectively. It was suggested that the standards of teacher education and the calibre of the students entering the profession needed to be raised and in this way the quality of teaching would be elevated. The ability to communicate well and have strong ICT skills was identified as essential for internationalising the curriculum. ICT skills were emphasised strongly as we are living in a time where we are required to make use of new technology. The reality is that our youth are adept in the use of ICT and it is an intrinsic part of their lives. Thus, teachers need to use ICT as part of their instruction, whether it be planning or in their teaching.

Two participants, TP2 and AP1, could speak a second language. The literature indicates that it would be beneficial for a teacher to at least be able to speak another language to be an effective teacher of international education. This aspect has been emphasised in the Phase 1 report of the Centre for Strategic Education (CSE, 2008). AP3 had training in teaching English to ESL speakers. The participant had taught English to students overseas. It was also encouraging to know that the school had taught some global awareness matters.

The participants gave examples of some the activities that they thought fitted into their understanding of an international context. It was revealing to discover that they did not have a clear understanding of activities of an international context. TP1 had training in online and E-learning and used the internet as one of their teaching devices. This participant was also able to extend the students skills in the use of iPads and taught the students how to set up PowerPoints and create projects. Snowball (2007) asserted that teachers need to be highly skilled to be able to meet the demands of an internationalised curriculum as defined earlier in Chapter 2 (section 2.4). Teachers with the knowledge and appropriate skills would be more effective in leading students into the demands of the 21st century. In addition, teachers with the required skills to develop curricula and teach in an international context are a necessity. It was mentioned that there were very few teachers throughout the world with the necessary global skills, as most teachers were prepared for their domestic contexts as teachers. Snowball (2007) also proposes seven domains that could be included in teacher education towards certification as internationally minded teachers.

5.3.5 Attitudes that teachers should possess

It was evident from TP3's responses that it was felt that the teachers' attitudes towards the implementation of the requirements of the new curriculum is what makes a difference in the classroom. Teachers felt that being motivated and interested could make things happen. It was an expectation that all teachers should use computers in their teaching and that they be highly competent with their use of these. What also stood out was that not all teachers were excited about the use of computers and the incorporation of ICT in their teaching. This revelation serves to highlight that some teachers simply do not use ICT in their classes. This was supported by the comment that younger teachers are more receptive to change as far as teaching was concerned, and that the older teachers found it difficult to work and to go along with change.

The ideal attitude of the teacher was precisely described as a teacher who plans and uses an inquiring approach in their teaching. It was reported that teachers should keep abreast with the literature pertaining to developments in education and to become aware of what was happening beyond the classroom. The teachers reported that they mostly got very embroiled in what they were doing in the classroom and did not get time to see what was going on beyond the classroom. Duckworth, Levy, and Levy (2005) emphasise that to encourage an internationalised curriculum, teachers must be educated to be more pluralistic, flexible, and open minded in their thinking.

5.4 Limitations to the internationalisation of the curriculum

The research sub question: *What contribution do the schools' make to preparing students for a global future?* was used to gather information from the teachers and administrators to establish the contribution of the two schools to preparing students for a global future. The data informing this outcome was taken from the participants' responses to interview questions, survey questions and their actual practice, which responded directly to the above question.

5.4.1 The nature of the Australian Curriculum

Unfamiliarity with the rationale of the general capabilities, cross curricular priorities and guiding principles were expressed by the participants. The Western Australian Curriculum describes the content that must be taught across all year levels. It also provides the general capabilities and cross curriculum priorities that form an integral part of the curriculum. The reality of the situation is that the curriculum demands place significant emphasis on the teaching of content.

There are seven general capabilities in the Western Australian Curriculum. These being: Literacy; Numeracy; ICT capability; Critical and Creative Thinking; Personal and Social capability; Ethical Understanding and Intercultural Understanding (ACARA, 2011). Both

participating schools placed emphasis mostly on the first two general capabilities, Literacy, and Numeracy and this created very little opportunity to focus on the other general capabilities. It was clearly seen that the general capabilities were given very little focus in the planning and teaching that took place. TP3 highlighted that although it was a requirement to address the general capabilities, there were staff that did not have the knowledge or the confidence to address some of them. Some teachers said that they did not have the knowledge of the Aboriginal and Torres Strait Islander's culture and history. TP4 was not familiar with these and their appearance in the curriculum documents. It seems that most teachers did not specifically plan for the general capabilities. They had these in mind and they saw them as an inherent part of their teaching rather than something that they planned for. TP4's comment on the incorporation of the general capabilities showed that this aspect of the curriculum was not a high priority in the planning and preparation of lessons. It seems that ultimately the inclusion of these was dependent on the teacher. A recommendation put forward by ACARA's review of the curriculum was that these should be embedded within the content of the curriculum and perhaps more explicit direction be provided as to what was mandatory in the curriculum (Donnelly and Wiltshire, 2014). To some extent there seemed to be consensus that there was an awareness of the general capabilities, but not necessarily how to apply them. Once again, we see that teachers view this as an integral part of teaching. This is evidenced in the different teaching development initiatives that they use in their respective schools. Both schools were Teacher Development Schools. School B was strong in ICT and had made strides with its effective use in the classroom. School B had also assisted other schools in developing the incorporation of ICT in their learning spaces, and its effective use, as a teaching tool.

School B had addressed the implementation of the cross curricular priorities and general capabilities by developing a new planning document, where they would be required to identify and tick off the cross curricular and general capabilities that they would address

in their lessons. There are three cross-curriculum priorities. These are, Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability (SCSA, 2016). The guiding principles of the School Curriculum and Standards Authority (SCSA) were identified as an integral part of teaching. The guiding principles mentioned above are informed by the Melbourne Declaration on Educational Goals for Young Australians. These include: The Western Australian Values of Schooling; student diversity; the principles of teaching; learning and assessment; and, phases of the Schooling and Kindergarten and Pre-primary Statement (Government, 2016; MCEETYA, 1998). The responses and observations from the participants showed that teachers did not necessarily plan to achieve these, but did so to some extent, in their whole approach to teaching and caring for the emotional and social needs of their students. Some of the participants alluded to the fact that teachers felt that they had not been given enough professional development to effectively implement the new curriculum. It seems that these aspects of the curriculum had not been given the priority in terms of the aims of the Australian goals for schooling.

As discussed in Chapter 2 (section 2.9) international education has been on the agenda for schools for a long time. Its initiation can be traced back to 1960 with an increasing international concern to bring about a wider understanding of world issues and the want for change, mostly with regards to the eradication of global poverty and inequality. Calder and Smith (1993) in their work, *A Better World for All*, emphasised the unity and interdependence of human society, the empowerment and social progress for a sustainable and just world and active participation. In 1998, the Adelaide Declaration on National Goals for Schooling in the Twenty-First Century stated clearly that schooling should help students to become active, involved citizens who will be able to make sense of the world (MCEETYA, 1998). Global education as defined in the Global Perspectives Framework document is in direct support of international education as defined in this study (CSE, 2008; DOE, 2008). It is evident that although the global perspectives are distinct

from the Australian national priorities it is essentially a framework to incorporate the national priorities in education. Also discussed in chapter 2 (section 2.9) the National Strategy for International Education 2025, puts forward a 10-year plan for developing Australia's role as a global leader in education, training and research (Government, 2016).

The Internationalising Phase 1 Report identified that there are two drivers for Australian schools practicing an international education: one being the need to cater for the increased number of international students entering local schools, and secondly, the need for students to be globally aware and to be able to cope with a changing future. This report identified varied practises in internationalising education (DOE, 2008).

Asia and Australia's engagement with Asia is an important cross curricular priority. The results of this study show that this is not fully implemented. Asia literacy is within the Western Australian Curriculum and is designed to help students to make sense of their world, especially Asia (ACARA, 2011). The Department of Education (DOE) has an Asia Literacy program. Its aim is to provide support to schools to include: the cross-curriculum priority of Asia and Australia's engagement with Asia as part of the implementation of the Australian Curriculum; the inclusion of Asia studies across all learning areas which support Asian languages programs and transition pathways (AEF, 2016). It is also to increase the students and teachers knowledge of Asia, to become Asia engaged schools and to engage in professional learning within schools, across inter school and inter regional networks (AEF, 2016). Another initiative is the Leading 21st Century Schools: Engage with Asia (L21CS) Program. Through this program school leaders are supported to build Asia capabilities among staff, students, and parent communities (AEF, 2016). School leaders and teachers across Australia who are committed to equipping their students with Asia literate skills to live and work successfully in the 21st century as responsible and global citizens are acknowledged through the Access Asia Schools initiative (AEF, 2016). The research report, *Curriculum Outcomes in Access Asia Schools* suggests that the teaching of

Asia must be a planned strategy by schools, it should be multifaceted and should be visible in the curriculum, the classroom and in the school. It should involve the parents and the community and should be expressed in activities like festivals or school performances (Owen, 2003). The access Asia schools are a good example of such schools, with many of them in the mature phase of this change. Examples of such schools are to be found in Margaret River in Southern Western Australia and Bridge Schools in Victoria (AEF, 2016).

5.4.2 *An overcrowded curriculum*

Teachers felt that the curriculum was overcrowded, and they did not have the time to do anything more than completing the prescribed content. TP4's response (chapter 4, section 4.4.3), shows the extent of the work that teachers had to do in their classes. It was stated that the demands of the curriculum, in terms of the content and the scope, were very broad. This limited the opportunity to engage teachers in terms of diversifying their thinking as well as developing their understanding of the 21st century learner.

At the time of writing up this study, the Assessment and Reporting Authority had recognised that the curriculum was in some respects not manageable and had been working on a review of the National Curriculum (Donnelly and Wiltshire, 2014). In September 2015 ACARA released its document, *Tracked changes to F-10 Australian curriculum*, in response to the Education Council's brief to make improvements to the Australian Curriculum. The result was that the Australian Curriculum had been improved to make it more manageable. The presentation had been simplified with an increased focus on Literacy. This document emphasises that the Australian Curriculum is designed to equip students with knowledge, understanding and skills that will enable them to engage effectively in Australian society, to be successful competitors in a globalised world and to be able to prosper in workplaces which are characterised by increased information (ACARA, 2015). The Western Australian Curriculum is consistent with the ideology of the Australian curriculum.

5.4.3 *The schools' priorities above the internationalisation of the curriculum*

Every four years, the Director General for Education of Western Australia presents a strategic plan for Western Australian schools. The strategic plan for the four-year period, 2012 to 2015 set out four priorities. These being: priority 1 - success for all schools; priority 2 - distinctive schools; priority 3 - high quality teaching and leadership; and priority 4 - a capable and responsive organisation. Priorities 1, 3 and 4 are relevant to the internationalisation of education and are discussed below.

Priority 1, success for all students, refers to the raising of standards of Literacy and Numeracy of students across Western Australia. This includes ensuring supportive innovative strategies to close the educational achievement gap between Aboriginal students and their non-Aboriginal peers. It also includes the expansion of opportunities for students to develop personal and social capabilities necessary for full participation in the workforce and society. The performance indicators of priority 1's expectation mention the expansion of the use of technology to enhance student learning. This priority is in line with the expectation of the internationalisation of the curriculum. However, it is not explicit in its assertion of the aim of the internationalisation of the curriculum, but it encompasses elements of it.

The schools in this study focus on Literacy and Numeracy and their constant efforts are to improve their students Literacy and Numeracy results as per the expectation of priority 1. It seems, however, that that the participants feel a little pressured by this expectation (DOE, 2016). The participants reported that it is difficult to work with students who do not understand the language of instruction. The ESL teachers play an important role in assisting ESL students to understand and use English competently so that they are properly assimilated into the school culture. School A had an ESL and English as an additional language or dialect (EALD) teacher as well as Education Assistants (EA's) whose specific

task was to take responsibility for the orientation and support of ESL students entering the school.

Priority 3, high quality teaching and leadership emphasises that staff should be better aligned to the needs of the students and the expansion of investment in learning. Through a greater focus on merit, flexibility and administrative simplicity, the skill sets of staff will be better aligned to the needs of students. This includes expanding investment in professional learning. It also includes the extent to which employment diversity targets are achieved for women, people from culturally and linguistically diverse backgrounds, Indigenous people, people with disability and youth (DOE, 2016).

Priority 4, a capable and responsive organisation, states that there should be provision for greater equity, transparency, and flexibility in school resourcing. The focus here is on the fostering of innovative governance and educational practices, systems and initiatives and the delivery of strategic infrastructure and ICT to provide students with contemporary learning environments (DOE, 2016).

The information relevant to this study and the internationalisation of education included in the strategic plan for the four-year period, 2012 to 2015 stated that when students graduate from school, the DOE wanted young people to be confident about taking their place in the world, and to be active citizens who would contribute to society in many ways. This goal is in keeping with the aim set out by the Melbourne Declaration on Educational Goals for Young Australians mentioned in Chapter 1 (section 1.3) (MCEETYA, 1998).

There is the expectation from the DOE for the implementation of the Western Australian Curriculum and this is the schools' focus. The fact that schools are expected to report on phase of the Western Australian Curriculum compelled its urgent and timely implementation. The schools, at the time of the study, were trying to familiarise

themselves with the Western Australian Curriculum. School A had arranged a professional development workshop to familiarise their teachers with the achievement standards of English. Two approaches were being used to implement the new curriculum. School B used only the approach of making one person responsible for directing the change within the school. This individual received training and in turn trained and provided ongoing support to the teachers. Over and above this, School A made use of the thoroughly developed scope and sequence documents of another school to assist them with the implementation of the Western Australian Curriculum.

The schools participating in this study had been proactive in their implementation of the Western Australian Curriculum. They had taken the initiative to start early with its implementation. School A reported that they started earlier than other schools and were now identified as a Teacher Development School (TDS) in English and Technology. School B had made a start on the implementation of Phase 1 of the Australian Curriculum. At the time of this study, School B had been reporting on Literacy and Numeracy for the past three years. School A expressed that their focus was mainly on the teaching of the content stipulated in the curriculum and the emotional well-being of their students. They did not give much consideration to implementing the internationalising aspects of the curriculum. TP4 was aware that the internationalisation of the curriculum was an expectation of the Western Australian Curriculum, but this participant stated that this was not an emphasis at their school. Both schools did not have a sister school relationship with a school outside of Australia. It was revealed that the schools had more urgent matters to deal with internally and thus looking outside of their schools was not really a priority. When asked to respond to why the schools did not have an audit of the international curriculum, it was stated that the schools were concerned with the teaching of the curriculum and how they were performing as a school. Thus, the study revealed that there was a need for schools to find out what they were doing well and what they needed to improve on.

5.5 The role of the school in internationalising the curriculum

The research sub-question: *How do these schools' projections of an international curriculum line up with the Global Education Checklist used as a benchmark in this study?* was used to gather information to establish the parallel between what was happening in the schools and the expectations of the Global Education Checklist used as a benchmark in this study. The data informing this outcome was taken from the participants' responses to interview and survey questions and their actual practice in their schools, which reflected the relationship of what was happening in the schools against the expectations of the Global Education Checklist.

The Centre for Strategic Education in its Phase I report on the internationalisation of education is discussed extensively in Chapter 2 (section 2.10). This report gives a clear indication of the characteristics that a school should possess for the internationalisation of education and recommends six characteristics that should be present in a school. These are stated as: school culture; leadership and governance; teaching and learning; staff development and professional learning; monitoring and evaluation; and, student, parent, and community involvement (CSE, 2008). Liu (2004) asserted that it was beneficial for students to be exposed to multimedia in their earlier years of schooling to gain knowledge of the world. This is very much the case regarding the internationalisation of education in Australian primary schools. The findings of this study showed that the internationalisation of education was not a priority in the schools and was not included in the strategic planning of the schools. Although the curriculum makes provision for the internationalisation of education this was not foremost on the agenda in the two schools involved in this study. From the researcher's observations of the two schools, it seems that when there was evidence of any of the characteristics mentioned above, this happened as an incidental part of teaching or as an element of other programs or initiatives whose main purpose was not the internationalisation of education. The role of the school will now be discussed in the following three subsections.

5.5.1 *The inclusion of cultural activities, programs and activities supporting the internationalisation of the curriculum*

Both schools used the opportunity of Harmony Week and National Aborigines and Islanders Day of Observance Committee (NAIDOC) week to highlight the different ethnic aspects of the cultural groups in the schools. School A gave an example of a Family Fun Day where different cultural food was on sale, thus serving the purpose of introducing students to different food cultures of the school's community. The festival days held at School B, are an example of how students were introduced to the traditional dress and cultural and social customs of the various countries they had studied in class. This was reported as an initiative of the class teachers rather than a directive from the school. School B reported that their school was too large for a whole school approach to promoting intercultural learning. For this reason, they decided to work at this on a smaller scale through the different Year levels. An example was given of the Year level classes, who had been studying the cultural traditions of different countries and at the end of the study the classes combined and had a Multicultural Day, to display what they had learnt. On the other hand, School A ran a Friendly Plus Program, which fostered understanding amongst the students and was mainly about appreciating differences. School A was confident that they had a very good pastoral care program that catered for the individual needs of their students. Both schools were using the Promoting Alternative Thinking Strategies (PATHS) wellness programme with their students. The participants' responses reflected a respect for and the accommodation of the different religious beliefs and practices. Religious tolerance and exposure of the students to different religions was observed at both schools. There was also concern for the emotional and social needs of the students rather than emphasising religion in the two schools. It is evident that in public schools it is not an expectation to teach any religion or to have one dominant religious belief. Schools are required to take the needs of the student population into consideration. For example, School B had accommodated students by allowing them to wear their religious dress and the canteen sold food that they were able to eat, permissible by their religious beliefs.

School B had also accommodated their Islamic students by providing them with a prayer room.

The two schools made a considerable effort in terms of recycling and the teaching of sustainability. To this effect, both schools had vegetable gardens. School B had community and parent involvement in their vegetable garden to the extent of having a community market on a weekly basis. This school raised chickens from which they collected eggs to sell at their community market. School A was setting up worm farms. This school also used solar panels, had rain water storage tanks and planted fruit trees. School B also planted fruit trees.

The study highlighted that the ESL teachers taught cultural tolerance and served as a great support to the non-English speaking students. TP1's response (chapter 4, section 4.3.1), showed that schools do much in the way of promoting cultural competence. TP1's response shows, that the staff embrace the promotion of culture very much and participate in activities to nurture cultural competence. It was encouraging to see that these schools could easily accommodate cultural expectations in terms of dress when it came to their students. TP1's response revealed that promoting intercultural learning was not a priority at School B. The participant clarified that there was less of a need for this at the present school, but they also reported that it had been accommodated at one of the previous schools where the participant had taught. Another participant reported that Harmony Week and National Aborigines and Islander Day Observance Committee (NAIDOC) week were the two occasions where intercultural learning was accommodated particularly well. School A had a cultural committee that had undertaken some work on intercultural learning. This response revealed that at School A intercultural learning was an integral part of the school. It may not have been embedded in a policy but was present as part of their values and teaching and was an expectation of the school and the school community. School A had a Cultural and Appreciation Team that was responsible for the

coordination of cultural activities at the school. An annual plan was drawn up at the beginning of each year for this.

At the time of this study, the principal of School A was introducing a mentoring program for their Maori students. This school had many Maori students as their parents had come to Australia as migrant workers. The principal felt that this program, which would be led by a Maori leader, would assist in improving the attendance of the Maori students, improve their behaviour, and would help provide the teachers and the school community with a better understanding of these students. The students at School A were from countries such as South Africa, Nigeria, Spain, Asia and Germany and the United Kingdom. Overall, it seemed that the main student groups were white Australian, Maori and indigenous Australians.

The schools relied on volunteer parents to come in and help. In both schools, there seemed to be a strong presence of indigenous Australians and traditional white Australian parents in the life of the school. School B had an Aboriginal Liaison Officer (AEIO) who gave assistance and support to the Aboriginal students. School B had the Aboriginal community very involved in drawing up a new vision statement for the school. As part of the visioning the Aboriginal community carried out a smoking ceremony, which was well embraced by the school; with staff members participating in the process. It was reported as an interesting event and was well appreciated by everyone involved. School B had a strong allegiance to Aboriginal culture. It was particularly noteworthy that the Aboriginal community was fully involved in the life of the school to the extent of endorsing the vision statement of the school in its own cultural way.

With regards to ethnic diversity, there was minimal evidence of this. There were Aboriginal Liaison Officers at both schools. School B had employed a Maori Leader to work with their Maori students. There was an Italian teacher and South African psychologist at School A.

There were teachers from the United Kingdom at both schools. However, most teachers at Schools A and B were white Australian. Discussion with the principal of School A revealed that it was the DOE that employed the teaching staff. The schools were involved in advertising vacancies and managing the interview process, but it was the Department of Education that ultimately employed the staff.

As is evidenced in the activities of the schools discussed above, there was a significant amount that was done in the schools that was relevant to the internationalisation of education. This was undertaken without any policy direction. It's clear that these activities were linked to other programs and policies of the schools with some degree of relevance to the internationalisation of education. Ideally, a vision statement that encompasses international dimensions should drive a school's culture reflecting an international education. There should be at least a four-year review cycle of the progress of the international dimensions. There needs to be accountability for the implementation of these dimensions and improvement processes. Monitoring and evaluation of the student learning outcomes and the school programs that have been established and implemented should also be carried out (CSE, 2008).

5.5.2 The schools planning and teaching strategies that support the internationalisation of the curriculum

The study's responses showed that teachers did work together within Year Levels and this was undertaken to support one another. There seemed to be a sharing of expertise, which ultimately benefited the students. It was interesting to see that the curriculum in both schools seemed to be thoroughly drawn up to distinguish the teaching and learning expectations of the different Year Levels, so that the teachers knew exactly what they needed to teach. The teachers were given time to plan together, but it seems that each teacher was left to their own devices in developing their learning programs. There seemed to be a dire need for more assistance and for collaboration amongst teachers. Both schools

had common shared wet areas, which allowed teachers and students to work together to make use of the available resources. This sharing of resources built up cooperation amongst the students and staff. TP4 provided a good example of team teaching where three teachers did the programming and planning for Science. They also jointly taught to the Year 5 classes in a common area (chapter 2, section 4.1.1).

Even though it is a minor section, the curriculum stipulates the teaching of human rights; this creates an opportunity to teach some global aspect topics. Current global matters discussed and taught to students, seemed to be the initiative of individual teachers. AP1 and TP2 responded with much confidence that the curriculum presented many opportunities for the internationalisation of the curriculum. Geography was considered as a Learning Area that met most of the requirements for the internationalisation of the new curriculum. The participants suggested that an inquiry-based approach to teaching should be used for effective teaching and learning to take place. This was a relevant comment as the curriculum specifies the need for an inquiry-based approach to be used in teaching. This is especially the case with the teaching of Science (SCSA, 2016).

The teachers felt that more could be done in Literacy, by including content that would lend itself to internationalising the curriculum. The teachers in both schools planned as per the requirements of the Western Australian Curriculum. Some of the teachers had very good planning strategies for the implementation of the Western Australian Curriculum and there seemed to be a great deal of networking amongst schools for its effective implementation. However, the internationalisation of the curriculum was not a focus of the teachers. It seems that the closest that teachers got to planning an internationalised curriculum was their preparation for the general capabilities, in some instances, and the use of ICT in their teaching.

For a school to be effective in internationalising the curriculum attention needs to be given to teaching and learning and staff development. The school should develop a systematic and integrated approach, which should include international dimensions across the curriculum. There should be international student programs, sister school relationships, teacher/ student exchange /study programs. There should also be local internationally focused festivals developed into the teaching and learning programs of the students. Students should be given the opportunity to study another language, preferably an Asian language and a share in the international dimensions of that language at both a national and international level. Students should use ICT to interact with students in other geographical locations. Students should be assessed on their progress of the development of their international dimensions throughout their schooling (CSE, 2008). Teachers should be provided with high quality resources for the implementation of the planned international dimensions. There should be ongoing professional development of teachers for the effective teaching of the planned international dimensions. This should include teachers participating in exchange programs like those offered by the Access Asia Foundation (AEF, 2016). This should also include the drawing from teacher's international experience (CSE, 2008).

5.5.3 The use of Information Communication Technology to internationalise the curriculum

As one of the general capabilities of the Western Australian Curriculum, ICT is concerned with the student's use of digital technologies in their everyday schooling and learning, and beyond their schooling. It also includes the discriminate and effective use of these fast-evolving technologies in a safe way for students and all participating in the digital environment. Curriculum planners view ICT as an enhancement of learning across the Learning Areas. The Learning Areas provide the context for the use of ICT. There are numerous ways that ICT can be used, including research, the management of information, information creation and presentation, problem solving, decision making, communication,

creative expression, and empirical reasoning. In the Western Australian Curriculum ICT is relevant in two ways: firstly, through the ICT general capability across all learning areas and secondly in the learning area, Digital Technologies.

The two participating schools showed a very high degree of availability of ICT resources and the use of these. School B was identified as a leading school in terms of ICT. It seemed that students were very well extended with their use of computers. TP3's response showed the schools progress with the use of ICT and the establishment of a safe and reliable storage point for the students work. The researcher believes that because both schools were Teacher Development Schools, there was an expectation that they had to have up to date and well-functioning ICT resources. The study has revealed that the DOE Portal and the resources available on the portal are a valuable resource for teachers and students. Teachers rely on the online curriculum resources for their teaching. The online curriculum is accessed through the portal on the DOE website. Every teacher has access to the DOE Portal. Once connected to the DOE Portal the teachers can access the online curriculum. There are several links to the available information and resources needed to support the teaching of the curriculum. The online curriculum is excellently presented with filters for teachers to select and find the information relevant to their Learning Area (SCSA,2016). The other encouraging aspect is that it is a safe online source of information for the students to use.

As already mentioned in Chapter 2 (section 2.12) online learning is a 21st century approach to learning and is encouraged as an active form of learning for students, especially, young adults. This is also strengthened by the fact that the internet, if used in an educationally sound way, is a highly valued source of information, enlightening students of what is happening around the world (AITSL, 2012; Bennett, Marsh, & Killen, 2007; Johnson & Jumani, 2009). This form of learning is the closest we can get to a truly internationalised learning experience. School B had invested much in their computer resources. They had

improved their wireless capacity by installing 23 Wireless Application Points (WAP) and increased the number of data points. They had trained one of their teachers to assist with the management of the resources and to facilitate and peer coach the other teachers in the use of the resources. Both schools had Smart Boards in every class, which were used for effective teaching. School A had 15 computers in the different wet areas of the school. There were 4 computers in every classroom for the students to use. The school had 15 iPads, which were shared amongst the teachers. Two teachers managed these ICT resources. This school had an effective Application (App). The Parents and Citizens Committee (P&C) had a dedicated Facebook page.

Through the effective use of technology, the schools had been able to develop other initiatives like the use of alternative learning spaces, contemporary learning approaches and lesson design innovations. School B had taken a bold step, three years previously and employed an ICT and Innovations Associate Principal to lead up their ICT at the school. Microsoft had selected the same school as one of twenty of the most innovative schools in the use of technology in Western Australia. It is also through this association with Microsoft that teachers had received professional development in the use of technology. It was reported that one of the teachers had become an avid twitter and blog user and was regarded as being excellent with the use of technology. Microsoft trained one of the teachers in the 21st century lesson design framework. The example reported was that of the training of a teacher to serve as facilitator in the coaching of other teachers in the embedding of ICT in the curriculum. Through this initiative the school had trained up to eight coaches at the school. TP3 shared how Google had been effectively used in teaching. The participant had taught students to use Google on the iPad, enabling them to learn about other countries and continents. TP2 and TP4 expressed the value of the use of ICT and it was evident that they had made good use of ICT in their teaching. The 21CLD Curriculum Framework introduced into School B by Microsoft promoted 21st century learning and global awareness. School B was piloting this curriculum framework, which

was in keeping with internationalising the curriculum. AP1 recognised the need for the curriculum, as the participant was aware that the new curriculum required that students be taught 21st century skills.

It was revealed that the schools did not receive adequate funding from the DOE to secure all the ICT resources that they needed. Both schools had good ICT resources, but they were not enough for every student to use in the classrooms. It seemed to be that schools had to make alternate plans and had to be innovative in securing the ICT resources that they needed. The schools were also reliant on donations. The other need was to have on campus expert technical support, which the schools did not readily procure. Consequently, it was left to teachers who had some technical knowledge to take care of any computer issues. It was revealed that although the schools had adequate computers there was a lack of up to date technology in these resources. This was a concern for teachers as it limited what they could do in the classroom.

Despite the limitations expressed it was evident that both schools were well resourced in terms of ICT resources for the effective implementation of the curriculum. Teachers had an overwhelming support and confidence in the use of IT; it was viewed as a creative and limitless resource for teaching. What was also emphasised and noteworthy was that teachers said that the only thing that was standing in the way of internationalising the curriculum would be a teacher's lack of creativity. This is supported by the research of (Ahrenfelt & Watkin, 2008; Barron & Ivers, 1996; Crane, 2012). Papert (1980) and Turkle (1984) assert that students develop a means to cope with their environment by developing a conceptual framework to make sense of their interactions. Dede (2009) adds that as technology grows so too does the construction of knowledge and its meaning change. These two assertions strongly support the role of ICT in internationalising the curriculum.

5.6 Summary

Chapter 5 has presented a discussion of the findings of the research study. The findings were analysed using the content analysis approach consistent with the methodology of the study as described in Chapter 3. Four main outcomes directly linked to the research questions were derived from the findings. These being: the need for a clear definition and understanding of the internationalisation of education; limitations to the internationalisation of the curriculum; the role of the school in internationalising the curriculum; and, the role of the teacher in internationalising the curriculum. These outcomes have served the purpose of informing the two main recommendations of this study. These will be discussed in Chapter 6.

6. CHAPTER 6 – CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The purpose of this study was to explore the practices of the selected schools in responding to the Australian Curriculum's expectation of an internationalised education and to suggest recommendations for the internationalisation of the Western Australian primary school curriculum. The main research question of the study being:

What are the two Western Australian Primary Schools' Responses to the Australian Curriculum, Assessment and Reporting Authority Guidelines on internationalising the School curriculum?

A brief explanation and resultant findings on the four sub-questions that emerged from this question will be discussed in the ensuing sections.

What do these schools identify as international markers in the curriculum?

An analysis of the participants' responses on their understanding of an internationalised education and curriculum revealed a general lack of knowledge in this regard. However, the participants did identify international education as the teaching of content concerned with global affairs and the culture of other countries.

What are the pedagogical practices that these schools use in their international agenda?

This research study has shown that most people are unclear on the meaning of international education and the internationalisation of the curriculum. The focus of the two schools was on the teaching of content prescribed by the curriculum, predominantly Literacy, and Numeracy. Czarra, 2003 highlighted the benefit of living in another country and having this experience (see chapter 5, section 5.3.3). Most teachers were lacking in

international teaching skills as they were prepared for their domestic contexts (see chapter 5, section 5.3.4). It is evident from one of the participants' responses that teachers' attitudes towards the implementation of the requirements of the Western Australian Curriculum, is what makes the difference in the classroom (see chapter 5, section 5.3.5).

What contribution do the schools' make to preparing students for a global future?

The reality of the situation is that the curriculum places significant emphasis on the teaching of content to the students. The participants felt that the curriculum was overcrowded and that this was a major limitation for teachers, as most of their time was spent completing the content prescribed by the curriculum. This limited the opportunity for teachers to diversify their thinking as well as develop their understanding of the 21st century learner. The schools were faced with other more urgent needs and the internationalisation of education was not a high priority.

How do these schools' projection of an international curriculum line up with the Global Education Checklist used as a benchmark in this study?

The findings show that the Western Australian Curriculum does make provision for the internationalisation of education, but this was not foremost on the agenda of both schools. It seems that where there is evidence of any of the characteristics mentioned above, this happens as an incidental part of teaching or as an element of other programs or initiatives whose main purpose is not the internationalisation of education. This occurs mainly in the following ways: the schools' initiatives that support the internationalisation of the curriculum; the inclusion of cultural activities, programs and activities supporting the internationalisation of the curriculum; the schools planning and teaching strategies that support the internationalisation of the curriculum; and, the use of ICT to internationalise the curriculum.

The findings of this study have been discussed extensively in the preceding chapter resulting in four main outcomes: the need for a clear definition and understanding of the internationalisation of education; the role of the teacher in internationalising the curriculum; limitations to the internationalisation of the curriculum; and, the role of the school in internationalising the curriculum.

The next section outlines the recommendations under two main broad headings: the need for a clear definition and understanding of the internationalisation of education and clear direction, guidance, and support for the implementation of an internationalised education.

6.2 Recommendation 1

6.2.1 The need for a clear definition and understanding of the internationalisation of education

The results of this study show that the aim of internationalising education as perceived by National Education Planners and the National Department of Education extends from complete unawareness to minimal awareness of this requirement by the schools. It is for this reason that the following is recommended:

- a) The adoption of a clear definition of international education to be used to guide the development of strategic plans and planning for the effective implementation of an international education in Western Australian schools (see chapter 2, section 2.4).
- b) It would be beneficial for the Department of Education (Western Australia), to clearly articulate the rationale of international education for Australian schooling as envisaged in the Adelaide Declaration on National Goals for Schooling in the Twenty-First Century, (see chapter 2, section 2.9) and the Department of Education's vision for international education (see chapter 5, section 5.3.1).

6.3 Recommendation 2

6.3.1 *Clear direction, guidance, and support on the implementation of an internationalised education*

The findings of this study have revealed that schools and teachers are mainly concerned with the implementation of the mandated aspects of the curriculum and that the internationalisation of the curriculum is not a priority in the schools. The following are recommendations for a more effective implementation of an internationalised curriculum:

- a) The internationalisation of education needs to be mandatory and be clearly articulated by the Department of Education, Western Australia, in its successive four-year strategic focus plans for schooling.
- b) Schools should develop an active plan for the inclusion and integration of global dimensions in their curriculum.
- c) Schools should be provided with the necessary resources, guidance, and professional development for the effective implementation of an international education.
- d) Although adequately resourced, the schools would benefit greatly from additional financial assistance with the acquisition of the required ICT resources.
- e) Most public schools in Western Australia do not have enough funding to employ an ICT expert to maintain their ICT resources. This provision would greatly enhance the effective use of these resources in the implementation of an internationalised curriculum.
- f) Schools should be provided with the necessary resources, staffing, and professional development for the effective implementation of Asia literacy.
- g) Asia literacy should be made mandatory to ensure its implementation in the schools.

- h) All schools need to be active participants in the Asia Literacy program offered by the Department of Education, WA.
- i) All school leaders should be part of the Leading 21st Century Schools: Engage with Asia (L21CS) Program. Through this program school leaders will be supported to build Asia capabilities among staff, students, and parent communities.
- j) The Department of Education, WA should provide teachers and students with opportunities to participate in teacher and student exchange programs both locally and internationally.
- k) It is stated that the demands of the curriculum, in terms of the content and the scope, are very broad. The further streamlining of the curriculum would create more opportunities for teachers to include global dimensions into their teaching.
- l) The Department of Education, Victoria has commissioned a great deal of research on the implementation of international education in Victorian schools. The Department of Education, WA would benefit greatly from using the findings and recommendations of this work to inform the effective implementation of an international curriculum in Western Australian schools.
- m) The International Education Continuum: A tool for self-reflection and school planning, developed by the Centre for Strategic Planning, which is an excellent guide to schools for the effective implementation of an international education, would be a useful tool to be adopted by Department of Education, WA.

6.4 Suggestions for future research

This research study set out to explore the practices of the selected schools in responding to the needs of an internationalised education. The results of this study have revealed that much work is needed for the effective implementation of an international education. The following two suggestions for further research are proposed:

- a) The International Division of the Department of Education and Childhood Development, Victoria, commissioned the Centre for Strategic Education (CSE) to undertake the Internationalising Education Project, which was conducted in three phases commencing in February 2008 and concluding April 2010. This project proved to be successful and assisted in providing recommendations for the effective implementation of an international education in Victorian schools. A similar project in Western Australia would be most beneficial for the effective implementation of an in international education.
- b) Asia Literacy is a significant aspect of the internationalisation of education in Australian schools. This study did not lend itself to an in-depth study of this aspect. It would be useful for a further investigation to be conducted on Asia Literacy and its contribution to the internationalisation of education in Australian schools. This Australia wide research study is extensive enough to be undertaken towards the fulfilment of a doctoral thesis in education.

6.5 Limitations of this study

Most of the available research on the internationalisation of education focuses on tertiary education. There is a limited amount of research on international education in schools. The reading of the literature suggests that there is a need for much more research on the internationalisation of education in primary schools and schools in general.

Many researchers cited in this study including (Knight, 2004; Schoorman, 2000; Sylvester, 2002) have made a substantial contribution towards the definition of an internationalised education and curriculum at Higher Education Level. The review of the literature has revealed that the internationalisation of education is more defined for tertiary institutions than it is for schools. The Department of Education, and Early Childhood Development, Victoria has conducted a considerable amount of local research in the internationalisation of education in schools and their findings have significantly informed this study. In seeking

useful literature on the internationalisation of education and the curriculum in schools the researcher has relied on information gathered by the Ministries and Departments of Education of the United Kingdom, Northern Island, New Zealand and Shanghai, China. This information has been valuable in informing the study, but it is acknowledged that it is not exhaustive in this area.

The researcher has used the definition of international education proposed by Knight (2004) to frame a conceptual definition of international education for this study. The researcher's definition is most relevant to institutions of higher learning but has been adapted, in this instance, to suit a definition of international education for schools. The definitions of OECD (2004b) and Schoorman (2000) have been taken into consideration to develop a clearer definition of international education for schools. It is hoped that the literature reviewed in this study can assist towards a clearer definition of international education and the international curriculum for primary schools and schools in general.

There are a considerable number of initiatives, programs and research being undertaken on Asia literacy in schools, which are relevant here, but this study did not lend itself to an in-depth inquiry of this aspect of the curriculum. The international Baccalaureate curriculum being used by local and overseas international schools has been researched greatly, but limited information was applicable to this study.

The sample of this study included two primary schools and seven participants in a metropolitan area of Western Australia. It would be difficult to generalise the results of this study, considering that in accordance with the Statistics of Western Australian Schools as on census date, 4 August 2017, there were 526 government primary schools and 148 non - government primary schools. In addition, the results of the research indicated that the internationalisation of education and the curriculum was not hold a high priority in

both schools. It was also difficult to identify practice directly related to the aim of the study.

6.6 Summary

This final chapter began by reminding the reader of the purpose of the study and a brief comment on the main findings of each research sub-questions were given. The reader is then reminded of the four outcomes emanating from the study's findings. Following on from the presentation of the outcomes, the two main recommendations of the study were presented. Penultimately the limitations of the study were given. Finally, suggestions for further research were expressed.

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"Every reasonable effort has been made to acknowledge the owners of copyright material. I would be pleased to hear from any copyright owner who has been omitted or incorrectly acknowledged."

8. APPENDICES

8.1 Ethics Approval



Memorandum

To	Ivan Oakes, School of Education
From	Marilyn Harries, Form C Coordinator
Subject	Protocol Approval EDU-149-14
Date	11 March 2014
Copy	Dr Kathryn Dixon, School of Education

Office of Research and Development
 Human Research Ethics Committee
 Telephone 9266 2784
 Facsimile 9266 3793
 Email hrec@curtin.edu.au

Thank you for your "Form C Application for Approval of Research with Low Risk (Ethical Requirements)" for the project titled "*Internationalizing the Australian Primary School Curriculum*". On behalf of the Human Research Ethics Committee, I am authorised to inform you that the project is approved.

Approval of this project is for a period of 4 years 7/03/2014 to 7/03/2018

Your approval has the following conditions:

- (i) Annual progress reports on the project must be submitted to the Ethics Office.
- (ii) It is your responsibility, as the researcher, to meet the conditions outlined above and to retain the necessary records demonstrating that these have been completed.**

The approval number for your project is **EDU-149-14**. Please quote this number in any future correspondence. If at any time during the approval term changes/amendments occur, or if a serious or unexpected adverse event occurs, please advise me immediately.

Kind regards

Marilyn Harries
 Form C Coordinator

Please Note: The following standard statement must be included in the information sheet to participants:
This study has been approved under Curtin University's process for lower-risk Studies (Approval Number EDU-149-14). This process complies with the National Statement on Ethical Conduct in Human Research (Chapter 5.1.7 and Chapters 5.1.18-5.1.21).
 For further information on this study contact the researchers named above or the Curtin University Human Research Ethics Committee. c/- Office of Research and Development, Curtin University, GPO Box U1987, Perth 6845 or by telephoning 9266 9223 or by emailing hrec@curtin.edu.au.

8.2 Approval Letter from the Department of Education



Government of **Western Australia**
Department of **Education**

Your ref :
Our ref : D14/0373089
Enquiries :

Mr Ivan Oakes
4 Stellaria Avenue
Halls Head
MANDURAH WA 6210

Dear Mr Oakes

Thank you for your application received 16 July 2014 to conduct research on Department of Education sites.

The focus and outcomes of your research project, *Towards an internationalised School Curriculum for the 21st Century. How are Australian Schools incorporating this in the curriculum?*, are of interest to the Department. I give permission for you to approach the Principals of Clarkson, East Mandurah, Highgate or Quinns Beach Primary Schools, to invite their participation in the project as outlined in your application. It is a condition of approval, however, that upon conclusion the results of this study are forwarded to the Department at the email address below.

Consistent with Department policy, participation in your research project will be the decision of the schools invited to participate and the individual staff members in those schools. A copy of this letter must be provided to principals when requesting their participation in the research. Researchers are required to sign a confidential declaration and provide a current Working with Children Check upon arrival at Department of Education schools.

Responsibility for quality control of ethics and methodology of the proposed research resides with the institution supervising the research. The Department notes a copy of a letter confirming that you have received ethical approval of your research protocol from the Curtin University Human Research Ethics Committee.

Any proposed changes to the research project will need to be submitted for Department approval prior to implementation.

Please contact Dr Adriaan Wolvaardt, Research and Evaluation Officer, on (08) 9264 5512 or researchandpolicy@education.wa.edu.au if you have further enquiries.

Very best wishes for the successful completion of your project.

Yours sincerely

ALAN DODSON
DIRECTOR
EVALUATION AND ACCOUNTABILITY

31 July 2014

151 Royal Street, East Perth Western Australia 6004

8.3 General Liability Insurance



Forrest Centre
221 St Georges Terrace
PERTH WA 6000
GPO Box K837
Perth 6842
ABN 73 292 281 552
Tel: (08) 9264 3333
Fax: (08) 9322 1557

Certificate of Currency

This Certificate is issued as a matter of information only and confers no rights upon the Certificate holder. This Certificate does not amend, extend or alter the coverage provided by the Cover detailed below.

Public Authority:	Curtin University of Technology
Interest:	
Cover Number:	R/20-7207
Class:	General Liability (including Products Liability).
Situation of Risk:	Worldwide
Covering:	The legal liability of the Public Authority in respect of claims for compensation resulting from an occurrence.
Limit of Liability:	\$300 million any one occurrence.
Excess:	\$2,500.00
Expiry Date:	30th June 2014
Conditions:	Subject to the RiskCover Certificate of Cover, Cover Document and Fund Guidelines.

This Cover has been effected with the Western Australian Government Treasury Managed Fund (**RiskCover**), managed and administered by the Insurance Commission of Western Australia.

Issued by RiskCover on 23 May 2013

8.4 Personal Accident Insurance for Students



Forrest Centre
 221 St Georges Terrace
 PERTH WA 6000
 GPO Box K837
 Perth 6842
 ABN 73 292 281 552
 Tel: (08) 9264 3333
 Fax: (08) 9322 1557

Certificate of Currency

This Certificate is issued as a matter of information only and confers no rights upon the Certificate holder. This Certificate does not amend, extend or alter the coverage provided by the Cover detailed below.

Public Authority:	Curtin University of Technology
Interest:	
Cover Number:	R/20-7207
Class:	Personal Accident – Work Experience
Situation of Risk:	Worldwide
Covering:	Persons engaged in unpaid work experience duties authorised by the Public Authority.
Capital Sum:	\$100,000.00
Expiry Date:	30th June 2014
Conditions:	Subject to the RiskCover Certificate of Cover, Cover Document and Fund Guidelines.

This Cover has been effected with the Western Australian Government Treasury Managed Fund (**RiskCover**), managed and administered by the Insurance Commission of Western Australia.

Issued by RiskCover on 23 May 2013

8.5 Pilot Study Information Letter for Administrators and Consent Form

Dear Principal

Internationalisation of the Primary School Curriculum

My name is Ivan Oakes. I am conducting a research project through Curtin University that aims to explore how a group of invited schools are meeting the expectations of internationalising the Australian Curriculum. The aim is to develop a model of internationalisation of the Australian Primary School Curriculum that may be adopted by other schools. The project is being conducted as part of a Master of Philosophy Degree at Curtin University.

This study will draw on Knight's (2004) concept of the internationalisation of education and the curriculum as a working definition. It will serve as a conceptual framework for this investigation. Knight (2004) defines internationalisation in education as a process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of education. She further states that internationalisation of education is a process rather than a fixed quality and this denotes the developmental quality of the concept. Knight (2004) further affirms that international processes are central, sustainable and integrated into policies and programs as well. This is relevant to this study as it will essentially be looking for these aspects of the internationalisation of the curriculum.

This study explores the internationalisation of the Australian Primary School curriculum as planned by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

The Australian Curriculum, Assessment and Reporting Authority, informed by the Melbourne Declaration on Educational Goals for Young Australians, incorporates Australia's Common and Agreed Goals for Schooling in the Twenty-first Century and requires that all schools educate their students within an international context. The

School Curriculum and Standards Authority (SCSA) sets as one of its guiding principles (informed by the Melbourne Declaration on Educational Goals for Young Australians which is central to the Australian Curriculum) that all students from Kindergarten to their final year of secondary schooling in Western Australia have a right to an education that is equitable and embraces diversity. The White Paper, *Australia in the Asian Century*, endorses Australia's initiatives for Asia Literacy.

The Australian Curriculum includes seven general capabilities. The general capabilities of the Australian Curriculum are addressed explicitly in the content of the learning areas. The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. The general capabilities play a significant role in realising the goals of the Melbourne Declaration on Educational Goals for Young Australians. The Melbourne Declaration identifies essential skills for twenty-first century learners in literacy, numeracy, information and communication technology (ICT), thinking, creativity, teamwork and communication. It describes individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels. It is an expectation that teachers teach and assess general capabilities to the extent that they are incorporated within each learning area.

This study will look at how the internationalisation of the curriculum is incorporated in whole school curriculum planning. It will include the programs and policies of the school to see how these accommodate the study of global content. It will also look at the characteristics of the principal and teachers, their qualifications, expertise and interest and how this influences their implementation of an internationalised curriculum. The effective use of ICT and media in achieving an internationalised curriculum will also be examined. The study will investigate the ICT infrastructure and to see how this accommodates the teaching of global content. It is the researcher's

intention to look at this aspect thoroughly. This will also include computer software, online programs and other information used in the teaching of Asian languages.

I would like to invite your teachers to participate in the Pilot Study for this project. The purpose of the pilot study is to test two of the data collection instruments. These are the Combined Background information survey checklist and the Interview Schedule.

The testing of the data collection instruments that have been developed as part of the research will identify the effectiveness of the items.

The questions to be answered for the testing of the data collection instruments are:

1. Are the questions answerable within the Western Australian School context?
2. Have the participants correctly interpreted the questions?
3. Are there any difficulties with the way in which the questions have been presented?
4. Which questions need improvement or possible deletion?
5. Are there any difficulties with the time allocated for the completion of the combined survey and checklist and for the interview process?

What does participating in the research involve?

Your teachers will be required to be involved in the following:

1. The completion of a Global Education Checklist

The researcher will require an initial meeting with your teachers for about 30 minutes. The researcher will introduce himself to the teachers and inform them of the aim of the study. It is at this stage that the teachers will be informed of the nature of their involvement in the pilot study. This will include the fact that they will be required to complete a Combined Background Information Survey and Global Education Checklist and an evaluation of the completion of this data collection instrument. It will further be explained that the main purpose of their participation is for the researcher to test the data collection instruments to determine the effectiveness and suitability of the questions for the intended research study. This is a lengthy checklist, which requires them to make selections to the given responses. There are minimal written responses

required. This Combined Background information survey checklist should take at least an hour to complete. The teachers will also be requested to complete it within one week of receiving it, after which the researcher will personally collect the questionnaire from them at your school.

2. Participation in an interview

The teachers will be required to participate in an interview. The interview will be conducted at a convenient time agreed upon by the researcher and the teacher. The interview will be an opportunity for the researcher to discuss the answering of the Combined Background information survey checklist to confirm some of the difficulties they may have experienced in the answering of the questions and more specifically to discuss their evaluation of the completion of the checklist. If necessary the researcher will also use this interview to discuss their different interpretations of some of the questions.

In addition, they will be interviewed using a semi structured instrument. The researcher will once again be testing the data collection instrument, applying the same questions as per the Combined Background Information Survey Checklist. This interview will take the form of an unstructured interview where the teachers will be required to report on the difficulties that they may have experienced with the questions. The purpose will be to identify questions that will work for the actual study. This interview will take approximately one hour to complete.

The researcher will keep the teacher's involvement in the administration of the research procedures to a minimum. It will be necessary to interview the teachers during the course of the school day; however, they will be interviewed outside of their contact time with students.

What if I wanted to change my initial decision?

If you wish to participate, the decision will need to be made within a week of receiving this letter, for you to be included in the pilot study.

Participation is voluntary and you can withdraw at any stage of the research

What will happen to the information I give, and are privacy and confidentiality assured?

Information that identifies participants will be removed from the data collected. The data will be stored securely and destroyed in accordance with the data storage provisions as per the guidelines under Section 3 “Manage storage of data and records” of the Australian Code for the Responsible Conduct of Research. It will only be accessed by the Office of Research and Development, Curtin University of Technology. This will be achieved by the appropriate shredding of the hard copies of the data and deletion of the electronic format of the data.

The identity of participants and the school will not be disclosed at any time, except in circumstances that require reporting under the Department of Education *Child Protection* policy, or where the research team is legally required to disclose that information.

Participant privacy, and the confidentiality of information disclosed by participants, is assured at all other times.

The data will be used only for the purpose of this project, and will not be used in any extended or future research without first obtaining explicit written consent from participants.

Consistent with Department of Education policy, a summary of the research findings will be made available to the Systems Performance Branch of the Department of Education and your Primary School. You can expect this to be available by November 2014.

Is this research approved?

The research has been approved by the Office of Research and Development, Curtin University, Perth, and has met the policy requirements of the Department of Education as indicated in the attached letter.

Who do I contact if I wish to discuss the project further?

If you would like to discuss any aspect of this study with the researcher or a member of the research team, please use the following contact details:

Investigator : Mr. Ivan Alvin James Oakes
Phone : 0430270203
Email : i.oakes@postgrad.curtin.edu.au
Principal Investigator : Dr. Kathryn Dixon
Phone : 08 9266218
Email : k.dixon@curtin.edu.au

If you have had all questions about the project answered to your satisfaction, and are willing to become involved, please complete the consent form on the next page.

This information letter is for you to keep.

Yours faithfully

Mr Ivan Alvin James Oakes

Student: Master of Philosophy

School of Education

Faculty of Humanities

Curtin University of Technology

GPO Box U1987

Perth, WA

6845

Consent Form

- I have read this document and understand the aims, procedures, and risks of this pilot study, as described within it.
- For any questions I may have had, I have taken up the invitation to ask those questions, and I am satisfied with the answers I received.
- I am willing for my teachers to be involved in the pilot study, as described.
- I understand that participation in the pilot study is entirely voluntarily.
- I understand that I am free to withdraw my teachers' participation at any time, without affecting the relationship with the researcher or the Office of Research and Development, Curtin University, Perth, WA.
- If I decide to participate and then later change my mind, I am able to withdraw my participation at any time before the completion of the interviews. After all information is gained in the interviews I will not be able to withdraw from the pilot study.
- I understand that this pilot study will be reported in the researcher's dissertation document and that the participants or the school will not be identified in any way.
- I understand that the Systems Performance Branch of the Department of Education will be provided with a copy of the findings from this research upon its completion.

Name of Participant (printed):

Signature of Participant:

Date: / /

8.6 Pilot Study Information Letter for Teachers and Consent Form

Dear Teacher

Internationalisation of the Primary School Curriculum

My name is Ivan Oakes. I am conducting a research project through Curtin University that aims to explore how a group of invited schools are meeting the expectations of internationalising the Australian Curriculum. The aim is to develop a model of internationalisation of the Australian Primary School Curriculum that may be adopted by other schools. The project is being conducted as part of a Master of Philosophy Degree at Curtin University.

This study will draw on Knight's (2004) concept of the internationalisation of education and the curriculum as a working definition. It will serve as a conceptual framework for this investigation. Knight (2004) defines internationalisation in education as a process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of education. She further states that internationalisation of education is a process rather than a fixed quality and this denotes the developmental quality of the concept. Knight (2004) further affirms that international processes are central, sustainable and integrated into policies and programs as well. This is relevant to this study as it will essentially be looking for these aspects of the internationalisation of the curriculum.

This study explores the internationalisation of the Australian Primary School curriculum as planned by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

The Australian Curriculum, Assessment and Reporting Authority, informed by the Melbourne Declaration on Educational Goals for Young Australians, incorporate Australia's Common and Agreed Goals for Schooling in the Twenty-first Century and require that all schools educate their students within an international context. The

School Curriculum and Standards Authority (SCSA) sets as one of its guiding principles (informed by the Melbourne Declaration on Educational Goals for Young Australians which is central to the Australian Curriculum) that all students from Kindergarten to their final year of secondary schooling in Western Australia have a right to an education that is equitable and embraces diversity. The White Paper, *Australia in the Asian Century*, endorses Australia's initiatives for Asia Literacy.

The Australian Curriculum includes seven general capabilities. The general capabilities of the Australian Curriculum are addressed explicitly in the content of the learning areas. The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. The general capabilities play a significant role in realising the goals of the Melbourne Declaration on Educational Goals for Young Australians. The Melbourne Declaration identifies essential skills for twenty-first century learners in literacy, numeracy, information and communication technology (ICT), thinking, creativity, teamwork and communication. It describes individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels. It is an expectation that teachers teach and assess general capabilities to the extent that they are incorporated within each learning area.

This study will look at how the internationalisation of the curriculum is incorporated in whole school curriculum planning. It will include the programs and policies of the school to see how these accommodate the study of global content. It will also look at the characteristics of the principal and teachers, their qualifications, expertise and interest and how this influences their implementation of an internationalised curriculum. The effective use of ICT and media in achieving an internationalised curriculum will also be examined. The study will investigate the ICT infrastructure and to see how this accommodates the teaching of global content. It is the researcher's

intention to look at this aspect thoroughly. This will also include computer software, online programs and other information used in the teaching of Asian languages.

I would like to invite you to participate in the Pilot Study for this project. The purpose of the pilot study is to test two of the data collection instruments. These are the Combined Background information survey checklist and the Interview Schedule.

The testing of the data collection instruments that have been developed as part of the research will identify the effectiveness of the items.

The questions to be answered for the testing of the data collection instruments are:

1. Are the questions answerable within the Western Australian School context?
2. Have the participants correctly interpreted the questions?
3. Are there any difficulties with the way in which the questions have been presented?
4. Which questions need improvement or possible deletion?
5. Are there any difficulties with the time allocated for the completion of the combined survey and checklist and for the interview process?

What does participating in the research involve?

You will be required to be involved in the following:

1. The completion of a Global Education Checklist

The researcher will require an initial meeting with you for about 30 minutes. The researcher will introduce himself to you and inform you of the aim of the study. It is at this stage that you will be informed of the nature of your involvement in the pilot study. This will include the fact that you will be required to complete a Combined Background Information Survey and Global Education Checklist and an evaluation of the completion of this data collection instrument. It will further be explained that the main purpose of your participation is for the researcher to test the data collection instruments to determine the effectiveness and suitability of the questions for the intended research study. This is a lengthy checklist, which requires you to make selections to the given responses. There are minimal written responses required. This

Combined Background information survey checklist should take at least an hour to complete. You will also be requested to complete it within one week of receiving it, after which the researcher will personally collect the questionnaire from you at your school.

2. Participation in an interview

You will be required to participate in an interview. The interview will be conducted at a convenient time agreed upon by you and the researcher. The interview will be an opportunity for the researcher to discuss the answering of the Combined Background information survey checklist to confirm some of the difficulties you may have experienced in the answering of the questions and more specifically to discuss your evaluation of the completion of the checklist. If necessary, the researcher will also use this interview to discuss your different interpretations of some of the questions.

In addition, you will be interviewed using a semi-structured instrument. The researcher will once again be testing the data collection instrument, applying the same questions used to test the Combined Background Information Survey Checklist. This interview will take the form of an unstructured interview where you will be required to report on the difficulties that you may have experienced with the questions. The purpose will be to identify questions that will work for the actual study. This interview will take approximately one hour to complete.

The researcher will keep your involvement in the administration of the research procedures to a minimum. It will be necessary to interview you during the school day; however, you will be interviewed outside of your contact time with students.

What if I wanted to change my initial decision?

If you wish to participate, the decision will need to be made within a week of receiving this letter, for you to be included in the pilot study.

Participation is voluntary, and you are able to withdraw at any stage of the research.

What will happen to the information I give, and are privacy and confidentiality assured?

Information that identifies participants will be removed from the data collected. The data will be stored securely and destroyed in accordance with the data storage provisions as per the guidelines under Section 3” Manage storage of data and records” of the Australian Code for the Responsible Conduct of Research. It will only be accessed by the Office of Research and Development, Curtin University of Technology. This will be achieved by the appropriate shredding of the hard copies of the data and deletion of the electronic format of the data

The identity of participants and the school will not be disclosed at any time, except in circumstances that require reporting under the Department of Education *Child Protection* policy, or where the research team is legally required to disclose that information. Participant privacy, and the confidentiality of information disclosed by participants, is assured at all other times.

The data will be used only for this project and will not be used in any extended or future research without first obtaining explicit written consent from participants.

Consistent with Department of Education policy, a summary of the research findings will be made available to the Systems Performance Branch of the Department of Education and your Primary School. You can expect this to be available by November 2014.

Is this research approved?

The research has been approved by the Office of Research and Development, Curtin University, Perth, and has met the policy requirements of the Department of Education as indicated in the attached letter.

Who do I contact if I wish to discuss the project further?

If you would like to discuss any aspect of this study with the researcher or a member of the research team, please use the following contact details:

Investigator : Mr. Ivan Alvin James Oakes

Phone : 0430270203
Email : i.oakes@postgrad.curtin.edu.au
Principal Investigator : Dr. Kathryn Dixon
Phone : 08 9266218
Email : k.dixon@curtin.edu.au

How do I become involved?

If you have had all questions about the project answered to your satisfaction, and are willing to become involved, please complete the consent form on the next page.

This information letter is for you to keep.

Yours faithfully

Mr Ivan Alvin James Oakes

Student: Master of Philosophy

School of Education

Faculty of Humanities

Curtin University of Technology

GPO Box U1987

Perth, WA

6845

Consent Form

- I have read this document and understand the aims, procedures, and risks of this pilot study, as described within it.
- For any questions I may have had, I have taken up the invitation to ask those questions, and I am satisfied with the answers I received.
- I am willing to become involved in the pilot study, as described.
- I understand that participation in the pilot study is entirely voluntarily.
- I understand that I am free to withdraw my participation at any time, without affecting the relationship with the researcher or the Office of Research and Development, Curtin University, Perth, WA.
- If I decide to participate and then later change my mind, I am able to withdraw my participation at any time before the completion of the interview. After all information is gained in the interview you will not be able to be withdrawn from the study.
- I understand that this pilot study will be reported in the researcher's dissertation document and that the participants or the school will not be identified in any way.
- I understand that the Systems Performance Branch of the Department of Education will be provided with a copy of the findings from this research upon its completion.

Name of Participant (printed):

Signature of Participant:

Date: / /

8.7 Pilot Study Teachers' and Administrators' Survey

I would like to assess how long it will take to complete the survey and checklist. To help with this, please record the time that you started.

_____hour _____minutes

COMBINED BACKGROUND INFORMATION SURVEY AND GLOBAL EDUCATION CHECKLIST FOR TEACHERS

Some of the checklist items below have been extracted from the *Global Education Checklist for Teachers, Schools, School Systems and State Education Agencies* by Dr. Fred Czarra that was published as an Occasional Paper of The American Forum for Global Education in November 2002. This modified checklist is used with the written consent of Dr. Fred Czarra.

Section1:

Please answer the following questions that describe your situation and experience as a teacher.

1. Gender (Please circle)	Male			Female			
2. What is your age? (Please circle)	22-29	30-39	40-49	50-59	60+		
3. Years of teaching experience (including present year). (Please circle)	0-5		5-10		10-20		20+
4. Grade you are presently teaching (Please circle).	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
5. Grade levels you have taught previously. (Please circle)	K-3		4-6	7-9	10-12		Post- Secondary
6. Have you ever taught in a foreign country? (Please circle)	YES				NO		

7. Do you have prior work experience that relates directly to any international education activity?	YES	NO
8. Do you speak another language? (Please circle)	YES	NO
9. If yes, what other language/s do you speak? (Please list)	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
10. Did you grow up in Western Australia? (Please Circle)	YES	NO
11. Have you ever lived in a different state of Australia? (Please Circle)	YES	NO
12. Have you ever lived in another country?	YES	NO
13. Have you been involved in an overseas staff-exchange program?	YES	NO
14. Have you ever received training/education focused on global or international education? (Please Circle)	YES	NO
15. If yes, please tick the type of training/education you received? (Please tick all that apply)		

15.1	Course taken during your initial Teacher Education Course.		
15.2	Specialization in International Education.		
15.3	Master's Degree Course.		
15.4	School or Board sponsored Professional Development.		
15.5	Your own education at you own cost.		
15.6	Informal education from colleagues.		
16.	Have you ever received training/education focused on the use of the internet in teaching, online and e learning? (Please Circle)	YES	NO
17.	Would you be interested in participating in future professional development activities focusing on international education? (Please circle)	YES	NO
18.	Have you ever attended a professional development program, which includes aspects of cross cultural communication? (Please circle)	YES	NO
19. I have the following qualifications: (Please tick all that apply to you).			
Bachelor's Degree			
Bachelor of Education			

Master's Degree e.g. MA, MSc						
Master of Education						
Doctoral Degree						
Doctor of Education						
Additional Teacher education qualifications (Please specify)	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>					
<p>20. Using the scale described below, please rate your concerns for the following issues by circling your selected rating of these concerns:</p> <p>SCALE: 1 = Very concerned, 2 = Concerned, 3 = Undecided, 4 = Not concerned, 5 = Really not concerned</p>						
Your current teaching load	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		
Globalisation and financial markets	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		
Gender equity	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		
World poverty	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		
Global warming (climate change)	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		

The Australian economy	1	2	3	4	5	
Over fishing	1	2	3	4	5	
Human rights	1	2	3	4	5	
Deforestation of old growth rainforests	1	2	3	4	5	
Earthquakes	1	2	3	4	5	
World population growth	1	2	3	4	5	
Personal finances	1	2	3	4	5	
Free trade	1	2	3	4	5	
<p>21. Please rate the following objectives of global education according to how important each one is to you in your teaching. Please circle your selected responses.</p> <p>SCALE: 1 =Very Important, 2 =Important, 3 =Undecided, 4 =Unimportant, 5 =Very Unimportant</p>						
21.1	Students should understand the concept of interdependence and how people, places, events and issues are linked through interdependent relationships.	1	2	3	4	5
21.2	Students should gain an understanding of global connections within their local community. E.g. imported goods, diverse culture).	1	2	3	4	5

21.3	Students should gain an age-appropriate understanding of the workings of some important local and global systems such as trade between regions and countries.	1	2	3	4	5
21.4	Students should gain an understanding of their own worldview.	1	2	3	4	5
21.5	Students should demonstrate an understanding that their views are not universally shared by others.	1	2	3	4	5
21.6	Students should explore their own cultures, identities and lifestyles.	1	2	3	4	5
21.7	Students should examine their own cultures, identities and lifestyles through studying how they are viewed by others of different cultures. (E.g. How would members of an African culture view various cultures found in Australia?)	1	2	3	4	5
21.8	Students should gain an understanding of current global issues and look for local connections to those issues (e.g. local effects of climate change).	1	2	3	4	5
21.9	Students should gain an understanding that perspectives on global issues will vary.	1	2	3	4	5
21.10	Students should gain an understanding of the relationship between the present, and future. (E.g. how have past events led to our present condition and what might the future hold)?	1	2	3	4	5

21.11	Students should gain an understanding of how they can act to affect change in their community and help their community move toward a preferable future. (E.g. sustainable development).	1	2	3	4	5
21.12	Students should explore their own strengths, weaknesses and personal potential.	1	2	3	4	5
21.13	Students should become aware of the common needs, behaviour, talents and aspirations shared by humankind.	1	2	3	4	5
21.14	The classroom should be a place where students feel safe to explore and share their beliefs through risk taking, cooperative learning and reflection.	1	2	3	4	5
21.15	Students should be aware that global issues are interrelated, complex, challenging, and ever changing.	1	2	3	4	5
21.16	Students should have general knowledge about the major geographical and cultural areas of the world and some of the issues and challenges that unite and divide them.	1	2	3	4	5
21.17	Students should know and understand that members of different cultures view the world in different ways.	1	2	3	4	5
21.18	Students should tolerate cultural diversity.	1	2	3	4	5
21.19	Students should take advantage of opportunities to learn another language and its culture.	1	2	3	4	5
21.20	Students should know and understand the role of Australia in international policies and international relations.	1	2	3	4	5

21.21	Students should recognize, analyse, and evaluate the interconnections between their lives and global issues.	1	2	3	4	5
21.22	Students should value participation in the democratic process.	1	2	3	4	5
21.23	Students should explore their own cultural positions.	1	2	3	4	5
21.24	Students should acquire knowledge and skills to cope in the international arena.	1	2	3	4	5
21.25	Students should use information technology as an effective learning tool.	1	2	3	4	5
22.	Please indicate which topics you have included, do not include, or would like to include, in your Year 5 or 6 classes. Please tick your selected responses.					
		I have included this topic in my classroom	I have not included this topic in my classroom	I would like to include this topic in my classroom		
22.1	Identify Australia on a world map or globe.					
22.2	Identify communication links between Australia and the world (e.g. telegram, post, telephone and internet).					
22.3	Identify transportation links between Australia and the world (e.g. boat, plane).					
22.4	Cultural diversity in Australia.					
22.5	Cultures that exist in Australia.					

22.6	The values, beliefs, traditions and actions of different cultural groups on Australia.			
22.7	Identify and explain factors that are contributing to a global culture (e.g. technology, increased migration).			
22.8	Identify and take age-appropriate action on issues of a school, community or global nature. (E.g. awareness campaigns, letter writing skills, debating).			
22.9	Identify and take action to promote positive interactions amongst all people.			
22.10	Assess the relationship between culture and the environment in selected region			
22.11	Compare climate and vegetation in different parts of the world and current sustainability practices.			
22.12	Describe ways in which plants are important to humans and animals and the environment.			
22.13	Evaluate structures in your community and in the world to determine if they make efficient use of materials.			
22.14	Evaluate structures in your community and in the world to determine if they are appropriate for the environment and for those who use them.			
22.15	Identify forms of language that are unfair to particular individuals and cultures.			
22.16	Promote the use of language that shows respect for all people.			

22.17	Identify examples of bias, prejudice and stereotyping.			
22.18	Have students compared their thoughts and beliefs to those of others.			
22.19	Provide an opportunity for students to describe feelings, attitudes, reactions and values.			
22.20	Australia as a multicultural society with many global connections.			
22.21	Step-by-step problem-solving approaches.			
22.22	Consider the needs of people who are disabled.			
22.23	Analyse advertising for bias.			
22.24	Identify local and global community development organizations (e.g. World Health Organization, Amnesty International).			
22.25	Identify environmental problems.			
22.26	Demonstrate an awareness of the role of consumers, industry and government in protecting our environment.			
22.27	Increase understanding and acceptance of self through understanding and acceptance of human sexuality.			
22.28	Demonstrate an understanding of the use of technology and the impact technology has on society.			

22.29	Demonstrate awareness that the internet and technology may not widely be available in developing countries.			
22.30	Explore relevant issues through data collection (e.g. students survey their community for the existence of a variety of cultures).			
22.31	Implement plans with respect to the collection of data (e.g. students plan a community event to promote all cultures in that community).			
23. The following is a list of general skills that students should develop. Please indicate, with a tick, the skills that you feel are important to develop in the classroom to promote an international education.				
23.1	Communication skills.			
23.2	Evaluation of information			
23.3	Storage/retrieving of information			
23.4	Analytical skills			
23.5	Maintaining physical well-being			
23.6	Self-awareness skills			
23.7	Coping with stress skills			
23.8	Assertiveness			

23.9	Trust building	
23.10	Negotiation	
23.11	Decision-making	
23.12	Appreciation of beauty	
23.13	Creative thinking	
23.14	Perception of relationships	
23.15	Empathy	
23.16	Organizational skills	
23.17	Relaxation/focus	
23.18	Manual technical skills	
23.19	Time management	
23.20	Empowerment	
23.21	Co-operation	
23.22	Conflict management	
23.23	Ethical judgment	

23.24	Problem-solving			
23.25	View all sides of an issue			
23.26	Predicting			
24	The following questions deal with your experience in teaching from a global perspective			
24.1	As a teacher, how important is it for you to teach a global education? Please circle the selected answer.			
	1	2	3	4
	Very Important	Important	Undecided	Unimportant
				Very Unimportant
24.2	To what extent do you apply global education in your classroom?			
	1	2	3	4
	To a great extent	Moderately	Undecided	Not extensively
				Not at all
25	Please indicate reasons you have not/do not apply global education in your classroom. (Please tick all that apply)			
25.1	Lack of resources.			
25.2	I have no interest.			
25.3	There are more important curriculum areas to cover.			
25.4	I do not feel I have adequate content knowledge to teach global topics.			

25.5	I do not believe it is appropriate to teach global topics.					
25.6	Global education is not a significant part of the curriculum for my grade level.					
25.7	My students are too young.					
26	What would increase the likelihood that you would apply global education in your classroom? (Please rank options below from 1-5. (1 being most likely to increase your use/awareness of global education and 5 being least likely to have any affect).					
26.1	School/Board/Department sponsored professional development.	1	2	3	4	5
26.2	More global education resources provided in my school.	1	2	3	4	5
26.3	Opportunities to plan with colleagues for global education lessons.	1	2	3	4	5
26.4	More emphasis on global education in curriculum outcomes.	1	2	3	4	5
Section 2						
Questions for teachers about student knowledge of global issues, culture and connection.						
For all the sub sections below, respond by using the scale 1 being the lowest and 4 being the highest degree.						
1. GLOBAL ISSUES—KNOWLEDGE						
What do your students know about global issues, and how well do they know it?						
		1	2	3	4	
a.	Are students aware that global issues exist and affect their lives?					

b. Are students studying a global issue in depth and over an extended period of time?				
2. GLOBAL ISSUES—SKILLS				
How are your students going to learn about issues?				
	1	2	3	4
a. Do students know how to study global issues? Do they have the skills needed to investigate and research a topic or issue, solve problems, analyse issues, interpret information, make a case for a point of view through reasoned persuasion?				
b. Do students have the ability to suspend judgment when confronted with new information about a global issue which conflicts with their own understandings and values?				
3. GLOBAL ISSUES—PARTICIPATION				
How can students make a difference in resolving issues?				
	1	2	3	4
a. Can your students approach global issues, problems and challenges objectively, with neither undue optimism nor unwarranted pessimism?				
b. Can your students develop some sense of efficacy and civic responsibility by identifying specific ways that they can make some contribution to the resolution of a global issue?				
4. CULTURE—KNOWLEDGE				
What do students know about culture?				
	1	2	3	4
a. Have students studied at least one other culture in depth over an extended period of time?				
b. Do students have a general knowledge of the major geographical and cultural areas of the world, especially Asia, and some of the issues and challenges that unite and divide them?				
c. Have students been given the opportunity to learn about another culture through the study of a foreign language?				

d. Do students know and understand that culture and communication are closely connected?				
e. Do students have an opportunity to engage in exchanges with another culture either in another country or within Australia?				
f. Do students know and understand that members of different cultures view the world in different ways?				
g. Do students know and understand that culture changes?				
h. Do students know and understand that there are universals connecting all cultures? E.g. Care for the environment.				
i. Do students know and understand that humans may identify with more than one culture and thus have multiple loyalties?				
j. Do students know and understand that cultures cross national boundaries?				
k. Do students know and understand how cultures are affected by geography and history?				
l. Do students know that cultures reflect their values and beliefs in different ways through art, literature, and music?				
5. CULTURE—SKILLS				
How can students learn about culture?				
	1	2	3	4
a. Do students know how to examine cultures around the world and recognize some interconnections with their life in Australia?				
b. Do students know how to compare diverse cultural points of view and try to understand them?				
c. Do students know how to examine the common and the diverse traits of other cultures?				
d. Do students know how to state a concern, position, or value from another culture, in a way that would be acceptable in that particular culture and without distorting it?				

6. CULTURE—PARTICIPATION				
How can students improve their ability to understand others?				
	1	2	3	4
a. Do students appreciate the study of other cultures?				
b. Do students tolerate cultural diversity?				
c. Do students seek to communicate with people from other cultures?				
d. Do students have an appreciation that all human cultures should experience universal rights?				
e. Do students take advantage of opportunities to learn another language and its culture?				
7. GLOBAL CONNECTIONS—KNOWLEDGE				
How is Australia connected to the world?				
	1	2	3	4
a. Can students identify and describe how they are connected with the world. This could be from a historical, political, economic, technological, social, linguistic or ecological perspective?				
b. Do students understand that global interconnections are not necessarily benign and that they have both positive and negative consequences in Australia?				
8. GLOBAL CONNECTIONS—SKILLS				
What skills do students need in order to analyse and evaluate global connections?				
	1	2	3	4
a. Can students recognize the interconnections of local and regional issues with global challenges and issues?				
b. Can students recognize the interconnections between their lives and global issues?				
c. Can students generate alternative projections for the future and weigh potential future scenarios?				

9. GLOBAL CONNECTIONS—PARTICIPATION

How can students explore democratic citizenship through global connections?

	1	2	3	4
a. Do students value participation in the democratic process?				
b. Are students able to tolerate ambiguity?				
c. Do students access the media that relate to intercultural and international topics and can they actively participate in sharing their views on this information from the media?				

Evaluation

Thank you for completing the Combined Information Background Survey and Checklist. Please assist me further by answering the following questions to help me with the testing of the data collection instrument:

1. Are there any questions that you had difficulty understanding? Please record these questions below.

2. Are there any questions that you thought were unanswerable within the Western Australian school context? Please record these questions below.

3. How long did it take you to complete the Combined Background information survey checklist? Please record the time in hours and minutes.

_____ hour _____ minutes.

8.8 Pilot Study Interview Questionnaire for Administrators

Section 1:

Please answer the following questions that describe your situation and experience as a teacher:

1. What is your experience with living and working with diverse cultures?

2. Have you been involved in a staff-exchange program? (Please circle).

YES NO

2.1 If yes, what impact do you think the staff-exchange program has had on you?

3. What kinds of exchange programs are available in your school?

4. Do you audit the curriculum to ensure that it contains international content and/or perspectives? If so, briefly describe how and when you conduct this.

Section 2

The following questions deal with meeting the demands of the internationalisation of the curriculum.

Please answer the following questions:

1. What kind of policies are in place to promote intercultural learning in your school?

2. All Schools are implementing Phase One of the Australian Curriculum – Year K to Year 10. Please describe the progress your school has made with meeting the demands of the curriculum.

5. The National Statement on Asia Literacy in Australian Schools 2011 identifies the broad knowledge, skills and understandings required by all students to achieve Asia Literacy in the context of existing policies and practices in teaching and learning. As the Australian curriculum is being fully developed, the aim of the statement is to advocate for and acknowledge the place of Asia Literacy in Australian schools and what is required to support its achievement. With the above mentioned in mind, please elaborate on the progress your School has made in this regard.

6. “The General capabilities play a significant role in realising the goals of the Melbourne Declaration on Educational Goals for Young Australians. The Melbourne Declaration identifies essential skills for twenty-first century learners in literacy, numeracy, information and communication technology (ICT), thinking, creativity, teamwork and communication. It describes individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels”. Teachers are expected to teach and assess general capabilities to the extent that they are incorporated within each learning area. How do you incorporate these in your teaching?

7. In planning the school's Whole Curriculum what knowledge, attitudes and skills do you think are important to prepare all students for this increasingly globalised world?

Section 3

The following questions deal with your teaching and beliefs on the internationalisation of the curriculum

Please answer the following questions

1. What kind of knowledge, attitudes and skills do you think a teacher should possess to be an effective teacher in achieving the aim of internationalising the curriculum?

2. What particular subjects, content and or methods of lesson delivery do you think need to be included in the school curriculum to promote the internationalisation of the curriculum?

3. Please describe some of the activities or events in your school that could be considered to meet the needs of an international curriculum?

4. Please describe any activities and programs at your school that promote intercultural competence?

5. What support materials are available to help your teachers plan and deliver a curriculum that is appropriate for an international student in their classrooms?

10. If no, please tell me why not?

Section 4

The following questions deal with the use of Information Communication Technology and other resources in the internationalisation of the curriculum

1. Home, school and community spaces, both virtual and physical are increasing in flexibility, with learning taking place beyond the boundaries of school buildings and the conventional school day. Students expect environments to be ICT rich, compatible and interconnected. Students communicate and acquire information both within and outside their formal learning. How has your school incorporated Information Communication Technology into the whole school curriculum?

3. If no, please tell me why you do not have one?

4. What ethnic and racial groups are present in your school?

5. Do individuals representing the ethnic and racial groups have a voice in the planning of school community activities? (Please circle).

YES NO

6. If yes, can you give me some examples of this?

7. If no, please tell me why not.

8. Are the cultural mores, global connections, and global issues of these ethnic and racial groups acknowledged in the school community and the school curriculum? (Please circle).

YES NO

9. If yes, please describe how this is achieved.

10. If no, please tell me why not.

11. Does the faculty of your school reflect the ethnic and racial diversity of your community? (Please circle).

YES NO

12. If not, what attempts have you made to create such a faculty or to encourage efforts by others to recruit teachers who reflect this diversity?

13. Does your school have a "sister school" relationship with a school outside Australia? (Please circle).

YES NO

14. If yes, is the exchange well established and achieving the aim of internationalising the curriculum?

15. If no, please tell me why not?

8.9 Pilot Study Interview Questionnaire for Teachers

Section 1:

Please answer the following questions that describe your situation and experience as a teacher:

1. What is your experience with living and working with diverse cultures?

2. Have you been involved in a staff-exchange program? (Please circle)

YES NO

2.1 If yes, what impact do you think the staff-exchange program has had on your teaching?

2.2 If no, why have you not been involved in a staff exchange program?

3. What kinds of exchange programs are available in your school?

Section 2

The following questions deal with meeting the demands of the internationalisation of the curriculum

Please answer the following questions:

1. All Schools have started the implementation of Phase One of the Australian Curriculum – Year K to Year 10. Please describe the progress your school has made with meeting the demands of the curriculum.

2. The Australian Curriculum, Assessment and Reporting Authority (ACARA) incorporates Australia's Common and Agreed Goals for Schooling in the Twenty-first Century and requires that all schools educate their students within an international context (ACARA, 2011 #4385). How have you incorporated the internationalisation of the curriculum in your whole school curriculum planning?

3. The Guiding Principles for Western Australian schools as set out by School's Curriculum and Standards Authority (SCASA) ensures that schooling contributes to a cohesive society that respects and appreciates cultural, social and religious diversity and provides learning that meets the educational needs of students. How has your school accommodated this expectation in the planning of your whole school curriculum?

5. “The General capabilities play a significant role in realising the goals of the Melbourne Declaration on Educational Goals for Young Australians. The Melbourne Declaration identifies essential skills for twenty-first century learners in literacy, numeracy, information and communication technology (ICT), thinking, creativity, teamwork and communication. It describes individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels”. Teachers are expected to teach and assess general capabilities to the extent that they are incorporated within each learning area. How do you incorporate these in your teaching?

6. In the planning of the school’s whole curriculum, what knowledge, attitudes and skills do you think are important to prepare all students for this increasingly globalised world?

Section 3

The following questions deal with your teaching and beliefs on the internationalisation of the curriculum

Please answer the following questions

1. What kind of knowledge, attitudes and skills do you think would assist a teacher in effectively internationalising the curriculum?

2. Please indicate global topics that are important in your teaching?

12. Do you engage in team planning and team teaching across grade levels and subject areas? (Please circle).

YES NO SOMETIMES

13. If yes, please describe.

14. If no, why don't you?

15. Sometimes (Please specify):

Section 4

The following questions deal with the use of Information Communication Technology and other resources in the internationalisation of the curriculum

1. Home, school and community spaces, both virtual and physical are increasing in flexibility, with learning taking place beyond the boundaries of school buildings and the conventional school day. Students expect environments to be ICT rich, compatible and interconnected. Students communicate and acquire information both within and outside their formal learning. How has your school incorporated Information Communication Technology into the whole school curriculum?

8.10 Information Letter for Principals and Consent Form

Dear Principal

Internationalisation of the Primary school Curriculum

My name is Ivan Oakes. I am conducting a research project through Curtin University that aims to explore how a group of invited schools are meeting the expectations of internationalising the Australian Curriculum. The aim is to develop a model of internationalisation of the Australian Primary School Curriculum, that may be adopted by other schools. The project is being conducted as part of a Master of Philosophy Degree at Curtin University.

This study will draw on Knight's (2004) concept of the internationalisation of education and the curriculum as a working definition. It will serve as a conceptual framework for this investigation. Knight (2004) defines internationalisation in education as a process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of education. She further states that internationalisation of education is a process rather than a fixed quality and this denotes the developmental quality of the concept. Knight (2004) further affirms that international processes are central, sustainable and integrated into policies and programs as well. This is relevant to this study as it will essentially be looking for these aspects of the internationalisation of the curriculum.

This study explores the internationalisation of the Australian Primary School curriculum as planned by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

The Australian Curriculum, Assessment and Reporting Authority, informed by the Melbourne Declaration on Educational Goals for Young Australians, incorporate Australia's Common and Agreed Goals for Schooling in the Twenty-first Century and

require that all schools educate their students within an international context. The School Curriculum and Standards Authority (SCSA) sets as one of its guiding principles (informed by the Melbourne Declaration on Educational Goals for Young Australians which is central to the Australian Curriculum) that all students from Kindergarten to their final year of secondary schooling in Western Australia have a right to an education that is equitable and embraces diversity. The White Paper, *Australia in the Asian Century*, endorses Australia's initiatives for Asia Literacy.

The Australian Curriculum includes seven general capabilities. The general capabilities of the Australian Curriculum are addressed explicitly in the content of the learning areas. The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. The general capabilities play a significant role in realising the goals of the Melbourne Declaration on Educational Goals for Young Australians. The Melbourne Declaration identifies essential skills for twenty-first century learners in literacy, numeracy, information and communication technology (ICT), thinking, creativity, teamwork and communication. It describes individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels. It is an expectation that teachers teach and assess general capabilities to the extent that they are incorporated within each learning area.

This study will look at how the internationalisation of the curriculum is incorporated in whole school curriculum planning. It will include the programs and policies of the school to see how these accommodate the study of global content. It will also look at the characteristics of the principal and teachers, their qualifications, expertise and interest and how this influences their implementation of an internationalised curriculum. The effective use of ICT and media in achieving an internationalised curriculum will also be examined. The study will investigate the ICT infrastructure and

to see how this accommodates the teaching of global content. It is the researcher's intention to look at this aspect thoroughly. This will also include computer software, online programs and other information used in the teaching of Asian languages.

I would like to invite your Primary School to take part in the project. This is because your Primary School meets the requirements to be invited to participate in this particular study. Three Primary Schools, including your Primary School will be invited as a representative sample of the Primary Schools in Western Australia.

The following sub questions will be asked to collect the required data for this study:

1. What do these Primary Schools identify as the essential elements for the implementation of an international curriculum?
2. What are the pedagogical practices that these Primary Schools use in their international agenda?
3. What effective teaching strategies and resources do the Primary School stakeholders use to internationalize the curriculum?
4. How does these Primary Schools' projection of an international curriculum align with the Global Education Checklist used as a benchmark in this study?

What does participation in the research project involve?

I seek access to one teacher and Year Level Coordinator of the Year Five and Year Six levels at your Primary school. The participants mentioned above will be required to participate in two interviews with the researcher. In the first interview they will be required to respond to questions on the study recorded on an interview schedule. This interview will be for the duration of 1 hour and 30 minutes. The second interview will serve the purpose of member checking and will be for the duration of 1hour.

I will keep your Primary School's involvement in the administration of the research procedures to a minimum. It will be necessary to interview some of the participants during the school day, however all participants will be interviewed outside of their contact time with students.

To what extent is participation voluntary, and what are the implications of withdrawing that participation?

Participation in this research project is entirely voluntary. If any member of a participant group decides to participate and then later changes their mind, they are able to withdraw their participation at any time. The second interview with the participants will be a member checking interview where their participants will be given the opportunity to check the accuracy the researchers' recording of the information they have given. After this stage, all information gained will not be able to be withdrawn.

There will be no consequences relating to any decision by an individual or the participating Primary School regarding participation, other than those already described in this letter. Decisions made will not affect the relationship with the researcher or the participating school.

What will happen to the information collected, and is privacy and confidentiality assured?

Information that identifies anyone will be removed from the data collected. The data is then stored securely. The data collected will be stored and destroyed in accordance with the data storage provisions as per the guidelines under Section 3, "Manage storage of data and records" of the Australian Code for the Responsible Conduct of Research and can only be accessed by Office of Research and Development, Curtin University of Technology. The data will be stored for a minimum period of 5 years, after which it will be destroyed. This will be achieved by the appropriate shredding of the hard copies of the data and deletion of the electronic format of the data

The identity of participants and the school will not be disclosed at any time, except in circumstances that require reporting under the Department of Education *Child Protection* policy, or where the research team is legally required to disclose that information. Participant privacy, and the confidentiality of information disclosed by participants, is assured at all other times. The data will be used only for this project

and will not be used in any extended or future research without first obtaining explicit written consent from participants.

Consistent with Department of Education policy, a summary of the research findings will be made available to the Systems Performance branch of the Department of Education and your primary School. You can expect this to be available by November 2014.

Is this research approved?

The research has been approved by the Office of Research and Development, Curtin University of Technology, Perth and has met the policy requirements of the Department of Education as indicated in the attached letter.

Do all members of the research team who will be having contact with children have their Working with Children Check?"

Yes. Under the Working with Children (Criminal Record Checking) Act 2004, people undertaking work in Western Australia that involves contact with children must undergo a Working with Children Check. A copy of the researcher's Working with Children's Check is attached to this letter.

Who do I contact if I wish to discuss the project further?

If you would like to discuss any aspect of this study with the researcher or a member of the research team, please contact them using the following contact details:

Investigator : Mr. Ivan Alvin James Oakes

Phone: 0430270203

Email: i.oakes@postgrad.curtin.edu.au

Principal Investigator : Dr. Kathryn Dixon

Phone : 08 9266218

Email : k.dixon@curtin.edu.au

How do I indicate my willingness for the participating Teachers and Year Level Coordinators to be involved?

If you have had all questions about the project answered to your satisfaction and are willing for the invited Primary Schools to participate, please complete the **Consent Form** on the following page.

This information letter is for you to keep.

Yours faithfully

Mr Ivan Alvin James Oakes
Student: Master of Philosophy
School of Education
Faculty of Humanities
Curtin University of Technology
GPO Box U1987
Perth, WA
6845

Consent Form

- I have read this document and understand the aims, procedures, and risks of this project, as described within it.
- For any questions I may have had, I have taken up the invitation to ask those questions, and I am satisfied with the answers I received.
- I am willing for the teachers and Year Level Coordinators to become involved in the research project, as described.
- I understand that participation in the project is entirely voluntarily.
- I understand and agree to the interviews to be audio recorded.
- I understand that the teachers and Year Level Coordinators are free to withdraw their participation at any time, without affecting the relationship with the researcher or the Office of Research and Development, Curtin University, Perth, WA.
- If any member of a participant group decides to participate and then later changes their mind, they are able to withdraw their participation at any time. The second interview with the participants will be a member checking interview where the participants will be given the opportunity to check the accuracy the researchers' recording of the information they have given. After this stage, all information gained will not be able to be withdrawn.
- I understand that this research will be reported in the researcher's dissertation document and that the participants or the school are not identified in any way.
- I understand that the Systems Performance branch of the Department of Education will be provided with a copy of the findings from this research upon its completion.

Name of Principal (printed):

Signature:

Date: / /

8.11 Information Letter for Teachers and Consent Form

Dear Teacher

Internationalisation of the Primary School Curriculum

My name is Ivan Oakes. I am conducting a research project through Curtin University that aims to explore how a group of invited schools are meeting the expectations of internationalising the Australian Curriculum. The aim is to develop a model of internationalisation of the Australian Primary School Curriculum, that may be adopted by other schools. The project is being conducted as part of a Master of Philosophy Degree at Curtin University.

This study will draw on Knight's (2004) concept of the internationalisation of education and the curriculum as a working definition. It will serve as a conceptual framework for this investigation. Knight (2004) defines internationalisation in education as a process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of education. She further states that internationalisation of education is a process rather than a fixed quality and this denotes the developmental quality of the concept. Knight (2004) further affirms that international processes are central, sustainable and integrated into policies and programs as well. This is relevant to this study as it will essentially be looking for these aspects of the internationalisation of the curriculum.

This study explores the internationalisation of the Australian Primary School curriculum as planned by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

The Australian Curriculum, Assessment and Reporting Authority, informed by the Melbourne Declaration on Educational Goals for Young Australians, incorporate Australia's Common and Agreed Goals for Schooling in the Twenty-first Century and require that all schools educate their students within an international context. The School Curriculum and Standards Authority (SCSA) sets as one of its guiding principles (informed by the Melbourne Declaration on Educational Goals for Young Australians which is central to the Australian Curriculum) that all students from Kindergarten to their final year of secondary schooling in Western Australia have

a right to an education that is equitable and embraces diversity. The White Paper, *Australia in the Asian Century*, endorses Australia's initiatives for Asia Literacy.

The Australian Curriculum includes seven general capabilities. The general capabilities of the Australian Curriculum are addressed explicitly in the content of the learning areas. The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. The general capabilities play a significant role in realising the goals of the Melbourne Declaration on Educational Goals for Young Australians. The Melbourne Declaration identifies essential skills for twenty-first century learners in literacy, numeracy, information and communication technology (ICT), thinking, creativity, teamwork and communication. It describes individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels. It is an expectation that teachers teach and assess general capabilities to the extent that they are incorporated within each learning area.

This study will look at how the internationalisation of the curriculum is incorporated in whole school curriculum planning. It will include the programs and policies of the school to see how these accommodate the study of global content. It will also look at the characteristics of the principal and teachers, their qualifications, expertise and interest and how this influences their implementation of an internationalised curriculum. The effective use of ICT and media in achieving an internationalised curriculum will also be examined. The study will investigate the ICT infrastructure and to see how this accommodates the teaching of global content. It is the researcher's intention to look at this aspect thoroughly. This will also include computer software, online programs and other information used in the teaching of Asian languages.

I would like to invite you to take part in this project. This is because your Primary School meets the requirements to be invited to participate in this particular study. Three Primary Schools will be invited as a representative sample of the Primary Schools in Western Australia.

The following sub questions will be asked to collect the required data for this study:

1. What do these Primary Schools identify as the essential elements for the implementation of an international curriculum?
2. What are the pedagogical practices that these Primary Schools use in their international agenda?
3. What effective teaching strategies and resources do the Primary School stakeholders use to internationalize the curriculum?
4. How does these Primary Schools’ projection of an international curriculum align with the Global Education Checklist used as a benchmark in this study?

What does participating in the research involve?

I seek access to one teacher and Year Level Coordinator of the Year Five and Year Six levels of the three selected schools. It will also include the Principals of the three selected schools.

You will be required to be involved in the following:

1. The completion of a Global Education Checklist

The researcher will require an initial meeting with you for about 30 minutes. The researcher will introduce himself to you and inform you of the aim of the study. It is at this stage that you will be informed of your entire involvement in the study. This will include the fact that you will be required to complete a Global Education Checklist. This is a lengthy checklist, which requires you to make selections to the given responses. There are minimal written responses required. This checklist should take at least an hour to complete. You will also be requested to complete it within one week of receiving it, after which the researcher will personally collect the questionnaire from you at your school.

2. Participation in the first interview

On collection of the Global Education Checklist from you, a meeting time will be agreed upon for the first interview to be conducted. An interview schedule will be used in the interview to clarify some of your responses that you would have given in the checklist and to gain additional information on the aspects mentioned in the Global Education Checklist. This interview will take approximately one and a half hours to complete.

3. Participation in the second interview

At the conclusion of the first interview a meeting time will be arranged for the second interview with you. At this interview, the researcher will report the responses to both the Global Education Checklist and the interview questions. There may be some questions asked to clarify the interpretation of the responses given and to check with you as to whether all information has been accurately interpreted. This interview will be for the duration of one hour.

The researcher will keep your involvement in the administration of the research procedures to a minimum. It will be necessary to interview you during the school day; however, you will be interviewed outside of your contact time with students.

Do I have to take part?

No. Participating in this research project is entirely voluntary. This decision should always be made completely freely. All decisions made will be respected by the researcher and members of the research team without question.

What if I wanted to change my initial decision?

If you wish to participate, the decision will need to be made within a week of receiving this letter, for you to be included in the project.

Once a decision is made to participate, you can change your mind at any time.

If you decide to participate and then later change your mind, you are able to withdraw your participation at any time. The second interview with you will be a member checking interview where you will be given the opportunity to check the accuracy the researchers' recording of the information you have given. After this stage, all information gained will not be able to be withdrawn. There will be no consequences relating to any decision you make regarding participation, other than those already described in this letter. These decisions will not affect your relationship or the school with the researcher.

What will happen to the information I give, and is privacy and confidentiality assured?

Information that identifies anyone will be removed from the data collected. The data is then stored securely. The data collected will be stored and destroyed in accordance with the data

storage provisions as per the guidelines under Section 3, “Manage storage of data and records” of the Australian Code for the Responsible Conduct of Research and can only be accessed by Office of Research and Development, Curtin University of Technology. The data will be stored for a minimum period of 5 years, after which it will be destroyed. This will be achieved by the appropriate shredding of the hard copies of the data and deletion of the electronic format of the data. The identity of participants and the school will not be disclosed at any time, except in circumstances that require reporting under the Department of Education *Child Protection* policy, or where the research team is legally required to disclose that information.

Participant privacy, and the confidentiality of information disclosed by participants, is assured at all other times. The data will be used only for this project and will not be used in any extended or future research without first obtaining explicit written consent from participants.

Consistent with Department of Education policy, a summary of the research findings will be made available to the Systems Performance branch of the Department of Education and your Primary School. You can expect this to be available by November 2014.

Is this research approved?

The research has been approved by the Office of Research and Development, Curtin University of Technology, Perth and has met the policy requirements of the Department of Education as indicated in the attached letter.

Who do I contact if I wish to discuss the project further?

If you would like to discuss any aspect of this study with the researcher or a member of the research team, please contact them using the following contact details:

Investigator : Mr. Ivan Alvin James Oakes

Phone: 0430270203

Email: i.oakes@postgrad.curtin.edu.au

Principal Investigator : Dr. Kathryn Dixon

Phone : 08 9266218

Email : k.dixon@curtin.edu.au

How do I become involved?

If you have had all questions about the project answered to your satisfaction, and are willing to become involved, please complete the **Consent Form** on the next page.

This information letter is for you to keep.

Yours faithfully

Mr Ivan Alvin James Oakes

Student: Master of Philosophy

School of Education

Faculty of Humanities

Curtin University of Technology

GPO Box U1987

Perth, WA

6845

Consent Form

- I have read this document and understand the aims, procedures, and risks of this project, as described within it.
- For any questions I may have had, I have taken up the invitation to ask those questions, and I am satisfied with the answers I received.
- I am willing to become involved in the research project, as described.
- I understand that participation in the project is entirely voluntarily.
- I understand and agree to the interviews to be audio recorded.
- I understand that I am free to withdraw my participation at any time, without affecting the relationship with the researcher or the Office of Research and Development, Curtin University, Perth, WA.
- If I decide to participate and then later change my mind, I am able to withdraw my participation at any time. The second interview with me will be member checking interviews where I will be given the opportunity to check the accuracy the researchers' recording of the information I have given. After this stage, all information gained will not be able to be withdrawn.
- I understand that this research will be reported in the researcher's dissertation document and that the participants or the school are not identified in any way.
- I understand that the Systems Performance branch of the Department of Education will be provided with a copy of the findings from this research upon its completion.

Name of Participant (printed):

Signature of Participant:

Date: / /

8.12 Interview Questionnaire for Administrators of Main Study

Section 1

The following questions are based on your response to the Global Education Checklist

1. Do you have a policy statement on global/international education? (Please circle).

YES NO

2. If yes, please describe it and how often it is reviewed?

If no, please tell me why you do not have one?

3. What ethnic and racial groups are present in your school?

4. Do individuals representing the ethnic and racial groups have a voice in the planning of school community activities? (Please circle).

YES NO

5. If yes, can you give me some examples of this?

6. If no, please tell me why not.

7. Is the culture of these ethnic and racial groups acknowledged in the school community and the school curriculum? (Please circle).

YES NO

8. If yes, please describe how this is achieved.

9. If no, please tell me why not.

10. Does the faculty of your school reflect the ethnic and racial diversity of your community? (Please circle).

YES NO

11. If not, what attempts have you made to create such a faculty or to encourage efforts by others to recruit teachers who reflect this diversity?

12. Does your school have a "sister school" relationship with a school outside Australia? (Please circle).

YES NO

13. If so, is the exchange well established and achieving the aim of internationalising the curriculum?

14. If no., please tell me why not?

Section 2:

Please answer the following questions that describe your situation and experience as a teacher:

1. What is your experience with living and working with diverse cultures?

2. Have you been involved in a staff-exchange program? (Please circle).

YES NO

2.1 If yes, what impact do you think the staff-exchange program has had on you?

3. What kinds of exchange programs are available in your school?

4. Do you audit the curriculum to ensure that it contains international content and/or perspectives? If so, briefly describe how and when you conduct this.

Section 3

The following questions deal with meeting the demands of the internationalisation of the curriculum

Please answer the following questions:

1. What kind of policies are in place to promote intercultural learning in your school?

- 2. All Schools are implementing Phase One of the Australian Curriculum – Year K to Year 10. Please describe the progress your school has made with meeting the demands of the curriculum.

- 3. The Australian Curriculum, Assessment and Reporting Authority (ACARA) incorporates Australia’s Common and Agreed Goals for Schooling in the Twenty-first Century and requires that all schools educate their students within an international context (ACARA, 2011). How have you incorporated the internationalisation of the curriculum in your whole school curriculum planning?

4. The Guiding Principles for Western Australian schools set out by Schools Curriculum and Standards Authority (SCSA) ensures that schooling contributes to a cohesive society that respects and appreciates cultural, social and religious diversity and provides learning that meets the educational needs of students. How has your school accommodated this expectation in the planning of your whole school curriculum?

5. The National Statement on Asia Literacy in Australian Schools 2011 identifies the broad knowledge, skills and understandings required by all students to achieve Asia Literacy in the context of existing policies and practices in teaching and learning. As the Australian curriculum is being fully developed, the aim of the statement is to advocate for and acknowledge the place of Asia Literacy in Australian schools and what is required to support its achievement. With the above mentioned in mind, please elaborate on the progress your School has made in this regard.

6. “The General capabilities play a significant role in realising the goals of the Melbourne Declaration on Educational Goals for Young Australians. The Melbourne Declaration identifies essential skills for twenty-first century learners in literacy, numeracy, information and communication technology (ICT), thinking, creativity, teamwork and communication. It describes individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels”. Teachers are expected to teach and assess general capabilities to the extent that they are incorporated within each learning area. How do the teachers incorporate these in their teaching?

7. In planning the school’s Whole Curriculum what knowledge, attitudes and skills do you think are important to prepare all students for this increasingly globalised world?

8.13 Interview Questionnaire for Teachers of Main Study

Section 1:

Please answer the following questions that describe your situation and experience as a teacher:

- 1. What is your teaching background and experience with living and working with diverse cultures?

- 2. Have you been involved in a staff-exchange program? (Please circle)

YES NO

- 2.1 If yes, what impact do you think the staff-exchange program has had on your teaching?

- 2.2 If no, why have you not been involved in a staff exchange program?

2. The Australian Curriculum, Assessment and Reporting Authority (ACARA) incorporates Australia's Common and Agreed Goals for Schooling in the Twenty-first Century and requires that all schools educate their students within an international context ACARA (2011). How have you incorporated this expectation your whole school curriculum planning?

3. The Guiding Principles for Western Australian schools as set out by Schools Curriculum and Standards Authority (SCASA) ensures that schooling contributes to a cohesive society that respects and appreciates cultural, social and religious diversity and provides learning that meets the educational needs of students. How has your school accommodated this expectation in the planning of your whole school curriculum?

4. The National Statement on Asia Literacy in Australian Schools 2011 identifies the broad knowledge, skills and understandings required by all students to achieve Asia Literacy in the context of existing policies and practices in teaching and learning. As the Australian curriculum is being fully developed, the aim of the statement is to advocate for and acknowledge the place of Asia Literacy in Australian schools and what is required to support its achievement. With the above mentioned in mind, please elaborate on the progress your School has made in this regard?

5. "The General capabilities play a significant role in realising the goals of the Melbourne Declaration on Educational Goals for Young Australians. The Melbourne Declaration identifies essential skills for twenty-first century learners in literacy, numeracy, information and communication technology (ICT), thinking, creativity, teamwork and communication. It describes individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels". Teachers are expected to teach and assess general capabilities to the extent that they are incorporated within each learning area. To what extent have you achieved the incorporation of these capabilities in your teaching?

6. In the planning the school's whole Curriculum, what knowledge, attitudes and skills do you think are important to prepare all students for this increasingly globalised world?

Section 3

The following questions deal with your teaching and beliefs on the internationalisation of the curriculum

Please answer the following questions

1. What kind of knowledge, attitudes and skills do you think a teacher should possess to be an effective teacher in achieving the aim of internationalising the curriculum?

2. What particular subjects, content and or methods of lesson delivery do you think need to be included to promote the internationalisation of the curriculum?

3. Please describe some of the activities or events in your school that could be considered to meet the needs of an international curriculum?

4. Briefly describe an example of a lesson you have taught recently or in any other time in your teaching career that could be considered to meet the requirements of an internationalised education?

5. Please describe any activities and programs in the school or generally, that promote intercultural competence?

6. What support materials are available to help you plan and deliver a curriculum that is appropriate for a student who does not speak or write English?

7. In your opinion, what are the current obstacles to applying an internationalised education in Australian classrooms?

8. Does your school administration encourage school-wide and classroom activities that promote knowledge of global topics (e.g. environmental issues or human rights)? (Please circle)

YES NO

9. If yes, (Please describe):

10. Occasionally (Please Describe)

11. If no, why not?

12. Does your school encourage team planning and team teaching across grade levels and subject areas? (Please circle).

YES NO SOMETIMES

13. If yes, please describe.

14. If no, why don't you?

15. Sometimes (Please specify):

8.14 Administrators' Survey Document

Before answering the survey and checklist, please record the time that you started.

_____hour _____minutes

COMBINED BACKGROUND INFORMATION SURVEY AND GLOBAL EDUCATION CHECKLIST FOR ADMINISTRATORS

Combined Background Information Survey and Global Education Checklist					
Some of the checklist items in Section 2 have been extracted from the <i>Global Education Checklist for Teachers, Schools, School Systems and State Education Agencies</i> by Dr. Fred Czarra that was published as an Occasional Paper of The American Forum for Global Education in November 2002. This modified checklist is used with the written consent of Dr. Fred Czarra.					
Section 1: Please answer the following questions that describe your situation and experience as a teacher.					
1. Gender: (Please circle)	Male		Female		
2. What is your age? (Please circle)	22-29	30-39	40-49	50-59	60+
3. Years of teaching experience (including present year). (Please circle)	0-5	5-10	10-20		20+
4. If you are teaching, what grade you are presently teaching. (Please circle)	Year 1	Year 5	Year 6		
5. Grade levels you have taught previously. (Please circle)	K-3	4-6	7-9	10-12	Post-Secondary

6. Have you ever taught in a foreign country? (Please circle)	YES	NO
7. Do you have prior working experience that relates directly to any international education activity?	YES	NO
8. Do you speak another language? (Please circle)	YES	NO
9. If yes, what other language/s do you speak? (Please list)	<hr/> <hr/> <hr/> <hr/> <hr/>	
10. Did you grow up in Western Australia? (Please Circle)	YES	NO
11. Have you ever lived in a different state in Australia? (Please Circle)	YES	NO
12. Have you ever lived in another country?	YES	NO
13. Have you been involved in an overseas staff-exchange program?	YES	NO
14. Have you ever received training focused on global or international education? (Please Circle)	YES	NO
15. If yes, please tick the type of training you received? (Please tick all that apply)		
15.1 Course taken during your initial Teacher Education Course.		
15.2 Specialization in International Education.		

15.3	Master's Degree Course.		
15.4	School or Board sponsored Professional Development.		
15.4			
15.5	Your own education at your own cost.		
15.6	Informal education from colleagues		
16.	Have you ever received training focused on the use of the internet in teaching, on line and e - learning? (Please Circle)	YES	NO
17.	Would you be interested in participating in future professional development activities focusing on international education? (Please circle)	YES	NO
18.	Have you ever attended a professional development program, which includes aspects of cross cultural communication? (Please circle).	YES	NO
19. I have the following qualifications: (Please tick all that apply to you).			
Bachelor's Degree e.g. BA			
Bachelor of Education			
Master's Degree e.g. MA, MSc.			
Master of Education			

Doctoral Degree	
Doctor of Education	
Additional Teacher Training qualifications. (Please specify).	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Section 2

Questions for Principals and Year Level Coordinators.

For all the sub sections below, respond by using the scale 1 being the lowest and 4 being the highest degree.

1. SCHOOL EDUCATION POLICY AND ADMINISTRATION

	1	2	3	4
a Does the school have a curriculum planning committee?				
b Does the school have a whole school curriculum planning policy?				
c. Does the school review its curriculum policy?				
d. Does the school monitor and evaluate the implementation of curriculum change?				

2. The School Community

	1	2	3	4
a Is your school community ethnically and racially diverse?				
b Do any individuals or groups representing these ethnic and racial groups have a voice in planning your school community activities?				

c Do any individuals or groups representing these ethnic and racial groups make presentations in, or assist teachers and librarians in teaching and learning about other cultures, global connections or global issues?				
d Do your school buildings and grounds reflect global themes and ideas that connect your students with what they are learning about the world?				
e Is the diversity of your student body and their respective cultures reflected in your buildings and on your school grounds?				
f Is a global/international focus evident in your extracurricular activities?				
g To what extent does the interest and involvement of parents in the school enhance global / international learning?				
3. HIRING OF TEACHERS				
	1	2	3	4
a Does your school system have a hiring policy to promote ethnic and racial diversity in your teaching, administrative and support staff?				
4. THE FACULTY				
	1	2	3	4
a Does the faculty of your school reflect the ethnic and racial diversity of your community? If not, what attempts have you made to create such a faculty or to encourage efforts by others to recruit teachers who reflect this diversity?				
b Does your school have a teacher or student teacher from another nation as a member of the staff?				

5. EXCHANGES AND EXCHANGE STUDENTS				
	1	2	3	4
a Does your school actively recruit foreign students to provide diverse learning opportunities for your students, faculty and school community?				
b Do you provide the parents in your community with a variety of exchange opportunities by fostering presentations by approved international exchange groups?				
c Does your school have a “sister school” relationship with a school outside Australia?				
6. INTERNATIONAL TRAVEL PROGRAMS FOR FACULTY AND STUDENTS				
	1	2	3	4
a Do you provide opportunities for your students and faculty to engage in international exchange programs?				
b Do teachers receive professional development credit or pay incentives for global travel, study or exchange opportunities with other nations?				
7. CURRICULUM				
	1	2	3	4
a In subjects such as such as geography, history, social sciences, second languages, mathematics, science and the arts, do you establish a worldwide perspective to assure students an international and cross-cultural perspective?				
b Do your school standards contain global concepts, connections, ideas, and issues? i E.g. In Science, are global issues and the historical contributions of people from all over the world considered?				

ii	In art and music, are the contributions of ethnic and racial groups in Australia included as well as a representation of music and art from around the world?				
iii	Do your foreign language standards reflect the ethnic and racial diversity of your country?				
iv	In your social studies program, is a global perspective considered to give students an overview of the world as well an opportunity to study other nations and cultures in-depth?				
c	Are students given the time, resources and techniques to do an in-depth study of one world region, nation, culture, issue or global connection?				
d	Is ethnic and racial diversity reflected in your school curriculum?				
e	Does your reading program reflect global literature as well as contributions by authors from ethnic and racial groups in Australia?				
f	Does your social studies program for students include the learning of other cultures, how they are connected to the world, and global issues that affect their lives?				
g	Do you provide opportunities for learning world languages and their cultures?				
h	Does the school calendar include special days and weeks with a global focus?				
i	In general, does the staff have time for curriculum planning or professional development opportunities so that they can include a global perspective in the school curriculum?				
j	Does your school offer programs that promote contact with other cultures and nations?				

8. TEXTBOOKS AND SUPPLEMENTARY MATERIALS				
	1	2	3	4
a Does your school have a policy statement for the selection of instructional materials?				
b Do your instructional materials, across all subject areas, contain content, illustrations and activities reflecting ethnic and racial diversity?				
c Do textbooks and supplementary materials, across all subject areas, cover global issues, global connections and global cultures?				
9. LIBRARY				
	1	2	3	4
a Are your library books, materials and exhibits reflective of the ethnic and racial diversity of your community, your state and Australia?				
b Do the books and media in your library provide your students and teachers with a wide array of materials on Australian cultural diversity, global world history and cultures of the world?				
c Do the print and non-print materials in your library provide students and teachers with up-to date materials on global issues related to their lives and global connections between Australia and the world?				
10. INTERNET				
	1	2	3	4
a Does your school engage in any international activities on the internet?				
b If not, are you aware of organizations such as iEARN and e-pals that set up connections between schools in nations all over the world?				

<p>c If your school is engaged in an international internet exchange, does the content go beyond personal exchanges of information and deal with substantive content from global issues, culture and connections?</p>				
<p>d Do you involve the parents of students and the school community in student activities on the internet?</p>				
<p>e Are internet activities aligned with your local and state standards, instruction and assessment?</p>				
<p>11. UTILIZING THE DIVERSITY OF YOUR COMMUNITY</p>				
	1	2	3	4
<p>a Does your school encourage ethnic and racial groups to participate in school activities?</p>				
<p>b Are ethnic and racial group members encouraged to assume leadership positions in the school?</p>				
<p>c Is the community able to share in the experiences of students and teachers who have engaged in exchange programs with other nations?</p>				
<p>Evaluation</p> <p>Thank you for completing the Combined Information Background Survey and Checklist. Please assist me further by answering the following questions to help me with the testing of the data collection instrument:</p> <p>1 Are there any questions that you had difficulty understanding? Please record these questions below.</p> <hr/> <hr/> <hr/> <hr/>				

- 2 Are there any questions that you thought were unanswerable within the Western Australian Schooling context? Please record these questions below.

- 3 How long did it take you to complete the Combined Background information survey checklist? Please record the time in hours and minutes.

_____ hour _____ minutes.

8.15 Teachers' Survey Document

Before answering the survey and checklist, please record the time that you started.

_____ hour _____ minutes

COMBINED BACKGROUND INFORMATION SURVEY AND GLOBAL EDUCATION CHECKLIST FOR TEACHERS

Combined Background Information Survey and Global Education Checklist					
Some of the checklist items below have been extracted from the <i>Global Education Checklist for Teachers, Schools, School Systems and State Education Agencies</i> by Dr. Fred Czarra that was published as an Occasional Paper of The American Forum for Global Education in November 2002. This modified checklist is used with the written consent of Dr. Fred Czarra.					
Section 1: Please answer the following questions that describe your situation and experience as a teacher.					
1. Gender (Please circle)	Male		Female		
2. What is your age? (Please circle)	22-29	30-39	40-49	50-59	60+
3. Years of teaching experience (including present year). (Please circle)	0-5	5-10	10-20	20+	
4. Grade you are presently teaching (Please circle).	Year 1	Year 5	Year 6		
5. Grade levels you have taught previously. (Please circle)	K-3	4-6	7-9	10-12	Post-Secondary

6. Have you ever taught in a foreign country? (Please circle)	YES	NO
7. Do you have prior work experience that relates directly to any international education activity?	YES	NO
8. Do you speak another language? (Please circle)	YES	NO
9. If yes, what other language/s do you speak? (Please list)	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
10. Did you grow up in Western Australia? (Please Circle)	YES	NO
11. Have you ever lived in a different state of Australia? (Please Circle)	YES	NO
12. Have you ever lived in another country?	YES	NO
13. Have you been involved in an overseas staff-exchange program?	YES	NO
14. Have you ever received training/education focused on global or international education? (Please Circle)	YES	NO
15. If yes, please tick the type of training/education you received? (Please tick all that apply)		
15.1 Course taken during your initial Teacher Education Course.		

15.2	Specialization in International Education.		
15.3	Master's Degree Course.		
15.4	School or Board sponsored Professional Development.		
15.5	Your own education at you own cost.		
15.6	Informal education from colleagues.		
16.	Have you ever received training/education focused on the use of the internet in teaching, on line and e learning? (Please Circle)	YES	NO
17.	If your school were to offer future professional development activities focusing on international education, would you be interested in participating in these? (Please circle)	YES	NO
18.	Have you ever attended a professional development program, which includes aspects of cross cultural communication? (Please circle)	YES	NO
19. I have the following qualifications: (Please tick all that apply to you).			
Bachelor's Degree			
Bachelor of Education			
Master's Degree e.g. MA, MSc			

Master of Education			
Doctoral Degree			
Doctor of Education			
Additional Teacher education qualifications (Please specify)			
<p>20. Using the scale described below, please rate your concerns for the following issues by circling your selected rating of these concerns:</p> <p>SCALE: 1 = Very concerned, 2 = Concerned, 3 = Not a priority</p>			
Your current teaching load	1	2	3
Globalisation and financial markets	1	2	3
Gender equity	1	2	3
World poverty	1	2	3
Global warming (climate change)	1	2	3
The Australian economy	1	2	3
Over fishing	1	2	3
Human rights	1	2	3

Deforestation of old growth rainforests	1	2	3
Earthquakes	1	2	3
World population growth	1	2	3
Personal finances	1	2	3
Free trade	1	2	3
<p>21. Please rate the following objectives of global education according to how important each one is to you in your teaching. Please circle your selected responses.</p> <p>SCALE: 1 =Very Important, 2 =Important, 3 = Not a priority.</p>			
21.1 Students should understand the concept of interdependence and how people, places, events and issues are linked through interdependent relationships.	1	2	3
21.2 Students should gain an understanding of global connections within their local community. E.g. imported goods, diverse culture).	1	2	3
21.3 Students should gain an age-appropriate understanding of the workings of some important local and global systems such as trade between regions and countries.	1	2	3
21.4 Students should gain an understanding of their own worldview.	1	2	3
21.5 Students should demonstrate an understanding that their views are not universally shared by others.	1	2	3

21.16	Students should explore their own cultures, identities and lifestyles.	1	2	3
21.7	Students should examine their own cultures, identities and lifestyles through studying how they are viewed by others of different cultures. (E.g. How would members of an African culture view various cultures found in Australia?)	1	2	3
21.8	Students should gain an understanding of current global issues and look for local connections to those issues (e.g. local effects of climate change).	1	2	3
21.9	Students should gain an understanding that perspectives on global issues will vary.	1	2	3
21.10	Students should gain an understanding of the relationship between the present, and future. (E.g. how have past events led to our present condition and what might the future hold)?	1	2	3
21.11	Students should gain an understanding of how they can act to affect change in their community and help their community move toward a preferable future. (E.g. sustainable development).	1	2	3
21.12	Students should explore their own strengths, weaknesses and personal potential.	1	2	3
21.13	Students should become aware of the common needs, behaviour, talents and aspirations shared by humankind	1	2	3

21.14	The classroom should be a place where students feel safe to explore and share their beliefs through risk taking, cooperative learning and reflection.	1	2	3
21.15	Students should be aware that global issues are interrelated, complex, challenging, and ever changing.	1	2	3
21.16	Students should have general knowledge about the major geographical and cultural areas of the world and some of the issues and challenges that unite and divide them.	1	2	3
21.17	Students should know and understand that members of different cultures view the world in different ways.	1	2	3
21.18	Students should tolerate cultural diversity.	1	2	3
21.19	Students should take advantage of opportunities to learn another language and its culture.	1	2	3
21.20	Students should know and understand the role of Australia in international policies and international relations.	1	2	3
21.21	Students should recognize, analyse, and evaluate the interconnections between their lives and global issues.	1	2	3
21.22	Students should value participation in the democratic process.	1	2	3

21.23	Students should explore their own cultural positions.	1	2	3
21.24	Students should acquire knowledge and skills to cope in the international arena.	1	2	3
21.25	Students should use information technology as an effective learning tool.	1	2	3
22. Please indicate which topics you have included, do not include, or would like to include, in your classes. Please tick your selected responses.				
		I have included this topic in my classroom	I have not included this topic in my classroom	I would like to include this topic in my classroom
22.1	Identify Australia on a world map or globe.			
22.2	Identify communication links between Australia and the world (e.g. telegram, post, telephone and internet).			
22.3	Identify transportation links between Australia and the world (e.g. boat, plane).			
		I have included this topic in my classroom	I have not included this topic in my classroom	I would like to include this topic in my classroom
22.4	Cultural diversity in Australia.			
22.5	Cultures that exist in Australia.			

22.6	The values, beliefs, traditions and actions of different cultural groups on Australia.			
22.7	Identify and explain factors that are contributing to a global culture (e.g. technology, increased migration).			
22.8	Identify and take age-appropriate action on issues of a school, community or global nature. (E.g. awareness campaigns, letter writing skills, debating).			
22.9	Identify and take action to promote positive interactions amongst all people.			
22.10	Assess the relationship between culture and environment in selected regions.			
22.11	Compare climate and vegetation in different parts of the world and current sustainability practices.			
22.12	Describe ways in which plants are important to humans and animals and the environment.			
22.13	Evaluate structures in your community and in the world to determine if they make efficient use of materials.			
22.14	Evaluate structures in your community and in the world to determine if they are appropriate for the environment and for those who use them.			

22.15	Identify forms of language that are unfair to particular individuals and cultures.			
22.16	Promote the use of language that shows respect for all people.			
22.17	Identify examples of bias, prejudice and stereotyping.			
22.18	Have students compared their thoughts and beliefs to those of others.			
22.19	Provide an opportunity for students to describe feelings, attitudes, reactions and values.			
22.20	Australia as a multicultural society with many global connections.			
22.21	Step-by-step problem-solving approaches.			
22.22	Consider the needs of people who are disabled.			
22.23	Analyse advertising for bias.			
22.24	Identify local and global community development organizations (e.g. World Health Organization, Amnesty International).			
22.25	Identify environmental problems.			
22.26	Demonstrate an awareness of the role of consumers, industry and government in protecting			

	our environment.			
22.27	Increase understanding and acceptance of self through understanding and acceptance of human sexuality.			
22.28	Demonstrate an understanding of the use of technology and the impact technology has on society.			
22.29	Demonstrate awareness that the internet and technology may not widely be available in developing countries.			
22.30	Explore relevant issues through data collection (e.g. students survey their community for the existence of a variety of cultures).			
22.31	Implement plans with respect to the collection of data (e.g. students plan a community event to promote all cultures in that community).			
23. The following is a list of general skills that students should develop. Please indicate, with a tick, the skills to that you feel are important to develop in the classroom to promote an international education.				
23.1	Communication skills.			
23.2	Evaluation of information			
23.3	Storage/retrieving of information			

23.4	Analytical skills	
23.5	Maintaining physical well-being	
23.6	Self-awareness skills	
23.7	Coping with stress skills	
23.8	Assertiveness	
23.9	Trust building	
23.10	Negotiation	
23.11	Decision-making	
23.12	Appreciation of beauty	
23.13	Creative thinking	
23.14	Perception of relationships	
23.15	Empathy	
23.16	Organizational skills	
23.17	Relaxation/focus	
23.18	Manual technical skills such as assembling computer hardware	

23.19	Time management			
23.20	Empowerment			
23.21	Co-operation			
23.22	Conflict management			
23.23	Ethical judgment			
23.24	Problem-solving			
23.25	View all sides of an issue			
23.26	Predicting			
24	The following questions deal with your experience in teaching from a global perspective			
24.1	As a teacher, how important is it for you to teach a global education? Please circle the selected answer.			
1	2	3	4	5
Very Important	Important	Undecided	Unimportant	Very Unimportant
24.2	To what extent do you apply global education in your classroom?			
1	2	3	4	5
To a great extent	Moderately	Undecided	Not extensively	Not at all

25	Please indicate reasons why a teacher may not apply global education in the classroom. (Please tick all that apply)					
25.1	Lack of resources.					
25.2	Lack of interest.					
25.3	There are more important curriculum areas to cover.					
25.4	Inadequate content knowledge to teach global topics.					
25.5	The belief that it is not appropriate to teach global topics.					
25.6	Global education is not a significant part of the curriculum for the grade level.					
25.7	The students are too young.					
26.	What would increase the likelihood that you would apply global education in your classroom? (Please rank options below from 1-5. (1 being most likely to increase your use/awareness of global education and 5 being least likely to have any affect).					
26.1	School/Board/Department sponsored professional development.	1	2	3	4	5
26.2	More global education resources provided in my school.	1	2	3	4	5
26.3	Opportunities to plan with colleagues for global education lessons.	1	2	3	4	5
26.4	More emphasis on global education in curriculum outcome.	1	2	3	4	5
Section 2						
Questions for teachers about student knowledge of global Issues, culture and connection.						
Please note that when responding to the following items it is understood that, you may have not necessarily have taught and assessed any of these. Your response can be based on your general observation of the students in your class.						

For all the sub sections below, respond by using the scale 1 being the lowest and 4 being the highest degree.				
2. GLOBAL ISSUES—KNOWLEDGE				
What do your students know about global issues, and how well do they know it?				
	1	2	3	4
a. Are students aware that global issues exist and affect their lives?				
b. Are students studying a global issue in depth and over an extended period of time?				
2. GLOBAL ISSUES—SKILLS				
How are your students going to learn about issues?				
	1	2	3	4
a Do students know how to study global issues? Do they have the skills needed to investigate and research a topic or issue, solve problems, analyse issues, interpret information, make a case for a point of view through reasoned persuasion?				
b Do students have the ability to suspend judgment when confronted with new information about a global issue which is in conflict with their own understandings and values?				
3. GLOBAL ISSUES—PARTICIPATION				
How can students make a difference in resolving issues?				
	1	2	3	4
a Can your students approach global issues, problems and challenges objectively, with neither undue optimism nor unwarranted pessimism?				

b Can your students develop some sense of efficacy and civic responsibility by identifying specific ways that they can make some contribution to the resolution of a global issue?				
4.CULTURE—KNOWLEDGE				
What do students know about culture?				
	1	2	3	4
a Have students studied at least one other culture in depth over an extended period of time?				
b Do students have a general knowledge of the major geographical and cultural areas of the world, especially Asia, and some of the issues and challenges that unite and divide them?				
c Have students been given the opportunity to learn about another culture through the study of a foreign language?				
d Do students know and understand that culture and communication are closely connected?				
e Do students have an opportunity to engage in exchanges with another culture either in another country or within Australia?				
f Do students know and understand that members of different cultures view the world in different ways?				
g Do students know and understand that culture changes?				
h Do students know and understand that there are universals connecting all cultures? E.g. Care for the environment.				
i Do students know and understand that humans may identify with more than one culture and thus have multiple loyalties?				
j Do students know and understand that cultures cross national boundaries?				
k Do students know and understand how cultures are affected by geography and history?				
l Do students know that cultures reflect their values and beliefs in different ways through art, literature, and music?				

5. CULTURE—SKILLS				
How can students learn about culture?				
	1	2	3	4
a Do students know how to examine cultures around the world and recognize some interconnections with their life in Australia?				
b Do students know how to compare and contrast diverse cultural points of view and try to understand them?				
c Do students know how to examine the common and the diverse traits of other cultures?				
d Do students know how to state a concern, position, or value from another culture, in a way that would be acceptable in that particular culture and without distorting it?				
6. CULTURE—PARTICIPATION				
How can students improve their ability to understand others?				
	1	2	3	4
a Do students appreciate the study of other cultures?				
b Do students tolerate cultural diversity?				
c Do students seek to communicate with people from other cultures?				
d Do students have an appreciation that all human cultures should experience universal rights?				
e Do students take advantage of opportunities to learn another language and its culture?				
7. GLOBAL CONNECTIONS—KNOWLEDGE				
How is Australia connected to the world?				
	1	2	3	4
a Can students identify and describe how they are connected with the world. This could be from a historical, political, economic, technological, social, linguistic or ecological perspective?				

b Do students understand that global interconnections are not necessarily benign and that they have both positive and negative consequences in Australia?				
8. GLOBAL CONNECTIONS—SKILLS What skills do students need to analyse and evaluate global connections?				
	1	2	3	4
a Can students recognize the interconnections of local and regional issues with global challenges and issues?				
b Can students recognize the interconnections between their lives and global issues?				
c Can students generate alternative projections for the future and weigh potential future scenarios?				
9. GLOBAL CONNECTIONS—PARTICIPATION How can students explore democratic citizenship through global connections?				
	1	2	3	4
a Do students value participation in the democratic process?				
b Are students able to tolerate ambiguity?				
c Do students access the media that relate to intercultural and international topics and can they actively participate in sharing their views on this information from the media?				

Evaluation

Thank you for completing the Combined Information Background Survey and Checklist. Please assist me further by answering the following questions to help me with the testing of the data collection instrument:

4. Are there any questions that you had difficulty understanding? Please record these questions below.

5. Are there any questions that you thought were unanswerable within the Western Australian school context? Please record these questions below.

6. How long did it take you to complete the Combined Background information survey checklist? Please record the time in hours and minutes.

_____ hour _____ minutes.

8.16 Observation of Artefacts Schedule Forms for Pilot Study and Main Study

The following observations are in relation to the data collected via the Global Education Checklist and the interviews:

Object of observation	Comments
<p>1. The school buildings and grounds to ascertain whether they reflect global themes and ideas that connect the students with what they are learning about the world. In addition, to see whether the diversity of the student body and their respective cultures are reflected in the buildings and on the school grounds?</p>	
<p>2. The school classrooms to ascertain whether they reflect global themes and ideas that connect the students with what they are learning about the world. In addition, to see whether the diversity of the student body and their respective cultures are reflected in the classroom?</p>	
<p>3. The international education curriculum programs, activities or events in the school?</p>	

4. Support materials available to help plan and deliver a curriculum that is appropriate for international education?	
5. How has the school incorporated Information Communication Technology into the whole school curriculum?	
6. How does the school effectively use Information and Communication Technology Systems as tools for the effective internationalisation of the curriculum?	
7. The use of the internet and on-line platforms in teaching.	

8. The use of multimedia to teach students' knowledge of the world.	
9. The observation of other relevant information and activities which support an internationalised education.	
10. Is there evidence of a global/international focus in the school's extracurricular activities?	
11. Does the school offer programs that promote contact with other cultures and nations?	

12. The observation of other relevant information and activities which support an internationalised education.	
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8.17 Document Analysis Forms for Pilot and Main Study

Document analysis

The school's whole school planning documents, curriculum planning documents, lesson planning documents, relevant school policies, textbooks, library books, print and non-print materials in the library and Information Communication and Technology Resources will be looked at to determine the following:

<p>1 The progress the school has made with meeting the demands of the curriculum.</p>	
<p>2 The incorporation of the internationalisation of the Curriculum in whole school curriculum planning.</p>	

<p>3 The Guiding Principles for Western Australian schools ensures that schooling contributes to a cohesive society that respects and appreciates cultural, social and religious diversity and provides learning that meets the educational needs of students. How has the school accommodated this expectation in the planning of your whole school curriculum?</p>	
<p>4 The National Statement on Asia Literacy in Australian Schools 2011 identifies the broad knowledge, skills and understandings required by all students to achieve Asia Literacy in the context of existing policies and practices in teaching and learning. As the Australian curriculum is being fully developed, the aim of the statement is to advocate for and acknowledge the place of Asia Literacy in Australian schools and what is required to support its achievement. With the above mentioned in mind, what progress has the School made in this regard?</p>	
<p>5 The global topics important in teaching at the school?</p>	

6 In the planning of the school's whole Curriculum what knowledge, attitudes and skills has the school considered as important to prepare all students for this increasingly globalised world?	
7 What particular subjects, content and/or modes of delivery are included in the school curriculum to promote internationalisation?	
8 The international education curriculum programs, activities or events in the school?	
9. An example of a lesson that has been taught that applies international education?	
10. Activities and programs that promote intercultural competence?	

11. Support materials available to help plan and deliver a curriculum that is appropriate for international students?	
12. The incorporation of Information Communication Technology into the whole school curriculum.	
13. Global education policy statement or similar documentation	
14. Hiring policy promoting ethnic and racial diversity in teaching, administrative and support staff?	

15. School policies and support programs designed to begin and strengthen second-language study in world languages, and areas of global/international education such as geography, history, literature and the sciences?	
16. The social studies program for students that includes the learning of other cultures, how they are connected to the world, and global issues that affect their lives?	
17. The School's policy statement for the selection of instructional materials.	

<p>18. Instructional materials reflecting the ethnic and racial diversity of Australia and the world?</p>	
<p>19. The textbooks and supplementary materials across all subject areas to ascertain whether they contain content, illustrations and activities reflecting ethnic and racial diversity?</p>	
<p>20. The textbooks and supplementary materials, across all subject areas, to ascertain whether they cover global issues, global connections and global cultures?</p>	
<p>21. The library books, materials and exhibits reflective of the ethnic and racial diversity of the School community, the state, and Australia?</p>	

<p>22. The books and media in the library to ascertain whether they provide students and teachers with a wide array of materials on Australian cultural diversity, global world history and cultures of the world?</p>	
<p>23. The print and non-print materials in the library to ascertain whether they provide students and teachers with up-to date materials on global issues related to their lives and global connections between Australia and the world?</p>	
<p>24. The school's engagement in any international activities on the internet?</p>	
<p>25. The school's engagement in an international internet exchange, whether the content goes beyond personal exchanges of information and deals with substantive content from global issues, culture and connections?</p>	

<p>26. Whether Internet activities are aligned with local and state standards, instruction and assessment?</p>	
<p>27. The School's policy of encouraging ethnic and racial diversity in school activities?</p>	

8.18 Wisconsin Department of Public Instruction Strategies for Teachers, Students, and Schools for Achieving Global Literacy

Global strategies for teacher administration and development	Global literacy strategies for students	Global Literacy Strategies for schools
<p>Every educator needs meaningful experiences to learn about world cultures and global issues.</p> <p>The Wisconsin Department of Public Instruction:</p> <ul style="list-style-type: none"> • Advocates that all teachers learn a world language. • Encourages student teachers to do some student teaching abroad. • Recommends that teachers and all school staff learn about the diverse cultural backgrounds of students in their classrooms. • Encourages every teacher to participate in a Fulbright or other teacher exchange at least once during his or her career. • Conducts International Teacher Seminars with Wisconsin's sister states in Hessen, Germany and Chiba, Japan. • Nominates administrators and top educators for the Fulbright Senior Specialist Program in Thailand and other countries. 	<p>Students need to make global connections at every grade level and within every subject, for example, reading world literature beginning at the earliest ages, studying world history, learning artistic and musical traditions of other cultures, and tackling scientific and environmental problems that cross borders.</p> <p>The Wisconsin Department of Public Instruction:</p> <ul style="list-style-type: none"> • Recommends that all students learn at least one language in addition to English, beginning in elementary grades, and continue their study sequence for 6 to 8 years, to achieve a high level of proficiency. • Advocates that heritage students maintain and advance their home language through continued study. • Recommends that schools encourage students to participate in and give credit for short or long-term exchange programs abroad and service learning projects with global connections. 	<p>It is vital that Wisconsin schools give students access to their peers abroad.</p> <p>The Wisconsin Department of Public Instruction:</p> <ul style="list-style-type: none"> • Recommends that every school have a Sister School abroad. • Provides a template to match Wisconsin sister schools with schools in Japan's Chiba Prefecture, Germany's state of Hessen, within the French academies of Bordeaux and Aix-Marseilles, and across the nation of Thailand. • Promotes programs to bring teachers from abroad so that students can learn from educators of other countries and cultures. • Co-sponsors the Japan-Wisconsin Education Connection to bring K-12 teachers from Japan to Wisconsin for 3 months. • Co-sponsors Korea-Wisconsin Teachers in Schools to bring teachers from Korea to middle and high schools for one week.

<ul style="list-style-type: none"> • Leads Fulbright seminars for educators to Southeast Asia and other regions. • Sponsors workshops to integrate global perspectives into every subject at all grade levels. • Encourages collaborative projects with educators in Europe, Asia, Africa, and Latin America. 	<ul style="list-style-type: none"> • Advocates that all high schools regularly host international students and teachers through reputable programs. • Sponsors short-term high school student exchanges to Hessen, Germany; Chiba, Japan; and Thailand. • Promotes scholarships to enable low-income and students of colour to study abroad. 	<ul style="list-style-type: none"> • Encourages schools to use technologies to connect to classrooms abroad by such outstanding programs as iEARN, Global Nomads, United Nations Cyber School Bus and others.
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