

Developing Chinese Schools with International Characteristics

Standards for Internationalization

PREFACE

The need for schools to internationalize is a *sine qua non* to ensure a peaceful and moderately prosperous society both within China and throughout the world. Whether due to the external economic and geo-political pressures of globalization or internally motivated initiatives such as *One Belt, One Road*, every Chinese citizen is also quickly becoming a global citizen, tied together in “overlapping communities of fate.” (Held, 2004) It is no longer a question of “if” children today will participate in the global economy, but rather questions of “how responsibly?”, “in what capacity?”, and “with what degree of aptitude?”

To inform its work on internationalization reforms in public schools, the Nanshan Education Bureau Office of Internationalization has adopted the following working definition for **internationalization**:

Internationalization is a systemic, process-oriented reform initiative to develop adaptive institutions able to respond to the changing global competencies required for students and teachers to fully, responsibly, and ethically engage in “open, appropriate, and effective interactions with others from different backgrounds on the basis of a shared respect for human dignity.” (OECD, 2016, p. 4)

The *global competencies* referred to above include “the capacity to analyze global and intercultural issues critically and from multiple perspectives and to understand how differences affect perceptions, judgements, and ideas of self and others.” (OECD, 2016, p. 4)

PURPOSE

This document outlines the process for schools to be awarded an **Internationalization Certification** to identify lighthouse practitioners in Nanshan District that can act as guide posts for other schools pursuing internationalization initiatives.

The **Internationalization Certification** is designed to:

1. Provide information to local, regional, national, and international stakeholders about the current state of education reform in Nanshan District,
2. Document the impact of the Office of Internationalization on school programs and student outcomes,
3. Recommend improvements to other districts and municipalities desiring to “open up”, and
4. Ensure quality education for students in Nanshan District.

OVERVIEW

Given diverse schooling experiences within Nanshan District and the local capacity for reform, standards to obtain an Internationalization Certification are informed by four guiding principles. The standards must:

1. Be **integrated** into existing school cultures,
2. Be **differentiated** to account for local contexts,
3. Be both **qualitative and quantitative** in nature, and
4. Provide a roadmap for **continuous improvement**.

These four guiding principles assert the values of the Nanshan Education Bureau Office of Internationalization and reaffirm the need for a paradigm shift in school culture, attitudes, and beliefs that reflect essential global competencies for students and teachers.

Integrated

“Internationalization” is not a standalone project. That is, schools seeking internationalization certification ought to seek how to internationalize existing systems and processes rather than developing an isolated international curriculum or host internationally-themed festivals.

Differentiated

The Nanshan Education Bureau does not assume one best model for internationalization nor does it seek to impose a finite list of specific tasks for a school to be considered “internationalized”. Rather, each school must develop a school-based plan for internationalization that is

- Values driven,
- Student-centered, providing for both learning outcomes and student well-being, and
- Committed to fostering global citizenship

The differentiated model allows for schools to develop locally relevant plans for internationalization while being provided a framework for developing a Chinese school with international characteristics that guides all Nanshan Education Bureau schools toward a common goal.

Qualitative and Quantitative Data Collection

As most schools in Nanshan District are on the path of internationalization, the vast majority of the standards contained below aim to measure the *quality* with which schools are applying principles of international education. This is a pre-requisite for approaching internationalization as a process and moving target as the needs of an increasingly globalized society morph and/or intensify.

However, there are some concrete, practical steps that all schools can pursue to prime the pump for internationalization. School leaders should take notice that fulfilling all *quantitative* requirement *will not* result in receiving an Internationalization Certification. Moreover, all of the quantitative measures are immediately preceded by a separate qualitative measure tied to continuous improvement.

Prepared jointly for the Office of Internationalization and Office of Education Supervision
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Continuous Improvement

Schools, like students, ought to be continuously learning and improving. While the immediate, practical steps for individual schools to internationalize may be different (see differentiation), every school can improve. This guiding principal is manifested in three ways:

1. The qualitative nature of the Spectrum of Learning
2. The need to develop school-based initiatives in order to internationalize informed by the findings of the school inspection team.
3. The cyclical nature of Internationalization Certification.

Continuous improvement is the keystone in the Internationalization Certification process that binds together all Nanshan District schools in an on-going effort to create a citizenry of globally competent and engaged individuals, families, schools, and communities.

SPECTRUM OF LEARNING

The Spectrum of Learning for Internationalization Certification is divided into **Five Domains** that are undergirded by the **Four Guiding Principles for Internationalization Certification**.

- A. Guiding Statements
- B. Learning Opportunities
- C. Teacher Planning and Practice
- D. Partnerships for Learning
- E. Governance and Leadership

Domain A, *Guiding Statements*, informs many of the measure in Domains B, C, D, and E. As a school makes progress towards internationalization in the latter Domains (B-E) it will inform future iterations of the school's Guiding Statements. Thus, the **Five Domains** are the **Four Guiding Principles for Internationalization Certification** *in action*; they are integrated, differentiated, and designed for promote a cycle of continuous improvement.

Guiding Statements

Than Nanshan Education Bureau recognizes the rights of school communities to develop a locally relevant internationalization mission statement and student profile that are values driven and vision led. A school's guiding statements should be readily appropriate for the school's immediate situation and be developed by engaging major stakeholders in the school community. Guiding statements should be revisited and revised on a routine basis to account for changes in a school's situation.

Learning Opportunities

Students must have learning opportunities to gain the skills, knowledge and understandings, and attitudes to develop values that lead to globally responsible action. This includes the knowledge and understanding of global issues, intercultural knowledge and understanding, and the ability to critically analyze and discuss issues of global importance (OECD, 2016).

Teacher Planning and Practice

Teacher quality is the most important school-related factor influencing student achievement (Economic Policy Institute, 2003). Thus, it is the responsibility of teachers in all disciplines to approach their preparation and classroom practice in a manner that engenders the desired international learner outcomes in the school's mission and manifests itself in learning opportunities for students.

Partnerships for Learning

While most initiatives for internationalizing should come from within the school, fostering partnerships and relationships with foreign or internationally-minded groups presents schools with opportunities to interact directly with foreign professionals, educators, and students that enrich the local school community. Such partnerships ought to be built on mutual understanding and cooperation, authentic, and align to the school's guiding statements.

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Governance and Leadership

Schools seeking the Nanshan Education Bureau Internationalization Certification require governance and leadership that is open, inclusive, and engages with partners for international learning opportunities. Furthermore, schools must not only have the *desire* to internationalize, but also the *capacity* to do so. Leadership must demonstrate they are “change ready” to create a Chinese school with international characteristics.

SPECTRUM OF LEARNING

A. Guiding Statements	4	3	2	1
1. The school has defined internationalization in a manner that is appropriate and actionable in their local context				
2. The school has an internationalization mission statement (what they do)				
3. The school has an internationalization vision statement (what they aspire to be)				
4. The school has developed a learner profile that includes explicit references to internationalization, global citizenship, global competencies (or other language deemed appropriate)				
5. The school routinely and systematically revisits its guiding statements (definition, mission statement, vision statement, learner profile)				
6. The school routinely engages with major stakeholders (parents, teachers, students) to map progress towards guiding statements and revise as appropriate				

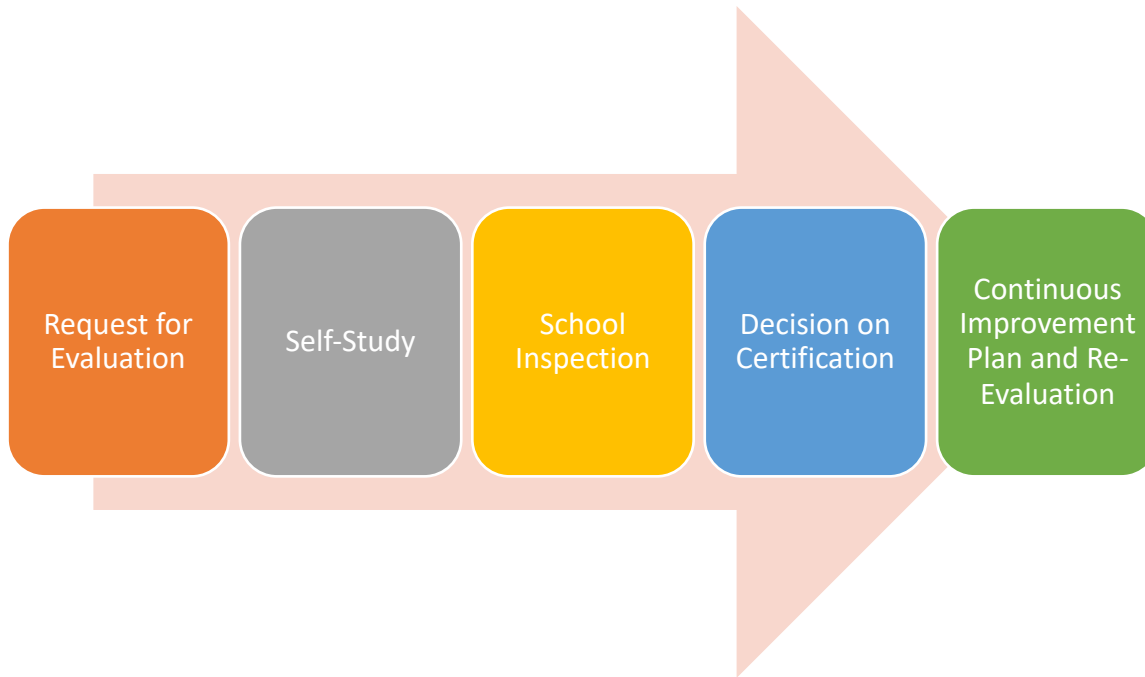
B. Learning Opportunities	4	3	2	1
1. All students demonstrate and/or have opportunities to develop empathy, respect, and/or an appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions, and dispositions (Advanced elect item A.4)				
2. All students are provided regular opportunities to celebrate, discuss, and/or reflect upon their individual, class', and school's progress toward their school's guiding statements (festivals, forums, dialogues, etc.)				
3. All students have access to explicit global citizenship/global competency/(other language deemed appropriate) education which may include, but not be limited to, communication with people from different cultures or countries, knowledge of different cultures, openness to intercultural experiences, respect for cultural diversity (OECD, 2016)				
4. All students are provided opportunities to take action on an issue in their roles as global citizens				
5. All students have access to foreign language instruction other than English or a Chinese heritage language				

C. Teacher Planning and Practice	4	3	2	1
1. All teachers incorporate at least one aspect of the school's internationalization guiding statements into their unit designs with measurable, observable student outcomes				
2. All teachers incorporate at least one aspect of the school's internationalization guiding statements into at least one assessment per semester				
3. The school's teacher observation and/or evaluation system includes internationally benchmarked standards for student-centered teaching or items explicitly tied to the school's guiding statements				
4. At least 10% of the school's locally-hired teaching staff (arbitrary number) has received one semester or more of overseas training within the last 10 years				
5. The school provides regular forums for non-overseas trained locally-hired teaching staff to learn from overseas trained locally-hired staff				
6. The school has articulated a plan for duly compensating and retaining highly qualified overseas trained locally-hired teaching staff				

D. Partnerships for Learning	4	3	2	1
1. The school is actively engaged in an authentic sister school relationship with at least one local international school, Hong Kong/Macau/Taiwan-based school, or school abroad. (Routine communication and collaboration between students, teachers, etc.)				
2. The school routinely leverages internet and communication technologies for engaging with schools of different ethnic or socio-economic backgrounds (probably expand list) in China or abroad				
3. The school provides opportunities for students to study abroad or host exchange students through internally managed programs or partnerships with third party organizers.				
4. The school has articulated a plan for providing equity in access to international exchange opportunities for students of all socio-economic backgrounds				
5. The school employs at least one full time foreign-born faculty member or administrator and is able to provide him/her with timely, relevant, and professional human resources				
6. The school has articulated a plan for retaining highly qualified foreign-born faculty member(s) or administrator(s)				
7. The school provides all teachers with access to at least one high quality professional development opportunity with a foreign-born trainer per year				

E. Governance and Leadership	4	3	2	1
1. School leadership demonstrates openness to internationalization by engaging major stakeholders in routine dialogues on the school's internationalization initiatives				
2. The school has identified an individual with administrative authority and capacity to coordinate internationalization initiatives				
3. School leadership routinely demonstrates the characteristics and competencies set out in the school's guiding statements				
4. The school has established an accounting and system that allows the learning community to readily access resources including class materials, professional development, and other school improvement products outside of mainland China				

PROCESS FOR INTERNATIONALIZATION CERTIFICATION



Request for Evaluation

The Nanshan Education Bureau recognizes that not all schools are situated to pursue an Internationalization Certificate. Schools must opt-in to the certification process by completing an application and submitting a written report that details current and ongoing international initiatives in school. Schools that successfully apply for inspection will continue to the self-study. Schools that do not meet preliminary qualifications will receive specific feedback on how to improve their application and can resubmit once changes are enacted.

Self-Study

The purpose of the self-study is for schools to gain a detailed, accurate, and honest account of progress on internationalization initiatives in the learning community. Schools will use the **Spectrum of Learning for Internationalization Certification** to inform their work. In doing so, the self-study gives administrators, teachers, students, parents, and other stakeholders an opportunity to reflect on the strengths and weaknesses to highlight for school inspectors in the official evaluation.

School Inspection

Upon successfully completing the self-study, school inspectors will schedule a visit to campus and assess the school's progress on internationalization initiatives. The assessment will observation, interviews with administrators, teachers, students, and parents, and a review of relevant documents. A detailed report will be completed by the inspection team weighed against the school's findings in the Self-Study and the Spectrum of Learning for Internationalization Certification. The report will contain praise of current initiatives and a school-specific action plan for improvement.

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Decision on Certification

After the school inspection, schools will receive one of the following four designations:

1. Award Internationalization Certification
2. Award Internationalization Certification with specific qualifications
3. Postpone Internationalization Certification for specified reasons
4. Not Award Internationalization Certification

Schools that are Awarded Internationalization Certification will be reviewed in five years at which time the school will submit a report on steps taken to implement the action plan and the school inspection team will complete round of inspections.

The majority of schools that earn certification will be Awarded Internationalization Certification with specific qualifications. Schools in this category will receive the credential but will be reviewed in 12-18 months to assess if changes in the school have been made to align to recommendations from the inspectors.

Schools that must Postpone Internationalization Certification for specified reason will *not* receive a credential following inspection. School administrators will work with inspectors to develop a detailed action plan and be reviewed in 12-18 at which time they can be awarded a certification for implementing the necessary changes.