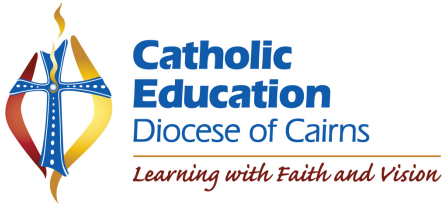


Policy



Directive No:

Approval Date: 2016 (BoG 21/3)

Previous Review Dates: Replaces Overseas Students policy 2009,2014

Next Review Date: 2021

Author: MGE (acknowledging source material from QCEC Draft Position Statement 11/2015: International education in Catholic schools in Queensland)

International education

Purpose

This policy provides a context for Catholic Education Services and schools in the Diocese of Cairns to promote international cultural intelligence* among students and staff** and their broader school communities. It covers international students attending or visiting diocesan schools, overseas excursions by school groups, and other opportunities for cultural exchange.

* International cultural intelligence is the ability of an individual to adapt to different people from diverse cultures and the ability to manage interconnectedness harmoniously and productively (Earley, Ang, & Tan, 2006, p5).

** The definition of staff includes those staff and volunteers who might be involved in supervising overseas excursions.

Policy

Catholic Education in the Diocese of Cairns recognises the many benefits of international cultural intelligence and commits to encouraging all schools to establish appropriate policies and procedures that:

- promote a whole of school approach to international cultural understanding
- raise the level of international cultural intelligence
- promote students and staff from diverse social and cultural backgrounds to exchange expertise, knowledge, and experiences
- enhance understanding and capacity to effectively live and work in local and international communities, and
- address appropriate education programs for international students.

Rationale

The Melbourne Declaration on Educational Goals for Young Australians affirms that due to global integration and international mobility there is a heightened need to nurture an appreciation of and respect for social, cultural and religious diversity, and a sense of global citizenship. The first goal of the declaration states all school sectors must ensure that schooling contributes to a socially cohesive society that respects and appreciates cultural, social and religious diversity (p. 7) and the second goal, school sectors are asked to support all young Australians to relate to and communicate across cultures and become responsible global and local citizens. (p. 9)

While globalisation has increased the interdependence of peoples, international education promotes cultural intelligence among all students and staff. Indeed the Congregation for Catholic Education points out that through open dialogue among cultures, different religions make a decisive contribution to forming an awareness of common values and building a more united and peaceful world¹. This dialogue allows Catholic schools to reflect on their own identity² whilst pursuing the good of all in a climate of mutual trust³.

Catholic schools in Queensland seek to be places where everyone is safe, supported, engaged and included. Schools aim to achieve this through whole-school approaches which provide pastoral care, protection of students, student behaviour support and foster social and emotional wellbeing. By this means, Catholic schools aim to build the capacity and resilience of school communities to effectively prevent or intervene early in a number of social issues that could be precursors to radicalisation.

Participation in the international exchange of information and ideas is a contribution Catholic education can make to international fellowship and the evangelising mission of the Church.

Recognising that the mission of the Australian Church is not confined to Australian residents, Catholic Education Services seek to assist with the provision of opportunities for quality Catholic education in a range of educational activities that extend opportunities for international exchange.

The policy recognises that life-long Catholic education offers opportunities for Christ-like personal transformations that include:

- Recognition of oneself as a citizen of the global village;
- Bonding with all people – a care for them as neighbours;
- Appreciation of diversity and a willingness to learn from other cultures;
- Cherishing one's roots yet transcending parochialism;
- Openness to and inclusion of all who seek the values of Catholic education.

Catholic Education seeks to foster respect for other religious traditions, readying people for dialogue with a diversity of people, including the poor and the marginalised.

For international students, Catholic schools provide the support, care and encouragement they need to achieve their full academic potential in a safe and focused learning environment. This immersion improves their English skills, self-confidence and independence. Although all students benefit from a whole of school approach that fosters the development of international friendships and networks, international students are able to learn about Australia's unique way of life, its tourist attractions and opportunities for further career development.

International education is a whole of school approach to the development of international cultural intelligence.

There are a variety of school approaches to engaging with international education, such as:

- cultural immersion programs for students and staff
- study tours and holiday programs that combine educational, tourism and cultural exchange activities for overseas student groups visiting Queensland
- institutional linkages and 'sister school' relationships
- English Language Intensive Course for Overseas Students (ELICOS) provision
- offshore program delivery and campuses
- enrolment of Full Fee Paying Overseas Students (FFPOS). This school sector 571 subclass visa requires the student to study in a CRICOS registered school, and the course in which the student wishes to enrol must also be CRICOS registered. The student does not attract recurrent funding.
- an approved secondary school exchange program⁴. These exchange students, also on a 571 visa subclass, do attract recurrent funding but are not required to pay fees⁵
- enrolment of students or dependents of families on a permanent or temporary visa including Temporary Protection Visas, Safe Haven Enterprise Visas and those children of families already living in the community under community detention arrangements or on bridging visas
- enrolment of students with Visitor Visas. These students will usually be limited to a maximum study period of 3 months. Students with [Visitor Visas](#) that limit periods of study to less than 12 months do not attract recurrent funding, and schools may charge pro-rata full fees. (Students on study tours or enrolling in schools for holiday programs will usually have a Visitor Visa.)

¹Congregation for Catholic Education, *Educating to Intercultural Dialogue in Catholic Schools Living in Harmony for a Civilization of Love*, Vatican City 2013, nn 19 – 20.

²Ibid, n 57.

³ Ibid, n 59.

⁴ <http://education.qld.gov.au/schools/cricos/student-exchange.html>

⁵ <http://education.qld.gov.au/schools/cricos/docs/secondary-student-exchange-organisations.doc>
[Secondary Student Exchange in Queensland - General Information](#)

Consequences

CES and Catholic schools in the Diocese of Cairns might consider their:

- information on international cultural intelligence to engage staff, parents and the wider school community
- professional learning to encourage the development of international cultural intelligence. Existing students may require a cultural awareness program

- curriculum policies and practices to ensure they include the development of international cultural intelligence
- capacity and resources for delivering international education. This should include research and screening to identify the school has the resources to meet the needs of international students (for example: understanding visitors' proficiency levels in English). Visa students may require additional pastoral support
- duty of care for all in the school community, including international visitors, as well as the school's duty of care in leading overseas excursions and exchanges. This may include consideration of the suitability of accommodation, behavioural and cultural expectations, and management of complaints and issues.
- responsibility for ensuring the mission of the school, its values and identity, are not compromised
- support programs and pastoral arrangements such as induction and farewell programmes, tutoring and inclusive processes for international students
- currency of information regarding emerging issues with respect to international education
- professional development for staff on a range of international education issues including cultural sensitivities, requirements of the *Education Services for Overseas Students Act* and other state and federal legislation compliance
- understanding of the complexity and costs of becoming CRICOS registered if intending to enrol overseas students on a 571 subclass visa. This includes providing the resources for compliance, the organisation and monitoring of homestay arrangements and the complexity of involving parents of international students in school life
- ongoing monitoring and review of international education as part of school renewal processes.

Reflection

Congregation for Catholic Education, *Educating to Intercultural Dialogue in Catholic Schools Living in Harmony for a Civilization of Love*, Vatican City 2013

Earley, P.C., Ang, S. & Tan, J. (2006). *CQ: Developing Cultural Intelligence at Work*. Palo Alto, CA: Stanford University Press.

John Paul II (1995), Apostolic Exhortation *Ecclesia in Africa*.

The Ministerial Council on Education, Employment, Training and Youth Affairs (December 2008), *Melbourne Declaration on Educational Goals for Young Australians*, Melbourne: Curriculum Corporation.

See also (Related Policies and Guidelines)

Guideline: Overseas excursions