

How good  
is our school?

SELF-EVALUATION SERIES



# International Education



SCOTTISH EXECUTIVE



# International **Education**

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HM Inspectorate of Education

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## Introduction

The revised edition of *How good is our school?* (HM Inspectorate of Education 2002) has been widely welcomed in schools and authorities. This document is one of a series of guides to self-evaluation which build on, but do not repeat, the advice on self-evaluation given in *How good is our school?*.

The introductory publication to the series, *Planning for Improvement*, outlines how you can use the outcomes of self-evaluation to plan effectively for improvement. This guide can be used when you are ready to evaluate the quality of international education in your school. It shows how you can select a cluster of quality indicators that focus on key features which have a significant impact on the achievement and experience of pupils. It also provides some worked examples.

Effective international education will enable your pupils to become informed, thoughtful and active international citizens in the 21st century. It will teach them to value cultural diversity and to recognise and address discrimination. It will help them to form views on important global issues and to express their beliefs in a reflective manner.

International education has an important role to play in supporting all of the Scottish Executive's National Priorities (NPs) for education. By providing effective international education you will, most notably, introduce your pupils to the duties and responsibilities of international citizenship<sup>1</sup> (NP4) and help to equip them with the skills and attitudes to prosper in a changing society (NP5).

Published by the Scottish Executive Education Department (SEED) in September 2001, *An International Outlook* outlines the way forward for international education in Scottish schools.

**Key elements** of international education can be defined as a series of learning outcomes associated with:

- **knowledge and understanding**
- **values and dispositions**
- **skills and capabilities, including creativity and enterprise.**

Importantly, in addition, international education should provide pupils with clear opportunities for:

- **participation and action.**

<sup>1</sup> HMIE will shortly be publishing *How good is our school? Citizenship*, another guide to self-evaluation in this series which deals with citizenship in its broadest aspects. *How good is our school? International Education* covers those aspects of citizenship specific to the international dimension within the curriculum.

You can best achieve all this through planning for learning and teaching in identified aspects of the formal curriculum, through a range of cross-curricular and extra-curricular activities within the school and in the wider community.

SEED undertook to follow up *An International Outlook* with assistance to schools in devising sound approaches to evaluating international education. The collation and dissemination of good practice in international education was also identified as a key objective. This guide and CD-ROM seek to address both these aims in a concise and user-friendly format. An associated website will also be developed.

In order to help you to evaluate your school's provision for international education, eight quality indicators (QIs) have been chosen from the revised edition of *How good is our school?*. They have been selected as those QIs most relevant to international education. They will help you to evaluate:

- the extent to which international education is included in your curriculum overall, and in particular courses and programmes;
- the impact of international education on the quality of your pupils' learning and their personal and social development;
- how international education promotes and develops an ethos of equality and fairness;
- the extent to which your school has developed partnerships with other schools;
- how you involve parents and the wider community in international education activities; and
- opportunities for continuing professional development for your staff.

If you are just starting to develop international education you may prefer to use only one or two of the quality indicators to begin with. Schools which have piloted this guide have suggested that QIs 1.1, 1.2 and/or QI 4.8 are the ones with which to start. A few examples completed by schools involved in the trials have been included to help you.

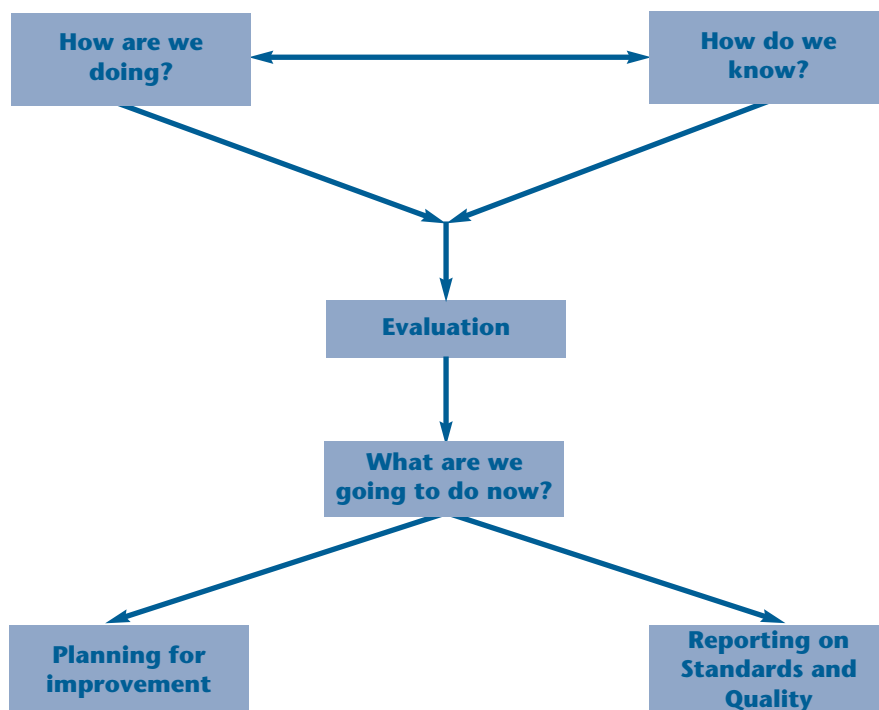
We hope you will find this guide useful in evaluating and developing your policy and practice in the key aspects of international education.

### Self-Evaluation in Practice

Part 2 of *How good is our school?* provides all the practical help you need to evaluate the quality of education provided in your school. This guide:

- indicates how study within international education contributes to the quality of pupils' experience;
- summarises the key issues relating to provision within international education, with reference to important sources of advice;
- shows how you might reflect these issues in key questions which derive from the level 4 illustration of the quality indicators chosen;
- looks at how you might collect evidence from more than one source in order to provide a robust basis for your evaluations; and
- encourages you to weigh up the strengths and areas of improvement in what you observe, in order to come to an overall evaluation of the quality of provision in your school.

You can then use the evaluation and the evidence to plan for improvement and to report on the standards and quality of what you have found.



Using this approach helps you to carry out a quick survey of quality in international education. This guide provides you with formats which you can use as they stand or adapt for your own school. You can also download them as blank pro forma from the HMIE website ([www.hmie.gov.uk](http://www.hmie.gov.uk)). Key questions have been identified for you for each quality indicator.

Use this page alongside pages 15 and 16 of *How good is our school?*

**Note down the sources of evidence on which you are basing your evaluation in the boxes below.**

**People consulted:**

**Documentation and resources reviewed:**

**Direct observation undertaken:**

**Data analysed:**

**Fill in your record of the strengths and areas for improvement for each of the quality indicators using the grids on the following pages.**

**In the box below note the overall evaluation for each of the quality indicators using the 1-4 scale from *How good is our school?***

<b>Quality Indicator</b>	<b>Overall evaluation</b>
<b>1.1</b>	
<b>1.2</b>	
<b>3.3</b>	
<b>4.2</b>	
<b>4.8</b>	
<b>5.3</b>	
<b>5.4</b>	
<b>6.6</b>	

**Go back over all the *areas for improvement* you have identified.**

**Decide which are your *priorities for development*.**

**Identify *criteria for success* by which to judge progress after you have taken action.**

**These priorities for international education can now be included in your *development plan*.**

### QI 1.1 Structure of the curriculum

This quality indicator is concerned with the following themes:

- *breadth and balance across elements of the curriculum*
- *integration, permeation*
- *timetabling and arrangements for pupil choice*

Level 4 illustration	Key questions	Evidence	
		Strengths	Areas for improvement
<p>The curriculum has breadth and balance across its various elements. It has a sound rationale that is clearly focused on achieving the school's aims. In developing the curriculum, full consideration has been taken of best practice as embodied in national advice and local guidance. Good account has also been taken of parents' and pupils' views.</p> <p>There is effective integration of knowledge, skills and understanding. Personal and social capabilities and cross-curricular aspects, including ICT, permeate the curriculum.</p> <p>Timetables enable the curriculum to be offered efficiently, giving appropriate time and emphasis to each curriculum area, subject or mode. There are appropriate opportunities for pupil choice and well planned opportunities for pupils to continue their study of subjects chosen at an earlier stage.</p>	<ul style="list-style-type: none"> <li>• What is your school's rationale for the place of international education in the curriculum?</li> <li>• How much account have you taken of available advice on international education?</li> <li>• How have you taken account of the views of parents and pupils?</li> <li>• What evidence is there of the <b>key elements</b> of international education permeating all areas and stages of curriculum, and how well are they integrated?</li> </ul>		

### QI 1.2 Courses and programmes

This quality indicator is concerned with the following themes:

- *breadth, balance and choice*
- *integration, continuity and progression*
- *support and guidance for teachers*

Level 4 illustration	Key questions	Evidence	
		Strengths	Areas for improvement
<p>Courses or programmes have breadth and balance between the various elements. They give full consideration to national and local guidelines, and are fully in keeping with the school's aims. There are appropriate opportunities for pupil choice. Programmes contribute to a continuing interest in learning and self-development.</p> <p>The various elements of the courses or programmes are planned and taught in an appropriate sequence to meet the range of needs, abilities and aspirations of pupils, and to promote progression and continuity in pupils' learning. Productive links are made with other curriculum areas or subjects.</p> <p>Teachers receive comprehensive and helpful guidance on courses and programmes of work, learning and teaching, support for pupils and assessment and recording.</p>	<ul style="list-style-type: none"> <li>• Where do the <b>key elements</b> of international education feature in your courses and programmes?</li> <li>• How does international education encourage your pupils to build on their learning?</li> <li>• How do you plan for progression and continuity in pupils' learning in the <b>key elements</b> of international education?</li> <li>• What guidance and support on aspects of international education do you provide for teachers?</li> </ul>		

### QI 3.3 Pupils' learning experiences

This quality indicator is concerned with the following themes:

- *extent to which the learning environment stimulates and motivates pupils*
- *pace of learning*
- *personal responsibility for learning, independent thinking and active involvement in learning*
- *interaction with others*

Level 4 illustration	Key questions	Evidence	
		Strengths	Areas for improvement
<p>The learning environment is stimulating and challenging. Contexts reflect pupils' interests, previous experiences and future development. Pupils are motivated to work well and enthusiastically without close supervision.</p> <p>The pace of learning enables pupils to make good progress in their coursework.</p> <p>Pupils take responsibility for, and are active in, their own learning. Pupils frequently think for themselves and reflect on ideas, issues and experiences.</p> <p>They have a very good understanding of what they need to do to improve.</p> <p>Pupils work collaboratively in a variety of circumstances involving groups of differing composition and size.</p>	<ul style="list-style-type: none"> <li>• To what extent are your pupils making good progress in the <b>key elements</b> of international education?</li> <li>• What evidence do you have that pupils are actively involved in, and reflecting on, international issues and experiences?</li> <li>• To what extent are aspects of international education pupil-led or pupil-initiated?</li> <li>• What opportunities have pupils had to work collaboratively, for example with pupils in partner schools abroad, or using ICT?</li> </ul>		

#### QI 4.2 Personal and social development

This quality indicator is concerned with the following themes:

- *planned approaches to promoting personal and social development*
- *pupils' progress in developing positive attitudes and personal and social skills*
- *contribution of extra-curricular and other activities*

Level 4 illustration	Key questions	Evidence	
		Strengths	Areas for improvement
<p>The school uses a range of planned and inter-related approaches to developing pupils' personal and social skills. Teachers are committed to, and active in, promoting whole-school strategies. Common expectations of behaviour are applied consistently across the school. The school provides frequent and regular opportunities for pupils to be praised and for their achievements to be recognised and valued. There are planned opportunities for pupils to show care and consideration for others and to develop the skills of active citizenship. Personal and social skills are developed across all aspects of the curriculum. Planning of programmes and special focus activities such as circle time, anti-bullying and anti-racist campaigns and community action is effective and provides for progression in the development of personal and social skills.</p> <p>Almost all pupils are making good progress towards the development of self-esteem, an awareness of personal safety and confidence in their own knowledge, skills and emerging values. They show independence of mind and co-operate well with others both socially and in school work. Their behaviour and social relations show genuine concern for and tolerance of others.</p> <p>Pupils are given opportunities and are encouraged to participate in a wide range of extra-curricular and other activities, for example, clubs, study support, membership of youth work organisations, volunteering, presentations to local community groups, residential experiences and activities relating to education industry links. Involvement in such activities supports the development of active citizenship.</p>	<ul style="list-style-type: none"> <li>• What opportunities do you offer pupils to develop skills of active citizenship in an international context?</li> <li>• How do you celebrate achievements in international education?</li> <li>• What evidence do you have that pupils co-operate well with others on visits abroad and in dealings with young people and adults from other countries?</li> <li>• What opportunities do your pupils have to take part in extra-curricular activities relevant to international education?</li> </ul>		

#### QI 4.8 Links with local authority or other managing body, other schools, agencies and employers

This quality indicator is concerned with the range, purpose and effectiveness of:

- *links with the local authority or other managing body*
- *links with other educational establishments*
- *links with voluntary organisations, the wider community and employers*
- *links with statutory organisations*

Level 4 illustration	Key questions	Evidence	
		Strengths	Areas for improvement
<p>The school has strong and productive links with the local authority or other managing body. The respective roles and responsibilities of managers in the school and those in the local authority or other managing body are clearly defined.</p> <p>The school has well-developed and effective links with other schools, units, further education colleges and other educational establishments as appropriate. They include effective transfer of assessment information as well as curricular and pastoral aspects. Clear and detailed information about pupils' learning needs is exchanged at appropriate times.</p> <p>There are well-established and productive networks and partnerships with employers, education industry partnerships and other community and specialist agencies to provide a high level of support for pupils.</p> <p>The school maintains effective links with statutory agencies, including educational psychologists, medical services, social work and other such agencies. Services work together very well to support pupils in the school.</p>	<ul style="list-style-type: none"> <li>• How has your local authority or other managing body supported the school's provision for international education? How has your school made use of the support available?</li> <li>• What links, including ICT links, do you have with other Scottish schools involved in international education, and with schools and other establishments overseas?</li> <li>• How have pupils and staff in your school and partner schools benefited from these links?</li> <li>• To what extent has your school been able to access funding or resources from local or national agencies to support initiatives in international education?</li> </ul>		

### QI 5.3 Equality and fairness

This quality indicator is concerned with the following themes:

- *sense of equality and fairness*
- *ensuring equality and fairness*

Level 4 illustration	Key questions	Evidence	
		Strengths	Areas for improvement
<p>The promotion of equality of opportunity and a sense of fairness are strongly evident in the work of the school as all levels. Equality issues are discussed openly and constructively among and between pupils and staff. Ethnic, religious, cultural and linguistic diversity is recognised, valued and promoted as a positive feature of the school and its community. Pupils are well prepared for their future lives in society.</p> <p>Positive steps are taken to ensure that pupils, parents and staff are treated equally, with respect and in a fair and just manner. Culture and language, disability, gender, race, religion, sexual orientation and special educational needs are not barriers to participation. There is a whole-school approach to issues of equality and fairness, such as racial harassment and sexual discrimination. Pupils are assisted to feel confident in recognising and addressing discrimination. Staff, pupils and visitors to the school feel valued, safe and secure.</p>	<ul style="list-style-type: none"> <li>• How does your school use international education to promote equality and fairness?</li> <li>• How does your school recognise, value and support ethnic, religious, cultural and linguistic diversity?</li> <li>• To what extent are all your pupils involved in activities related to international education?</li> <li>• How effective is international education in helping pupils and staff recognise and address discrimination?</li> </ul>		

### QI 5.4 Partnership with parents, the School Board and the community

This quality indicator is concerned with the following themes:

- *encouragement to parents to be involved in their child's learning and the life of the school*
- *procedures for communicating with parents*
- *information given to parents about the work of the school*
- *links between the school and the School Board*
- *the school's role in the community*

Level 4 illustration	Key questions	Evidence	
		Strengths	Areas for improvement
<p>Parents support, and participate in, the life of the school in a planned and purposeful manner. They are actively encouraged to be partners in their children's learning in a variety of ways, for example, in homework, classroom activities, participation in out-of-school visits and other extra-curricular activities. Positive steps are taken to enable all parents to participate effectively in their children's care and education.</p> <p>The school uses a wide range of effective methods for communicating with parents. These methods take full account of the needs of minority language groups. Parents readily engage with the school concerning its work within a framework of effective two-way communication.</p> <p>Clear and well-presented information about a wide range of aspects of the work of the school, such as the aims, organisation, future development and levels of achievement are readily available to parents.</p> <p>The headteacher has well-developed links with the School Board. The school actively encourages Board members to be knowledgeable about and involved in the life of the school and its community. The partnership generates substantial benefits and is valued by all concerned.</p> <p>The school makes a strong contribution to the life of the community and works with it by, for example, participating in events and contributing to the local media. The school mounts a range of events which the community can attend. Where appropriate, it enables members of the community to engage in educational experiences and/or contribute to decision-making.</p>	<ul style="list-style-type: none"> <li>• What opportunities exist for parents, for example through the School Board, to support international education and participate in related activities?</li> <li>• What information is available about international education? To what extent are speakers of other languages catered for? What methods are used to share the available information with parents, School Board and the wider community?</li> <li>• What methods does your school use to publicise and promote what it is doing in relation to international education, e.g. local media, open evenings?</li> <li>• To what extent does your school involve its wider community in its international education activities? What use is made of resources available in the local community?</li> </ul>		

### QI 6.6 Staff review and development

This quality indicator is concerned with the following themes:

- *links between staff review and development and school self-evaluation and planning*
- *staff review procedures*
- *staff development*

Level 4 illustration	Key questions	Evidence	
		Strengths	Areas for improvement
<p>All members of staff have a clear and well-focused remit. Information from staff review and other sources is used to inform the school's self-evaluation and planning process. Senior staff have clear responsibilities for, and a commitment to, staff review and development. The development needs of all staff are identified effectively. The provision of support for staff development takes full account of, and carefully balances, whole-school, team and individual needs. The system for identifying and acknowledging successes and needs is applied at all levels. Staff are fully aware of the aims and priorities of staff development.</p> <p>Well-designed procedures for review are being implemented for all staff. These meet or exceed the key principles of best practice highlighted in local and national guidelines.</p> <p>Staff development is well planned and matched to the identified needs of individuals and of the school or team. The continuing professional development programme makes effective use of staff, local and national expertise as appropriate to the school. Activities are followed up and evaluated and the findings are used to influence future planning. New staff, including newly appointed managers and probationer teachers experience an effective induction process.</p>	<ul style="list-style-type: none"> <li>• What staff development needs in the context of international education have you identified?</li> <li>• How well is staff development planned and matched to the identified needs of individuals and of your school or team?</li> <li>• Is there a CPD programme for international education? What use do you make of contributions from staff, and local and national expertise, and how do you evaluate and follow up activities?</li> </ul>		

### QI 1.2 Courses and programmes: worked example

This quality indicator is concerned with the following themes:

- *breadth, balance and choice*
- *integration, continuity and progression*
- *support and guidance for teachers*

Level 4 illustration	Key questions	Evidence	
		Strengths	Areas for improvement
<p>Courses or programmes have breadth and balance between the various elements. They give full consideration to national and local guidelines, and are fully in keeping with the school's aims. There are appropriate opportunities for pupil choice. Programmes contribute to a continuing interest in learning and self-development.</p> <p>The various elements of the courses or programmes are planned and taught in an appropriate sequence to meet the range of needs, abilities and aspirations of pupils, and to promote progression and continuity in pupils' learning. Productive links are made with other curriculum areas or subjects.</p> <p>Teachers receive comprehensive and helpful guidance on courses and programmes of work, learning and teaching, support for pupils and assessment and recording.</p>	<ul style="list-style-type: none"> <li>• Where do the <b>key elements</b> of international education feature in your courses and programmes?</li> <li>• How does international education encourage your pupils to build on their learning?</li> <li>• How do you plan for progression and continuity in pupils' learning in the <b>key elements</b> of international education?</li> <li>• What guidance and support on aspects of international education do you provide for teachers?</li> </ul>	<ol style="list-style-type: none"> <li>1. Cross curricular but especially environmental studies (ES), religious and moral education, personal and social education, expressive arts and language.</li> <li>2. Pupils are motivated to do extra-curricular work through pen-pal schemes, meeting teachers from other countries and working together with pupils from other countries.</li> <li>3. Through the balance and progression found in the ES project grid and within other subjects.</li> <li>4. School policies and programmes of work in all curricular areas. Through involvement in Comenius and the North/South link.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop the role of ICT-based course materials in international education in meeting the needs of the range of pupils.</li> <li>3. Should audit this in the near</li> <li>4. More in-service needed.</li> </ol>

#### QI 4.8 Links with local authority or other managing body, other schools, agencies and employers: worked example

This quality indicator is concerned with the range, purpose and effectiveness of:

- links with the local authority or other managing body
- links with other educational establishments
- links with voluntary organisations, the wider community and employers
- links with statutory organisations

Level 4 illustration	Key questions	Evidence	
		Strengths	Areas for improvement
<p>The school has strong and productive links with the local authority or other managing body. The respective roles and responsibilities of managers in the school and those in the local authority or other managing body are clearly defined.</p> <p>The school has well-developed and effective links with other schools, units, further education colleges and other educational establishments as appropriate. They include effective transfer of assessment information as well as curricular and pastoral aspects. Clear and detailed information about pupils' learning needs is exchanged at appropriate times.</p> <p>There are well-established and productive networks and partnerships with employers, education industry partnerships and other community and specialist agencies to provide a high level of support for pupils.</p> <p>The school maintains effective links with statutory agencies, including educational psychologists, medical services, social work and other such agencies. Services work together very well to support pupils in the school.</p>	<ul style="list-style-type: none"> <li>• How has your local authority or other managing body supported the school's provision for international education? How has your school made use of the support available?</li> <li>• What links, including ICT links, do you have with other Scottish schools involved in international education and with schools and other establishments overseas?</li> <li>• How have pupils and staff in your school and partner schools benefited from these?</li> <li>• To what extent has your school been able to access funding or resources from local or national agencies to support initiatives in international education?</li> </ul>	<ul style="list-style-type: none"> <li>• Formal link with Kinyara Primary School, Masindi, Uganda.</li> <li>• Headteacher – Global Teacher 2001 – 2002. Visit to Uganda 6 weeks July and August 2001. Follow up grant of £500. This was a Millennium Award.</li> <li>• African Experience Day shared with cluster schools using the £500 grant.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to become more aware of opportunities available and the work of Scottish Development Education Centre (Scotdec).</li> <li>• Funding for reciprocal visit from Kinyara from League for the Exchange of Commonwealth Teachers (LECT).</li> <li>• Further development of African Day project.</li> </ul>

## ACKNOWLEDGEMENTS

This guide has been developed by a sub-committee of the Scottish International Education Advisory Group (SIEAG). Membership was as follows:

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Hope Johnston, International Relations Unit, Scottish Executive Education Department

Kay Livingston, Director of Quality in Education Centre, University of Strathclyde

Colin McAndrew, Learning and Teaching Scotland

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Edna Paterson, International Education Officer, Glasgow City Council

Jane Renton, HM Inspectorate of Education

Colin Smith, Depute Headteacher, St Margaret's School, Edinburgh

John Tracey, Depute Headteacher, Fortrose Academy

Joe Wake, International Education Adviser, British Council Scotland

Thanks are due to the following schools which helped in the development of the guide.

### **Aberdeen City Council**

Bankhead Academy

Kincorth Academy

Kittybrewster Primary School

### **Clackmannanshire Council**

Alva Academy

### **East Ayrshire Council**

Grange Academy

### **Edinburgh City Council**

Bruntsfield Primary School

Echline Primary School

Gylemuir Primary School

### **Glasgow City Council**

Hillhead High School  
Richmond Park Special School  
St Timothy's Primary School

### **Highland Council**

Alness Academy  
Dornoch Academy  
Kinlochbervie Academy  
Plockton High School

### **Scottish Borders Council**

Coldstream Primary School  
Channelkirk Primary School

### **Shetland Islands Council**

Anderson High School  
Mossbank Primary School

## **INTERNATIONAL EDUCATION WEBSITE**

A website will be developed to supplement this guide. It will include the following and will be added to over time:

- links to key documents;
- examples of best practice in international education;
- information and advice on resources; and
- further advice on self-evaluation in international education.

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Astron B29913-3-03

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ISBN 0-7053-1027-2



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INVESTOR IN PEOPLE

