



idp



17TH IDP AUSTRALIAN INTERNATIONAL EDUCATION CONFERENCE

*securing the FUTURE for International Education:
Managing growth and Diversity*

17th IDP Australian International Education conference

Professional Development in International Education

Paula Dunstan
President
ISANA:International Education Association



A commitment

In meeting the goal of excellence to which all universities aspire, the development of their key resource, their staff, is a major issue.

Provisions made for the support for new staff, staff appraisal, feedback, encouragement and opportunities for all staff to improve, is an especially relevant benchmarking issue.

McKinnon, K., Walker, S., Davis, D. (1999)
Benchmarking: a manual for Australian Universities
Department of Education Training and Youth Affairs
Canberra. p.139

Professional expertise - anyone can do it

**Counsellors
Teachers
Student Advisors
Lawyers
Tourism Operators
Business Managers
Kind People**

in it together

Doing it all

Marketing managers: mediate in disputes

Academics: deal with critical incidents

Administrators: interpret sensitive student issues

Counsellors: advise students on visa compliance

Student advisors: manage major events

Chaplains: mentor student associations

Why training?

Student enrolments rising

Increased diversity in student cohorts

Increased regulation

Responsibility for complex tasks

Demand for quality

Because in ordinary circumstances:

We work beyond our professional capacity

We burn-out

We care about students

...If we get it wrong

Students are disadvantaged

Student programs are ineffective

Academic outcomes unmet

We lose our competitive edge

A case study

A student is distressed after failing a major core subject in his degree. After seeking help from student advisors, counselors and academic teachers, he is still despondent and withdraws temporarily from his course.

Upon his return he finds he has lost the continuity of his studies, and friends, and his student advisor is now working elsewhere. He cannot face his family with such failure, and, after a time, takes his life.

The university responds with compassion supporting his family and friends.

Some competencies...

Ethical marketing-fitting students and courses

**Providing advice on English language preparation
and cultural adjustment**

Academic advising in cross cultural settings

**Providing accurate advice relating to visa compliance
and repeating failed units**

**Understanding regulations governing leave of
absence**

more competencies.....

Student case management

Professional networking

**Program development to train students
in stress management**

Critical incident management

Liaison with external groups, police, hospitals etc

Risk assessment and minimisation strategies

Staff support and grief counseling

...and more competencies

Procedures for repatriation

Administrative procedures for deceased students

Management of media enquiries

Deployment of staff for family liaison

Critical incident reporting

...and finally

Policy development

Debriefing

Ongoing staff education and training

Modelling professional development

Formal & informal programs

Sequential, multi-level training

Concurrent and entry-point programs

Responsiveness to staff needs

Modelling competencies

ISANA – a strategic position

ISANA'S mission

Strategic position

Large membership, broadly based

Relationships with overseas associations

Connectedness to student bodies

Flexible and relevant



ISANA professional development
Current activity

Identifying needs

Competency matrix

Delivering programs

Foundations of International Education

Branch conferences and activities

14th Annual Conference October 2003

Stand alone workshops

Planning and strategy

Consultancy process

**Registration of programs through AQF-process
underway**

Imperatives

Offer career pathways

Incentives for stability in key positions

Set benchmarks

Professionalise staff

Resource staff development

Develop policy

Thank you

www.isana.org.au

