

Connected to the world

A plan to internationalise
Victorian schooling



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Executive Summary

Victorian schools are facing an unprecedented challenge.

Globalisation



Victorian schools are facing an unprecedented challenge. Globalisation – the connectedness of economies, cultures and governments – is accelerating rapidly. The availability of information is growing exponentially, but it is often unreliable, or tainted with vested interests.

This complex reality has changed forever the attributes our students will need to thrive as adults. Regardless of their choice of career, they will need to think critically and creatively, to work with different cultures and nationalities, and to sharpen their communication skills – including through learning another language.

We want to ensure our students do not fall behind. While learning about other countries has always been a feature of education, schools must now “internationalise” so that a global outlook is fundamental, not incidental, to their endeavours.

Some schools are already internationalising, but the success of our schools overall in this field is patchy. Principals are also uncertain whether their schools’ efforts to offer a more “international” education have been effective. They recognise that change is urgent, but are uncertain how to act.

Connected to the world – A plan to internationalise Victorian schooling provides practical solutions and a firm framework for principals and teachers. It is strategic and systemic, and establishes our commitment to a sustained effort in this area.

Following extensive research and consultation with schools and experts, we have determined that schooling across all year levels must be characterised by:

- international perspectives in every subject discipline
- a strong focus on languages
- a strong focus on contemporary skills (including critical thinking and problem solving, creativity, collaboration and communication), and
- a deep appreciation of our connectedness to other nations and an understanding of their peoples and cultures.

Victoria is acting decisively to support and expand languages education. Languages education is one of the eight key learning areas that all schools are required by legislation to provide in order to meet the *Education and Training Reform Act* (2006) minimum standards.

This plan complements Victoria’s languages reforms. It explains why engaging with the rest of the world is no longer a matter of choice and demonstrates the benefits of adopting an international mindset. It outlines the strengths and opportunities for internationalising Victorian schools.

It shows how ongoing interaction with other nationalities and cultures is crucial, and can be accomplished through a combination of digital programs, international experience and initiatives that capitalise on diversity within schools.

Between the birth of the world and 2003, there were five exabytes of information created. We [now] create five exabytes every two days.

Google Executive Chairman
Eric Schmidt, speaking at Zeitgeist
Europe, 2010.

Almost all the big issues young Victorians will face as adults will have a global dimension, including environmental sustainability and climate change, international security issues, and ongoing economic interdependence. Globalisation will affect every aspect of their lives.

Among the key initiatives are:

- The development of a comprehensive guide and professional courses to help school leaders set a clear direction for internationalising.
- An Internationalising Schooling Fund to provide seed funding for schools to establish, for example, a financially sustainable program to assist overseas student exchanges. The fund will target schools with the greatest need.
- Support for international study programs for school leaders, teachers and students. This builds on the \$13 million already invested in the Victorian Young Leaders to China Program.
- Teaching and assessment resources to help schools internationalise across all disciplines.
- Help for more schools to host international students, and support to organise reciprocal student and teacher exchange programs.
- The promotion of online international classrooms and other digital programs that enhance and accelerate learning by encouraging students to think more critically and creatively.
- Support to continue expanding the VCE overseas. For the first time, government schools will have the opportunity to offer the VCE to students in schools overseas. The VCE will also be offered overseas according to the northern hemisphere school calendar.

These and other initiatives will help schools adapt to the ever-changing demands of a globalised world – now, and in the future.

A new way of thinking

Already, many students have an experience of the broader world through online media and communication. Schools must ensure students approach this interaction in a mature way. The scale, mixed quality and multiple cultural sources and orientations of information online means students will need to use sound, impartial judgements to arrive at conclusions and solve problems.

Unlike in the past, schools must do more than simply teach students about other countries. Students need to be able to understand global interactions and characteristics; for example, the interconnected nature of financial markets, or the impact of globalisation on developing countries.

Also crucial is students' engagement with other nationalities and cultures, at home and overseas. This can be achieved through international travel, as well as digital technology and programs that capitalise on diversity within schools.

Through genuine exchanges of cultures, experiences and ideas, students can also develop and rehearse important contemporary skills such as critical thinking and problem solving, creativity, collaboration and communication and information technology skills.

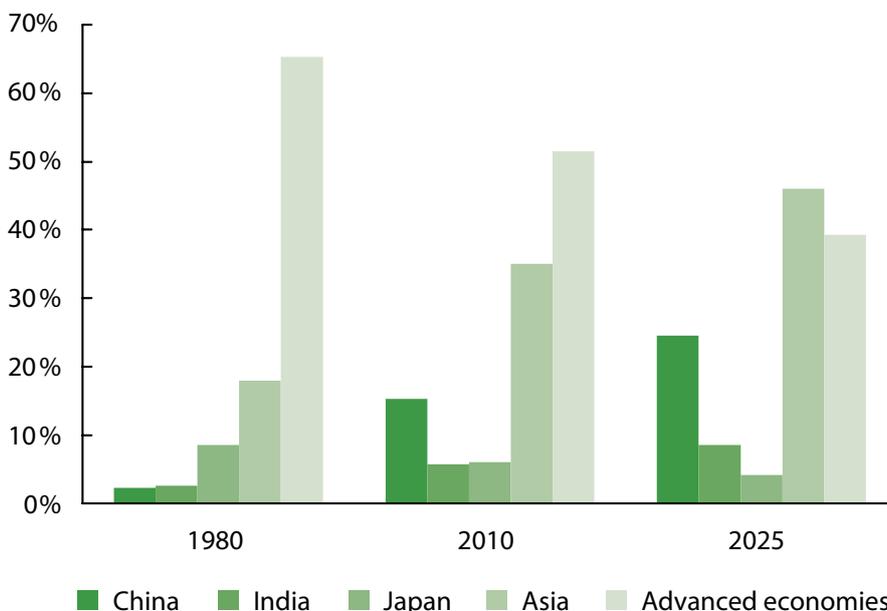
Beyond the classroom, internationalising has an important economic imperative. By preparing students for a globalised economy and labour market, we will safeguard Victoria's ongoing development and success.

“We have a strong ethical and educational purpose in developing our students’ level of intercultural understanding . . . These children will be community leaders in the future and as their teachers we have an obligation to ensure they understand the world and their place in it.”

Victorian principal

Asia must be a focus of our efforts. Seven out of the top ten destinations for Victorian goods are now in Asia, and China has cemented its place as our biggest trading partner.¹ By 2025, Asia will account for almost half the world’s gross domestic product. China alone will account for almost a quarter:

Figure 1: Asia and China’s share of world gross domestic product



Source: Australian Government 2013, China Country Strategy, Australia in the Asian Century towards 2025. Treasury projections in the *Australian in the Asian Century White Paper* (2012).

Australian governments have long called for a “focus on Asia” in teaching programs, arguing that our success politically and economically will be enhanced if we know something about our nearest neighbours and trading partners.

But students now need more sophisticated skills and understanding. They need to understand the role of Asia in shaping global trends. Learning about Asian countries is important, but so is the development of strong critical thinkers and communicators, including those who speak Asian languages. We need to promote and support initiatives that encourage deep engagement with Asia, such as language exchanges and the development of long-term partnerships between schools.

This emergent focus on Asia needs to complement our established connections with European and other non-Asian nations and cultures.



1. Asian destinations from Victoria’s top destinations for goods: Malaysia, Indonesia, Thailand, South Korea, Singapore, Japan and China. Source: Australian Bureau of Statistics (2014), International Trade in Goods and Services, Australia, cat. no. 5368.0, tab. 36b.

“Our students are Eurocentric in the way they see the world – they don’t realise how many connections there are between Australia and Asia and how important Asia will be potentially for their future careers. It is important to awaken them to the opportunities that exist in Asia.”

Sheree Vertigan, President of the Australian Secondary Principals Association

It is not an appendage to schools’ current activities, nor does it advocate “international education” as a separate subject discipline. Rather, it is designed to empower school principals and school communities to adopt an international mindset across all aspects of schooling, and to give additional focus to contemporary skills.

Additional benefits

Internationalising can improve the quality of education as a whole.

School systems in all developed economies now engage in international benchmarking, research and performance testing to help shape and target further reforms to improve achievement. Victoria participates in PISA – the Organisation for Economic Cooperation and Development’s Program for International Student Assessment. Our teachers also undertake professional development activities including study tours and professional exchanges, and as these interactions increase, we will have more opportunity to collaborate on best-practice techniques and become world leaders in learning and development.

The push to internationalise will also strengthen Victoria’s position as a high quality destination of choice for international students at the school and tertiary levels. Already Victoria, and Australia, are key providers in our region. Internationalising will see more Victorian schools welcome overseas students, increasing their cultural diversity and enriching their learning environments, as well as securing revenue for school and state.²

Finally, internationalising will help us capitalise on the existing cultural diversity within our schools. This diversity is both a resource to allow students to broaden their perspectives and adopt a global mindset, as well as a means of deepening social cohesion, and enhancing students’ sense of identity and citizenship skills.

Policy platform

The *Plan to internationalise Victorian schooling* builds on and complements existing policies.

Language learning is also one of the most important of these skills, which is why Victorian schools are required to provide a language program. The Department provides a range of initiatives to support schools to deliver high-quality language programs. These include professional development programs for language teachers and school leaders, resources, a team of language advisors and language assistants.

The Government supports a range of initiatives and activities that build on the curriculum aspirations for civics and citizenship education and intercultural understanding. This includes the vision statement, titled *Unity Through Diversity*, which seeks to equip students and teachers with the ability to engage and interact with each other in respectful ways and contribute to our multicultural society.

2. The provision of education services to international students was worth \$4.3 billion to the Victorian economy in 2012, and is one of the state’s most important export industries. Source: International Trade in Goods and Services, Australia (ABS cat. no. 5368.0), Issue date Dec 2013, Accessed Feb 2014.

Australian curriculum: history

The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live . . . to appreciate Australia’s distinctive path of social, economic and political development, its position in the Asia-Pacific region, and its global interrelationships.

Australian Curriculum: economics and business

In the Australian Curriculum: Economics and Business, ... provides relevant, contemporary content and contexts for developing an understanding of business activities and employment in the Asia region.

(This) .. is addressed through investigation of the interdependence between the Australian economy and economies in the Asia region, as well as current and future trade relationships. It also considers the significant role that Australia plays in economic development in the Asia region and the contribution of Asian economies to economic and business activity in Australia.

Internationalising and the Victorian F-10 curriculum

The Victorian F-10 curriculum³ articulates the common set of knowledge and skills required by all students to effectively participate in a globalised world. A learning continuum, from Foundation to Year 10, it comprises:

- the subject disciplines including languages and the Australian curriculum for English, mathematics, science, history and geography, and
- general capabilities including critical and creative thinking, personal and social capability, intercultural understanding and ethical understanding.

Embedded in the Victorian F-10 curriculum is the opportunity for extensive language provision and a strong focus on global perspectives within subject disciplines, both at primary and secondary levels.

Contemporary skills, that is the general capabilities, are recognised within the curriculum as critical skills for students in the globalised world.

“Intercultural understanding” is distinguished as a general capability and a transferable skill. It “provides students with the opportunity to develop a global awareness through the development of teaching and learning programs characterised by an international orientation”.⁴

The study of Asia and Australia’s engagement with Asia is embedded across the curriculum.

Victoria leads Australia as the only jurisdiction where general capabilities, including intercultural understanding, are identified as discrete domains of knowledge for the purposes of both learning and assessment.⁵

As a result, the Victorian F-10 curriculum provides a strong foundation for internationalising schooling, but does not increase students’ volume of learning. Instead, it provides a contextual lens – an international perspective that can enrich learning in all disciplines and capabilities, and enhance the way students engage with learning and the world more broadly.

Internationalising and the VCE

The Victorian Certificate of Education (VCE), taught in the senior secondary years, allows students to deepen their intercultural understanding and knowledge of international languages, histories and cultures, including through study areas such as global politics. The VCE is an internationally recognised senior secondary qualification that has and continues to enable Victorian students to successfully apply for entrance to the most prestigious universities, not only in Victoria but across the globe. In 2013, it was offered to 580 students in schools in China, the United Arab Emirates, Timor Leste and Vanuatu, as well as to over 2,700 fee-paying international students studying in Victoria.

As an international qualification, the VCE undergoes rigorous international benchmarking. Its profile promotes the international flow of students, both at schools and tertiary institutions. Approximately 90 per cent of students who complete the VCE overseas undertake tertiary education in Australia. This plan details initiatives to further increase the international profile of the VCE.

3. For the purposes of this document, the foreshadowed version of AusVELS (2) has been referenced.

4. Victorian Curriculum and Assessment Authority 2014, F-10 curriculum planning and reporting guidelines

5. Note that this does not imply a separate assessment of general capabilities. They can be the subject of discrete judgement arising from subject assessments.

It is better to travel 10,000 miles than to read 10,000 books.

Attributed to Confucius 551-479BC.

Overseas Learning Experience (OLE) Evaluation 2013

I was amazed at the impact of the OLE Program on one of our students. Prior to the trip, as the eldest of seven children, this student was expected to be responsible for her siblings before and after school. She was shy and lacked confidence. Since returning from the trip overseas, she is visibly more confident in herself, has volunteered to be involved in a number of school activities and applies herself more in her studies. Her background and family responsibilities no longer hold her back from engaging in school and other opportunities, nor do they define her the way they used to.

Eleven of the 12 students that participated in the OLE Program are still at the school. Upon returning from the trip overseas, every one of them made an appointment to see the careers officer. Some have changed their subjects to follow a new path that includes university studies. (Teacher interviewee)

Synergistiq, 2013, Evaluation of the Overseas Learning Experience Program.

Delivering internationalised education in schools

The international focus of the Victorian F-10 curriculum will allow schools to provide effective opportunities for students to develop language proficiency, an international orientation and intercultural understanding.

Genuine interaction with other nationalities and cultures is critical.

It is accomplished by:

- supporting face-to-face contact through international travel
- using digital technologies, and
- capitalising on cultural diversity within schools, including local and international students.

Research has shown that such measures, aimed at “direct and active engagement”, are much more effective than formal, didactic approaches within the curriculum.^{6,7}

Schools will prioritise these three practices differently, according to their strengths and resources.

Such programs have also been proven to make learning more engaging, powerful and authentic.⁸ They have the potential to inspire students and transform their lives, giving them both a mature, outward perspective and a stronger sense of personal identity.⁹

Our school leaders have told us that among the most powerful levers for internationalising schooling are closer engagement with local cultural groups and engagement with international students, including through digital technology. Students’ interest in complex global issues and international projects are also powerful imperatives.¹⁰

Research and discussions with principals has reiterated that quality teaching, underpinned by effective school leadership, is the most important contributor to students’ wellbeing, engagement and achievement, other than a student’s socio-economic background.¹¹

Quality teaching, underpinned by school leadership, is also vital in reorientating schools for a global future.

Teachers need expert knowledge of content, pedagogy and assessment in order to improve students’ intercultural understanding and international perspectives. They need to be expert in the use of digital technologies to connect students to other nations and cultures, to create enhanced, collaborative learning communities and to provide professional support to colleagues in this endeavour.

School leaders provide the framework for teachers to deliver internationalised teaching and promote appropriate professional development. They are fundamental in setting a direction for the whole school to internationalise strategically and systemically, and in a way that can be sustained over time. They also need the capacity to build strong connections with international communities and local multicultural communities.¹²

6. Doing Diversity: Intercultural Understanding in Primary and Secondary Schools (2014) Deakin University, preliminary findings (unpublished)

7. Synergistiq, 2013, Evaluation of the Overseas Learning Experience Program

8. Trilling and Fadel (2009) 21st Century Skills, Jossey-Bass www.josseybass.com

9. Reimers, F (2009) ‘Educating for global competency’ in International Perspectives on the Goals of Universal, Basic and Secondary Education, Routledge; and DEECD Overseas Study Program Longitudinal Impact – Evaluation Report (2010), I&J Management Services.

10. Ten Victorian metropolitan and regional roundtables were held with principals during May and June 2013. Participation intentionally comprised those already active or about to commence internationalising initiatives. Follow up was also conducted with a number of these schools to consult with teachers.

11. Hattie, J. (2003) Teachers make a difference: What is the research evidence?, Paper presented at ACER Research Conference, October 19–21, Melbourne.

12. Australian Institute of Teaching and School Leadership, (2013). Asia Literacy and the Australian Teaching Workforce, Melbourne, Victoria. http://www.aitsl.edu.au/verve/_resources/Asia_Literacy_Teaching_Workforce_Summary_Report.pdf

Cobram Secondary College

Cobram Secondary College draws on the significant cultural diversity of its community, including post-war migrants from southern Europe and more recent arrivals from Arabic-speaking countries, especially Iraq.

In 2009, we acted to enhance our approach towards cultural inclusion. Staff took part in a national values education initiative and the Department's Global and Multicultural Citizenship Education professional learning programs that launched the Cobram "project". Two day-long celebrations of diverse cultures and associated activities were organised – "Carnival of Cultures" in 2009 and "Global Gala" in 2010.

In 2011, the school committed more time to its intercultural and international activities, which were tied to the state's Cultural Diversity Week, as well as the Department's Multicultural and Global Citizenship strategy and the Leading 21 Century Schools Victoria Engage with Asia.

Students' explorations of the social, cultural, religious and linguistic similarities and differences within their community were particularly effective. We have participated in the regional Model United Nations conferences and continue to seek opportunities for teacher professional learning in multicultural education and citizenship education.

Together with better intercultural awareness, students have gained a more international perspective through overseas travel. The school has supported trips to Egypt, Italy, USA, Singapore, Vietnam and China. A visit to India is planned in 2015.

Vicki Nolen Principal

Schools need to value overseas family vacations, even when they occur during term time . . .

My daughter gave a perfect example in science class on Monday when they were talking about the body and diseases. The teacher mentioned leprosy and my daughter told her the history of it in Hawaii and how the entire island of Moloka'i was used as an isolation settlement for their lepers. The teacher had never heard of it, and neither would my daughter had we not travelled there.

Anonymous parent

Strengths and opportunities

Many of our schools have already adopted an international approach. Examples of some of the best initiatives are showcased in the appendix. In general terms, these schools:

- give priority to the international dimension in school planning and teaching
- offer languages programs including bilingual programs
- host international students and international delegations
- promote overseas student travel and exchange programs (including to pursue school specialisations, participate in community service projects and attend overseas campuses)
- use ICT for collaborative learning with students of other nations and cultures
- promote international travel for the professional development of teachers and school leaders, and
- capitalise on the cultural diversity of their students and school community.

Sister school partnerships, in which a local school establishes a strong link with an overseas school, have been the platform for many achievements. More than 350 Victoria government schools have established these partnerships with schools in countries including China, Indonesia, Germany, France, England, Japan and the United States. School leaders have reported that they are invaluable in deepening intercultural understanding.

Victoria's popularity as a destination for international students is another strength. In 2013, there were 3180 full fee-paying international students enrolled at government schools and a further 2263 in non-government schools. Across the school sectors in Victoria, the top five countries for inbound students were: China, Vietnam, Korea, Malaysia and Japan. Each year these students are welcomed by the Governor at Government House.

Victorian school leaders, speaking at recent "roundtable" conferences, provided a helpful exploration of the attitudes, strengths and opportunities at their schools. Leaders said that they increasingly regarded internationalisation "as an exciting and productive area"¹³ and understood that "internationalising student learning is moving from discretionary to a core requirement".

They cited compelling reasons for internationalising, including the profile of Asia in the economy and in local communities, the ease of communication through Skype and other technologies, and young people's enthusiasm to take action regarding global issues and undertake challenging projects.

Principals and teachers also indicated that schools in Asian countries were increasingly interested in engaging with their students. Similar time zones made Asian countries a prudent choice for online partnerships.

Despite these successes, however, it is clear we are some way from internationalising schooling across the system. Data on international activity from government schools, collected in 2013, provides indicative evidence that internationalisation is modest in scale, uneven and skewed by schools' socioeconomic background and location.¹⁴

13. Victorian metropolitan and regional roundtables

14. International activity encompasses hosting international students and professionals, offshore travel by students, teachers and school leaders and educational partnerships with overseas schools. More detail is provided on the following page.

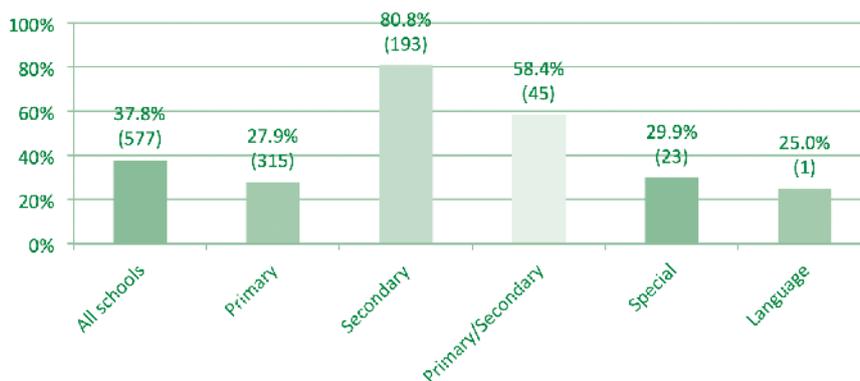
“One student said to me, ‘Miss, it’s so big out there, it’s so exciting!’ The students now appreciate that they can study, work and live overseas. It has opened up their world.”

Victorian teacher, reflecting on the benefits of overseas study experience on students.

This is consistent with estimates by government school leaders that a modest proportion of schools are active or about to commence internationalising education activities, and that efforts in this area are unlikely to be sustained without committed school leadership.¹⁵

Data from the survey of Victorian government schools in Chart 1 below shows that 38% of surveyed schools were engaged in one or more “internationalising” education activity.¹⁶

Chart 1: Proportion of Victorian government schools engaged in one or more international education activities, 2013



Source: DEECD Mid-year supplementary census, Section 7: Internationalising Education Activity, August 2013.

The survey also broke down the type of “international education” activity for secondary and primary schools into the following categories:

- **Partnerships** – defined as meaningful, reciprocal and sustainable long-term partnerships between schools, aimed at fulfilling a range of purposes as determined by the school. Sister school partnerships are based on the principles of mutual benefit and reciprocity.
- **Inbound activity** – defined as schools that have hosted internationalising activities. This could include hosting visits by sister-school students and teachers, or hosting student or teacher study tours or exchanges, or international delegations.
- **Outbound activity** – defined as schools that have sent teachers or students abroad, whether to visit sister schools, or to participate in study tours or exchanges, conferences or professional learning programs.

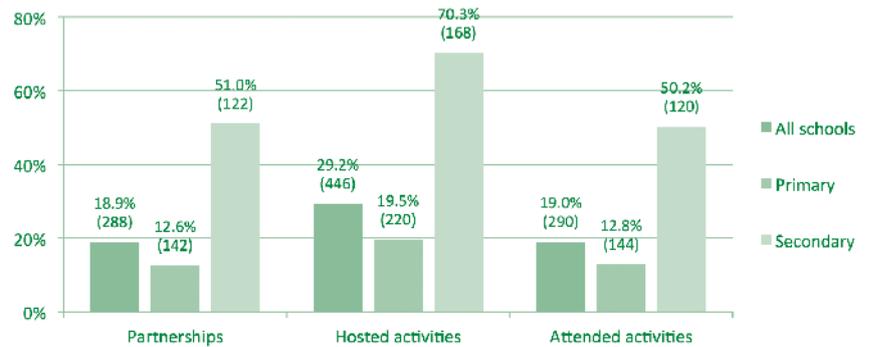


15. Victorian metropolitan and regional roundtables

16. DEECD Mid-Year School Supplementary Census (MYSSC), Section 7: Internationalising Education, August 2013

Chart 2 shows that across both categories of government schools, “hosted activities” (regarded as the easiest type of activity to engage in) dominated, followed by partnerships and attended activities in almost equal proportions.

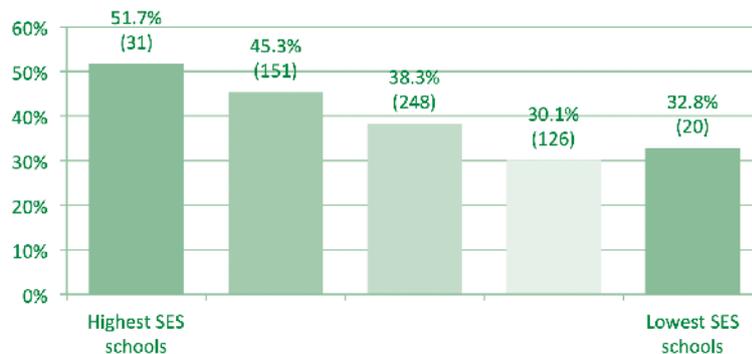
Chart 2: Proportion of Victorian government schools involved in international education activities by type, 2013



Source: DEECD Mid-year supplementary census, Section 7: Internationalising Education Activity, August 2013.

The survey also highlighted how international education activity was skewed by socioeconomic background (SES) quintile and by location. Chart 3 shows how a higher SES profile correlates with a greater level of international activity. Chart 4 shows how the more remote the school from metropolitan Melbourne, the lower the level of activity.¹⁷

Chart 3: Proportion of Victorian government schools involved in international education activities by SES quintile, 2013



Source: DEECD Mid-year supplementary census, Section 7: Internationalising Education Activity, August 2013.

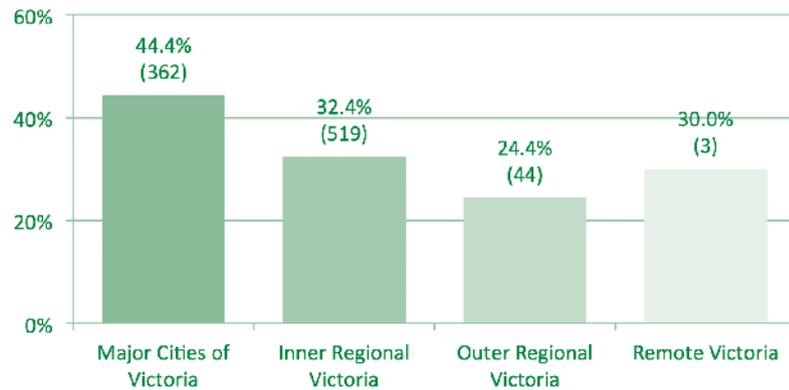
Notes: **SES** – defined as school socio-economic status, measured using DEECD’s Student-Family Occupation data. Schools close to ‘0’ on the SFO index are considered high-SES schools, while schools close to ‘1’ are considered low-SES schools.



¹⁷ Only three schools in the category “remote” were included in the survey, providing limited information for this group.



Chart 4: Proportion of Victorian government schools involved in international education activities by regional location, 2013



Source: DEECD Mid-year supplementary census, Section 7: Internationalising Education Activity, August 2013.

Notes: **Rurality** – defined using the Australian Standard Geographical Classification - Remoteness Area (ASGC-RA), a statistical geography structure developed in 2011 by the Australian Bureau of Statistics which allows quantitative comparisons between ‘city’ and ‘country’ Australia.

Many principals reported that they were concerned about the educational value of international activities for students and teachers. In particular, they said the high cost of overseas travel, compared to other activities, meant there was a need for strong justification for “outbound activities”.¹⁸

Yet analyses of the impact of overseas study tours by independent groups shows profound improvements in students’ intercultural awareness and understanding, and, in the case of foreign-language tours, sharp spikes in language proficiency. Importantly such programs have been shown to have a transformative impact on students’ broader engagement with learning and the strength and orientation of career aspiration.

Research has shown also that teachers need support to broaden their perspectives, whether through travel or other means, before they re-design classroom activities. Research over the past decade has shown that the degree courses and professional learning of the majority of Australian teachers has not included a strong international perspective.

While teachers need training and pedagogies to teach within a global mindset,¹⁹ school leaders must be involved and equipped to lead whole-school reform. There is little to be gained long-term from isolated international activities in a few classrooms.²⁰

As has been noted previously, Asia is of particular importance to Victoria’s future prosperity. However, in a recent survey of Australian businesses operating in Asia and seeking to become more active there, more than half identified a lack of cultural knowledge and language skills in the local workforce as an inhibitor to desired growth.²¹

It is apparent that Victoria’s proximity to Asia does not in itself guarantee economic prosperity: we need to enhance employment opportunities for young people by encouraging the acquisition of Asian languages and the development of deeper cultural awareness, known as “Asia literacy”.

18. Victorian metropolitan and regional roundtables

19. Australian Institute of Teaching and School Leadership, (2013). *Asia Literacy and the Australian Teaching Workforce*, Melbourne, Victoria. http://www.aitsl.edu.au/verve/_resources/Asia_Literacy_Teaching_Workforce_Summary_Report.pdf

20. Department of Education and Early Childhood Development, (2012). *Evaluation of the Inter-Cultural Understanding Field Trial*, Melbourne, Victoria.

21. *Engaging Asia: Getting it right for Australian business* – Australian Industry Group and Asialink Survey, Australian Industry Group and Asialink, 2011.

“Our world is changing at a rapid pace; our Victorian school communities are very multicultural; students are responsive to the new technologies, but parent expectations of the traditional styles of learning and disciplines don’t appear to change. Governments and schools need to communicate effectively to convince parents about the global benefits of an internationalised school for their sons and daughters. Then, the possibilities are endless.”

Gail McHardy, Executive Officer,
Parents Victoria.

What we will do next

Below are five strategies developed through extensive consultation with school leaders and teachers, evaluation of current initiatives in Victorian schools and other education systems, and a thorough review of the research on internationalising schooling.

They are framed so that our goals for schools – to embed an international mindset across all disciplines, to engage with other cultures and to improve 21st-century skills including languages and critical thinking – are sustainably and systematically integrated into their purpose, teaching content and delivery and assessment.

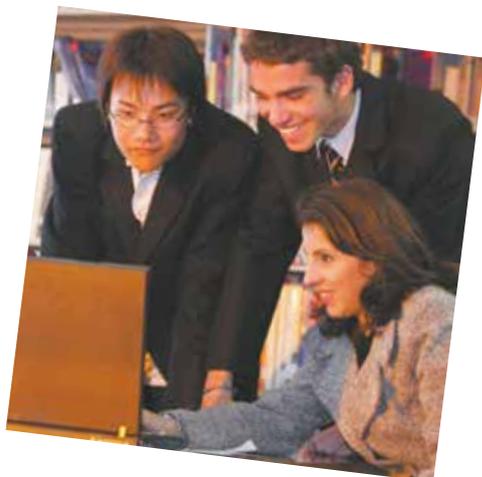
Strategy 1: Empower leaders

School leaders who engage with different cultures and undertake ongoing professional education are the most successful at entrenching an international mindset at their schools.

Improving the capacity of school leaders is crucial to success. We will:

- Publish a comprehensive “how to” guide. This will help school leaders explain the need for internationalising and ensure the support of teachers, students and school communities. It will help leaders set a clear direction for their schools and will include best-practice case studies and strategic planning tools. It will be developed during 2015 with input from all sectors, and will accommodate schools regardless of how advanced their international frameworks.
- Revise programs at the Bastow Institute for Educational Leadership. From next year, the Institute will offer a new short course on internationalising. It will also revise other relevant courses to reflect the need for an international approach to all school activities. Some courses, including a revised “Impact” course for emerging leaders, will be fast-tracked and taught from 2015.
- Promote and develop additional leadership programs. These could include initiatives such as the program Leading 21st Century Schools Victoria – Engage with Asia, which provides principals with professional education and resources. The program has resulted in improvements in teaching, school leadership and curriculum and policy development, and has increased support for Asian languages and the quality of sister-school relationships.
- Provide planning, reporting and assessment guidelines and templates for government schools to reflect the international dimension. Revised documents will be available from the 2015 planning cycle to help schools that wish to integrate and evaluate their international education.





Strategy 2: Support teachers

Teachers who are inspired by interactions with different cultures are in the best position to motivate students to adopt a global outlook. We will:

- Ensure teachers have the skills and qualities to teach with an international perspective across the curriculum. In 2015, we will also ensure professional development opportunities for current teachers.
- Produce sample work units and assessment resources that incorporate and assess international perspectives - including intercultural understanding and Asia literacy. These will be developed in 2015 by the Victoria Curriculum and Assessment Authority (VCAA). The work samples will encompass disciplines including literature, history, politics, and business and economics. The assessment resources will allow teachers to assess student intercultural understanding against achievement standards in the Victoria F-10 curriculum. They will also allow schools to gauge the most effective activities and approaches.
- Further the promotion of high quality overseas professional learning programs, including intensive “immersion experiences”. These include existing teacher exchange programs, year-long language exchanges and additional programs offered by local and global businesses, as well as overseas schools and governments.



Strategy 3: Enhance student experiences

To inspire a global mindset, we will support students to engage directly with other cultures and nationalities. Overseas study tours and exchange programs are particular effective, but online programs and interaction between cultural groups within a school are also important.

To enhance student experiences, we will:

- Support international experiences for students. This includes programs such as the Victorian Young Leaders to China Program. Over five years, up to 1500 Year 9 students will participate in a six-week immersion program in China. The Government is fully funding a quarter of the places for students from low socio-economic backgrounds. Evaluation of the first cohort of students who travelled to China in March 2014 showed that they significantly improved their Mandarin language and had developed a positive, nuanced appreciation of Chinese culture.
- Use technology to connect students and foster better learning practices. We will facilitate sharing among schools and highlight best-practice methods, including extrapolating ideas from the global partnership “New Pedagogies for Deep Learning”. This collaboration between 1000 schools worldwide aims to help students to think more critically, to thoroughly understand and retain concepts, and to link concepts and principles in order to solve problems in unfamiliar contexts. Eighty Victorian schools will participate in the three-year project, creating and sharing knowledge on how digital technology can improve and accelerate learning, and enhance local and international connections.

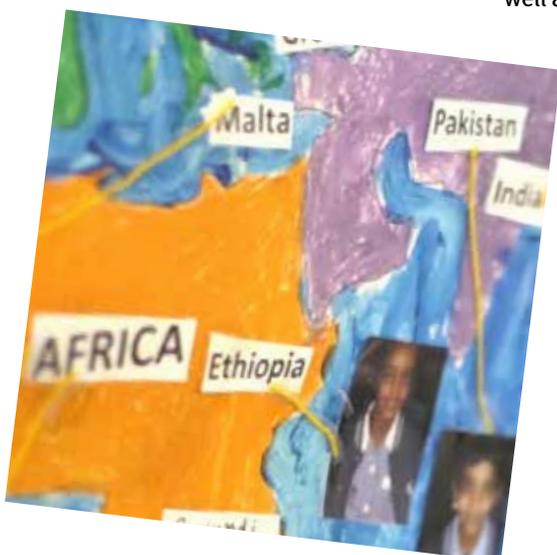
“It was the most wonderful experience of my life. I have taken this experience and now have a thirst for travel. I am more independent and seek out new opportunities.”

Victorian student reflecting on the benefits of overseas study.

- Capitalise on the significant cultural diversity in many Victorian schools. We will support the development of suitable programs and resources, drawing on the outcomes of Deakin University’s “Doing Diversity” study into the factors assisting and impeding intercultural understanding in schools.
- Accredite more schools to place international students as part of a push to achieve sustainable growth in overseas student numbers. This will, in turn, increase the opportunity for reciprocal exchanges that allow Victorian students to travel and study overseas. We will also identify countries with growth potential as a source for international students, aim to place students from a broader range of nationalities, and publish strategies so that schools can maximise the benefits from hosting and integrating international students.

Strategy 4: Strengthen partnerships

- Increase and enhance sister-school relationships. We will help match-make schools via an online “Partnership Facilitation Service”. In July 2014 we published a guide for establishing and maintaining sister school relationships and this will be updated on an ongoing basis.
- Work with government secondary schools to offer the Victorian Certificate of Education overseas. Since 2001, non-government schools have enjoyed the benefits of offering the VCE in partnership with schools overseas. Students, teachers and school leaders enjoy much deeper relationships with their international counterparts and automatically develop a more international perspective. This opportunity will be extended to government schools, a dialogue with schools to develop guidelines having commenced this year.
- A Northern Hemisphere VCE. The VCE is already offered overseas, but its delivery according to the Australian school calendar, from February to December, has limited its expansion. The VCAA will develop a Northern Hemisphere VCE. It will be available from 2017 and run on a September-to-June school timetable, in accordance with northern hemisphere schools. This will significantly strengthen the profile of the VCE as an international qualification and the benefits that accrue. These include providing ongoing opportunities for Victorian students overseas, as well as encouraging international students to work or study in our state.





Strategy 5: Build a community of practice

In addition to building the capacity of schools to internationalise, we will also build impetus for change by providing:

- An Internationalising School Fund. The fund will provide one-off “seed funding” to establish or sustain internationalising activity. Schools will be invited to submit proposals in an annual grant round, with strong priority given to those in greatest need, such as low-SES schools, remote and rural schools and very small primary schools.
- A new award of excellence. We will introduce an award recognising innovations that have helped provide outstanding opportunities for students to develop an international perspective, intercultural understanding and their talent as “global citizens”.
- A benchmark for intercultural understanding in Victoria. Every three years, the National Assessment Program collects data on Year 6 and Year 10 students’ attitudes and perceptions of intercultural understanding. The 2013 data, to be released later this year, will be used to establish benchmark levels of intercultural understanding in Victoria. Data from subsequent waves of the survey will be used to monitor progress in internationalising schooling and to review the success of *The plan to internationalise Victorian schooling* from now on.



Appendix: School snapshots

Plan to internationalise schooling – Connected to the world

Snapshot 1

Metropolitan government primary school – Huntingdale Primary School

Huntingdale Primary School encourages global citizenship while cherishing the unique qualities of young minds. The school community works to promote global citizenship, incorporating strong intercultural awareness, multilingualism and respect for the environment. Most importantly, we strive to develop self-motivated, independent learners adept at problem-solving and higher-order thinking.

Language competencies and intercultural understandings are the cornerstones of successful global citizenship. By embracing the international diversity of our community, and by teaching and learning in two languages and within two cultural contexts (Australian and Japanese) we develop deep intercultural understanding and a point of reference for future interactions with other cultures.

We offer a Japanese Bilingual Immersion Program and all students from Prep to Year 6 are taught for 7.5 hours in and through Japanese, according to the principles of language immersion education. We receive additional funding from the Department to provide 2.5 hours of Japanese literacy and two hours of science or humanities in Japanese, depending on the focus that term. We also provide one hour of music, art and physical education (Prep to Year 2) or eLearning (Year 3 to 6) each week in Japanese.

The bilingual program and international mindset of the school has improved the quality of education as a whole: students enjoy academic success across a range of curriculum areas.

Kate Spithill, Principal

Snapshot 2

Metropolitan Catholic primary school - St Kevin's Catholic Primary School

Our vision for internationalising the curriculum has developed in accordance with the growing multicultural nature of our community. Our long-term strategy is to ensure that students benefit from the most innovative educational practices, and are curious, creative, ethical global citizens.

A focus on digital citizenship will mean that the whole community has access to blogs, which will showcase our learning and lead to critical literacy. We have a staff digital citizenship group to support initiatives in this area.

At St Kevin's, implementing an internationalised curriculum starts with story-telling. Culturally diverse storytellers, appearing both as "live" and "virtual" guests, through digital technology, help us to compare and contrast cultures and values, and advance learning.

The school is also involved in the "Doing Diversity" research project. The project provides expert support by data analysts about subjects such as ethnocentricity, colour-blindness and perceptions about intercultural understanding. It is enabling us to track our development as a community, and discuss issues that we had not approached until now due to a lack of expertise.

Anni Miers, Principal

Snapshot 3

Metropolitan Independent school - Mentone Girls' Grammar School

Global learning at our school commences with international and intercultural education and extends to focus on issues and concerns that affect people and the planet as a whole.

It gives students an appreciation of global interdependence and includes the development of ethical and moral thinking in relation to these complex issues. This in turn promotes a sense of social responsibility among students to take positive action to help promote a sustainable future.

Among the school's initiatives are:

- A whole-school plan for international education.
- An international mindset and outlook (particularly through a special global learning program in Year 9, a strong geography stream, an expanding global studies stream and the incorporation of intercultural perspectives into the study of faith and beliefs).
- Four languages – German, French, Japanese and Chinese (Mandarin) – that are supported by sister-school relationships, study tours and exchanges. VCE Mandarin is offered at the school as a first language through a partnership with Xin Jin Shan Chinese Language and Culture School.
- An award scheme, the Future Global Leaders Award that has a bronze, silver and gold level and recognises and promotes leadership and global learning.

The school enjoys sister-school relationships with schools in Japan, China, Germany and France, which also provide opportunities for reciprocal exchanges and tours. We also have a formal relationship with Meiji Gakuin University in Japan, whose students act as Japanese language assistants at Mentone.

Kay McCullough, Assistant Principal

Snapshot 4 Metropolitan government primary school - Mahogany Rise Primary School

What do Hollywood actor Russell Crowe, Federal MP Malcolm Turnbull, Melbourne singer Clare Bowditch and Kevin Rudd have in common? They were all enthusiastic supporters of the quest by Mahogany Rise Primary School, in Frankston North, to become the first Victorian school to “crowdfund” an overseas student learning experience.

The project, Together We Rise, sent eight children from one of the most disadvantaged areas in Melbourne to Britain, along with three staff members. The travellers were hosted by Goodlyburn Primary School in Perth, Scotland, and Grazebrook Primary School in London. They experienced school and family life in rural and urban communities, shared stories from “down under” with their gracious hosts and visited cultural and historic sites.

The students also travelled to Paris to pay their respects to the fallen on Armistice Day. Later, they visited the Louvre and saw Da Vinci’s Mona Lisa, marvelled at the view from the Eiffel Tower and sampled local cuisine – including snails!

Overall, the experience was enlightening and life-changing for the students. Plans are well underway for the school’s second “crowdfunded” overseas learning experience, scheduled for April 2015.

For more information about Mahogany Rise Primary School’s international program, see www.togetherwerise.com.au

John Culley, Principal

Snapshot 5 Regional government secondary college - Kurnai College

Kurnai College has built an international perspective into its mission statement. That is, we aim to “build a learning community with a global perspective that promotes respect and achievement”.

Internationalising also informs the school’s strategic plan, and Asian cultures are consciously reflected across the curriculum including in the disciplines of languages, humanities and art.

The college has a “Confucius Classroom” and Mandarin language program and has sponsored a Chinese teacher to teach Mandarin at local primary schools with the aim that all students starting at Year 7 over the next 5 to 6 years have a similar competence in Mandarin. The College regularly hosts Chinese cultural days: our students lead primary students in activities including fan-dancing, cooking, calligraphy and kite-flying. The Mandarin language teaching team has grown from one to five teachers, three of whom are native-born Chinese. One of these teachers has been provided by the Confucius Institute Headquarters (Hanban).

Our annual study tour for Year 10 to China, established in 2010, is now highly valued by our increasingly engaged school community. The program has now been extended to Year 8 students, with two trips per year on the calendar. In addition, the college hosts study tours from China several times a year.

The international perspective is not just limited to Asia: each year, German exchange students study with us in Years 10 and 11. These students are billeted with Kurnai College students who are studying German, and who will travel to Germany for their own exchange tour.

These activities have helped the entire school community develop a better understanding of the world and the perspectives of people from other nations and cultures. Next, we will consider introducing more activities to engage the local community, including introductory Chinese language programs and Chinese art and cooking classes for parents.

Anthony Rodaughan, Principal

Snapshot 6 Rural government P-12 - Hawkesdale P-12 College

Hawkesdale P-12 College in rural Victoria has been using Blackboard Collaborate to connect with schools in other countries, including, most recently, the United States, Japan, Malaysia, China and Germany. Collaborative classrooms using digital technology have not only developed our students’ intercultural understanding, they have enriched learning across the curriculum.

Our international digital classrooms have also had the important benefit of breaking down our students’ cultural and geographic isolation. Students have learned valuable online communication skills or “netiquette” and are adept at communicating with students who speak English as a second or third language. The technology has made their textbooks come to life, and has also resulted in the professional development of teachers.

Colan Distel, Principal



