INTERNATIONALISING SCHOOLING

A how-to guide for schools

THE
EDUCATION
STATE

VICTORIA
State
Government

Contents

GLOBALLY READY STUDENTS AND INTERNATIONALLY MINDED SCHOOLS

Meeting the challenges of globalisation

The global economy and technology are transforming the Australian economy and society. The work people do is changing and in order to prosper, skills need to be adapted.

Our workforce is going global and the global workforce is coming to us. Young Australians need global competencies to live and work all over the world in global teams with global clients.

Australia is one of the most multicultural societies in the world and globalisation places greater emphasis on the need for awareness and skills to sustain the cultural diversity of our richly complex society.

Policy context: High expectations

The Victorian Government and community have high expectations of how we prepare young learners to live and work in a globalised world. For further reading, see:

Victorian Government:
- Victoria's partnership strategy for engaging on the global stage, in particular with China, *Partnership for prosperity – China Strategy*, http://www.premier.vic.gov.au/china-strategy/ is guided by the belief in 'deeper understanding, genuine connections, and mutual prosperity'
- *International Education Sector Strategy* http://www.business.vic.gov.au/__data/assets/pdf_file/0010/1275499/International-Education-Strategy-web-version-20160308.PDF *2016* provides a vision for world-class education offerings and strategies to support this important export sector

Victorian Schools:
- The *Education State* http://www.education.vic.gov.au/Documents/about/educationstate/launch.pdf is a multipronged strategy for lifting student achievement across the state.
- The *Framework for Improving Student Outcomes (FISO)* draws on the latest research on learning and global best practice and includes preparing students for Global Citizenship as a key dimension for improved community engagement in learning. DET staff can access it here: https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/Home.aspx
- The *Victorian Curriculum* http://victoriancurriculum.vcaa.vic.edu.au/ *(F-*

10) sets out what every student should learn during their first eleven years of schooling. This includes international perspectives in most learning areas and intercultural and ethical capabilities are mandated across the curriculum.

Five priority practice areas

This Guide is focused on supporting high-quality implementation in schools across the system. Internationalising education is a process of change – not just a series of activities, or just one activity.

The five broad priority areas upon which this Guide is structured were nominated by the project schools as the programs and activities that best describe what a school does when it internationalises. (The Guide refers to them as practice areas.)

The five priority areas of practice nominated by project schools:

- Whole-school approach to internationalisation
- Curriculum, assessment and instruction
- Sister schools and overseas learning experiences
- Community partnerships
- Integrating international students.

Six implementation dimensions

Quality implementation in each practice area is framed through six lenses:

- Vision, mission and school culture
- Organising for internationalising
- Teaching and learning
- Relationships and engagement
- Teacher capacity
- Measuring impact.

What does it mean to be globally ready?

A globally ready student:

- has the ability to get along with people who do not share the same cultural commitments and beliefs
- is reflective and has the capacity to recognise that there are other legitimate ways to see the world
- has a deep knowledge of the world
- is curious about global affairs and history
- speaks two or more languages
- is competent in diverse settings and can engage with different beliefs and cultures in meaningful and purposeful ways
- recognises and minimises religious or ethnic prejudices
- is skilled in interpreting, negotiating and managing conflict.

Globally ready teachers have:

- prior knowledge and direct experiences with cultural diversity, such as in the local community or immersion experiences in other countries, and are confident to broaden their curriculum
- communication skills for international people-to-people engagement
- in-depth knowledge about partnerships

- digital capability, innovation and risk management skills.

Internationally minded schools are:

- using effective models of language instruction – including languages for Asia
- building global perspectives across the curriculum
- including studies at strategic points of the curriculum to particularly support intercultural capability
- using information technologies that build learners' understanding and interaction with the world
- drawing on students' and community cultural diversity
- developing intercultural capability through cultural events and activities
- providing professional learning for teachers and leaders to build knowledge and confidence
- engaging in meaningful sister-school partnerships, international projects and partnerships.

Six Internationalising Implementation Dimensions

Vision, mission and school culture	**Organising for internationalising**	**Curriculum, instruction and assessment**
The expectations, attitudes, traditions and values that promote global understanding and intercultural competence within the school.	The administrative structures and processes for sustaining an international focus.	The systems that guide the creation of an internationally focused curriculum and related instructional strategies and assessments.
Relationships and engagement	**Teacher capacity**	**Measuring impact**
The structures that facilitate connection between adults and students from other cultures, communities and networks.	Professional development specifically focused on developing teachers' capacity to deliver lessons that develop students' global awareness and intercultural competence and/or languages.	Processes for measuring the impact of strategies and practices.

How to use the Guide

Get an overview of its contents

The Guide contains:

- DET expectations
- successful practices
- implementation indicators of quality internationalising practices
- practical examples
    - case studies of actual practices
    - tools or artefacts that aid implementation
- a curated list of teacher recommended resources
- implementation tools and aids used by schools.

Start with the curriculum

A well-designed internationally informed curriculum should underpin all other internationalising practices. It is the most potent means for making students globally ready; it is the one thing that they will all experience daily.

An internationally oriented curriculum becomes the launching pad for students to engage in learning experiences with a focus on content beyond their immediate experience and with students from other countries and walks of life. This should be something to which all schools aspire.

Access recommended resources

The resources in the Guide assist schools to:

- access global projects
- pursue the establishment of meaningful and sustainable sister-school partnerships
- engage in online language learning
- draw on the community to help build intercultural capabilities
- attract international students for short exchanges or longer term enrolment
- engage in overseas learning experiences.

Work in teams

The experience of working with schools has shown that teachers' and students' awareness of the range of support materials varies considerably.

Consequently, it is suggested that teachers work in teams to find out what the resources (e.g. websites, software, case studies and tools/artefacts) have to offer.

"Start with integrating an international perspective into your curriculum and providing students with the opportunity to learn a language."

Links have been made to all of the resource images provided in the Guide. To locate links to the actual resource, simply scroll over the image.

A caution: While web addresses were current when the Guide was developed, it is inevitable that some websites will close. If the website link does not work, type the title of the missing item into a search engine as it is still likely to be online elsewhere. Please email DET about the fault so it can be rectified at international@edumail.vic.gov.au

A WHOLE-SCHOOL PERSPECTIVE ON INTERNATIONALISING

Section 1.1
The internationalising imperative

Internationalising expectations

DET's 2012 Connected to the World plan http://www.education.vic.gov.au/Documents/about/programs/learningdev/intrnatinlisingschlsplan.docx to internationalise Victorian schooling contained some indicators of what constitutes a whole-school focus.

The plan's advice is that 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)

- an appreciation and understanding of the interconnections between Australia and other countries and cultures.

Internationalising schools are also encouraged to:

- give priority to the international dimension in school planning and teaching, particularly in terms of global citizenship

- offer languages programs including bilingual programs

- host international students and international delegations

- build opportunities for overseas student learning experiences 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

- build opportunities for high-quality overseas professional learning experiences for teachers and school leaders

- capitalise on the cultural diversity of their students and school community

- forge meaningful school-to-school partnerships, locally, nationally and internationally (e.g. sister school).

Why a whole-school focus?

All students need to acquire the knowledge, skills and attributes required for a globalised world. We cannot allow groups of young people to miss out.

The task of internationalising the learning experiences of all students is both exciting and challenging. To be successful, internationalising cannot be undertaken in a piecemeal fashion.

A whole-school approach to internationalising ensures that schools are developing young people who are able to make their way in a globalised world.

A whole-school focus is evident when schools include internationalising in their mission statement; have an internationalising plan and budget; and have a school-wide commitment to implementing the school's internationalising plan.

A variety of approaches

There are many ways to realise a whole-school approach to internationalising. Each school will have its own pathway and timeline to becoming internationalised, and across Victoria the characteristics of schools pursuing an internationalising agenda vary due to their differing circumstances.

However, regardless of their ambitions and circumstances, schools at some stage will need to develop a whole-school focus if they want to sustain and extend their internationalising efforts.

The central role of the curriculum

The F-10 Victorian curriculum is the bedrock upon which internationalisation is built. Without a curriculum anchor, the purpose for engaging in an internationalising practice is unclear.

When internationalising, the question to always ask is how is this internationalising practice contributing to the achievement of curriculum outcomes.

Topic: Whole-School approach

Subtopic: Global and intercultural components of the Curriculum

Major points:

- Sister schools and Overseas Learning Experiences (OLE)
- Learning and digital technologies
- Community partnerships
- International Student Program

This graphic is not intended to capture all of the various ways that schools are internationalising. It is confined to the five priority areas (and the sub-set of Learning and Digital Technologies) that are the focus for this Guide. Its purpose is to illustrate the link between the curriculum and the other internationalising practices that schools are implementing.

The Framework for Improving Student Outcomes (FISO) provides direction for planning, implementing and evaluating efforts to internationalise. All four state-wide priorities, https://edugate.eduweb.vic.gov.au/edrms/proje ct/fiso/SitePages/SchoolImprovementInitiatives .aspx Excellence in teaching and learning, Positive climate for learning, Professional leadership, and Community engagement in learning, can become a focus area of school improvement through internationalisation.

For example, Global citizenship https://edugate.eduweb.vic.gov.au/edrms/proje ct/fiso/SitePages/6_GlobalCitizenship.aspx (one of FISO's 16 dimensions) provides clear direction for incorporating global perspectives, intercultural capability and sustainability through a range of teaching and learning opportunities. The FISO Improvement Model features 'What's working in Victorian schools' case studies of evidenced and promising practice for schools that are internationalising.

See the detailed diagram from DET that maps internationalising program activity.

Internationalising
Programs Map

Section 1.2
What is quality whole - school implementation?

Without solid support from the school council, school leadership team, school staff and parents it is unlikely that plans to internationalise a school will be effectively implemented.

A quality implementation chart

Attention needs to be paid to the factors that will help to sustain and improve implementation practices.

The 'quality indicators' chart identifies successful practices that need to be attended to in six implementation dimensions.

The chart has been developed in conjunction with teachers in successful internationalising schools.

How can the chart be used?

The implementation practices chart could be used by:

- leadership teams and school councils as a beginning of the cyclic review and strategic planning process

- leadership teams to help them identify internationalising achievements and opportunities for further strengthening their internationalising practices

- the team within the school that is responsible for guiding, supporting, monitoring and reporting on the school's internationalising practices to establish baseline data to help monitor the successful implementation of internationalising practices

- teaching teams to assist them to reflect on the extent to which the school has embedded internationalising practices and, more particularly, their contribution to this endeavour.

The chart ratings could also be modified to, for example, gauge teachers' views about the importance of the school adopting particular practices.

This could be done by replacing the current scale descriptors with a 'not important', 'mildly important', 'very important', 'essential' scale. Another variation is to use both the current scale and an importance scale. This would help to reveal the degree to which 'very important' and 'essential' practices are being implemented.

"For students to become globally ready internationalising must become a core requirement for schools."

Questions for discussion

The following questions could be used to prompt discussion of the quality implementation data gathered from the charts:

- Do the results surprise you?

- Do you feel they are an accurate reflection of the school's commitment to internationalising?

- What practices have you implemented most successfully? How do you know?

- What are some important gaps in your internationalising practices?

- What practices should you prioritise for future implementation?

- Where would you like your internationalising practices to be in three years' time?

Whole School Quality Indicators

What whole-school practices are schools adopting?

Snapshots of practice

1. Suburban primary school F-6 internationalising program that has a five part structure:

- an internationalised enquiry based curriculum
- an innovative Mandarin program
- an international sister-school partnership
- extensive community engagement
- a cohort of primary level international students with cultural exchange element.

Whole School
Learning.docx

'Inquire, think, learn'

2. Outer suburban primary school annual implementation plan places emphasis on a whole-school approach to the studies of Asia across four key areas of school practices:

- curriculum audit has guided rewriting to include an Asian perspective
- languages program for Indonesian and increasingly supported by other disciplines
- active sister-school relationship in Indonesia and teacher professional learning
- community engagement through the arts.

Whole School
engagement with Asia

"We value cultural diversity and global awareness."

3. Outer suburban secondary school with a whole year-level approach for Years 7-10 supports internationalising evolving around the languages curriculum, particularly Indonesian.

The approach comprises six elements:

- strong languages curriculum – German and Indonesian – supported by other disciplines
- sister-school partnerships with corresponding structured language learning programs
- reciprocal student and teacher international mobility program
- local primary school network involving teachers, parent and students taking part in intercultural days
- celebration of intercultural events
- an internationalised curriculum.

Whole School
Language Learning.do

"Languages have become central to our internationalising."

4. Outer suburban secondary school with an integrated internationalising strategy:

- international students program
- strong languages program – French and Mandarin
- overseas learning experiences for students
- 'link-up' with schools internationally
- Strong community engagement and development of intercultural understanding.

Integrating
Internationalising.doc

"We are preparing students for a globalised future by offering a broad range of initiatives, programs and resources that enable us to explore the world."

Implementation tools and aids

Schools have developed and adapted a range to tools and aids to support implementation of whole-school internationalisation.

Examples of these are provided below:

Vision, mission and school culture

The expectations, attitudes, traditions and values that are the foundation for the school's internationalising program.

Mission Statement Starter.docx

School Guiding Statement.docx

Organising for internationalising

The administrative structures and processes for the school's internationalising program.

Role of International Student Program Mar

Section 1.4
What are the teacher recommended whole-school resources?

Recommended web-based resources

Teachers have highly recommended the following web-based resources:

Asia Education Foundation

http://www.asiaeducation.edu.au/

The AEF website is a rich repository of resources for schools. The website has internationalising curriculum resources and professional learning units. Materials are provided to support school leaders implement whole-school programs, engage with networks and participate in professional learning.

Global Education

http://globaleducation.edu.au/

This is a resource-rich site that supports teachers to develop global citizens through the promotion of open mindedness and a willingness to take action for change, respecting and valuing diversity, and being active in the development of a peaceful, just and sustainable world.

Oxfam Foundation – Whole school approach

http://www.oxfam.org.uk/education/whole-school

This Oxfam Education website is dedicated to supporting educators to develop global learning in the classroom and across the whole school.

Sections of the website are devoted to global citizen teaching and learning resources, teacher support and a blog that provides opportunities for teachers to communicate with other teachers focused on internationalising their school.

The following section on curriculum has other highly recommended websites to support internationalising schools.

Research

Doing Diversity – Intercultural Understanding in Primary and Secondary Schools. 2016 by C. Halse et al, Deakin University

http://www.education.vic.gov.au/Documents/school/principals/management/doingdiversity.pdf

This report identifies eight key principles for building interculturally capable schools and found that:

- the most interculturally capable students attended *schools* that:
  o have a strong, explicit and *well-established* culture of racial, religious and cultural equality in all areas of its operations; and
  o actively integrated the knowledge, attitudes and skills required for respectful engagement with diversity across *all* members of the school community, including students, teachers and parents
- the more effective schools recognised that a range of factors influence students' intercultural knowledge, skills, attitudes and behaviours, including the values, attitudes and practices that are embedded in and perpetuated through the attitudes and behaviours of peers, parents, teachers, the media, geographic location and economic privilege/disadvantage
- the more effective schools critically and reflexively assessed the intercultural challenges specific to their schools and took action to address these by embedding intercultural policies and practices in all areas of school life, including teacher professional learning and the use of school space.
- the most powerful and influential learning experiences occurred *outside* of the classroom as a result of students' interactions with others, including family and peers. This finding reinforces the importance of a comprehensive, connected, school-wide approach to intercultural education but also underlines the imperative for schools to attend to the role of students' outside-of-school experiences in formulating programmes and practices to equip students of all ages with the intercultural capabilities needed for a culturally diverse, global future.

INTERNATIONALISING THE CURRICULUM

What are the curriculum imperatives?

Internationalising in the Victorian Curriculum

An internationalised perspective in the curriculum opens the door to exploring in subject disciplines and interdisciplinary units the connections between us and the rest of the world; thinking critically and creatively about the big issues in our multicultural society, our region and the world; and engaging with local multicultural and international communities.

The curriculum includes content and sequences to support country specific investigations drawing on the Languages, History, English and/or Geography curriculum areas.

Explicit development of Intercultural capabilities and Personal and Social capabilities (e.g. collaboration and empathy) are integral to an internationalised curriculum. Instruction fosters collaboration, imagination and leverages the power of digital technologies to ensure authentic and vibrant learning opportunities.

Curriculum requirements and directions for Victorian schools

Victorian schools have a rich source of advice for designing a dynamic internationalised curriculum. Here are some starting points for focused action.

Global citizenship

A dimension in the Framework for Improving Student Outcomes

Young people are increasingly conscious of the ways in which their actions in one corner of the globe can impact on their peers in other places. This imperative of Global Citizenship https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/6_GlobalCitizenship.aspx can drive a significantly enriched whole-school teaching and learning program.

Schools are asked to develop programs that increase knowledge of global issues and trends and help students develop ways to respect key universal values such as peace, environmental sustainability, and upholding the rights and dignities of all people.

Intercultural capability

A key capability in the Victorian Curriculum Foundation–10 (F–10)

The Intercultural Capability http://victoriancurriculum.vcaa.vic.edu.au/intercultural-capability/introduction/rationale-and-aims is a curriculum through which students systematically develop vital intercultural knowledge and understandings. Intercultural capability fosters skills that assist students to negotiate across barriers that may arise from differences.

It focuses on learning about cultural practices and diversity. There are a set of discrete knowledge and skills that can and should be taught in and through the learning areas, and this calls for collaborative curriculum planning and program flexibility. The content needs to be explicitly taught and learning assessed to support progression on the curriculum continuum. The achievement standards provided in the curriculum enable teachers to make balanced judgements about learning.

The Australian Curriculum includes https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/intercultural-understanding/ as one of the General Capabilties. It is acknowledged as 'an essential part of living with others in the diverse world of the twenty-first century. It assists young people to become responsible local and global citizens, equipped through their education for living and working together in an interconnected world.'

Languages curriculum

A mandatory learning discipline in the Victorian Curriculum Foundation–10 (F–10)

Languages are part a broad, world-class curriculum that equips students with the skills to excel in an increasingly multicultural and multilingual world.

All Victorian schools are required by legislation to provide instruction in languages http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/languages/Pages/default.aspx and Victoria has a strong record in language learning with a wide spectrum of learning opportunities available in schools and the community.

In the Victorian Curriculum the focus is on both language and culture, http://victoriancurriculum.vcaa.vic.edu.au/languages/introduction/about-the-languages as students learn to communicate meaningfully across linguistic and cultural systems, and in different contexts.

Languages in an internationalised curriculum facilitate authentic and engaging language learning such as – immersion in a language and culture, a perspective through which subject content can be taught or an avenue for meaningful community engagement.

Asia and Australia's engagement with Asia

Trade, migration and geo-political factors all demand globally ready students to better understand the region in which we reside.

The Melbourne Declaration identifies Asia and Australia's engagement with Asia as a key perspective that should be incorporated in the curriculum. The cross-curriculum theme http://victoriancurriculum.vcaa.vic.edu.au/static/docs/Learning%20about%20Asia%20CCP.docx of Asia and Australia's engagement with Asia is embedded in the learning areas in the curriculum.

An internationally minded school will include learning sequences for Asian and other countries in the learning areas of the Arts, History, Geography, English, and Asian as well as European languages.

The Asia Literate Schools – a guide to recognition http://studiesofasia.wikispaces.com/An+asia+literate+school provides a self-assessment rubric for schools to use in assessing their progress in Asia literacy and competency.

Mobilising digital technologies

A key education challenge is how to mobilise and foster new pedagogies and relationships for deep learning http://www.education.vic.gov.au/school/teachers/support/Pages/deeplearning.aspx in schools through leveraging the power of digital technologies. Smart use of technology enables students to have a greater input into their learning, build collaborative partnerships anywhere in the world, and hone students' and teachers' intercultural communication and relationship skills.

New pedagogies and relationships for deep learning

http://www.education.vic.gov.au/school/teachers/support/Pages/deeplearning.aspx

Section 2.2
What is quality curriculum implementation?

Without solid support from parents, teachers and students it is unlikely that plans to internationalise the teaching and learning program using the Victorian Curriculum will be effectively implemented.

A quality implementation chart

The curriculum 'quality indicators' chart identifies the key indicators of successful practices in six implementation dimensions.

The chart has been developed in conjunction with teachers in successful internationalising schools.

How can the chart be used?

The implementation practices chart could be used by:

- leadership teams in setting expectations for curriculum coordination and planning to include an internationalising perspective

- curriculum or year level teams in planning and documenting their whole-school teaching and learning program to deliver the curriculum

- teaching teams in ensuring there are links between otherwise separate internationalising initiatives so that students gain maximum learning benefit.

Questions for discussion

Findings from the curriculum implementation indicators chart could be used to prompt a discussion within schools about what has been achieved and what they might do next to assist their students to become 'globally ready'. The following questions could be used to prompt discussion of the quality implementation data gathered from the charts:

- Do the results surprise you?

- What curriculum practices have we most successfully implemented? How do we know? What is our evidence?

- What are some important gaps in our curriculum?

- What practices should we prioritise for future implementation?

- Where would you like our internationalised teaching and learning program based on the Victorian Curriculum to be in three years' time?

- Where do you need to build teacher capability and confidence?

Curriculum Quality
Indicators.docx

Section 2.3
What curriculum practices are schools adopting?

Schools are taking different avenues to internationalise their curriculum – they may be adopting one, some or all of these approaches.

1. Intensive thematic timetable block

A thematic study for an extended period of a region or global theme

Global
DeforestACTION Proj

This is a global environment enquiry unit for Years 3-6. The project-based enquiry is conducted internationally for two hours a week over a year and in multi-age groups on topics of key concern for the students.

A Year 9 or 10 global study year

Global Learning
Project Year 9

This is a six-month intensive global learning project for Year 9. The program builds intercultural understanding and develops the skills to investigate the complexity of communities.

2. Enquiry Curriculum

Whole-curriculum approach to global citizenship as in adoption of the International Baccalaureate (primary or secondary)

Curriculum for Global
Citizenship

This is a Years F-6 primary curriculum focused on global citizenship. The whole school programme of enquiry consists of six units of enquiry selected for the year with each embracing perspectives from other nations, cultures or people or issues of global importance.

3. Subject focus cross-curriculum themes

Designated global/international themes for each year level

Engagement with
Asia

This is a Years F-6 Studies of Asia integrated into the primary school curriculum. The 'Engage with Asia' approach integrates Asian themes into subjects where appropriate and operates as a specialist study where country focus rotates over a three year cycle.

4. Language and culture

Innovative school-cluster strategies to strengthen and diversify languages in the curriculum

Providing Quality
Languages Education

The Innovative Language Provision in Clusters program has encouraged greater collaboration among schools in 14 clusters. It has enabled resource sharing and pathway planning to open up language learning opportunities. It is supported by video links, peer-to-peer instruction, immersive environments and community links.

Case studies are available for each of the clusters:
http://www.education.vic.gov.au/school/teachers/support/Pages/schoolstories.aspx

Content and language integrated learning

CLIL programs combine teaching content from a curriculum area with explicit teaching of the target language. They have a focus on the vocabulary and structures required for the additional curriculum area. Content may include all or part of one or more curriculum areas.

The following hyperlinked digital stories describe three Victorian schools that are offering CLIL:

- **CLIL programs in Victorian schools**

http://fuse.education.vic.gov.au/?2PNTD4

- **CLIL programs in Victorian schools - snap shot**

http://fuse.education.vic.gov.au/?KC5C8N

- **CLIL teachers in Victorian schools**

http://fuse.education.vic.gov.au/?CK2XMY

- Further links are available at:

https://fuse.education.vic.gov.au/Search/Results?AssociatedPackageId=&QueryText=CLIL&SearchScope=All

5. 21st century learning

Global issues shape a problem-solving curriculum

The Reporters Academy.docx

Reporting news and communicating in the 21st century. This is a Years 7-9, two hours a week, year-long unit on international communication.

Global communication skills developed

Global Communication Skills.d

A primary program for international student-to-student peer teaching and communication.

Implementation tools and aids

Schools have developed and adapted a range to tools and aids to support the implementation of curriculum internationalisation. Examples of these are provided below.

Vision, mission and school culture

The expectations, attitudes, traditions and values that are the foundation for the school's internationalising program.

Languages policy Guide.docx

Organising for internationalising

The administrative structures and processes for the school's internationalising program.

How to start a Languages Program.c

Teaching and learning

The systems that guide the creation of the curriculum focus and related instructional strategies and assessments to support the school's internationalising program.

International Baccalaureate.docx

Teacher capacity

Professional planning specifically focused on developing teachers' capacity to contribute to the school's internationalising program.

Study Programs to Asia.docx

Measuring impact

Processes for measuring the impact of the school's internationalising program.

Collaborative Project Assessment Criteria.d

How are schools using technology?

The following case studies illustrate some of the ways that digital technologies are being used to support teaching and learning.

Using ICT for collaborative projects

'Email was used to make initial connections between pen pals. Skype was used to connect teachers and students in real time on a weekly basis, with project group leaders asking and answering questions about their group's research tasks.

Final presentations were also made to the sister school via Skype. Wikispaces https://www.wikispaces.com/content/classroom was used as the platform to share research questions and findings, and to store the finished projects. Inspiration 9IE http://www.inspiration.com/global was used to concept-map ideas for the project.'

Using ICT for language learning

'The technologies used to conduct our language lessons include a web-conferencing program called Saba Centra https://www.saba.com/us/lms/virtual-classroom/ and Moodle. Through each of these we are able to incorporate specific learning activities to help develop Asia-related capabilities. These learning activities might include viewing a cultural or language video, responding to a PowerPoint presentation, playing a language game, answering oral questions, completing an online activity, viewing a website, participating in an online forum, or adding a comment either in a wiki or their own language blog.'

'In the first stages of language learning, when learning introductions, I use a combination of processes. First, a program called Audacity http://www.audacityteam.org/about/ is used to record self-introductions. The students then create their own avatars http://www.voki.com/classroom/index (vokis) and insert their introductions onto this. We have created a year blog on which the students post their introductions and these are then played for the class without student names necessarily being published.

'They love to see their creations on the interactive whiteboard and also often ask to redo these to fix their pronunciation. I also use the blog to post information, interesting videos and comments for students. Students have been registered for Edmodo http://www.edmodo.com/about and this can be used for tests, assignment submissions, and communication. I post assignments on Storybird https://storybird.com/about/, which can be used for illustrated story writing, published in an online book form, and submitted for marking. Animoto https://animoto.com/education/classroom and ToonDoo http://www.toondoo.com/ and are sites that can be used for video publication and language learning.'

Using ICT for assessment

'Assessment for the project included: presentation via Skype; Survey Monkey https://www.surveymonkey.com/ as a self-assessment tool for students; teacher and student reflection; building connections and collaboration tracking sheets; and a teacher rubric.

'All four classes (Years 7 and 8) will have Skyped Changshu and participated in a bilingual quiz; Year 8s will have posted an oral presentation in Mandarin on the Wikispaces for peer feedback (in English) from their 'pen pals' in Changshu; Year 8s will have given their 'pen pals' in Changshu feedback on their English oral presentations (in Mandarin or English). And, it is anticipated that a final presentation of the project will be posted on iLearn.'

Source: AEF (2013) WHAT WORKS 4 Using ICT in schools to support the development of Asia-relevant capabilities

(Note that several of the digital tools referred to here are described in the resources section that follows.)

Section 2.5
What are the teacher recommended curriculum resources?

Web-based internationalising content

The following website that teachers highly recommended to support Whole-School Internationalising Practices is also highly recommended for schools that are committed to internationalising their curriculum.

Global Education

http://globaleducation.edu.au/

Other curriculum support websites rated highly by teachers are described below.

Asia Education Foundation

http://www.asiaeducation.edu.au/curriculum
The AEF site has extensive internationalising resources to support curriculum development, teacher professional learning and program development.

Difference Differently

http://www.differencedifferently.edu.au/

Through the use of video, audio, images, quizzes and interactive learning activities, Difference Differently helps develop young Australians' intercultural understanding.

This free resource contains 14 online modules in English, History, Geography and Civics and Citizenship for students in Years 3 to 10. Each module includes Teacher Notes, which provide Australian Curriculum links and class-based activities to supplement online learning.

ACARA – Intercultural Understanding

https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/intercultural-understanding/

This ACARA website contains links to the Australian Curriculum Intercultural Understanding learning continuum and the three interrelated elements of the learning continuum: Recognising culture and developing respect; Interacting and empathising with others; and Reflecting on intercultural experiences and taking responsibility.

Flat Connections

http://www.flatconnections.com/

Flat Connections is a subscription site that enables schools to participate in global projects. It is administered by the author of "Flattening Classrooms, Engaging Minds: Move to global collaboration one step at a time".

To get a good understanding of how the projects work go to Global Projects (http://www.flatconnections.com/global-projects/) and then Digiteen and Digitween (middle and high school) https://docs.google.com/document/d/1SUidIh8kzSvUnZt9GNm2R-7ZbNZ5J_LpuPM1ASUQOdQ/edit. Teachers can also enroll in a training course that prepare them to support their students' engagement in global projects.

iEARN

https://iearn.org/

iEARN is a non-profit organisation made up of over 30,000 schools and youth organisations in more than 140 countries. iEARN enables teachers and young people to work together online using the internet and other new digital technologies. Over 2,000,000 students each day are engaged in collaborative project work worldwide.

There are over 150 projects in iEARN, all designed and facilitated by teachers and students to fit their curriculum and classroom needs and schedules. To join, participants select an online project and look at how they can integrate it into their classroom.

TakingITGlobal for Educators

http://www.tiged.org/

TakingITGlobal for Educators (TIGed) supports classes to connect with peers from a wide range of counties and hosts several hundred collaborative projects that provide opportunities for classes to work with peers internationally to address important global issues.

The site has a growing database of curriculum-linked teaching resources and a guide for teachers, schools, districts and other organisations attempting to create new projects at the intersection of global education and educational technology.

Oxfam – Global Citizenship

http://www.oxfam.org.uk/education/global-citizenship

Oxfam's UK site has extensive resources to support teachers to devise internationalising curriculum and to adopt internationalising pedagogies.

Oxfam's global citizenship guides introduce the key elements of Oxfam's Curriculum for Global Citizenship, as well as providing case studies outlining best practice in the classroom, activities that can be adapted for use in many curriculum areas, and resources for further reading.

UNESCO – Education for Intercultural Understanding

http://unesdoc.unesco.org/images/0018/001890/189051E.pdf

This teacher guide provides advice on integrating and teaching an intercultural understanding curriculum across the school and within social studies. It discusses how to establish a positive learning environment that is conducive to intercultural understanding and contains numerous examples of learning activities.

Recommended language learning websites

Languages Online

http://www.education.vic.gov.au/languagesonline/default.htm

Languages Online is a free multimedia resources for language students and teachers in 10 languages. It contains interactive language tasks, printable worksheets and game 'templates' for students and teachers to create interactive games using their own text, pictures and voice recordings. Activities are self-paced and self-correcting with recordings by native speakers. The Languages Online apps for tablets and desktops are now available for Indonesian and Japanese.Local teachers are trained to deliver the program effectively.

Language Learning Space

http://www.lls.edu.au/home

The Language Learning Space (LLS) provides learning resources and services for students of Chinese, Japanese and Indonesian languages and for teachers of these languages.

Teachers and students need to sign up to the LLS to access:

- specific learning challenges and resources that improve students' language learning

- a student/teacher dashboard that enables teachers to assign, create their own challenges and track student progress

- an experienced in-country based free tutorial service

- a range of extended online study modules to be found in the Showcase page of each language section

- media-rich and contemporary professional learning modules that can be shared and tracked against teacher professional learning requirements.

One of the most popular services in the Language Learning Space is the Tutor service, offered free of charge to teachers and students of Chinese, Indonesian and Japanese to practice and perfect their pronunciation and learn more about these cultures with native speakers in Beijing, Denpasar and Tokyo.

The Language Learning Space (LLS) has been developed by Education Services Australia for the Australian Government Department of Education and Training. A wide pool of languages experts, including local and international language teachers, academics, professional associations and commercial vendors contributed to the site.

Duolingo

https://www.duolingo.com/

Duolingo is a free language learning site that hosts a global community of language learners. Free apps for iPhones, iPads, Andriod and Windows are also available. While learning is free, exams and certification incur a fee. Users can start at beginner level or undertake a test to ascertain the appropriate starting level. Online courses include Spanish, French, German, Italian, Russian, Vietnamese and Hindi.

Bendigo Senior Secondary College Chinese language instruction

http://bendigomandarin.weebly.com/

The Confucius Classroom is operated under the management of Bendigo Senior Secondary College with the support of its partner school, Dongzhou Middle School, Haimen, Jiangsu Province. More than 2,000 students from 20 primary schools and two secondary colleges are learning Chinese through the BSSC Confucius Classroom.

BSSC is planning to expand its Chinese language and culture program into virtual classroom delivery to support learners in more remote regional schools.

The Confucius Classroom managed by BSSC provides an opportunity for students to engage in Chinese language learning.

Content and Language Integrated Programs

https://fuse.education.vic.gov.au/Search/Results?AssociatedPackageId=&QueryText=CLIL&SearchScope=All

The FUSE site contains videos of CLIL practice, links to CLIL websites, sample modules and other resources.

Recommended publications

A review of curriculum in the UK: internationalising in a changing context
Hayden, M 2013

http://www.tandfonline.com/doi/abs/10.1080/09585176.2012.744328

The Global Educator, Leveraging Technology for Collaborative Learning & Teaching
Lindsay, J. (July 2016)
http://www.flatconnections.com/media/

The Global Educator is the updated edition of
Flattening Classrooms, Engaging Minds
Lindsay, J. and Davis, V. (2013) *Flattening Classrooms, Engaging Minds: Move to Global Collaboration One Step at a Time,* Pearson.

Flattening Classrooms, Engaging Minds outlines seven steps (Chapters 3-9) to implementing global collaborative practices using current pedagogies, technology tools, and global collaboration. It supports teachers and students to participate in technology-rich, cross-cultural and global learning experiences.

(The related website is described above.)

Oxfam

http://www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides

This practical teacher guide from Oxfam is focused on teaching global citizenship. It contains a planning framework and suggestions for introducing global citizenship into classroom practice**.**

Tools for measuring attitude change

http://www.mvro.sk/sk/e-kniznica/category/2-publikacie?start=40 This resource has been created to help teachers target their efforts to deliver Global Citizenship effectively and to measure how successful they are being.

The activities within the toolkit can gauge students' capacity to empathise and understand others' lives and the issues they face, and highlights the impact our actions can have on others. Scroll down until you find the report entitled "How do we know it's working?"

Global Education Guidelines

http://www.mvro.sk/sk/e-kniznica/category/2-publikacie?start=100 This guide for understanding and practising global education was developed by the Council of Europe. It also functions as a pedagogical coaching tool to help establish global education approaches where they do not yet exist and enrich existing ones.

Scroll down until you find the report entitled "Global Education Guidelines".

Recommended online communication tools

Global2 network blogs

http://global2.vic.edu.au/about/

The Global2 network provides blogs and websites to all government and Catholic schools in the state of Victoria. It is managed by DET and the technology and technical support is provided by Edublogs.

Any teacher, staff, or student with a school sponsored email address can self-signup directly from the Global2 home page.

Schools who have international partners or sister schools are able to invite these schools into the Global2 environment to undertake collaborative projects with their school.

Edmodo

https://www.edmodo.com/about

Edmodo is a free educational website that enables social networks appropriate for a classroom to be established. Edmodo's global education network connects learners with people and resources.

Teachers and students can join global learning communities and discover and share teaching and learning resources. The site includes self-guided training webinars, user guides and descriptions of how Edmodo is being used by teachers

Scoop.it

http://www.scoop.it/

Scoop.it is part content curation tool and part social network. It enables users to create boards of curated content based on topics they choose and share their thoughts on that content and connect with others who have similar interests.

Tumblr

https://www.tumblr.com/

Tumblr is a microblogging platform and social networking website. The service allows users to post multimedia and other content to a short-form blog.

Tumblr lets you share digital products. Users can post text, photos, quotes, links, music and videos from their browser, phone, desktop, or email.

Moodle

https://moodle.org/

Moodle is a free learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised learning environments.

Moodle can be scaled to support the needs of both small classes and the whole school.

Mahara

https://mahara.org/

Mahara is an open source, customisable and flexible personal learning environment that enables students and teachers to collect, reflect on and share achievements and development online. Your school can install Mahara on its own servers or have it hosted. Mahara can be used alongside learning management systems or on its own.

Pinterest

https://au.pinterest.com/

Pinterest is a social network that allows users to visually share, and discover new interests by posting (known as 'pinning' on Pinterest) images or videos to their own or others' boards (i.e. a collection of 'pins,' usually with a common theme) and browsing what other users have pinned.

Storybird

https://storybird.com/about/

Storybird is a free tool that uses illustrations to inspire students to write stories: picture books for K-5, long-form chapter books for Years 5-9, and poetry. Students can view and comment on the work of other students in the class and the teacher can choose to moderate these comments before they are released to other students in the class.

Animoto

https://animoto.com/education/classroom

Animoto is a web-based tool that allows users to produce videos that blend photos, video clips, text and music. Educators can apply for a free account.

ToonDoo

http://www.toondoo.com/

ToonDoo is an easy-to-use tool that uses drag-drop or click to create comic strips. Teachers can purchase a licence to create a private virtual ToonDoo space for their class. There are several other similar cartoon sites.

https://www.facebook.com/

https://twitter.com/

http://www.skype.com/

INTERNATIONAL SISTER SCHOOLS AND OVERSEAS LEARNING EXPERIENCES

Section 3.1
Sister-School and Overseas Learning Experiences Practices

Sister schools and opportunities for overseas learning experiences – international student and teacher exchanges and overseas cultural or sporting visits – have a significant role in building globally prepared students and teachers.

Sister Schools

Participation in a sister-school arrangement, whether it is with an overseas school or a local school, requires teachers and students to develop relationships with peers from diverse cultural backgrounds.

This requires person to person engagement – it all starts with a conversation and is sustained by ongoing conversations.

Sister-school partnerships have provided students and teachers with life-changing learning experiences.

Few other school experiences provide the opportunity to step into another culture and develop intercultural understandings with peers from across the globe.

Under a sister-school arrangement schools undertake a range of activities that make learning more authentic, including student collaboration, teacher collaboration, student in-country experiences, teacher exchanges and collaborative online opportunities. The DET (2015) *Sister School Resource Kit http://www.education.vic.gov.au/school/teachers/management/Pages/sisterschoolresourcekit.aspx* provides a step-by-step guide on how to establish a sister-school partnership.

Sister-school benefits

Research indicates a sister-school arrangement enhances:

- intercultural understanding within the school community
- global awareness and internationalisation within the school community
- understanding of one's own culture/country

- development of students' leadership capacity, maturity, independence and capacity to adjust to different situations
- opportunities for sharing of pedagogies and joint curriculum development
- teachers' competence and confidence in the use of technology
- language proficiency.

A practice for all schools

Over 300 Victorian government schools have established a sister-school relationship.

Sister-school partnerships are becoming a feature of a school's core business.

Indeed it is not unusual for schools to be managing several sister-school arrangements that, for example, embrace schools in Asia, South America, Europe and one or more of the Australian states and territories.

"You can't have a partnership without a relationship, and you can't have a relationship without a conversation. You've got to have the conversation. Everything starts there."
www.whatworks.edu.au

While some schools in small rural towns may have difficulties in attracting a suitable overseas partner school, the desire to open up opportunities for their students to engage with students from different cultures may be fulfilled by establishing a sister-school partnership with a multicultural metropolitan school or by forming a cluster of schools to facilitate an overseas partnership.

The growth in sister-school partnerships increases the likelihood of schools meeting parents' expectation that their child's learning will be globally connected.

Schools Connect Portal

Schools Connect is an online platform that connects Victorian schools with local and global schools for sister-school partnerships or project collaboration.

Schools from around the world can register and search for one another for these purposes. See Section 3.4 for links.

Overseas Learning Experiences (OLE)

Many schools are successfully incorporating overseas learning experiences into whole-school programs for international education.

While student overseas learning experiences represent just one of many internationalised learning opportunities for students, these experiences can contribute greatly to building a student's capacity to operate effectively as an active and informed local and global citizen.

Indeed, learning while living in another country is one of the most powerful catalysts for developing students' intercultural capacities.

Similarly, overseas professional learning experiences for teachers and school leaders provide unparalleled opportunities for both professional and intercultural development.

Benefits

Students are provided with significant opportunities to build their personal and social competence and intercultural understanding, including language skills.

They return with a more global outlook on life, and a heightened sense of engagement with, and increased awareness and appreciation of, different cultures. They also gain a deeper understanding of their own culture.

Vignettes of government primary and secondary schools are provided in DET's 'Overseas Learning Experiences for Students' Guide as a pdf http://www.education.vic.gov.au/Documents/school/principals/management/oslearnexpresource.pdf or an ebook http://oler.education.vic.gov.au/#folio=1.

Overseas Professional Learning Experience

The DET Overseas Professional Learning Experience resource (in development) will provide advice for schools on the value of and effective approaches to international professional learning experiences for school leaders and teachers.

This advice will include case studies of effective practices in schools and strategies to maximise impact.

It will also include advice on organising different overseas professional learning experiences to best meet the learning needs of the individual and the priorities of the school to increase internationalisation of the school's teaching and learning program.

"The positive impact of learning in another country is profound; students return home with enhanced intercultural understandings, sharpened self-awareness and emerging leadership skills."

Section 3.2
What is quality sister-school and overseas learning experiences implementation?

Sister-school partnerships have been well supported by regulations, advice, training programs and implementation tools.

The sister-school 'quality indicators' chart adds to the already robust resources to support schools to implement a quality partnership program.

The chart has been developed in conjunction with teachers in successful internationalising schools.

While the chart is primarily concerned with sister-school implementation, it also makes reference to overseas learning experiences, as do the whole-school and curriculum frameworks.

A quality implementation chart

In order for all parties to fully benefit from a sister-school partnership, attention needs to be paid to those factors that will help to sustain and improve implementation practices.

These factors have become the quality indicators of effective practice and are outlined in the chart.

How can the chart be used?

The implementation practices chart could be used by:

- the sister-school coordinator when planning, documenting and reviewing sister-school processes and practices
- parents and students when reviewing the quality of their sister-school experience
- teachers who are looking for opportunities to engage their students in global projects and other overseas learning experiences.

Questions for discussion

Findings from the sister-school indicators chart could be used to prompt a discussion within schools about what more might be done as part of the sister-school partnership to enhance students' opportunity to become 'globally ready'.

The following questions could be used to prompt discussion of the quality implementation data gathered from the charts:

- Do the results surprise you?
- What sister-school practices have we most successfully implemented? How do we know?
- What are some important gaps in our sister-school processes and practices?
- What practices should we prioritise for future implementation?
- Where would we like our sister-school partnership to be in three years' time?
- Where do we need to build teacher capability and confidence?
- What can we do to improve students' sister-school experience?

Sister School Quality Indicators.docx

Section 3.3
What sister-school and OLE practices are schools adopting?

The most common reasons for Victorian government schools establishing sister-school partnership are to:

- build intercultural understanding
- support language learning.

Sister-school partnerships can take a variety of forms. The DET (2015*) Sister School Resource Kit* http://www.education.vic.gov.au/school/teachers/management/Pages/sisterschoolresourcekit.aspx lists exciting school partnering arrangements:

Language-based partnerships
The primary aim of the sister-school partnership is to improve language learning among students.

Community link programs
The sister-school partnership is developed out of a community link program, for example an existing 'sister city' program.

Topic-specific partnerships
The sister-school partnership is planned around a particular area of work for students to engage in and collaborate on.

Structured programs
The sister-school partnership is based around a structured program with a portfolio of activities, e.g. The Australia-Asia BRIDGE program (Building Relationships through Intercultural Dialogue and Growing Engagement).

Digital technology-based links
The sister-school partnership is driven from a digital technology perspective.

Social justice-based partnerships
The sister-school partnership focuses on a deep and meaningful collaborative project that has an explicit shared purpose on a social responsibility project.

Professional development programs
The focus of the sister-school partnership is on sharing pedagogy, curriculum ideas and resources among teachers and other school staff.

Cultural-based partnerships
The sister-school partnership is focused on developing intercultural understanding.

Region-specific programs

The sister-school partnerships are region-specific, with schools specifically targeting partnerships with a particular area or country. For example, the former Eastern Metropolitan Region's partnership with Suzhou Education Bureau in China saw over 40 schools in the region partnering with schools in Suzhou.

Networked programs
Some sister-school partnerships may involve a networked group of schools (and potentially other organisations), which come together for a particular aim. For example, Team Bendigo China Sister School Project involves 14 primary schools in the area. Each school has a sister school, but they work together as a network.

Whole-school partnerships
This involves a partnership where staff and students get to know one another on a deeper level, work together and potentially undertaking reciprocal visits. The impact of the partnership permeates the school, with influence on multiple student age groups and/or disciplines.

Case studies

The following case study illustrates the key features of a networked sister-school arrangement involving Bendigo schools.

School Cluster partnership.docx

The following case study illustrates the experiences of a range of Year 9 students who participated in the inaugural Victorian Young Leaders to China Program in 2014 and the experiences of their principals, teachers and parents.

VYLCP sister school.docx

"Students are curious about the world around them. They know there is a big wide world out there and that they are part of it. They want to know how they fit in and what they can do to make the world a

better place now and into the future."

DET has documented several <u>case studies</u>

<u>http://www.education.vic.gov.au/school/teachers/management/Pages/sisterschoolcasestudies.aspx</u>

as a part of the sister-school grants program. These include descriptions of programs at non-government schools and the following government schools:

- Delacombe Primary School
- Heathmont Secondary College
- Leongatha Primary School
- Malvern Primary School
- Mount Waverley Secondary College
- Princes Hill Primary School
- Rowville Secondary College
- St Kilda Primary School.

Overseas learning experiences

Sister-school exchange programs are often the vehicles that schools use to facilitate overseas learning experiences, but OLE can take a number of forms and serve a range of purposes.

These include language immersion; curriculum collaboration; cultural study; sporting and arts activities; overseas service and community engagement; and individual student exchange.

Case studies describing several of these OLE types can be found in section 2.3. The DET <u>OLE Guide</u> <u>(http://www.education.vic.gov.au/Documents/school/principals/management/oslearnexpresource.pdf)</u> also contains examples of how schools are providing their students (and teachers) with overseas learning experiences.

Implementation tools and aids

Schools have developed and adapted a range to tools and aids to support the implementation of sister-school arrangements and overseas learning experiences.

Examples of these are provided below.

Organising for internationalising

The administrative structures and processes for the school's internationalising program.

Sister school MOU.docx

School Profile in China.docx

Overseas Learning Experience China.docx

OLE Tour booklet.docx

Parent letter.docx

Sister school visit application.docx

OLE application process.docx

School Program for Exchange students.do

Teaching and learning

The systems that guide the creation of the curriculum focus and related instructional strategies and assessments to support the school's internationalising program.

Partner School curriculum program.d

Relationships/Engagement

The structures that facilitate connections between adults and students in school's internationalising program.

Letter seeking family hosting.docx

Advice for hosting visits.docx

Host family information.docx

Host family booklet.docx

Travel Checklist.docx

Exchange Program Certificate

Chinese School Profile.docx

Teacher capacity

Professional planning specifically focused on developing teachers' capacity to contribute to the school's internationalising program.

Study Programs to Asia.docx

Section 3.4

What are the recommended sister-school and overseas learning experience resources?

Recommended web-based resources

Teachers have highly recommended the following resources:

Sister School Resource Kit

http://www.education.vic.gov.au/school/teachers/management/Pages/sisterschoolresourcekit.aspx This DET resource contains step-by-step guidance on how to establish a sister school partnership. It addresses topics such as:

- How a sister-school partnership can enhance curriculum programs
- How a sister-school partnership can support school language programs
- How technology can be used to strengthen the partnership.

It also provides advice on how to conduct reciprocal visits.

Schools Connect Portal

http://www.education.vic.gov.au/school/teachers/management/Pages/schoolsconnect.aspx
Schools Connect is an initiative of DET. It is an online platform that connects Victorian schools with local and global schools for sister-school partnerships or project collaboration.

Schools from around the world can register and search for one another for these purposes.

Overseas learning experiences for students

'Overseas Learning Experiences for Students' Guide as a pdf
http://www.education.vic.gov.au/Documents/school/principals/management/oslearnexpresource.pdf or an ebook
http://oler.education.vic.gov.au/#folio=1.

This excellent guide provides detailed advice on how to manage an overseas learning experience for students. It discusses the benefits of overseas learning experiences and provides guidance on planning, implementing and following-up these experiences.

International partnerships

https://schoolsonline.britishcouncil.org/international-learning/global-themes

This British Council website provides guidance on working with partner schools. It contains examples of starter activities, introductions to various projects, suggestions of how to introduce particular themes into lessons, and case studies about schools that have worked successfully on these projects.

Sister School Guide China

http://chinaguide.lls.edu.au/the_opportunity.html

This highly informative website contains video clips of participants in sister-school partnerships. It addresses topics such as the benefits of sister schools; how to make sister schools work; advice on common problems; teaching and learning – languages and collaborative work; and support networks and resources.

The website is a joint development of the Asia Education Foundation, Education Services Australia, and the Language Learning Space and was funded by the Australian Government Department of Education, Employment and Workplace Relations.

My Sister School

http://mysisterschool.org/

This website assists schools to establish a sister school in China. Schools register their interest in developing a sister-school relationship and staff at the site's Melbourne and Beijing offices work with the school to establish and then manage an appropriate partnership. They also 'provide a holistic offering of cultural and language exchange activities throughout the duration of the partnership'.

BRIDGE School Partnerships

http://www.asiaeducation.edu.au/programmes/school-partnerships

BRIDGE is a teacher professional learning program that builds teachers' Asia capability through school partnerships to:

- develop intercultural understanding
- improve Asian language skills (if applicable)
- enhance information communication technology (ICT) skills
- establish sustainable school partnerships and a community of learners.

The site supports schools to establish a sister-school partnership, provides guidance on how to develop a quality relationship with an Asian

school and provides checklists and tools to assist with structuring communications between the partner schools.

COMMUNITY PARTNERSHIPS

Formal and informal community partnerships

Schools, regardless of postcode, that are deeply integrated with their communities and form strong local partnerships with community organisations and other service providers can improve outcomes for students and address barriers to learning.

School and community partnerships can also play a role in re-engaging students with learning by providing access to resources and opportunities that would be difficult for schools to provide alone.

DET has identified a range of benefits for students, families, businesses and the broader community arising from schools entering into school-community partnerships.

Benefits include social and interpersonal development; personal health and wellbeing; and academic and vocational pathways.

The **2016 Doing Diversity Report** (http://www.education.vic.gov.au/Documents/school/principals/management/doingdiversity.pdf) found that 'the most powerful and influential learning experiences occurred outside of the classroom as a result of students' interactions with others, including family and peers. This finding reinforces the importance of a *comprehensive, connected, school-wide approach to intercultural education* but also underlines the imperative for schools to attend to the role of students' outside-of-school experiences in formulating programmes and practices to equip students of all ages with the intercultural capabilities needed for a culturally diverse, global future.'

Improving internationalising outcomes

Some schools specifically pursue partnerships designed to strengthen their internationalising program.

This can be done by building on and strengthening existing community relationships and establishing formal and informal linkages with individuals and agencies that are able to contribute to strengthening students' global and intercultural capabilities.

Obvious starting points for establishing partnerships are:

- parents and friends of the school
- local businesses
- community spokespersons and local government representatives
- community agencies, advisory services and support groups that service or have links with different cultural groups.

In addition, a particular practice is starting to develop is partnering between schools locally.

Local sister schools

Schools in locations where opportunities to connect with students and adults from different countries and cultures are limited are pursuing opportunities to establish sister-school arrangements with schools in locations where the student population and community is highly multicultural.

Such arrangements are mutually beneficial. The 'mono-cultural' (e.g. a largely Anglo Saxon student body and community) schools are provided with opportunities to become a part of a multicultural school and community, and the multicultural schools are able to become a part of a 'mono-cultural' environment.

Typically this involves schools from a rural location connecting with schools in the metropolitan area. This difference in environment also provides additional opportunities for student learning.

"Partnerships with other schools, organisations and businesses are used to broaden and deepen young people's learning and to enable them to achieve success in wider contexts."

Local sister-school arrangements may be less formal than when establishing an international school partnership.

Some of the resources listed in the (international) sister-school and overseas learning experiences section 3.4 contain ideas and practices that have relevance for these less formal local school partnership arrangements.

What is quality community partnership implementation?

In order to establish mutually beneficial community partnerships, attention needs to be paid to those factors that will help to sustain and improve implementation practices.

A quality implementation chart

The community partnerships 'quality indicators' chart identifies the key indicators of successful practices that need to be attended to in six implementation dimensions.

The chart has been developed in conjunction with teachers in successful internationalising schools.

How can the chart be used?

The implementation practices chart could be used to identify opportunities by:

- school councillors who are interested in the school being more pro-active in engaging with the community

- the coordinator of community partnerships to improve current community relations and collaboration

- teaching teams who are looking to bring the community into the school and for students to engage in community-based activities that help to enhance their intercultural capabilities.

Findings from the community partnership implementation indicators chart could be used to prompt a discussion within schools about what has been achieved and what they might do next to strengthen school and community relationships.

Questions for discussion

The following questions could be used to prompt discussion of the quality implementation data gathered from the charts:

- Do the results surprise you?

- What community partnership practices have we most successfully implemented? How do we know?

- What are some important gaps in the way our community partnerships are managed and sustained?

- What practices should we prioritise for future implementation?

- Where would we like the community partnership program to be in three years' time?

Community Partnerships Quality in

Section 4.3
What community partnership practices are schools adopting?

School and community partnerships are a feature of many schools and partnership arrangements can take a great variety of forms. At this stage, though, not many are tapping into their potential in supporting an internationalised curriculum.

The following publications contain school-community case studies that illustrate key features of community partnerships.

Partnering for school improvement

http://research.acer.edu.au/cgi/viewcontent.cgi?article=1020&context=policy_analysis_misc

The 40 case studies showcased in this ACER report illustrate the range of outcomes that can be achieved when schools are supported by their local communities to help students realise their potential.

The case studies describe the school setting, the objectives, the partnership arrangements, and the benefits of the partnership.

Although internationalising through community partnerships is not a feature of this report, many of the case studies could be adapted to become a means for engaging a particular cultural organisation or groupings in a school and community partnership.

Unfolding opportunities: a baseline study of school-business relationships in Australia.

https://docs.education.gov.au/system/files/doc/other/partnerships_for_schools_businesses_and_communities_appendix_6_examples_of_school_business_relationships.pdf

This appendix to a research report into school-business relationships describes a variety of such relationships. The examples of school-business relationship are not definitive, nor do they purport to highlight effective practice.

Rather, the examples provide the reader with a sense of the current state of play in the relationships which exist between schools and businesses throughout Australia.

Partnerships "enhance the curriculum and develop the perspectives of both children and staff. Community links are fully embedded into the life and work of the school".

The case study embedded below describes how a primary school engaged a broker to help establish and grow its community partnerships.

Using a community partnership broker.dc

Implementation tools and aids

As indicated above, documentation of community partnerships that have been developed specifically to support internationalisation of schools is difficult to locate. The same applies to implementation tools and aids.

The tools in the document below can be used to map a school's community connections.

Relationships/Engagement

The structures that facilitate connection between adults and students in school's internationalising program

Community links tool

Section 4.4
What are the recommended community partnership resources?

Recommended web-based resources

Resources to guide schools in the steps to establish internationally-focused community partnerships have not been located. However, the resources listed below provide helpful advice that applies equally to partnerships that promote students' global and intercultural capabilities.

School-community partnerships

http://www.whatworks.edu.au/dbAction.do?cmd=displaySitePage1&subcmd=select&id=353

This website has been developed to support the formation of partnerships between schools and Aboriginal and Torres Strait Islander people. It describes the processes for establishing sustainable partnerships.

The advice provided is equally applicable for the establishment of internationalising partnerships between schools and their community.

Family and community engagement

http://www.familyschool.org.au/files/4013/8993/8930/Strengthening_family_and_community_engagement_in_student_learning_resource.pdf

The Strengthening Family and Community Engagement Resource builds on the Family-School Partnerships Framework and has been designed to assist schools to build and strengthen family, school and community partnerships to support children's learning.

The resource incorporates a School Assessment Toolkit (see below) to support school planning processes.

Recommended publications

Sustainable school and community partnerships

http://www.whatworks.edu.au/upload/1363254474573_file_WWPartnershipsReport.pdf

Conversations>Relationships>Partnerships

http://www.whatworks.edu.au/upload/1251419288080_file_Conversationscommunity.pdf

These two What Works booklets describe the processes involved in nurturing and sustaining school and community partnerships.

Family-School Partnerships Framework

http://www.familyschool.org.au/files/3013/8451/8364/Family-school_partnerships_framework.pdf

Although the main focus of this resource is on school and family partnerships it also considers school and community partnerships. The partnership Framework outlined in the booklet is intended for school systems, schools, school leaders (both staff and parents), families and other interested people working together to develop partnerships.

The Framework can be used to take stock and ask to what extent are partnerships occurring; in whose opinion are partnerships occurring; and is there evidence from staff and parents on the performance of partnerships?

Guiding Principles for School-Business Relationships

https://docs.education.gov.au/system/files/doc/other/partnerships_for_schools_businesses_and_communities_guiding_principles_0.pdf

The Guiding Principles for School-Business Relationships highlight features that contribute to effective and sustainable school-business relationships.

The guiding principles can be used at any point in the life of a school-business relationship. Asking questions such as 'how are we going against this benchmark?' and 'do we need to do anything about this principle at the moment?' will help you to gauge the current state of your relationship, and identify possible areas for improvement.

"Partnerships between students, parents, carers and families, the broader community, business, schools and other education and training providers bring mutual benefits and maximise student engagement and achievement." Melbourne Declaration on Educational Goals for Young Australians, 2008

Family and community partnerships School Assessment Toolkit

http://www.familyschool.org.au/files/2713/8811/6325/School_Assessment_Tool.pdf

The School Assessment Tool has be structured to support schools to reflect on and decide where they are placed on a continuum of family and community engagement and where work can be celebrated and further developed.

Important information: Once downloaded, save the file to your computer and open the resource with Adobe Reader as this will give you access to all the attachments including the School Assessment Toolkit.

Evaluating School-Business Partnerships

https://docs.education.gov.au/system/files/doc/other/partnerships_for_schools_businesses_and_communities_guiding_evaluate_to_grow.pdf

This guide has been written to support schools and businesses as they work together to improve outcomes for students. Research shows that few school-business relationships monitor their progress or evaluate the impact of their collaboration.

This easy-to-follow guide addresses the question of why evaluation is important and provides a toolkit that provides practical guidance on how to conduct a school and business partnership evaluation.

It also includes case studies of school and business partnerships and links to other useful resources to support school and business partnerships.

"Partnerships engender support for the development and wellbeing of young people and their families and can provide opportunities for young Australians to connect with their communities; participate in civic life; and develop a sense of responsible citizenship."

Melbourne Declaration on Educational Goals for Young Australians, 2008

Connecting Agencies: Meeting Priorities Together

http://apo.org.au/node/30287

Connecting Agencies: Meeting Priorities Together looks at new ways to generate community connections to support students' learning.

The paper aims to stimulate discussion and practice in building community alliances. It takes an evidence-based view of community development and collaboration between agencies.

Schools and Businesses Working Together

https://www.det.nsw.edu.au/media/downloads/doingbusiness/schbusiness/schbuspaper.pdf

This resource developed by the NSW Department of Education and Training provides information and a suggested process to support principals and teachers to develop and strengthen relationships with their local communities, particularly local businesses and volunteers with business skills.

Draft guiding principles for school-business relationships

http://www.phillipskpa.com.au/pdf/School%20Business%20Relationships%20Discussion%20Paper.pdf

This booklet outlines nine principles to help guide school-business relationships and describes what each of the principles mean in practice. It also draws on mini case studies of school-business relationships to illustrate the practice.

While it doesn't describe how to establish a school-business partnership, it outlines a set of draft principles that can be used to guide schools' partnership practices.

INTERNATIONAL STUDENT PROGRAMS

Section 5.1
Optimising international student programs

The philosophy and practices to guide international student programs are well documented. (http://www.education.vic.gov.au/school/teachers/management/Pages/resourcekit.aspx

Discussions with schools that have established an International Student Program (ISP) reveal that while they are successful in providing international students with a challenging and rewarding curriculum, they tend to be less successful in establishing the conditions that result in local and international students really engaging with each other and developing a sophisticated understanding of and respect for each other's cultures.

This is not surprising as relating and collaborating cross-culturally is not easy. There may be hesitancy because of language barriers and/or unfamiliarity with each other's cultures.

Challenges

It has been observed https://www.heacademy.ac.uk/knowledge-hub/mixing-learning-and-working-together that:

- when students are left to their own devices, the majority of them are likely to work with students they perceive as culturally similar to themselves

- students are generally unconvinced by claims that developing their intercultural capabilities will improve their future employability chances

- students often conclude it is easier to not engage as this will avoid the possibility of unintentionally offending students from a different culture

- while local and international students may recognise the benefits of working in diverse teams many also see this as time wasted, or as a threat to gaining good grades, or both

- in hindsight, many local and international students express disappointment that they did not make more of the opportunities to mix and make friends with students from a different culture.

More positively, there are also many indications that students can be encouraged to move outside their personal comfort zone and engage cross-culturally. However, persuading students to 'mix' across national, cultural and language differences usually requires strategic, proactive interventions by teachers.

If you are looking to set up an International Student Program in your school, DET has a comprehensive website (http://www.education.vic.gov.au/school/teachers/management/Pages/internationalstudents.aspx) to help you through the accreditation process.

"We need to create opportunities for international and local students to spend time together, interact in meaningful and authentic ways, and to have the chance to reflect upon and learn from the encounter. To that end, experiences and events need to explicitly include all students."

Section 5.2
What is quality International Student Program implementation?

The Education Services for Overseas Students (ESOS) National Code Standards that apply to the International Student Program (ISP) and their implications for Victorian government schools wishing to participate in the ISP are documented in the **DET International Student Program Quality Standards** http://www.education.vic.gov.au/school/teachers/management/Pages/resourcekit.aspx booklet. The national standards are compliance requirements.

The quality implementation chart that follows is complementary as it describes aspirational practices and supports the whole-school planning process.

A quality implementation chart

The international student program 'quality indicators' chart identifies the key indicators of successful practices that need to be addressed.

The chart has been developed in conjunction with teachers in successful internationalising schools.

How can the chart be used?

The implementation practices chart could be used by:

- leadership teams to identify operational strengths and weaknesses and how they can support the ISP coordinator and teachers of international students to become more effective in their roles

- ISP coordinators to identify opportunities for improving current program processes and practices

- teachers of international students to reflect on how their contribution to the experience of international students might be improved.

Questions for discussion

Findings from the international student program implementation indicators chart could be used to prompt a discussion within schools about what has been achieved and what they might do next to strengthen the program and use it to leverage the internationalisation of local students. The following questions could be used to prompt discussion of the quality implementation data gathered from the charts:

- Do the results surprise you?

- What program practices have we most successfully implemented? How do we know?

- What are some important gaps in the way our program is managed and sustained?

- What practices should we prioritise for future implementation?

- Where would we like our international student program to be in three years' time?

- How can the ISP impact on the outcomes are we seeking for our local students?

International Student Quality Indica

Section 5.3
What International Student Program practices are schools adopting?

Strengthening intercultural relationships in an ISP school

Schools with extended ISP experience have commented that when starting out on their program they established a common-room area for their international students believing this would make them feel more welcome. While the area was well used, the unintended consequence was that this arrangement contributed to further distancing international students from local students. They no longer provide separate common rooms.

Sharing common space, being together in both classroom and break time, and participating in mixed sports teams and other group activities such as choirs and debating teams, helps to build personal and cultural familiarity and breaks down barriers to deeper engagement.

These interaction opportunities do not occur spontaneously, they need to be planned and nurtured by the school. The embedded document contains some strategies for strengthening relationships between local and international students.

Strategies for
Strengthening Relation

International students as a knowledge resource

Another internationalising strand that needs to be developed is for schools to view their international students as a resource that can be drawn upon to strengthen teacher and student intercultural capability.

There are many ISP schools who actively promote student agency as a way of building on the international student experience and developing intercultural capability more broadly.

For example, most international students, nominated for the annual Victorian Global Learning Awards

http://www.study.vic.gov.au/en/awards-and-events/Pages/student-awards.aspx are supported and encouraged by their schools to be involved in a wide range of school and community-based activities, youth forums and leadership projects. Many of the students initiate as well as lead activities and act as role models for their peers both local and international

Schools have reported that they have called upon international students to provide briefings at staff meetings on a variety of topics (e.g. about cultural similarities and differences; their experience of classes and school-life; their experiences of the wider community; and their views about curriculum and teaching approaches). Cross-cultural forums have also been staged by local and international students.

Local and international students involved in the annual International Student Forum (http://www.study.vic.gov.au/en/awards-and-events/Pages/student-forum.aspx) develop strategies that enhance the ISP for the benefit of all students. This includes opportunities for intercultural understanding, student empowerment, peer support, mentoring and global perspectives.

Enhancing the potential of ISPs

Teachers have indicated that in the past some schools with an ISP tended to think that the presence of an ISP signalled that the school was internationalised. This view was often held despite the fact that the school's curriculum may not have been internationally oriented and only a handful of students were provided with opportunities to relate to and work with young people from a different country and culture.

The growth in the adoption of a variety of internationalising practices within schools would suggest that schools now view an ISP as contributing to, rather than being, the whole-school strategy for internationalising. This is a sign of internationalising maturity.

However, it appears that many schools may still need support to devise and adopt practices that optimise the opportunities an ISP provides for strengthening the intercultural capacities of students, teachers and the wider school community.

For example, local and international students may need help with developing the skills they need to:

- engage effectively with individuals from another country and culture

- work collaboratively in a culturally mixed group.

Teachers may need help to identify intercultural learning intentions and devise curriculum activities that facilitate intercultural learning.

Case studies

Asia Literacy in
Action.docx

Gaining greater value
from an ISP.docx

Making the Most of Your International Student Barometer Data: A Guide to Good Practice
https://www.universitiesaustralia.edu.au/news/commissioned-studies/Making-the-Most-of-Your-International-Student-Barometer-Data#.VyrlHo9OK70

While this Guide has been developed for the tertiary sector, it also has relevance for International Student Programs in schools.

The Guide is intended to assist university staff involved with international students to interpret and make good use of the results of their annual International Student Barometer (ISB) results. The Guide offers practical advice on how to make changes and improvements that will increase international students' satisfaction with their university experience.

The Guide focuses on four areas: Arrival, Learning, Living and Support. Case studies are interspersed with discussion of the significance and challenges of different aspects of provision of services with reference to national and international ISB results.

Section 5.4
What are the recommended International Student Program resources?

Recommended web-based resources

Teachers have highly recommended the following web-based resources:

DET International Student Program Quality Standards

http://www.education.vic.gov.au/school/teachers/management/Pages/resourcekit.aspx This booklet is essential reading if your school is looking to establish an international student program. Among other things it contains:

- the quality assurance framework that underpins the ISP
- the National Code Standards that apply to the ISP and their implications for Victorian government schools.

Mixing and learning together

https://www.heacademy.ac.uk/knowledge-hub/mixing-learning-and-working-together Section 5.1 above drew on the suggestions in this booklet for creating a climate where local and international students interact to build relationships with and learn about and from each other. Although it is written for a higher education audience it also has relevance for schools.

International Student Coordinators Professional Learning and Development

http://www.education.vic.gov.au/school/teachers/profdev/Pages/internationalcoord.aspx This DET webpage provides information about the professional learning opportunities available to International Student Coordinators.

Victorian Government Schools ISP

http://www.study.vic.gov.au/en/brochures-and-forms/Pages/default.aspx

This is the main website for informing potential international students about international student arrangements in Victorian government schools.

The website contains features such as a step-by-step application process and video testimonials from current and past international students. It is also available in Japanese, Vietnamese, simplified Chinese and Korean.

Research

The impact of fee-paying international students on Australian secondary schools, teachers and students.

Arber, R 2010

http://www.deakin.edu.au/__data/assets/pdf_file/0019/365203/impact-internationalisation-schools.pdf

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Balwyn Primary School

Belmont High School

Camberwell High School

Eltham East Primary School

Forest Hill Secondary College

Laurimar Primary School

McKinnon Primary School

Milgate Primary School

Northern College for the Arts and Technology

Officer Secondary College

Richmond West Primary School

Ringwood Secondary College

Stawell Secondary College

Wellington Secondary College

Werribee Secondary College

White Hills Primary School

Woodford Primary School

Yinnar South Primary School

Other schools whose internationalising initiatives and materials have informed this Guide include:

Alkira Secondary College

Blackburn High School

Dallas Brookes Community Primary School

Heathmont Secondary College

McKinnon Primary School

Marlborough Primary School

Melba Secondary College

Silverton Primary School

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