# TOOLKIT

Supporting Australian Schools to Build Global Engagement
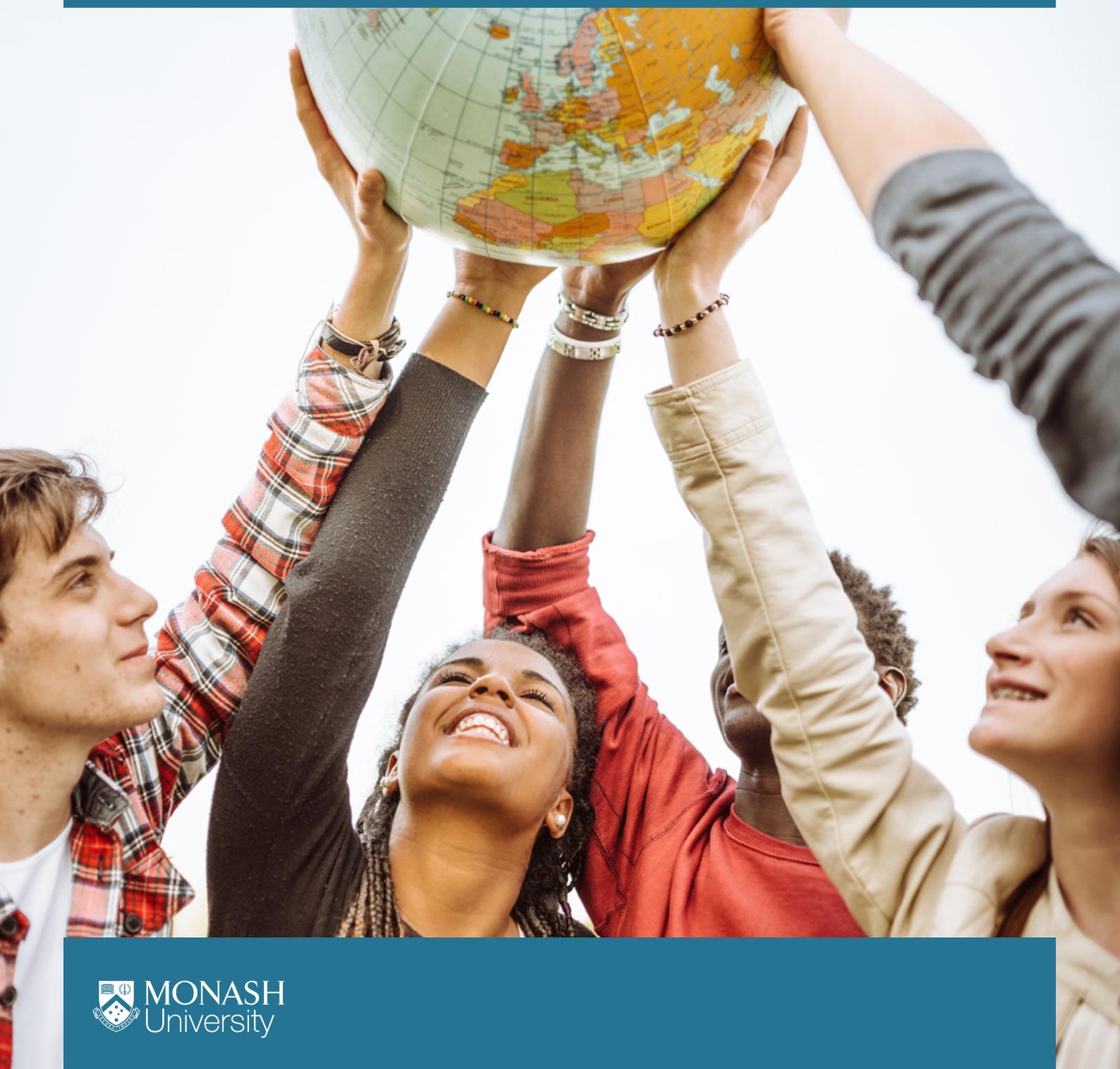
"Global engagement" by Australian schools means schools participating in activities that seek to connect with and better understand other countries and their peoples, so as to achieve schools' educational and other objectives.

The **Australian Curriculum** and related national commitments such as **The Alice Springs (Mparntwe) Education Declaration** highlight the importance of global engagement by Australian schools.

Every school in Australia is capable of and should be pursuing global engagement of some kind or other. The options are many. The choice is yours.

Doing it involves challenges but there are many stories of success and many examples of excellent practice. This toolkit aims to make these stories and practices better known.

This toolkit has been prepared on the presumption that global engagement by Australian schools is a shared task and that a spirit of co-operation is the best way of achieving global engagement and ensuring lasting, high quality outcomes for students.

The toolkit has been prepared to provide a map to a wealth of knowledge and resources available for schools to facilitate their global engagement.

Australian Government
Department of Education, Skills and Employment

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Web links
While web addresses were current when the toolkit 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 the Australian Government Department of Education, Skills and Employment about the fault so it can be rectified at EGI@dese.gov.au

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HOW TO USE THIS TOOLKIT

Purpose

This "toolkit" aims to be a user-friendly resource for Australian schools to begin or enhance their **global engagement** It has been created for all schools, wherever they are located and whatever their current experience might be.

The toolkit draws on a large number of evidence-based good-practice resources and examples to assist schools to engage globally. It provides a map for schools to take a deep dive into global engagement.

The toolkit takes a semi-structured approach based on four navigation pathways (see below) enabling you to explore the topic from your particular point of view - with numerous possible side-journeys and case studies to consider.

The toolkit aims to enable school leaders, teachers, governing boards and the wider school community to explore the topic and the associated resources in a flexible way, and to decide how their school could best be globally engaged.

Toolkit navigation

This toolkit is an interactive PDF. It can be read and navigated online through a number of simple interactive elements. The interactivity applies only when viewing the toolkit on digital devices and not if the toolkit is printed. However, users might wish to print sections of the PDF for their particular purposes.

INTERACTIVE ELEMENTS

❯ GO TO SECTION

By clicking on the highlighted text and 'GO TO SECTION' button, you will be taken to another part of the toolkit which contains further details.

📄 DOWNLOAD PDF

By clicking on the 'DOWNLOAD PDF' button, you will be able to download a PDF.

ⓘ FIND OUT MORE

By clicking on the highlighted text and 'FIND OUT MORE' button, a pop up will appear with more details. Click the arrow to close the pop up box.

🔗 LINKS

By clicking on the link icon, you will be taken to an external website.

📖 GLOSSARY

By clicking on the 'GLOSSARY' button, you will go direct to the Glossary page.

👓 SEARCH

By clicking on the search button, you will have the ability to search for any keywords within the document.

❓ HOW TO DO IT

By clicking on the 'HOW TO DO IT' button, a pop up will appear with more details. Click the 'X' to close the pop up box.

ⓘ CASE STUDY

By clicking on the 'CASE STUDY' button, a pop up will appear with a case study relevant to the section. Click the 'X' to close the pop up box.

★ KEY SUCCESS FACTORS

By clicking on the 'KEY SUCCESS FACTORS' button, a pop up will appear outlining key success factors. Click the 'X' to close the pop up box.

Useful "navigation pathways"

Australian schools are diverse and have a variety of interests and motivations for considering global engagement. Each starting point below will lead you on a semi-structured journey taking account of the factors that are likely to be of most relevance and importance for you. There are many possible side-journeys if you want to explore particular issues or options in greater detail.

> **01**
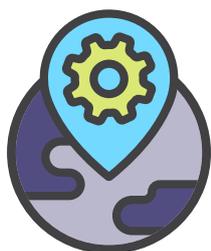
Your current experience with global engagement

Some schools might be very experienced or moderately experienced and want to expand or deepen their current activities. Other schools might have no experience and want to begin their global engagement. Regardless of what your school's experience is, this pathway will lead you in the right direction.

> **02**

Global engagement activities you could pursue

This pathway focuses on the multiple possible global engagement activities that your school could undertake.

> **03**

Curriculum and pedagogy initiatives you could pursue

This pathway focuses on the curriculum and pedagogy initiatives that work for teaching global literacy and intercultural understanding.

> **04**
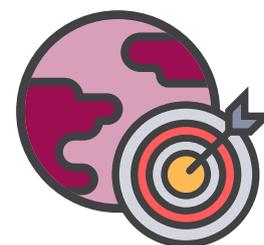
Key success factors for global engagement

This pathway focuses on the key success factors that help to ensure your school achieves its global engagement objectives.

WHAT IS GLOBAL ENGAGEMENT AND WHY IS IT IMPORTANT?

"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."

Internationalising schooling – DET Victoria

Global engagement is simply Australian schools participating in activities that seek to connect with and better understand other countries and their peoples, so as to achieve schools' educational and other objectives.

Global engagement is not an end in itself. The purpose of global engagement is to bring about outcomes, for students especially, that might not be attained otherwise. It is a process aimed at achieving critically important educational objectives. What objectives exactly?

Education has always served a pragmatic purpose. Part of this purpose is economic – to prepare students for work. This is often seen as the primary purpose of education. But we also want our children to live meaningful lives and to be fulfilled, and not just to work for money.

Education is essential to help us recognise facts and changes in the circumstances of the world around us and that, as individuals or as a society, we might need to change the way we do things. Crucially today, making changes includes seeing ourselves not only as citizens of a local community or a country but also as citizens of the world.

To be a citizen of the world does not mean we need to give up our local identities. These identities are a source of great richness in life. They help ground us and help us to be confident and effective actors in life.

Many issues that impact us locally (trade, environment, health, law and conflict) need international co-operation to be addressed effectively. Understanding this and acting accordingly is not inevitable. This is where **global education** comes in.

Global engagement can take a variety of forms: a curriculum initiative; teacher international mobility for professional learning; sending Australian students abroad; virtual international classrooms; or something else involving learning and teaching about other countries and their peoples.

"Global engagement" and "global education" imply a number of consequential things. A school seeking to be globally engaged can be said to be going through a process of **internationalisation** A school providing "global education" might be said to be offering **global studies** and to be aiming for **global literacy** and **globally ready students** as student outcomes.

Four arguments

Four arguments for making global education and in particular **global citizenship** part of the central focus of school education:

01
Through global education, we learn more about ourselves, as well as about others.

02
We recognise moral obligations to the rest of the world that are real, and that otherwise would go unrecognised.

03
We are able to make consistent and coherent arguments that we are prepared to defend based on our own identities. These arguments also allow us to engage with others in the common task of living together.

04
We can make headway solving problems that require international co-operation.

"By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."

United Nations Sustainable Development Goal 4.7

Global engagement is important for Australian schools

The policy drivers for global engagement by Australian schools are reflected primarily in the **Australian Curriculum** and in related national commitments such as **The Alice Springs (Mparntwe)** Education Declaration.

The Alice Springs (Mparntwe) Education Declaration is an important document nationally because it sets out Australian Education Ministers' vision for education in Australia and their commitment to improving educational outcomes for young Australians.

The Declaration has two distinct but interconnected goals:

Goal 01
The Australian education system promotes excellence and equity.

Goal 02
Young Australians become:
- confident and creative individuals;
- successful lifelong learners; and
- active and informed members of the community.

The second goal focuses on the development of "soft skills", and commits Australian Governments to working in collaboration with the education community to support all young Australians to "understand their responsibilities as global citizens and know how to effect positive change" and to ensure they "are informed and responsible global and local members of the community who value and celebrate cultural and linguistic differences, and engage in the global community, particularly with our neighbours in the Indo-Pacific regions".

At a state and territory level, most governments have an active global partnership strategy that includes education. Expectations are high that schools within these jurisdictions will engage globally to prepare young learners to live and work in a globalised world.

The importance of global engagement by Australian schools is clear. Doing it involves challenges but there are many stories of success and many examples of excellent practice. This toolkit aims to make these stories and these practices better known.

Every school in Australia is capable of and should be pursuing global engagement of some kind or other. The options are many. The choice is yours.
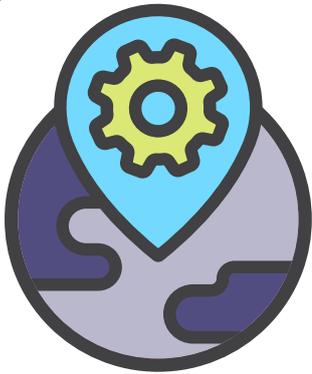
While many Australian schools already have global activities of one kind or another, other schools are only just beginning to pursue such activities.

Your school might want to begin its global engagement, or might have some experience already and want to develop or expand its activities. Or it might be very experienced and want to deepen its global engagement in strategic ways.

01
YOUR CURRENT EXPERIENCE WITH GLOBAL ENGAGEMENT

Choose a pathway suitable to your experience

"Our philosophy and approach reflect the African proverb 'it takes a village to raise a child'. Our village at Trinity is a globally connected and community minded one and we focus on developing equally the head, heart and hand."

Trinity Lutheran College, Qld

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

BEGINNING GLOBAL ENGAGEMENT

Beginning global engagement may seem daunting, but be reassured! All kinds of Australian schools – large, small, government, private, primary, secondary, outer metropolitan or remote – are pursuing global engagement activities of one kind or another, whether they be curriculum initiatives or recruiting international students or staff familiarisation visits or study tours.

Starting out on global engagement involves a school level decision. Such a decision can follow suggestions by school leadership, individual teachers, the school's governing board or other members of the school community, including parents.

The important first step involves raising awareness about and making a case for global engagement. Fundamentally, this means being clear about why your school might want to become globally engaged. Is the aim to facilitate **intercultural understanding**, to build an international student program, to enhance foreign language learning, or to help foster global citizenship in your students?

Naturally, your motivations should align with your school's vision, mission, strategy and

planning. And of course there are issues of school readiness, capability and the various resources that will be needed to begin and sustain your engagement over time.

"An international focus needs to be written into the school plan."

Marrackville High School, NSW

Being clear about motivation allows you to critically consider how to become globally engaged in the most sustainable and meaningful ways for your school. It also helps if you take the time to evaluate a wide variety of global engagement opportunities.

Want to know more about these opportunities and how to initiate them?

FIND OUT MORE HERE

"Start with the curriculum. A well-designed globally informed curriculum should underpin all other global engagement practices."

DET Victoria

EXPANDING AND DIVERSIFYING GLOBAL ENGAGEMENT

"It's important to use existing networks, existing relationships to find new relationships."

Wilderness School, SA

If your school is already committed to global engagement, you can draw on your existing experience to successfully expand and diversify your activities. Naturally, your existing experience might not be directly relevant in a new domain and there are likely to be new things to learn and to take into account.

What do you want to do and why?

Your motivation for expanding your school's global engagement should align with your school's vision, mission, strategy and planning. Is the aim to enhance foreign language learning, to develop an international student recruitment program, to facilitate intercultural understanding, or to foster global citizenship in students?

Being clear about motivation allows you to critically consider your options and ultimately to decide amongst a wide variety of global engagement opportunities.

Want to know more about these opportunities and how to initiate them?

FIND OUT MORE HERE

"It doesn't particularly matter what country it is students are learning about. Anything that is different, which continues to prompt reflection and learning is worth attention."

Cambridge Gardens Public School, NSW

DEEPENING AND IMPROVING THE QUALITY OF GLOBAL ENGAGEMENT

If your school is already very experienced in a range of international engagement activities, you might want to expand and diversify even further or alternatively deepen and improve the quality of the activities you already have.

Want to know how to expand and diversify your current activities?

> **FIND OUT MORE HERE**
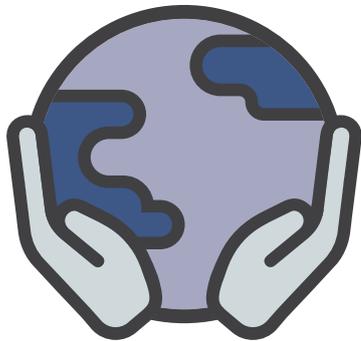
There are a number of ways schools can participate in global engagement both locally (through the curriculum and technology), and globally (through student and staff mobility).

Global engagement is a process of change and growth for a school, not simply a single activity or group of activities. Choosing an activity is just one part of this larger change and growth process.

02
GLOBAL ENGAGEMENT ACTIVITIES YOU COULD PURSUE

Explore the global engagement opportunities available to you through the links below

❯ Partnerships

❯ Overseas learning experiences

❯ Internationalised curriculum and pedagogy

❯ Digital technology and global classrooms

❯ International student programs

SISTER SCHOOLS AND OTHER PARTNERSHIPS

Partnering with others, both within Australia and internationally, is one of the most effective and rewarding ways of internationalising schools and preparing **globally ready students**

Partnerships for global engagement can occur both in Australia and globally. They can take a variety of forms but the most common amongst schools are:

> **SISTER SCHOOL PARTNERSHIPS**

> **COMMUNITY & BUSINESS PARTNERSHIPS**

"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."
DET Victoria

SISTER SCHOOL PARTNERSHIPS

A sister school partnership is a meaningful, reciprocal and sustainable long-term partnership between two schools, aimed at fulfilling a range of purposes as determined by the school communities.

Sister school partnerships, where they involve **overseas learning experiences** ⊙, require person-to-person engagement and are highly effective ways for schools to engage globally. They provide opportunities for students and teachers to develop relationships with peers from diverse cultural backgrounds, while providing life-changing learning experiences for all people concerned.

It all starts with a conversation and is sustained by ongoing conversations.

Sister school partnerships may have **multiple forms and purposes** ⊙, including student exchange, community links, professional development programs, digital technology-based links, or whole-school partnerships. Sister school partnerships can be aimed at:

• Broadening students' perspectives
• Developing students' intercultural understanding
• Enhancing student language learning
• Contributing to a whole school program of global engagement
• Building teacher capacity

A successful partnership will be aligned with your school's vision, mission and policy. It should share a common interest and ensure reciprocity. It should involve shared team collaboration and communication and it should involve both school communities. Finally, it should demonstrate tangible, sustainable commitment, including of resources, by both partners.

"Developing a meaningful sister school relationship ... was achieved by physically visiting the school [in China] on two occasions. The primary visit established a connection that was strengthened by a return visit months later. During the second visit, we were able to assist the [Chinese] teacher and school to set up ICT capabilities that allowed our teachers and students to connect [with the sister school] in real-time."
Maffra Secondary College, Vic

FORMS OF SISTER SCHOOL PARTNERSHIPS

Student exchange programs

A student international exchange program is a reciprocal program (mainly at the secondary school level) whereby Australian students and students from another country participate in a full-time study program in a school in each other's country.

Language based partnerships

The primary aim of this type of sister school partnership is to improve language learning among students.

Community link programs

This type of sister school partnership is developed out of a community link program, for example an existing 'sister city' program.

Topic-specific partnerships

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

Structured programs

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

Digital technology-based links

This sister school partnership is driven from a digital technology perspective.

Social justice-based partnerships

This sister school partnership focuses on a collaborative project that has an explicit shared purpose, based on a social responsibility theme.

Professional development programs

The focus in this type of sister school partnership is on sharing pedagogy, curriculum ideas and resources among teachers and other school staff.

Cultural-based partnerships

A cultural-based sister school partnership is focused on developing intercultural understanding in both schools.

Region-specific programs

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

Networked partnerships and cluster 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 its own sister school, but they work together as a network.

Whole-school partnerships

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

COMMUNITY AND BUSINESS PARTNERSHIPS

"The most powerful and influential learning experiences occur outside of the classroom as a result of students' interactions with others, including family and peers. This...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."
Doing Diversity Report 📄

School and community partnerships are a feature of many schools and partnership arrangements can take a great variety of forms. Many schools specifically pursue community link programs designed to strengthen their global orientation.

This can be done by building on and strengthening existing community relationships or by establishing formal and informal linkages with individuals, agencies, such as faith based agencies, and organisations such as community/weekend schools that are able to contribute to strengthening students' global and intercultural capabilities.

Partnering with 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.

Typically this involves schools from a rural location connecting with schools in metropolitan areas. This difference in environment also provides additional opportunities for student learning. The arrangement is mutually beneficial.

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 sections contain ideas and practices that have relevance for these less formal local school partnership arrangements.

OVERSEAS LEARNING EXPERIENCE (OLE) – STUDENT AND STAFF INTERNATIONAL MOBILITY

Overseas learning experiences involve student and staff travel for specific purposes such as student exchange, staff professional development, short-term overseas familiarisation tours, cultural or sporting visits, relationship building, or to initiate or engage in **sister schools partnerships** ❯

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

❯ **OLE FOR STUDENTS**

❯ **OLE FOR TEACHERS & SCHOOL LEADERS**

OVERSEAS LEARNING EXPERIENCES FOR STUDENTS

Learning while visiting or living in another country is one of the most powerful catalysts for developing students' **intercultural capacities** ❯ and building students' capacity for **global citizenship** ❯

Students have the opportunity to build their personal, social and intercultural understanding and competence, including their language skills.

Exchange

A student international exchange program is a reciprocal program (mainly at the secondary school level) whereby Australian students and students from another country participate in a full-time study program in a school in each other's country.

International student exchange programs provide educational enrichment for exchange students by developing their language skills and introducing them to a different educational philosophy, environment and curriculum. They help develop cultural awareness and understanding among students in the school environment and they help promote international understanding and co-operation.

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

Short term programs

Short-term study tours of 1-4 weeks are also common. They are generally topic specific (language, culture, history, art, music, sport) and involve particular experiences designed to elaborate, deepen or extend the course curriculum.

Other short programs run by schools include international volunteering, internships and language immersion programs.

OVERSEAS LEARNING EXPERIENCES FOR TEACHERS AND SCHOOL LEADERS

Overseas learning experiences give school leaders and teachers the opportunity to develop their professional practice and intercultural capabilities through familiarisation, study, benchmarking and teaching in overseas countries.

"Teachers need to have their own global experiences so they can become advocates and champions of global engagement at school."
Wilderness School, SA

"The hurdles to have travel approved are significant and time consuming, and limit the numbers of teachers that can be exposed at any one time, but the benefits are worth it."
Sunshine Beach High School, Qld

For school leaders

Some state and territory authorities encourage and provide financial support for school leaders and teachers to participate in OLE through international immersion experiences.

"Vision of leadership, persistence, and promotion at every opportunity – in school and school board, with DET and with students – was absolutely critical."
Norwood Morialta High School, SA

"Enhanced professional development for school leaders and teachers is a priority for supporting language teaching and learning and intercultural understanding across a whole school."
Australian Federation of Modern Language Teachers Associations
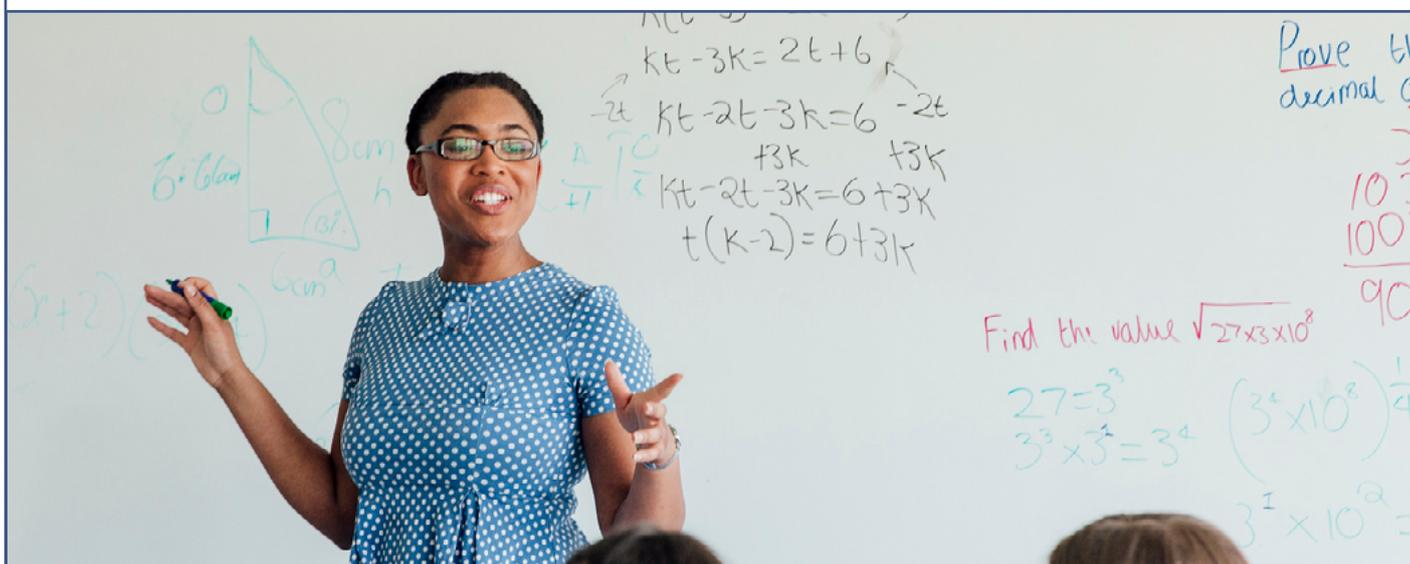
This section should be read in conjunction with the extended discussion of the role of curriculum and pedagogy provided in **Navigation Pathway 03** ➤

INTERNATIONALISED CURRICULUM AND PEDAGOGY

Start with the curriculum

A well-designed globally informed curriculum should underpin all other global engagement practices. It is something that all students can experience daily. It is the most potent tool to assist your students to look outward to the wider world.

If approached from a **whole school** ➤ perspective, an internationalised curriculum is often the first and the easiest way for schools to become globally focused.

A globally focused curriculum enables schools to engage and to impact the greatest number and widest range of students, parents, teachers and the broader school community. It offers opportunities for students and teachers in your school to explore global issues across all subject disciplines and interdisciplinary units.

It can provide your students with learning content, conceptual tools, encounters and learning experiences beyond those they have met before. It becomes the launching pad for students to engage in learning experiences beyond their immediate experience and with students from other countries and walks of life. This should be something to which all schools aspire.

A globally focused curriculum and **pedagogy** ➤ involving direct interactions with students and ideas from other countries and other worldviews can be life changing for all students. For teachers, too, it can be life changing, both professionally and personally.

"Teachers look at what kids are in their classes, and think about their own cultural backgrounds, when generating resources to work with in the classroom."
Cambridge Gardens Primary School, NSW

"In the past, we tried to create links with an Indonesian school but the time delay between writing a letter and a reply being received meant that most students had lost interest. This motivated us to apply for funding to cover the additional costs of both training and the time to set up and maintain a virtual classroom."
Agnes Water State School, Qld

DIGITAL TECHNOLOGY AND GLOBAL CLASSROOMS

There are many ways digital technology or information and communication technology (ICT) can enhance school global engagement activities. It is a feature especially of successful **sister school** relationships.

ICT can be used for promoting or managing global education initiatives in diverse ways. It can allow schools to connect with potential and existing international partners, or it can help to initiate or develop a sustainable partnership. Schools can also utilise digital technologies to facilitate teacher capacity building and professional development, foster international team conferencing and collaboration, and they can work with digital technology to troubleshoot and manage risk.

But the primary purpose of using digital technology in global engagement is to facilitate and enhance the education experience of students. There are multiple potential uses, including for curriculum collaboration, digital storytelling and to foster intercultural understanding and "digital citizenship".

The successful use of digital technology for global engagement invariably involves innovative thinking about **pedagogy** Particular attention and support need to be given to teachers to develop the knowledge, professional skills and capabilities required.

"Up-skilling teachers in the use of ICT for the specific purposes of developing students' global competence and intercultural understanding requires a more tailored approach beyond generic professional learning around ICT-based pedagogies."
UNESCO

Global learning can be deepened through a **blended learning** approach using both **synchronous** and **asynchronous** ICT facilitated experiences. For example, teachers can use synchronous (e.g. global classroom, web conferencing) and asynchronous (e.g. learning management systems) technologies, as well as interactive activities (e.g. games) to add value to what students might otherwise already learn via more conventional means.

"There is a need for a safe platform for students to use language and apply their cultural understanding - getting kids to collaborate across borders on global issues must be in a cyber-safe environment."
Australian Federation of Modern Language Teachers Associations

Finally, there are significant social and ethical protocols and practices to be attended to.

How to do it

UNESCO identifies four stages of school and teacher maturity in the use of ICT for international engagement (the messages are relevant for any country or region).

Four stages of school and teacher maturity in the use of ICT for international engagement

- Emerging
- Applying
- Transforming
- Infusing

"The objectives of using ICT for studies of Asia and the teaching and learning of Mandarin extend beyond Asia literacy. Competencies such as higher–order thinking skills and the need to prepare future–ready individuals are at the forefront of the school's thinking."

The Southport School, Qld

Schools should persist with evolving their use of ICT to a point where students can engage with globally focused higher order thinking skills (organising, connecting, analysing, critiquing, repurposing and creating information) aligned to globally focused objectives, especially **intercultural competence** and **global citizenship**

Ask the key question, 'How will the use of ICT in our school add value to global teaching and learning?'

Develop your global curriculum and pedagogy that meet the needs, interests and cultures of your particular students.

Continuing professional learning for teachers is essential if they are to become and remain globally minded educators.

Resources and persistence are necessary. Dedicated technical and pedagogic support is essential to support teachers to persist with the use of ICT for globally oriented teaching and learning.

INTERNATIONAL STUDENT PROGRAMS

An "International Student Program (ISP)" involves an Australian education institution hosting international students on their campuses on a short-term or long-term basis.

Australia is viewed as a popular study destination for international students across the world because English is its primary language, it has a quality education system with flexible learning pathways and it is a safe and welcoming society.

Many Australian schools operate, or are interested to start an ISP. Typically, they are motivated by a desire to diversify and enrich the school's cultural life through the presence of international students in the classroom and in the school community. There are strong financial motivations, too, as international students generally pay fees.

> **SHORT-TERM PROGRAMS**

> **LONG-TERM PROGRAMS**

"We offer 'excellence' programs across a range of areas for aspirational students – the excellence in surfing program has appeal to international students (particularly from South America) and is used by way of promotion and recruitment".
Sunshine Beach High School, Qld

A **short-term program** ❯ or a **sister school** ❯ relationship might facilitate the recruitment of international students into an ISP over the longer term.

Some particular issues

For international students a "good experience" applies not only to the educational experience but also to the students' well-being generally - in the classroom, in the school and in the wider Australian community.

Schools 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.

Short-term programs

Short-term study programs for groups of international school students who come to Australia on a short-term visitor visa are a common way for schools to engage with overseas countries and schools.

Short-term programs may range in duration from a matter of days to 10 weeks and involve a combination of school-based learning and hands-on, educational excursions and interaction with Australian students and families. These interactions provide opportunities to develop friendships and intercultural understanding.

"The Brazilian students bring energy, enthusiasm, and fascinating insights into life and schooling from a different part of the world."
DOE Tasmania

Managing a short-term program such as this can help school leaders and teachers, and even governing boards, to decide whether they wish to expand their school's offerings to include a longer term international student program.

Schools should seek information and advice from the relevant state or territory school sector. For government schools, the relevant state or territory education authority generally regulates **short-term study programs for international students** 🔗
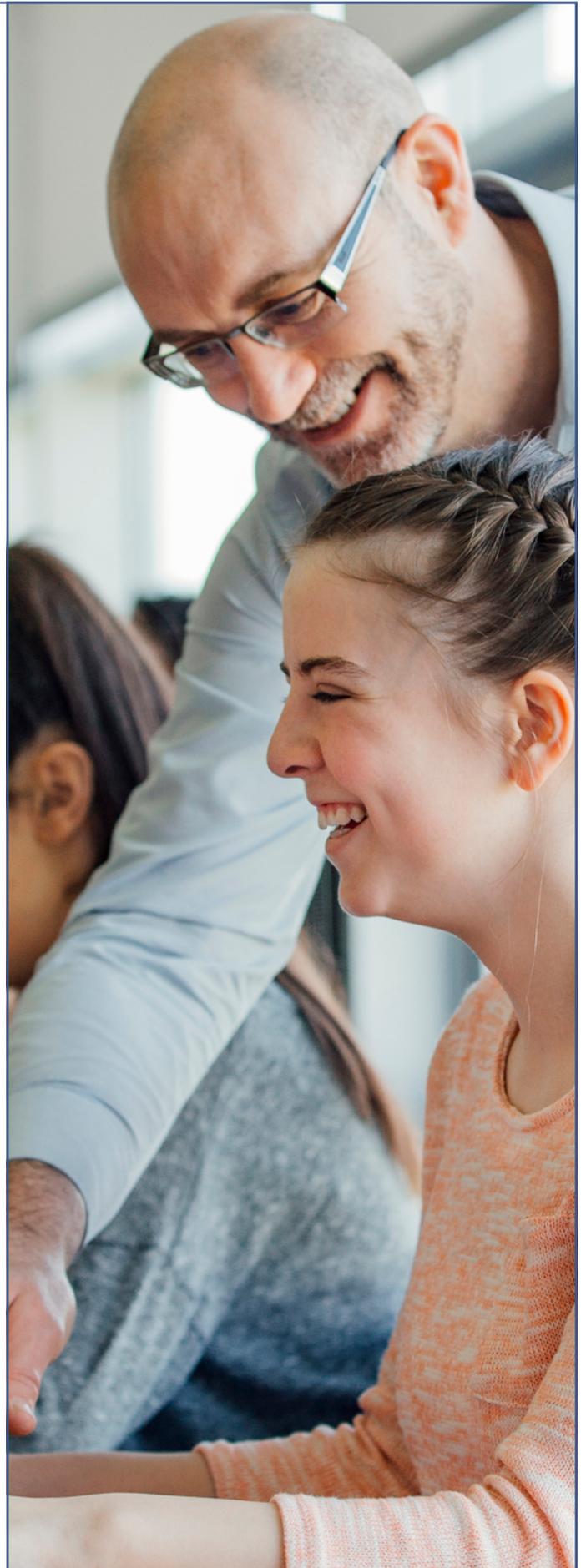
Long-term programs

A longer term ISP requires active recruitment, education and support of international students. The principles and practices to guide such ISPs are well documented. Most state and territory authorities and many school peak organisations provide detailed advice about the issues and matters to consider.

Regional schools and communities can be effectively marketed as attractive destinations on the basis of providing safe and close communities, natural assets and unique facilities and programs.

The most effective marketing is through personal contacts and direct visits from staff to source countries. This does, however, require significant financial investment from either individual schools, or from the government.

Long-standing institutional relationships, such as sister schools, exchange agreements, or study tour partnerships can create an effective base for the marketing of full-fee paying international enrolments.

Ensure your school meets legal requirements

In particular:

Registration as a provider of education to international students

Compliance with the **Education Services for Overseas Students (ESOS) framework** 🔗 and the associated National Code, and

Legal requirements in respect of students under 18 years of age.
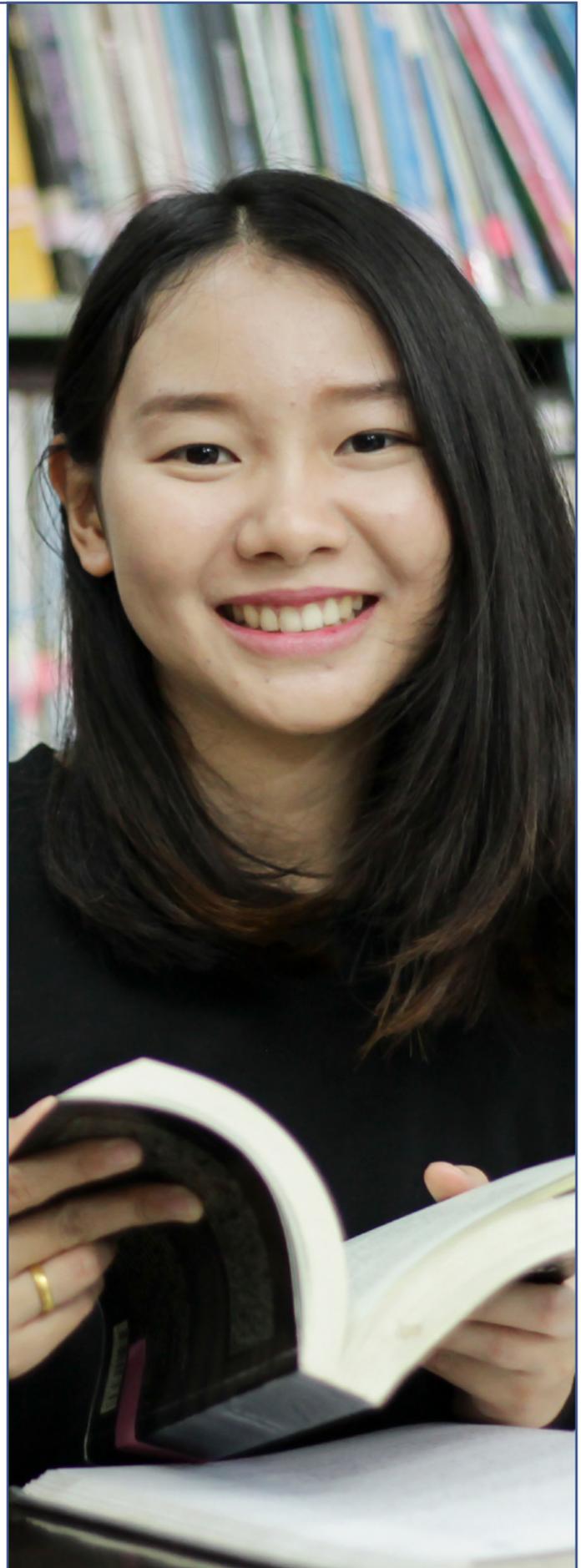
03
CURRICULUM AND PEDAGOGY INITIATIVES YOU COULD PURSUE

❯ The Australian Curriculum

❯ Curriculum practices

❯ Globally minded pedagogy

THE AUSTRALIAN CURRICULUM

The **Australian Curriculum** provides the curriculum policy framework for global engagement. The key levers are the focus on the development of 21st Century skills, particularly the intercultural understanding general capability ❯ as well as the curricula for foreign languages . For Asia specifically, the cross-curriculum priority entitled "Asia and Australia's engagement with Asia" is relevant.

The curriculum is central to exploring the connections between ourselves and the rest of the world, and thinking critically and creatively about the big issues in our multicultural society, our region and the world.

A globally focused curriculum involves learning experiences to support country or region-specific investigations drawing especially on the Languages, History, English and/or Geography curriculum areas.

Explicit development of intercultural capabilities and personal and social capabilities, such as empathy, ethics and co-operation are integral to a globally engaged curriculum, fostering curiosity, imagination and collaboration. Pedagogy can leverage the power of digital technologies ❯ to ensure authentic and vibrant learning and teaching opportunities.

A number of mandated education outcomes for Australian students provide the focus for a global curriculum and pedagogy:

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:

Intensive thematic timetable block.

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

A global study year involving an intensive global learning project.

A globally focused enquiry curriculum.

Whole-curriculum approach to global citizenship.

A global focus on cross-curriculum themes.

Designated global/international themes for each year level.

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

Content and language integrated learning (CLIL) combining teaching content from a curriculum area with explicit teaching of the target language.

Global issues to shape a problem-solving curriculum.

Global communication skills development involving a primary school program for international student-to-student peer teaching and communication.

Curriculum planning, documentation, resourcing, innovation and implementation are all critical to the effective implementation of global literacy. The most successful schools use a range of proven strategies and approaches across the curriculum and the school.

"There is a sense that the curriculum is overcrowded, international activity is an add-on rather than a foundational element of the curriculum. Our focus on national issues and international engagement is not optional. We must do both.

Australian Primary Principals Association

*"Even the best curriculum requires high quality pedagogical skills and capacities to put it into practice. In policy terms, improved pedagogy is explicit in the work of the Australian Institute of Teaching and School Leadership, especially in the **Australian Professional Standards for Teachers** 📄"*

GLOBALLY MINDED PEDAGOGY

Successful schools working on global literacy invest in new pedagogies as well as curriculum design. They position global literacy within the active learning, higher order thinking, inquiry and problem-solving approaches and uses of technology central to 21st-century learning.

A globally minded pedagogy includes, for example, direct interactions with students and ideas from other countries and other ways of viewing the world. Such pedagogy can be life changing for students and, professionally and personally, for many teachers as well.

Global literacy demands the use of a wide range of contemporary pedagogies including inquiry, higher order thinking, problem solving and social action. Using a range of ICTs can expand the capacity of the teacher and the school to engage students with authentic global content.

Multiple dimensions

There are many ways of approaching and globalising pedagogy to align with and successfully deliver a globalised curriculum and to meet the desired objectives and outcomes for your students:

Intercultural understanding

The pedagogical approach to achieving intercultural understanding needs to be transformative and facilitate transformative change in terms of:

- Authentic, student-driven social action;
- Reflection on social justice; and
- Ethical discussions of complex and challenging issues.

### Languages

Schools find that direct interaction with student speakers of target languages improves language proficiency and broadens worldviews 📄

Use of digital technology

Pedagogy can leverage the power of **digital technologies** ❯ to ensure authentic and vibrant learning and teaching opportunities.
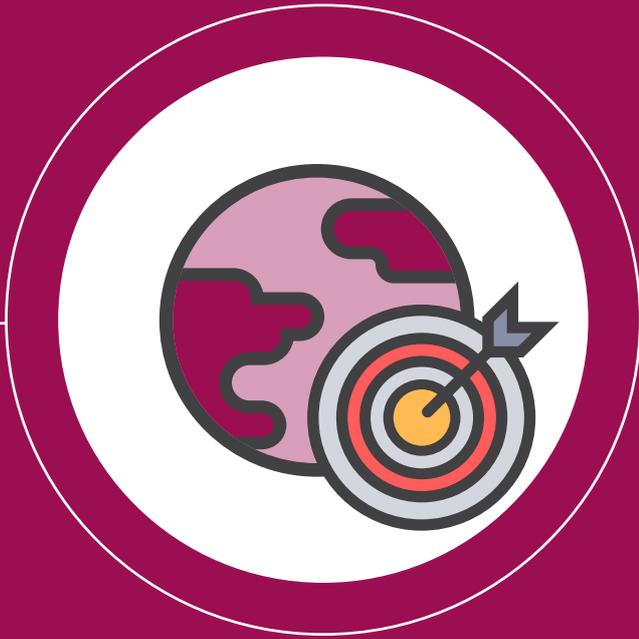
This toolkit draws on a wide range of **research evidence** ◉ in support of global engagement by schools. There are a number of identifiable key success factors for global engagement that schools should take into account regardless of their experience, mission, size or location, and regardless of which global engagement activities they are pursuing. It is important that you build these into your planning process.

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KEY SUCCESS FACTORS FOR GLOBAL ENGAGEMENT

The key success factors are

- A whole-school approach to global engagement
- Leadership
- Teacher capacity
- Curriculum and pedagogy
- Building support for global engagement
- Community and parent engagement
- Monitoring progress with global engagement

A WHOLE-SCHOOL APPROACH

Schools need to develop a whole-school focus if they want to sustain and extend their internationalising efforts.

Starting point

Each school pursuing global engagement will have its own pathway and timeline.

Your school's expectations, attitudes, traditions and values are the foundation for its global engagement. The process should begin with a clear understanding of where global engagement sits within the context of your school's mission, vision and overall strategy.

The process to act begins with awareness of the importance and possibilities, and the desire to do something. Pursuit of these possibilities through the normal planning processes involves a clear examination of your school's specific needs, the issues involved, the identification of possible initiatives and their evaluation, followed by a decision for action on specific options.

Successful global engagement cannot be undertaken in a piecemeal fashion. The process implies and requires a whole-school approach and on-boarding, touching on all aspects of your school's organisation and activities.

Schools should incorporate internationalisation in their school mission statement and school strategy, and have a dedicated, comprehensive internationalisation plan that touches on all aspects of the school (curriculum, teacher capacity, student support, community). There needs to be a school-wide commitment to implementing the school's internationalisation plan, involving a sustained commitment of resources over time.

"Communication within the school community is crucial to a successful global engagement program – everyone needs to be knowledgeable about and aware of the lifeworlds of the students who are recruited to attend our school."

Victor Harbor High School, SA

A whole-school approach involves:

Giving priority to the global dimension in school planning and teaching.

Building opportunities for overseas student and staff learning experiences and exchange programs.

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

Capitalising on the cultural diversity of your students and school community.

Hosting international students and international delegations.

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

"School leadership needs to support and initiate professional learning of teachers to motivate and involve them in international activity."

Department of Education Tasmania

LEADERSHIP

Facilitating change

The acquisition of a global orientation and global literacy within a school is a process of change. While a whole-school approach is essential, successful global orientation will not eventuate without strong and effective school leadership, involving both the Executive team and lead teachers.

In many schools, leadership for change is driven by teacher-leaders who assume responsibility for a variety of programs and initiatives to support global engagement and global literacy.

At the same time, a persuasive personal encounter for a leader that includes visits and study tours, sister school relationships and exposure to inspirational speakers is critically important. A key element is unmediated face-to-face experience.

Leadership efforts need to be contextualised depending on the school. Leading change to support the development of global engagement by schools is **influenced by:**

"As a principal, my own PD in global engagement has been the most inspiring professional learning I've ever done. Outstanding."

Principal, Marackville Public School, NSW

"Support from and vision of leadership within the school is crucial. International engagement needs to be recorded as a priority and embedded within the schools values – not just an add-on."

Department of Education Tasmania

Effective global engagement requires committed, strategic, persistent leaders across the school – leaders with a vision and a sense of purpose, the capacity to inspire staff and a readiness to support evidence-informed practice.

"Investing in the middle-level of leadership has built and will continue to build our organisational capacity to deliver high quality, sustainable language/literacy and intercultural understanding programs."

Huntingdale Primary School, Vic

TEACHER CAPACITY

"Teachers and school leaders who have undertaken an international study tour know that it changes them forever."

Cambridge Gardens Public School, NSW

Teachers are the essential link for global engagement by schools to be effective and sustainable.

Teachers need to be supported to build their professional capacity and confidence to improve student engagement, skills and knowledge around global matters.

A school culture of professional learning and reflective practice is essential.

Teacher global study programs and experiences offer a different and more powerful sort of learning with a capacity to catch and hold the attention of participants and to transform their approach to teaching on their return.

Growing teacher capability in global literacy demands a strong professional learning culture with a commitment of time and resources and direct personal experience.

"There need to be leaders willing and resourced to champion the work of global engagement."

Norwood Morialta High School, SA

CURRICULUM AND PEDAGOGY

"The global focus on numeracy and literacy and measuring everything contributes to the narrowing of curriculum focus. Yet, if we give prominence to things like intercultural understanding that will be helpful to us and other nations. We can be bold and broaden our horizons and those of our students"
Australian Primary Principal's Association

Curriculum planning, resourcing, innovation and teacher capability and professional development are all critical to the effective implementation of global literacy. The most successful schools use a range of proven strategies and approaches across the curriculum; refining and applying pedagogy to ensure its appropriateness.

Creative curriculum and bold pedagogies: How to do it

Schools have recognised the importance of curricular, co–curricular and pedagogical embedding of school partnerships and intercultural engagement.

In the area of intercultural understanding, a key element of success has been teachers developing a thorough understanding of the capability, particularly at the organising element and sub-element levels within the **Australian Curriculum**.

Curriculum resources are also an important element of success. One strategy used effectively is shifting from the use of set and sometimes obsolete textbook tasks to direct, authentic collaboration with relevant communities, and where possible in a target language.

Schools involved in international partner school interactions have also benefited from using a range of curated digital curriculum resources that address a variety of learning areas and countries that provide teachers with content to build student knowledge and understanding of their partner's country.

There are also specific needs for teachers new to global literacy. In the area of foreign language teaching, for example, undergraduate trainees and newly graduated teachers need access to learning materials with a focus on student motivation in language and other globally focused programs.

The pedagogy required to support global literacy in schools is broadly the same as that used in the most innovative and demonstrably effective contemporary teaching practice. Global literacy requires the use of a wide range of pedagogies including inquiry, higher order thinking, problem solving and social action.

Time is crucial. Particularly for schools newly pursuing global engagement, teachers need to be given sufficient time to participate in professional learning activities, plan and embed global mindedness in their curriculum, source appropriate and quality materials, and develop globally focused pedagogical mindsets and practices. Leadership plays an important role here in ensuring teachers are sufficiently supported, through accommodating administration and timetabling processes.

BUILDING SUPPORT FOR GLOBAL ENGAGEMENT

Schools, teachers, students and parents need to be persuaded about the importance of global literacy, in all its forms, if global literacy programs are to be sustained and to succeed.

"Staff engagement has to be an ongoing focus. It's important to involve as many staff as possible to maintain the global spirit!"

Sunshine Beach High School, Qld

If global literacy is to be sustainably established in schools, efforts to build support are essential. These should focus on school leaders, teachers, parents and students.

"There is a need to get the balance right in the curriculum and communicate this to the parent body."

Marrackville Public School, NSW

COMMUNITY AND PARENT ENGAGEMENT

Supportive communities

Strategies relevant to building change for global engagement ❯ are relevant to those aimed at strengthening community and parent engagement.

A key difference, however, is that while strategies to build change aim to foster and consolidate choices made by individuals, community and parent engagement has a broader purpose related to the school as a whole, including its community.

Building whole-school community support for global engagement is essential for meaningful and sustainable change.

Systematic support and involvement by all stakeholders in the school community (leadership, teachers, students and parents) is required for successful global engagement by schools.

There is a positive correlation between parents' active engagement in their children's education and learning outcomes. This is especially important in the area of foreign language education. Parents can play several important roles in supporting their child's learning and attitude towards global activities. Parents and communities also play an important role in supporting broader school global engagement initiatives such as exchange visits, homestays and other means by which children can gain personal experience of languages and cultures.

"There needs to be less focus on literacy and numeracy and the standardised testing of these, and more focus and inspiration on intercultural understanding, starting with our diverse local community."

Cambridge Gardens Public School, NSW

Global literacy programs will be at their strongest when schools work to ensure that parents and community members play an active role in supporting them.

MONITORING PROGRESS WITH GLOBAL ENGAGEMENT EVALUATION AND REVIEW

The purpose of monitoring, evaluation and review of schools' global engagement programs is to enhance quality through continuous improvement and to manage risk.

Risk management

Schools are generally experienced and capable in managing risk. However, global engagement activities, particularly those involving legal compliance and those involving students travelling overseas as part of their education, add a complicating dimension. Schools have to navigate the relevant government policies and statutory procedures as well as their own governance and duty of care obligations. Risk is not limited to the physical movement of staff or students across borders, but extends to such areas as homestay and the emerging risk area of international virtual mobility and cyber-based interactions.

"Better internet connectivity requires significant protections, especially for school children."
Australian Primary Principals Association

State and territory government education departments and some private education peak organisations have detailed risk management frameworks and associated tools 🔗 that schools can use to identify, mitigate and manage risk. These are generic instruments and need to be adapted to the particular global engagement activity your school is involved with.

In addition, international education professional organisations such as IEAA 🔗 and ISANA 🔗 from time to time offer professional development programs that focus specifically on risk management related to student mobility and regulatory compliance.

Schools should develop a risk management plan with strategies to identify, mitigate and manage the risk associated with each of their global engagement activities.

## Tools for measuring attitude change: Global citizen education

Measuring Global Citizenship Education: A Collection of Practices and Tools 📄

This Brookings Institute resource was created to help educators target their efforts to deliver education for global citizenship effectively and to measure their success in the era of the UN Sustainable Development Goals 🔗

The associated toolkit catalogues assessment efforts describing practices and tools to measure global citizen education at the classroom, local, and national levels, categorised against three desired goals: (1) fostering the values/attitudes of being an agent of positive change; (2) building knowledge of where, why, and how to take action toward positive change; and (3) developing self-efficacy for taking effective actions toward positive change.

APPENDICES

INTERCULTURAL UNDERSTANDING

Intercultural understanding and intercultural competence ❯ are necessary for effective engagement and living together in a diverse, borderless and interconnected world. Knowing about other cultures and being able to communicate with people from other cultures are life and work skills. Imparting these skills is central to contemporary education.

What is intercultural understanding?

There are numerous formal definitions for intercultural understanding. However, the focus in this toolkit is intercultural understanding as defined operationally in the **Australian Curriculum**, through descriptions and practical examples.

The **Australian Curriculum** identifies intercultural understanding as a general capability that all students should develop:

Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. Intercultural understanding involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

The **Australian Curriculum** aims to enhance intercultural understanding skills in three interrelated areas:

- Recognising culture and developing respect;
- Interacting and empathising with others; and
- Reflecting on intercultural experiences and taking responsibility.

> **Australian Curriculum: Organising Elements for Intercultural Understanding** 🔗

Teaching for intercultural understanding

The ACARA Intercultural Understanding Learning Continuum 📄 provides a detailed practical, task oriented curriculum matrix aligned to the three designated core elements for school levels 1–6.

INTERCULTURAL COMPETENCE

'Intercultural competence' has figured very prominently in the debate about 'global citizenship' as a graduate attribute for many years. A great deal of research has been undertaken in the field that has led to many different definitions and understandings.

Broadly speaking, intercultural competence is the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions.

Culture can be defined as "the sum of a way of life, including expected behaviour, beliefs, values, language and living practices shared by members of a society. It consists of both explicit and implicit rules through which experience is interpreted". Geert Hofstede, the most famous researcher in the field, refers to culture as a "programming of the mind".

A note of caution

Research shows that intercultural competence cannot be acquired in a short space of time or in one module. It is not a naturally occurring phenomenon but a lifelong process that needs to be addressed explicitly in learning and teaching and staff development. Critical reflection becomes a "powerful tool" on the journey towards achieving it.

"The ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions."
Deardorff (2006)

What is intercultural competence?

Constituent elements of intercultural competence (page 1)

"Global competence is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development."

OECD Programme for International Student Assessment (PISA)

GLOBAL COMPETENCE

Why do we need global competence?

- To live harmoniously in multicultural communities
- To support the **Sustainable Development Goals** 🔗
- To thrive in a changing labour market
- To use media platforms effectively and responsibly

The **dimensions of global competence** 📄 (page 11)

Can schools promote global competence?

Schools play a crucial role in helping young people to develop global competence by:

- Providing opportunities to learn about global developments;
- Teaching students how they can develop a fact-based and critical worldview of today;
- Equipping students with the means to analyse a broad range of cultural practices and meanings;
- Engaging students in experiences that facilitate intercultural relations; and
- Promoting the value of diversity

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.

GLOBAL CITIZENSHIP

What does "global citizenship" mean?

Global citizenship means an awareness of our interconnectedness with people and environments around the globe and their contribution to a global society and economy. When students develop a sense of global citizenship, they learn to respect key universal values such as peace, sustainability and upholding the rights and dignity of all people.

Global citizenship programs develop students' knowledge, skills, attitudes, values and competencies. Effective schools draw on real life intercultural experiences which deepen students' understanding of the world and their place in it.

"Global education emphasises the unity and interdependence of human society, developing a sense of self and appreciation of cultural diversity, affirmation of social justice and human rights, as well as building peace and actions for a sustainable future in different times and places".
Global Education Project

GLOBAL EDUCATION

Five learning emphases

There are five learning emphases that reflect recurring themes in global education.

Interdependence and globalisation – an understanding of the complex social, economic and political links between people and the impact that changes have on others.

Identity and cultural diversity – an understanding of self and one's own culture, and being open to the cultures of others.

Social justice and human rights – an understanding of the impact of inequality and discrimination, the importance of standing up for our own rights and our responsibility to respect the rights of others.

Peace building and conflict resolution – an understanding of the importance of building and maintaining positive and trusting relationships and ways conflict can be prevented or peacefully resolved.

Sustainable futures – an understanding of the ways in which we can meet our current needs without diminishing the quality of the environment or reducing the capacity of future generations to meet their own needs.

In addition:

Each learning emphasis has a **spatial** as well as a **temporal dimension** that teachers need to take into account when teaching with a global perspective:

Spatial dimension – overlapping local and global, social and natural communities that describe interdependence, influence identity and ability to make change.

Temporal dimension – connections between the past, present and future in the dynamic and changing world, which influence identity and interdependence of people and their ability to respond to global issues.

By exploring the learning emphases and dimensions of global education, students will be provided with opportunities to develop the values, knowledge, skills and capacity for action to become global citizens.

Comprehensive framework for global education (page 5)

GLOSSARY

Curriculum is a form of roadmap for what a school (or school system) expects (or is expected) to teach and develop in the young people in its care. A curriculum provides direction for teaching, building disciplinary and cross-disciplinary knowledge, as well as social and cultural practices, attitudes and dispositions, and cognitive and metacognitive capacities.

Digital technologies include a diverse range of screen-based hardware (or technological devices), and the software that drives them, that can be used to generate, store, process or communicate information. They can also be utilised to enhance inquiry or reflection.

Distributed leadership is a collaborative approach to leadership in which individuals trust and respect each other's contribution. It happens most effectively when leaders throughout an institution engage in action, and they accept and take responsibility for leadership in their particular areas of expertise.

General capabilities encompass a range of knowledge, skills, behaviours and dispositions that are expected to help students live and work successfully in the 21st century. They include: Literacy; Numeracy; Information and Communication Technology Capability; Critical and Creative Thinking; Personal and Social Capability; Ethical Understanding; and Intercultural Understanding.

Global citizenship means an awareness of our interconnectedness with people and environments around the globe and their contribution to a global society and economy. When students develop a sense of global citizenship, they learn to respect key universal values such as peace, sustainability and upholding the rights and dignity of all people.

Global classrooms Some definitions of global classrooms emphasise the role of ICT in digitally connecting student groups with schools and peers in overseas countries. Others emphasise the educational principles underpinning practices in these classrooms. They: confront stereotypes and resist simplification of other cultures and global issues; foster the habit of examining issues via multiple perspectives; support teaching and learning about power, discrimination, and injustice; and provide cross-cultural experiential learning.

Global competence is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development.

Global education emphasises the unity and interdependence of human society, developing a sense of self and appreciation of cultural diversity, affirmation of social justice and human rights, as well as building peace and actions for a sustainable future in different times and places.

Global engagement for schools means participation in activities and programs that seek to connect with and better understand other countries, their languages and their cultures, to achieve a school's educational and other objectives.

Global literacy is an understanding of how the world is organised and interconnected and involves a range of interconnected skills, knowledge and attitudes that enable individuals to understand, operate in and actively contribute to a globalising world. Global literacy in recent times incorporates, and advocates for the importance of, environmental and social literacies in seeking peace and living a life for the common good. Globally literate students analyse and think critically about the world and their roles in it. They understand and appreciate global systems, circumstances and relationships that influence peoples' lives. Globally literate students are empowered to effect positive change in an increasingly interconnected world (see also "global mindedness").

Global mindedness is an attitude and an intellectual position. It comprises a range of interrelated characteristics including: open-mindedness; seeing the bigger picture; awareness of one's own prejudices; willingness to interact with different kinds of people; and seeing difference as a resource rather than a problem.

Globally ready students have the ability to get along with people who do not share the same cultural commitments and beliefs; are reflective and have the capacity to recognise that there are other legitimate ways to see the world; have a deep knowledge of the world; are curious about global affairs and history; speak two or more languages; are competent in diverse settings and can engage with different beliefs and cultures in meaningful and purposeful ways; recognise and minimise religious or ethnic prejudices; are 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.

Global studies involves the interdisciplinary study of society, culture, languages, history, politics, economics, law, the environment, and their interconnectedness.

ICT is the commonly used acronym for Information and Communication Technology (or Technologies). This encompasses a range of digital technologies that students, teachers and school leaders can use to access, create and communicate information and ideas, to solve problems and to work collaboratively in all learning areas at school and in their lives beyond school.

Intercultural competence is the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions.

Intercultural understanding in schools involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect. Intercultural understanding is one of 7 'general capabilities' in the **Australian Curriculum**.

Internationalisation is the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of education.

Internationalised curriculum includes intentional and explicit provision of: international perspectives in subject disciplines; a strong focus on languages; a deep appreciation of our connectedness to other nations and an understanding of their peoples and cultures, particularly intercultural understanding and global literacy.

Internationalised education includes, but is not limited to: provision of an internationalised curriculum; building the capacity of school leaders and teachers to improve their practice in delivering this curriculum; providing cultural interaction and immersion opportunities for students and teachers locally or internationally and can involve local students and those in the International Students Program (ISP).

Internationally minded schools build global perspectives and intercultural capability across the curriculum; use information technologies that build learners' understanding and interaction with the world; draw on students' cultural diversity; use effective models of language instruction; develop instructional capability through cultural events and activities; include internationalisation in strategic vision and budget; provide professional development for teachers and leaders to build knowledge and engage in meaningful sister school partnerships and other international projects and partnerships.

International student programs (ISPs) involve groups of students from other countries being recruited to attend a school for a short or longer-term period of study. Typically, these programs are motivated by a school's desire to diversify and enrich its cultural life through the presence of international students in the classroom and in the school community. There are strong financial motivations, too, as international students pay fees.

Pedagogy comprises the diverse range of professional practices that school teachers enact in teaching the young people in their care. These practices include developing and implementing curriculum, enabling students' learning, nurturing educational relationships, and promoting students' growth, development and wellbeing. Teachers' pedagogy varies in response to student diversity and to the different cultural and policy contexts in which the teacher operates.

Shared leadership is the practice of governing a school by expanding the number of people and teams involved in making important decisions for all matters from strategy to operations to teaching and learning. It is widely seen as an alternative to more traditional forms of school governance in which the principal or administrative team exercises executive authority.

A **sister school partnership** is a reciprocal and sustainable long-term partnership between two schools, aimed at fulfilling a range of purposes as co-determined by the school communities. In the context of global engagement, sister schools are located in different countries and are based on principles of mutual benefit and reciprocity. They can serve a number of purposes such as: broadening students' global perspectives; developing students' intercultural understanding; enhancing student language learning; contributing to a whole-school program of global engagement; and building teacher capacity.

Study tours are a particular form of global mobility in which individuals or groups of students or teachers travel to countries to undertake a planned program of educational activity that promotes learning and development.

USEFUL RESOURCES

Case studies

Asia Education Foundation
What Works Series 🔗

Country specific programs

Malaysia 🔗

Australia-Indonesia BRIDGE (Building
Relationships through Intercultural Dialogue
and Growing Engagement) Program 🔗

Global curriculum online resources

Global Education Guidelines 🔗

Global Education 🔗

Asia Education Foundation 🔗

Difference Differently 🔗

ACARA – Intercultural Understanding 🔗

Flat Connections 🔗

iEARN 🔗

TakingITGlobal for Educators 🔗

OECD Future of Education and Skills 2030
project website 🔗 🔗

Oxfam – Global Citizenship 🔗

UNESCO – Education for Intercultural
Understanding 🔗

Info and planning advice

British Council Schools Online Portal 🔗

Government of Victoria (2015) Sister School
Resource Kit 🔗

Guidelines to Schools for Interstate
and Overseas Tours 🔗

Language learning websites

Languages Online 🔗

Language Learning Space 🔗

Duolingo 🔗

Content and Language Integrated
Programs 🔗

Networks, Blogs and other web resources

Global2 network blogs 🔗

Edmodo 🔗

Scoop.it 🔗

Moodle 🔗

Mahara 🔗

Storybird 🔗

Animoto 🔗

ToonDoo 🔗

ePals 🔗

Reports and research

International Education Association of Australia (IEAA) – Research papers and final report from a National Symposium (August 2014) Fostering Global Citizenship and Global Competence 🔗

UNESCO – Progress on Education for Sustainable Development and Global Citizenship Education 🔗

Tools for measuring attitude change

Global Education Guidelines 🔗

United Nations Sustainable Development Goals

TeachSDGs 🔗

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We thank the following people from schools and education peak bodies across Australia for their valuable contributions on this project:

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ACKNOWLEDGEMENTS