# excellence in global learning Award Category

# victorian global learning awards selection criteria

### Excellence in Global Learning Award Selection Criteria

One non-government school is eligible to receive this award based on the following criteria:

1. Demonstrated breadth and depth of global engagement activities[[1]](#footnote-1) undertaken across all year levels at the school for all students
2. Demonstrated integration of, and connection between, global engagement activities in a coherent plan for the school
3. Demonstrated inclusion of robust teaching and learning across the curriculum including intercultural capabilities, global citizenship and languages as well as citizenship programs, including professional learning for teachers.

### Application questions

1. **Selection criterion 1:** Describe your school’s global learning and engagement programs across all year levels (maximum 300 words)
2. **Selection criterion 2:** Describe how you integrate and connect global learning and engagement activities into a strategic plan or framework for the whole school (maximum 300 words)
3. **Selection criterion 3:** Describe how your school teaches intercultural capabilities, global citizenship and languages in the curriculum for students, and through professional learning for teachers (maximum 400 words).

### Additional Attachments

* Documentation of supporting activities.

Judging panel members will consider the following in relation to the selection criteria:

#### Track record of success in providing internationalising activities

Consider

* the nature and extent of global engagement activities in which the school engages
* access, inclusion and engagement of a range of levels and groups within the school in the global engagement activities (e.g. EAL students, year 8s, local and international students, students not learning a second language, science students etc.)
* the demonstrated impact on students of the global engagement activities (e.g. student engagement, student outcomes and similar evidence).

#### Integrated, planned approach to internationalising the school

Consider

* the inter-relatedness of global engagement activities across the school
* level of commitment and inclusion of global engagement in the school’s strategic plan
* sequential whole school planning documentation
* community engagement, use of information technology, community partnerships, international partnerships and how these support student outcomes and the school’s strategic plan.
* demonstration of commitment of school leadership

#### Demonstrated focus and inclusion in the curriculum for students and professional learning for teachers

#### Consider

* curriculum planning for and delivery of intercultural capabilities, global citizenship and languages across all year levels[[2]](#footnote-2).
* impact on student outcomes against intercultural capabilities, global citizenship and languages across all year levels
* range, diversity and frequency of relevant school-wide professional development for school leaders and teachers.
1. ####  *Schools demonstrating excellence in global learning schools are:*

#### *using effective models of language instruction – including languages other than English*

#### *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.*

 [↑](#footnote-ref-1)
2. Intercultural capability in the Victorian Curriculum: <http://victoriancurriculum.vcaa.vic.edu.au/intercultural-capability/introduction/rationale-and-aims> [↑](#footnote-ref-2)