Educating students for a global future
## Contents

**Equipping Globally Ready Students**
- Ready for life, ready for work 4
- Supporting school reform priorities 5
- Framework for Improving Student Outcomes (FISO) 5
- Victorian schools leading the way 6
- Global Learning in Schools: What does it look like? 7
- What support is available? 8
- Getting started 8

**School Leadership**
- Building Global Citizenship Program 10
- Women in School Leadership pilot program 10

**Student Engagement**
- Victorian Young Leaders Programs 12
- Victorian Young Leaders to China Program 13
- Victorian Young Leaders to India pilot program 14
- Victorian Young Leaders to Indonesia pilot program 14
- Overseas Learning Experiences for Students: A Resource for Schools 15
- Globally Engaged Learners Program 15

**Teacher Professional Learning Opportunities**
- Intercultural Champions pilot project 16
- Tailored Intercultural Professional Development for Schools 16

**Whole of School Impact**
- International Student Program 18
- Sister Schools 19
- Global Learning and Engagement Accreditation Framework 20
- Victorian Certificate of Education Offshore for Victorian Government Schools 20
- Connecting Schools with Indian Communities pilot program 21
- International Delegations 21
- How can we best support you? 23
Global learning and engagement isn’t a luxury in the 21st century — it is vital. Young Victorians need intercultural understanding and the global mindset that is essential to succeeding in a more complex, interconnected and competitive world. Self-awareness, self-confidence and a willingness to embrace cultures, diversity and knowledge of the world and other societies are significant assets for young people in today’s world.

Equipping students with these skills is a key element of preparing young Victorians, regardless of their background or where they live, for today’s challenges and opportunities and the future workforce. It also builds Victoria’s social, cultural and economic prosperity by helping them lift their aspirations to succeed and become all they can be.

Global learning and engagement offers opportunities to engage students, stimulate critical and creative thinking and develop informed global citizens.

“The modern workplace is increasingly globalised and employers must find employees who are not only technically proficient, but also culturally astute and able to thrive in a global work environment” ¹.

Globalisation of jobs, trade and economies mean that young Australians will increasingly work globally, and have to navigate expanding cultural diversity both at home and abroad.

“While learning about other countries has always been a feature of education, schools must now “internationalise” so that a global outlook is fundamental, not incidental, to their endeavours”? ²

So what does a global learning and engagement education system look like?

It is an education system where all:

- students speak more than one language, demonstrate intercultural understanding, respect cultural diversity, undertake part of their schooling overseas, and understand their responsibilities as global citizens.
- teachers participate in exchanges overseas, connect with peer networks globally and embed a global outlook in their teaching and learning programs.
- school principals invest in staff development to establish a culture of global learning across the school, support an active sister school relationship and embrace a thriving international Student Program and participation by their students in international immersion experiences.

---

¹ British Council: Culture at Work report
² Connected To The World Report, 2015
The different perspectives that come from studying alongside people from other countries, and learning about other cultures, can stimulate critical and creative thinking.

Cultural immersion programs build global citizenship, build student resilience and school pride.

Global learning opportunities with students from another country add a new dimension to classroom learning and lift engagement levels.

Global networks enables excellence in teaching and learning through collaboration projects which build practice excellence and curriculum planning and assessment.

SUPPORTING SCHOOL REFORM PRIORITIES

Global learning and engagement in schools is central to the aspirations of Victoria as the Education State to “equip all students with the personal and practical skills to live the lives they want to live, and get the jobs they need”.

Its importance for all Victorian learners is explicitly acknowledged by the inclusion of languages and intercultural capabilities in the Victorian Curriculum F-10 and global citizenship in the Framework for Improving Student Outcomes (FISO).

FRAMEWORK FOR IMPROVING STUDENT OUTCOMES (FISO)

Many Victorian government schools are already implementing student global learning and engagement opportunities:

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,520</td>
<td>1,520 schools reported global learning and engagement activities in 2018</td>
</tr>
<tr>
<td>3,434</td>
<td>More than 3,434 students from 379 schools travelled overseas</td>
</tr>
<tr>
<td>483</td>
<td>483 sister school partnerships mostly with China, Japan and Indonesia</td>
</tr>
<tr>
<td>428</td>
<td>428 schools hosted 7,545 international students and 2,545 teachers</td>
</tr>
<tr>
<td>300</td>
<td>More than 300 ISP accredited government schools hosted more than 5,500 international students</td>
</tr>
<tr>
<td>1,500</td>
<td>More than 1,500 students and 180 teachers have undertaken a six-week intensive Chinese language and cultural immersion in China</td>
</tr>
<tr>
<td>80</td>
<td>80 students and accompanying teachers will participate in an immersion in India in 2019 and 2020</td>
</tr>
<tr>
<td>40</td>
<td>40 students and accompanying teachers will participate in an immersion in Indonesia in 2019</td>
</tr>
<tr>
<td>49</td>
<td>49 principals undertook the Building Global Citizenship program</td>
</tr>
<tr>
<td>39</td>
<td>39 school teachers participating in the Intercultural Champions Project</td>
</tr>
<tr>
<td>1,000</td>
<td>1,000 student places have been provided through the Globally Engaged Learners program</td>
</tr>
<tr>
<td>89%</td>
<td>89% schools reported engaging in activities designed to draw on their cultural diversity</td>
</tr>
<tr>
<td>52%</td>
<td>52% schools reflected global learning and engagement in their curriculum</td>
</tr>
<tr>
<td>34%</td>
<td>34% schools used ICT to connect internationally</td>
</tr>
</tbody>
</table>

3. 2018 School Census Data
GLOBAL LEARNING IN SCHOOLS: WHAT DOES IT LOOK LIKE?

**Government:**
- grow government-to-government relationships that support international education
- provide strong & coherent international education policy contexts & operational frameworks that support global learning
- profile the social, educational & economic benefits Victoria derives from international education across the community
- support innovation and new partnerships that accelerate international education
- enable school leaders and teachers to link with colleagues from high performing systems internationally to build our system’s ‘global knowledge’.

**Principals:**
- advocate the benefits of learning and teaching about the world & students’ place in the world across the school community
- network with principals locally & internationally to lead global learning innovation
- host an international student program
- support at least one sister school program
- resource quality languages learning programs & support language learning pathways F-12
- resource staff professional learning and teaching materials that support global learning, including new technologies
- encourage staff and student experiential learning via overseas travel
- recruit staff with the capability to enhance student global learning & lead international collaboration

**Teachers:**
- plan and deliver learning and teaching about the world & Victoria’s place in the world across the Victorian Curriculum F-10
- implement explicit teaching to develop and assess students’ intercultural capability
- cater for the learning & pastoral needs of international students enrolled in their school
- incorporate sister school collaborative project work & dialogue in classroom learning & teaching
- use new technologies to connect students to their international peers
- learn with and from international peers via in-country immersion study programs

**Community (parents, local government/business):**
- host international students via homestay arrangements
- partner with schools to support the study experience of international students living in their community
- support schools to promote respect for cultural diversity
- provide resources to help students undertake in-country immersion programs
- advocate the social, educational and economic benefits that international education offers their community
- participate in school-based activities that promote global learning and international engagement

**Students:**
- learn about the world & their place in the world across the Victorian Curriculum F-10
- experience quality language learning programs that offer learning pathways F-12
- learn alongside & with international students
- have at least one experience of the world beyond Victoria & Australia during their schooling via an in-country immersion program
- connect to peers globally via sister schools and transnational project collaboration using digital technologies
- practice skills to deal positively with cultural & social diversity locally & internationally
- explore their future career & life pursuits within the context of global change
- undertake community service action that links local needs to international contexts
- create and contribute to transnational youth think tanks & forums
WHAT SUPPORT IS AVAILABLE?

There are incredible opportunities created when schools prioritise global learning and engagement. By looking beyond their school, and participating in global education programs, teachers and students can embrace rich and diverse cultures and develop as global citizens.

There are many ways in which schools can assist their students to develop as global citizens, such as participating in the Department’s world class, student mobility programs, sharing language classes with an overseas school through a strong sister school partnership or giving their students the opportunity to learn alongside international students.

The Department has developed a suite of highly engaging programs and resources to assist schools deliver student outcomes through global learning and engagement. Read on for further details.

GETTING STARTED

Internationalising Schooling Guide

The Department has developed the Internationalising Schooling Guide to assist principals and teachers to implement and embed high-quality global learning and engagement across their school. The guide outlines five broad priority areas of practice:

- whole-school approach to global learning and engagement
- curriculum, assessment and instruction
- sister schools and overseas learning experiences
- community partnerships
- integrating international students.

The guide supports schools to implement global learning and engagement programs in a practical way through:

- examples of successful learning and teaching practices used by schools
- indicators of quality practice
- tools and resources that assist best practice
- teacher recommended resources.

Benefits: A whole-school approach to global learning and engagement ensures that schools develop young people who are able to make their way in a globalised world.

For more information see:
http://internationalising.education.vic.gov.au
A range of programs are available for school leaders to help them to establish, implement and upscale global learning and engagement activities through the curriculum and FISO. Global learning and engagement programs for principals develop leadership capability, intercultural understanding and provide networking opportunities to help schools improve student outcomes, strengthen teacher capacity and build pride and confidence amongst their local communities.

BUILDING GLOBAL CITIZENSHIP PROGRAM

The Building Global Citizenship Program is a high quality professional learning program for the principal class and policy makers aimed at building Asia capability to lead change in schools and to contribute to a future Asia capable workforce. The Bastow Institute of Educational Leadership, in partnership with the International Education Division and Asialink Business, delivers the course.

The Building Global Citizenship Program includes onshore modules and an offshore program in China enhancing engagement with China and the Asia region and supports the state-wide priority of community engagement and learning, particularly global citizenship, and is aligned to FISO.

Benefits: Opportunities to build an evidence base and take practical action in their schools, through curriculum, practice and community.

For more information see: https://www.bastow.vic.edu.au/professional-learning/building-global-citizenship

WOMEN IN SCHOOL LEADERSHIP PILOT PROGRAM

The Women in School Leadership pilot program offers professional learning for a select group of outstanding female principals in Victoria and India. The program develops principals’ intercultural skills, leadership capacity and personal connections with Indian counterparts through a program that involves both onshore and offshore components.

At the conclusion of the program, it is envisaged that principals will have:

- further developed their capacity to lead change in their school
- enhance their knowledge of contemporary India
- further developed their intercultural skills to support the development of collaborative relationships with Indian colleagues and community
- supported the implementation of their school’s strategic plan, professional learning plan and performance and development plan now and into the future
- expanded their professional networks to support ongoing learning
- contributed to their professional networks by sharing the outcomes of their participation at school, community and system levels.

Benefits: Improve capacity to lead change at their schools, understand India and support connections with local Indian communities.

“RECOGNISING THE FAST CHANGING WORLD OF THE FUTURE, DRIVEN BY GLOBALISATION, PEOPLE MOBILITY AND THE STRATEGIC RISE OF ASIA, WE NEED TO ENSURE THAT WE ARE DELIVERING A CURRICULUM THAT DEVELOPS WORKFORCE CAPABILITIES AND A GLOBAL MINDSET SO THAT OPPORTUNITIES ARE NOT MISSED.”
Global learning and engagement initiatives for students aims to equip them to be the next generation of leaders, innovators, entrepreneurs, and employees. Student mobility – both inbound and outbound – is a key way we are equipping students with the necessary skills, knowledge and outlooks to become all they can be and to succeed in a rapidly changing world.

VICTORIAN YOUNG LEADERS PROGRAMS

An overseas learning experience gives students the opportunity to live, learn and explore in a different culture. Students develop cultural literacy, global knowledge, cross cultural communication skills and international networks. These skills have been identified as essential to 21st century learners who will be looking at their future employment opportunities and life choices from a global perspective.

Benefits: Engages students in their learning, builds student leadership and provides life-changing opportunities for students and teachers to live and attend schools and universities overseas.
VICTORIAN YOUNG LEADERS TO CHINA PROGRAM

VICTORIAN YOUNG LEADERS TO CHINA PROGRAM

Live, Learn, Explore

The Victorian Young Leaders to China Program is a Victorian Government initiative providing year 9 students with a 6-week immersion experience in select Chinese universities and schools. The program enhances language learning, personal and leadership skills with the development of intercultural capability.

More than 1,500 year 9 students and teachers have participated in the Victorian Young Leaders to China Program since 2014. This is a unique and life-changing opportunity for students and teachers and was awarded the Best Practice in International Education from the International Education Association of Australia in 2017.

The aims of the Victorian Young Leaders to China Program are to:

• accelerate Chinese language proficiency
• enhance intercultural understanding and capabilities
• enhance leadership skills and capabilities
• provide opportunities for the development of personal and social skills
• develop global citizenship skills, such as creative and critical thinking and problem solving.

The Victorian Young Leaders to China Program supports schools to achieve Education State targets, particularly by empowering students and building school pride, and the FISO dimension of community engagement in learning.

These experiences range from things such as trying new foods and speaking Mandarin to the locals. ‘Working on being open minded, and realising that it is essential to learn more about other cultures – such as that in China will help me later in life, I just have to step out of my comfort zone more and try new things.’ Millie, Officer Secondary College Victorian Young Leaders to China Program student.


‘BEING PLACED IN A COUNTRY OUTSIDE OF ANYTHING I HAVE KNOWN BACK HOME – IN A CULTURE I WAS NOT HIGHLY KNOWLEDGEABLE IN, I MADE MYSELF BECOME MORE OPEN TO DIFFERENT EXPERIENCES THAT I WOULD HAVE OTHERWISE NOT EXPERIENCED IN AUSTRALIA.

‘BUILDING RESILIENCE, BUILDING INDEPENDENCE, BEING AWAY FROM HOME FOR SIX WEEKS… THE FACT THAT THEY’VE [THE STUDENTS] GONE TO ANOTHER COUNTRY, A NON-ENGLISH SPEAKING COUNTRY AND ONE SUCH AS CHINA, WHICH IS SO IMPORTANT TO THE WORLD AND PARTICULARLY AUSTRALIA, I THINK THAT WILL SET THEM UP REALLY WELL FOR LIFE BOTH PERSONALLY AND PROFESSIONALLY’

Andrew Cordell, Victoria University Secondary College Victorian Young Leaders to China Program leading teacher
The Victorian Young Leaders to India pilot program offers a life-changing three-week overseas Science, Technology, Engineering and Mathematics (STEM) and cultural immersion program for 80 Year 9 students and accompanying teachers over two years in 2019 and 2020. Students will spend time in schools in India and explore different aspects of India’s diversity.

Students will undertake a three-week immersion program hosted by a local school in India, providing opportunities to develop friendships with Indian peers and a range of excursions exploring Indian history and culture.

The program will:

- build students’ intercultural understanding and ability to effectively engage with people from other cultures including through the development of personal relationships with their Indian peers
- develop students’ citizenship and leadership capabilities, including through exploration of community engagement and social enterprise projects in India
- develop students’ engagement in Science, Technology, Engineering and Mathematics by providing exposure to international education and career pathways in Science, Technology, Engineering and Mathematics and with leading industries in India.


The Victorian Young Leaders to Indonesia pilot program offers a six-week language and cultural overseas immersion program for 40 Year 9 students and accompanying teachers in 2019.

Students taking part in the program will experience Indonesian culture by attending a local school and undertaking a range of excursions to historical and culturally significant places. Being hosted by a local school will give Victorian participants the chance to experience Indonesian culture, form lifelong friendships and networks with their Indonesian peers whilst improving their Indonesian language skills.

Students will develop skills and confidence that will support them as future leaders in an increasingly interconnected world.

The program will:

- build students’ intercultural understanding and ability to effectively engage with people from other cultures through the development of personal relationships with their Indonesian peers
- develop students’ Indonesian language abilities and inspire language study through to VCE
- develop students’ global citizenship and leadership capabilities.

OVERSEAS LEARNING EXPERIENCES FOR STUDENTS: A RESOURCE FOR SCHOOLS

The Overseas Learning Experiences for Students guide provides information, templates and resources for schools to support effective planning, implementation and integration of student overseas learning experiences into school programs.

The guide includes best practice examples and case studies from schools that have successfully incorporated overseas learning experiences into whole-school programs.

Included in the guide are easy to use checklists, templates and recommended activities for before, during and after the overseas learning experience to enable schools to get the most out of each experience.

Benefits: Participating in an overseas learning experience builds students’ personal and social competencies, intercultural understanding and language skills.


GLOBALLY ENGAGED LEARNERS PROGRAM

The Globally Engaged Learners Program builds student skills for success in a global future.

Funding is available for students to participate in six engaging internationalising education programs to help develop global awareness and intercultural understanding, and develop the skills they need to be successful, interconnected, active and informed global citizens.

The funding is available to help remove barriers to participation for students who may not normally be able to access these programs.

Benefits: Participation in these programs gives all students, regardless of their background, an international perspective and the opportunity to engage with the world.

For more information see: https://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/international.aspx#link5
Teacher Professional Learning Opportunities

Global learning and engagement professional learning provides opportunities for teachers to learn from world’s best practice, develop new knowledge and skills, build practice excellence and evaluate their impact on learning. The below programs help teachers to build their intercultural understanding and leadership capability and to strengthen student outcomes in their classrooms.

INTERCULTURAL CHAMPIONS PILOT PROJECT

The 12-month Intercultural Champions pilot project is a professional learning opportunity for up to 40 classroom teachers from Victorian government primary and secondary schools.

Intercultural Champions builds the capacity of teachers to confidently develop the intercultural capability of students. Project participants develop skills in modelling teaching and learning that assists schools to deliver the intercultural capability element of the Victorian Curriculum F-10 and the global citizenship dimension of FISO.

Benefits: Teachers build their teaching expertise to carry out curriculum change and their ability to work with colleagues to bring about improved teaching and curriculum outcomes in intercultural capability.

For more information see: https://www.education.vic.gov.au/school/teachers/classrooms/Pages/pdinterculturalchamp.aspx

TAILORED INTERCULTURAL PROFESSIONAL DEVELOPMENT FOR SCHOOLS

Individually tailored global learning and engagement professional development for networks of schools are available. Focus areas include intercultural understanding, whole school change, curriculum planning and supporting overseas learning experiences.

Benefits: Teachers have the opportunity to receive advice and guidance to pursue professional development that helps build their intercultural capability and global mindset.

For more information contact: studies.asia@edumail.vic.gov.au

THIS PROJECT WILL ENABLE TEACHERS TO DEEPEN THEIR UNDERSTANDING SO AS TO PROVIDE STUDENTS WITH THE 21ST CENTURY SKILLS THEY NEED TO SUCCEED IN AN INCREASINGLY COMPLEX AND INTERCONNECTED WORLD
Whole of School Impact

Schools can derive a whole-school benefit by implementing global learning and engagement activities. The below programs help schools to improve student achievement, engagement and wellbeing by creating a positive climate for learning, community engagement, professional leadership and excellence in teaching and learning.

INTERNATIONAL STUDENT PROGRAM

Over 300 Victorian government primary and secondary schools are accredited to deliver high-quality educational services to fee-paying international students.

International students in Victorian government schools originate from over 80 different countries, and bring new ideas and valuable cultural and linguistic diversity to Victorian schools and communities.

The Department encourages schools to seek accreditation and can provide a range of quality, professional learning and marketing support to schools.

Benefits: Schools that host international students see deep cultural enrichment, language learning and global perspectives strengthened in classrooms, enabling local students to develop the skills vital to succeeding in a fast-changing workforce and world.

For more information see: 

‘KAHO IS VERY INVOLVED WITHIN SCHOOL LIFE. KAHO HAS BROUGHT SEVERAL DIFFERENT THINGS TO OUR COMMUNITY, ONE OF WHICH IS A DIFFERENT PERSPECTIVE COMING FROM THAT DIFFERENT CULTURE, IT’S NOT JUST WITH OUR INTERNATIONAL STUDENTS OF THEM LEARNING FROM OUR CULTURE. IT’S OUR SCHOOL AND OUR COMMUNITY LEARNING FROM HER CULTURE’

Peter Ellis, Principal, Templestowe College

‘AUSTRALIA IS ONE OF THE MOST MULTICULTURAL COUNTRIES IN THE WORLD AND IT’S ONE OF THE MOST ACCEPTING PLACES. BEING IN VICTORIA HAS HELPED ME REALISE THE PASSION THAT I HAVE FOR WRITING. IT’S HELPED ME BUILD THE CONFIDENCE TO EXPRESS MYSELF WITH MY OWN WORDS.’

ANDIA, BRIGHTON SECONDARY COLLEGE
SISTER SCHOOLS

A sister school partnership can improve student learning and outcomes. Sister school partnerships are meaningful, reciprocal and sustainable long-term partnerships between two schools, aimed at fulfilling a range of purposes as determined by the school communities.

A school can have a sister school partnership with another Victorian government school, a school from another school sector (i.e. Independent or Catholic), or with an inter-state or overseas school in another country. School partnerships should be based on mutual benefit and reciprocity.

Victorian schools have more than 483 sister school partnerships with schools intrastate, interstate or internationally. Sister schools provide valuable, real-world learning experiences and collaboration opportunities, and:

- accelerate language learning among students
- increase intercultural understanding and global citizenship
- provide unique cultural experiences and personal development for students, including intellectual engagement and self-awareness, empowering students and building school pride and student leadership
- develop global networks for students and staff
- develop evidence-based high impact teaching strategies
- support curriculum planning and assessment and building practice excellence.

Benefits: Sister school programs offer benefits for student learning, teacher capability, curriculum planning and assessment, community engagement and whole school improvement.


‘WE LOVED BEING INVOLVED IN THE HOMESTAY PROGRAM AT MCCLELLAND COLLEGE. WE RECEIVED MORE FROM HAVING ALEX STAY WITH US THAN ALEX RECEIVED IN RETURN. A LIFE-LONG LOVING CONNECTION HAS BEEN FORMED.’

Alan Baker, International Student Program homestay father.

‘THE DEVELOPMENT OF INTERCULTURAL UNDERSTANDING, LIFELONG FRIENDSHIPS AND SHARING OF PEDAGOGIES. THE OPPORTUNITIES TO INTEGRATE CHINESE INTO SPECIALIST AREAS SUCH AS KITCHEN GARDEN, PE AND PERFORMING ARTS ARE INVALUABLE.’

Sister School Resource Kit

The Sister School Resource Kit is a step-by-step comprehensive guide on how to establish and get the best outcomes from a sister-school partnership.


Schools Connect Portal

The Schools Connect Portal is an online platform for Victorian schools to register and search for a school to form a sister school partnership with, or to find a project to collaborate on. This collaboration can be across town or across the world.

GLOBAL LEARNING AND ENGAGEMENT ACCREDITATION FRAMEWORK

The Global Learning and Engagement Accreditation Framework is a pilot program that will support schools to self-assess and formalise their focus on global learning and engagement. The framework helps schools to implement internationalising education to improve student outcomes and teacher capability. The support provided to accredited schools contributes to wider school improvement, including FISO by building practice excellence, setting expectations and promoting inclusion, intellectual engagement and self-awareness, global citizenship and will build pride and confidence amongst the local community. Financial and resourcing grants are available to schools seeking accreditation.

Benefits: Accredited schools will have opportunities to showcase school excellence, and improve global learning and engagement through peer-to-peer learnings and expert advice and supports.


VICTORIAN CERTIFICATE OF EDUCATION OFFSHORE FOR VICTORIAN GOVERNMENT SCHOOLS

Victorian government schools are now able to apply to partner with a school in another country to enable their partner school to deliver the Victorian Certificate of Education to their local students.

Schools that offer the Victorian Certificate of Education offshore are able to:

- provide opportunities for teacher professional learning, including through the mentoring of teachers from offshore schools
- facilitate the development of strong relationships with educational institutions offshore, exposing Victorian government schools and teachers to other education systems
- enrich students’ experiences and global citizenship, through international peer-to-peer interactions and learning opportunities.

Benefits: Provides educational benefits including facilitating global citizenship, building school leadership and teacher capacity.

For more information contact: international@edumail.vic.gov.au
INTERNATIONAL DELEGATIONS

Victorian schools host many international delegations eager to learn about Victoria’s approach to student health and wellbeing, teacher professional development, curriculum and assessment, multicultural education, school management and our broader reform agenda. Victorian schools have recently hosted delegations from Japan, South Korea, Indonesia and the United Arab Emirates.

Hosting an international delegation is a great opportunity to share professional practice, showcase education excellence and build connections that support global learning and engagement.

Benefits: Visits by international delegations provide opportunities to initiate new relationships or deepen existing ones and provide an opportunity for teaching staff and students to interact and learn from their international visitors.


CONNECTING SCHOOLS WITH INDIAN COMMUNITIES PILOT PROGRAM

The Connecting Schools with Indian Communities pilot program is a funding program that provides guidance and funding for activities and initiatives that build collaborative partnerships between schools, the Indian diaspora and the broader community. Schools that participate are able to create a shared sense of understanding of the importance of diversity across their schools and foster engagement and belonging amongst their multicultural communities. The pilot program aims to ensure every Victorian is equipped with intercultural capabilities and can contribute, achieve and succeed in a globally connected Victoria.

The goal of the pilot program is for schools to develop new relationships with Victoria’s Indian community, which will contribute to students possessing a greater connection to and appreciation for the cultural diversity of their community.

Benefits: Opportunities to empower students and foster linkages and school pride amongst their multicultural communities.

How can we best support you?

The Department is focused on providing the support that schools need to get started or accelerate global learning opportunities. We’d like to hear from you regarding any suggestions you have for support that you require.

Contact us...

Contact information
International Education Division:
Ph: +61 3 7022 1000
Email: international@edumail.vic.gov.au
Website: https://www.study.vic.gov.au