Elaborations of the Australian Professional Standards for Teachers for Global Learning Engagement and Internationalising

Advice to Schools
The Victorian Government, through the Department of Education and Training (DET), is committed to providing global learning engagement and internationalising opportunities for all Victorian students to support the Education State aim of 'equipping all students with the personal and practical skills to live the lives they want to live, and get the jobs they need'. The central role of global learning engagement and internationalising in schools is explicitly acknowledged in the Victorian Curriculum F-10 through the languages and intercultural capability, along with the Global Citizenship element of the Framework for Improving Student Outcomes.

The Department of Education (DET) has developed elaborations of the most relevant Australian Professional Standards to focus on the specific capabilities teachers will need to acquire, possess and enact to embed the internationalising effort of their schools. Through teachers’ classroom practice, students will be offered a more outward looking curriculum experience building more globally ready students. Importantly, this will assist school leaders and teachers identify the connections between the broader internationalising effort and the Australian Professional Standards for Teachers.

DET has examined each Focus Area within the Australian Professional Standards for Teachers and identified seventeen relevant Key Areas that demonstrate how a teacher can develop global learning engagement and internationalise their classroom practice. It gives clear examples of what teacher practice might look like in individual classrooms and for school leaders and what practice looks like more holistically across the school.

The enhanced advice provided in the elaborations (which are applicable to embedding global learning and internationalising effort in schools), give teachers and school leaders explicit examples, tangible strategies and resources to improve individual teacher and school leadership practice and performance.

The elaborations of the Australian Professional Standards for Teachers in relation to internationalising is intended to be used by school leaders and teachers to support schools currently offering excellent global learning engagement and internationalising in learning and teaching, in addition to schools who want tangible ways to initiate this work in their school community in an effective way.

Australian Institute for Teaching and School Leadership (AITSL) acknowledges the work and expertise DET and in particular, the International Education Division (IED) has provided in producing this document to support teachers and schools.

**EQUIPPING ALL STUDENTS WITH THE PERSONAL AND PRACTICAL SKILLS TO LIVE THE LIVES THEY WANT TO LIVE, AND GET THE JOBS THEY NEED.**
What are the aims of the Elaborations for Global Learning Engagement and Internationalising?

The aims are to assist school leaders and teachers identify the connections between the broader internationalising effort within Victoria and the Australian Professional Teaching Standards.

**THIS INCLUDES:**

<table>
<thead>
<tr>
<th>Teacher Practice and Professional Learning Goals</th>
<th>Whole-School Practice</th>
<th>In-Service Professional Learning Programs</th>
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<tbody>
<tr>
<td>Staffing Considerations in Addressing the Needs of a Diverse Range of Learners</td>
<td>Pre-Service Teacher Courses</td>
<td>Performance Development Approach Through the Australian Professional Standards for Teachers.</td>
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</table>
Who can make use of the Elaborations for Global Learning Engagement and Internationalising?

The elaborations can assist schools choosing to work in the high impact Improvement Initiative within The Framework for Improving Student Outcomes (FISO): Community Engagement in Learning Dimension, which encompasses four Dimensions including: Building communities, Networks with schools, services and agencies, Parents and carers as partners and Global citizenship in Learning. The elaborated Standards provide teachers with explicit examples, tangible strategies and resources against the seventeen Focus Areas from the Australian Professional Standards for Teachers. This will assist school leaders and teachers to set goals and access supporting resources, to enable them to achieve goals set. The elaborations are suitable for use in both culturally diverse and monocultural school populations.

FISO improvement cycle provides a valuable evidence-based model that helps schools to implement a more effective continuous Improvement Cycle. They are designed for:

- Classroom teachers across all learning areas, to ensure all classrooms are supportive, safe and inclusive of all learners regardless of background or circumstance, and to develop goals within each teacher’s yearly review (PDP) in alignment with the school’s Strategic Plan.
- Curriculum coordinators and other lead teachers responsible for equitable curriculum access for all students, for initiating program evaluation and development, and for professional learning for colleagues.
- Intercultural officers and Teaching Aides, responsible for assisting curriculum access for culturally and linguistically diverse students and supporting teachers in that endeavour.
- Principals using the FISO high impact Improvement Initiative Community Engagement in Learning Dimension in the school’s long term vision and review, in addition to creating their four-yearly Strategic Plan and Annual Implementation Plan. This can feed into teachers’ Performance and Development goals and overall PDP process.
- Teachers responsible for assisting curriculum access for culturally and linguistically diverse students and supporting them in this endeavour.
- Teachers across the school can use the elaborations of the Australian Professional Standards to plan professional learning and to set goals for their PDP.
- Principals who wish to initiate work in internationalising (see the elaboration of focus area 3.6 for a guide on how to start this process within a school).
Definitions and Terminology

INTERNATIONALISING:

Internationalising 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 and providing cultural interaction and immersion opportunities for students and teachers. This activity can occur locally (inbound) or off-shore (outbound) and involve local students and those in the International Students Program (ISP).

INTERNATIONALLY Minded SChOOLS:

• use effective models of language instruction,
• 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,
• 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.¹

*A 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 Asia literacy²

A GLOBALLY READY STUDENT:

• has the ability to get along with people who do not share the same cultural commitments and beliefs
• is reflective and has the capacity to recognise that there are other legitimate ways to see the world
• has a deep knowledge of the world
• is curious about global affairs and history
• speaks two or more languages
• is competent in diverse settings and can engage with different beliefs and cultures in meaningful and purposeful ways
• recognises and minimises religious or ethnic prejudices
• is skilled in interpreting, negotiating and managing conflict.³

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.⁴

The Victorian F-10 Curriculum outlines ‘the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship for the global context.’

Intercultural interactions have become a part of everyday life in our increasingly multicultural and globalised world. Developing intercultural knowledge, skills and understandings is an essential part of living with others in the diverse world of the twenty-first century. The Intercultural capability curriculum assists young people to become responsible local and global citizens, equipped for living and working together in an interconnected world.

Intercultural capability enables students to learn to value their own cultures, languages and beliefs, and those of others. Students learn about diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

The Melbourne Declaration on Educational Goals for Young Australians recognises the fundamental role that education plays in building a society that is ‘cohesive and culturally diverse, and that values Australia’s Indigenous cultures’. The Intercultural capability curriculum addresses this role, developing students who are active and informed citizens with an appreciation of Australia’s social, cultural, linguistic and religious diversity, and the ability to relate to and communicate across cultures at local, regional and global levels.5

INTERCULTURAL CAPABILITY ENABLES STUDENTS TO LEARN TO VALUE THEIR OWN CULTURES, LANGUAGES AND BELIEFS, AND THOSE OF OTHERS.

5 VCAA (2017). Victorian Curriculum Foundation-10 Intercultural Capability
The Global Citizenship Dimension from within the Framework for Improving Student Outcomes (FISO):

Global citizenship is 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. 6

6 DET (2017). Framework for Improving Student Outcomes Global Citizenship Dimension

THE ESSENTIAL ELEMENTS FROM FISO FOR GLOBAL CITIZENSHIP ARE:

Essential Element 1:
Documented curriculum plan, assessment and shared pedagogical approaches.

Essential Element 4:
Student voice, leadership and agency in own learning activated so students have positive school experiences and can act as partners in school improvement. 7

7 DET (2017). Framework for Improving Student Outcomes Global Citizenship Dimension

8 DET (2017). Framework for Improving Student Outcomes Global Citizenship Dimension
## Overview of Elaborations

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Connections to Global Learning Engagement and Internationalising</th>
</tr>
</thead>
</table>
| **1.1 Physical, social and intellectual development and characteristics of students** | - the Intercultural Capability Curriculum (ICC) (Vic F-10) and associated skills and knowledge are developed, deployed and demonstrated by students in and through their learning, across the curriculum and multiple learning areas.  
- the curriculum content and achievement standards enable continuous learning for all students, including students with disabilities and additional learning needs; English as an additional language; gifted and talented students; cultural differences. |
| **1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds** | - the ICC and associated priorities provide national, regional and global dimensions and give students the knowledge and skills to engage with and better understand their world.  
- the ICC is taught across multiple learning areas and the knowledge and skills will be transferable across different curriculum areas.  
- the Global Citizenship Dimension within FISO is used in the school’s four-yearly Strategic Plan and Annual Implementation Plan (AIP) to drive whole-school improvement. |
| **2.1 Content and teaching strategies of the teaching area** | - the ICC is taught extensively across the school and in different learning areas.  
- students are taught to respect diversity within the school and have an awareness of different cultural and linguistic backgrounds within their school community.  
- the causes and effects of globalisation are explored from a range of perspectives.  
- opportunities for students are created to explore how the responsibilities of global citizenship connect with their own lives.  
- the school initiates and students lead collaborative action with the local/international community/schools to address local and global issues. |
| **2.2 Content selection and organization** | - program and lesson design integrate international perspectives, development of students’ self-identity and responsibilities as global citizens.  
- programs develop student capacity to apply principles of conflict resolution to real-world situations.  
- the school supports students to lead and contribute to projects, including those with schools in other countries, which improve the quality of the environment and/or promote sustainability. |
| **2.3 Curriculum, assessment and reporting** | - curriculum planning includes using the Intercultural Capabilities to focus on developing student interest in the world and understanding the ways in which people depend on each other.  
- the school emphasises universal values such as respect, inclusion and acceptance. |
## Connections to Global Learning Engagement and Internationalising

This focus area can be recognised in a school when:

### 2.5 Literacy and numeracy strategies
- the Victorian Curriculum F-10 (including ICC), is used widely across the school.
- Literacy and Numeracy are taught, strengthened and extended in other learning areas where students are:
  - taught in all learning areas to be critical and reflective thinkers, who examine, reflect on and challenge assumptions, stereotypes and prejudices.
  - given the opportunity to develop deep understanding of intercultural capability, social diversity and its benefits to a cohesive society.

### 2.6 Information and Communication Technology (ICT)
- uses the Victorian Curriculum F-10 (including ICC), is used widely across the school.
- implements the Victorian Curriculum F-10 including the ICT general capability skills and are specifically embedded in learning programs across the school’s curriculum and not seen as discrete areas.

### 3.3 Use teaching strategies
- students have a deep understanding of intercultural capability, societal diversity and its benefits.
- formalised processes exist to empower students to initiate, establish and sustain local, national and international partnerships.
- students are provided rich experiences of other cultures and languages, aligned to curricula and learning objectives.
- students are critical and reflective thinkers, who examine, ponder and challenge assumptions, stereotypes and prejudices.

### 3.4 Select and use resources
- the school provides students a safe and inclusive environment that is appropriate for all forms of identity.
- students are strong advocates for their own rights and the rights and dignity of others, locally and globally.
- students can critically analyse the complex and dynamic interrelationship between and within cultures and the challenges and benefits of living in an interconnected and culturally diverse world.
### Focus Area

**Connections to Global Learning Engagement and Internationalising**

This focus area can be recognised in a school when:

<table>
<thead>
<tr>
<th>3.5 Use effective classroom communication</th>
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</thead>
<tbody>
<tr>
<td>- teachers focus on making their classroom culturally sensitive with lesson plans that are information-rich about the diversity in their community.</td>
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<tr>
<td>- all teaching staff have an understanding of the cultural background and preferred communication styles of their students and families.</td>
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<tr>
<td>- the school selects and adapts social and emotional learning programs which are appropriate for different cultural groups.</td>
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<td>- the school provides materials in appropriate languages and offers professional interpreting services to break down communication barriers and encourage families to be involved.</td>
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<td>- classrooms use inclusive language and appropriate modes of address, and encourage safe, open, honest and respectful class discussions.</td>
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<table>
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<tr>
<th>3.6 Evaluate and improve teaching programs</th>
</tr>
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<tbody>
<tr>
<td>- most teaching and learning programs have implemented, and successfully use the Victorian F-10 Intercultural Capabilities Curriculum.</td>
</tr>
<tr>
<td>- one or more of the five Quality Indicator charts (found in the Internationalising Schooling Guide) are used to assess and reflect on school-wide internationalising practices.</td>
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<tr>
<td>- the Quality Indicator charts are used to create and further develop internationalising practices, activities and programs within the school.</td>
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<tr>
<th>3.7 Engage parents/careers in the educative process</th>
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<tbody>
<tr>
<td>- parents and carers are involved in engaging and understanding the importance of intercultural relationships and experiences.</td>
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<tr>
<td>- parents demonstrate an understanding of how intercultural relationships contribute to a person’s attitudes, beliefs and behaviours.</td>
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<tr>
<th>4.1 Support Student Participation</th>
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<tbody>
<tr>
<td>- the school clearly articulates the expectations and aspirations to the school community in relation to students’ engagement.</td>
</tr>
<tr>
<td>- the school fosters and promotes a vibrant and positive school culture with a shared enthusiasm for learning which is key to successful student outcomes.</td>
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<tr>
<td>- the school creates a safe, supportive and inclusive school environment which engages families to support students learning and wellbeing.</td>
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<tr>
<td>- the school adopts inclusive beliefs, policies and practices which supports all students.</td>
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<tr>
<td>- the school is aware of the diverse needs of students and seek to optimise the personnel and resources within a classroom that are available to support students learning.</td>
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<tr>
<td>- teachers believe that wherever possible all students should learn together regardless of differences; that all children can learn and achieve their full potential; and that the continuum of students’ needs should be matched by a continuum of programs, support and services.</td>
</tr>
<tr>
<td>- teachers produce outcomes for all students and ensure that their teaching and learning environments and programs are highly responsive to the needs of all learners.</td>
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</table>
Focus Area

Connections to Global Learning Engagement and Internationalising
This focus area can be recognised in a school when:

- teachers are able to adapt current pedagogical knowledge and thinking, and apply it in different ways, so that each student is engaged in meaningful learning experiences.
- teachers deliver curriculum and learning activities that are relevant to each child’s real life experiences and needs, and they ensure that all students have opportunities and choices that enable them to participate in sister school relationships/exchanges and/or overseas learning experiences.

5.1 Assess student learning

- teachers have the skills and qualities to produce sample work units and assessment resources which incorporate and assess intercultural understanding. These may include international perspectives and Asia literacy.

5.2 Provide feedback to students on their learning

- teachers provide feedback to students about their learning which demonstrates an understanding of students’ different cultural and linguistic backgrounds.
- teachers focus on building and maintaining positive and trusting relationships with all students to ensure clear communication and equitable treatment of all students in both verbal and written feedback.
- teachers create a differentiated approach to providing individual feedback to students based on their individual needs.
- teachers will have a positive and trusting relationship with all students that is reflected in student’s engagement in learning.

6.3 Engage with colleagues and improve practice

- teachers are inspired by interactions with different cultures and are given the opportunity to participate in high quality overseas professional learning programs, including intensive immersion experiences.
- the school offers teacher exchange programs, extended language exchanges, programs offered by local and global businesses, overseas schools and governments.
- teachers have the skills and qualities to teach with an international perspective and mind-set across the curriculum.

7.4 Engage with professional teaching networks and broader communities

- teachers and other school staff are given the opportunity to learn from high performing internationalising schools. In addition to the opportunity for staff to contribute to professional networks, associations, Professional Development and to create links with the wider national and international community.
- opportunities provide real life intercultural experiences which deepen teachers understanding of the world and strengthen their knowledge, skills, attitudes, values and competencies.
- teachers are provided them with links and relationships outside their school community.
# Professional Knowledge

## STANDARD 1 – KNOW STUDENTS AND HOW THEY LEARN

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
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</thead>
<tbody>
<tr>
<td><strong>1.1 Physical, social and intellectual development and characteristics of students</strong></td>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</td>
<td>Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.</td>
<td>Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.</td>
</tr>
<tr>
<td><strong>Elaboration of Focus Area 1.1</strong></td>
<td><strong>A Graduate teacher</strong> will:</td>
<td><strong>A Proficient teacher</strong> will:</td>
<td><strong>A Highly Accomplished teacher</strong> will:</td>
</tr>
<tr>
<td></td>
<td>• demonstrate knowledge and understanding of the Intercultural Capability Curriculum and use it to improve students learning and cater for all students including students with disabilities, additional learning needs and cultural differences, EAL students and gifted/talented students.</td>
<td>• use the Intercultural Capability Curriculum to improve students learning and cater for all students including students with disabilities, additional learning needs and cultural differences, EAL students and gifted/talented students.</td>
<td>• work in collaboration with their learning area to ensure that the Intercultural Capability Curriculum is used to select a flexible and effective repertoire of teaching strategies to improve students learning and cater for all students including students with disabilities, additional learning needs and cultural differences, EAL students and gifted/talented students.</td>
</tr>
<tr>
<td><strong>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</strong></td>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
<td>Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
<td>Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
</tr>
<tr>
<td><strong>Elaboration of Focus Area 1.3</strong></td>
<td><strong>A Graduate teacher</strong> will:</td>
<td><strong>A Proficient teacher</strong> will:</td>
<td><strong>A Highly Accomplished teacher</strong> will:</td>
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<td></td>
<td>• demonstrate knowledge and understanding of curriculum programs which incorporate global citizenship, inclusion and intercultural understanding and awareness of diversity in their classroom.</td>
<td>• use curriculum programs which incorporate teaching aspects of global citizenship.</td>
<td>• work in collaboration with their learning area to ensure that curriculum programs incorporate teaching aspects of global citizenship.</td>
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<td></td>
<td></td>
<td>• embed a culture of inclusion and intercultural understanding to support the diversity in their classroom.</td>
<td>• use international best practice to embed a culture of inclusion and develop intercultural understanding and support diversity in their classroom.</td>
</tr>
</tbody>
</table>

Supporting Resources:
- OXFAM Global Citizenship
- Victorian Curriculum F-10 Intercultural Capability
- Doing Diversity Intercultural Understanding in Primary and Secondary Schools
- Internationalising Schooling Guide Pg.7-16
Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.

A Leading Teacher will:
- lead their learning areas to assess and audit the Intercultural Capability Curriculum, to ascertain how to develop, implement and improve students learning to cater for, and include the continuous learning for students with disabilities, additional learning needs and cultural differences, EAL students and gifted/talented students.

Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.

The Leading Teacher will:
- audit curriculum programs to determine the extent to which teaching aspects of global citizenship are integrated throughout the curriculum.
- draw on local and international examples of effective practice to embed a culture of inclusion based on a deep understanding of intercultural capability, societal diversity and its benefits.

Connections to Global Learning Engagement and Internationalising

This focus area can be recognised in a school when:
- the Intercultural Capability Curriculum (Vic F-10) and associated skills and knowledge are developed, deployed and demonstrated by students in and through their learning, across the curriculum and multiple learning areas.
- the curriculum content and achievement standards enable continuous learning for all students, including:
  - students with disabilities and additional learning needs
  - English as an additional language
  - gifted and talented students
  - cultural differences

Supporting Resources:
- Victorian Curriculum F-10 Intercultural Capability
- Doing Diversity Intercultural Understanding in Primary and Secondary Schools
- Internationalising Schooling Guide Pg.7-16

This focus area can be recognised in a school when:
- the Intercultural Capability Curriculum and associated priorities provide national, regional and global dimensions and give students the knowledge and skills to engage with and better understand their world.
- the Intercultural Capability Curriculum is taught across multiple learning areas and the knowledge and skills will be transferable across different curriculum areas.
- the Global Citizenship Dimension within FISO is used in the school’s four-yearly Strategic Plan and Annual Implementation Plan (AIP) to drive whole-school improvement.

Supporting Resources:
- Victorian Curriculum F-10 Intercultural Capability
- FISO Dimension: Global Citizenship
- OXFAM Global Citizenship
# STANDARD 2 – KNOW THE CONTENT AND HOW TO TEACH IT

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
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<tbody>
<tr>
<td>2.1 Content and teaching strategies of the teaching area</td>
<td>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</td>
<td>Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.</td>
<td>Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.</td>
</tr>
</tbody>
</table>
| Elaboration of Area 2.1 | A Graduate Teacher will:  
- demonstrate knowledge and understanding of the Intercultural Capability Curriculum and use it in assessment and pedagogical approaches to their classroom.  
- use student voice and leadership in their classroom to seek feedback to inform reflection and drive improvement in teaching and learning. | A Proficient Teacher will:  
- use the Intercultural Capability Curriculum to develop assessment and pedagogical approaches to their classroom.  
- embed student voice and leadership in their classroom to seek feedback to inform reflection and drive improvement in teaching and learning. | A Highly Accomplished teacher will:  
- work in collaboration with their learning areas to ensure that their school is using the Intercultural Capability Curriculum to develop assessments and pedagogical approaches.  
- use student voice and leadership so that students have positive school experiences. |
| 2.2 Content selection and organisation | Organise content into an effective learning and teaching sequence. | Organise content into coherent, well-sequenced learning and teaching programs. | Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs. |
| Elaboration of focus area 2.2 | The Graduate Teacher will:  
- demonstrate an understanding of the Intercultural Capability Curriculum and use both documentation and lesson plans which integrate international perspectives and contribute to developing students’ self-identity and responsibilities as global citizens  
- be involved in programs and projects which help to develop student capacity to apply principles of conflict resolution to real-world situations. | The Proficient Teacher will:  
- use the Intercultural Capability Curriculum and contribute to developing documentation/lesson plans which integrate international perspectives and contribute to developing students’ self-identity and responsibilities as global citizens  
- contribute to programs and projects which develop student capacity to apply principles of conflict resolution to real-world situations. | The Highly Accomplished teacher will:  
- work in collaboration with teachers in their learning area to ensure that the Intercultural Capability Curriculum and associated documentation/lesson plans integrate international perspectives and contribute to developing students’ self-identity and responsibilities as global citizens.  
- create programs and projects which develop student capacity to apply principles of conflict resolution to real-world situations. |
### Lead

**Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research based learning and teaching programs.**

The **Leading Teacher** will:
- work with learning areas across the school to evaluate and develop curriculum plans, assessments and shared pedagogical approaches incorporating the Intercultural Capability Curriculum.
- ensure that student voice, leadership and agency is embedded across all learning areas, so students have positive school experiences and can act as partners in school improvement.

### Connections to Global Learning Engagement and Internationalising

This focus area can be recognised in a school when:
- the Intercultural Capability Curriculum is taught extensively across the school and in different learning areas.
- students are taught to respect diversity within the school.
- students have an awareness of different cultural and linguistic backgrounds within their school community.
- the causes and effects of globalisation are explored from a range of perspectives. The school creates opportunities for students to explore how the responsibilities of global citizenship connect with their own lives.
- the school initiates and students lead collaborative action with the local and international community/schools to address local and global issues.

**Supporting Resources:**
- Practice Principles for Excellence in Teaching and Learning - Principle 3: Student Voice
- Victorian Curriculum F-10 Intercultural Capability
- Internationalising Schooling Guide Pg. 28-37
- The Asia Literate Schools-a guide to recognition
- Study Programs to Asia
- Sister School Partnerships
- International Student Program
- Global Education Teacher resources and the curriculum
- OXFAM Global Citizenship
- UNESCO Teacher Guide for integrating and teaching intercultural understanding curriculum across the school.

This focus area can be recognised in a school when:
- program and lesson design integrate international perspectives, development of students' self-identity and responsibilities as global citizens.
- programs develop student capacity to apply principles of conflict resolution to real-world situations.
- the school supports students to lead and contribute to projects, including those with schools in other countries, which improve the quality of the environment and/or promote sustainability.

**Supporting Resources:**
- Victorian Curriculum F-10 Intercultural Capability
- Sister School Partnerships
- International Student Program
- FISO Dimension: Global Citizenship
- Global Education Teacher resources and the curriculum
- Practice Principles for Excellence in Teaching and Learning - Principle 8: Global Citizenship
- OXFAM Global Citizenship
- Victorian Young Leaders to China Program

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**Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.**

The **Leading Teacher** will:
- lead teachers and learning areas to integrate the Intercultural Capability Curriculum in both documentation and lesson plans, to ensure teachers are incorporating international perspectives and the development of students’ self-identity and responsibilities as global citizens.
- lead and create programs and projects which develop student capacity to apply principles of conflict resolution to real-world situations.
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<tr>
<td><strong>2.3 Curriculum, assessment and reporting</strong></td>
<td>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</td>
<td>Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.</td>
<td>Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.</td>
</tr>
<tr>
<td>Elaboration of focus area 2.3</td>
<td>The Graduate Teacher will:</td>
<td>The Proficient Teacher will:</td>
<td>The Highly Accomplished teacher will:</td>
</tr>
<tr>
<td></td>
<td>• demonstrate an understanding of the Intercultural Capability Curriculum and how to engage students in the world to help them to understand the ways in which people depend on each other.</td>
<td>• use The Intercultural Capability Curriculum to focus engaging students in the world and help them to understand the ways in which people depend on each other.</td>
<td>• work in collaboration with teachers in their learning areas to contribute to curriculum which focuses on engaging students in the world and to help student understand the ways in which people depend on each other.</td>
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<td></td>
<td>• understand the assessment and reporting mechanisms which encompass universal values such as respect, inclusion and acceptance.</td>
<td>• use curriculum, assessment and reporting mechanisms which encompass universal values such as respect, inclusion and acceptance.</td>
<td>• contribute to ensuring that curriculum, assessment and reporting mechanisms encompass universal values such as respect, inclusion and acceptance.</td>
</tr>
<tr>
<td><strong>2.5 Literacy and numeracy strategies</strong></td>
<td>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</td>
<td>Apply knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement.</td>
<td>Support colleagues to implement effective teaching strategies to improve students’ literacy and numeracy achievement.</td>
</tr>
<tr>
<td>Elaboration of focus area 2.5</td>
<td>The Graduate Teacher will:</td>
<td>The Proficient Teacher will:</td>
<td>The Highly Accomplished teacher will:</td>
</tr>
<tr>
<td></td>
<td>• understand how both literacy and numeracy can be strengthened, extended and made specific across multiple learning areas.</td>
<td>• strengthen and extend the literacy and numeracy of students across multiple learning areas.</td>
<td>• work in collaboration with teachers in their learning areas to contribute to use of the Intercultural Capabilities curriculum, to ensure it integrates and strengthens the literacy and numeracy of all students.</td>
</tr>
<tr>
<td></td>
<td>• understand the imperative behind creating students who are critical, reflective thinkers, who can examine, reflect on and challenge assumptions, stereotypes and prejudices.</td>
<td>• implement Intercultural Capability Curriculum across learning areas to create students who are critical, reflective thinkers, who can examine, reflect on and challenge assumptions, stereotypes and prejudices.</td>
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</tr>
</tbody>
</table>

Supporting Resources:

- OXFAM Global Citizenship
- FISO Dimension: Global Citizenship
- Internationalising Schooling Guide Pg. 6-16
- Vic F-10 Curriculum Intercultural Capability

» Curriculum planning includes using the Intercultural Capabilities to focus on literacy and numeracy of all students.

These focus areas are critical and reflective thinkers, who examine, reflect on and challenge assumptions, stereotypes and prejudices. Learning areas where students are developing student interest in the world and understanding the ways in which people depend on each other.

The curriculum, assessment and reporting requirements are imperative behind creating students who are critical, reflective thinkers, who can examine, reflect on and challenge assumptions, stereotypes and prejudices.
<table>
<thead>
<tr>
<th>Lead</th>
<th>Connections to Global Learning Engagement and Internationalising</th>
</tr>
</thead>
</table>
| **Lead** colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements. | **This area can be recognised in a school when:**  
- curriculum planning includes using the Intercultural Capabilities to focus on developing student interest in the world and understanding the ways in which people depend on each other.  
- the school emphasises universal values such as respect, inclusion and acceptance.  
**Supporting Resources:**  
- [Victorian Curriculum F-10 Intercultural Capability](#)  
- [Internationalising Schooling Guide Pg. 6-16](#)  
- [UNESCO Teacher Guide for integrating and teaching intercultural understanding curriculum across the school](#)  
- [FISO Dimension: Global Citizenship](#)  
- [OXFAM Global Citizenship](#)  
- [Doing Diversity: Intercultural Understanding in Primary and Secondary Schools](#) |
| The **Leading Teacher** will: |  
- lead teachers and learning areas to design and develop curriculum which focuses on engaging students in the world and to understand the ways in which people depend on each other.  
- ensure that curriculum, assessment and reporting mechanisms encompass universal values such as respect, inclusion and acceptance. |  
| **Monitor and evaluate the implementation of teaching strategies within the school to improve students’ achievement in literacy and numeracy using research-based knowledge and student data.** | **This area can be recognised in a school when:**  
- the Victorian Curriculum F-10 (including the Intercultural Capabilities), is used widely across the school.  
- Literacy and Numeracy are taught, strengthened and extended in other learning areas where students are:  
  » taught in all learning areas to be critical and reflective thinkers, who examine, reflect on and challenge assumptions, stereotypes and prejudices.  
  » given the opportunity to develop deep understanding of intercultural capability, social diversity and its benefits to a cohesive society.  
**Supporting Resources:**  
- [Vic F-10 Curriculum Intercultural Capability](#)  
- [Internationalising Schooling Guide Pg. 6-16](#) |
Focus Area | Graduate | Proficient | Highly Accomplished
--- | --- | --- | ---
2.6 Information and Communication Technology (ICT) | Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. | Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful. | Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful. |

Elaboration of focus area 2.6

The **Graduate Teacher** will:
- demonstrate an understanding of The Intercultural Capabilities Curriculum and how it can be used to create integration between students of different nationalities which will help improve intercultural attitudes.
- understand the role of ICT in building relationships and partnerships with schools internationally.

The **Proficient Teacher** will:
- use The Intercultural Capabilities Curriculum to provide lessons and curriculum which provide authentic opportunities for students to develop international perspectives, cultural inclusion and the imperative for intercultural capability in relation to societal diversity.
- experiment with ICT in building relationships and partnerships with international sister school’s that provide students with rich experience of other cultures and aligned curricula.

The **Highly Accomplished** teacher will:
- work in collaboration with teachers in their learning areas to use The Intercultural Capabilities Curriculum to provide authentic opportunities for students to develop international perspectives, cultural inclusion and the imperative for intercultural capability in relation to societal diversity.
- use ICT in building relationships and partnerships with international sister school’s that provide students with rich experience of other cultures and aligned curricula.
## Focus Area Graduate Proficient Highly Accomplished

**Lead Connections to Global Learning Engagement and Internationalising**

This area can be recognised in a school when it:

- the Victorian Curriculum F-10 (including the Intercultural Capabilities), is used widely across the school.
- implements the Victorian Curriculum F-10 including the ICT general capability skills and are specifically embedded in learning programs across the school’s curriculum and not seen as discrete areas.

**Supporting Resources:**

- Internationalising Schooling Guide
- Mobilising digital technologies - new pedagogies and relationships for deep learning

**Using ICT for collaborative Projects:**

- Internationalising Schooling Guide see page 17-21.

### Lead

**Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.**

The **Leading Teacher** will:

- lead teachers and to use the Intercultural Capabilities Curriculum to design and develop opportunities for students to develop international perspectives, cultural inclusion and the imperative for intercultural capability in relation to societal diversity.
- empower others to use ICT in building relationships and partnerships with international sister school’s that provide students with rich experience of other cultures and aligned curricula.
### Focus Area | Graduate | Proficient | Highly Accomplished
--- | --- | --- | ---
#### 3.3 Use teaching strategies

**Elaboration of focus area 3.3**

The **Graduate Teacher** will:
- understand that lessons and any associated assessment needs to relate to real-world situations and that students should be supported to lead and contribute to projects, including those with schools in other countries.
- understand that students should be encouraged to become involved in community activities that support social cohesion and peace building both within and beyond the school community.

The **Proficient Teacher** will:
- use digital communication programs that increase interaction between students of different nationalities to help improve intercultural attitudes and intergroup harmony.

The **Highly Accomplished** teacher will:
- work in collaboration with other teachers and their learning areas to contribute to designing lessons and assessments which have a central focus of real-world situations, which support students to lead and contribute to projects with schools in other countries.
- initiate opportunities for students to become involved in community activities that support social cohesion and peace building both within and beyond the school community.

#### 3.4 Select and use resources

**Elaboration of focus area 3.4**

The **Graduate Teacher** will:
- understand the importance of using a range of resources including ICT to give students the opportunity to integrate with other nationalities and cultures to give students a stronger outward perspective.
- use digital communication programs that increase interaction between students of different nationalities to help improve intercultural attitudes and intergroup harmony.

The **Proficient Teacher** will:
- use a range of resources including ICT to give students the opportunity to integrate with other nationalities and cultures to give students a stronger outward perspective.
- use digital communication programs that improve interaction between students of different nationalities to help improve intercultural attitudes and intergroup harmony.

The **Highly Accomplished** teacher will:
- work in collaboration with other teachers and their learning areas to contribute to designing resources which support students to lead and contribute to projects with schools in other countries.
- initiate opportunities for students to become involved in community activities that support social cohesion and peace building both within and beyond the school community.
### Lead

Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.

The **Leading Teacher** will:
- lead teachers and to design and implement lessons and assessments which have a central focus of real-world situations, which support students to lead and contribute to projects with schools in other countries.
- support colleagues to design and implement opportunities for students to become involved in community activities that support social cohesion and peace building both within and beyond the school community.

### Connections to Global Learning Engagement and Internationalising

This focus area can be recognised in a school when:
- students have a deep understanding of intercultural capability, societal diversity and its benefits. This informs respectful relationships across the school.
- formalised processes exist to empower students to initiate, establish and sustain local, national and international partnerships.
- students are provided rich experiences of other cultures and languages, aligned to curricula and learning objectives.
- students are critical and reflective thinkers, who examine, ponder and challenge assumptions, stereotypes and prejudices.

**Supporting Resources:**
- Victorian Curriculum F-10 Intercultural Capability
- Practice Principles for Excellence in Teaching and Learning - Principle 8: Global Citizenship
- Sister School Partnerships
- International Student Program
- FISO Dimension: Global Citizenship
- Global Education Teacher resources and the curriculum
- OXFAM Global Citizenship
- Victorian Young Leaders to China Program
- Overseas learning experiences for students
- International Partnerships
- My Sister School Ching and Teacher Guide
- Community Partnerships Quality Indicators for schools
- Community Partnerships in Australia

Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.

The **Leading Teacher** will:
- lead teachers and to design and implement resources which utilize ICT to empower teachers to give students the opportunity to integrate with other nationalities and cultures to give students a stronger outward perspective.
- support colleagues to design and implement digital communication programs that increase interaction between students of different nationalities to help improve intercultural attitudes and intergroup harmony.

This focus area can be recognised in a school when:
- the school provides students a safe and inclusive environment that is appropriate for all forms of identity.
- students are strong advocates for their own rights and the rights and dignity of others, locally and globally.
- students can critically analyse the complex and dynamic interrelationship between and within cultures and the challenges and benefits of in living in an interconnected and culturally diverse world.

**Supporting Resources:**
- Sister School Quality Indicators and resource kit
- Overseas learning experiences for students
- Victorian Young Leaders to China Program
- International Partnerships
- Bridge Partnerships

**Using ICT for collaborative Projects:**
- Internationalising Schooling Guide see page 17-21.
<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5 Use effective classroom communication</td>
<td>Demonstrate a range of verbal and non-verbal communication strategies to support and student engagement.</td>
<td>Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.</td>
<td>Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students’ understanding, engagement, and achievement.</td>
</tr>
<tr>
<td>Elaboration of focus area 3.5</td>
<td>The <strong>Graduate Teacher</strong> will:</td>
<td>The <strong>Proficient Teacher</strong> will:</td>
<td>The <strong>Highly Accomplished</strong> teacher will:</td>
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<tr>
<td></td>
<td>• demonstrate a range of verbal and non-verbal communication strategies to be culturally sensitive and to encourage a respectfully, safe open and honest classroom environment. A classroom in which all students feel included and diversity is supported and celebrated.</td>
<td>• use a range of verbal and non-verbal communication strategies to be culturally sensitive and to encourage a respectful, safe, open and honest classroom environment. A classroom in which all students feel included and diversity is supported and celebrated.</td>
<td>• assist colleagues to use a range of verbal and non-verbal communication strategies to be culturally sensitive and to encourage a respectful, safe, open and honest classroom environment. A classroom in which all students feel included and diversity is supported and celebrated.</td>
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<tr>
<td></td>
<td>• demonstrate an understanding that all communication with families, guardians and carers needs to be conducted in a culturally sensitive, supportive and inclusive manner.</td>
<td>• ensure that all communication with families, guardians and carers is conducted in a culturally sensitive, supportive and inclusive manner.</td>
<td>• ensure school correspondence supports the diverse cultural backgrounds of all families, and that communication barriers are broken down and families are encouraged to be involved in the school community.</td>
</tr>
<tr>
<td>3.6 Evaluate and improve teaching programs</td>
<td>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</td>
<td>Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.</td>
<td>Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.</td>
</tr>
<tr>
<td>Elaboration of focus area 3.6</td>
<td>The <strong>Graduate Teacher</strong> will:</td>
<td>The <strong>Proficient Teacher</strong> will:</td>
<td>The <strong>Highly Accomplished</strong> teacher will:</td>
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<td></td>
<td>• demonstrate an understanding of the Intercultural Capabilities Curriculum and how it can be used across different curriculum areas to evaluate teaching programs and improve student learning.</td>
<td>• use the Intercultural Capabilities Curriculum and ‘Curriculum Quality Indicator Chart’, to evaluate personal teaching and learning programs. This will be done using evidence, including feedback from students and student assessment data to inform planning.</td>
<td>• work with other colleagues within curriculum areas to review current teaching and learning programs, student assessment data and knowledge using the Intercultural Capabilities Curriculum and relevant ‘Quality Indicator Charts’.</td>
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<td></td>
<td>• demonstrate an understanding of how the ‘Curriculum Quality Indicator Chart’ can be used to evaluate teaching programs and be used to improve student learning.</td>
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<td>Lead</td>
<td>Connections to Global Learning Engagement and Internationalising</td>
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<tr>
<td>Demonstrate and lead by example inclusive verbal and non-verbal</td>
<td>This focus area can be recognised in a school when:</td>
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<tr>
<td>communication using collaborative strategies and contextual knowledge</td>
<td>• teachers across the school focus on making their classroom culturally sensitive and create lesson plans that are rich with information about the diversity in their community.</td>
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<td>to support student’s understanding engagement and achievement.</td>
<td>• all teaching staff have an understanding of the cultural background and preferred communication styles of their students and families.</td>
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<td></td>
<td>• school correspondence, displays and activities ensure that they are geared to including and supporting the diverse cultural backgrounds of all families.</td>
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<td></td>
<td>• classroom practices are always evolving and adapting to enhance communication between teaching staff and students, and amongst students from different cultural backgrounds.</td>
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<td>• the school selects social and emotional learning programs which are appropriate for different cultural groups and these will be adapted accordingly.</td>
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<td></td>
<td>• the school provides materials in appropriate languages and offers professional interpreting services so that communication barriers are broken down, and families are encouraged to be involved in the school.</td>
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<td></td>
<td>• classrooms across the school use inclusive language and appropriate modes of address, and encourage safe, open, honest and respectful class discussions.</td>
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<td></td>
<td>Supporting Resources:</td>
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<td></td>
<td>▶ Designing Culturally Inclusive Learning and Teaching Environments-Classroom Strategies</td>
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<td>▶ Koorie Cross-Curricular Protocols for Victorian Government Schools</td>
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<td></td>
<td>▶ English as an Additional Language (EAL)</td>
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<td></td>
<td>▶ Languages and Multicultural Education Resource Centre</td>
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<tr>
<td>The Leading Teacher will:</td>
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<tr>
<td>• demonstrate and lead by example a range of verbal and non-verbal</td>
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<tr>
<td>communication strategies to be culturally sensitive and to</td>
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<tr>
<td>encourage a respectful, safe, open and honest classroom environment.</td>
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<td>A classroom in which all students feel included and diversity is</td>
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<td>supported and celebrated.</td>
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<td>• work across the school with colleagues to ensure school</td>
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<tr>
<td>correspondence supports the diverse cultural backgrounds of all</td>
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<td>families, and that communication barriers are broken down and</td>
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<tr>
<td>families are encouraged to be involved in the school community.</td>
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<tr>
<td>Conduct regular reviews of teaching and learning programs using</td>
<td>This focus area can be recognised in a school when:</td>
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<tr>
<td>multiple sources of evidence including: student assessment data,</td>
<td>• most teaching and learning programs have implemented, and successfully use the Victorian F-10 Intercultural Capabilities Curriculum.</td>
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<tr>
<td>curriculum documents, teaching practices and feedback from</td>
<td>• one or more of the five Quality Indicator charts (found in the Internationalising Schooling Guide) are used to assess and reflect on school-wide internationalising practices.</td>
<td></td>
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</tr>
<tr>
<td>parents/carers, students and colleagues.</td>
<td>• the Quality Indicator charts are used to create and further develop internationalising practices, activities and programs within the school.</td>
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<td></td>
<td>Supporting Resources:</td>
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<td></td>
<td>▶ Victorian Curriculum F-10 Intercultural Capability</td>
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<td></td>
<td>▶ FISO improvement cycle</td>
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<td></td>
<td>Internationalising Schooling Guide-The Five Quality Indicator</td>
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<td></td>
<td>Charts</td>
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<td>▶ Whole School Quality Indicators see page 8.</td>
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<td></td>
<td>▶ Internationalising the Curriculum page 14.</td>
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<td></td>
<td>▶ Sister School Quality Indicators page 24.</td>
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<td>▶ Community Partnerships Quality Indicators page 29.</td>
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<td></td>
<td>▶ International Student Quality Indicators page 34.</td>
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<tr>
<td>Focus Area</td>
<td>Graduate</td>
<td>Proficient</td>
<td>Highly Accomplished</td>
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<tr>
<td>3.7 Engage parents/careers in the educative process</td>
<td>Describe a broad range of strategies for involving parents/carers in the educative process.</td>
<td>Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children’s learning.</td>
<td>Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children’s learning.</td>
</tr>
</tbody>
</table>

**Elaboration of Focus area 3.7**

The **Graduate Teacher** will:
- actively communicate with, and inform parents and the community of how students are actively involved in community activities and programs that support social cohesion, develops global citizens and peace building, both within and beyond the school community.

The **Proficient Teacher** will:
- inform and include parents and the community in projects and programs students are actively involved in that support social cohesion, develops global citizens and intercultural relationships and experiences.

The **Highly Accomplished** teacher will:
- work in collaboration with parents and the community to contribute to, and be actively involved in projects and programs students are involved in that support social cohesion, develops global citizens and develops intercultural relationships and experiences.
Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.

This focus area can be recognised in a school when:
- parents and carers are involved in engaging and understanding the importance of intercultural relationships and experiences.
- parents demonstrate an understanding of how intercultural relationships contribute to a person’s attitudes, beliefs and behaviours.

Supporting Resources:
- ISP Quality Indicators
- Global Learning Awards
- Case Study Australia
- International Student Program DET

The **Leading Teacher** will:
- lead the school community to design and implement programs and opportunities for students which aim to develop global citizens and design activities that support social cohesion and develop intercultural relationships and experiences.
- lead the school community, including parents and carers to become actively involved in the programs and activities that develop intercultural relationships and experiences.
### STANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Support Student Participation</td>
<td>Identify strategies to support inclusive student participation and engagement in classroom activities.</td>
<td>Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.</td>
<td>Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.</td>
</tr>
<tr>
<td>Elaboration of focus area 4.1</td>
<td>The Graduate Teacher will:</td>
<td>The Proficient Teacher will:</td>
<td>The Highly Accomplished teacher will:</td>
</tr>
<tr>
<td></td>
<td>• identify strategies to support inclusive student participation and engagement in classroom activities.</td>
<td>• establish and implement strategies to support inclusive student participation and engagement in classroom activities.</td>
<td>• model effective practice and support colleagues to develop teaching and learning environments, and programs that are highly responsive to the diverse range of all learners.</td>
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<tr>
<td></td>
<td>• is aware of the diverse range of needs of individual students and ensures that each student is engaged in meaningful learning experiences.</td>
<td>• supports the diverse range of needs of individual students and adapts current pedagogical knowledge and thinking so that each student is engaged in meaningful learning experiences.</td>
<td>• support the diverse range of needs of individual students and adapts pedagogical knowledge and thinking so that each student is engaged in meaningful learning experiences.</td>
</tr>
<tr>
<td>5.1 Assess student learning</td>
<td>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</td>
<td>Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.</td>
<td>Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.</td>
</tr>
<tr>
<td>Elaboration of Focus Area 5.1</td>
<td>The Graduate Teacher will:</td>
<td>The Proficient Teacher will:</td>
<td>The Highly Accomplished teacher will:</td>
</tr>
<tr>
<td></td>
<td>• demonstrate an understanding of assessment strategies which assess students’ international perspectives including intercultural understanding.</td>
<td>• develop, select and use informal and formal assessment strategies to assess students’ international perspectives including intercultural understanding.</td>
<td>• develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with Intercultural Curriculum requirement.</td>
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<td></td>
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<td>• support colleagues to evaluate the effectiveness of their approaches to assess students’ international perspectives including intercultural understanding.</td>
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</tbody>
</table>
### Lead

**Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.**

The **Leading Teacher** will:

- Demonstrate and lead by example effective practice and support colleagues to develop teaching and learning environments and programs that are highly responsive to the diverse range of all learners.
- Support the diverse range of needs of individual students and adapts pedagogical knowledge and thinking so that each student is engaged in meaningful learning experiences.
- Ensures that the school community fosters and promotes a vibrant and positive school culture with a shared enthusiasm for learning which is key to successful student outcomes.

**Connections to Global Learning Engagement and Internationalising**

**This focus area can be recognised in a school when:**

- The school clearly articulates the expectations and aspirations to the school community in relation to students’ engagement.
- The school fosters and promotes a vibrant and positive school culture with a shared enthusiasm for learning which is key to successful student outcomes.
- The school creates a safe, supportive and inclusive school environment which engages families to support students learning and wellbeing.
- The school adopts inclusive beliefs, policies and practices which supports all students.
- The school is aware of the diverse needs of students and seek to optimise the personnel and resources within a classroom that are available to support students learning.
- Teachers believe that wherever possible all students should learn together regardless of differences; that all children can learn and achieve their full potential; and that the continuum of students’ needs should be matched by a continuum of programs, support and services.
- Teachers produce outcomes for all students and ensure that their teaching and learning environments and programs are highly responsive to the needs of all learners.
- Teachers are able to adapt current pedagogical knowledge and thinking, and apply it in different ways, so that each student is engaged in meaningful learning experiences.
- Teachers deliver curriculum and learning activities that are relevant to each child’s real life experiences and needs, and they ensure that all students have opportunities and choices that enable them to participate in sister school relationships/exchanges and/or overseas learning experiences.

**Supporting Resources:**

- The Student Engagement Policy DET
- Creating Respectful and Safe Communities
- Support and resources for specific groups of students
- Student Engagement Professional Development opportunities
- Doing Diversity Intercultural Understanding in Primary and Secondary Schools

**Evaluate school assessment policies and strategies to support colleagues with using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.**

The **Leading Teacher** will:

- Evaluate school assessment policies and strategies to support colleagues to:
  - Use assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements
  - Use a range of assessment strategies to support students’ international perspectives including their intercultural understanding.

**This area can be recognised in a school when:**

- Teachers have the skills and qualities to produce sample work units and assessment resources which incorporate and assess intercultural understanding. These may include international perspectives and Asia literacy.

**Supporting Resources:**

- Victorian Young Leaders to China Program
- The cross-curriculum theme of Asia and Australia’s engagement with Asia is embedded in the learning areas in the Victorian Curriculum
- The Asia Literate Schools—a guide to recognition
- Study Programs to Asia
- Internationalising Schooling Guide see pages 6-16
Focus Area | Graduate | Proficient | Highly Accomplished
--- | --- | --- | ---
5.2 Provide feedback to students on their learning | Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. | Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals. | Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student’s current needs in order to progress learning.

Elaboration of focus area 5.2

- **The Graduate Teacher** will:
  - demonstrate understanding that feedback must be sensitive to students’ different cultural and linguistic backgrounds.
  - demonstrate a sensitivity to students’ individual learning needs and will differentiate lessons and curriculum to cater for all learners.
  - understand the language and cultural demands of any class task or assessment on each individual student in their classroom and differentiate and modify if needed.

- **The Proficient Teacher** will:
  - develop and implement feedback must be sensitive to students’ different cultural and linguistic backgrounds.
  - differentiate lessons and curriculum to cater for all learners.
  - cater for the language and cultural demands, and differentiate and modify class tasks or assessment for each individual student.

- **The Highly Accomplished teacher** will:
  - Develop and apply feedback strategies that are sensitive to students’ different cultural and linguistic backgrounds.
  - support colleagues to differentiate lessons and curriculum to cater for all individual learners.
  - support colleagues to understand the language and cultural demands of any class task or assessment on each individual student and to assist colleagues to effectively differentiate work and assessments for students.
### Connections to Global Learning Engagement and Internationalising

This area can be recognised in a school when:

- teachers provide feedback to students about their learning which demonstrates an understanding of students’ different cultural and linguistic backgrounds.
- Teachers focus on building and maintaining positive and trusting relationships with all students to ensure clear communication and equitable treatment of all students in both verbal and written feedback.
- teachers create a differentiated approach to providing individual feedback to students based on their individual needs.
- teachers will have a positive and trusting relationship with all students that is reflected in student’s engagement in learning.

**Supporting Resources:**

- The Student Engagement Policy DET
- Creating Respectful and Safe Communities
- Support and resources for specific groups of students
- Student Engagement Professional Development opportunities
- Internationalising Schooling Guide see pages 6-21

<table>
<thead>
<tr>
<th>Lead</th>
<th>Connections to Global Learning Engagement and Internationalising</th>
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</table>
| Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies. | The Leading Teacher will:

  - evaluate and assess school strategies and policies to support teachers to provide feedback to students that considers students’ diverse cultural and linguistic backgrounds.
  - Organise professional development and support mechanisms for teachers across the school that helps teachers differentiate lessons and curriculum to cater for all individual students in all classrooms across the school.
  - organise professional development and support for teachers to help them understand the different language and cultural demands of any class task or assessment and to effectively modify and differentiate as required. |

<table>
<thead>
<tr>
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# Professional Engagement

## STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING

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<tr>
<th>Focus Area</th>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
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<tbody>
<tr>
<td>6.3 Engage with colleagues and improve practice</td>
<td>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</td>
<td>Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.</td>
<td>Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.</td>
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### Elaboration of focus area 6.3

The **Graduate Teacher** will:
- seek and apply constructive feedback from supervisors and senior teachers to improve teaching practice in relation to intercultural capabilities and global Citizenship.

The **Proficient Teacher** will:
- contribute to collegial discussions and apply feedback from colleagues to improve teaching practice in relation to intercultural capabilities and global citizenship.

The **Highly Accomplished teacher** will:
- initiate professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice.
- participate in professional learning programs and intensive immersion experiences to build the skills and qualities to teach with an international perspective across the curriculum.
Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.

The Leading Teacher will:
- implement professional dialogue mechanisms within the school.
- develop and participate in professional learning networks and programs, which offers teachers the opportunity to participate in intensive immersion experiences, to build the skills and qualities to teach with an international perspective across the curriculum.

This area can be recognised in a school when:
- teachers are inspired by interactions with different cultures and are given the opportunity to participate in high quality overseas professional learning programs, including intensive immersion experiences.
- the school offers teacher exchange programs, extended language exchanges, programs offered by local and global businesses, overseas schools and governments.
- teachers have the skills and qualities to teach with an international perspective and mind-set across the curriculum.

Supporting Resources:
- Practice Principles for Excellence in Teaching and Learning - Principle 8: Global Citizenship
- Bridge Teacher Professional Learning Program
- Leading Asia Capable Schools
- Overseas Learning Experiences for teachers through DET
- Internationalising School Guide see pages 22-37
- Whole School Internationalising Practices Quality Indicators
- Internationalising the Curriculum Quality Indicators
## STANDARD 7 – ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

### Focus Area 7.4 Engage with professional teaching networks and broader communities

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<thead>
<tr>
<th>Graduation Level</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Graduate</strong></td>
<td>Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.</td>
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<tr>
<td><strong>Proficient</strong></td>
<td>Participate in professional and community networks and forums to broaden knowledge and improve practice.</td>
</tr>
<tr>
<td><strong>Highly Accomplished</strong></td>
<td>Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.</td>
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### Elaboration of focus area 7.4

The **Graduate Teacher** will:
- understand the role of external professional teaching networks and the importance in broadening teachers’ professional knowledge and practice by building links with broader communities.

The **Proficient Teacher** will:
- participate in external professional networks and associations.
- participate in professional development to create links with the wider national and international community and provide teachers with real life intercultural experiences and capabilities.

The **Highly Accomplished teacher** will:
- contribute to external professional networks and associations.
- contribute to professional development opportunities which will help teachers to create links with the wider national and international community.
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<th>Lead</th>
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<tbody>
<tr>
<td>Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.</td>
<td>This area can be recognised in a school when:</td>
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<td>• teachers and other school staff are given the opportunity to learn from high performing internationalising schools. In addition to the opportunity for staff to contribute to professional networks, associations, Professional Development and to create links with the wider national and international community.</td>
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<td>• opportunities provide real life intercultural experiences which deepen teachers understanding of the world and strengthen their knowledge, skills, attitudes, values and competencies.</td>
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<td>• teachers are provided them with links and relationships outside their school community.</td>
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<tr>
<td>The <strong>Leading Teacher</strong> will:</td>
<td><strong>Supporting Resources:</strong></td>
</tr>
<tr>
<td>• take a leadership role in professional and community networks which support the involvement of colleagues in external learning opportunities.</td>
<td>➢ <a href="#">Bridge Teacher Professional Learning Program</a></td>
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<td>➢ <a href="#">Leading Asia Capable Schools</a></td>
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<td></td>
<td>➢ <a href="#">Overseas Learning Experiences for teachers through DET</a></td>
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<tr>
<td></td>
<td>➢ <a href="#">Doing Diversity, Intercultural Understanding in Primary and Secondary Schools</a></td>
</tr>
</tbody>
</table>


Asia Education Foundation. Study Programs to Asia: http://www.asiaeducation.edu.au/docs/default-source/research-reports/encounteringcultures.pdf?sfvrsn=2


Australian Curriculum, Assessment and Reporting Authority. Australian Curriculum: https://www.australiancurriculum.edu.au/


Commonwealth of Australia. Global Education Teacher resources to encourage a global perspective across the curriculum: http://globaleducation.edu.au/


Department of Education. Internationalising Schooling—A how-to guide for schools: http://internationalising.education.vic.gov.au/#folio=1


OXFAM. Global Citizenship Education: http://www.oxfam.org.uk/education/global-citizenship


