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News



From the Executive Director, Linda Vaughan

Welcome to the May and June edition of the Global Learning and Engagement (GL&E) newsletter.

This edition highlights the contribution our teachers make to global learning and inclusion in our schools. A great example of this is Shanthi Antony, a participant in the Connecting Schools with Indian Communities (CSIC) 2025 program and a leading English as an Additional Language (EAL) teacher.

Through her work at the Mitchell Shire Council, an area with a growing Indian population, Shanthi has established the Dwaraka Playgroup at Beveridge Primary School to support early learning, social connection, and community engagement. As a participant in CSIC 2025, Shanthi will expand this initiative by coordinating 2 rural clusters, involving a total of 8 schools. The initiative will celebrate Indian culture, promote belonging, and strengthen relationships between Indian and non-Indian communities through inclusive, globally minded education initiatives. To read more about Shanthi's incredible work, see her [CSIC case study](#).

I would also like to thank all schools that visited the International Education and Partnerships Division (IEPD) stall at the Government Schools Principals Conference in June. It was great to connect and share information about the department's global learning programs. For further information, please see the [Educating Students for a Global Future brochure](#) outlining our current programs. Please share this resource with your networks.

30 years of welcoming international students into Victorian government schools

In 2025, the Victorian Government proudly marks 30 years of welcoming international students to government schools. This is a significant milestone celebrating global partnerships and is a testament to the quality of our education and teaching.

What started with a handful of schools and students in 1995, has grown to be a program of 6,500 students from over 80 different countries, enriching intercultural capability and global mindsets for local students and their communities.

As part of the 30-year celebrations, we are highlighting the achievements and stories of our alumni and their families and school staff. If you have a story to share, we'd love to hear from you at:

international.marketing@education.vic.gov.au



Global Design Challenge at the STEM Centre of Excellence

In May, the STEM Centre of Excellence hosted its first [Global Design Challenge](#) (GDC) with 100 students from The Grange P-12 College and Shanghai and Jiangsu Provinces, China. Students from China came from several schools, including:

- Jiangsu Xinhai High School
- Shanghai East Foreign Language School affiliated to Shanghai International Studies University (SISU)
- Shanghai Pudong Foreign Language School affiliated to SISU
- International Department of Shanghai Experimental School.

Across 3 sessions, including a hybrid exhibition tour, students designed a sustainable housing solution tailored to their local context and community. Their design plans incorporated elements of biomimicry and innovative substances such as mycelium, bioplastic, and techniques like 3D printing.

Further updates on the other challenges will be shared in upcoming editions of the newsletter.

Developing key communication skills for effective international student collaboration

As part of the GDC pre-program activities and commitment to fostering global citizenship, students from The Grange P-12 College collaborated virtually with 50 students from schools across the Shanghai and Jiangsu Provinces throughout June.

As it can be challenging for students to connect virtually with their offshore peers, Wellbeing Coordinator, Abbi Chamberlain led a session to build students' social and emotional skills for meaningful engagement. Drawing on the resource *Talkabout* for Teenagers, Abbi supported students to develop key communication skills, including active listening, appropriate body language, tone of voice and use of plain language.

The session also explored different cultural customs and behaviours that may be perceived differently across contexts, encouraging students to consider what expressions or actions could be offensive to others. This preparation helped lay the foundation for respectful, empathetic and culturally sensitive interaction with their international peers.

For more information on GDC and resources to support international collaboration, contact:

global.learning@education.vic.gov.au



Fostering global connections: Emerging Leaders Forum 2025

The Emerging Leaders Forum for Years 7-8 was held in May, engaging 346 students from 33 schools, including 212 from 17 Victorian schools and 132 from 16 schools across Asia. Students heard from inspiring keynote speakers, including Rita Hencke, director of the award-winning short film [Salt in their Veins](#). They collaborated

on school-based issues linked to the United Nations Sustainable Development Goals, and developed and presented their research to their peers.

Congratulations to all participating schools for their contribution to the program!

Call for expression of interest for new foreign arrangements

Expression of interest are now open for schools interested in forming new sister school partnerships or varying existing partnerships with international counterparts. This is in line with Australia's foreign policy objectives under [Australia's Foreign Relations \(State and Territory Arrangements\) Act 2020](#) (the Act).

Under the Act, schools submit a proposal to the Australian Government's Department of Foreign Affairs and Trade, through IEPD, before negotiating and entering into written arrangements with foreign entities.

If your school is considering a new sister school partnership or want to vary an existing arrangement, please complete the [School Foreign Arrangement Form](#) and [Sister School Memorandum of Understanding](#) and email both documents to ied.stakeholder.engagement@education.vic.gov.au by **22 August 2025**.

To learn more about the process, see: [process maps](#), or read the [FAQs](#) on our website.

Professional Development



Using the Global Learning and Engagement Framework

The [Global Learning and Engagement Framework](#) is a whole-school reflection tool designed to help school leaders and teachers assess, reflect on, and evaluate their school's approach to global learning and engagement. The framework includes six dimensions:

1. vision, mission and school culture
2. organising for global learning
3. curriculum, instruction and assessment
4. relationships and engagement
5. teacher capacity
6. measuring impact.

The framework is structured as a continuum across three levels of progression: Level 1 (Evolving), Level 2 (Embedding) to Level 3 (Excelling). Each level builds on the previous one, allowing schools to track their development over time.

The framework can be used to:

- support school improvement teams in analysing evidence, identifying strengths and areas for growth, and setting goals
- help professional learning communities embed global learning into curriculum, instruction and assessment
- identify professional learning needs to build teacher capacity
- plan for expanding global learning opportunities across the school.

Watch the [video](#) to see how Quarters Primary School put the framework into practice.

Teaching EAL students in the secondary classroom: A myriad of learning opportunities

Victorian Teaching English to Speakers of Other Languages (VicTESOL) is offering an online professional learning session designed for secondary school teachers who want to better support students learning English alongside subject content.

The session explores the dual demands placed on EAL students and the importance of recognising their cultural and linguistic strengths. Participants will gain insights into how these strengths can inform meaningful, targeted learning and practical planning.

Teachers will leave the session with a clearer understanding of the challenges faced by multilingual learners, practical strategies for using EAL resources, and key recommendations for planning to meet the needs and rights of EAL students.

To register, visit: [Supporting EAL learners in the secondary classroom](#).

For Students



Global Youth Forum cohort 2 – registrations closing soon

Applications for the Global Youth Forum (GYF) cohort 2 are currently open. The four-day hybrid program will run in Term 3. Its aim is to connect Victorian Year 9 and 10 students with their peers across the Asia-Pacific region.

The forum enables students to tackle current environmental and economic challenges, create innovative solutions aligned with the United Nations Sustainable Development Goals (UNSDG), and foster social cohesion. Through 3 online sessions, students will develop collaboration, critical thinking, and leadership skills while collaborating on real-world projects.

To submit your expression of interest in participating in GYF cohort 2, visit: [Asialink](#). Registrations close on **25 July 2025**.

For more information on the program structure, key dates and activities, visit: [GYF](#), or contact: global.learning@education.vic.gov.au

Resources



Refugee Week 2025 teacher resources

Refugee Week 2025 was from 15 to 21 June and celebrated our diversity community and the vital role it plays in our lives. This includes recognising the incredible resilience, skills and ambition that young people, families and staff from refugee backgrounds, bring to our schools and broader community.

This year's theme, [Finding Freedom](#), with a focus on diversity in community, aimed to emphasise the basic human right to live in equality and without fear of persecution.

Teachers are encouraged to use this year's [Teacher's Resource Kit](#) to support school-based activities that celebrate and recognise the contributions of refugee communities.



Allies and Friends Early Childhood Education toolkit

Bias and stereotypes can begin to form at a very young age. Research shows that children as young as 3 months are aware of racial differences, and by preschool age, they make choices about whom to play with and how, based on race (Katz & Kofkin, 1997; Van Ausdale & Feagin 2001; Hirschfeld 2008; Quintana & McKown 2008).

The Allies and Friends Early Childhood Education Series and Toolkit produced by the ABC is designed to normalise cultural diversity and foster allyship in early learning settings. Through community storytelling, cross-cultural communication, and inclusive play, the toolkit helps children build empathy, understanding and compassion.

To view the toolkit, see: [Allies and Friends Early Childhood Education Toolkit](#).

Beginning EAL resources – tools for the classroom

The department's Arc platform offers a range of resources to support teachers working with newly arrived students, particularly those who may be unfamiliar with the needs of EAL learners in the early stages of English language acquisition. Schools are encouraged to use the activities and worksheets below, which are designed to promote communication and interaction in the classroom, and help students build confidence and engage meaningfully with their peers.

- [Beginning EAL - Support materials Years 2-6](#)
- [Beginning EAL - Support materials Years 7-10](#)
- [Language games](#)
- [Word study](#)

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