

GLOBAL LEARNING AND ENGAGEMENT FRAMEWORK

This framework supports schools to reflect on the levels of global learning and engagement within their school community.

Dimensions	Level 1 Criteria Evolving	Level 2 Criteria Embedding	Level 3 Criteria Excelling
<p>Vision, mission and school culture</p> <p>The expectations, attitudes, traditions, and values that underpin the school's drive to educate in ways that develop students' global competence and the skills needed to function effectively in a changing global economy.</p>	<p>1. The school has a commitment to providing learning opportunities that enable students to progressively develop their global citizenship, intercultural capability and languages education</p>	<p>1. A distinguishing feature of the school is its explicit school-wide commitment to global citizenship, intercultural capability and languages education</p>	<p>1. A distinguishing feature of the school is its advocacy for global citizenship and intercultural capability</p> <p>2. A distinguishing feature of the school is its commitment to providing students the opportunity to deeply engage with people from another country and/or culture</p>
<p>Organising for global learning</p> <p>The administrative structures and processes for sustaining an international focus in the curriculum.</p> <p>(NB. Program goals or implementation milestones are needed so program impact can be measured)</p>	<p>2. Administrative structures and processes are in place to guide, support, monitor and report on the school's programs to develop global citizenship, intercultural capability and languages education</p> <p>3. Goals and/or implementation milestones have been set for the school's programs designed to develop global learning, intercultural capability and languages education</p>	<p>2. Administrative structures and processes are in place to guide, support, monitor and report on the school's sister school partnership(s) program</p> <p>3. Goals have been set for the school's sister school and/or local community programs</p>	<p>3. Administrative structures and processes are in place to guide, support, monitor and report on the school's International Student Program, and/or programs that provide students with overseas learning experiences</p> <p>4. Goals have been set for the school's international student program, and/or programs that provide students with overseas learning experiences</p>
<p>Curriculum, instruction and assessment</p> <p>The systems that guide the creation of an internationally focused curriculum and related instructional strategies and assessments.</p> <p>Processes that ensure the formal curriculum is provided and that promote student learning.</p>	<p>4. Teachers are systematically including learning about different cultures (and particularly Asia), universal values and global developments in their teaching programs</p> <p>5. The content and achievement standards of Intercultural Capability in the Victorian Curriculum are incorporated into the school's teaching and learning program</p> <p>6. The school has a Language(s) program that aims to develop proficiency in the target language(s) and meets (or has a plan to meet) the minimum required delivery time for effective language learning</p>	<p>4. Opportunities are provided for students to engage in peer-to-peer learning and collaborations with sister school students and students from other cultures</p> <p>5. Specific cross-curricular activities and/or events designed to promote students' global citizenship and intercultural capability are planned collaboratively among different curriculum areas</p> <p>6. The school's Language(s) program is explicitly planned to achieve proficiency (F-6 or Year 7-10) in the target language and enables meaningful use of the language(s) in authentic situations</p> <p>7. Secondary schools are providing or planning to provide a VCE/VET language</p>	<p>5. Opportunities are provided for students to engage in learning about local, global and intercultural issues with students from other cultures</p> <p>6. Teachers are contributing to the integration of a global learning focus across most curriculum learning areas and year levels according to the whole school plan</p> <p>7. The school has an effective Language(s) program that comprises strategies to ensure continuity F-6 in primary schools and sequential and cumulative pathways to senior secondary study (for those who choose)</p>
<p>Relationships and engagement</p> <p>The structures that facilitate connection between adults and students from other cultures, communities and networks.</p>	<p>7. The school participates in community events that celebrate cultural diversity and is building its engagement with adults and students from other cultures</p>	<p>8. The school is a focal point for community celebrations of cultural diversity</p>	<p>8. Teachers are working with community/industry partners to co-develop projects that will support students to develop and apply their global citizenship, intercultural capability and/or language proficiency</p> <p>9. (If eligible) the school's International Student Program optimises engagement between local and international students</p>
<p>Teacher capacity</p> <p>Professional development supports teachers' capacity to deliver lessons that promote and extend students' global learning and engagement.</p>	<p>8. Teachers are accessing professional learning to develop the capacity needed to document, teach and assess the intercultural capability and languages curriculum</p>	<p>9. Teachers are engaging in professional learning to deepen their knowledge, understanding and effectiveness in teaching and assessing intercultural capability and language learning</p>	<p>10. Teachers are demonstrating leadership in promoting global citizenship, intercultural capability and language education</p>
<p>Measuring impact</p> <p>Processes for measuring the impact of the school's global learning and engagement policies, strategies and practices.</p>	<p>9. The school monitors the impact of the programs that support students to develop their global citizenship, intercultural capability and languages education</p>	<p>10. The school monitors the impact of its sister school partnership(s) program and/or local community programs</p>	<p>11. The school monitors the impact of local and overseas activities and programs that support students to apply their global citizenship, intercultural capability and/or language learning</p> <p>12. Teachers are using explicit Intercultural Capability assessment tools to monitor learning growth</p>