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## News



### From the Executive Director, Linda Vaughan

Welcome to the March and April edition of the Global Learning and Engagement newsletter. I hope you had the opportunity to relax and reconnect with your friends and family and are looking forward to an exciting Term 2.

The department recently conducted a comprehensive review of the sister school program to examine best practices in school-to-school partnerships. The review found the attributes of successful school partnerships, including mutually agreed objectives, reciprocal visits, online connections, and sharing of resources and best practice to improve the teaching and learning experience. Additionally, it was identified that clear administrative structures, strong stakeholder commitment and communication, adequate resources and time, and recognition for participating students play a key role in building and maintaining a strong partnership. We will be using the findings to inform future approaches to supporting school partnerships in Victoria. If you would like to learn more, please contact Sharon Armstrong at:

[Sharon.Armstrong2@education.vic.gov.au](mailto:Sharon.Armstrong2@education.vic.gov.au)

You may have been aware that nominations for the Victorian Education Excellence Awards (VEEA) are open. The VEEA are awarded in a number of individual and team categories, including the Dr Lawrie Shears Outstanding Global Teaching and Learning Award. The award is named in honour of the late Dr Lawrie Shears, who served as Director-General of the Victorian Education Department from 1973 to 1982 and was a strong advocate of building global education connections. So, whether your school is active in or new to the global learning and engagement space, I would encourage you to read more information on the awards available in this newsletter and apply.

Hope you enjoy this edition of the newsletter.



### Highlights from the Student Voice Forum

The department's celebration of international student voice has recommenced in 2024. This year's Student Voice Forum brought together 85 students from government and non-government schools in Term 1 and was the largest cohort to date. The participants explored student-led global learning initiatives and 13 students were appointed as Ambassadors to lead their school projects and build connections. It was a balanced mix of new and returning schools, fostering robust and exciting conversations as returning schools shared knowledge from last year's projects. Ideas ranged from international bake sales to Instagram takeovers, alongside events like music performances and colour runs, all showcasing innovative approaches to global understanding. Through personalised coaching, students and their supporting teachers will now implement their initiatives and will return in Term 3 to report back on their projects and discuss how they aim to make lasting change within their school communities.



## Nominations open for the Dr Lawrie Shears Outstanding Global Teaching and Learning Award

Nominations for the 2024 Dr Lawrie Shears Outstanding Global Teaching and Learning Award are now open. The award is part of the Victorian Education Excellence Awards (VEEAs) that provide winners of each category with professional development grants of up to \$25,000. This award category recognises school teams that demonstrate excellence in global learning and engagement at their school and provide their students with the skills and knowledge they need to succeed in an increasingly complex and interconnected world.

The 2024 nominations can be submitted through the online nomination system, [Award Force](#), before 4.00 pm on 20 May 2024.

For more information, visit: [VEEA](#), or email: [excellence.awards@education.vic.gov.au](mailto:excellence.awards@education.vic.gov.au)

## Expression of interest open for the 2024 Australia-ASEAN Youth Summits

The Australia-ASEAN Youth Summits is offering a unique platform for students in Years 9 to 10 from Australia and ASEAN countries to simulate diplomatic dialogues, build cross-cultural relationships and foster a network of future leaders. The event is inspired by the Special Summit hosted by the Australian Government in March 2024. Spanning two virtual and one hybrid summit, the initiative allows students to immerse themselves in the complexities of regional dynamics and develop digital skills and global capabilities essential for their future study and career paths.

If your school is interested in this opportunity, visit: [Australia-ASEAN Youth Summits](#), or contact: [aef-support@asialink.unimelb.edu.au](mailto:aef-support@asialink.unimelb.edu.au)

# Professional Development



## National Gallery of Victoria (NGV): Teaching and Learning with Art

Spotlight on English as an Additional Language: Teaching and Learning with Art is a professional learning opportunity currently available for teachers through NGV's Australian Art Collection. The event provides an opportunity for the participants to join NGV educators to discuss strategies for engaging students with artworks in the Gallery and the classroom and practice art-making activities to help EAL students communicate ideas with confidence.

To register, visit: [NGV – Teaching and Learning with Art](#).

## Culturally Responsive Practice: training session

Centre for Multicultural Youth (CMY) is offering Culturally Responsive Practice session to explore the essential skills and knowledge required for effective work with young people from migrant and refugee backgrounds. This in-depth training includes modules designed for a range of sectors focussed on working with young people from any community. The course aims to improve participant confidence and capacity to provide a culturally inclusive and responsive service for young people.

To learn and register for the session, visit: [CMY - Culturally Responsive Practice](#).

# For Students





## Expressions of interest now open for the Victorian Students' Parliamentary Program

Applications are now open for the 2024 Victorian Students' Parliamentary Program (VSPP). The VSPP provides immersive opportunities that support civics and citizenship education through local, state, and national parliamentary programs. The program consists of a series of conventions to help students learn through participation in informed, parliamentary style debates on a range of topics affecting Australia's democracy. Schools from all sectors can opt-into the program to support the teaching of civics and citizenship education in their school. Separate conventions will be held for primary schools (designed for Years 5 and 6 students) and secondary schools (designed for Years 9 and 10 students).

For more information, or to register your interest, visit: [VSPP 2024](#).

## Resources



*Listening from the Heart*  
Rewriting the Teaching of English with First Nations Voices  
Cara Shipp

### Listening from the heart: rewriting the teaching of English with first nations voices by Cara Shipp (2023)

This book aims to explain some key concepts in cultural competence while also providing text recommendations and resources to use in the English classroom. First Nations knowledges are holistic and not separated into arbitrary subject areas, so while there is a focus on the English classroom, the resources provided are applicable across many learning areas and contexts. The book operates on two levels: personal development and cultural competence training for teachers; and practical lesson and unit ideas using First Nations texts, topics, and ways of learning.

*Listening from the heart: rewriting the teaching of English with first nations voices* is available at the department's Languages and Multicultural Education Resource Centre to borrow.

### Navigating intercultural issues in the classroom – Teacher guide

The Victorian Curriculum and Assessment Authority (VCAA) has designed range of resources to give teachers valuable knowledge and strategies for teaching about culture in classrooms. This includes the Navigating intercultural issues in the classroom – teacher guide which supports teachers to implement the F–10 Intercultural Capability curriculum and aims to provide them with background knowledge and practical ideas for navigating intercultural issues. It was developed in response to teacher requests for advice on teaching cultural issues sensitively and appropriately. While the Intercultural Capability curriculum addresses many intercultural issues and attempts to foster cultural sensitivity through explicit teaching of its content, the guide aims to offer further support.

To read the guide, visit: [VCAA - Navigating intercultural issues in the classroom guide](#).

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