THE FUTURE OF GLOBAL LEARNING AND ENGAGEMENT

OUR APPROACH

We adopted a design-thinking approach that centred the voices and experiences of schools.

**5**

**co-design workshops and consultations** with school leaders, teachers, school staff and global education professionals.

**consultations** with global learning and engagement subject matter experts.

**50**

**3**

**1**

**participants** from Victorian schools and the Victorian Department of Education and Training.

**rapid horizon scan** looking at what other jurisdictions are doing.

WHAT WE HEARD ABOUT GL&E AND THE NEEDS OF SCHOOLS

OPPORTUNITIES:

“*GL&E is usually not seen as a priority*” (Participant)

CHALLENGES:

Undervaluing of GL&E in schools limits the quality and consistency of student learning experiences.

Low levels of intercultural capability and understanding leads to narrow or stereotypical approaches to global learning and engagement in schools.

Inequitable access to GL&E opportunities limits local and global partnerships and collective problem-solving.

Leveraging technology as an enabler of new approaches to global connection.

Highlight the important role global learning plays in developing students’ self-confidence, interpersonal communication skills and sense of safety and belonging.

Use COVID-19 as an opportunity to pivot the global learning and engagement agenda towards explorations of cultural identity and cultural practices across schools and in the classroom.

New approaches should centre student identity, voice and agency and ensure there is something for all schools.

“*Students become competent in diverse settings and can engage with differing beliefs and cultures in meaningful and purposeful ways. They become skilled at interpreting, negotiating and managing conflict*.” (Participant)

Supporting the establishment of new global networks and systems that connect Victorian school leaders and teachers with each other, international experts and build valuable local and global partnerships.

HOW THE DEPARTMENT CAN SUPPORT SCHOOLS

**Promote GL&E to reignite interest and**

**1.**

**engagement.**

**2.**

**Differentiate GL&E programs and support according to school context and need.**

1. **Establish and support coordinated national and international networks for**

**engagement and collaboration.**

1. **Provide training and professional learning for teachers and school**

**leaders.**

ASPIRATIONS FOR THE FUTURE

All young Victorians are empowered local and global citizens, equipped for living and working together in an interconnected world to generate a **positive impact on people, place and planet.**

**Students** have a genuine acceptance, empathy and understanding of different cultures as a result of GL&E and their agency/voice is reflected in their learning.

**School leaders** and teachers have the skills and intercultural capabilities needed to embed culturally sensitive teaching and learning across the school curriculum.

Intercultural understanding and global learning are the 'golden thread' that runs through the **school community** and underpins school programs.