

# Global Learning and Engagement Accreditation Criteria for Levels 1, 2 and 3

The following charts document the accreditation criteria, minimum standards and evidence requirements for each of the three levels of accreditation.

## Accreditation Criteria, Minimum Standards and Evidence for Level 1 Accreditation

Accreditation Dimensions	Level 1 Criteria Evolving	Minimum Standard	Evidence
<p><b>Vision, mission and school culture</b></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><b>i</b> 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>Council and leadership explicitly support global learning</p>	<ul style="list-style-type: none"> <li>Global learning policy statement endorsed by School Council</li> <li>Reference in school's curriculum and promotion materials</li> <li>Photos showing strong visual presence around the school</li> <li>Examples or photos of references in newsletters</li> <li>Copy or photos of reference in school's vision or mission statement</li> <li>Description of evidence signed by the Principal</li> <li>Link to a statement on the school's website or Facebook</li> </ul>
<p><b>Organising for global learning</b></p> <p>The administrative structures and processes for sustaining an international focus in the curriculum.</p> <p>(N.B. Program goals or implementation milestones are needed so program impact can be measured)</p>	<p><b>i</b> 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>The school has a plan to guide the development of its global citizenship, intercultural capability and language learning curriculum and teaching</p>	<ul style="list-style-type: none"> <li>A documented global learning and languages guide or development plan</li> <li>Statement of roles, responsibilities or terms of reference for the persons/committees accountable for developing global learning</li> <li>Examples of actions taken to implement and develop aspects of the plan</li> <li>Program implementation and development reports</li> <li>Statement of resourcing to support global and languages education</li> </ul>
	<p><b>ii</b> Goals and/or implementation milestones have been set for the school's programs designed to develop global citizenship, intercultural capability and languages education</p>	<p>Program goals are set for global citizenship and intercultural capability components of the curriculum and for the languages program</p>	<ul style="list-style-type: none"> <li>A copy of the school's global learning and languages program goals</li> <li>A list of the goals for collaborative learning projects involving overseas students and schools</li> <li>Copy of the school's languages policy</li> </ul>

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Accreditation Dimensions	Level 1 Criteria Evolving	Minimum Standard	Evidence
<p><b>Curriculum, instruction and assessment</b></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><b>i</b> Teachers are systematically including learning about different cultures (and particularly Asia), universal values and global developments in their teaching programs</p>	<p>Curriculum units, events and/or activities are designed to foster students' global citizenship</p>	<ul style="list-style-type: none"> <li>• Examples of global learning curriculum</li> <li>• Copy of unit or topic descriptions</li> <li>• Photos of student work</li> <li>• Photos of teaching material</li> </ul>
	<p><b>ii</b> The content and achievement standards of intercultural capability in the Victorian Curriculum are incorporated into the school's teaching and learning program</p>	<p>Curriculum units, events and/or activities are explicitly designed to foster and assess students' intercultural capability</p>	<p><b>Statement of how intercultural capability is being integrated, implemented and assessed</b></p> <ul style="list-style-type: none"> <li>• Examples of scope and sequence of implementation</li> <li>• Example of a unit of work</li> <li>• Examples of assessment materials</li> <li>• Photos of student work</li> <li>• Photos of teaching material</li> </ul>
	<p><b>iii</b> 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>Regularly scheduled language learning classes are provided for the majority of students</p>	<p><b>Description of program delivery arrangements</b></p> <ul style="list-style-type: none"> <li>• Language learning policy</li> <li>• Example of a sequential Language program aimed at developing proficiency in the target language</li> <li>• Photos of Language classes</li> <li>• Photos of student work</li> <li>• Photos of teaching material</li> <li>• Language timetable</li> <li>• Description of the school's use of online language programs to supplement/enrich their Language(s) program</li> </ul>

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<p><b>Relationships and engagement</b></p> <p>The structures that facilitate connection between adults and students from other cultures, communities and networks.</p>	<p><b>i</b> The school participates in community events that celebrate cultural diversity and is building its engagement with adults and students from other cultures</p>	<p>The school participates in cultural events that are of significance to their community</p>	<p><b>Timetable/schedule of the school's cultural diversity events</b></p> <ul style="list-style-type: none"> <li>• Photos of events</li> <li>• Description of events and participation</li> </ul>
<p><b>Teacher capacity</b></p> <p>Professional development supports teachers' capacity to deliver lessons that promote and extend students' global learning and engagement.</p>	<p><b>i</b> Teachers are accessing professional learning to develop the capacity needed to document, teach and assess the intercultural capability and languages curriculum</p>	<p>If needed, teachers with responsibility for developing, teaching and assessing the global citizenship, intercultural capability and languages curriculum are provided with capacity-building opportunities</p>	<p><b>Description of what has been done to ensure teachers have the capacity to teach global learning, and a languages curriculum</b></p> <ul style="list-style-type: none"> <li>• Examples of capacity-building support</li> <li>• Examples of network activities around global learning</li> <li>• Examples of teachers taking up the opportunity to upgrade their language and methodology skills</li> </ul>
<p><b>Measuring impact</b></p> <p>Processes for measuring the impact of the school's global learning and engagement policies, strategies and practices.</p>	<p><b>i</b> The school monitors the impact of the programs that support students to develop their global citizenship, intercultural capability and languages education</p>	<p>Parents and students value the school's global learning programs/initiatives</p>	<p><b>A description of the monitoring process and findings</b></p> <ul style="list-style-type: none"> <li>• A schedule for monitoring the effectiveness of its global citizenship, intercultural capability and language learning programs/initiatives</li> <li>• Examples of tools and processes used to collect data for monitoring and reflection purposes</li> <li>• Reflections on the findings</li> <li>• A report of impact findings</li> </ul>

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## Accreditation Criteria, Minimum Standards and Evidence for Level 2 Accreditation

Accreditation Dimensions	Level 2 Criteria Embedding	Minimum Standard	Evidence
<p><b>Vision, mission and school culture</b></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><b>i</b> A distinguishing feature of the school is its explicit school-wide commitment to global citizenship, intercultural capability and languages education</p>	<p>Council and leadership explicitly support global citizenship, intercultural capability and languages learning</p>	<p><b>Global citizenship, intercultural capability and languages learning policy statement endorsed by School Council</b></p> <ul style="list-style-type: none"> <li>Reference in school's curriculum and promotion materials</li> <li>Photos showing strong visual presence around the school</li> <li>Examples or photos of references in newsletters</li> <li>Copy or photos of reference in school's vision or mission statement</li> <li>Description of evidence signed by the Principal</li> <li>Mentioned in Annual Report</li> <li>Mentioned in School Self-Assessment</li> <li>Link to a statement on the school's website or Facebook</li> </ul>
<p><b>Organising for global learning</b></p> <p>The administrative structures and processes for sustaining an international focus in the curriculum.</p> <p>(N.B. Program goals or implementation milestones are needed so program impact can be measured)</p>	<p><b>i</b> Administrative structures and processes are in place to guide, support, monitor and report on the school's sister school partnership(s) program</p>	<p>Appropriate procedures are in place to support the school's sister school partnership(s) and/or local community programs</p>	<p><b>A documented sister school program guide or development plan</b></p> <ul style="list-style-type: none"> <li>Statement of roles, responsibilities or terms of reference for the persons/committees accountable for developing and sustaining the school's sister school partnership(s)</li> <li>Examples of actions taken to implement and develop aspects of the partnership(s)</li> <li>Program implementation and development/improvement reports</li> </ul>
	<p><b>ii</b> Goals have been set for the school's sister school and/or local community programs</p>	<p>Program goals are set for the school's sister school and/or local community programs</p>	<p><b>A copy of the school's sister school program and/or local community programs goals</b></p> <ul style="list-style-type: none"> <li>Copy of the school's sister school policy</li> <li>List of the goals for collaborative learning projects involving overseas students and schools</li> <li>Copy of the school's community programs policy</li> </ul>

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Accreditation Dimensions	Level 2 Criteria Embedding	Minimum Standard	Evidence
<p><b>Curriculum, instruction and assessment</b></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><b>i</b> 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>Students experience working online or face-to-face with students from other cultures and countries on group-based cooperative projects addressing global issues</p>	<ul style="list-style-type: none"> <li>• Examples of collaborative projects</li> <li>• Examples of student engagement with indigenous/first nation cultures</li> <li>• Screen shots illustrating online environment and learning</li> <li>• Photos of students working together</li> <li>• Photos of teaching material</li> <li>• Reports of project findings</li> <li>• Link to online learning site</li> <li>• Documentation confirming that the school is exploring the feasibility of becoming an International Student Program school</li> </ul>
	<p><b>ii</b> 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>Teachers are collaborating to develop their intercultural capacities and their capacity for integrating global and intercultural issues into their lessons</p>	<ul style="list-style-type: none"> <li>• Description of the activities or events</li> <li>• Photos of teaching material</li> <li>• Program evaluation findings</li> </ul>
	<p><b>iii</b> 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>The school has a sustained Language(s) program that is developing students' languages proficiency</p>	<p><b>Description of program delivery arrangements</b></p> <ul style="list-style-type: none"> <li>• Description of teaching and learning methods as they pertain to developing language proficiency</li> <li>• Example of Languages learning curriculum</li> <li>• Photos of Languages classes</li> <li>• Photos of student work</li> <li>• Photos of teaching material</li> <li>• Student achievement reports</li> <li>• Documentation of language education participation and retention rates</li> </ul>

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Accreditation Dimensions	Level 2 Criteria Embedding	Minimum Standard	Evidence
	<p><b>iv</b> Secondary schools are providing or planning to provide a VCE/VET language</p>	<p>The school offers VCE/VET languages for students to select as part of their VCE program. Students have the opportunity to enrol in VCE/VET language classes with external providers.</p>	<ul style="list-style-type: none"> <li>• Link to VCE/ VET subjects selection showing available languages</li> <li>• Documentation of students' VCE/ VET language enrolment</li> </ul>
<p><b>Relationships and engagement</b></p> <p>The structures that facilitate connection between adults and students from other cultures, communities and networks.</p>	<p><b>i</b> The school is a focal point for community celebrations of cultural diversity</p>	<p>The school is active in the community and assists with the planning and running of cultural diversity events</p>	<p><b>Description of the school's role and contribution to the running of cultural diversity events</b></p> <ul style="list-style-type: none"> <li>• Photos of events</li> <li>• Description of events and participation</li> <li>• Student reflections on their engagement and learning</li> <li>• Strategies used to foster engagement with the community</li> <li>• Report of community cooperation/collaboration</li> </ul>
<p><b>Teacher capacity</b></p> <p>Professional development supports teachers' capacity to deliver lessons that promote and extend students' global learning and engagement.</p>	<p><b>i</b> Teachers are engaging in professional learning to deepen their knowledge, understanding and effectiveness in teaching and assessing intercultural capability and language learning</p>	<p>If needed, teachers with responsibility for developing, teaching and assessing the global citizenship, intercultural capability and languages curriculum are provided with capacity building opportunities</p>	<p><b>Description of what has been done to ensure teachers have the capacity to teach and assess a global citizenship, intercultural capability and languages curriculum</b></p> <ul style="list-style-type: none"> <li>• Examples of capacity building support</li> <li>• Examples of network activities</li> <li>• Examples of teacher collaboration</li> <li>• Examples of materials and resources purchased/accessed to support teachers and teaching</li> <li>• Description of teachers' participation in ongoing professional learning</li> </ul>
<p><b>Measuring impact</b></p> <p>Processes for measuring the impact of the school's global learning and engagement policies, strategies and practices.</p>	<p><b>i</b> The school monitors the impact of its sister school partnership(s) program and/or local community programs</p>	<p>Parents, teachers and students value the school's sister school partnership(s) and/or local community programs</p>	<p><b>A description of the sister school and/or local community programs monitoring process and findings</b></p> <ul style="list-style-type: none"> <li>• Examples of tools and processes used to collect data for monitoring and reflection purposes</li> <li>• Reflections on the findings</li> <li>• Description of the key features of the school's programs</li> <li>• Report on sister school program impact</li> <li>• Report on local community program impact</li> </ul>

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## Accreditation Criteria, Minimum Standards and Evidence for Level 3 Accreditation

Accreditation Dimensions	Level 3 Criteria Excelling	Minimum Standard	Evidence
<p><b>Vision, mission and school culture</b></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><b>i</b> A distinguishing feature of the school is its advocacy for global citizenship and intercultural capability</p>	<p>The school is active in supporting other schools to develop and deliver a global citizenship and intercultural capability learning program</p>	<p><b>Examples of advocacy and support offered to others</b></p> <ul style="list-style-type: none"> <li>• Examples of contributing to professional learning</li> <li>• Examples of contributing to DET global learning programs</li> <li>• Examples of hosting school visits</li> <li>• Examples of sharing materials and responding to requests for program advice</li> <li>• Examples of public statements made by the school about its values and mission</li> <li>• Examples of how the International Student Program (ISP) coordinator is sharing practice with other ISP schools and/or schools interested in becoming an ISP school (where relevant)</li> <li>• Link to a statement on the school's website or Facebook</li> </ul>
	<p><b>ii</b> 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>Council and leadership explicitly supports the school facilitating overseas visits and exchanges for students and staff</p>	<p><b>Examples of opportunities for students to deeply engage with persons from other cultures</b></p> <ul style="list-style-type: none"> <li>• Copy of the school's overseas visits and exchanges policy</li> <li>• Examples of hosting international school visits</li> <li>• Examples of teachers and/or students participating in an overseas learning program</li> <li>• Photos or reports of students/teachers participating in overseas visits or exchanges</li> <li>• Examples of rural students engaging with people from cultures they are unfamiliar with (e.g. by visiting an urban school and working with students and meeting community members from cultures they are unfamiliar with)</li> <li>• Hosting a language assistant</li> </ul>

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Accreditation Dimensions	Level 3 Criteria Excelling	Minimum Standard	Evidence
<p><b>Organising for global learning</b></p> <p>The administrative structures and processes for sustaining an international focus in the curriculum.</p> <p>(N.B. Program goals or implementation milestones are needed so program impact can be measured)</p>	<p><b>i</b> 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>Appropriate procedures are in place to support the school's participation in an International Student Program, and/or overseas study program</p>	<p><b>A documented plan for administering the schools overseas learning experience programs</b></p> <ul style="list-style-type: none"> <li>• Statement of roles, responsibilities or terms of reference for the persons/committees accountable for developing and sustaining the school's International Student Program, and/or overseas study program</li> <li>• Examples of actions taken to implement and develop an overseas learning experience program</li> <li>• Administrative guide for the school's overseas study program</li> <li>• Evidence that the school is an accredited International Student Program provider (where relevant)</li> </ul>
	<p><b>ii</b> Goals have been set for the school's international student program, and/or programs that provide students with overseas learning experiences</p>	<p>Program goals are set for the school's overseas visits and/or exchanges program and/or International Student Program</p>	<p><b>A copy of the goals for overseas learning experiences and/or the International Student Program</b></p> <ul style="list-style-type: none"> <li>• Description of the overseas learning and/or exchanges program</li> <li>• Description of the school's accredited International Student Program (where relevant)</li> <li>• List of goals for the International Student Program (where relevant)</li> </ul>

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Accreditation Dimensions	Level 3 Criteria Excelling	Minimum Standard	Evidence
<p><b>Curriculum, instruction and assessment</b></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><b>i</b> Opportunities are provided for students to engage in learning about local, global and intercultural issues with students from other cultures</p>	<p>Teachers and students are directly engaging in learning with children and adults from other countries and cultures</p>	<p><b>Description of the opportunities the school provides for students and teachers to engage with children and adults from other countries and cultures</b></p> <ul style="list-style-type: none"> <li>• Photos of students and teachers working and learning overseas</li> <li>• Photos of students working with international students and/or adults and students from different cultural backgrounds</li> <li>• Students' and teachers' reports of their overseas learning experiences</li> </ul>
	<p><b>ii</b> 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>Students are learning and applying their intercultural capability knowledge, understanding and skills</p>	<ul style="list-style-type: none"> <li>• Description of the activities or events</li> <li>• Photos of teaching material</li> <li>• Program evaluation findings</li> <li>• Students' and teachers' reports of their community project experiences</li> <li>• Examples of curriculum to support community project work</li> <li>• Student reports that contain reference to students' global learning</li> </ul>
	<p><b>iii</b> 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>The school's Languages program is exemplary</p>	<ul style="list-style-type: none"> <li>• Description of the Languages program structure</li> <li>• Examples of the Languages program curriculum</li> <li>• Summary of the special features/achievements of the languages program</li> <li>• Program evaluation findings</li> <li>• Reports of students' and teachers' in-country language immersion and/or intercultural capability building experiences</li> <li>• Documentation of language education participation and retention rates</li> </ul>

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Accreditation Dimensions	Level 3 Criteria Excelling	Minimum Standard	Evidence
<p><b>Relationships and engagement</b></p> <p>The structures that facilitate connection between adults and students from other cultures, communities and networks.</p>	<p><b>i</b> 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>Students are working on community/industry partnership projects that help to develop their global citizenship, intercultural capability and/or language skills</p>	<ul style="list-style-type: none"> <li>• Description of what teachers are doing to connect with their community and form community partnerships</li> <li>• Examples of how the school values and recognises the contributions of its community service/industry partners</li> <li>• Examples of students working in teams on co-designed community and/or industry projects</li> </ul>
	<p><b>ii</b> (Where relevant) the school's International Student Program optimises engagement between local and international students</p>	<p>Formal and informal processes support international and local students to develop their intercultural capabilities</p>	<p><b>Description of the actions taken by the school to ensure international and local students mix socially and develop friendships</b></p> <ul style="list-style-type: none"> <li>• Examples of formal and informal processes that help to build relationships between international and local students (e.g. 'mixed' groups for learning, shared social outings and excursions)</li> <li>• Examples of how the contributions of international students are recognised</li> <li>• Examples of planned arrangements that enable international and local students to learn about each other's countries and cultures</li> <li>• Examples of students' engagement in service learning</li> </ul>

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<p><b>Teacher capacity</b></p> <p>Professional development supports teachers' capacity to deliver lessons that promote and extend students' global learning and engagement.</p>	<p><b>i</b> Teachers are demonstrating leadership in promoting global citizenship, intercultural capability and language education</p>	<p>The school is recognised for its expertise in designing and delivering global citizenship, intercultural capability and/or language learning</p>	<p><b>Examples of recognition from various sources</b></p> <ul style="list-style-type: none"> <li>• Endorsements from DET, other schools, accrediting authorities, social media, awards, press reports and international families</li> <li>• Examples of students' global and language learning achievements</li> <li>• Examples of teachers' expertise (e.g. through their writing, presentations and/or willingness to share their expertise with other teachers in and beyond their networks)</li> <li>• Examples of ISP coordinator participating in capacity building activities (e.g. ISP mentoring program and ISP network)</li> <li>• Volume of school visits to see and learn what the school is doing to promote global citizenship, intercultural capability and/or language learning</li> <li>• Description of teachers' participation in ongoing professional learning</li> </ul>
<p><b>Measuring impact</b></p> <p>Processes for measuring the impact of the school's global learning and engagement policies, strategies and practices.</p>	<p><b>i</b> 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>Parents, teachers and students value the school's International Student Program, and/or overseas study program</p>	<p><b>A description of school's International Student Program and/or overseas study program monitoring process and findings</b></p> <ul style="list-style-type: none"> <li>• Examples of tools and processes used to collect data for monitoring and reflection purposes</li> <li>• Description of the key features of the school's programs</li> <li>• Description of student overseas study experiences</li> <li>• Description of teacher overseas study experiences</li> <li>• Report on local International Student Program impact</li> </ul>
	<p><b>ii</b> Teachers are using explicit Intercultural Capability assessment tools to monitor learning growth</p>	<p>Teachers have embedded assessment of intercultural capability into the curriculum.</p>	<ul style="list-style-type: none"> <li>• Description of the school's intercultural capability monitoring processes</li> <li>• Example of tools used to measure the student development of intercultural capability</li> </ul>