

# A summary of the Global Learning and Engagement Accreditation Criteria for Levels 1, 2 and 3

This criteria summary chart enables the cumulative nature of criteria to be tracked across the three levels.

Accreditation Dimensions	Level 1 Criteria Evolving	Level 2 Criteria Embedding	Level 3 Criteria Excelling
<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>	<ul style="list-style-type: none"> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><b>i</b> A distinguishing feature of the school is its explicit school-wide commitment to global citizenship, intercultural capability and languages education</li> </ul>	<ul style="list-style-type: none"> <li><b>i</b> A distinguishing feature of the school is its advocacy for global citizenship and intercultural capability</li> <li><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</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>(NB. Program goals or implementation milestones are needed so program impact can be measured)</p>	<ul style="list-style-type: none"> <li><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</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><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</li> <li><b>ii</b> Goals have been set for the school's sister school and/or local community programs</li> </ul>	<ul style="list-style-type: none"> <li><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</li> <li><b>ii</b> Goals have been set for the school's international student program, and/or programs that provide students with overseas learning experiences</li> </ul>
<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>	<ul style="list-style-type: none"> <li><b>i</b> Teachers are systematically including learning about different cultures (and particularly Asia), universal values and global developments in their teaching programs</li> <li><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</li> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><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</li> <li><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</li> <li><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</li> <li><b>iv</b> Secondary schools are providing or planning to provide a VCE/VET language</li> </ul>	<ul style="list-style-type: none"> <li><b>i</b> Opportunities are provided for students to engage in learning about local, global and intercultural issues with students from other cultures</li> <li><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</li> <li><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)</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>	<ul style="list-style-type: none"> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><b>i</b> The school is a focal point for community celebrations of cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li><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</li> <li><b>ii</b> (Where relevant) the school's International Student Program optimises engagement between local and international students</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>	<ul style="list-style-type: none"> <li><b>i</b> Teachers are accessing professional learning to develop the capacity needed to document, teach and assess the intercultural capability and languages curriculum</li> </ul>	<ul style="list-style-type: none"> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><b>i</b> Teachers are demonstrating leadership in promoting global citizenship, intercultural capability and language education</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>	<ul style="list-style-type: none"> <li><b>i</b> The school monitors the impact of the programs that support students to develop their global citizenship, intercultural capability and languages education</li> </ul>	<ul style="list-style-type: none"> <li><b>i</b> The school monitors the impact of its sister school partnership(s) program and/or local community programs</li> </ul>	<ul style="list-style-type: none"> <li><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</li> <li><b>ii</b> Teachers are using explicit intercultural capability assessment tools to monitor learning growth</li> </ul>