

Showcase

Awards for Excellence in Schools



This example of a Showcase Award submission is based on a winning Showcase 2016 submission by Cleveland District State High School. The content has been adjusted to create an example submission that indicates how information could be provided to address the 2017 Showcase Judging Standards. It is not an exemplar. School data and supporting information (appendices) are referenced, but not included.

Annotations have been added to the right of the text (in blue) to indicate information in the submission that supports judging against the Showcase judging standards. Below each section (in orange) are some suggestions to indicate where additional information could be included to strengthen the submission.

2017 Showcase Awards – Example Submission

Award category: The Showcase Award for Excellence in Global Engagement

Submission title: Embedding Global Perspectives into School Culture

School or cluster name: Cleveland District State High School

Overview

In this rapidly changing world, our student's futures are linked to the challenges of a global community. To fully participate in that future, students need to become global citizens who recognise and value their place in the world, respect diversity and are willing to act and interact, to create positive change.

The overview is focused on describing the professional practice/s. (200 words max).

To support students to become global citizens, we committed to improvement through collaborative empowerment that resulted in our Global Perspectives Framework (Appendix 2). This framework combines a strong curriculum improvement agenda with cultural experiences, innovative action-based community development projects and local and international partnerships.

The compelling reason for prioritising this initiative is identified.

Positive outcomes (Appendix 3) from the initiatives implemented (2012-16) within this framework, include:

The measured improvement is identified.

- increased student participation in the 'global citizens program' from 288 (2012) to 1359 (2015)
- a 140% increase in the number of students completing languages studies in Year 12.

This Global Perspectives journey changed the way our students see and experience the world – from the classroom to the rainforests of Borneo and beyond. Through focussed language studies, intercultural learning and genuine collaboration with international communities, we are empowering students to think and act both locally and globally, to make a difference.

The focus area/s relevant to the specific Award (refer to the 2017 Showcase Awards Submission guidelines) is identified.

The application of the collaborative empowerment business model (State Schools Strategy) and related positive outcomes is clear.

Design

Context

Prior to 2012, our global engagement comprised an ongoing International Student Program (ISP); Council of International Schools (CIS) accreditation; teaching of two languages; relationships with schools in two

Contextual information relevant to the improvement focus is identified.

countries and cultural tours of Europe. However, to develop students with a global outlook, who are able to self-reflect to develop an appreciation and understanding of their own identity and role in the world (Mortenson, 2000), we realised we needed to do more.

Our school data showed a significant decrease in student engagement in Languages (French and Japanese) beyond Year 8, with less than 3% of Year 12 students studying a language. Not only did we need to increase student engagement with Languages and meaningful cultural experiences, we needed a framework that connected our school's philosophy with strong pedagogical practice and a whole school approach.

Key school data is noted in the application, with more data provided in an Appendix.

The initiative

Our Global Perspectives initiative began by harnessing school data and a significant body of research supporting the need for young Australians to become 'Asia literate' (Melbourne Declaration on Educational Goals for Young Australians, 2008, including: the Australia in the Asian Century White Paper, 2012 and Asia Education Foundation Reports (2012-15). We also drew on the principles of the *Global Perspectives Framework for Australian Schools* (2008).

Evidence to support the approach/strategies used to achieve improvement has been identified.

We established a Global Perspectives Framework to address the systemic priority to develop globally connected students through language and cultural experiences. The framework reflects our commitment to building a culture of success, by enabling students to understand their place in the world, and their roles and responsibilities towards themselves and others (see Appendix 2).

The Global Perspectives Framework targets our whole-school community and is designed to embed a foundation of internationalism and international mindedness that supports student learning outcomes and their development as active global citizens. As noted in Appendix 1, our framework and implemented programs/initiatives align effectively to the *Global Perspectives: A framework for global education in Australian schools* that is recognised by the Global Learning Centre.

External endorsement of the initiative/approach is identified.

Objectives

The objectives of the initiative were:

1. Increase student participation in language study through to Year 12.
2. Increase relevant and engaging opportunities for students to develop the values, knowledge to support them to become global citizens.
3. Increase partnerships that embed and support an ethos of internationalism and inclusive intercultural relationships into whole school practice.

The measurable objective is identified.

Key strategies

Since our Global Perspectives journey began in earnest in 2012, we have implemented more than 15 initiatives to support learning outcomes in language; leadership and intercultural understanding, particularly in relation to engagement with Asia (see Appendix 4). Key initiatives include:

- Global Education Partnership Project in Borneo, that actively engages students in on-the-ground humanitarian and environmental work in the Tem'bak and Ensaïd Panjang villages
- Confucius Classroom Project – that involves partnerships with the Hanban Institute and Redlands cluster to deliver Mandarin and Japanese classes to students in feeder primary schools
- High Resolves Global Citizens Program – for Years 7-9 that promotes global citizenship
- Sister-School relationships and tours in nine countries.

The key initiatives are identified in the submission, with additional information

Our Borneo – Global Education Project is our flagship global education initiative (Appendix 6), having gained national and international media and sector attention and acclaim. Students have partnered with Indonesian organisations in Brisbane (Appendix 7) to develop knowledge and cultural understanding critical to supporting their work with the village people of Borneo. These connections have enabled students to deliver resources, teach and complete community projects (painting a church, digging a sewerage system and volunteering at the orang-utan centre) in Tem'bak Village schools and in Ensaïd Panjang villages. In partnership with Tem'bak Village elders our school is supporting construction of a new Senior High School in the village. Students are currently developing a social enterprise business model to assist villagers into jobs creating upcycled products, with 100% of profits supporting the school building fund for the village. Collaboration with the University of Palangkaraya and the Orangutan Tropical Peatland Society (OuTrop) has involved students living in the Sebangau Rainforest and partnering with a local high school in an environmental research project. A publishing project in partnership with OuTrop has resulted in students fundraising to deliver a story book to schools in Kalimantan (Borneo), to raise awareness of the devastation of land clearing on the forests, wildlife and people of Borneo.

Details are provided about the key implemented initiatives related to the Showcase Awards focus areas; and judging dimensions – Design and Scalability.

The Confucius Classroom Project has expanded to include delivery of Mandarin Chinese in four surrounding feeder schools, to create a continuity of curriculum from primary to secondary school. Our partnership with the Confucius Institute (Hanban Institute/People's Republic of China Ministry of Education) funds a full-time Chinese language teacher for the program. We are currently the only school in the world where Hanban funds a teacher.

Data

To measure success, data was collected about student participation; student achievement in Languages; growth in participation in cultural partnership opportunities; growth in the number of school-community partnerships, international study tours and ISP country links; and increased teacher involvement in professional training (Appendix 5).

The quantitative and qualitative data source/s are identified and aligned to the objectives.

Qualitative data has included ongoing CIS accreditation; introduction of the International Baccalaureate Diploma program (IBD) program; student testimonials; student achievement beyond the classroom; external recognition through media, conferences and international forums; and mentoring and support for schools interested in replicating our processes (Appendix 5-8).

To strengthen the Design dimension, identify student learning data (e.g. baseline and comparison A–E achievement data) that will be gathered and analysed to determine the impact.

Impact

Measuring impact on student outcomes has been quantified through participation data (Appendix 5), but key learnings are largely qualitative and driven by student participation in initiatives, such as our Sister-School programs and our innovative Global Education Partnership Project in Borneo, that actively engages students in on-the-ground humanitarian and environmental work (Appendix 6).

The intent of our initiatives has been to increase active engagement of students in programs that support language learning, leadership, intercultural understanding and global awareness – to create ‘global citizens’. All impact measures are outlined in Appendix 5: School data, and summarised below.

Objective 1 – Increase student participation in language study through to Year 12.

Qualitative and quantitative data is included to support claims of measurable improvement related to the stated objectives.

- Total student participation in Languages has grown by 164% since 2012; (total student population growth was 41.75% over the same period).
- Students continuing Language subjects in Years 10-11 has increased by over 400% (30 students in 2012 as compared to 154 in Sem. 1, 2016).
- 140% increase in Year 12 students completing Language studies [15 s (2012) to 36 student (2015)].
- Students participating in Asian Languages in Years 7-12 has increased from 150 students in 2012 to 556 in Sem.1, 2016 (270%).
- Percentage of students achieving A-B level in Mandarin Chinese has improved across Yrs 7-12
- Improved achievement in Languages across most year levels is consistent relative to participation.
- Four feeder primary schools and 558 primary students (Yr4-6) participate in weekly Mandarin Chinese classes (Confucius Classroom Project).
- 24 school and community students are participating in introductory Indonesian classes in 2016.

Objective 2 – Increase relevant and engaging opportunities for students to develop the values, knowledge, skills and capacity for action required to become good global citizens.

- 1359 Yrs 7-9 students will participate in High Resolves (2016) compared to 288 Yr 8 students (2012).
- Sister-school relationships and humanitarian projects now incorporate partnerships with nine countries and reciprocal study and mission tours occur regularly (Appendix 7).
- Our Borneo – Global Education Project has actively engaged students in on-the-ground humanitarian and environmental work, fund-raising (over \$30,000); cultural tours, education projects and conference presentations. Involved students are fully invested in improving educational outcomes for Village students, including constructing a new secondary school; and raising

awareness of deforestation and the destruction of Orangutan habitat in Borneo (Appendix 6).

- Qualitative outcomes (Appendix 5 and 6) associated with the Borneo project have included: a Student Order of Australia Award winner (2012) and 2014 (Borneo, Belize and Vanuatu) and nominee in 2016; a Global Integrity Essay competition winner (2015); a student representative on Australia's first National Youth Leadership Council for the Jane Goodall Institute (2016); students presenting their activities to national and global audiences. Past students are progressing tertiary studies in ecotourism and environment and supporting the program as student-mentors.

Objective 3 – Increase partnerships that embed and support an ethos of internationalism and inclusive intercultural relationships into whole school practice.

- Staff presentations (Global Perspectives achievements and Borneo project), including delivering key note and workshop speeches to the Council of International Schools Asia Pacific Conference, Gold Coast in 2015, as well as keynotes in London and Hong Kong in 2016; Queensland's Statewide Principals Conference, SE Region and IPS principals conference.
- Our candidacy for the prestigious International Baccalaureate Diploma (IBD) Program has been accepted, to begin with (currently) 43 students in 2017 (Appendix 5).
- Year 10 Arts students collaborate with recently arrived refugee artists as part of our ongoing Creative Conversations partnerships (Appendix 7).
- 130 staff have participated in annual professional development activities with the Global Learning Centre on global education and engagement (Appendix 5).

To assist judges to determine to size/strength of impact, refer to and explain what the data, including comparison data, reveals in relation to the measurable improvement.

Scalability

Our initiative has been delivered by a collaboration of Executive and teaching staff over the past 4-6 years. Key staff have driven different aspects of the project, each contributing to a holistic approach to global education and engagement that combines strong pedagogy and planning with proven principles and practices. Success of many initiatives has relied on local and international partnerships.

Key processes and strategies implemented to achieve our objectives included:

- Continuous improvement in Council of International Schools (CIS) accreditation processes by Executive staff (Principal, Deputy Principals, HOD's).
- A Global Education Audit and Action Plan to embed Asia Literacy across the school (2013); Whole staff professional development (2014-16); and establishment of a school specific Global Perspectives Strategic Committee and framework (2015).
- Progressive implementation of new language programs and partnerships, including the Confucius Classroom Project (2012-16) in feeder primary schools; and afterschool Indonesian classes (2016).

The key elements required for successful implementation of the initiative/practices to ensure improvement success are described.

- The High Resolves global citizens program became core curriculum for Yrs 7-9 students (2012-16).
- Replicating sister school arrangements to grow our partnership in nine different countries, to better support language development and intercultural understanding (2013-2016).
- Creating new partnerships with international communities to support student engagement in the arts, humanitarian and environmental initiatives (Vanuatu and Borneo).
- Connecting with new schools and countries through our International Student Program (ISP) and professional study tour program.
- A 10 year partnership to develop libraries in a number of schools and kindergartens in Vanuatu.
- Progressing approvals to deliver the International Baccalaureate Diploma program (2014-16).
- Working with Asia Education Foundation to develop and deliver an inaugural Intercultural Understanding Masterclass for Educators (June 2016)
- Working with a range of local partners to think and act locally.

One of our past Cleveland High students is now planning her own eco-tour of the region as part of her university degree, replicating the planning and activities to engage tertiary students in the experience. Our teachers and students are now mentoring four other schools (Appendix 7) to undertake humanitarian and environmental tours in Indonesia. Students have presented on their experiences at these schools and to a variety of national and international audiences. Representatives from one Balinese school and one Queensland school have shadowed students and staff on their 2015 tour to Tem'bak Village (Borneo), with the intention of replicating the project in their schools. In 2015 our Global Education Coordinator led the inaugural tour to Borneo for the Balinese school and in 2016 will lead the inaugural tour for a Queensland school's nine representative students and two staff. has expanded to include delivery of Mandarin Chinese in four surrounding feeder schools, to create a continuity of curriculum from primary to secondary school. Our partnership with the Confucius Institute (People's Republic of China Ministry of Education) funds a full-time Chinese language teacher for the program. We are currently the only school in the world where Hanban funds a teacher. Key elements of the Confucius Classroom Project have been replicated in our Japanese and emerging Indonesian programs, to improve delivery and student engagement.

Replication of elements of the initiatives with other students/in other contexts is identified.

To strengthen the Scalability dimension, provide clear information (e.g. in an Appendix) about the timelines, including the sequence and duration of phases of implementation, data collection, support and/or review.

Investment

Costing every element that makes up this whole school initiative is challenging. Some individual elements can be costed based on documented expenditure, but no formal record has been made of the 'hidden' costs associated with planning and delivery. Non-recorded expenditure accounts for the many in-school (salary) hours devoted by administrators and teachers; or the many personal (out-of-school) hours invested in planning and delivering cultural tours, negotiating and

establishing school and community relationships; participating in cultural events and conferences; or any other complimentary planning and program activities (see Appendix 9).

Demonstrable expenditure shows the following outcomes:

- 278% increase in Mandarin Chinese language participation from 2012 (to Sem. 2 2015) is mainly due to implementation of Confucius Classroom Program costing our school \$40 000 p.a. (excludes Hanban funding) = average per student cost of \$62.40 over 4 years from 2012-2015.
- Languages Innovation and Improvement Grant (2015-2016) = 24 students beginning Indonesian language studies in Term 2 2016. Teacher costs to deliver classes in 2016 will be \$12000 (\$750 per student, decreasing per person as student numbers grow over 2016).
- Student participation in international tours has increased 27-700%, compared to per person cost increase of 0-155%. This demonstrates increasing value for money for participants engaged in tours.
- High Resolves program costs have decreased from an average \$30.55pp in 2012 to \$17.53pp in 2016 due to increased participation (153%) across Years 7-9.
- 100% of staff now undertaking annual professional development in global education and engagement at a per person cost of \$10.15 in 2016 or \$3.49pp over 3 years.
- \$123,673 expenditure to date spent on establishing and achieve IBD Program candidacy with 43 students currently undertaking Year 10 IBD preparation program and enrolled for 2017 start.
- Based on a conservative estimate of 40 students in each year level (already exceeded), the IBDP budget will be \$70 000 in 2016 (min. 40 students in Year 10), \$110 000 in 2017 (min. 80 students across Years 10 -11) and \$150 000 from 2018 (min. 120 students Years 10-12).

Resources and costs are identified and related outputs.

Some comparisons are made to indicate value for money.

Conclusion

By implementing our Global Perspectives Framework we have changed the way our students see and experience the world. Through processes of continuous improvement, we have increased student participation and outcomes in the areas of Languages and intercultural learning and empowered students to think and act both locally and globally, to make a difference in their world.

To strengthen submission, identify learnings and/or recommendations for sustaining and/or building on improvement success.

References

To strengthen the Design and Scalability dimensions, include reference all sources mentioned in the body of the submission.

Appendix 1: Endorsements

PRINCIPAL'S STATEMENT

As Executive Principal of Cleveland District State High School, I endorse this application to the Showcase Award for Excellence in Global Engagement category in 2016.

We have been committed to embedding a global perspective on school culture for a number of years with a very structured and focussed whole school approach since 2012. Having a global perspective enables young people to develop a sense of self and appreciate ideas of human rights, social justice, cultural diversity, peace building and conflict resolution as well as the importance of ensuring a sustainable future.

Our students, staff and wider school community have embraced a deep understanding of Ubuntu as a key driver in our school thinking and acting both locally and globally, in order to better take their place in the world.

Signature provided

PARENT'S & CITIZEN'S COMMITTEE STATEMENT

As President of the Cleveland District State High School Parent's & Citizen's Association, I endorse our school's application to the Showcase Award for Excellence in Global Engagement category in 2016.

The work the staff and students have undertaken in global engagement across the curriculum; their humanitarian work and the outcomes they have achieved are impressive in every context and a source of great pride for our community.

Signature provided

GLOBAL LEARNING CENTRE ENDORSEMENT

As Education Consultant for the Global Learning Centre, I give my full support to Cleveland District State High School's application to the Showcase Award for Excellence in Global Engagement category.

Since 2012 the Global Learning Centre (GLC) has provided Cleveland SHS with professional development in Global Perspectives: A framework for global education in Australian schools. Cleveland High's implementation of that framework is an exemplar for other schools with whom the GLC works with. The initiative has been implemented with fidelity to the principles of global education and has successfully contributed to the formation of an outstanding internationalized whole school curriculum.

Signature provided

Other supporting documentation provided with the submission included:

- Appendix 2: Global Perspectives Framework
- Appendix 3: Building culture – Developing global perspectives
- Appendix 4: Global Engagement Summary
- Appendix 5: School data
- Appendix 6: Borneo – Global Education Partnership Project
- Appendix 7: Local and International Partnerships List
- Appendix 8: Global Perspectives Framework
- Appendix 9: Investment Tables