Global Schools
Creating successful global citizens
CONSULTATION DRAFT
Connecting globally is a priority

The Queensland Plan commits to a globally connected future for all Queenslanders. Global schools will be the foundation to build this future with 100% of state schools offering languages from Prep by 2025.

We must prepare young Queenslanders with the skills and knowledge to engage in a rapidly changing world where technology is driving new ways of doing business and relationships are no longer bound by borders. To be successful in this new connected world Queenslanders must be globally aware, skilled in communication and well educated.

More companies than ever before in Australia are recognising the benefits of bilingual and culturally literate employees. By 2050 Asia is expected to provide 51% of global Gross Domestic Product. Combined with the new free-trade agreements with China, Japan, Korea, India and Indonesia on Australia’s horizon, there is a compelling case for Australian businesses to adopt a globalised approach to their operations. Companies with intercultural expertise will have a strong competitive edge in a market where national borders are no longer a barrier to expansion.

Ensuring Queensland students develop intercultural understanding and are connected with the world will make our students globally competitive in the international employment market. To achieve this we must embed an international perspective to learning across the curriculum. An international approach to education recognises that for students to have the global skills they need, they must have access to quality languages education and exposure to intercultural experiences throughout their schooling.

It is also important for us to recognise the broader community benefits that flow from developing cultural literacy and capability in our students.

Queensland has a diverse population, with many citizens moving to the state from across the globe. An increasing number of international students are also choosing Queensland as their preferred destination for their international education experience. International education and training services across all sectors are currently Queensland’s fourth major export following coal, beef and personal travel. Figures from 2013 indicate there were over 85,000 international student enrolments in Queensland across all sectors. The income generated by all sectors of international education and training services in the 2012–13 financial year amounted to $2.24 billion. Estimates show a flow-on effect where for every dollar spent on education by an international student $1.91 is put back into the community.

The international education industry is economically important for Queensland and supports the internationalisation of our school communities by providing all students with a broader view of and connection with the world. It is an important platform from which to build capability within our schools to revitalise our approach to languages education and place it at the centre of our development of successful global citizens.

1 Hughes, B., 2011, 11th Annual Economic Forum, Australian Industry Group
2 Australian Education International/Austrade pivot table statistics calendar year 2013
Languages education at the centre of global schools

Languages education provides a vehicle for increasing our students’ connections to the wider world and for making sure they have the communication skills needed to engage in the global economy.

Government has recognised the importance of preparing students for the global world for some time. In 1989 state and territories committed to the first Declaration of the National Goals for School Education which included a commitment to the principle of access to languages education for all students in Australian schools. This initial commitment has continued through each successive Declaration.

The importance of languages is also recognised by Queenslanders, with the connection to the world and the importance of languages education highlighted during consultation on the Queensland Plan. Queenslanders identified the need for a better connection with Asia through languages, the development of new ways of delivering learning and a curriculum that prepares students for a globally focused workforce.

Languages education in our schools provides the platform for the Australian Government’s New Colombo Plan which confirms the significance of languages for Australia’s future. This plan will see Australian undergraduates supported to study and undertake internships in the Indo Pacific region.

Research shows significant benefits from learning additional languages for individuals and for society. Professor Yong Zhao, Presidential Chair and Director of the Institute for Global and Online Education, University of Oregon notes that:

> ‘Bilingualism is the foundation of multicultural competency. Because by learning a foreign language, you are interacting with another culture, that is, you are trying to understand how other people think, what they value and their history’.

Professor Zhao maintains that given the interaction with other countries because of globalisation, ‘language is not a specialty it’s going to be as fundamental as basic reading’.

- A number of studies in the USA have reported that students who study a LOTE or learn through the medium of another language in an immersion program tend to outperform their peers who have not had exposure to language learning.

- Bilingual children appear to develop a more analytical orientation to language due to their experience in organising their two language systems and keeping them separate while they perform particular tasks. This experience appears to give them an advantage over monolinguals when performing tasks involving control of processing.

- Learning a second language actually enhances and enriches children’s language experience, and offers them unique insights and opportunities for the development of cognitive skills which are unavailable to the monolingual learner.

- A study by Schuster found that time taken from other subjects to learn language had no negative effect on reading, language arts and mathematics.

4 (for a brief overview, see Curtain & Dahlberg 2004, p. 397; Webb n.d.) (DEECD 2008, p.6)
5 (Bialystok 2001) (DEECD 2008, p.7)
6 (Fernandez 2008, p. 8)
Queensland schools as global schools

Queensland schools are already aware of the need to prepare their students for the competitive global employment market and every day are working on developing the capability and relationships needed to be a global school. The importance of our students learning in a global context is acknowledged in the priorities identified in the State Schools Strategy 2014 – 2018.

Languages education in Queensland has always been seen as important with Queensland state school students undertaking a compulsory language other than English in Years 6, 7 and 8 and schools making languages available from Years 9 to 12. The move of Year 7 into high school will see this commitment extended in 2015 with languages offered from Year 5. Japanese is the most commonly taught language in our schools, followed by German, French and Mandarin. This pattern appears to reflect the historic relationships Queensland forged during the 70s and 80s with initial economic and social connections in Asia through Japan.

Our schools are also exploring different models of delivering language learning through:

- development of immersion programs where students undertake all their subjects in the selected language
- partnerships with higher education institutions and international schools to offer students broader learning opportunities
- the use of technology to connect internationally.

Queensland’s experience in using technology to deliver distance education provides a platform for the provision of languages education using digital technology, allowing classes to connect with their teachers in real-time, as well as completing materials for individual study.

Many of our schools are using their languages program to build international relationships to provide students with opportunities to connect with their peers across the globe. Queensland schools, under the umbrella of sister state and city agreements, are forging reciprocal arrangements with schools across the world through classroom to classroom connections using videoconferencing, study tours to develop intercultural understanding and hosting regular sister school tour groups. We are also sending our students and teachers out to the world through reciprocal arrangements with governments across Asia, continuing student exchange opportunities and encouraging our schools to better understand their own performance by reflecting on the diverse approaches to learning that can be found across the world.

Our Independent Public Schools are leading the way in looking internationally to inform innovative practices in our schools to increase student engagement and intercultural understanding. These developments will influence how intercultural and language learning will be delivered in the future across all schools in Queensland.
We are also working with our schools to leverage opportunities and learning experiences for our students from world events. As the host of the G20 in 2014, Queensland will be centre stage. This significant world event provides a unique opportunity for Queensland students to connect with international economic and social issues and understand the importance of the international spotlight. Queensland is also re-engaging our traditional international relationships through Commonwealth Games events linking students and schools across Commonwealth nations and Australia in the lead up to the Gold Coast Commonwealth Games in 2018.

Our experience in using technology to deliver learning, building sister school relationships and developing curriculum focused on global connections provide a great platform to meet the emerging demands of a competitive world where traditional boundaries and boarders are being broken down.

Challenges for Queensland

Queensland faces a number of challenges in lifting the intercultural understanding and language skills of our students. Some challenges are about practical issues that can be overcome in the short term, such as access to qualified teachers and high quality curriculum. Other challenges require more long-term strategies such as increasing the demand for languages education by our students and developing a deep understanding, at all levels of the schooling system, of the benefits of a global approach to learning for our students and schools.

School leaders are vital to success

School principals are at the centre of generating a change in our approach to building the skills of our students to be global citizens.

The Australian Professional Standard for Principals acknowledges that ‘the principal works in a complex, challenging and changing environment leading and managing the school of today ever conscious of the needs of tomorrow’.

The standard also notes:

“The world is rapidly changing with people becoming increasingly interconnected and interdependent. Education has a central and critical role in developing in all individuals the knowledge, understanding, skills and attributes to be successful citizens in the 21st century world. The interplay between the local, national and international environments is the context in which the principal works.”

Principals need to demonstrate a personal commitment to the importance of languages, with which to engage their school community. A compelling vision that champions language learning as vital in opening opportunities for personal development and work success is essential. Providing our principals with the knowledge and experience to adopt this vision and the tools to implement an international approach to learning across the curriculum, including a quality languages program in their school, is critical.
Languages education must change

Some school communities have already made the decision to offer languages from Prep. We know that learning an additional language from an early age can be beneficial to the overall learning outcomes for students. We also know that language learning in schools is best done over an extended period of time and that continuing this learning to Year 12 gives students the best chance to develop their language skills.

A key challenge is to encourage more students to study languages at senior secondary levels and provide advice to parents about how important languages education can be for their child’s future. At present, only 6.84% of Year 12 students in Queensland state schools choose to study a language. The Australian Government has commissioned research to identify ways to increase Year 12 language study. This research will inform strategies designed to work in the Queensland environment to achieve an increase in the proportion of Queensland students successfully studying languages at senior levels.

Providing access for all students who seek to study a language, particularly those in rural and remote areas, is a unique challenge for Queensland given the geographic spread of our schools and the large number of small schools. Currently Schools of Distance Education in Queensland enable many students in small schools and isolated areas to study a language. Using digital technology, students connect with their teachers in real-time and undertake individual study.

Identifying new ways of linking students, teachers and schools and connecting them to resources and expertise from across the world will be important in making sure all students can access quality language programs as we build demand. Our experience of delivering learning in innovative ways, using technological and other solutions, provides a strong platform from which to adapt to the new demands of engaging our students in global learning opportunities. For Queensland, connecting students and teachers across our schools and then with their international counterparts will ensure our teachers and students have access to the best possible resources. These connections will also promote the personal connections that inspire engaging language teaching and motivate students to learn a language.

Teachers are essential for global participation

Delivering quality language programs requires excellent teaching, structured curriculum and adequate classroom time. Language teachers require appropriate language proficiency and effective teaching practice supported by quality resources. Supporting teachers to access professional learning, informed by evidence that maintains their language proficiency and continuously improves their teaching is necessary for creating successful global citizens.

Connecting globally also requires an embedded international focus across all learning areas. There are more than 40,000 teachers in our state schools. Lifting the intercultural understanding of each teacher will require substantial effort through a sharing of the benefits that come from a global approach to learning. Intercultural understanding is essential to being successful in our diverse and connected world. It means that our teachers must have better knowledge of cultural values, perceptions and practices, and be able to use adaptive strategies to improve cross cultural communication and cooperation.

Teachers with intercultural skills enable students to make connections between their own world and the worlds of others, supporting students to build on commonalities and mediate their differences. They develop students’ intercultural understanding through interactions with diverse people and texts and provide opportunities for reflection on intercultural experiences so that students can gain insight into their own beliefs and attitudes.
Local diversity is important for relationships

The Queensland state school system reflects the diversity of the broader community. This diversity is evident in the makeup of our student body and their families and the backgrounds of our staff as well as in the wide range of learning opportunities offered in state schools across the state. This diversity is perhaps the greatest asset of state schooling in rising to the challenge of preparing our students for their role as global citizens.

Through acknowledging the diversity of languages and culture already in our school communities we can find new ways of tapping into the cultural capital that already exists in every school. Building opportunities for global connections, coupled with authentic opportunities for students and school staff to use their own languages within the school community, will assist in creating sustainable partnerships that support schools to become global school communities.

An important aspect of our existing diversity is the Aboriginal and Torres Strait Islander languages and cultures within our school communities. Aboriginal and Torres Strait Islander languages are strongly linked to culture, country and identity and include rules about communication and knowledge systems. Understanding Aboriginal and Torres Strait Islander culture and language must form part of our approach to developing the intercultural understanding of all students.
Committing to outcomes

Our commitment is to develop the capacity and capability of our schools to prepare students for the future by fostering the global citizenship needed to ensure their success in our interconnected and interdependent world. Achieving this requires that we set aspirational goals focused on lifting the learning outcomes of every student and ensuring they have the skills to be a successful global citizen.

Our commitment to our students is that:

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<tr>
<th>By 2016</th>
<th>100% of Queensland state schools will commence implementation of the Australian Curriculum: Languages</th>
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<tr>
<td>By 2025</td>
<td>100% of Queensland state primary schools will offer languages from Prep</td>
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<tr>
<td>By 2025</td>
<td>15% of students completing Year 12 will be studying a second language</td>
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A new approach to creating global citizens

Achieving our targets will require sustained and committed effort by every school and school community to connect globally. The effort required to improve the intercultural skills of our students, teachers and school leaders is not separate to the ongoing work of our schools in lifting learning outcomes and improving school performance. This change will occur by maximising the opportunities our existing diversity brings and supporting schools to build relationships internationally so that our students can build their global citizenship skills.
Rethinking languages

Being well prepared to succeed in this globalised world requires the skills and understanding to interact and build relationships with people from a diverse range of cultures and communities and to work effectively in different cultural and organisational environments. Learning languages is a key part of this preparation. We need to rethink the place of languages in schools and see language learning in terms of interconnectivity and transforming relationships across cultures, both with the local community and globally.

This view of language learning makes it integral to the school and the school day, and embeds languages in the overall school vision. Principals are key to how languages are viewed in the school community. Rethinking languages in our schools will require principals to promote the value of languages through explicit communication, by providing appropriate time and space within the school and using the skills and knowledge of language teachers in school meetings, events and professional development.

A key factor to promoting languages will be developing an understanding in our school communities that language learning is a vehicle for developing the literacy skills of all students.

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<tr>
<th>Actions</th>
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<tr>
<td>Provide principals with support to build demand for languages and develop quality languages programs from Prep to Year 12</td>
<td>From 2015</td>
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<tr>
<td>Provide languages for all students from Year 5 to Year 8</td>
<td>From 2015</td>
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<tr>
<td>Support quality teaching of languages, particularly Asian languages, through development of alternate delivery models including considering the use of digital technologies</td>
<td>From 2015</td>
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<tr>
<td>Strengthen capacity of After Hours Ethnic Schools to support the provision of languages</td>
<td>From 2015</td>
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<tr>
<td>Provide high quality curriculum resources for languages education</td>
<td>From 2016</td>
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Building capability

Improving the intercultural understanding of our teachers and principals is essential to lifting the value placed on languages and embedding a global perspective across the curriculum. Ensuring every student has access to high quality learning opportunities within a global context will also require a rethink of how we deliver learning. Our eLearning capacity provides the platform on which to develop innovative opportunities for languages education, and supportive connections and collaboration between state schools.

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<tr>
<td>Work with pre-service providers to improve graduate level language proficiency and pedagogy</td>
<td>From 2015</td>
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<tr>
<td>Explore international language assistant programs</td>
<td>From 2015</td>
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<tr>
<td>Streamline language proficiency assessment for new teachers</td>
<td>From 2015</td>
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<tr>
<td>Consult with principals and schools on how to develop centres of excellence to lead innovation in delivering global learning</td>
<td>From 2016</td>
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</table>
Connecting globally

Our schools are already reaching out internationally and engaging with schools and communities across the world. Sister school relationships provide an important vehicle to embed international approaches in schools and promote the importance of languages education to the broader school community. These relationships are supported through memoranda of understanding and other agreements at the school, system and state levels, and recognise the benefit of bilateral activities in developing the skills of our students, teachers and principals.

Each year students, teachers and principals from Queensland state schools undertake international study and professional learning activities including student exchange, study tours and classroom learning facilitated through web-conferencing.

Expanding opportunities for these international experiences gives greater access to the benefits of global connections and encourage more of our students to engage with the world.

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<tr>
<td>Promote professional exchange opportunities for teachers and principals</td>
<td>From 2015</td>
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<tr>
<td>Develop a virtual intercultural awareness centre promoting and supporting schools and students to engage in international bilateral activities and relationships</td>
<td>From 2015</td>
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<tr>
<td>Partner with the Asia Education Foundation to deliver professional development opportunities for principals, school leaders and regional staff to increase engagement with Asia</td>
<td>From 2015</td>
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<tr>
<td>Negotiate memoranda of understanding with key Asian governments focused on increasing access to Asia by schools</td>
<td>From 2015</td>
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<tr>
<td>Continue to promote and support existing international relationships through regular review and redevelopment of formal agreements</td>
<td>Ongoing</td>
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Engaging students and parents

Students and parents regularly interact with the broader world particularly through technology for study, business and social reasons. Developing a deeper understanding of the importance of such connections for a global approach to education will help renew and strengthen school and community commitment to languages and intercultural skills.

Parents and students often find subject selection difficult, particularly where there are competing demands across subject areas and extra-curricular activities. These choices can have real impacts on a student’s future learning pathways. Promoting a global approach will require the building of real partnerships with students and parents. To do this we must provide information that can be easily communicated to parents and students while capitalising on the existing languages and cultural capability already in our broader school communities.

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<td>Support school leaders to utilise the cultural and linguistic capital of their communities and to build and sustain community support for languages and global education</td>
<td>From 2015</td>
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<tr>
<td>Provide online information for parents on the value of languages education in a globalised world and ways to support their child learning a language</td>
<td>From 2015</td>
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<tr>
<td>Assist schools to promote languages and intercultural understanding in their school community</td>
<td>From 2015</td>
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References


Curtain, H and Dalberg, C (2004), Languages and children, making the match: new languages for young learners, Boston: Pearson/Allyn and Bacon


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