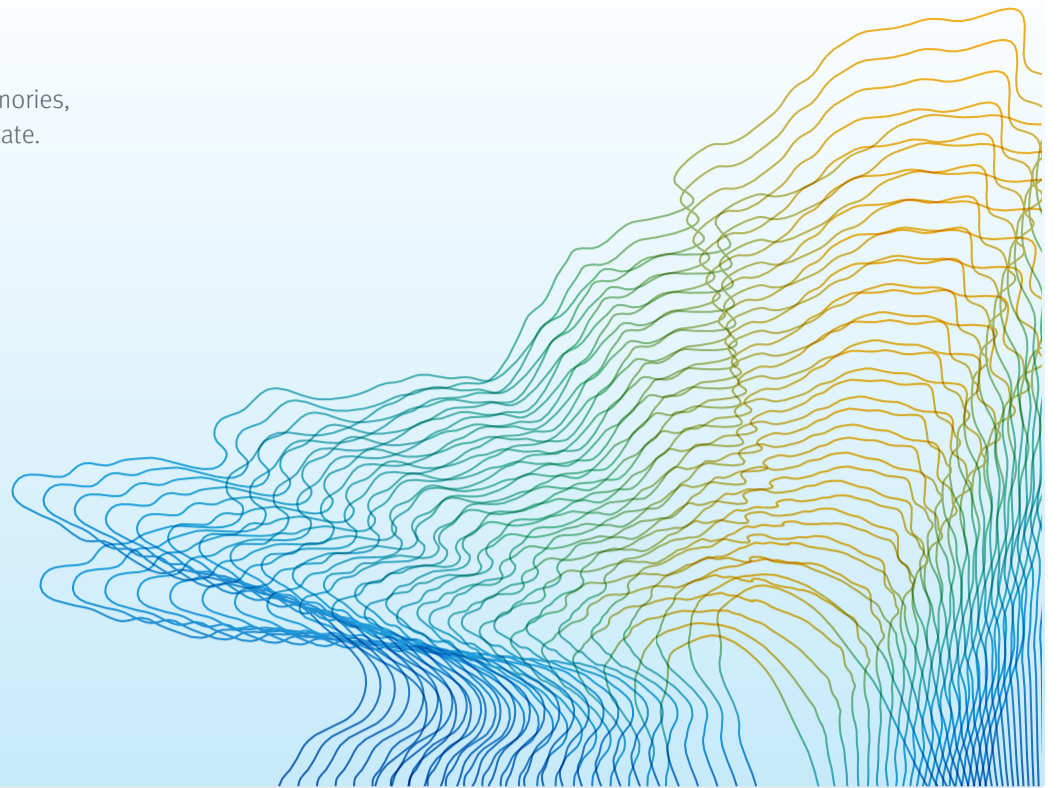


**Acknowledgement of Country**

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

# Department of Education International Strategic Plan 2019–2024



## Our future state

Contributing to vibrant communities and a stronger Queensland economy by supporting young people to thrive in a connected, diverse and rapidly changing world.

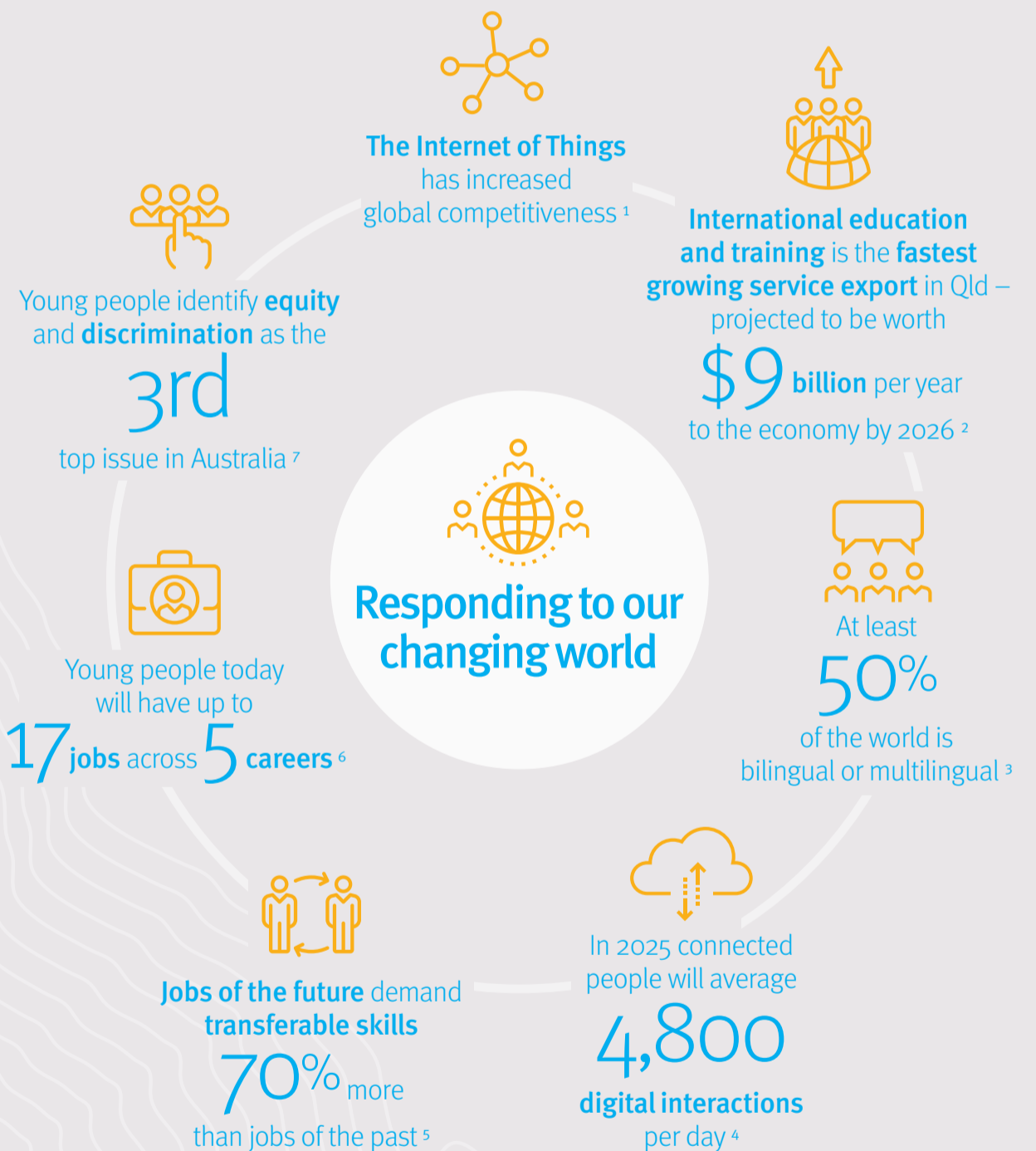
Our lives are global. Rapid and constant change is bringing new demands to how we live and work, who we interact with and how we see ourselves. More than ever, young people need to master new types of knowledge, skills and dispositions to take advantage of a world that is becoming both bigger and smaller at the same time.

In an age of globalisation, our education system must remain relevant to the economies and societies of tomorrow. Educating for global competence is critical for young people to be the creators and custodians of our future.

Every day, Queensland state schools are providing high quality and inclusive teaching and learning environments that support students to be critical and creative thinkers who can investigate the world, recognise the benefits of multiple perspectives, communicate ideas effectively with diverse audiences, and take action on matters of significance.

Building the professional expertise of our people so that every student benefits, is essential. Through our internationally-recognised education products and services, and collaboration with key partners and the community, we are taking our leaders, teachers and students to the world and bringing the world into our schools.

Together, we are providing young people with the intercultural understanding and global mindset needed to respond positively to internationally competitive work opportunities and more inclusive societies, and to contribute to Queensland’s future prosperity.



“Beyond its economic advantages, global competence is also a cornerstone of democratic leadership and citizenship.”

**Fernando Reimers**  
Harvard Graduate School of Education <sup>8</sup>

A globally competent student has:

“the capacity to examine local, global and intercultural issues; to understand and appreciate the perspectives and world views of others; to engage in open, appropriate and effective interactions with people from different cultures; and to act for collective wellbeing and sustainable development.”

Organisation of Economic Co-operation and Development (OECD)<sup>9</sup>



The Premier's ANZAC Prize



Excellence in global learning



James Cook University's Classroom on the Reef

## Shaping global futures for all students

- Provide high quality teaching and learning programs focused on global competence to develop future-ready students
- Design learning experiences, products and pathways to enhance students' global learning and engagement
- Engage and challenge students to solve local and global issues through partner programs, large-scale forums and initiatives
- Promote the benefits of supporting young people to be globally competent citizens
- Provide environments that promote humanity, respect and understanding.

## Developing and delivering excellence

- Provide clear guidance to schools on educating across a continuum of global competence
- Build professional expertise through a Global Excellence hub, including intercultural capability, to support students to be globally competent citizens
- Provide incentives that further global competency in and between school communities
- Use evidence-informed decisions to support change, seek efficiencies and lift performance
- Promote excellence in global learning and engagement, including the positive impact on school communities.

## Connecting and collaborating

- Develop deep relationships with key strategic partners and across the system, including sister school relationships
- Promote collaboration and alignment to optimise opportunities and increase influence in key markets, including through new products and services
- Support the clustering of schools to share in the benefits of international students
- Grow a student alumni network with other government agencies to foster new international connections and future trade, investment and business linkages
- Identify and engage Executive Ambassadors to profile our world-class education and Queensland at targeted events and conferences – locally, nationally and internationally
- Continue to enhance the reputation and visibility of the EQI brand in a competitive global marketplace, including through technology
- Invest in aid and development activities in the Indo and Asia-Pacific regions.

## Our measures

- Grow the number of schools in accredited international programs
- Improve global learning and engagement by schools and the system
- Improve commercial viability by increasing net return to support strategic reinvestment in priority areas.

1. Australian Computer Society. (2018, September). *Australia's IoT Opportunity: Driving Future Growth*. Retrieved from <https://www.acs.org.au/content/dam/acs-publications/ACS-PwC-IoT-report-web.pdf>
2. Jones, Hon K. (2019, June 25). International Education and Training Summit 2019 [Speech]. Welcome address, Queensland University of Technology; and Willoughby, S. (2019, June 26). International Education and Training Summit 2019 [Speech]. State of the Industry Update, Brisbane Convention and Exhibition Centre.
3. European Day of Languages. (2019). Language facts. Retrieved from <https://edl.ecml.at/Facts/LanguageFacts/tabid/1859/Default.aspx>
4. Reinsel, D., Gantz, J. & Rydning, J. (2018, November). *Data Age 2025: The digitisation of the world: From edge to core*. Retrieved from <https://www.seagate.com/files/www-content/our-story/trends/files/idc-seagate-dataage-whitepaper.pdf>
5. The Foundation for Young Australians (2017). *The New Basics: Big data reveals the skills young people need for the New Work Order*. Retrieved from [https://www.fya.org.au/wp-content/uploads/2016/04/The-New-Basics\\_Update\\_Web.pdf](https://www.fya.org.au/wp-content/uploads/2016/04/The-New-Basics_Update_Web.pdf)
6. McCrindle. (2016). *Education Future Report: The trends influencing the future of education in Australia*. Retrieved from [https://2qean3bjjd1s8781200l5ji-wpengine.netdna-ssl.com/wp-content/uploads/2018/04/Education\\_Future\\_Report\\_2016-McCrindle.pdf](https://2qean3bjjd1s8781200l5ji-wpengine.netdna-ssl.com/wp-content/uploads/2018/04/Education_Future_Report_2016-McCrindle.pdf)
7. Mission Australia. (2018). *Youth Survey Report 2018*. Retrieved from <https://www.missionaustralia.com.au/what-we-do/research-impact-policy-advocacy/youth-survey>
8. Reimers, F.M. (2008). Preparing students for the flat world. *Education Week*, 28(7), 24-25. <https://www.edweek.org/ew/articles/2008/10/08/07reimers.h28.html>
9. Organisation of Economic Co-operation and Development (OECD). (2018). *Preparing our youth for an inclusive and sustainable world. The OECD PISA global competence framework*. Retrieved from <https://www.oecd.org/pisa/Handbook-PISA-2018-Global-Competence.pdf>
10. Fullan, M. (2016). Developing humanity: Education's emerging role. *Principal Connections*, 20(2), 11-12. Retrieved from [https://michaelfullan.ca/wp-content/uploads/2017/01/17\\_Fullan\\_Developing-Humanity\\_Principal-Connections.pdf](https://michaelfullan.ca/wp-content/uploads/2017/01/17_Fullan_Developing-Humanity_Principal-Connections.pdf)

“Deep learning, when immersed in real problems locally and globally, uncovers, cultivates and yields a natural tendency among young people to ‘help humanity’.”

Michael Fullan O.C.  
*New Pedagogies for Deep Learning*<sup>10</sup>