



Asia Education Foundation

---

# Ready for the world

---





Asia Education Foundation

---

# Contents

---

The challenge	2
The solution	6
Our vision	8
How we work	10
Our programs	12
— Equipping globally ready schools	13
— Engaging students	14
— Global school partnerships	17
— Intercultural understanding	18
— Curriculum	21
— Languages	22
— Research	25
Our advisory board	26

---

# The challenge

The world is changing fast.  
So are the needs of our students.

Our students' future success has never been so dependent on what happens globally.

Right now, work is being transformed by global markets, new technologies and more culturally diverse workforces. And of pressing concern, the next generation will inherit complex global challenges that can only be resolved through international collaboration: our environment is at risk; more people are crossing borders than ever before and global conflict is on the rise.

**Australia's place in the world is changing fast too.** A new world order is emerging. China and India are new global superpowers and Asia is the economic powerhouse of the world. Australia's engagement with Asia, in areas as diverse as trade, education, migration and humanitarian assistance, continues to grow at a rate much faster than our engagement with the rest of the world.

—💬—  
SCHOOLS NEED TO PREPARE STUDENTS FOR A WORLD IN WHICH PEOPLE'S LIVES WILL BE AFFECTED BY ISSUES THAT TRANSCEND NATIONAL BOUNDARIES.

**Andreas Schleicher**, Director, OECD  
Directorate for Education and Skills, 2016



---

## WHEREVER THEY LIVE AND WORK, OUR STUDENTS WILL NEED INTERCULTURAL UNDERSTANDING.

---

For young Australians, developing knowledge and familiarity with Asia is a vital part of developing global understanding. Asia capability builds Australia's intellectual and creative capital and fosters a rich social cohesion essential to our future well being.

**Wherever they live and work, our students will need intercultural understanding.** Within Australia, schools, families, communities and workplaces are more culturally diverse than ever before. China and India are the largest source of Australia's new migrants, with Hinduism and Buddhism our fastest growing religions. For young people to co-exist and interact with people from many faiths and countries, open and flexible attitudes, as well as values that unite us around our common humanity, are vital for schools to build.

Rapidly advancing technologies and global economic integration are redefining how - and who - we communicate with. Right now many Australians communicate daily with friends and work colleagues across the globe. Increasing numbers of Australians work in areas like education, health, law and business across Asia and our farmers' produce fills supermarket shelves from Singapore to Seoul.

To respond to these global opportunities, student capabilities like creativity, enterprise and STEM are receiving greater priority in schools than ever before. It makes sense that our students also need cultural knowledge, well-developed communication and language skills and deep intercultural understanding to be globally competent.



---

## EMPLOYER DEMAND FOR BILINGUAL SKILLS IN AUSTRALIA GREW 181% IN THE LAST FOUR YEARS, SECOND ONLY TO DIGITAL LITERACY.

**The New Basics. Big data reveals the skills young people need for the New Work Order, FYA, 2016**

---

**Speaking more than one language** is fast becoming a necessary passport to personal mobility and opportunity in an age when the ability to collaborate and communicate effectively across borders is a highly sought after skill.

And yet Australia's low uptake of languages hasn't shifted for more than twenty years. A scant 11 per cent of Year 12 students in Australian schools choose to study a language. Fewer than six per cent of these students study the languages of our closest neighbours in Asia.

**Schools across the globe** are being challenged to rethink the knowledge, skills and attitudes students need to be active and informed global citizens ready for the world and ready for work.

In 2018 the Organisation for Economic Co-operation and Development (OECD) will begin to measure student global competence in the Program for International Student Assessment (PISA) that benchmarks education performance across the world.

### **ASIA CAPABLE AND GLOBALLY COMPETENT**

We need to ensure that young Australians are being prepared at school to be globally competent and Asia capable as an essential part of a world-class education.



GLOBAL COMPETENCE IS DEFINED BY THE OECD AS INTERCULTURAL COLLABORATION, ANALYSIS OF GLOBAL ISSUES, UNDERSTANDING DIFFERENCE AND A SHARED RESPECT FOR HUMAN DIGNITY.

# The solution

Our schools need to prepare globally competent students.

Asia Education Foundation (AEF) has 25 years of experience working with schools. We know how to equip students to be ready for the world.

Our evidence indicates that schools who build global competence:

- Are led by school leaders who promote whole school commitment to achieve a global mindset and skill set for all students.
- Actively foster the value of diversity of peoples, languages and cultures.
- Ensure an explicit curriculum intention in all learning areas to achieve student outcomes in global competence and Asia capability.
- Enable students to experience intercultural engagement.
- Support active global school partnerships.
- Invest in teachers' capability to use new pedagogies and new technologies to connect their classrooms to the world.
- Provide teachers with high quality curriculum resources and opportunities to build their knowledge of Australia's place in the world and intercultural understanding.
- Offer high quality languages programs and build demand for languages among students, parents and the school community.



WE KNOW HOW TO EQUIP STUDENTS  
TO BE READY FOR THE WORLD.

# Our vision

Young Australians ready for the world.

AEF is Australia's premier organisation supporting schools to educate a new generation of globally competent and Asia capable young Australians.

What drives our work is a belief that every student can gain from their schooling:

- A deep understanding of Australia and our place in the world – particularly knowledge of the histories, geographies, beliefs and cultures of the Asia region.
- Intercultural understanding with the capability to interact and be open towards peoples from all cultures.
- Language skills to communicate and collaborate with the peoples of Asia and the world.

AEF is a national not-for-profit initiative of Asialink at The University of Melbourne.



YOUNG PEOPLE WHO DEVELOP  
GLOBAL COMPETENCE  
ARE BETTER EQUIPPED  
TO BUILD MORE JUST,  
PEACEFUL, INCLUSIVE AND  
SUSTAINABLE SOCIETIES.

**Global competency for an inclusive world,**  
OECD, 2016



— ” ” —

OUR GOAL IS TO DEVELOP  
A GLOBAL MINDSET AND  
SKILL SET FOR ALL YOUNG  
AUSTRALIANS.

**Kurt Mullane,**  
AEF Executive Director

# How we work

AEF knows that equipping young people to be ready for the world requires a shared effort. That's why our programs bring together schools, education authorities and professional associations who work together with parents, business and community leaders to improve learning outcomes for every young Australian.

Together we know how to support change in schools. Our range of programs are designed to:

## **EQUIP SCHOOL LEADERS**

We equip leaders of primary and secondary schools with knowledge, tools, networks and resources to lead school improvement to build intercultural understanding, languages learning and an understanding of Australia and our place in the world.

## **SUPPORT TEACHERS**

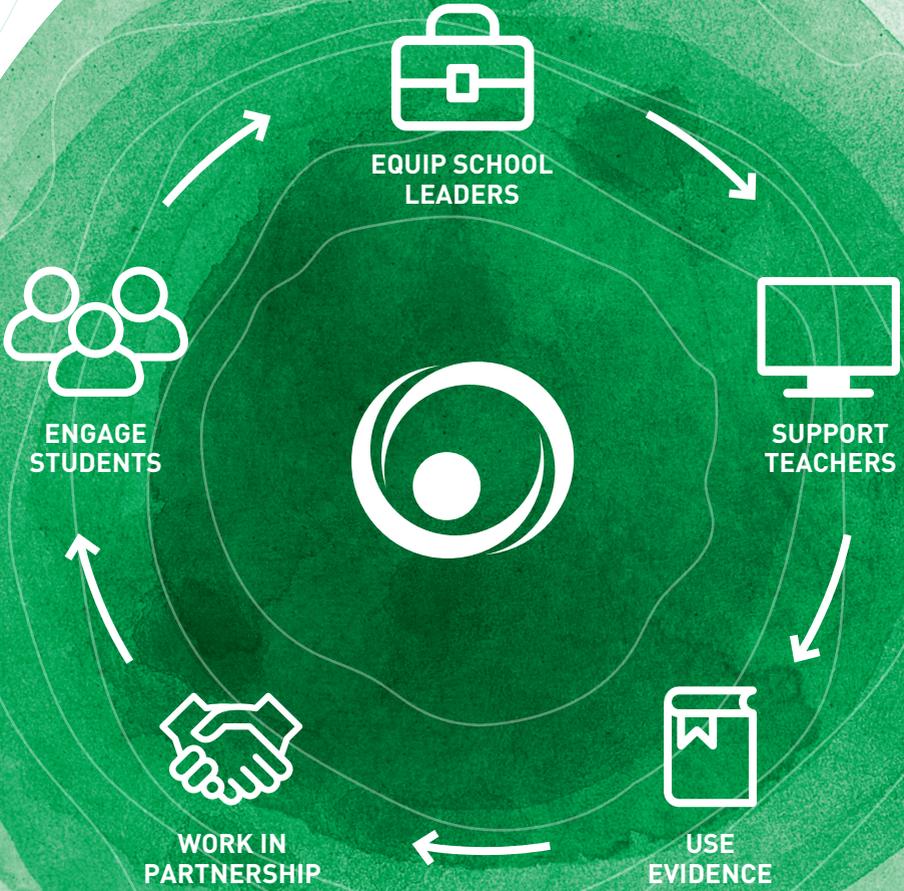
Our teacher professional learning programs and rich online bank of curriculum resources are aligned to Australian curriculum. They support teachers to build their knowledge and capability to assist students to develop global competence and Asia capability.

## **USE EVIDENCE**

AEF programs build on the rich evidence base we have developed by working together with schools and education systems across Australia and Asia.

## **ENGAGE STUDENTS**

We give students the opportunity to discuss key global issues. We link students to mentors that demonstrate the capabilities required in the workplace now and into the future.



# Our programs

We have programs for students, teachers, school leaders and schools.

AEF programs are interactive and evidence-based. We offer national professional learning programs for school educators plus customised services to meet the needs of individual schools.

Our website offers world-class curriculum resources and access to research that illustrates what works in schools. We support teachers to use new technologies to build global school partnerships, deliver high quality languages programs and develop intercultural understanding.

Our Go Global programs engage students with global issues and the world of work.

 Equipping Globally Ready Schools

 Engaging Students

 Global School Partnerships

 Intercultural Understanding

 Curriculum

 Languages

 Research



# Equipping Globally Ready Schools

We support school leaders to implement whole school strategies that improve student learning outcomes.

## GEN 21 SCHOOLS

The GEN 21 Schools service is designed to:

- Improve student learning outcomes relating to three key areas of learning - Australia and our place in the world, intercultural understanding and languages learning.
- Assist schools to gather baseline and progress data related to curriculum, learning and teaching, school leader and teacher capacity and school community engagement in each of these areas of learning.
- Support schools to address gaps and build on strengths identified through the data gathering process.

We understand that all schools are different. GEN 21 offers customised solutions to identify needs and priorities of individual schools and networks. This service is available to individual schools and networks of schools.

## LEADING 21ST CENTURY SCHOOLS

The Leading 21st Century Schools professional learning program is designed for school leaders. 1,500 leaders nationally have participated in this program to build their Asia capabilities, networks and resources to lead whole school change and student improvement related to Australia and our place in the world, intercultural understanding and languages learning.

The Leading 21st Century Schools program focuses on:

- Leadership and the moral imperative to engage students with the world.
- Leading self and others to bring about change and improvement.
- Leading teaching and learning.
- Leading school-based action.

AEF offers Leading 21st Century Schools in partnership with government and non-government education sectors and peak principal groups including the Australian Primary Principals Association and the Australian Secondary Principals Association.

## THE ASIA CAPABLE LEADER: PROFESSIONAL LEARNING TOOLKIT

The Asia Capable Leader Professional Learning Toolkit is self-paced and available online. It provides primary and secondary school leaders with downloadable tools and resources to lead change to build Asia capabilities in their school.



# Engaging Students

Ready for work, ready for the world.

## GO GLOBAL

Go Global programs help students develop the skills they need to succeed in a globally connected and culturally diverse world. Importantly, Go Global programs help students connect what they learn in class with practical future education and career pathways.

**Go Global works in partnership with business, government and community organisations to provide students with the opportunity to:**

- Understand the importance of global competence and Asia capabilities.
- Explore relevant higher education and career pathways.
- Deepen understanding of local, regional and global issues and consider their role in taking action in the community.
- Explore opportunities available to young Australians to engage with the world.

## GO GLOBAL AMBASSADORS

Go Global Ambassadors sit at the heart of our Go Global programs. Ambassadors are highly-skilled professionals with global careers who share their personal and professional experience and highlight the capabilities that helped them get ahead.

Ambassadors operate in a broad range of sectors including agriculture, arts, design, aid, science, finance and retail. They offer insights into Australia's place in the world and share their experience working in global teams.

## OPEN A DOOR TO THE WORLD

Interactive workshops offer secondary school students the opportunity to work alongside university students and Go Global Ambassadors. Together, participants explore the study options, practical knowledge and intercultural, linguistic and collaborative capabilities required to work in different industries in Australia and internationally.

## GO GLOBAL YOUTH FORUMS

Go Global Youth Forums actively engage students with the big global challenges of our time. Highly interactive one-day programs are designed for students to discuss and debate key challenges facing Australia and the world - and the role of youth in addressing them. Forums can be hosted by an individual school or a network of schools. Forum themes include:

- **United Nations Global Goals:** students propose innovative local, regional and global solutions required to achieve the 2015 UN Global Goals.
- **Australia and ASEAN:** students focus on their responsibility as regional citizens and discuss issues of importance to Australia and the countries of South East Asia including trade, migration, environmental sustainability, people movement and security.



THE FUTURE OF WORK FOR YOUNG AUSTRALIANS WILL BE CHARACTERISED BY GLOBALISATION: OUR WORKFORCE GOING GLOBAL AND THE GLOBAL WORKFORCE COMING TO US.

The New Work Order – Ensuring young Australians have skills and experience for the jobs of the future, not the past. FYA, 2015



THE AUSTRALIA-ASIA BRIDGE  
SCHOOL PARTNERSHIPS PROGRAM WAS  
SHORTLISTED IN THE UNITED NATIONS  
ALLIANCE OF CIVILIZATIONS AWARD  
FOR INTERCULTURAL INNOVATION.

---



# Global School Partnerships

Motivate students to develop intercultural understanding, pursue language study and develop global perspectives.

New technologies have revolutionised how schools establish and sustain international school partnerships. Through real time collaboration, we now see eager Year 9 Science students on Kangaroo Island in South Australia compare water quality with students in Kalimantan, Indonesia. In Western Australia, Year 7's create digital stories and share them with students in New Delhi. In Sydney, excited Year 2's sing songs in Mandarin, via video conference, with their partner school in China.

## AUSTRALIA-ASIA BRIDGE SCHOOL PARTNERSHIPS

Australia-Asia BRIDGE School Partnerships involve over 700 schools in Australia and Indonesia, South Korea, India, China, The Philippines, Brunei, Thailand, Malaysia, Singapore, Vietnam, Cambodia, Laos and Myanmar.

BRIDGE uses a blend of technology and face-to-face engagement based on global best practice. Schools are supported to establish and sustain a partnership through immersive teacher professional learning, a school partnering service, our online support desk and a comprehensive website of materials, ideas and case studies to support curriculum collaboration.

## CONNECTING STUDENTS TO THE WORLD: TEACHER PROFESSIONAL LEARNING

Australian primary and secondary teachers are introduced to innovative technologies and pedagogies that enable collaborative student learning across borders. Teachers have the opportunity to join a professional learning network focused on best practice in providing students with unique learning opportunities enabled by global collaboration.

## CONNECTING TO THE WORLD: CURRICULUM TOOLKIT

An interactive teaching and learning toolkit supports primary and secondary teachers to integrate global dimensions in English, History, Geography, The Arts and Languages learning areas. The kit of seven interactive wall posters offers user-friendly curriculum ideas that develop student intercultural understanding and digital literacy.

## GLOBAL CLASSROOM: TEACHER TOOLKIT

Setting up global curriculum collaboration is made easy with our comprehensive online Global Collaboration Toolkit. This interactive resource supports teachers to design, implement and manage collaborative projects that provide students with the opportunity to connect with students globally.



# Intercultural Understanding

Intercultural understanding is one of the most important capabilities we can develop in our students today. It is a cornerstone of positive citizenship and an essential capability in contemporary workplaces to meet the demands of the global economy and Australia's increasing cultural diversity. Developing this capability helps safeguard students against social exclusion, racism and prejudice.

Schools are on the frontline of developing intercultural understanding. That's why intercultural understanding is identified as a general capability in the Australian Curriculum and is expected to be achieved by all students by the time they leave school.

## INTERNATIONAL STUDY PROGRAMS FOR TEACHERS

Over 4,000 Australian school educators have travelled to China, Japan, South Korea, India, Indonesia, Singapore, Malaysia, Myanmar, Bhutan, Nepal, Hong Kong, Thailand, Laos, Cambodia and Vietnam on AEF in-country professional learning programs to build their own intercultural understanding and knowledge.

This immersive professional learning can focus on specific learning areas, like the geography of the Mekong Delta, or the history of Khmer civilization in Cambodia. Other programs deep dive into learning about high performing education systems in East Asia, or explore Australia's international business and cultural links.

## INTERCULTURAL UNDERSTANDING MASTERCLASS

Intercultural Understanding Masterclasses deepen educators' knowledge of Australia's cultural diversity and provide frameworks for integrating intercultural understanding into Australian curriculum. Community, academic and education experts lead the masterclasses and focus on helping educators create learning environments that respect diversity and draw links between intercultural understanding and student well-being.

## INTERCULTURAL UNDERSTANDING IN THE CURRICULUM

AEF has designed a new program that empowers curriculum leaders to develop and implement strategies that build student intercultural understanding. Delivered as a blended model of face-to-face and online modules, the program offers a practical, evidence-based deep dive into best practice, focused on frameworks, pedagogy, innovative resources and approaches to assessment.







# Curriculum

We work with school teams and individual teachers to assist in implementation of new curriculum using high quality classroom resources.

## AEF WEBSITE

A rich and comprehensive collection of teaching and learning resources is available on the AEF website. Curriculum resources are aligned to Australian curriculum across all learning areas, Foundation to Year 10. Curriculum resources can be searched by country, subject and year level. Each learning area includes sample curriculum maps, detailed learning sequences and digital resource lists plus professional learning resources for teachers. Visit [asiaeducation.edu.au](http://asiaeducation.edu.au)

## AEF SOCIAL MEDIA

Increasingly educators are coming together online to share practice, exchange resource ideas and keep abreast of education innovation. AEF Twitter and Facebook communities are followed by thousands of educators in Australia and internationally and provide up to date news and the latest resources.

## CURRICULUM PLANNING: TEACHER PROFESSIONAL LEARNING

AEF offers professional learning in schools and networks to support curriculum planning and delivery across learning areas and year levels. This program supports implementation of new curriculum frameworks, reviewing and auditing existing curriculum and exploring approaches to curriculum planning, pedagogy and assessment that ensures the integration of intercultural understanding and a focus on Australia's place in the world.

## ASIA CAPABLE TEACHER: PROFESSIONAL LEARNING TOOLKIT

Our online professional learning kit provides tools and resources to support teachers to build their Asia capabilities and provide students with the teaching and learning opportunities to equip them to be active and informed local and regional citizens.

## ASIA IN THE SECONDARY HISTORY CURRICULUM: TEACHER TOOLKIT

This online toolkit includes information and resources to support teachers to include Asia and Australia's engagement with Asia in the History curriculum.

## ASIA IN THE SECONDARY ENGLISH CURRICULUM: TEACHER TOOLKIT

Our online toolkit includes information and resources to support teachers to include the study of literature and texts from and about Asia and Australia in the English curriculum.

## INTERCULTURAL UNDERSTANDING: TEACHER TOOLKIT

Our interactive online toolkit includes information and resources to support teachers to embed intercultural understanding in classroom curriculum. It provides links on how to address intercultural understanding across learning areas, pedagogical approaches that support intercultural understanding and frameworks for curriculum planning and delivery.



# Languages

Speaking more than one language is a passport to personal mobility and opportunity in today's world. AEF works with education sectors and schools to build demand for languages education, improve program quality, provide professional learning and engaging teaching materials. We also undertake research into key issues related to languages education.

## LANGUAGE IMMERSION

The most powerful way to learn a language is to be immersed in it every day. Over 2,000 teachers of Asian, European and Middle Eastern languages have participated in AEF in-country professional learning language immersion programs focused on up-skilling language proficiency and teaching methodology. Our programs are delivered in partnership with expert institutions across the globe.

## ASIAN LANGUAGES: TEACHER TOOLKIT

This online toolkit provides information and resources on curriculum, learning and teaching, languages support and professional learning to support teachers to implement an Asian language program.

## CURRICULUM RESOURCES

AEF has a rich online bank of Asian languages curriculum resources and learning sequences aligned to the Australian Curriculum for Languages.

## RESEARCH

New thinking and innovation is required to scale-up languages learning in Australian schools.

Our research identifies global best practice in strengthening languages education, factors driving and inhibiting quality programs and identifies new pedagogies that make a difference to student learning outcomes.

## BUILDING DEMAND

We know that students need to discover their own purpose and motivation for learning a language. AEF BRIDGE School Partnerships and Go Global programs support schools to build student demand for languages.

Zhǎng → Grow

chǎng → Long

中

文

Australian schools.

Select one of the icons below to access a *What Works* research publication.



**WHAT WORKS 1** Building Demand for Asia Literacy: What Works (How?)

### Building demand for Asia literacy

Literature review and twenty-six illustrations which reflect building demand for Asian languages and studies of Asia...[more »](#)



**WHAT WORKS 2** Leading school change to support the development of Asia-relevant capabilities

### Leading school change

Examines three schools/clusters that have been motivated by a 'moral imperative' to develop students' Asia-relevant capabilities...[more »](#)



**WHAT WORKS 3** Achieving intercultural understanding through the teaching of English and History

### Achieving intercultural understanding

developing students' intercultural understanding through Asia perspectives in English and History...[more »](#)



## Research

We have developed an extensive body of research that demonstrates how schools are successfully implementing teaching and learning to improve student outcomes focused on Australia and our place in the world, intercultural understanding and languages learning.

### MAJOR REPORTS

AEF research is undertaken in partnership with leading institutions and international experts. We undertake major reports in the area of languages education, Asia capability and internationalising education.

Our most recent major report, commissioned by the Federal Government, looks at factors supporting and inhibiting students to continue languages study in the senior years of schooling.

### WHAT WORKS IN SCHOOLS

AEF's flagship *What Works* series uses a case study approach to demonstrate innovation in schools and provides roadmaps for school improvement. The ten studies identify seven key areas of school improvement needed to prepare students for a globalised world.

These include:

- Supportive policy
- Leadership
- Teacher capacity
- Curriculum and resources
- Pedagogy
- Building demand
- Community and parent engagement.



90% OF TEACHERS PARTICIPATING IN BRIDGE AGREED THAT STUDENTS HAVE DEVELOPED INTERCULTURAL UNDERSTANDING AS A RESULT OF THE PROGRAM.

**What Works 6: Australia-Asia School Partnerships**, AEF, 2014

# Our advisory board

AEF collaborates with national education agencies, government and non-government education jurisdictions, educator and parent associations, schools, universities and businesses. Our expert Advisory Board guides our work and informs our programs.

## **Professor Field Rickards** (Chair)

Dean of Education, The University of Melbourne

## **Susan Mann** (Deputy Chair)

Chief Executive Officer, Education Services Australia

## **Joel Backwell**

Executive Director, International Education Division,  
Department of Education and Training VIC

## **Cheryl Best**

Executive Director, Learning and Business Systems,  
Department of Education and Communities NSW

## **John Firth**

Chief Executive Officer, Victorian Curriculum and  
Assessment Authority representing Australasian  
Curriculum, Assessment and Certification Authorities

## **Susan Gazis AM**

President, Australian Professional Teachers Association

## **Valerie Gould**

Executive Director, Association of Independent Schools WA,  
representing Independent Schools Council of Australia

## **Eveline Jona**

President, Victorian Parents Council,  
representing Australian Parents Council

## **Professor Alex Kostogriz**

Faculty of Education and Arts, Australian Catholic University,  
representing Australian Council of Deans of Education

## **Anthony Mackay AM**

Executive Director, Centre for Strategic Education

## **Jenny McGregor AM**

Chief Executive Officer, Asialink,  
The University of Melbourne

## **Professor Anne McLaren**

Professor, Asia Institute, The University of Melbourne,  
representing Asian Studies Association of Australia

## **Rob Nairn**

Executive Director, Australian Secondary Principals  
Association

## **Helen O'Brien**

Director, Catholic Education SA,  
representing National Catholic Education Commission

## **Robert Randall**

Chief Executive Officer, Australian Curriculum,  
Assessment and Reporting Authority

## **Professor Fazal Rizvi**

Professor in Global Studies in Education,  
The University of Melbourne

## **Phillip Spratt**

President, Australian Council of State School Organisations

## **Patrea Walton**

Deputy Director-General, Department of Education,  
Training and Employment QLD

## **Dennis Yarrington**

President, Australian Primary Principals Association

Representatives from the Australian Institute  
for Teaching and School Leadership and the  
Australian Federal Department of Education  
and Training.









Asia Education Foundation

## Join us

Join the growing number of Australian educators committed to equipping learners to be ready for the world and ready for work.

Subscribe to AEF E-News, follow us on Twitter & Facebook, or contact us directly.

☎ +61 (03) 8344 3590

✉ [aef-support@asialink.unimelb.edu.au](mailto:aef-support@asialink.unimelb.edu.au)

💻 [asiaeducation.edu.au](http://asiaeducation.edu.au)

🐦 @asiaeducation

📘 [facebook.com/asiaeducation](https://facebook.com/asiaeducation)