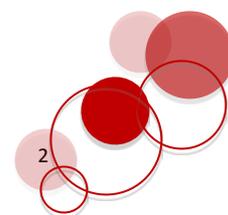


International School Partnerships Toolkit



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Section 1: Why International School Partnerships?

1.1 International School Partnerships

International school partnerships provide unique learning opportunities to connect students, teachers and school communities internationally. In an increasingly interconnected and diverse world, providing opportunities for students to make global connections with peers, supports developing the twenty-first century capabilities required to be active and confident global citizens.

International school partnerships are an ongoing, sustainable relationship between two schools that enhance student learning.

School Partnerships:

- build intercultural understanding through connecting with peers internationally
- enhance language skills through authentic use of language with native speakers
- enable collaboration on local and global issues
- build information and communications technology (ICT) capabilities through use of digital technologies to communicate and collaborate.

This toolkit draws upon research and the experience of Australian schools that lead international school partnerships. It outlines key success factors to establish and sustain school partnerships and provides practical suggestions on activities that support school partnership collaboration. Included are video and written case studies highlighting the benefits and impact of school partnership programs.

1.2 Education Policy Context

Australia

The Melbourne Declaration on Educational Goals for Young Australians

The [Melbourne Declaration on Educational Goals for Young Australians](#) (2008) highlights the rapid change in global integration and international mobility in the twenty-first century. It identifies two goals for school education:

Goal 1: Australian schooling promotes equity and excellence

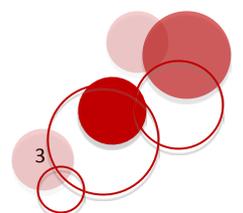
Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

Global integration and international mobility have increased rapidly in the past decade. As a consequence, new and exciting opportunities for Australians are emerging. This heightens the need to nurture an appreciation of and respect for social, cultural and religious diversity, and a sense of global citizenship.

[Melbourne Declaration of Educational Goals for Young Australians](#)

Australian Curriculum

The [Australian Curriculum](#) provides schools with the opportunity to embed international school partnership activity across all learning areas and year levels. This supports building knowledge and understanding of partnership country and developing the intercultural understanding and ICT capabilities required to connect globally.





Languages

Through [Languages](#) students acquire:

- communication skills in the language being learnt
- intercultural capability, and an understanding of the role of language and culture in communication
- capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.¹

School partnerships are a key vehicle to support students learning a language in addition to English, to connect with peers globally and to use language in authentic contexts.

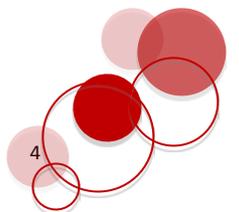
¹ Australia Curriculum Assessment and Reporting Authority, Australian Curriculum - Languages Rationale, 2015

Cross Curriculum Priorities

The Australian Curriculum is designed to meet the needs of students by delivering a relevant, contemporary and engaging curriculum that builds on the educational goals of the Melbourne Declaration. The [Cross Curriculum Priorities](#) enable the delivery of learning area content at the same time as developing knowledge, understanding and skills relating to [Aboriginal and Torres Strait Islander Histories and Cultures](#), [Asia and Australia's Engagement with Asia](#) and [Sustainability](#).

Asia and Australia's Engagement with Asia-Cross Curriculum Priority

Many Australian schools have school partnerships across Asia. This provides schools with a valuable context in which to address the Asia priority across learning areas and to deepen knowledge and understanding of the country in which they have international connections.



The [Asia and Australia's engagement with Asia priority](#) ‘...ensure (s) that students learn about and recognise the diversity within and between the countries of the Asia region. Students will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.’²

General Capabilities

The [General capabilities](#) provide student with the skills necessary to operate effectively in the twenty first century. School partnerships provide a vehicle in which to build student capabilities.

Intercultural Understanding

In the Australian Curriculum, students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. Intercultural understanding involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.³

² Australia Curriculum Assessment and Reporting Authority, Australian Curriculum - Cross Curriculum Priorities: Asia and Australia's Engagement with Asia Overview, 2015

³ Australia Curriculum Assessment and Reporting Authority, Australian Curriculum - Intercultural Understanding Introduction, 2015

⁴ Australia Curriculum Assessment and Reporting Authority, Australian Curriculum - Information and Communication Technology Introduction, 2015

Information and Communication Technology (ICT) Capability

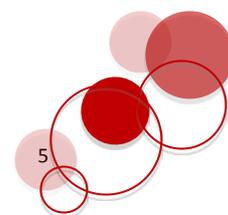
Student develop [ICT capability](#) as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school.⁴

Intercultural understanding is an essential part of living with others in the diverse world of the twenty-first century. It assists young people to become responsible local and global citizens, equipped through their education for living and working together in an interconnected world.

Australian Curriculum – Intercultural Understanding

Information and Communication Technology (ICT) enables teachers to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students, connecting students with peers overseas and utilizing a range of resources that connect the classroom to the world.

AITSL: Australian Professional Standards for Teachers

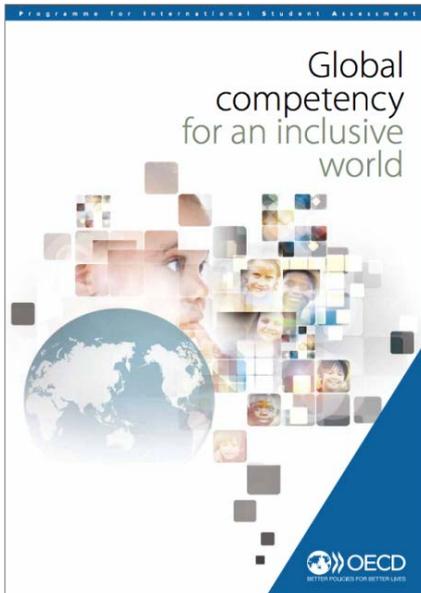


International

Organisation for Economic Co-operation and Development

In 2018 the [Organisation for Economic Co-operation and Development \(OECD\)](#) will assess global competencies in the [Programme for International Student Assessment \(PISA\)](#).

Global competence includes the acquisition of in-depth knowledge and understanding of global and intercultural issues, the ability to learn from and live with people from diverse backgrounds, and the attitudes and values necessary to interact respectfully with others.⁵

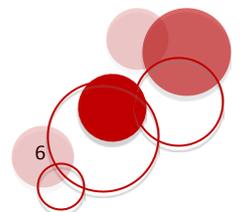


Schools need to prepare students for a world in which people need to work with others of diverse cultural origins, and appreciate different ideas, perspectives and values; a world in which people need to develop trust to collaborate across such differences; and a world in which people's lives will be affected by issues that transcend national boundaries.

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



⁵ Global competency for an inclusive world, 2016



1.3 Benefits of International School Partnerships

Participation in international school partnerships provides students, teachers, leaders and school communities with the opportunity to connect with peers globally, build intercultural understanding, enhance language learning and much more.

Benefits for students

Through school partnerships students have the opportunity to:

- develop intercultural understanding through engaging with peers from other cultures
- build respect and understanding for cultural diversity and difference, and ability to reflect on different perspectives
- develop increased interest in other countries and global issues
- collaborate with peers on local, regional and global issues
- enhance language skills
- increase motivation to learn a language in addition to English
- build ICT capability via effective use of digital technologies.



Video case study: How school partnerships enhance language learning

Learning about culture through sister school connections led to greater engagement and improved learning outcomes for students. People-to-people contacts made learning about Asia and learning an Asian language more authentic and engaging. Teachers were able to bring the curriculum alive and help other teachers to do so.

Meeting students and teachers from China who visited the school as a result of the sister school connection had a significant impact on the students of Maffra Secondary College – it changed their understanding of the world.

Outcomes of study programs to Asia



Benefits for Teachers and School Leaders

Through school partnerships, teachers and school leaders can:

- build knowledge and understanding of countries other than their own
- increase intercultural understanding
- connect with peers internationally and build personal and professional networks
- build professional practice on use of ICT to connect globally and embed it into learning and teaching practices
- develop language proficiency.

Benefits for School Communities

For the wider school community, international school partnerships can help:

- build intercultural understanding
- increase global mindedness
- expand knowledge about the culture and society of the partner country
- deepen understanding of the importance of second language learning
- build opportunities to connect with local Asian and international communities.

The improvement in my intercultural understanding and language knowledge and skills has been the most significant change for me as a teacher. It has improved teaching and learning outcomes for students, and it has given me also an authentic resource that I can use to build my students' intercultural understanding

Roma Chiera-Garnelli
St Francis Xavier Regional Catholic School
What Works 6 Australia-Asia school partnerships



1.4 Asia Capable School

An 'Asia capable' school ensures that all students have the opportunity to develop knowledge and understanding of Asian societies, cultures, languages and environments, and the connections between the peoples of Asia, Australia and the rest of the world.

Successful school partnership programs are embedded across all features of an Asia capable school. From connecting to school vision, building teacher capacity, embedding across all learning areas, utilising ICT to connect and supporting language learning, school partnerships play a leading role in supporting schools to be Asia capable.

Exploring the indicators of an Asia capable school provides a useful starting point to consider where your school is at in terms of leading school change towards Asia capability and to identify areas to focus on as you establish your school partnership program.

The following case studies outline actions that Australian schools have taken to embed school partnerships activity across school programs.

- [St Mary's Senior High School, NSW](#)
- [Christian Brothers College, SA](#)
- [Kormilda College, NT](#)
- [Nyora PS, VIC](#)

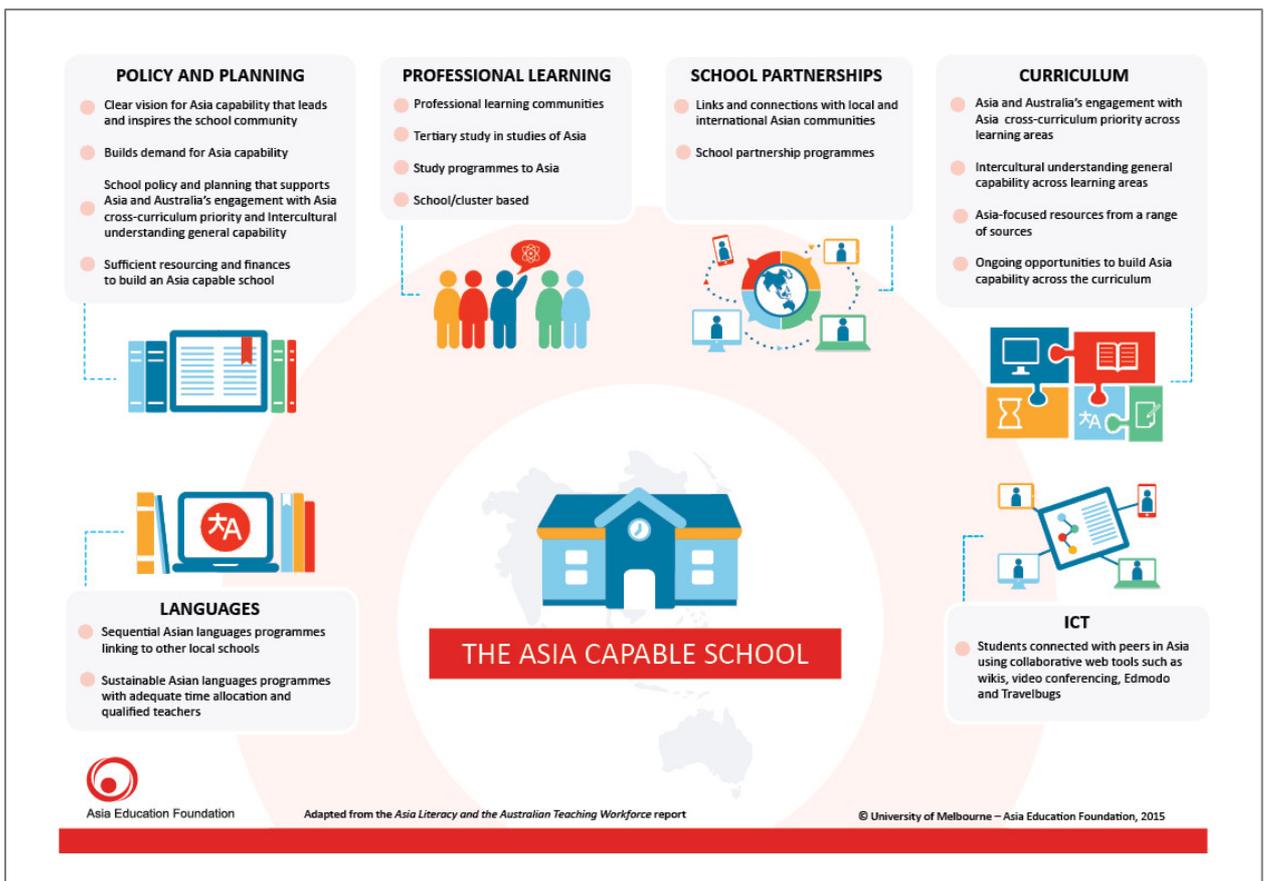


Figure 1: Asia Capable School

1.5 International School Partnership Programs

Existing school partnership programs that are managed and facilitated to provide ongoing support for participating schools are outlined below.

Australia-Asia BRIDGE School Partnerships Project

The [Australia-Asia BRIDGE School Partnerships Project](#), managed by [Asia Education Foundation](#) (AEF), connects teachers, students and school communities with their counterparts across Asia and Australia. BRIDGE is a professional learning program that builds teachers' capacity through school partnerships to:

- develop intercultural understanding
- improve language skills
- enhance ICT capability
- establish sustainable school partnerships and a community of learners.

At the time of publication there were 286 BRIDGE school partnerships between Australia and Indonesia, China, India, South Korea, Thailand, Malaysia and Vietnam.

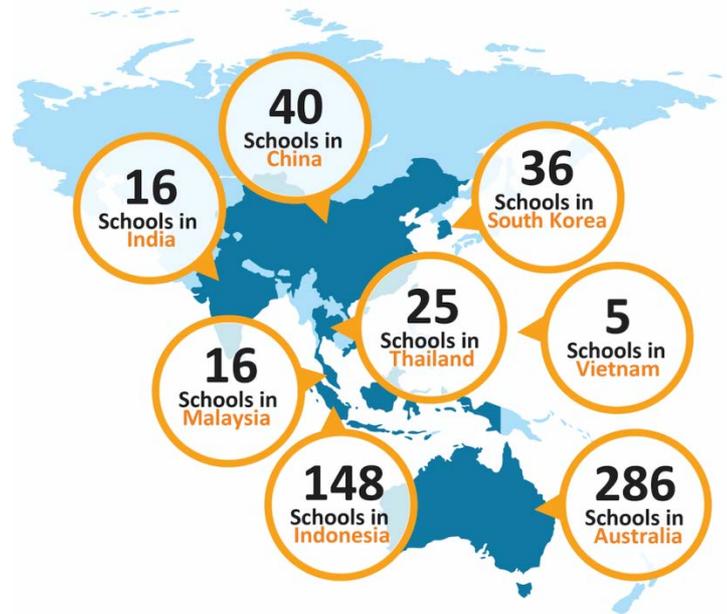


Figure 2: Participating countries in the Australia-Asia BRIDGE School Partnerships Project (2016)

School education needs to equip our young people to resolve global issues and in particular, break down stereotypes...To do this we need to work with our closest neighbours, speak each other's languages, and understand our similarities and differences. BRIDGE aims to go beyond the classroom into communities and families to develop long lasting connections.

*Ian Graham
Mullumbimby High School
What Works 6 Australia-Asia school partnerships*

Core phases of BRIDGE

1. Establishing partnerships	2. Building teacher capacity	3. Supporting partnerships
Asia Education Foundation partners with education jurisdictions across the region to identify partner schools and teachers.	Online and face-to-face professional learning comprises webinars, reciprocal in-country workshops (in Australia and Asia), school visits and homestays.	Ongoing support to school partnerships is provided through access to Asia Education Foundation, BRIDGE community of practice and curriculum resources to support classroom collaboration.



British Council: Schools Online

[British Council: Schools Online](#) assists schools to partner with schools from countries internationally. It provides access to classroom resources to support learning with an international focus and to help develop global citizenship skills. The website offers support for all aspects of finding and setting up a school partnership including:

- outlining the benefits and opportunities of partnership
- providing search facilities to identify partnerships by country, by language or by project
- identifying learning resources with an international focus to help develop global citizenship skills.

Sister State-City Relationships

Across Australia, states and territories have sister state-city agreements. Such agreements can play a role in supporting the establishment of people-to-people connections via school partnerships.

State and Territory departments of education or local council and State governments may be able to provide information relating to identify existing sister state-city partnerships that may support an international school partnership program.

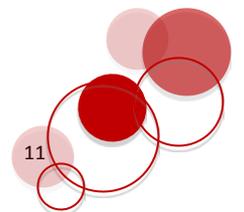
South Australia-Shandong, China

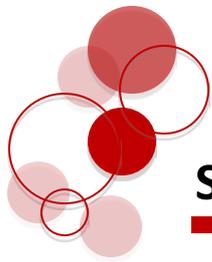
[St Joseph's School, South Australia](#) is an example of a school partnership that supports existing sister state-city relationships. They are part of the Australia-China BRIDGE School Partnership Project. Hantai Experimental School in Shandong, China. South Australia has had a sister state-province relationship with Shandong since 1986.

Victoria-Jiangsu Province, China

[Victoria has a strong sister-state relationship with Jiangsu Province.](#) This has resulted in the establishment of a number of sister-school partnerships between schools across Victoria and Jiangsu Province.⁶ The [Overseas Study Programs to Asia Report](#) outlines the benefits and impacts of the establishment of sister-school partnerships.

⁶ Asia Education Foundation, Overseas Study Programs to Asia Report, 2014

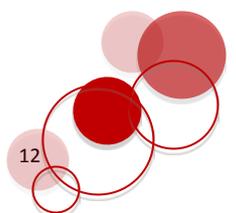




Section 2: Successful School Partnerships

What Works 6: Australia-Asia School Partnerships includes an international literature review that identifies success factors for school partnership programs. This includes research undertaken by [Colmar Brunton for the Department of Education and Training \(Victoria\)](#) plus analysis of key features of the [British Classrooms Project](#).

The following provides schools with an overview of key success factors and practical suggestions for activities that will support developing and sustaining school partnerships.



2.1 Elements for Success

Building upon the above research and the experience of schools participating in Australia-Asia BRIDGE School Partnerships Project the following key elements have been identified as elements for success:

1. establish strong relationships
2. build whole school commitment
3. plan for sustainable partnerships
4. embed in curriculum programs.

In addition to these four elements, ongoing strategies to support communication and professional learning enable the partnership to develop and be sustained over time.

Communication

Ongoing communication is essential to establish and maintain a school partnership. Both parties need to communicate regularly, openly and constructively.

Professional Learning

Teacher involvement in school partnerships sustains professional learning by school communities. This may occur through in-country visits, use of ICT to connect and share practice, collaborative projects, teacher observation and mentoring.

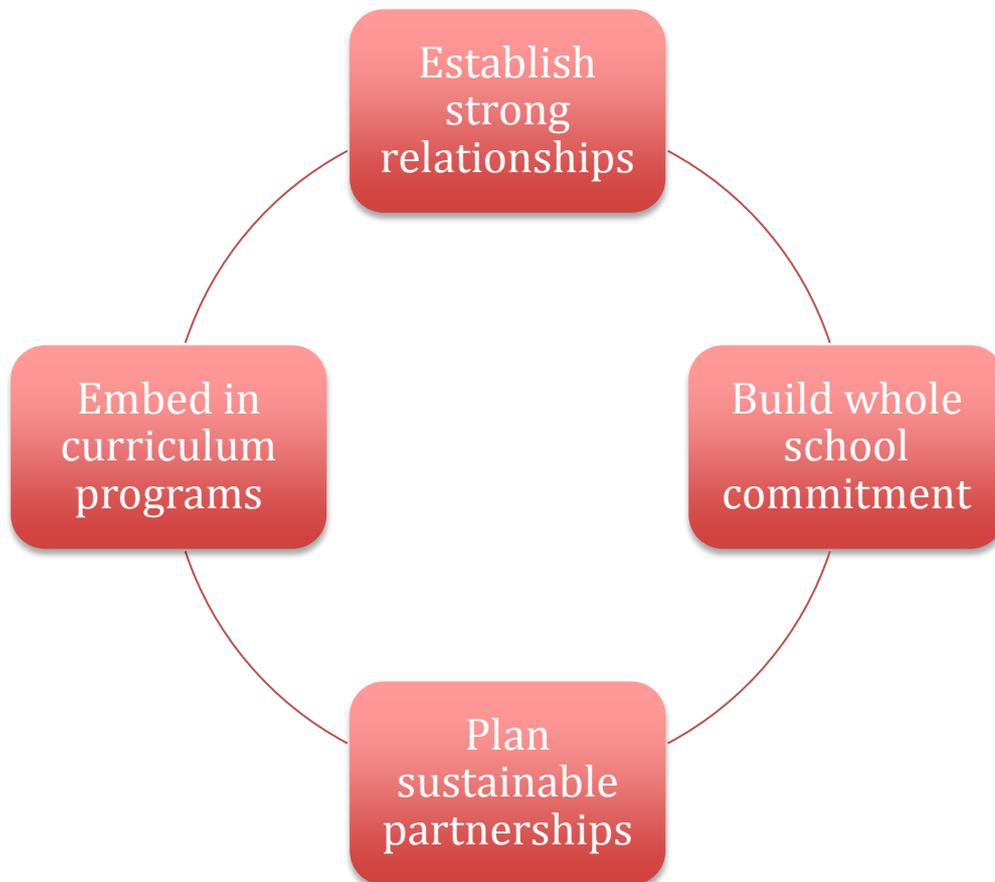
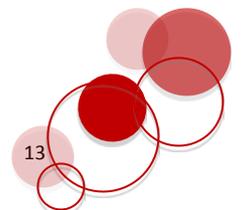


Figure 3: Elements for successful school partnerships



2.2 Building Strong Relationships

Effective school partnerships are flexible, responsive and proactive and rely on commitment and enthusiasm from both partner schools. Taking the time to build strong personal and professional relationships is crucial for a successful, ongoing partnership. The opportunity to meet face-to-face during the early stages of establishing a school partnership will ideally help build strong relationships, which are critical to the ongoing success of the partnership. The elements of relationship building include:

- building personal and professional relationships through face-to-face visits and ICT
- establishing shared goals and objectives for the partnership
- identifying learning focus of school partnership activity
- building understanding of each other's education systems school culture and community context
- building mutual trust and respect between school leaders, teachers and students
- planning for ongoing opportunities for school leadership teams to connect via ICT to ensure shared understanding and commitment to the partnership.



Video case study: BRIDGE in-country professional learning program

2.3 Building Whole School Commitment

A key feature of successful school partnerships is that they are perceived as part of the whole school program. Ensuring that a partnership is connected into the school vision, strategic planning, professional learning, curriculum and local school community will enable a shared understanding and whole school commitment. To help connect partnerships, it is important to:

- articulate motivation for establishing a school partnership with designated partner country
- align school partnership program to school strategic plan and other key policy documents
- identify existing local, state and national connections with partner country – for example language, people born overseas, international students, local industry, trade, etc
- establish a school partnership team (including school leadership) that takes the lead in planning and facilitating partnership activities
- provide opportunities to expand knowledge about the culture and society of the partner country to staff, students and the whole school community.

Southern Christian College, Tasmania, has been particularly successful in involving a large number of teachers in the BRIDGE partnership. As of late 2013, almost half of the staff members at Southern Christian have visited the partner school.

What Works 6 Australia-Asia school partnerships



Video case study: Bendigo Team China, a unique networked sister school arrangement, with 14 primary schools in Bendigo, VIC, partnering with Suzhou Industrial Park (SIP) sister schools in China.

2.4 Sustainable Partnerships

Ongoing success of a school partnership requires long-term commitment and embedding in school program activity. Establishing clear and common goals for the partnership is important, as is equal commitment to the partnership from both sides. Take time early on to discuss challenges or issues the partnership may face for both schools so issues can be anticipated and solutions are ready if required. The following actions will help build sustainable partnerships:

- allocate sufficient funding and resources to support the school partnership program
- promote school partnership activities and outcomes to school community via information evenings, school website and newsletters
- provide opportunities to facilitate shared planning meetings, professional learning workshops and classroom observation via digital technologies
- identify shared ICT platforms and tools that can be used for communication and collaboration
- plan school partnership activity and map out key events such as term or semester breaks, national holidays, exams and so on that will prevent collaborations
- consider time zones when planning video conferencing connections
- consider language proficiency of teachers and students when planning learning activities
- share school partnership activity with cluster schools, professional learning networks.



Case study: Tranby College, WA established a school partnership with SMA Negeri 5 Surabaya in East Java as part of the Australia-Indonesia BRIDGE Project. [Read their story.](#)

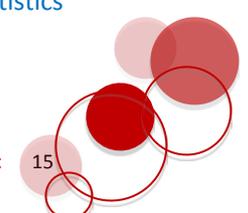
2.5 Embed across the Curriculum

Successful school partnerships embed the learning about history, geography, the arts, business and economics, culture and language of the partner country across learning areas.

The Australian curriculum through the Asia and Australia's engagement with Asia Cross Curriculum Priority and the Intercultural Understanding General Capability provides opportunities to embed learning across year levels and learning areas.

Explore a Year 9 curriculum package that supports learning about China across learning areas.

English	History
 <p>Understanding China through literature</p>	 <p>Chinese migrants and the gold rush Chinese ANZACs – a missing history?</p>
Geography	Economics and Business
 <p>Shanghai – a city on the move</p>	 <p>Trade statistics</p>



The following portals provide easy access to a range of learning and teaching materials that support a country-specific focus across learning areas:



Asia Education Foundation

Global Collaboration Projects

Global collaboration projects provide students in school partnerships with the opportunity to connect with peers, to collaborate on a range of topics aligned to curriculum programs and to collaborate on local, regional and global issues.

ICT plays a critical role in facilitating learning opportunities to connect Australian students

with peers internationally. Through use of synchronous and asynchronous technologies, students have the opportunity to connect and collaborate on a range of topics – taking learning beyond the four walls of the classroom.

Three levels of global collaboration are outlined in the [Global Collaboration Toolkit](#). The diagram below outlines the key features of Global Collaboration 1.0, 2.0 and 3.0.

Collaborative learning models are proving successful in improving student engagement and achievement, especially for disadvantaged students. Educators also benefit through peer groups as they engage in professional development and interdisciplinary teaching opportunities. An added dimension to this trend is an increasing focus on online global collaboration where contemporary digital tools are used to engage with others around the world to support curricular objectives and intercultural understanding.

NMC Horizon Report Preview, 2016, K-12 Edition

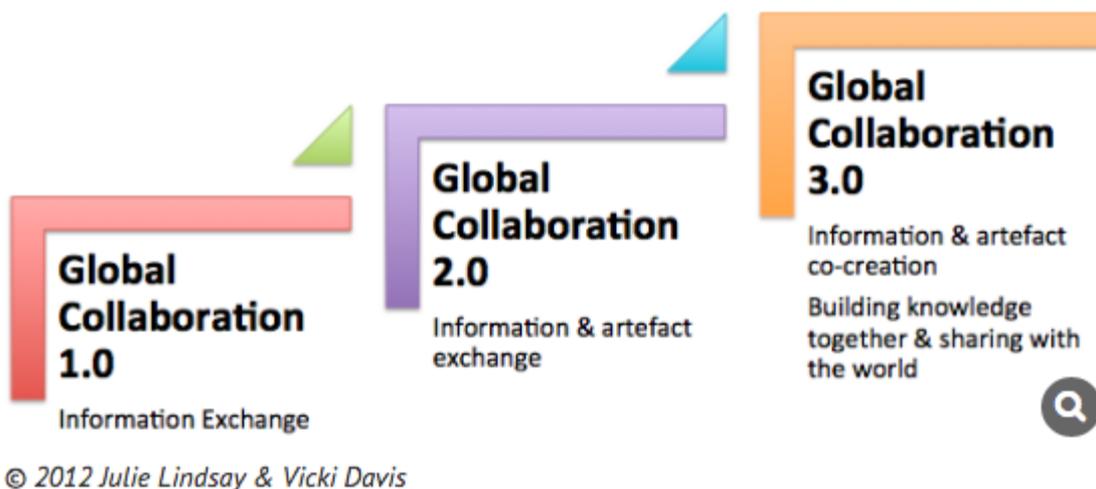
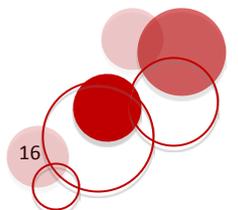


Figure 4: Levels of global collaboration

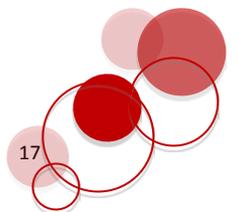


Curriculum planning and design for global collaboration 3.0 should be intentionally planned as part of any school partnership. This requires:

- engaged, connected teachers who know how to communicate via digital technologies
- carefully planned and designed projects that are implemented with a view to connecting classrooms to enhance learning
- high expectations and requirements for connectivity and collaboration by teachers and students
- extended community partners who provide new knowledge, skills and resources for the learning community
- use of technologies to pitch ideas to solve real-world problems
- teacher or student initiated learning focus and student-centred learning.

Authentic learning is seen as an important pedagogical strategy, with great potential to increase the engagement of students who are seeking some connection between the world as they know it exists outside of school, and their experiences in school that are meant to prepare them for that world. Use of learning strategies that incorporate real life experiences, technology, and tools that are already familiar to students, and interactions from community members are examples of approaches that can bring authentic learning into the classroom. Practices such as these may help retain students in school and prepare them for further education, careers, and citizenship in a way that traditional practices are too often failing to do.

NMC Horizon Report Preview, 2016, K-12 Edition



Explore the [Global Collaboration across the Curriculum Toolkit](#) to access a range of tools and resources to help teachers to design, implement and manage collaborations.



Global Issues to Support Collaborative Learning

The learning focus for global collaborations should be derived from local, regional and global issues.

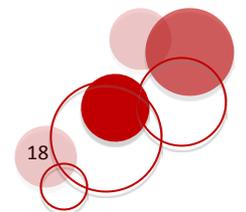
The United Nations [Global Goals](#) identifies 16 key issues facing the world today. Each goal provides stimulus for students to connect and explore different countries' perspectives of global issues and the opportunity to collaboratively resolve how the issues could be addressed by 2030.

Knowledge and understanding of global issues implies familiarity with the most important issues that cut across national boundaries (e.g. climate change, migration, poverty) and also the capacity to understand the interrelationships between issues, trends, and systems across the globe.

Global competency for an inclusive world



Figure 5: United Nations Sustainable Development Goals



Resources

[ePals](#) is a free, secure education website offering opportunities for teachers to partner with classrooms around the world and to collaborate on projects.

[Flat Connections Global Projects](#) are managed projects for all levels from F -12.

[The Global Education Conference/Network](#) is a global community based around the annual online and free conference of the same name. It also offers ongoing interaction and connection with educators for project partners and more. Review the [Getting started with the GEC Network](#).

[iEARN](#) is a non-profit organization made up of over 30,000 schools and youth organizations in more than 140 countries. iEARN enables teachers and young people to work together online.

[ISTE Global Collaboration PLN](#) is an online network with many public resources, including the [ISTE Global Collaboration Resource Spreadsheet](#), which is available for contributions.

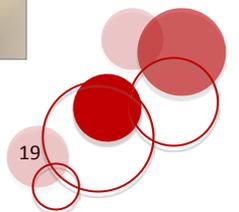
[TakingITGlobal for Educators](#) supports classes to connect with peers from a wide range of countries and hosts several hundred collaborative projects.

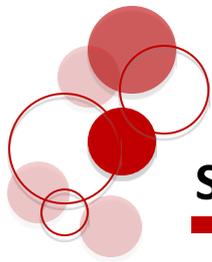


Video case study: Global Conversations - Korea program was facilitated by the Sydney Opera House and worked with partner schools in Australia and Korea to enable them to participate in a global conversation and in a series of interactive digital learning experiences.



Video case study: Participants of the Australia-Thailand BRIDGE School Partnership Project showcase a range of digital technologies that they use to connect with teachers and students in Thailand.





Section 3: School Partnership Activities

As explored in section two, planning and embedding joint activity across the curriculum is critical to building effective partnerships. The following section outlines examples of school partnership activities using online platforms to promote good digital citizenship.

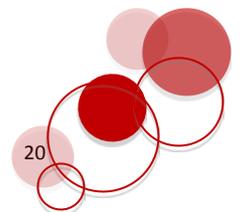


3.1 School Partnership Activities

A range of activities can be undertaken for students to connect, communicate and create with peers in their partner school. The following activities are drawn from Australian schools who lead school partnerships programs. Explore [BRIDGE school partnership vignettes](#) for more ideas.

Connect

- introduce a whole class or whole school during assembly using video conferencing
- establish a treasure box which moves from class-to-class for students to contribute small items to send to partner country
- students write penpal letters and share personal stories
- students create digital stories to introduce themselves to each other
- students create 'knowledge hunt' posters about each other's countries and cultures, which are uploaded online for sharing with partners and parents.



Communicate

Digital storytelling

- create virtual school and local environment tours and upload on a collaborative space to share with partners. Provide opportunities for online questions and answers to build connections and deepen knowledge and understanding
- publish digital stories on topics such as 'a day in the life of' or 'myschool, myplace' to deepen understanding
- create personal avatars and share with peers in the partner country through 'flat travellers' projects.
- use video, photography and text to document partnership activity and share 'school partnership story'.

Videoconferencing

- team teach lessons via videoconference and create backchannels
- share student learning on topics of interest through presentations made via videoconferencing
- connect with partner school during parent-student information nights to promote language learning
- participate in speech competitions with your partner school via videoconference
- maintain a 'skype diary' that summarises each videoconference session and what occurred along with digital photographs and recordings of sessions.

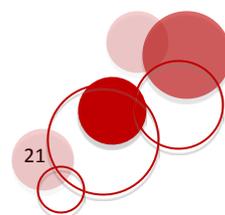
Collaborate

Journals and publications

- contribute to a bilingual blog to document a school partnership activities
- publish a school partnership ezine with school partnerships annually.

Classroom and curriculum collaboration activities

- design and produce a combined partner schools flag to be displayed at both schools
- undertake digital scavenger hunts to engage in learning on partner country
- participate in a global collaboration project on local, regional and global issues create content that provides language learning resources for peers at the partner school
- design a local nature walk to share with partner school via QR codes.



3.2 Information, Communication and Technology (ICT)



Digital technologies play a key role in providing innovative learning opportunities for students and teachers to build knowledge of the partner country and to use a range of platforms that enable students to connect.

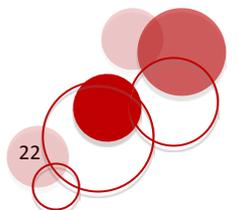
Elements of the [Australian Curriculum ICT capability](#) can be used to embed knowledge of the partner country across learning areas, facilitate the school partnership via a range of communication tools and enable global collaboration projects.

ICT organising elements

School partnership activity

Investigate

- Investigate what's making news in your partner country through [online newspapers](#)
- Walk the streets of your partner country using [Google Earth](#)
- Access online [museums](#) and galleries to investigate your partner country or use country or continent specific resources such as [Asia for Educators](#) or the [Arts of Asia](#)
- Explore the partner country through [virtual field trips](#)



Communicate

- Use collaborative platforms like [Wordpress](#) or [Edmodo](#), or [Google Apps](#) to share content
- Use social media such as [Facebook](#) or [WhatsApp](#) for ongoing communication
- Host a [virtual field trip of your local community](#)
- Speak with peers via [Skype](#), [Fuze](#), [Google Hangouts](#), [Zoom](#)
- Plan for productive interactions e.g. [Taxonomy of a skype interaction learning sequences using video conferencing](#)
- Use collaborative learning spaces such as [Padlet](#) or [TodaysMeet](#) to share perspectives on global issues
- Travel virtually to partner country via [Travelbugs](#) and collaborate to write articles about the places, people and practices.
- Use relevant and accessible forms of local communication tools for your partner country.

China

- [Wechat](#): Connect with friends across platforms in a walkie-talkie format
- [QQ International](#): Video calls, voice messaging and texting
- [Weibo](#): Popular microblogging website, similar to Twitter and Facebook
- [RenRen](#): Social networking site similar to Facebook

Indonesia

- [Yahoo Messenger](#): Connect with friends from any web browser, no download required
- [WhatsApp](#): Allows for mobile messaging without SMS fees, available on smartphones
- [Classting](#): Allows teachers to communicate with students in their classes
- [Oovoo](#): Free video chat, can communicate with up to 12 people at one time

Thailand

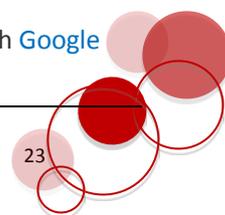
- [Line](#): Chat app

South Korea

- [Kakao Talk](#): Chat one-on-one, or with an unlimited number of friends worldwide

Create

- Create a [Voki](#)
- Create music through [Sound Infusion](#) or podcasts with [SoundCloud](#)
- Document a shared history of both countries with [Making History](#)
- Publish videos with [GoAnimate](#), [Tellagami](#) or [Animoto](#)
- Post an [Instagram](#) photo journal
- Create a virtual tour of countries, communities or local areas through [Google Tourbuilder](#)



ICT organising elements	School partnership activity
Managing and operating ICTs	<ul style="list-style-type: none"> • Manage content with Evernote, OneNote or Diigo • Curate resources in Pinterest or Scoop.it
Social and ethical protocols and practices	<ul style="list-style-type: none"> • Engage students in GlobalDigitalCitizen’s Fluency Snapshot • Follow the 9 P’s Digital Citizenship framework • Explore issues relating to copyright via Creative Commons and Creative Commons: What every educator needs to know • Source images for projects that are freely available for use via Pixabay and Wikimedia Commons.

3.3 Video Conferencing

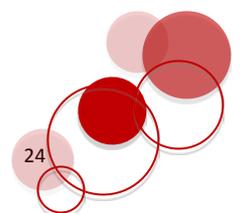
Video conferencing provides unique opportunities for teachers and students to connect with school partnerships. Whether it be teacher-to-teacher, class-to-class or student-to-student, video conferencing enabling participants to build intercultural understanding by interacting with peers from other cultures.

Video Conference Platforms

A number of video conferencing platforms (including [Skype](#), [Fuze](#), [Zoom](#), [Google Hangouts](#) and [Adobe Connect](#)) exist. It is important to consider which platforms are accessible in schools.

Global competence is the capacity to analyse global and intercultural issues critically and from multiple perspectives, to understand how differences affect perceptions, judgments, and ideas of self and others, and to engage in open, appropriate and effective interactions with others from different backgrounds on the basis of a shared respect for human dignity.

Global competency for an inclusive world



Video Conference Activities

Teacher-to-teacher

Video conferencing is a powerful tool to help teachers plan school partnership activity and professional learning, and to connect school leadership teams. Video conferencing may focus on:

- building understanding of education systems
- combining curriculum planning meetings
- sharing pedagogical practices
- sharing teacher observation.

Class-to-class

There are many opportunities to connect students via video conference such as:

- class and individual interviews
- debate on global issues
- cultural performances.

Following is a three-step approach to plan, implement and reflect on video conference sessions.

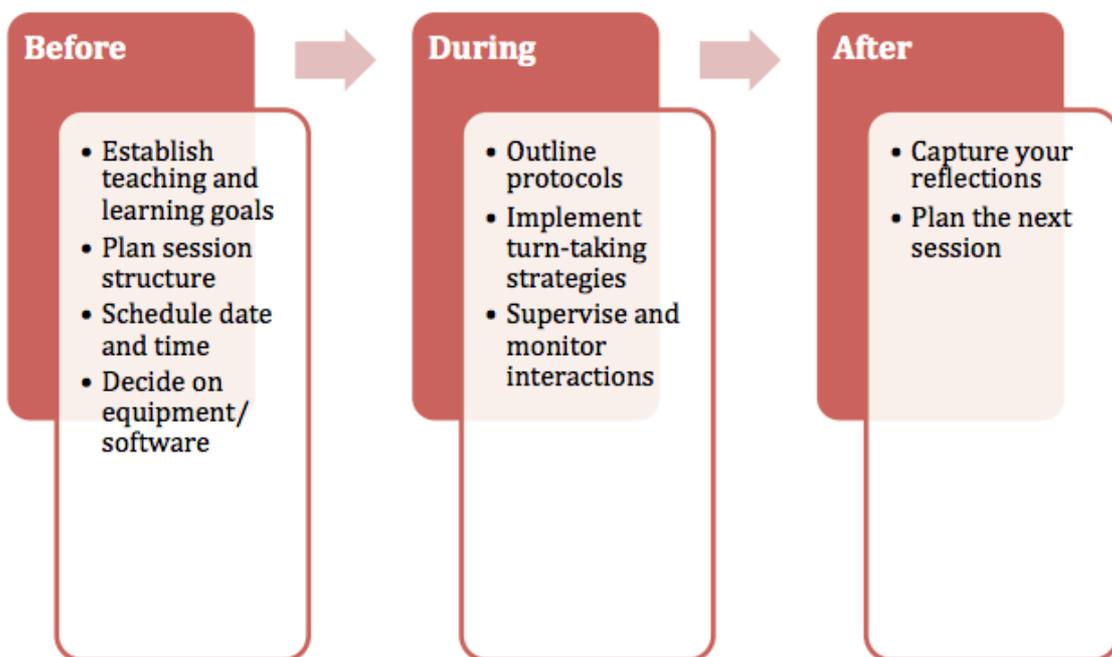
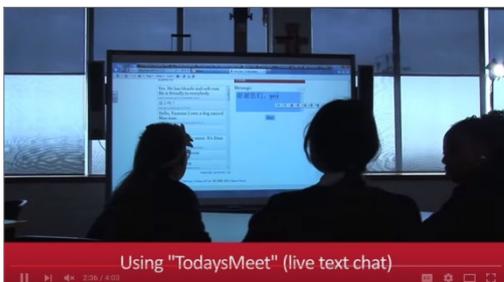


Figure 6: Planning video conferencing sessions

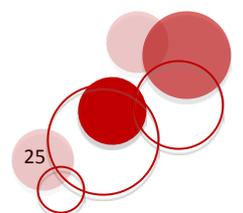


Video case Study:

Video of teachers at Our Lady of the Sacred Heart College SA demonstrating how ICT supports students to connect with peers in Asia and enhance language learning.

Read [Cressy District State High School, TAS](#)

Download [Videoconference support materials](#). These materials provide a step by step approach to support you to facilitate a successful videoconference, including strategies for before, during and after your session.





3.4 Digital Citizenship

A digital citizen has the skills and knowledge to effectively use digital technologies to participate in society, communicate with others and create and consume digital content. When engaging online with school partnership, students should model digital citizenship practices.

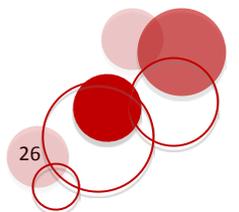
Three core principles that responsible digital citizens should practice are to:

- engage positively – create a positive online world
- know your online world – be cybersmart
- choose consciously – embrace the online world⁷

Digital Citizenship Resources

- [Australia Government – Esafety Commissioner digital citizenship](#)
- [Commonsense Education – Digital citizenship](#)
- [Digizen - Resources](#)

⁷ Australian Government: Office of the Children’s eSafety Commissioner, 2016



9 P's Framework for Digital Citizenship

9 P's Framework outlines an aspect of digital citizenship that needs addressing and discussing as part of every school education.

1. Passwords – considering how to set up secure passwords and introducing the different types of passwords

2. Privacy – ensuring students know how to protect their private information online

3. Personal information – assisting students to understand which personal information is and isn't appropriate to share online and on which platforms

4. Photographs – exploring issues to do with security when sharing photographs online and related issues such as geotagging

5. Property – establishing what is copyright and which material can and can't be used freely

6. Permission – understanding how to source permission for work used and how to correctly cite this work

7. Protection – ensuring students know how to protect their computers and hardware from viruses as well as understanding self-protection from issues such as identify theft

8. Professionalism – understanding how to behave online and what 'netiquette' is appropriate - in general and in different online contexts

9. Personal brand – reflecting on what students 'online voice and image is'. Exploring the concept of a 'digital footprint' and its lasting legacy.

Adapted from [What Your Students Really Need to Know About Digital Citizenship](#). Vicki Davis.

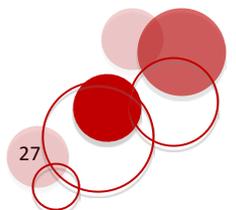
3.5 In-country Experiences

In-country experiences provide deep learning opportunities for students to engage in the history, geography, arts and culture of the partner country and build intercultural understanding through school visits and homestays experiences. They also provide unique opportunities for students to experience language immersion and to practise their second language skills in authentic contexts.

Many school partnerships provide in-country experiences for staff and students to visit the school partnership. This may occur as bi-annual exchange programs.



Lee Snider Photo Images/Shutterstock.com



Planning Overseas Learning Experience

The [Overseas Learning Experience for Students](#) resource provides useful tools and templates to support schools to plan in-country visits.

This resource is designed to support schools in effective planning, implementation and integration of student overseas learning experiences into school programs. It draws upon the work of schools that have successfully incorporated such experiences into school programs.

Underpinning the resource is the rationale that while student overseas learning experiences represent just one of many international education opportunities for schools, these experiences are invariably life-changing, building students' capacity to operate effectively as active and informed local and global citizens.

[World Student Japan: Visiting Japan for the first time, a guide for students, teachers and tour leaders.](#)

[World Student Indonesia: Visiting Indonesia for the first time, a guide for students, teachers and tour leaders.](#)



Language Learning Space

The [Language Learning Space](#) provides access to world student guides to support planning in-country experiences in China, Indonesia and Japan.

[World Student China: Visiting China for the first time, a guide for students, teachers and tour leaders.](#)

“This trip was incredibly rewarding and education. I have made many new friends and stepped out of my comfort zone to become a more confident and culturally aware person.”

Year 12 student at Kormilda College
What Works 6 Australia-Asia school partnerships





School Partnership Case Studies

Tranby College, Western Australia

Tranby College in Western Australia started its Indonesia BRIDGE partnership with SMA Negeri 5 in Surabaya in 2009. One of the main motivators for Tranby was the hope that the school partnership would facilitate visits and reciprocal exchange by staff and students.

After the professional learning session in 2009, the two schools organised regular country visits that involve numerous students and teachers. Prior to its engagement with BRIDGE, Tranby had undertaken overseas study trips to Indonesia for almost a decade. Each year, since 2010, 30 Indonesian students have visited Tranby College, staying with host families and participating in various in-school and out-of-school activities.

Tranby students and teachers (including Vicki Richardson, BRIDGE teacher at Tranby) have reciprocated these overseas visits, participating in a range of school and cultural activities. During the first three years of this exchange program (2010–2012) around 42 students and 11 teachers (in various learning areas) from Tranby have participated.

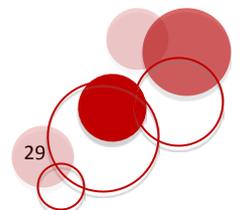
The cross-cultural exchanges between large numbers of students from both partner schools have resulted in deeper cultural knowledge about each other's country, increased motivation for language learning, strengthened language skills, and fostered cross-cultural relationships. These student-to-student relationships have been sustained and further developed through very regular online communication via SMS, email and Facebook. This interaction has been supplemented by some joint learning activities, which are less central to the partnership than the in-country experiences and associated learning processes. The key platform for 'back-home' classroom learning activities is the schools' joint Wikispace, with some level of collaboration still maintained on the site.



A key success factor of the school partnership has been the personal commitment and enthusiasm of the BRIDGE teachers at Tranby and SMA Negeri 5, and the relationships they have developed. Vicki elaborated that 'the vitality of the project...is a function of the quality of the personal relationships that have been established' and that the school partnership is sustainable as a result.

According to Vicki, BRIDGE has had both a structural and personal impact on her school. For example, student enrolments in the Indonesian program (years 9–11) have increased considerably. On a more personal level, the cross-cultural friendships have helped to extend the participants' language learning, cultural knowledge and intercultural understanding, which Vicki described as the ability to 'live without confusion in a foreign country' and to 'learn about our own culture and ourselves objectively'.

Moreover, Vicki viewed an increased understanding of Islam amongst both staff and students as the most significant change for her school, leading to a reduction of prejudice towards Islam and Muslims. It is also noteworthy – and indicative of the students' enthusiasm and commitment – that three students from Tranby travelled to their partner school (for between 1–6 months) after their Year 12 graduation in order to support students in Surabaya with their English language learning as volunteers.



Cressy District High School, Tasmania

Cressy District High School in Tasmania entered into a BRIDGE school partnership with Pathumthep Witthayakarn (PTK) School in Thailand in 2013, and has since implemented a range of authentic cross-cultural learning activities.

Prior to her overseas study visit to Thailand, the BRIDGE teacher at Cressy, Karin Weustenfeld, and the Thai BRIDGE teacher had been in regular contact. They prepared the foundation for the schools' collaborative partnership and Wikispaces page, and completed research activities on each other's country with students. The partnership Wiki now contains a range of student- and teacher-generated learning tools and materials, including a digital knowledge hunt.

Karin emphasised that her ICT skills have improved markedly through her participation in BRIDGE professional learning, as has her use of social media in the classroom. She explained: 'BRIDGE has taught me how to embed another culture into my teaching rather than just talking about another culture. It has shown me how easy it is to use ICT to collaborate directly with teachers and students all around the world.'

Karin's transformation has had positive implications for the whole school, due to her efforts to share new insights, enthusiasm and skills with fellow staff. BRIDGE teachers and students at both schools have stayed in touch and continued to interact with each other using asynchronous media tools (mainly Wikispaces and Edmodo).

Australian media students and Thai students collaborated to co-author articles for Cressy's yearbook using Fusion Yearbooks online software.

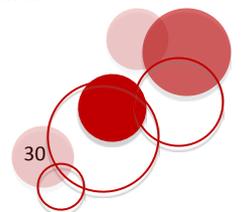
Karin strongly agreed that her students' cultural knowledge, ICT skills and intercultural understanding have developed as a result of the authentic learning that has occurred through the BRIDGE partnership.

St Joseph's School, South Australia

St Joseph's School is a remote, R-12 Catholic school located in Port Lincoln, South Australia with a culturally homogenous student population. The school, which has total enrolments of over 700, has an above-average Index of Community Socio-educational Advantage (ICSEA) value. St Joseph's has been taking part in the Australia–China BRIDGE Project since 2013 and now has a partnership with Huantai Experimental School in Shandong, China. Students from F–1 and Years 5–8 participate in the BRIDGE Project.

Sally Izzo teaches Asian Studies at St Joseph's and regularly uses AEF and Scootle curriculum resources in her classroom practice. BRIDGE has been instrumental in cementing the place of Asian Studies at the school, and Sally attempts to align her teaching and curriculum planning to the Asia and Australia's engagement with Asia cross-curriculum priority and (to a lesser extent) the Intercultural understanding general capability of the Australian curriculum. In her Year 1 classroom, Sally has focused on Chinese New Year as part of a celebrations theme, and her students have compared this celebration to other New Year celebrations around the world. This has also enabled students to share experiences of their own cultural celebrations.

Sally describes her desire to build on intercultural experiences at the school through BRIDGE because of the largely mono-cultural nature of the student population. She wants her students to have a strong sense of their own cultural identity while appreciating cultural diversity. BRIDGE has enabled the development of collaborative activities, such as letter writing between St Joseph's and Huantai. For example, Year 6 students from St Joseph's have written to their peers in China about special things in Australia and why they are proud to be Australian. The students from Huantai have reciprocated with a similar letter about their life in China and on being Chinese.



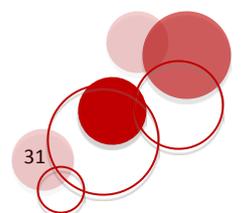
Year 9 students at St Joseph's explore Chinese and Australian cuisines during cooking classes and actively interact with their Huantai peers on Wikispace discussion forums. In 2014, 10 students and four teachers from Huantai visited St Joseph's. This was followed by a reciprocal visit to Huantai by a teacher and a student from St Joseph's. Further reciprocal visits by students and staff from both schools are being planned.

According to Sally, students at St Joseph's are learning to respect and value other cultures as they interact with their peers from China. They have further developed their cross-cultural communicative competence as well as the confidence to openly discuss cultural differences online and face-to-face.

These teaching and learning activities receive strong support from school leadership, and Sally credits this support for enabling staff and students from both partner schools to engage in cross-cultural visits. School leadership views these visits as important to the promotion of intercultural understanding across the entire school, which has contributed to staff and families becoming increasingly active in the area of intercultural learning.

For example, staff members display an open disposition towards the visitors from Huantai, allowing them to visit their classrooms and engaging in joint activities such as cooking. In 2015, families at St Joseph's are once again hosting visitors from Huantai after the success of the 2014 visit. The visitors participated in a community night and were treated to a welcome dinner by school council. The success of these activities and events has been the focus of several stories in the local newspaper. St Joseph's efforts have also gained the attention of other schools, with Sally networking with these schools in planning the next trip to China. Further, the Year 5 unit on the willow tree (a Chinese tale) was shared with another school and adapted.

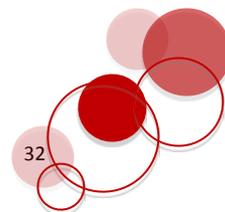
St Joseph's has hosted two separate delegations from its partner school in the last 18 months, with another larger visit planned for July 2015. Many students are showing more interest in being involved in hosting a Chinese student or visiting China. Some students are even interacting with their Chinese peers outside of school. Sally reports a heightened sense of intercultural understanding among teachers, students and parents, along with much stronger interest in China and Chinese language learning.





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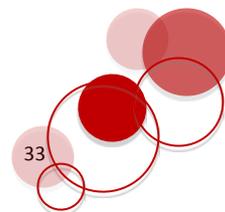
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