

TEACHER INFORMATION PACK

VICTORIAN YOUNG LEADERS:
GLOBAL YOUTH FORUMS





Asia
Education
Foundation



THE UNIVERSITY OF
MELBOURNE



Asialink

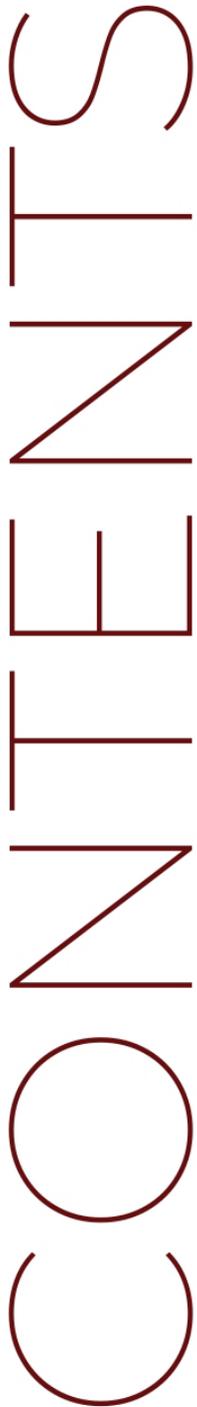
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PART 1: INTRODUCTION

1.1 About the Victorian Young Leaders - Global Youth Forum

The Victorian Young Leaders: Global Youth Forum is an initiative of the Victorian Department of Education and delivered by Asia Education Foundation (AEF), Asialink at the University of Melbourne (UoM).

The forum is an interactive three-part learning program designed to deepen students' understanding of what it means to be a global citizen. Students interact with peers from across Victoria and the Asia Pacific region, exploring different global perspectives, applying their knowledge and skills to discuss real world situations, and building their capabilities to become active, informed global citizens.

The forums draw on the themes of global citizenship, identity, and purpose to explore what it means to be an active, informed global citizen. Students investigate global and local issues related to four United Nations Sustainable Development Goals and will be asked to create an action plan to have a positive impact on a local issue that impacts their school or local community.

Throughout the forum students hear from their peers and experts, explore perspectives from across the Asia-Pacific, critically examine global citizenship and collaborate with peers on local and global issues around education, social inequality and marine sustainability in the current global context. These activities culminate in a final presentation where students propose their solutions to address a chosen issue.

Learning Outcomes

As a result of their participation, students will:

- appreciate and understand what it means to be a global citizen;
- critically interact with the concept of globalisation;
- explore and compare diverse perspectives and experiences;
- identify ways globalisation influences their life and the lives of others;
- deepen understanding of the impacts of globalisation on local, regional and global communities;
- identify key local issues that are globally connected
- identify influences that shape their worldview, and their role in shaping global citizenship;
- develop awareness of factors that can create harmful divisions and how to create inclusive communities
- identify the role they can play in making their vision for the local and global community a reality.

The forum is open to Year 9 students from schools across Victoria, and Asia Education Foundation's network of partner schools in the Asia-Pacific region, to explore leadership skills, intercultural understanding, critical thinking, global citizenship, and the UN Sustainable Development Goals (SDGs). Each school in Victoria can register a maximum of 18 students and these will need to be allocated into smaller 'teams' for the forum such as 3 x teams of 6 students.

Students will use Zoom to join the forum and will connect with other students and teachers in Victoria, AEF staff, volunteer undergraduate and postgraduate student mentors from the University of Melbourne (UoM), and invited guest speakers. Victorian students should join from 09:00am each day and from 11:00 am (AEDT) each morning, international students and teachers (e.g., Cambodia, China, Japan, Indonesia, Thailand, and Vietnam) will join the forum.

Students will consider a range of global and local topics by discussing four of the United Nations Sustainable Development Goals (SDG): #4 Quality Education, SDG #5 Gender Equality, SDG #10 Reduced Inequalities and SDG #14 Life below Water. They will be scaffolded through a series of learning activities using Design Thinking and Visible Thinking Routines to support their exploration of these topics.

During breakout activities, students will work collaboratively in school teams, and with teams from other local and international schools, to design a 'solution' to a local challenge that will have a positive impact towards achieving one of the SDGs by 2030.

1.2 Key Events, Timings and Zoom link

There are several key dates for the forum. Students and teachers should attend a briefing prior to attending the forum and the forum consists of three days of learning.

Note that there are three options for Day 2 activities. This is to assist with scheduling and provide a level of flexibility for schools. Teachers are asked to provide their school preference to the AEF by **Friday 17 March**.

Teacher Briefing: 3.45 pm - 4.30 pm (AEDT), Thursday 2 March

Student Briefing: 3.00 pm - 4.00 pm (AEDT), Thursday 9 March

Day 1 (Pre-forum): 9.00 am – 3.00 pm (AEDT), Tuesday 28 March

Day 2 (Main forum): 9.00 am – 3.00 pm (AEDT), choice of 3 dates. CHOOSE ONE of the following

Option 1: Wednesday 29 March

Option 2: Thursday 30 March

Option 3: Friday 31 March

Day 3 (Post-forum): 9.00 am – 3.00 pm (AEDT), Monday 3 April

All sessions will use the same Zoom Link:

<https://unimelb.zoom.us/j/82800553890?pwd=WE0zQmxBcDJnYmdWOGlwd29qdFc0dz09>

Password: 643634

Note: A detailed program schedule is attached at Appendix 1.

1.3 The Teacher's Role

AEF will provide teachers with resources to support participation including, this Teacher Handbook, a Student Handbook to disseminate to students, an online briefing to provide an overview of the forum and an opportunity to ask questions. Please read through the information in this handbook thoroughly. Both the Teacher and Student Handbook contain all the activities that will be facilitated in the program. These are provided so both teachers and students can use these to prepare for the forum, to print for using during the forum, or to use as stimulus for future learning programs. All activity resources are also available at the forum micro website - <https://sites.google.com/view/vyl-global-youth-forum-2/introduction?authuser=0>

We ask teachers to assist in preparation for the forum and during the forum. The primary role for teachers prior to the event will be election and preparation of the students as described in parts two and three of this guide. The responsibilities of teachers during the three-day forum are explained in Part 4 of this handbook. The primary role of teachers during the forum will be to ensure students are present online, prepared to engage, and engage with the activities throughout the forum. Teachers are asked to actively supervise their students at all times throughout the forum, particular when in Breakout rooms with other schools. While teachers are not asked to 'lead' or run activities, we do ask them to ensure students are contributing.

The AEF facilitators will have the lead responsibility to explain, and initiate activities and to support students in completing them. The teacher's active presence in the room and knowledge of students will allow them to support the successful conduct of activities.

This Handbook also includes suggested activities teachers could consider to continue learning post-forum.

As a result of participation teachers will:

- strengthen knowledge of global engagement activities in teaching and learning programs and pedagogical practice;
- develop own intercultural capability through involvement in the program;
- strengthen networks, connections and awareness with organisations to assist in forming learning partnerships for their school community;
- build connections with other teachers and schools across Victoria and the Asia-Pacific.

1.4 Asia Education Foundation Contacts

If you have any queries and need to contact someone at AEF please contact –

Chris Higgins

Director - Education
Email: chris.higgins@unimelb.edu.au
Mobile: 0402 401 012

Dr. Bo Hu

Education Programs Coordinator
Email: bo.hu1@unimelb.edu.au
Mobile: 0478 758 032

Supreya Blyth

Program Coordinator
Email: s.blyth@asialink.unimelb.edu.au
Phone: 0432 753 862

All other general enquiries:

Asia Education Foundation
Level 4 Sidney Myer Asia Centre
The University of Melbourne, Victoria 3010 Australia
Email: aef-support@asialink.unimelb.edu.au
www.asiaeducation.edu.au

1.5 The Victorian Department of Education

This forum is possible thanks to the kind support and funding provided by the Victorian Department of Education. The AEF thanks the Victorian Department of Education for their support and for the opportunity provided to our Year 9 students.



Department of
Education

PART 2: TEACHER PREPARATION

2.1 Teacher Pre-briefing

Teachers are asked to attend an event briefing on Thursday 2 March 2023 from 3.45 pm to 4.30 pm using the following link. We will also send this as a calendar invite. This briefing will provide an overview of the forum and an opportunity for teachers to ask questions.

<https://unimelb.zoom.us/j/86973731874?pwd=eVE2Lyt3RUZscldwNGVqWTJmamlIZz09>
Password: 088975

2.2 Student Selection

The number of places in the Victorian Young Leaders: Global Youth Forum is limited to a maximum of 18 students per school. It is recommended each school determines a process to select students to participate in the forum. The process for selecting students may vary as each school's context is unique. It is suggested schools discuss the ideal process for their context with leadership teams. For example, it may be there is an existing student leadership group, sustainability group, student voice and advocacy group, within the Year 9 cohort that this opportunity would align with, or, this may be an opportunity to engage another group of students in exploring identity, belonging, culture and global citizenship, or those who have expressed an interest in connecting with peers from across Victoria and the Asia-Pacific.

A starting point for these conversations internally may be to consider why, who, what and how –

- What are we hoping our students will gain from this experience?
- Why would this be a good opportunity for certain students?
- How will we determine the students who would benefit from this experience?
- Who are those students?

There will be a question in the teacher pre- and post-forum surveys to ask about the process used internally to determine student selection. This information helps inform AEF and the Victorian Department of Education about each school's context, how the cohort was selected and why, and inform support resources for future participants and schools.

2.3 Student Groups for Zoom and Name Badges

Before the forum we ask schools to allocate students into teams or groups with a number. If the school only has a small number of students attending such as 5 or 6, then they can be one or two groups of students. Where the school has up to the maximum of 18 students attending, we ask them to be allocated into at least 3 smaller groups of 6 students. Please provide the groups with a number and ensure students know which group they are in. We then ask those teams to sign into the Zoom for the forum as their team and to make their Zoom name the name of their school and their group number. For example: if Melbourne High School has 3 groups. They would sign into Zoom as MELBHIGH_GRP_1, MELBHIGH_GRP_2 and MELBHIGH_GRP_3. These team numbers will be used to identify student groups in the online breakout sessions.

It is also really helpful if students have a sticky label on them with their first name written in large pen. This allows students in Zooms to easily see and use each other's names. This is highly recommended.

2.4 Notify AEF of Selections, Groups, and Day 2 Attendance Option

Teachers are requested to provide the names and emails of the participating students to coordinator Ms. Supreya Blyth at s.blyth@asialink.unimelb.edu.au. It is asked that students be listed in their forum teams/groups. For example, Team 1 consists of which student names and emails. AEF will email these students the media permission forms to go to parent(s)/guardian(s), Student Handbooks and pre-forum surveys. If the teacher is unable to supply the emails of participating students prior to the forum, the links, learning activities and release forms will be sent to the teacher to distribute. AEF will send the Student Handbooks, media permission forms and pre-forum survey to teachers to disseminate. At a minimum schools should supply the names of students attending the forum prior to the forum.

Please also inform Ms. Blyth which of the three days of the main forum (Day 2) your students will attend.

2.5 Teacher Pre-forum Survey

We ask that teachers please complete a pre-forum survey to provide insight on reasons for attending the forum and how it relates to school strategic plans. This evidence helps the AEF and the Department of Education to better tailor future programs. Teachers are asked to complete this before the commencement of the forum. The survey can be found here: <https://www.surveymonkey.com/r/Cohort6Teacher-Pre>

For information on why we collect this information, how we store it etc., view our Privacy Notice [here](#).



2.6 Student Handbooks and Teacher Preparation

The Student Handbook contains a guide for both teachers and students on the specifics of each activity. A detailed schedule of activities is included in the Student Handbooks and is also at Appendix 1.

There are several single-school breakout activities that teachers will be expected to supervise. Teachers are requested to have the Handbook available during each activity to assist with supervision.

Teachers are also requested to ensure each student has a Student Handbook for use during the forum. These will be required for students to understand and complete activities. Please ensure students have a copy of the Student Handbooks and have read through this before attending the forum. The first section contains essential administrative information, with the remainder of the Student Handbook being the forum learning activities.

Students can also be referred to the AEF Global Youth Forum website, which includes a repository of all activity resources <https://sites.google.com/view/vyl-global-youth-forum-2/introduction?authuser=0>. Students can use this website to access all instructions and materials for the forums.

2.7 ICT and Online Preparation

To assist with the Zoom set up we ask that schools have their students join the Zoom link in their small 'teams' rather than each individual student joining on their own computer. The forum will have approximately 1000 students plus teachers joining, to make this manageable we ask for all schools to join in teams where possible. Please ensure that students are set up to enter and join Zoom online activities with one computer for each group.

Students should NOT join individually using separate devices where possible.

Teachers are asked to ensure students rename their Zoom name to their school name and a 'team number'. These will need to be entered when schools first log in to forum activities. Clear names aid AEF administrators to allocate students into appropriate Zoom groups with other schools

Teachers are asked to consider basing their room names on the suggestions below. The school name and group number should be easy for AEF staff to identify. Please see the examples below. Please consult AEF if you are unsure what your school Zoom name should be.

Examples Only:

SCHOOL NAME	SHORT SCHOOL NAME	GROUP NUMBER	YOUR ZOOM NAME
Australian International Academy	AIA	Group 1	AIA_GRP_1
Bacchus Marsh College	BACCHUS	Group 2	BACCHUS_GRP_2
Canadian International School - Singapore	CIS_SG	Group 1	CIS_SG_GRP_1
MAN 2 Model Makassar	MAN2_MOD	Group 2	MAN2_MOD_GRP_2

PART 3: STUDENT PREPARATION

3.1 Student Handbooks

Students will be provided access to the Student Handbook at least one week before the forum, teachers are requested to ensure that students have received and read the Handbooks and completed the key administrative requirements detailed below.

The Student Handbook contains all the learning activities students will engage with throughout the forum. Teachers are requested to ask students to review these before the forum. In some instances, it may be beneficial to use these with students to prepare them for the forum, going through with students the activities they will complete with peers from across the region. It is recommended students have access to digital or printed copies of the Student Handbooks during the forum to follow instructions and record notes during activities, especially if they have connection or internet issues and cannot access any links/digital resources on the day.

3.2 Code of Conduct and Media Release Forms

The Student Handbooks contain links to the forum code of conduct and media release forms.

The code of conduct form is essential for students to acknowledge that they have understood the conduct expected of them in the forum. Students who have not signed and returned the code of conduct prior to the commencement of the forum will not be able to participate.

The media release form is required for parents/guardians to acknowledge whether they consent to AEF at University Melbourne using images or recordings of their children in future learning materials, online posts, or publications.

These should be completed before Day 1 of the forum. Both forms can be found at this link: https://melbourneuni.au1.qualtrics.com/jfe/form/SV_28ZarAW4TjYD9Oe



3.3 Global Citizen Student Perception Survey

Student Handbooks also contain a link to the pre-forum Global Citizen Student Perception Survey. Teachers are asked to ensure students complete the survey before Day 1 of the forum.

This survey is essential for AEF to establish a baseline of student knowledge and understanding. These results will be compared with answers from a post-forum survey to provide evidence of learning resulting from the forum for teachers and the AEF. This evidence is used by the AEF in program evaluation and reporting, and provides feedback used to improve the experience of students participating in future forums.

The pre-forum survey can be found at this link: <https://www.surveymonkey.com/r/GYFPreCohort6>



Findings based on evidence from previous forum surveys are contained in Appendix 2.

3.4 Preparing Students For Breakout Room Conversations

Students will have Zoom Breakout room conversations with students from other schools throughout the forum. One of the early conversations they will have with other students from other schools will be about education. This is to act like a 'getting to know you' activity with a shared focus that all students can relate. Students are asked to think about and prepare notes on the following questions, in preparation for this conversation.

QUESTION

What was a normal school day for you like before the pandemic? E.g., what time did you wake up, how did you get to school, what time did school start, how many classes in a day, how long is one class in time, what types of activities do you do in class, what technology did you use, what time did school finish, what did you do after school?

What happened when the COVID-19 pandemic started? What was school like then? Did school close? Were classes delivered online? How were they delivered? What activities did you do? What was it like? How long were schools closed?

Were there positives to your education during the pandemic?

What did you like about school/education during the pandemic?

Were there negatives to your education during the pandemic?

What did you NOT like about school/education during the pandemic?

What do you think are the big challenges globally in education we need to overcome to achieve the UN SDG 4 of quality inclusive and equitable education for all?

What challenges do you see locally or in your own school for making education more inclusive or equitable for all?

Do you have any ideas on how we can overcome these challenges and try to make it more inclusive and equitable?

3.5 Preparing Students For Guest Speakers

There will be several guest speakers throughout the forums. Students are asked to read their biographies on the microsite and consider what questions they might ask the guests.

Guest speakers will be available in Breakout rooms on the first day and are an opportunity for students to explore the four United Nations Sustainable Development Goals further. School Teams can choose which breakout room they go into and with which experts they want to hear from. Each guest expert will present for 5-10 minutes and there will be an opportunity for students to ask questions. Students will be asked to type their questions into the chat box or to raise their virtual hand and wait until called upon. Guest speaker biographies are also available at:

<https://sites.google.com/view/vyl-global-youth-forum-2/guest-speakers?authuser=0>

PART 4: DURING THE FORUM

4.1 SUPERVISION

The AEF expects that each school group will be supervised in their physical classroom by their teacher. While AEF are facilitating the forum days, will have staff present and some University of Melbourne volunteers assisting, it is the school and teacher's responsibility to actively supervise their students at all times throughout the forum.

In all single-school activities, teachers will be responsible for explaining the activity to students, and in facilitating the conduct of the activity for their school group. AEF facilitators and UoM mentors will be available online in these activities to assist as required.

4.2 University of Melbourne (UoM) Volunteer Mentor Role

In breakout rooms, you and your students may be accompanied by a University of Melbourne (UoM) volunteer who is an undergraduate or postgraduate student at the University. They are there in a volunteering capacity to assist with activities, acting as a mentor, coach and critical friend to students. Their role is to assist with the coordination and supervision of breakout activities, and to be present to assist with the activity instructions and conversations. In many cases they may have additional language skills and may also be able to assist with some translations if this is necessary. This is a great opportunity for students to also connect and meet with peers who are a few years older. We recommend students should also include them in conversations and ask for their perspectives and experiences, many of them are international students. Please note there may not always be a UoM student in your Breakout rooms.

4.3 ICT Administration and Online Interaction

ICT administration. We ask teachers to ensure that students are set up appropriately to use Zoom, with access to the relevant links and with a team/group number prepared and entered on their device. Each group should be on mute and have their video on – video should only be off if there are connection issues. Please ensure students are familiar with having on mute when others in the room may be speaking so as not to pick up background noise.

As described in Part 2, all schools will be required to enter a school name in Zoom at the commencement of the day.

Online interactions. Students are asked in their Student Handbook to use the virtual “raise hand” button on Zoom and wait to be invited before they ask a question or make a comment. Students are asked to remain on mute unless speaking. Teachers are requested to assist students with remembering to mute and unmute, and on using the buttons and wait until called on before speaking. AEF staff will go through these requirements with students in the Student Briefing.

Students are asked to only use the chat function in response to specific prompts by facilitators. Teachers are requested to supervise student device use and ensure students are not using the chat or reaction functions for general conversation or unprompted commentary.

Students are also provided with some suggestions on how to approach online conversations politely and effectively in their handbooks. Teachers are requested to review these and remind students of them as required.

Privacy. Students are told in the Student Handbook that they are not to record or take images of other participants, including screenshots. They are also advised not to share private information about themselves or others.

4.4 Breakout Room Activity Management

Single-school breakout activities. Teachers will be responsible for supervising and coordinating student participation in single-school breakout activities. AEF facilitators and UoM mentors will be present online to provide instructions, explanations and to support teachers and students as required.

Mixed-school breakout activities. AEF facilitators and UoM mentors will be responsible for explaining requirements and coordinating student participation in multi-school breakout activities, however, teachers will be expected to actively support, encourage, and help coordinate the participation of their students. These breakout rooms may include students from other schools, including international schools.

All breakout activities. To ensure Breakout room activities flow well, students will be asked to take a role in the breakout rooms, such as speaker, recorder, encourager. We ask that teachers help coordinate student roles where necessary.

The roles are as follows:

Speaker – at the end of the breakout room activity, the speaker will report back a summary of the groups' discussion in the main Zoom room.

Recorder – takes notes of the discussion and adds them to a recording place such as a Padlet, Mural, Google doc.

Encourager – ensures that each person in the Zoom room has taken a turn to speak and encourages everyone to take a turn. They might say phrases such as, 'Person X, what were your thoughts on'. 'Person X, I noticed you haven't had a chance to say anything yet, what do you think...'

Facilitator – ensures that the group knows and understands what the task is. They will start everyone off by providing a short recap of what the task is. They might also ensure everyone has taken a role and who is taking what roles.

Time-keeper – ensures that they are monitoring the time for the activity and also how long each person speaks. They may politely ask someone to pass to someone else by saying, 'Thank you person X, I am conscious we only have X more minutes, so we might pass to someone else now.'

4.5 Acceptable Conduct

As stipulated in Part 2, students must have read and signed code of conduct prior to participation in the forum. This is to make it explicit to students the expected behaviours when in the forum. Teachers are asked to familiarise themselves code of conduct. Teachers are also asked to review the General Expectations outlined in the Part IV of the Student Handbook. Teachers are expected to ensure student behavior meets the expected standard. Students are also provided with helpful phrases for having conversations, particularly intercultural communication, in their Student Handbooks, teachers may wish to print copies of these for the forums.

All members present at the forum are expected to behave in ways that promote a safe, supportive, inclusive and effective learning environment. Please ensure that students are aware that all content students share is respectful, inclusive and polite. Racist, sexist, bullying, and any discriminatory behaviour in any form will not be tolerated. The AEF reserves the right to mute and/or remove a participant at any time for the wellbeing of others.

The code of conduct can be found in Student Handbook Part III.

4.6 Reporting a Problem

The Child Protection Act 1999 "requires certain professionals, referred to as 'mandatory reporters', to make a report to Child Safety, if they form a reasonable suspicion that a child has suffered, is suffering or is at an unacceptable risk of suffering significant harm caused by physical or sexual abuse, and may not have a parent able and willing to protect them, and may not have a parent able and willing to protect them" (Both AEF and supervising teachers are under a legal obligation to report potentially abusive behaviours to Child Safety.

Should you suspect that any forum members have behaved inappropriately during the day, we ask you to report the matter to the AEF support officer on duty or follow your schools' reporting procedures. You may contact the AEF support officer by sending a private message via the chat function, and/or emailing:

aef-support@asialink.unimelb.edu.au

s.blth@asialink.unimelb.edu.au

bo.hu1@unimelb.edu.au

chris.higgins@unimelb.edu.au

PART 5: AFTER THE FORUM

5.1 Post-forum Surveys

Students. Students will be sent a post-forum Global Citizen Student Perception Survey at the completion of the forum. This link will be provided in the post-forum event day and students will be asked to complete this within a week of the forum completion. There will be a raffle of 5 x \$30 Spotify vouchers for students who complete and submit the post-forum Global Citizen Student Perception Survey. <https://www.surveymonkey.com/r/GYFPostCohort6>



Teachers. In the final post-forum event teachers will also be provided with a post-forum Global Citizen Student Perception Survey to establish their perceptions of the forum and any areas for improvement. <https://www.surveymonkey.com/r/Cohort6Teacher-Post>



For information on why we collect this information, how we store it etc. view our Privacy Notice [here](#).

5.2 Suggested Post-forum Activities for Students

Even though the forum is over, it does not mean the journey ends there. On the contrary, we encourage you to build on the knowledge, skills and understanding your students have developed through this experience. We have provided a list of follow-up actions you could undertake below but don't let these limit you.

Sharing forum outcomes. There are many ways students can share the forum outcomes with the wider school and local communities. For example, they may wish to:

- Write a reflective piece to include in your school's newsletter
- Create a video or podcast to share on your school's website and social media
- Create a video based on their ideas for Videos for Change - <https://australia.videosforchange.org/?locale=en>
- Present to a school assembly

Write a blog post. We would love students to write a short opinion piece or blog post that we can publish in several places, including: AEF website, AEF Social Media, and with some of our other partner organisations such as the VicSRC Blog and newsletter and ABC education.

Continue the conversation with overseas partners. If your school has a partnership with a school overseas, their fellow students would no doubt be interested to hear about your team's experience and the forum outcomes.

The AEF can help link schools with other participating schools if requested. For example, you could:

- Arrange a video conference to talk to students
- Share one or more of your creations as suggested above
- Decide on a collaborative project to implement from the Big Ideas developed by students at the forum.

Implement a local initiative. At the forum, students designed several Big Ideas to help achieve the Global Goals which we invite you to review and, where possible, implement or pursue with your class or school.

5.3 Optional Post-Forum Debrief and Feedback Sessions

These are an opportunity to debrief on the experiences and provide feedback to shape and co-design future iterations of the program. Your teacher will let you know if you are attending one of these.

Option 1: Online via Zoom – Wednesday 5 April 12.00 - 3.00 pm (AEDT)
<https://unimelb.zoom.us/j/82800553890?pwd=WE0zQmxBcDJnYmdWOGlwd29qdFc0dz09>
Password: 643634

Option 2: Face-to-face at the University of Melbourne – Thursday 6 April 10.00 am - 2.00 pm (AEDT)

Appendix 1 - Program Schedule

Tuesday 28 March 2023

<https://unimelb.zoom.us/j/82800553890?pwd=WE0zQmxBcDJnYmdWOGlwd29qdFc0dz09>
 Password for above zoom link: 643634

Day 1 Pre-forum

ACTIVITY	TIME (AEDT)	EVENT	FORMAT	LEAD COORDINATOR
0.1	9.00-9.15am	Welcome, Introduction, and Welcome to Country	Main Session	AEF facilitators
1.1	9.15-9.30am	SDGs introduction	Main Session	AEF facilitators
1.2	9.30-9.50am	SDGs review	In your school group	UoM mentors
1.3	9.50-10.10am	Share SDGs	Breakouts - VIC	UoM mentors
2.1	10.10-10.15am	Introduction to public speaking	Main Session	AEF facilitators
2.2	10.15-10.30am	Confident speaking strategies	In your school group	UoM mentors
2.3	10.30-10.50am	Icebreakers and preparation for international schools	Breakouts - VIC	UoM mentors
	10.50-11.00am	Break		
3.1	11.00-11.20am	Guest speaker - Jahin Tavir	Main Session	AEF facilitators
3.2	11.20-11.25am	Icebreaker instructions	Main Session	AEF facilitators

■ NB: AEF facilitators will always provide instructions before sending students to breakout rooms.

3.3	11.25-11.30am	Icebreaker preparation	Main Session	AEF facilitators
3.4	11.30-11.55am	International icebreakers	Breakouts - International	UoM mentors
3.5	11.55-12.05pm	Written reflection on icebreaker activity	Main Session	AEF facilitators
4.1	12.05-12.10pm	Introduction on effective collaboration	Main Session	AEF facilitators
4.2	12.10-12.45pm	Discussion on group norms	Breakouts - International	UoM mentors
4.3	12.45-12.55pm	Group spokesperson reports	Main Session	AEF facilitators
12.55-1.40pm		Lunch break		
5.1	1.40-1.45pm	Introduction to Design Thinking	Main Session	AEF facilitators
5.2	1.45-2.10pm	Develop a problem statement	In your school group	UoM mentors
5.3	2.10-2.15pm	Experts introduction	Main Session	AEF facilitators
5.4	2.15-2.45pm	Talk with the experts	Breakouts - International	UoM mentors
5.5	2.45-2.55pm	Student problem presentation	Main Session	AEF facilitators
5.6	2.55-3.00pm	Padlet reflection	Main Session	AEF facilitators

Day 2 Main Forum

Wed 29/Thurs 30/Fri 31 March 2023

<https://unimelb.zoom.us/j/82800553890?pwd=WE0zQmxBcDJnYmdWOGlwd29qdFc0dz09>
 Password for above zoom link: 643634

ACTIVITY	TIME (AEDT)	EVENT	FORMAT	LEAD COORDINATOR
0.2	9.00-9.05am	Welcome and acknowledgement of country	Main Session	AEF facilitators
6.1	9.05-9.25am	Global mapping	Main Session	AEF facilitators
6.2	9.25-9.40am	Globalisation discussion	Breakouts - VIC	AEF facilitators + UoM mentors
6.3	9.40-9.55am	Globalisation impacts	Breakouts - VIC	AEF facilitators + UoM mentors
9.55-10.05am		Break		
6.4	10.05-10.25am	Scenario analysis	Breakouts - VIC	AEF facilitators + UoM mentors
6.5	10.25-10.50am	Global citizenship	Breakouts - VIC	AEF facilitators + UoM mentors
10.50-11.10am		Break		
7.1	11.25-11.45am	Identity discussion	In your school group	AEF facilitators + UoM mentors
7.2	11.45-12.05Pm	Identity mapping	In your school group	AEF facilitators + UoM mentors
7.3	12.05-12.20am	Identity influences	In your school group	AEF facilitators + UoM mentors
7.4	12.05-12.20pm	Influence discussion	Breakouts - International	AEF facilitators + UoM mentors

■ NB: AEF facilitators will always provide instructions before sending students to breakout rooms.

7.6	12.30-12.40pm	Share cultural iceberg	Breakouts - International	AEF facilitators + UoM mentors
7.5	12.20am-12.30pm	Cultural iceberg	Breakouts - International	AEF facilitators + UoM mentors
7.7	1.25-1.30pm	Student reflections on culture	Main Session	AEF facilitators
7.8	1.30-1.45pm	Discussion on stereotypes, assumptions & generalisations	Breakouts - International	UoM mentors
7.9	1.45-2.00pm	Stereotypes - fact or fiction	Breakouts - International	UoM mentors
2.00-2.05pm		Break		
8.1	2.05-2.30pm	Action plan development	In your school group	UoM mentors
8.2	2.30-2.55pm	Sharing action plans	Breakouts - International	UoM mentors
8.3	2.55-3.00pm	Wrap up	Main Session	AEF facilitators

Day 3 Post-Forum

Monday 3 April 2023

<https://unimelb.zoom.us/j/82800553890?pwd=WE0zQmxBcDJnYmdWOGlwd29qdFc0dz09>
 Password for above zoom link: 643634

ACTIVITY	TIME (AEDT)	EVENT	FORMAT	LEAD COORDINATOR
0.3	9.00-9.05am	Welcome and acknowledgement of country	Main Session	AEF facilitators
8.4	9.05-9.10am	Introducing action plans	Main Session	AEF facilitators
8.5	9.10-9.20am	Student ideas discussion	In your school group	UoM mentors
8.6	9.20-9.30am	Idea sharing	Main Session	AEF facilitators
9.1	9.30-9.40am	Introduction to presentation skills	Main Session	AEF facilitators
9.2	9.40-9.50am	Introduction to presenting	In your school group	AEF facilitators + UoM mentors
9.3	9.50-10.20am	Engaging opening section	In your school group	UoM mentors
9.4	10.20-10.40am	Presentation practice	Breakouts - VIC	UoM mentors
	10.40-11.00am	Break		
10.1	11.00-12.00pm	Speed date with your international peers	Breakouts - International	AEF facilitators + UoM mentors
10.2	12.00-12.30pm	Revise action plans	In your school group	AEF facilitators + UoM mentors

■ NB: AEF facilitators will always provide instructions before sending students to breakout rooms.

Appendix 1 - Program Schedule

11.1	12.30-12.45pm	Guest speaker - Darcy McGauley-Bartlett	Main Session	AEF facilitators
11.2	12.45-1.00pm	Problem reflections	Main Session	AEF facilitators
1.00-1.40pm		Lunch break		
12.1	1.40-2.50pm	Present to the experts	Breakouts - International	AEF facilitators + UoM mentors
12.2	2.50-3.00pm	Student & teacher surveys	Main Session	AEF facilitators

Appendix 2 - Findings from Victorian Young Leaders Global Youth Forum Survey Outcomes

Context

The VYL Global Youth Forums (GYF) is a global learning and engagement program that aims to support secondary school students to cultivate global dispositions and strengthen personal-social capabilities. As part of the program's requirements, Victorian students enrolled in the October 2021 GYF round were introduced and tasked with completing a pre-and-post program student perception Global Citizen Student Perception Survey. The pre-program Global Citizen Student Perception Survey was administered to students approximately 2 weeks before the forum commenced, with the interactive post-program phase allowing dedicated time for students to complete the post-program Global Citizen Student Perception Survey. Global Citizen Student Perception Survey questions were aligned to core education documents, including:

[Framework for Improving Student Outcomes](#)

[High Impact Teaching Strategies](#)

[Amplify: Student Voice, Agency and Leadership](#)

[Victorian Curriculum F-10 \(Level 9\)](#)

Engaging with this resource

This Learner Profile uses de-identified cohort data from the pre-and-post student perception Global Citizen Student Perception Survey to communicate findings on program impact and improve knowledge of overall learners by sharing data to understand relative growth in student learning over time. This document is intended to support teachers in ongoing conversations with students about their learning experience in the forums, encourage teacher-to-teacher conversations focused on embedding global competencies throughout whole-school approaches to learning and teaching, and illuminate the benefits of school involvement and leadership support for global learning and engagement focused programs. This resource has three sections:

Section 1: Key terms and definitions

Section 2: Core global competencies and capabilities

Section 3: Key findings and conversation starters

In October 100% of the 251 Victorian students completed the pre-forum Global Citizen Student Perception Survey. The post-forum Global Citizen Student Perception Survey was completed by 60% of the of the Victorian Students – 101 students. There are limitations with the data presented in the learner profile information below; not all students completed the post-forum Global Citizen Student Perception Survey and the data presented is only an extract of particular data points at a specific point in time. The data presented is a snapshot of student agency, voice, leadership, intercultural capability, critical thinking, personal and social capability and content knowledge.

Section 1: Key terms and definitions

Below are key terms that are used in the VYL GYF student perception Global Citizen Student Perception Surveys and their definitions. These key terms and definitions were supplied to students before commencing the Global Citizen Student Perception Surveys.

Global citizen is someone who is interested in the world and is prepared to make a positive contribution to relationships between people and cultures, to the environment and economy.

Intercultural understanding is about giving students the opportunity to recognise and value their own culture and language(s) and the culture and languages of others. It enables students to learn about diverse cultures including commonalities and differences, and create connections with others, whilst increasing mutual respect for people from all cultural backgrounds.

Student voice is not simply about giving students the opportunity to communicate ideas and opinions; it is about students having the power to influence change. Authentic student voice provides opportunities for students to collaborate and make decisions with adults around what and how they learn and how their learning is assessed. This is known to lead to improved educational outcomes.

Student agency refers to the level of autonomy and power that a student experiences in the learning environment. Student voice and agency are intrinsically linked. Agency gives students the power to direct and take responsibility for their learning, creating independent and self-regulating learners.

Student leadership is not confined to a small group of individuals, as leadership potential is inherent within all learners. Student leadership includes listening to and being able to clarify the issues of the students they represent and advocating on their behalf. Student leaders have an increased sense of responsibility to help others and to model leadership principles and values. Trust, autonomy and relationships are enhanced through the development of leadership qualities.

Global learning and engagement is when schools and learning programs offer opportunities to engage students with the world and cultures, stimulate critical and creative thinking and develop informed global citizens.

Section 2: Core global competencies and capabilities

The Victorian Young Leaders: Global Youth Forums learning outcomes relate to core global competencies and capabilities. Image 1 illustrates the core global competencies within the VYL GYF program. Image 2 articulates the associated behaviours and actions measured by the Global Citizen Student Perception Surveys in relation to each of the competencies and capabilities.

Image 1: Student Learning Outcomes



Image 2: Behaviours and actions measured in the VYL GYF program.

Critical Thinking

When students demonstrate critical thinking, they are:

- asking questions
- investigating possibilities
- challenging assumptions and stereotypes
- examining reasons
- providing examples
- challenging examples
- examining processes and thinking.

Personal and Social Capability

When students demonstrate personal and social capability, they are:

- evaluating and managing emotions
- exploring personal qualities
- evaluating behaviours
- analysing different values and beliefs
- exploring empathy and diversity
- exploring their own and others' contributions.

Intercultural Capability

When students demonstrate intercultural capability, they are:

- analysing how beliefs, relationships, experiences and culture influence society
- exploring challenges and benefits of a diverse world
- exploring a cohesive society.

Leadership Skills

When students demonstrate leadership skills, they are:

- representing others
- being a role model to others
- developing a growth mindset
- supporting others.

Student Voice and Agency

When students demonstrate student voice and agency, they are:

- providing feedback to peers and teachers
- learning from collaboration
- learning through their own interests
- learning through dialogue and conversations
- coaching and mentoring others
- feeling like they can take action in their education.

Content Knowledge

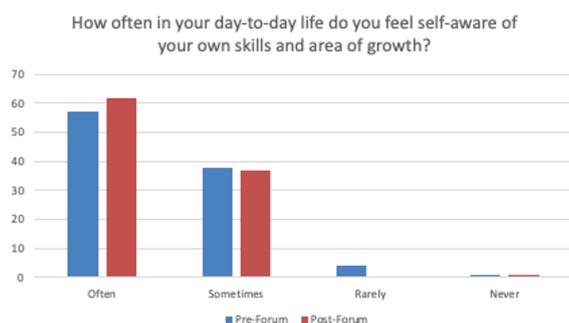
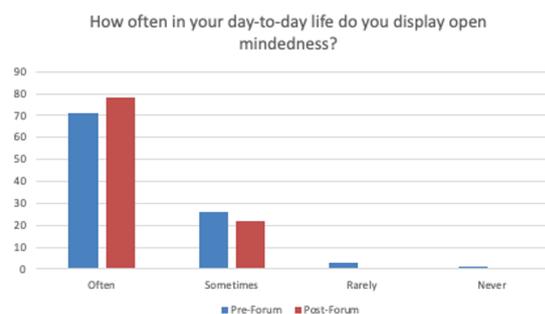
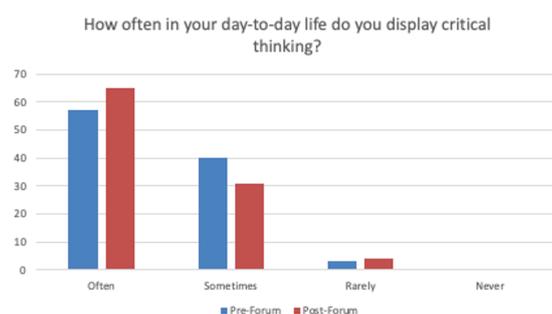
When students demonstrate content knowledge, they are:

- explaining globalisation, including its impact, benefits and challenges of globalisation
- explaining a global citizen
- describing how to be an informed and active global citizen
- increasing knowledge of local and global issues.

Section 3: Key findings and conversation starters

The section below provides data on key questions addressed in the pre and post forum student perception Global Citizen Student Perception Surveys, key findings and suggested questions to start conversations with students, colleagues and school leadership on global competency.

Global Competency: Critical Thinking



Key Finding

The VYL GYFs increased students' self-awareness and perception of using critical thinking skills on a daily basis with majority of students indicating post-forum an increase in metacognition.

Conversation Starters:

In relation to global learning and engagement...

With students

- How can you identify opportunities to apply critical thinking skills outside of the classroom?

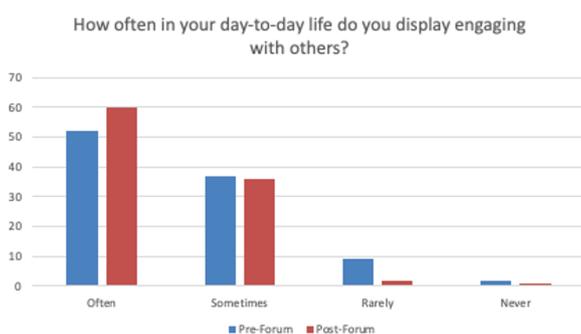
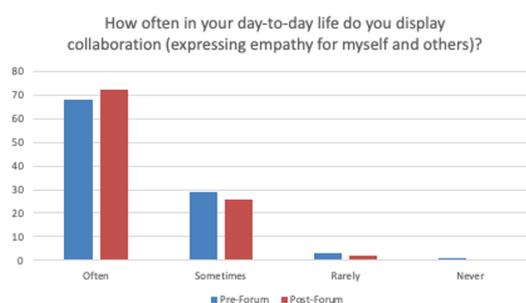
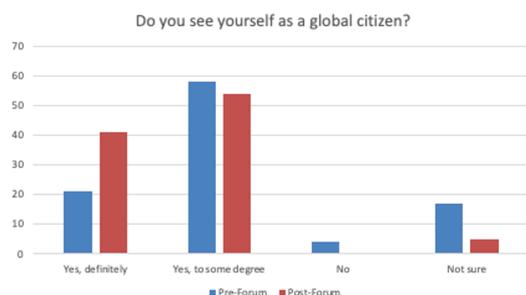
With teachers

- Does critical thinking form explicit learning goals and success criteria across subjects?

With school leadership

- Is critical thinking embedded in whole-school curriculum documentation?

Global Competency: Personal and Social Capability



Key Finding

The VYL: GYFs increased students' perception of themselves as global citizens and their awareness of their ability to interact, engage and empathise with others on a daily basis.

Conversation Starters:

In relation to global learning and engagement...

With students

- What else do you need to learn, develop, or do to become a more active global citizen? What would success look like at the end of 12 months?

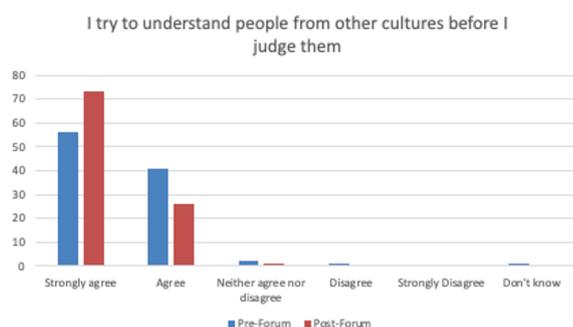
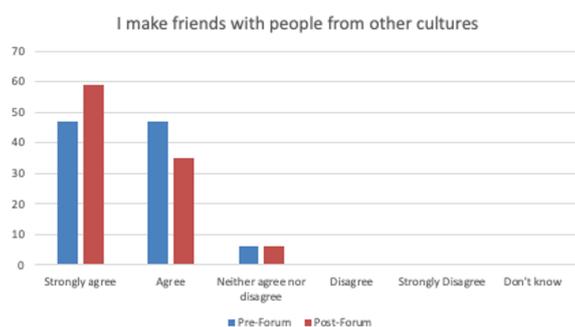
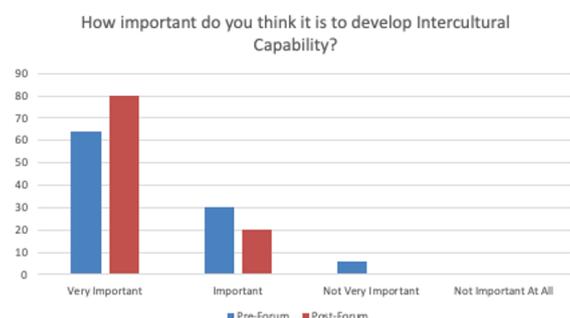
With teachers

- Where do you see the connections between General Capabilities in the Victorian Curriculum F-10 (i.e., Personal and Social Capability) and the Australian Professional Standards for Teachers?

With school leadership

- Are there whole-school opportunities to reflect on how General Capabilities in the Victorian Curriculum F-10 (i.e., Personal and Social Capability) is taught and valued across different learning areas?

Global Competency: Intercultural Capability (IC)



Key Finding

The VYL: GYFs increased students' perception of their ability to make friends with others from different cultural backgrounds, increased their perception of the importance of Intercultural Capability and understanding others.

Conversation Starters:

In relation to global learning and engagement...

With students

- How might you continue to practice openness and acceptance of others? What might this look like in a school and in the community?

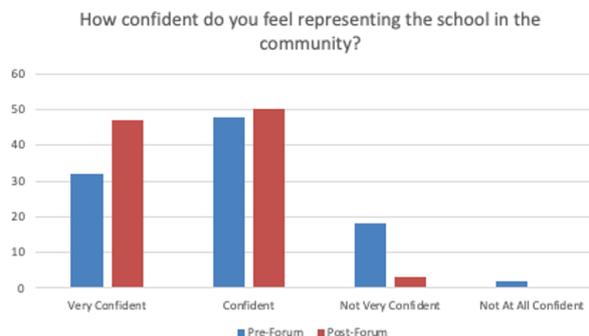
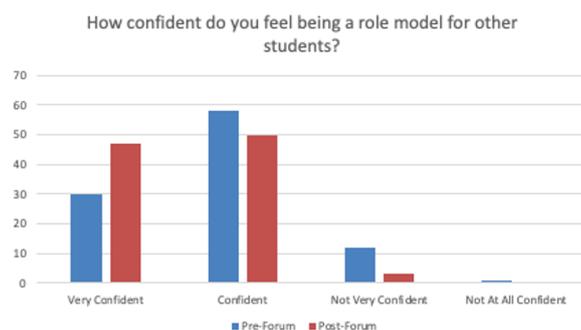
With teachers

- Are opportunities built into classroom lessons to acknowledge and value when students demonstrate intercultural understanding? What supporting evidence is there?

With school leadership

- How might Professional Learning Communities develop a meeting protocol so that illustrations of practice that encourage student's intercultural capability in the classroom can be shared?

Global Competency: Leadership Skills



Key Finding

The VYL: GYFs increased students' confidence to be role models for others, to represent their school in the community and overall confidence in their leadership abilities.

Conversation Starters:

In relation to global learning and engagement...

With students

- What new and practical strategies could you adopt to exercise a growth mindset?

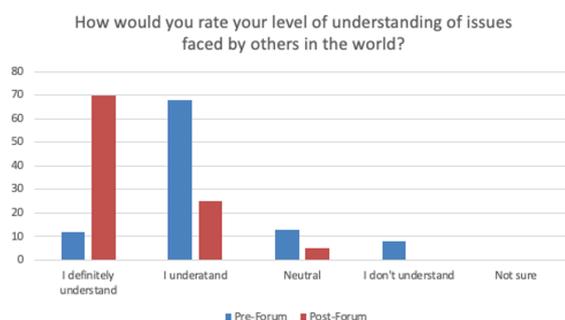
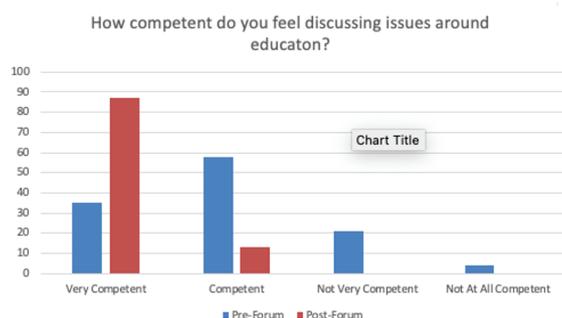
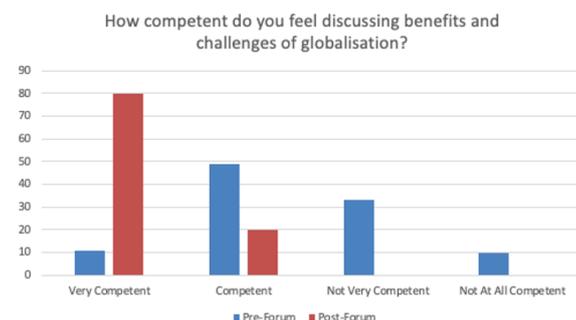
With teachers

- How is real-time constructive feedback to students in the classroom encouraging of a growth mindset?

With school leadership

- Do opportunities exist to in real-time to provide feedback to parents/guardians when their child demonstrates consistent leadership behaviours? If yes, how might this process be streamlined in the school to ensure consistency?

Global Competency: Content Knowledge



Key Finding

The VYL: GYFs increased students' competence to discuss issues in education, issues faced by others in other parts of the world and the benefits and challenges of globalisation.

Conversation Starters:

In relation to global learning and engagement...

With students

- What could you do outside of school to increase your knowledge, understanding and confidence about global issues? Can you think of an adult that could act as a neutral 'sounding board' for your views and ideas?

With teachers

- What does improved student competence look like in relation to their knowledge and understanding of key global issues?

With school leadership

- Is there a shared and common language across learning areas on key global learning and engagement terms and definitions? Why or why not?

Global Competency: Student Voice and Agency

Students were asked to indicate in the last 24 months if their education allowed them to undertake the following behaviours and actions:

- *provide feedback to their peers and teachers*
- *participate in small and/or whole group discussions*
- *engage in dialogue as a means of learning*
- *learn collaborative group learning skills*
- *participate in learning activities that incorporated their interests*
- *use learning strategies that allowed them to reflect on learning and engagement*
- *assisted them to develop and practice leadership skills*
- *develop skills and competencies to set goals*
- *adopt project learning strategies*
- *coach or mentor their peers when completing activities*
- *be involved in a project that utilised design thinking processes*
- *respectfully challenge their peers*
- *engage in inquiry-based learning*
- *participate in group work with clear roles*
- *discuss feedback with peers to stimulate thinking about learning*

Pre-forum

86%

students identified that their education provided the opportunity to develop the student voice and agency behaviours and actions above

Post-forum

95%

students identified the GYFs provided the opportunity to develop the student voice and agency behaviours and actions above

Key Finding

The VYL: GYFs provided students the opportunity to include their voice and have agency in their learning.

Conversation Starters:

In relation to global learning and engagement...

With students

- What is one activity you could be involved with over the next 12 months that will enable you to practice using your student voice and agency?

With teachers

- To what extent does lesson planning reflect student input? Are there mechanisms to introduce and/or strengthen this?

With school leadership

- Is there a whole-school approach to discussing and using the evidence underpinning student voice and agency?

Appendix 3 - Curriculum Links

The forum has been designed with the following curriculum links.

Cross Curriculum Priorities

Asia and Australia's engagement with Asia.

Organising idea - Asia and its diversity

OI.1

The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions.

Organising idea - Asia–Australia engagement

OI.5

Collaboration and engagement with the peoples of Asia support effective regional and global citizenship.

OI.7

Australians play a significant role in social, cultural, political and economic developments in the Asia region.

OI.8

Australians of Asian heritage have influenced Australia's history and continue to influence its dynamic culture and society.

General Capabilities

Intercultural Understanding

Organising element - recognising culture and developing respect

Level 6 - Typically by the end of Year 10 students:

Investigate culture and cultural identity

Analyse how membership of local, regional, national and international groups shapes identities including their own

Explore and compare cultural knowledge beliefs and practices

Develop respect for cultural diversity

Understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world

Intercultural Understanding	Organising element - interacting and empathizing with others	Level 6 - Typically by the end of Year 10 students:	Communicate across cultures
			Empathise with others
			Recognise the effect that empathising with others has on their own feelings, motivations and actions
	Organising element - reflecting on intercultural experiences and taking responsibility	Level 6 - Typically by the end of Year 10 students:	Reflect on intercultural experiences
			Reflect critically on the effect of intercultural experiences on their own attitudes and beliefs and those of others
			Challenge stereotypes and prejudices
			Critique the use of stereotypes and prejudices in texts and issues concerning specific cultural groups at national, regional and global levels
		Recognise the challenges and benefits of living and working in a culturally diverse society and the role that cultural mediation plays in learning to live together	
Ethical Understanding	Organising element- Reasoning in decision making and actions	Level 6 - Typically by the end of Year 10 students:	Reason and make ethical decisions
	Organising element - Understanding ethical concepts and issues	Level 6 - Typically by the end of Year 10 students:	Explore ethical concepts in context
	Organising element- Exploring values rights and responsibilities	Level 6 - Typically by the end of Year 10 students:	Examine values
			Consider points of view
			Use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas

Personal and Social Capability	Organising element - self awareness	Level 6 - Typically by the end of Year 10 students:	Recognise emotions
			Develop reflective practice
			Reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill set that contribute to or limit their personal and social capability
	Organising element - social awareness	Level 6 - Typically by the end of Year 10 students:	Appreciate diverse perspectives
			Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views
			Contribute to civil society
	Organising element - social management	Level 6 - Typically by the end of Year 10 students:	Plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels
			Communicate effectively
			Work collaboratively
			Develop leadership skills
			propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely

Critical and Creative Thinking	Organising element - inquiring, identifying, exploring and organising information and ideas	Level 6 - Typically by the end of Year 10 students:	pose questions to critically analyse complex issues and abstract ideas
			Imagine possibilities and connect ideas
			create and connect complex ideas using imagery, analogies and symbolism
			Consider alternatives
			speculate on creative options to modify ideas when circumstances change
			Seek solutions and put ideas into action
	Organising element - Reflecting on thinking and processes	Level 6 - Typically by the end of Year 10 students:	Think about thinking (metacognition)
			Give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions
			Transfer knowledge into new contexts
			identify, plan and justify transference of knowledge to new contexts
	Organising element - Analysing, synthesizing and evaluating reasoning and procedures	Level 6 - Typically by the end of Year 10 students:	Draw conclusions and design a course of action

Learning Areas			
Geography	Year 09	Geographies of interconnection	The perceptions people have of place, and how these influence their connections to different places (ACHGK065)
Civics and citizenship	Year 09	Citizenship, diversity and identity	How and why individuals and groups, including religious groups, participate in and contribute to civic life
			How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081)
Economics and Business	Year 09		Why and how participants in the global economy are dependent on each other (ACHEK039)
English	Year 09	Language for interaction	Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)
		Creating texts	Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748)
Health and PE	Year 09	Being healthy, safe and active	Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089)
		Communicating and interacting for health and wellbeing	Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)
		Contributing to healthy and active communities	Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096)

Appendix 4 – Pedagogy and Framework for Improving Student Outcomes 2.0 Links

The forum has been designed to support specific pedagogical outcomes, ensuring evidence-based approaches are used throughout design and delivery. This results in students receiving high quality learning and seeks to model effective teaching practice.

The Framework for Improving Student Outcomes (FISO 2.0) sets out 5 core elements that together realise the goals of excellence and equity through developing the learning and wellbeing of every Victorian student. All components of the forums meet these core elements by:

- Setting high expectations, shared values and establishing a culture of trust for students through developing learning activities and safe peer relationships for sharing, engaging, taking risks and being brave (leadership).
- Explicitly teaching the knowledge, skills and capabilities students require to be active and informed global citizens in an interconnected world (teaching and learning).
- Administering a global learning and engagement pre and post student perception Global Citizen Student Perception Survey to measure student learning growth in relation to global knowledge, competencies and wellbeing (personal-social) capabilities, and providing scaffolded opportunities for peer-to-peer feedback (assessment).
- Supporting students to develop peer-to-peer connections and develop a prototype that seeks to take action to improve 'glocal' issues in their community and improving their sense of belonging to their school community. Creating opportunities for students to activate their voice and agency by engaging with youth change-makers and providing opportunities for practice (engagement).
- Supporting teachers and students with program tools and resources tailored to strengthen the learning and wellbeing capabilities of students and facilitating opportunities for schools to develop partnerships post-program (support and resources).

The table below identifies the specific Victorian Practice Principles for Excellence in Teaching and Learning and High Impact Teaching Strategies that are embedded through the design of the forums.

Practice principles for excellence in teaching and learning	High impact teaching strategies (HITS)
<p>Principle 1: High expectations for every student promote intellectual engagement and self-awareness.</p> <p>Action 1.1 Teachers convey high expectations of learning, effort and engagement for all students</p> <p>Action 1.3 Teachers ensure all students' cultural backgrounds, needs and abilities are recognised and addressed in the learning program</p> <p>Action 1.4 Teachers build student capacity to monitor and evaluate their own progress and achievement</p>	<p>Strategy 1: Setting goals</p> <p>Forums have clear learning intentions with goals that clarify what success looks like. Activities identify what students need to understand, and what they must be able to do.</p>
<p>Principle 2: A supportive and productive learning environment promotes inclusion and collaboration.</p> <p>Action 2.1 Teachers build quality relationships that enhance student engagement, self-confidence and growth as a learner</p> <p>Action 2.2 Teachers ensure all students' cultural backgrounds, needs and abilities are recognised and addressed in the learning program</p> <p>Action 2.3 Teachers develop student capacity to collaborate</p> <p>Action 2.4 Teachers maintain an energised and focused learning environment</p>	<p>Strategy 2: Structuring lessons</p> <p>The program design maps the teaching and learning that occurs in the pre-during-and post forums. Structured activities reinforce thinking routines, and scaffold learning via specific steps/activities. They optimise time on task and the virtual learning environment by using smooth transitions between activities and between forum days. Planned sequencing of teaching and learning activities stimulates and maintains engagement by linking tasks and making authentic connections to the Victorian Curriculum F-10.</p>

Principle 3: Student voice, agency and leadership empower students and build school pride.

Action 3.1 Teachers empower students to have a democratic voice in the running of the communities in which they learn

Action 3.2 Teachers provide opportunities for students to exercise authentic agency in their own learning

Action 3.3 Teachers provide leadership opportunities

Action 3.4 Teachers build school pride and connectedness

Strategy 3: Explicit teaching

Program facilitators adopt explicit teaching practices to clearly show students what to do and how to do it and model design thinking. Activities are designed to support students to create individual learning goals and ensure they understand learning intentions and success criteria. The facilitator checks for understanding, and encourages students to seek clarification, feedback or further support at the end of each forum from peers and teachers.

Principle 5: Deep learning challenges students to construct and apply new knowledge

Action 5.1 Teachers design learning programs to explicitly build deep levels of thinking and application

Action 5.2 Teachers support students to explore the construction of knowledge

Action 5.3 Teachers support students to be reflective, questioning and self-monitoring learners

Strategy 5: Collaborative learning

Collaborative learning occurs when students work in small groups to dialogue on issues, share ideas and present their prototype. Collaborative learning is supported by meaningful tasks such as the development of a prototype that seeks to address a local issue or within the school community. It involves students actively participating in negotiating roles, responsibilities and outcomes in their prototype activity.

Principle 7: Evidence-based strategies drive professional practice improvement

Action 7.1 Teachers evaluate the impact of teaching on learning by analysing multiple sources of data

Strategy 6: Multiple exposures

Multiple exposures on concepts are provided to students with multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills. This is supported by spacing the forums over several days and using different activities to vary the interactions students have with new knowledge.

Principle 8: Global citizenship is fostered through real world contexts for learning

Action 8.1 Teachers support students to explore their role as global citizens

Action 8.2 Teachers model and facilitate use of digital tools and resources to access, use and share learning

Action 8.4 Teachers and students collaborate in learning partnerships in and beyond the school

Strategy 7: Questioning

Questioning is a powerful tool and facilitators regularly use it to stimulate dialogue, encourage higher-order and visible thinking and helps capture feedback on the effectiveness of learning activities. Questioning opens up opportunities for students to discuss, argue, and express opinions and alternative points of view. It engages students, stimulates interest and curiosity in learning, and can create links to students' lives.

Strategy 8: Feedback

Feedback informs a student about their learning relative to the learning outcomes. The forums ensure there are multiple opportunities for peer-to-peer feedback, facilitator feedback, and feedback through the form of a global learning and engagement student perception Global Citizen Student Perception Survey and accompanying Learner Profile.

Strategy 9: Metacognitive strategies

The forum incorporates metacognitive strategies so that students can think about their thinking, adopt multiple perspectives, develop empathy, exercise their critical and creative and demonstrate ethical and intercultural capabilities. Metacognition extends to self-regulation whereby the forums emphasise the importance of leadership and managing one's own motivation toward learning.

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