

Department of Education International

Consultation report

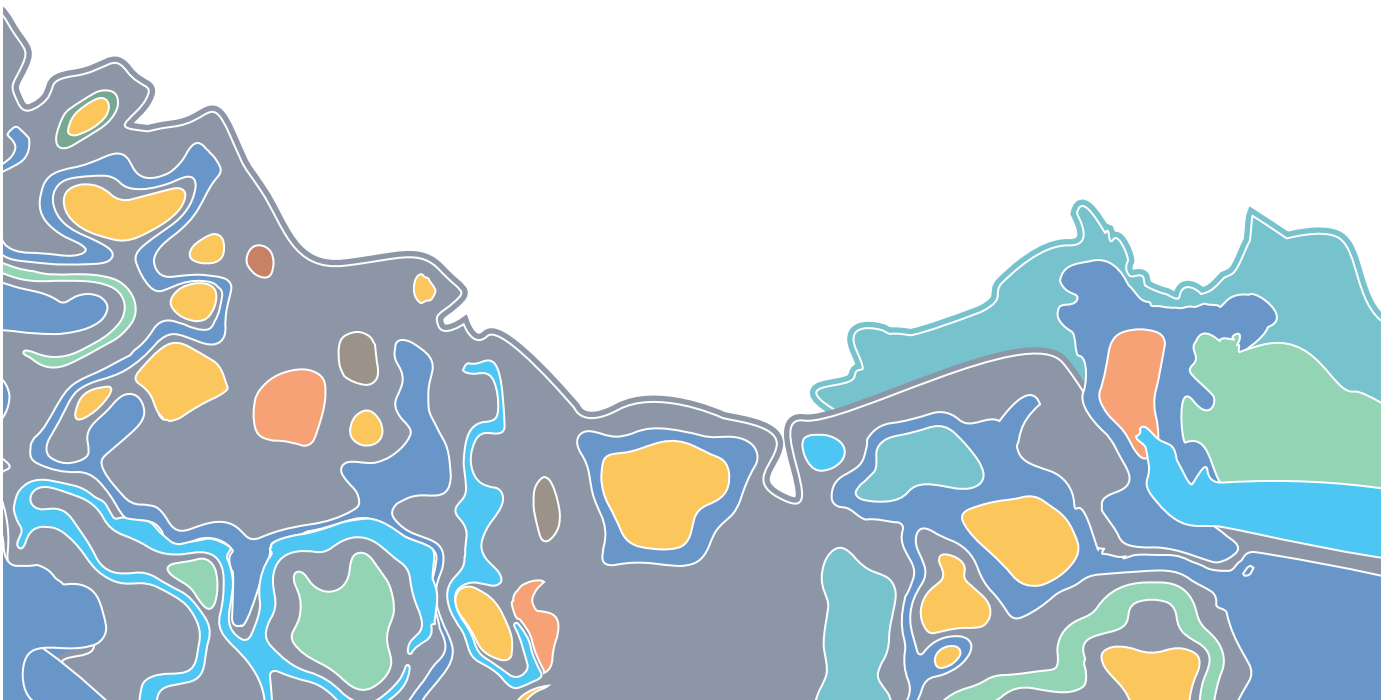
April 2019



Queensland
Government

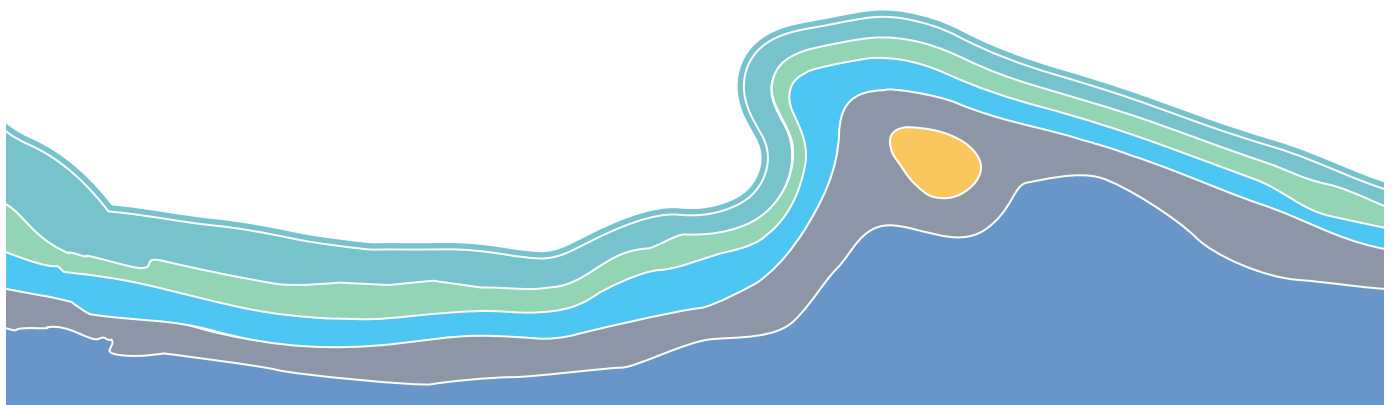
Acknowledgement of Country

The Department of Education acknowledges the traditional owners of the lands from across Queensland and pays respect to the Elders — past and present — for they hold the memories, traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.



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1.0 Background

The Department of Education International (DEi), trading as Education Queensland International (EQI), delivers high quality education programs and services for students, teachers and leaders in Queensland and internationally. These activities provide opportunities to engage with diverse cultures in productive and meaningful ways, and further the reputation of Queensland's world-class education system both locally and globally.

3480

international student
enrolments

90+

accredited
Qld state schools

250

Qld **students** and **school
staff** participated in **25**
outbound programs



132

Qld state schools benefited
from **language/STEM**
immersion experiences
around the world

16,900

over
Study Tour students
in Qld state schools

161

international **education
professionals** visited
the department

1.1 What we deliver

DEi delivers a number of key initiatives and services, including:

- accredited study programs for international students
- support services, including a statewide homestay program and nationally recognised 24/7 international student hotline
- tailored study programs and professional visits for overseas students and education leaders
- offshore Queensland education programs such as curriculum licensing, project management and consulting services
- international exchange programs, study tours and professional development opportunities for Queensland students and staff
- processing official overseas travel for employees of the Department of Education
- overseeing the Temporary Residents Admissions Centre (TRAC), including assisting with school enrolments
- working with agencies to place Illegal Maritime Arrival (IMA) students.

DEi plays an important role in contributing to future economic and social prosperity in Queensland by providing global connections.

In a competitive and shifting landscape, this requires continued effort to anticipate the nature and impact of change, and the opportunities for sustainable advantage that will help develop future-ready students.

1.2 Consultation process

School and departmental staff, education partners, and industry and community members were invited to participate in round table strategic planning workshops. Nine workshops were held throughout Queensland between October and December 2018 in Cairns, Hervey Bay, Gold Coast, Sunshine Coast and Brisbane.

Facilitated discussions focused on DEi's current program and service offerings and sharing a vision for the future. Participants also voted on several binary strategic choices to prompt richer conversations, including:

- the extent to which DEi should be commercially viable to deliver on broad and wide-reaching government priorities
- the range of products and services being delivered by DEi to different target markets
- the blend of inbound and outbound mobility of students, teachers and leaders to develop globally competent Queensland state school communities.

Over two hundred stakeholders engaged in the process, building on their wealth of knowledge and expertise to provide valuable insights about DEi's current operations and opportunities to consolidate and expand its activities for the benefit of Queenslanders.

Meetings were also held with fifteen education and industry stakeholders and thought leaders, including State Schools Executive and Regional Directors, Trade and Investment Queensland, Tourism and Events Queensland, Department of Foreign Affairs and Trade, Austrade, Asialink Business, University of Queensland, TAFE Qld, and thought leader Professor Yong Zhao.

Importantly, over 250 international and domestic students engaged in a consultation process. Delivered in partnership with Study Queensland's *gen[in]*, twelve student focus groups were run in state schools in Cairns, Gold Coast, Sunshine Coast and Brisbane. Students participated in informal activities, sharing their views on student leadership, student outcomes or student experience.



over
200
stakeholders consulted
across 9 workshops

1850
individual workshop
responses

252
students via
12 focus groups

15
meetings with
stakeholders and
thought leaders



What Queenslanders said ...



It was a good opportunity to meet with schools in the district and hear opinions and the same message.

Hervey Bay

I would like to see more opportunities for collaboration, and sharing ideas, resources and experiences.

Sunshine Coast

Be bold. Be innovative. Lead where we need to be as a system. Take some calculated risks.

Brisbane

Good to think broadly about the meaning of international — it's also an opportunity to contribute to equity in education internationally.

Cairns

It's created a stronger focus on why we do our work.

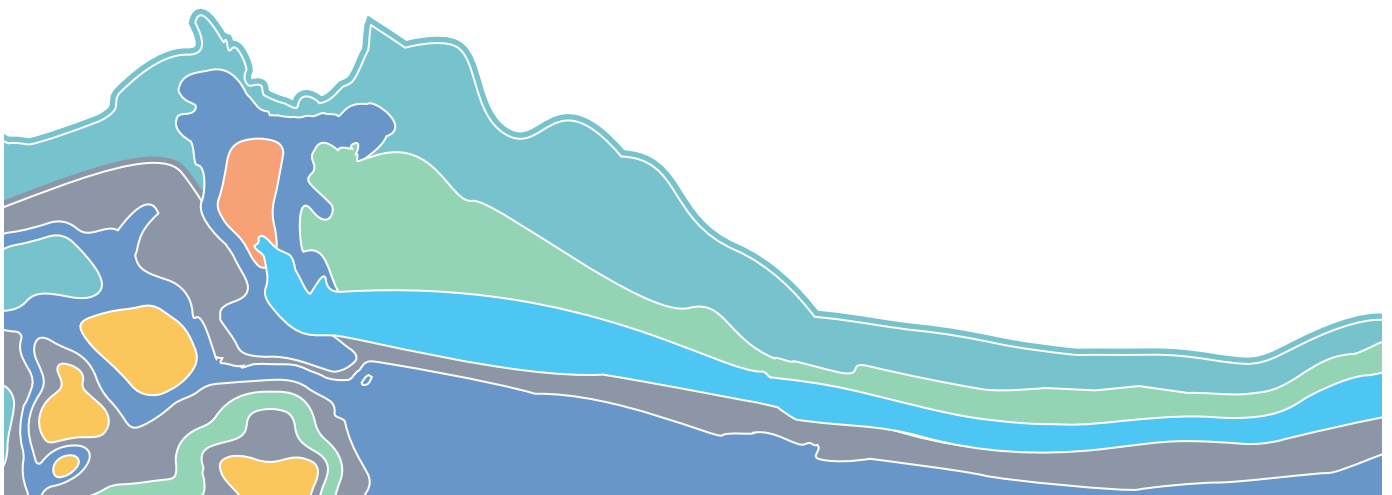
DEi staff

Exciting times ahead. This session built morale.

DEi staff

It's great here. I like all the teachers and the students are really welcoming and nice.

Student – Norway



2.0 What Queenslanders said ...

Listening to and understanding the views of our stakeholders was important in identifying trends and emerging challenges, providing insights into DEi's products and services and untapped opportunities, and forming the foundations for future collaboration and partnerships.

Through analysis of the conversations held with participants, four key themes emerged:

- contributing to Queensland's social and economic prosperity
- developing global competency
- connecting and collaborating effectively for positive outcomes
- growing and promoting our international education presence.

The information gathered for each theme summarises the actions Queenslanders view as a strategic way forward for DEi to support government priorities, help prepare young people for the challenges of tomorrow, and lay the necessary foundations for Queensland's future.

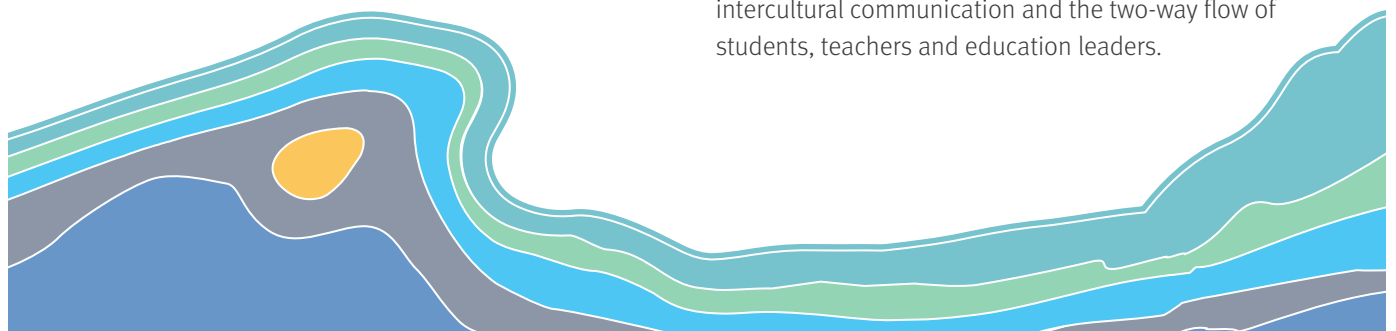


2.1 Contributing to Queensland's social and economic prosperity

Participants acknowledged the rapidly changing world is shaping the economic and social fabric of Queensland. There was strong support for continuing to deliver a world-class education system that is cutting edge, relevant and renowned.

Discussions focused on DEi becoming more agile, flexible and innovative to meet the demands of globalisation, a highly competitive international education sector and shifting markets. Diversifying source country markets of international students was identified as a strength in providing broader cross-cultural opportunities for Queensland school communities and reducing reliance on specific markets to generate revenue.

There was considerable support for capitalising on market opportunities based on relative proximity, depth of community ties, and having a similar demographic to Queensland. Continuing to focus on existing Asia-Pacific markets and optimising growth opportunities was seen as advantageous. In particular, the school community commented on the importance of markets that align with the languages commonly taught in Queensland state schools to enhance intercultural communication and the two-way flow of students, teachers and education leaders.



Suggestions made to better support all regions included:

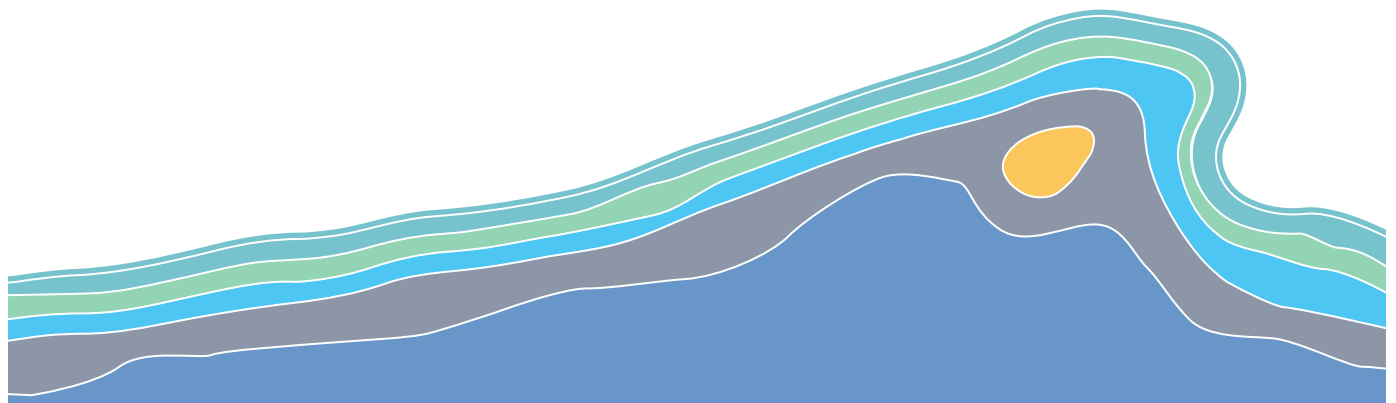
- capitalising on countries with direct flights
- clustering schools across different regions to share in the benefits of engaging with international students
- investing in aid and development activities in the Indo-Pacific region.

The challenge of operating a commercial model effectively within a government context, including compliance with legislative and visa requirements, was raised. In a competitive international landscape, it was considered vital to be responsive to change and making sure products and services are meaningful to different segments of the market.

Participants also raised the importance of tapping into longer-term soft diplomacy and talent retention opportunities to build inks between countries, such as a student ambassador program across the international education sector.

While education excellence, including improved outcomes, was viewed as the most important consideration for attracting international students to Queensland, and selling the department's intellectual property offshore, stakeholders also identified the need to further profile Queensland's unique competitive strengths – namely, the natural environment, and cultural, historical and lifestyle experiences.

Attracting international students and their visiting families by enhancing the international profile of regional Queensland, was considered a positive way to contribute to the diversity of schools, communities and local economies. Despite the benefits afforded by regional communities, it was acknowledged that international students prefer metropolitan and major regional locations because of easier access to post-school study pathways.



2.2 Developing global competence

During the strategic planning workshops, participants responded explicitly to market research and analysis on the importance of global competence. Stakeholders reinforced that global competence is vital for students to engage effectively in the opportunities of a connected, diverse and rapidly changing world.



It's good. Everything is different.
Different language. Different culture.

Student – Hong Kong



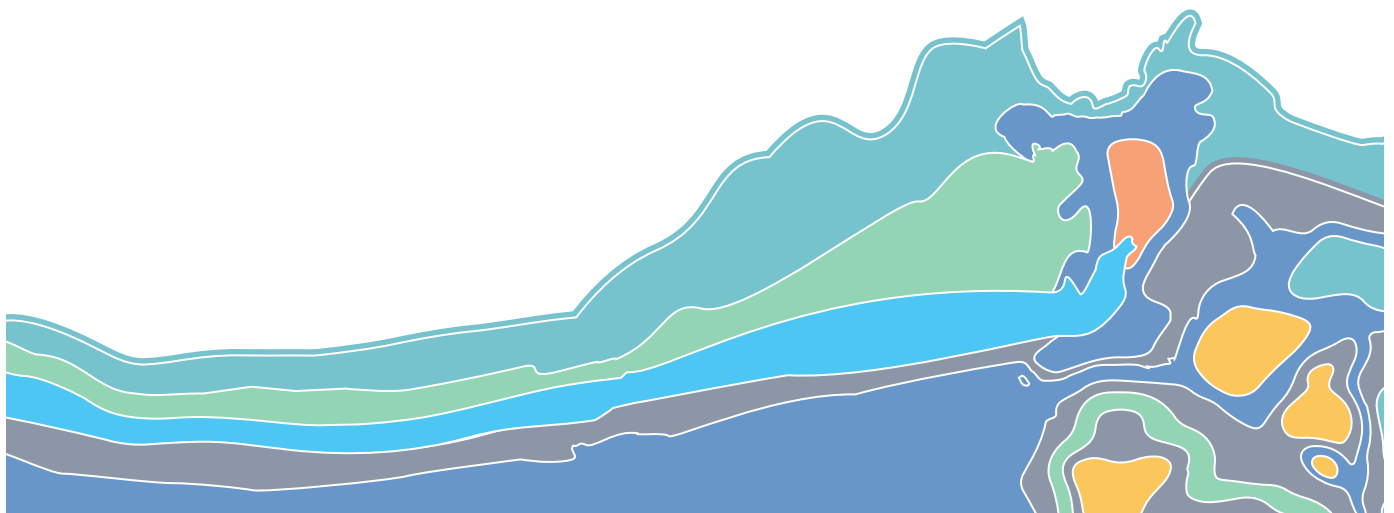
In light of Queensland being a multicultural and multilingual state, participants agreed that it was crucial to expand young Queenslanders' experiences with other languages and cultures, locally and overseas. Providing students with opportunities to develop the building blocks needed to problem-solve and communicate ideas effectively with diverse audiences, was important.



A globally competent individual has

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

Organisation of Economic
Co-operation and
Development (OECD)



Suggestions made for genuine exchanges of cultures, experiences and ideas included:

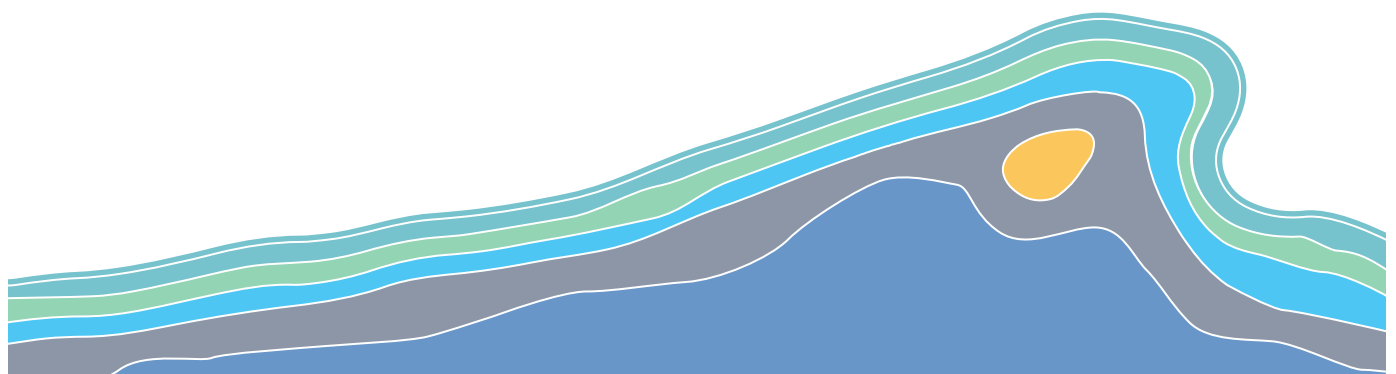
- embedding global competence across the curriculum
- supporting quality teaching and learning of languages and cultures in Queensland state schools
- offering more international exchanges to Queensland students, including subsidised opportunities and scholarships
- establishing study tours and programs for primary school students
- promoting programs that encourage domestic students to engage meaningfully with international students
- clustering schools to share in the benefits of having international students in the school community
- placing native speaking teacher assistants and local language users in schools
- using technologies to connect students
- enhancing sister school relationships.

An additional comment was made about the design of future schools to promote flexible and connected teaching and learning environments.

Importantly, participants stated global competence should permeate across the department, with DEI and Queensland schools playing a crucial role in developing young citizens who contribute positively to local and global communities. Building staff capability to mobilise students with the knowledge, skills, attitudes and values needed, was welcomed.

Suggestions made included:

- providing contextualised professional development opportunities onshore, offshore and online
- establishing a global hub for sharing ideas and resources
- offering grants to schools, individually or in clusters, to innovate and lead change focused on global competency.



Making explicit how the learnings are making a difference to international and domestic students, including through mentoring and coaching, was seen as critical to sustained improvement in schools.

Participants shared aspects of good practice and commitment already happening across Queensland schools. However they recognised the broad range of approaches being taken and the need for a common language and continuum of understanding of global competence, supported by strong leadership – specifically, a framework that provides leaders with a clear direction on creating globally competent school communities.

It was also noted that a stronger focus is needed on embedding global competence across the curriculum, and supporting quality teaching and learning of languages and cultures in schools. Greater alignment of DEi’s activities with the curriculum was viewed favourably in creating opportunities to more deeply focus on educating global citizens.

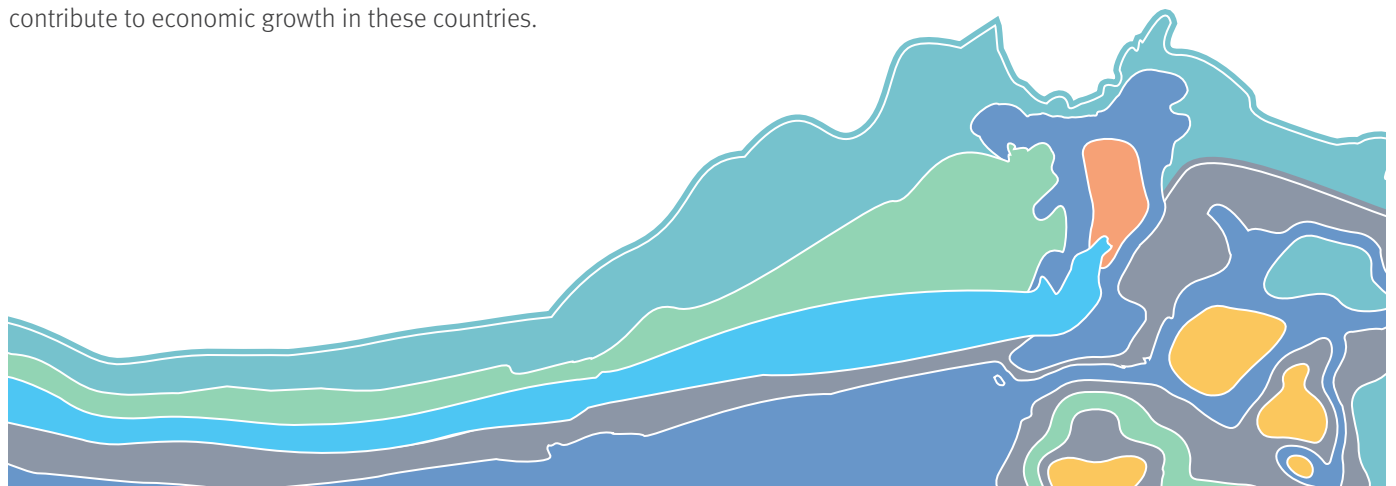
Engaging parents and the broader community in understanding the challenges and opportunities of globalisation and its impact on education in the future was seen as worthwhile in providing young Queenslanders with the right foundations to thrive.

2.3 Connecting and collaborating for positive outcomes

Stakeholders viewed a more collaborative and connected approach across schools, the department, governments, agents, sectors, industries, and the community as vital to realising the broader value of global engagement and international education to Queensland’s future.

Revitalising the Director-General’s round table with Asia-Pacific education leaders was recommended to facilitate ambitious efforts and long-term outcomes. Working together with the Department of Foreign Affairs and Trade (DFAT) to build the professional capabilities of emerging education leaders in the Indo-Pacific region was also viewed as a positive way to contribute to economic growth in these countries.

More broadly, greater collaboration and cohesiveness across the education sector and with government partners, including Trade and Investment Queensland (TIQ), Austrade, Asia Education Foundation (AEF) and Asialink Business, was seen as a way to increase scale, capacity and efficiencies for the benefit of students and brand Queensland. Ongoing joint initiatives between Study Queensland and DEi were welcomed. The 1800QSTUDY hotline was cited as a shared service in action that is helping to further the reputation of Queensland as a safe destination. Participants also acknowledged the key role of alliances and study clusters in promoting and unifying international education and support to Queensland state schools at a regional level.



Expanding pathways for international students to transition from school to either vocational education and training (VET) or universities, was considered an important long-term investment in Queensland. Stakeholders suggested the education sector work together to grow a student alumni network to foster new international connections and future trade, investment and business linkages with Queensland.

Participants recognised the pivotal role of Queensland schools in developing students' global citizenship, critical thinking, and ability to innovate. There was strong support for existing initiatives linking international students and education leaders to cutting edge research and industry excellence.

Continuing to partner with Study Queensland's *gen[in]* to connect international and domestic students with industry mentors and use a global perspective to develop ideas for local and global action, was encouraged. James Cook University's Daintree Rainforest classroom and Orpheus Island classroom on the reef were also discussed as high quality, edu-tourism experiences unique to Queensland.

Participants agreed more could be done to leverage Queensland's assets and lifestyle, to attract and extend the stays of international students and their families from key source markets. They suggested collaborating with Tourism and Events Queensland (TEQ), Study Queensland, universities, local councils and industry. Designing education experiences promoting Fraser Island and the outback, Indigenous cultural heritage and the country lifestyle, were some ideas mentioned.

Other mutually beneficial collaborations included:

- promoting sister school partnerships focused on shared challenges
- delivering a global youth summit
- providing additional immersion study programs that combine a language with another curriculum area
- expanding the Tokyo Global Gateway school model to other countries.

Stakeholders recognised the vital role and strength of school communities and homestay families in welcoming international students, and enriching their lives by providing the right levels of support for them to succeed academically, socially and culturally. Discussions focused on resourcing implications for schools, managing fluctuations in student numbers, and identifying innovative, quality homestay options for sustainable growth of the International Student Program.



With expanding competition in international education, concerns were raised about the influence of agents in promoting Queensland state schools to prospective students. Discussions focused on identifying the best agents and building positive working relationships with them to encourage more students and their families to choose Queensland. Industry self-regulation and responding to agent requests in a timely manner, were also mentioned as concerns.

During the workshops participants stressed the importance of collaborating with ELICOS (English Language Intensive Courses for Overseas Students) providers and specialist coaches in English as an Additional Language or Dialect (EAL/D) in schools, to ensure students are ready to learn.

DEi staff welcomed having a better understanding of various teams across the department and government, and how they might contribute to the strategic direction. This included drawing on expertise to develop new products and consultancy services that enhance the reputation of the department internationally. Promoting

cross-functional teams was also supported as a more effective and efficient way to:

- transfer skills across business units
- optimise and simplify processes by sharing information, ideas and resources
- build relationships with key markets
- identify new products and services.

2.4 Growing and promoting our international education presence

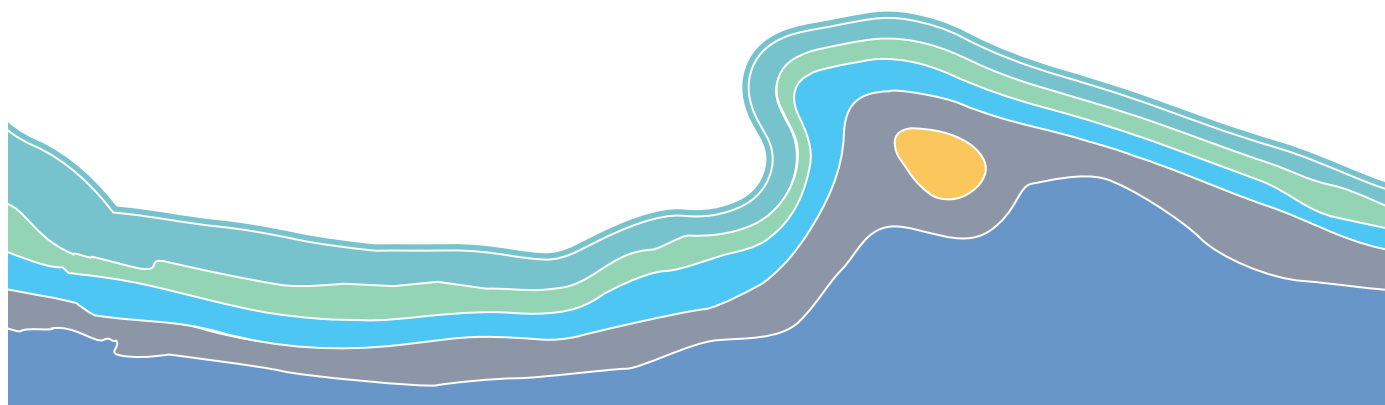
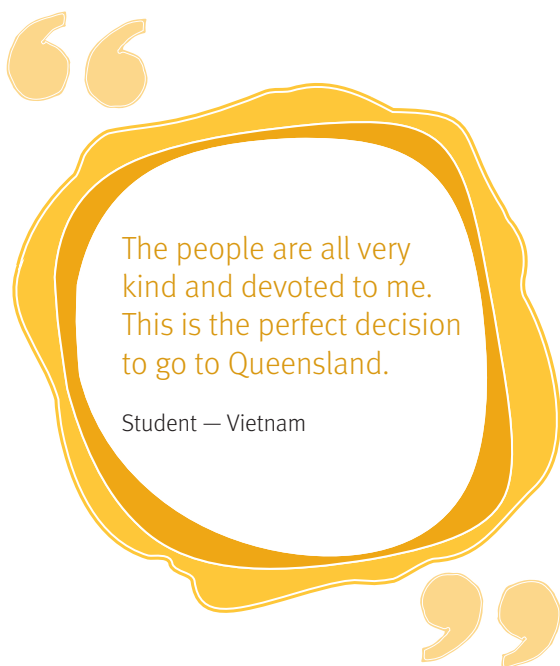
A constantly evolving international education landscape is challenging how DEi contributes to education excellence and showcases Queensland to the world.

Across the state there was strong support for a full suite of innovative and creative marketing communication activities relevant to the context and different segments of the market. Enhancing and protecting the EQI brand by continuing to reinforce a clear, consistent brand image, value and personality, was considered crucial to having visibility in a competitive global marketplace.

Stakeholders suggested more should be done to profile the high quality teaching and learning occurring in Queensland state schools, including steps being taken to develop the global competency of students and staff. They also encouraged scaling up cross-sector marketing initiatives and promotion of post-school pathways to help position Queensland and its unique offerings as a leading education destination.

Suggestions made to profile the competitive strengths of Queensland education included:

- identifying and engaging executive champions, such as principals
- increasing influence in key markets through education programs, teacher exchanges and consultancy services

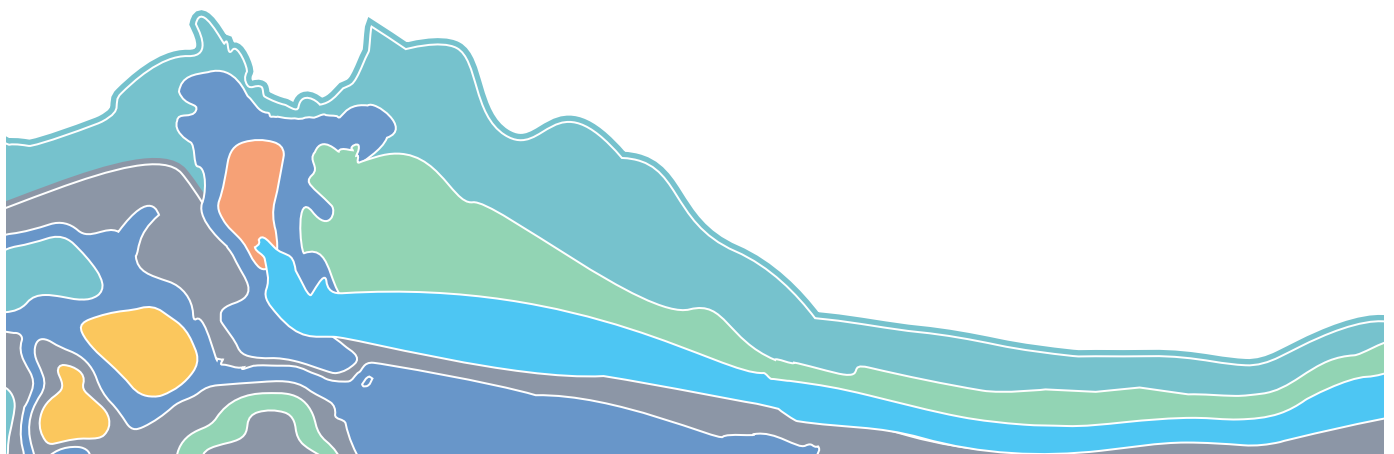


- involvement at targeted events and conferences, locally, nationally and internationally
- scaling up opportunities with education agents in-country
- participating in Ministerial-led trade missions to markets of strategic value
- promoting the positive impact of global learning and engagement on students and communities, including case studies and testimonials
- contributing to international education programs being led at the national and international level.

Meeting or exceeding international students' expectations by delivering high quality and flexible learning experiences, packages and integrated education pathways was seen as essential. It was noted that collective actions to optimise the experiences of international students at all significant touch points – from initial engagement to their arrival, and from their education and living environments to support services and transition home – would contribute positively to their specific needs, wellbeing and learning outcomes. A more holistic, unified approach was also seen to help further the reputation of the EQI brand, the department and brand Queensland internationally.

Across the state, participants highlighted the need to better understand the perceptions, expectations and behaviours of international students and their families. The suggestion was made to gather intelligence using real-time data and insights captured via social media channels, as well as surveys, focus groups and student reflections, as a reality check for future marketing initiatives. As young people actively engage in content online and have influence with their social communities, there was support for expanding DEi's digital presence, such as through video messaging, live travel blogs and Instagram.

Internally, staff identified the need for improved communication and engagement across the department about DEi's contribution to promoting Queensland internationally. Communicating the strategies and actions being taken by DEi to support schools, the system and communities in preparing young people to engage in interconnected, complex and diverse societies, was also strongly supported.



3.0 Conclusion

3.1 Shaping the future

Stakeholders who joined the conversation on our five-year strategic plan agreed that DEi has contributed positively to the internationalisation of the Queensland state school sector. They also endorsed a commitment to developing the global competency of young people is crucial for engaging effectively in diverse communities and an internationalised economy.

Overwhelmingly they acknowledged the changes taking place globally mean that to realise its vision of building a better future for young people, DEi must evolve to remain distinctive in a competitive international education landscape.

3.2 Next steps

In response to the feedback from stakeholders, DEi is developing broad strategies and the actions being taken to contribute to Queensland's social and economic prosperity.

A renewed emphasis on educating for global learning and engagement will help equip young people with the intercultural understanding and global mindset needed to respond positively to internationally competitive work opportunities and more inclusive societies.

By supporting our skilled and capable workforce in partnership with education and industry partners, agents and community members, and promoting Queensland's world-class education system internationally, we will contribute to the government's long-term aspirations for the future of our state.

Visit <https://qed.qld.gov.au/programs-initiatives/det/det-international> to stay connected with the department's initiatives to advance global learning and engagement.

