

Report on the

National Symposium on the future of Australia-China school partnerships

21 May 2024



Supported by



About IEAA

International Education Association of Australia (IEAA) is Australia's leading association for international education. We strive to empower professionals, engage institutions and enhance Australia's reputation as a provider of world-class education. We provide advocacy; deliver high-quality professional learning; and drive new research to highlight emerging trends, inform strategy and policy, and enrich the sector's knowledge.

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- Professor Ren Yi (Chair), IEAA Vice President and Pro Vice-Chancellor International, The University of Southern Queensland
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- Dr Kirrilee Hughes, IEAA
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- Dr Helen Yang, IEAA Research Committee and La Trobe University

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We acknowledge the Wurundjeri People of the Kulin Nations as the Traditional Owners of the land on which IEAA is hosted, and the Traditional Custodians of country throughout Australia, where we work. We pay our respects to Elders, past, present and emerging. IEAA is committed to honouring First Nations peoples' unique cultural and spiritual relationships to the land, waters and seas and their rich contribution to society.

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Hon. Phil Honeywood

CEO, International Education Association of Australia

Foreword

On 21 May 2024, IEAA held a National Symposium on the future of Australia-China school partnerships in Melbourne. This follow-up report captures and shares key learnings from the symposium and ensures accessibility to the information and insights that were presented and discussed.

Held as a hybrid event, with a combined audience of 200+, our National Symposium brought together school leaders, principals, educators, policy makers and a diverse range of other stakeholders active in Australia-China school partnerships. Our speakers and panels chairs included representatives from Australia's Department of Education; the Embassy of the People's Republic of China in Canberra; Departments of Education and curriculum authorities from South Australia, Queensland and Victoria; the Asia Education Foundation; the Jiangsu-Victoria Education Centre; Meg Languages; Weiming Education Group; Value Learning; as well as schools based across China and in New South Wales, Queensland and Victoria.

On behalf of IEAA, I extend my gratitude to National Symposium participants and speakers for their contributions to this event as well as the members of the Advisory Group whose expert advice informed scheduling and shaped content. This National Symposium was made possible through a grant from the [National Foundation for Australia-China Relations](#) and we are very grateful for the Foundation's support.

IEAA is Australia's leading association for international education. We strive to empower professionals, engage institutions and enhance Australia's reputation as a provider of world-class education. We provide advocacy and member services relevant to professional staff, academics and educators across all sectors, including schools.

IEAA delivers high-quality professional learning – such as this National Symposium – to deepen both members' and non-member stakeholders' professional development and to enhance the quality of Australian international education. We also drive new research to highlight emerging trends, inform strategy and policy and enrich the sector's knowledge. Together with affiliated bodies, corporate partners and government stakeholders, we work collaboratively to promote the benefits of international education to the broader community.

Amid unprecedented legislative and policy change for Australia's international education community, this National Symposium provided a unique focus on school partnerships within the broader context of international education. Australia-China school partnerships undeniably forge enduring people-to-people connections between students, educators and school communities across both countries. For our youngest learners – school students – these connections spark curiosity and seed life-long learning.



View the opening session of the National Symposium:

<https://youtu.be/lduudxuei8y>



Gary Cowan

CEO, National Foundation for Australia-China Relations

Foreword

School partnerships can open a window for students to enrich their education and benefit their futures. They offer an opportunity for students to develop genuine interest in another country, which can lead them to choose to learn more about that country and its people.

Australia needs young people who are China-capable and we need China to understand us better too. School partnerships can foster this two-way curiosity.

Building and developing people-to-people connections is a lasting outcome from school partnerships. When these connections are established during students' formative years, they become catalysts for life-long relationships. For teachers and school leaders, these connections foster a deeper understanding and appreciation of each other's cultures, leading to richer educational experiences. For Australia, these students and teachers may eventually become candidates in our universities. This is exactly the kind of practical cooperation that the [National Foundation for Australia-China Relations](#) supports. The conversations and collaboration initiated by this Symposium will benefit future generations in both countries.

The Symposium offered a unique platform for policymakers, school and industry stakeholders to discuss challenges, opportunities and possible improvements and celebrated the excellence of Australian education. I hope attendees learned from each other, explored opportunities for collaboration and generated innovative ideas that will shape the future of school education in both Australia and China.



View Gary Cowan's address to the National Symposium:

<https://www.youtube.com/watch?v=uJKLLiLjyJg>

Alumni spotlight

Essie Ma is a Project Manager at Arts Centre Melbourne, where she leads the Reimagining Arts Centre Melbourne project as part of Australia's largest cultural infrastructure project, the Melbourne Arts Precinct Transformation.

Essie's international student journey began at Wellington Secondary College in Mulgrave, Victoria, where she excelled as a student leader, fostering connections between international and local communities. Recognised with the Victorian International School Student Leadership Award in 2014, Essie continued her advocacy into higher education, aiding fellow students in adapting to new life and cultures in Victoria.

Graduating with an Honours degree in Mechanical Engineering from Monash University, Essie transitioned from mechanical engineering in the oil and gas sector to project management in Victoria's creative industries. She's currently pursuing a Master of Project Management while working full-time, demonstrating her commitment to life-long learning.

IEAA's National Symposium on the future of Australia-China school partnerships opened with a keynote address from Essie in which she shared anecdotes from her own experience as an international school student from China in Victoria and offered the following advice to National Symposium participants:

- **Embrace** cultural differences as opportunities for learning and growth, rather than obstacles to overcome.
- **Promote** critical thinking and creativity in the classroom by encouraging students to question assumptions and explore diverse viewpoints.
- **Inspire** students to embrace resilience, adaptability and a growth mindset in the face of adversity. Setbacks are a natural part of the learning process.



View Essie's complete keynote address:

<https://youtu.be/LduudXUEi8Y>



‘Together, we can cultivate a generation of global citizens who are equipped with the skills, knowledge, and values to make a positive impact on society and contribute to a more inclusive and harmonious global community.’

Educator spotlight

Xiaoxiao (Sabrina) Li is an education leader, edtech entrepreneur and the 2022 education category winner of the '40 under 40 most influential Asian-Australian' Awards.

At St Margaret's Berwick Grammar School in Victoria, she leads transformative initiatives such as international study tours between Australia and China. Sabrina also heads Qeeri, an AI-driven edtech platform that enhances educational engagement and career exploration.

Sabrina's projects strengthen connections between Australia and China, promoting cross-cultural exchange. Her innovative approach and dedication to educational excellence have established her as a pivotal figure in linking school communities in both countries. In particular, Sabrina is dedicated to defining educational pathways for international students, ensuring they have the support and guidance needed to succeed.

At the conclusion of IEAA's National Symposium on the future of Australia-China school partnerships, Sabrina was a keynote speaker at a networking function held at the [Museum of Australian Chinese History](#).



In her keynote, Sabrina noted that 'engaging migrant families is essential to building a cohesive school community'. St Margaret's Berwick Grammar works closely 'with local councils and community organisations to provide language support and resources, helping families integrate and actively participate in school life'.



Connect with Sabrina [here](#)





“

‘As an edtech founder, I am passionate about leveraging technology to revolutionise education. Innovative edtech solutions are paving the way for more interactive and personalised learning experiences, making education accessible to all, regardless of geographical barriers. The future of international education lies in our ability to embrace these technological advancements and continue to foster global connections.’

Priorities for the future of Australia-China school partnerships

Participant perspectives

During IEAA's National Symposium on the future of Australia-China school partnerships, in-person and online participants were invited to consider the current state of Australia-China school partnerships as well as challenges and future opportunities. The final session of the National Symposium also provided the opportunity for Australian and Chinese government stakeholders to comment on these themes.

Participants described current Australia-China school partnerships in overwhelmingly positive terms, with the most-used descriptors being 'collaborative'; 'diverse'; 'thriving'; and 'inspiring'.



Participants articulated the following challenges:

- Communication and language barriers, including intercultural differences in terms of national and sub-national cultures as well as school and organisational cultures. Some participants also noted the intercultural capabilities of school stakeholders as a challenge.
- Time constraints and ‘time poorness’ of educators as well as the differences in time-zones and in school calendar alignment. This is compounded by the different academic years followed by schools in Australia (February to December) and China (September to July).
- Differences in pedagogy and the type and levels of support provided to teachers.
- Working across different government jurisdictions between Australia and China and navigating different regulatory environments, perceived ‘red-tape’ as well as the broader bilateral Australia-China relationship.
- Limited funding and resources, including the availability and time of educators and key administrative staff.
- Challenges in securing ‘whole school’ buy-in; that is, not just between school leaders in both countries but also at faculty and teacher level as well as parent perceptions.
- Foresight and the ability to anticipate issues and challenges as well as focusing on the stability, longevity and sustainability of Australia-China school partnerships.

Participants acknowledged the strength of numerous existing partnerships between Australian and Chinese schools, such as those presented during the National Symposium. They also described other opportunities, including:

- **Collaboration at all levels**, including between states, territories and provinces; between secondary and tertiary education sectors; student-to-student collaboration; forming new partnerships; engaging in collaborative technologies; learning from each other; and generating collaborative curricula.
- **Making positive contributions** to bilateral Australia-China relations and broader geopolitics, including strengthening relationships between both countries in the field of education.
- **Improving and enhancing global citizenship and intercultural understanding**, including through culturally responsive pedagogies; expanding global engagement; and jointly addressing ‘big issues’ such as embracing diversity and developing 21st century skills.
- **Focusing on the role of technology** as an enabler for digital and hybrid learning as well as for virtual short-term programs and study tours. Participants also recognise opportunities to return to in-country mobility experiences, such as student and educator exchanges, and to develop hybrid programming.
- **Innovating professional development for educators and school leaders** and focusing on teacher well-being and retention as well as mentoring and other types of active, two-way engagement.
- **Embedding evidence-based reviews** which communicate the impact of effective, successful Australia-China school partnerships.

Priorities for the future of Australia-China school partnerships

Australian perspectives

The Australian government recognises that Australia and China have a deep history of engagement in education, training and research, underscored by strong institutional links, including between schools. Approximately 50 schools in China deliver Australian senior secondary qualifications, which further demonstrates robust connections between schooling systems in both countries.

At the Commonwealth level, enhancing school education cooperation and fostering institutional linkages are Australian government priorities. Current efforts include establishing a new Education Cooperation Memorandum of Understanding with China. Australia's Department of Education has a presence in China, comprising a Minister-Counsellor, First Secretary and locally-engaged staff in Beijing, signifying the importance to Australia of the Australia-China educational relationship.

These representatives also work closely with partner governments to advocate for the quality of Australia's education, to build understanding of differences and to align policy settings. Australia's multi-jurisdictional education system is unique; there are different authorities across states and territories that support school partnerships and international stakeholders often require assistance to navigate these differences.

Australia's education system is undergoing comprehensive reform to enhance both quality and equity. This work has been informed by major

reviews, including the *Review to inform a better and fairer education system* which focuses on schooling. This review has identified the importance of students developing critical and innovative thinking, interpersonal skills and global citizenship, so that they can participate in society and be able to problem-solve for future economic, social and environmental challenges. International partnerships and exchange are crucial to achieving these educational goals, promoting best practice and helping young Australians learn about and engage with the world.

Australia's Department of Education has collaborated with Monash University to develop a [global engagement toolkit for schools](#). This resource recognises that each school has a different starting point for their global engagement and that global engagement is best seen as a process of change and growth for a school, not simply a single activity or group of activities. Key success factors for global engagement include taking a whole-school approach, teacher capacity and community and parent engagement. A major challenge is 'key person risk'; staffing changes such as a key individual moving schools, taking leave or retiring, can spell the end of a program. Schools should consider how to best embed partnerships into their structures and systems to avoid this risk.



‘In supporting all young Australians to become confident and creative individuals, successful life-long learners, and active and informed members of the community – we want our students to understand their responsibilities as global citizens and know how to effect positive change. And, we want our students to value and celebrate cultural and linguistic differences, and engage in the global community’.

Vanessa Lapthorne, Department of Education, Australian Government



Priorities for the future of Australia-China school partnerships

Chinese perspectives

Education has played an important role in the development of relations between China and Australia and has made important contributions in fostering socio-economic and cultural development. In 2023, the Ministers of Education of both countries met and discussed the promotion of student exchange, joint scientific research, school partnerships and digital education.

Australia was one of China's earliest partners for bilateral education collaboration. This is also evident in tertiary education where there are large number of collaborative teaching programs between both countries. China has been the largest source of international students in Australia and is also a popular destination for Australian students; the Australian government has funded learning abroad experiences for more than 12,000 Australian students in China under the [New Colombo Plan](#).

In China, education is a priority. China consistently invests 4% of gross domestic product into education and is committed to strengthening international cooperation and sharing its development experiences and educational solutions to promote global prosperity. Mobility programs are essential for fostering cooperation and understanding, especially among young students who are crucial to the future of international

relations. Language learning and cultural exchange are also key to deepening mutual understanding. It is important that Australian school students have opportunities to learn Chinese and experience Chinese culture.

When the Chinese and Australian Ministers of Education met in 2023, it was agreed that digital education is an important priority for future cooperation. Through digital education, quality can be improved and equity promoted. Education is undergoing transformational change – across borders, between schools, across disciplines, in virtual and real-life modalities, online and offline. New innovation, such as artificial intelligence will empower education and international education into the future. UNESCO's planned institute for international STEM education, to be established in China, is a good basis from which to further enhance international exchange and cooperation in the field of digital education and to provide Chinese solutions for the digitalisation of education.

Increasing mobility, engagement and innovation in school partnerships between China and Australia will reap future benefits for students, educators and communities at large in both countries.



View government representatives from Australia and China discussing future priorities for school partnerships:

<https://youtu.be/jdUuGIBctkw>



Sister-state relationships in focus

In 2024, the state of Victoria in Australia and the Jiangsu Province of China celebrate a sister-state relationship of 45 years. Since 1979, Victoria and Jiangsu have collaborated across a range of sectors including education as well as science, technology, innovation and creative arts. Sister-state relationships between Australian states and territories and Chinese provinces are a significant enabler for education partnerships, particularly for government and state-owned schools. The Victoria-Jiangsu relationship drives many bilateral school partnerships. Activities planned for 2024 include an inbound delegation of up to 100 Jiangsu-based educators; sister school visits by inbound students; and a Principals' Forum.

Digital partnerships

Case study: Australia-China Digital BRIDGE Program

Asia Education Foundation (AEF) equips school leaders, teachers and students with global perspectives and tools to amplify their intercultural skills and mindsets. Through informative resources, professional learning, innovative programs and rich networks, AEF connects Australian schools with over 20 countries across the Indo-Pacific. AEF's flagship school partnerships program, Building Relationships through Intercultural Dialogue and Growing Engagement (BRIDGE), initiated with Indonesia in 2008, has expanded to 500+ school partnerships with 23 countries involving nearly 3,000 teachers and impacting over 45,000 students.

Australia-China Digital BRIDGE was funded by the National Foundation for Australia-China Relations and established 42 school partnerships in 2022/23. This involved more than 150 educators from 34 Australian schools and 45 Chinese schools in Guangdong, Hangzhou, Jiangxi, Ningbo and Shanghai. It marked the first BRIDGE program between Australia and China since 2015 and was fully online.

The program aimed to enhance teachers' capabilities in developing authentic digital and intercultural learning experiences for students;

explore new pedagogies and technologies; and foster global citizenship. Teachers also received 20 hours of recognised professional learning. The program emphasised sustainable school partnerships and collaborative student learning initiatives. Participants developed and strengthened a sustainable school partnership and designed collaborative, inter-disciplinary, student learning initiatives.

Australia-China Digital BRIDGE aligned with the United Nations' Sustainable Development Goals (SDGs), particularly SDG 3 (Good Health and Well-being), SDG 4 (Quality Education) and the connections between the two. Evaluation data indicates Digital BRIDGE's significant impact on both teachers' and students' global perspectives and intercultural understanding; teachers' professional growth; student well-being and engagement; and networking and collaboration.

The program also led to the publication of *What works: School partnerships in a digital age* which explores best practice digital school partnerships, highlights the use of digital platforms such as WeChat, Zoom and Milanote, and addresses the digital literacy of teachers.

Case study: Virtual Victorian Young Leaders to China

The virtual Victorian Young Leaders (VYL) to China program is part of the Victorian Department of Education's Global Learning and Engagement framework, which aims to cultivate a strong global perspective and intercultural understanding in students. Well-designed global learning and engagement programs significantly enrich the educational experience contributing to the development of a more inclusive, empathetic and globally aware school community.

VYL was established in 2014, commencing with the VYL China program as an in-country experience which has since involved over 2,000 students and 200+ teachers. In 2017, VYL China won an IEAA Excellence Award for Best Practice and in 2019, the program expanded to include VYL India and

VYL Indonesia. VYL programs have been delivered virtually since COVID-19.

Virtual VYL China is an intensive language initiative for Year 9 Victorian students studying Chinese (Mandarin). The program is modelled on the VYL China offshore immersion program and is designed to:

- Improve students' Chinese language skills, intercultural capabilities and student leadership.
- Promote digital literacy and intercultural understanding through online communication with Chinese peers and teachers.
- Develop a greater understanding of Chinese traditional and modern culture.



In 2024, the virtual VYL China program was delivered by the Department of Education in Victoria in partnership with Beijing Language and Culture University and Meg Languages. China-based partners are essential to the success of the program, enabling students to gain an authentic understanding of Chinese language and culture as well as current educational contexts in China.

A recent comprehensive evaluation of the suite of Victorian global learning and engagement initiatives indicates that they demonstrate positive academic, social and personal impacts for students,

reinforcing the importance of global learning and engagement. Notable improvements were observed in student communication, critical thinking and cultural competence. Through program features such as guest speaker presentations and virtual collaborative learning opportunities, students develop intercultural understanding, language skills, global citizenship and leadership skills.



View speakers from AEF, Abbotsford Public School, the Department of Education in Victoria and Meg Languages present these case studies in detail:

https://youtu.be/a_uJr-C7bs

Curriculum partnerships

Case study:

SACE Board of South Australia and Weiming Education Group

The South Australian Certificate of Education (SACE) is a well-established, internationally respected senior-secondary certificate. It is a recognised pre-university program that provides entry into universities globally and prepares students for diverse career pathways. Offered internationally since 1982, there are now over 40,000 [SACE International](#) alumni.

Over the last four years, the SACE Board has transformed its approach to international partnerships. Instead of a top-down hierarchy, 'nodes' are now enabled within a learning ecosystem and existing expertise valued within this system. This includes a network of 23 SACE International schools across six countries. [Weiming Education Group](#) is one of the largest private K-12 education providers in China, with over 50,000 students, 5,000+ teachers and multiple international partnerships. In 2018, Weiming Educational Group commenced offering SACE in seven schools in six major cities across China.

The SACE Board and Weiming Education Group presented as part of the National Symposium,

focusing on the importance of mutual trust and respect to their partnership. Within SACE, the majority of assessment is undertaken at the school level. This is a high-trust and high-confidence model which recognises that educators are best placed to design learning that is relevant and meaningful for their students – and to assess that learning. The SACE curriculum has flexibility for schools to leverage their professional judgement and expertise. Schools can design programs and tasks that meet requirements of the certificate and align with specific features that are relevant and challenging for their students.

Abdelhamid Cherragui, from Weiming Education Group, described the approach as follows: 'The SACE curriculum is not just centred around a body of content that students need to acquire. The curriculum that we follow uses content as a medium to cultivate certain skills that fall within the different capabilities that we aim to develop with the students... We are no longer exclusively worried about how much we transfer to the students but instead how much the students can create.'

Case study:

Delivering Queensland's curriculum in China

[Education Queensland International](#) (EQI), an arm of the Department of Education International (DEI), is the Queensland Government's key coordination point for positioning Queensland government schools internationally and increasing global engagement.

EQI's curriculum licensing program allows offshore schools to deliver the Australian ('prep' to year 10) and Queensland (years 11 and 12) curricula to students living outside of Australia. The Queensland Curriculum Assessment Authority (QCAA) is the delegated authority which holds the intellectual property of Queensland's senior secondary curriculum. EQI is supported by the full resources of Queensland's Department of Education and QCAA.

EQI currently works with five recognised schools

in China: Hangzhou Dongfang High School (since 2012); Qingdao Guokai Middle School (2016); New Taipei Yuteh Private School (2018); and Tianman Huatai Middle School and Wuxi Foreign Language School (2023).

A value-add program offered to these schools is the Mentor School Model (MSM). With the new Queensland Certificate of Education commencing in 2021, it was essential that offshore schools received a high level of support, especially during the first year of the new system. MSM plays a vital role in building staff capability in offshore schools through exploring the Queensland curriculum in global contexts, with Queensland schools providing practical tips for implementation. MSM is specifically designed to be long-term; to strengthen academic



Curriculum design and delivery



cooperation and intercultural understanding; and to explore collaborative approaches to building capability through regular communication.

All Queensland state schools and offshore schools are reviewed by the School and Region Reviews branch at least once every four years. Reviews play an important role in how Queensland's Department of Education supports school improvement. Schools receive independent feedback which is tailored to their context. Generally, schools are reviewed in the year they are due to update their strategic plan, with review findings and feedback helping to inform this planning process.



‘Learning together is much richer than learning alone – for us all.’

Virginia Steele, SACE Board of South Australia



View speakers from the SACE Board of South Australia, Weiming Education Group and Queensland's Department of Education present these case studies in detail:

<https://youtu.be/KVq3wKikAxE>

School-to-school initiatives

Three Australia-China school partnership case studies are presented below which illustrate the diversity of school-to-school initiatives and activities and provide examples of grassroots collaboration.

Case study:

PLC Armidale and Beijing Zhongguancun Foreign Language School

PLC Armidale is an independent girls day and boarding school established in 1887 in regional New South Wales that provides education from pre-kindergarten through to year 12. The school is one of only six to be accredited by the NSW Education Standards Authority (NESA) to offer an English Language Intensive Course for Overseas Students (ELICOS) program known as PLC Pathways.

PLC Pathways, a residential, co-educational ELICOS program, was the school's first transnational education initiative, expanding PLC Armidale's reach into China and enabling a study tour and governance support partnership with an independent school in Wuhan.

Due to its regulatory context, in New South Wales there is a focus on the recruitment of international students into the state rather than offshore delivery of the New South Wales curriculum. Through a

separate entity, Pathways International Education Solutions, PLC Armidale has provided governance support, mentoring and assistance to Beijing Zhongguancun Foreign Language School (BZFLS) to become the first school in mainland China accredited by NESA to deliver the state's senior secondary curriculum. Through this partnership model, PLC Armidale has provided mentoring to BZFLS to assist in navigating the requirements of delivering the NSW curriculum, with a focus on programming, assessment and reporting.

The partnership was launched in 2020 leading to BZFLS delivering seven HSC subjects including English as an additional language or dialect; physics; advanced mathematics; mathematics extension; business studies; Chinese and literature; and visual arts, which is an atypical subject choice in the Chinese context, but was specifically requested by BZFLS to enhance students' creativity and problem-solving.

Case study:

Calamvale Community College and Hangzhou Dongfang High School

Calamvale Community College is independent public school in Brisbane, Queensland, which partners with Hangzhou Dongfang High School in Zhejiang, China, through EQI's Mentor School Model (MSM), mentioned earlier in this report. Both schools have a unique curriculum profile: Hangzhou Dongfang High School is accredited to deliver the Queensland Certificate of Education and Calamvale Community College is the only government school in Australia to offer three international baccalaureate (IB) programs.

Through the MSM, teachers at both schools have explored collaborative approaches to building capability and enhanced intercultural understanding through regular communication and exchanges. Teachers of physics, mathematics and business

studies have participated in the mentoring program. They have shared resources, discussed pedagogy and explored assessment and feedback models. They have also found that teacher-to-teacher collaboration has developed into student-to-student collaboration.

According to a business studies teacher from Calamvale Community College, 'By the time we reached our later mentoring sessions with teachers from Hangzhou Dongfang High School, we had an understanding of shared terms because we had been able to share some teaching and pedagogical resources... we started to develop a common language that actually facilitated a deeper discussion'.



‘Our teachers have a shared language and a shared experience that supports both parties to be successful in achieving great outcomes for students. I really champion the work of teachers in classrooms in this partnership and what they gain from each other.’

Lisa Starmer, Calamvale Community College

Case study: Haileybury

Haileybury is the largest independent school in the southern hemisphere and is Australia’s most international school in terms of transnational education engagement. Haileybury’s mission is to develop high-achieving students who are connected globally, to each other and to the communities in which they live and in which they will serve. Haileybury is genuinely and deeply engaged with the world and operates at a scale that enables innovation in international education.

Haileybury operates across the Asia Pacific: from two cities in Australia (Melbourne and Darwin) as well as in China, Indonesia, Timor-Leste, the Philippines, Vanuatu and Vietnam. Haileybury pioneered the delivery of the Victorian Certificate of Education (VCE) in China from 2002 and currently delivers VCE programs in selected schools in Qingdao, Chengdu, Ningbo, Wuhan, Luoyang and Sanshui, with additional programs opening in 2024 and 2025.

Haileybury also operates two flagship schools in Tianjin. The Tianjin Haileybury Elite School for students in years 1 to 9 was established in 2013

and teaches compulsory curriculum overlaid with extensive English language programs. This leads into the Haileybury Senior School Tianjin, where both the VCE and the Gaokao are delivered. The VCE provides a varied and flexible program for students as well as excellent pathways to Australia and all other major global study destinations.

Haileybury’s footprint across China thus encompasses school partnership models in which Haileybury collaborates with existing Chinese schools to deliver Australian curricula as well as fully integrated schools which operate under the Haileybury brand. Through both models there is a focus on enriching the student experience through cross-cultural dialogue and developing strong, high-quality Australia-China school partnerships through educational exchanges, collaboration and programs.



View school leaders discussing these partnerships in detail:

<https://youtu.be/CoZ1uQbbSjs>

<https://youtu.be/uJKLLiLjyig>





Additional resources

Relevant organisations and initiatives have been hyperlinked throughout this report. The following is a list of reports which complement the information and insights presented and discussed during the National Symposium.

- Asia Education Foundation (AEF), *[What works: School partnerships in a digital age](#)*, AEF, June 2023.
- Burgess, Peter, *[Transnational education and the Australian schools sector: A report on the nature, levels and models of offshore schools sector engagement](#)*, International Education Association of Australia (IEAA), August 2016.
- Council for International Education China Working Group, *[The Australia-China education relationship: Diversity, complexity and maturity](#)*, Australian Government, July 2019.
- Department of Education, *[Review to inform a better and fairer education system](#)*, Australian Government, December 2023.
- IEAA, *[Report on the National Symposium on the future of Australia-Korea school partnerships](#)*, IEAA, 2023.
- IEAA, *[Australian school curriculum offshore: Opportunities for growth](#)*, IEAA, 2021.
- Monash University, *[Toolkit: Supporting Australian schools to build global engagement](#)*, Monash University, July 2021.
- NSW Education Standards Authority and Nous Group, *[Final report: International opportunities for Australian school curriculum, assessment and regulatory products](#)*, January 2019.

Speakers and contributors

The following speakers and contributors presented at the National Symposium on the future of Australia-China school partnerships on 21 May 2024.



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Keynote Speaker

St Margaret's Berwick Grammar School



Tom Shugg

Speaker

Meg Languages



Lisa Starmer

Speaker
Calamvale Community College



Nate Wang

Speaker
Hangzhou Dongfang High School



Virginia Steele

Speaker
SACE Board of South Australia



Suyi Xie

Panel Chair
IEAA Young Professionals and Monash College



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