

VICTORIAN GLOBAL LEARNING AWARDS SELECTION CRITERIA – RESILIENCE AND INNOVATION AWARD CATEGORY

Resilience and Innovation Award Selection Criteria

One student from Year 11 and one student from Year 12 will be selected for this category based on the following selection criteria:

1. Demonstrated ability to overcome obstacles and challenging situations in order to achieve in academic and / or non-academic fields
2. Demonstrated understanding of resilience and the strategies the student implemented to overcome their challenges
3. Ability to be an ambassador for Victorian schools, demonstrated by a well-developed understanding of issues faced by international students and the benefits of studying in Victorian schools
4. Support statement by the school principal which addresses the award selection criteria and corroborates the student's evidence.

Application questions

1. **Selection criterion 1:** Describe your challenges and how it inspired you to achieve academically or in non-academic fields (maximum 300 words)
2. **Selection criterion 2:** Describe what resilience means to you and the strategies you use to overcome challenges (maximum 300 words)
3. **Selection criterion 3:** Discuss what issues are faced by international students and describe how you have supported your peers to overcome these issues (maximum 300 words)
4. **Selection criterion 4:** Please provide a support statement by the school principal which addresses the award selection criteria and corroborates the student's evidence (maximum 300 words).

Additional Attachments

- Documentation of supporting activities

Judging panel members are asked to consider the following in relation to the selection criteria:

Demonstrated resilience

Consider

- the obstacles or challenges faced by the student, i.e. coronavirus (COVID-19) and physical or mental health impacts
- the achievements of the student in their subjects and / or extra-curricular activities undertaken at school or in the local community
- the ability to inspire other students through their actions, i.e. be a positive example
- the extent to which the student's demonstration of resilience has been a positive impact on other students.

Ability to be an ambassador for Victorian schools

Consider

- the depth of thinking about issues such as integration, academic and cultural enrichment, social inclusion/alienation, safety and security, isolation and loneliness
- the nature of the issues the student and fellow international students face on a day-to-day basis at school
- what the student has done to help international students have a positive life and study experience
- initiatives the student believes the school and community could take to help international students have a positive life and study experience.

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