



5.1. SCOPING COLLABORATIVE PILOT INITIATIVES IN APPLIED LEARNING BETWEEN AUSTRALIAN AND INDIAN SCHOOLS

Overall objective: Integrating applied learning into Indian school curriculum, teaching and learning.

A sample partnership building process could look like:

PREPARE

1. Determine your school's applied learning continuous professional development (CPD) goals with relevant teachers and leadership team

2. Identify a potential partner school with relevant or complementary experience for collaboration

Organisations that can help:

India: [National Skills Network](#), [Lend A Hand India](#), [UNICEF India](#), [Centre for Excellence in Teacher Education](#), [TISS](#), [Quest Alliance](#), [Sambhav Foundation](#), [Association of Indian Principals](#)

Australia: [Vocational and Applied Learning Association \(VALA\)](#), [Asia Education Foundation](#), [Australian Teacher Education Association](#)

3. Research potential partner schools' applied learning practice or experience

4. Prepare an outline of your local context, education setting, CPD focus and partnership goals

5. Identify and invite CPD project team members to participate in next stages



INITIATE

6. Write to principal (or CPD lead) of the potential partner school with a request to discuss a possible pilot collaboration

Tips:

- allow long lead time for preparation stage
- only approach one school at a time
- consider different academic years and school holiday closures

If/when a potential partner shows interest:

7. Schedule meeting to discuss collaborative possibilities

8. Initial conversation with proposed partners can focus on:

- Potential area of collaboration, e.g., curriculum adaptation within existing frameworks, applied learning pedagogy, interdisciplinary planning, authentic assessment design and implementation
- Priorities and constraints: Share curriculum priorities and any practical constraints such as schedules, assessment timelines and requirements, policy frameworks, school calendars, and communication or technology considerations



IMPLEMENT

Pilot project stage 1:

9. Initial meeting: Partners share information on local context, applied learning capabilities and needs

Decide on the area(s) of collaboration, e.g.:

- *Integration of skill-based curriculum:* develop real world learning content with hands-on exposure that prepares students for the world of work
- *Industry participation and sponsorship:* explore industry partnerships to sponsor the programs and integrate short-term internships
- *Develop localised curriculum:* support practical tasks and mini projects with input from local micro, small and medium enterprises and community organisations
- *Student agency:* build learner engagement and autonomy by ensuring relevance of resources and learning experiences to students' interests and aspirations
- *Teacher preparation:* orient towards innovative applied learning practices suitable for Indian classrooms

10. Co-design project

This will take time to ensure project design meets the needs and goals of both partners

11. Check against relevant guidelines, policies

Consider curriculum and assessment frameworks, teacher CPD requirements, work health and safety, industry-specific regulations, etc.

12. Map out realistic timeline for preparation and implementation stages.

Consult with school timetabler, subject and year level coordinators in both schools

13. Gain feedback on full draft of project and timeline from participating or concerned teachers, leaders, administration, community members and other stakeholders

Pilot project stage 2:

14. Prepare detailed plan for implementation and monitoring

15. Seek approval from relevant authorities (local, regional, state, national, industry etc)

16. Schedule project meetings to track progress and deal with issues arising

17. Roll out project!



EVALUATE

18. Maintain records of project milestones, meetings, feedback

19. Schedule meetings with partners to share and analyse progress and outcomes

20. Compile feedback and suggested improvements

21. Prepare annual reports on process, experience, outcomes and recommendations

22. Share experiences with other schools in network

Q CASE STUDY: A SCHOOL-TO-SCHOOL APPLIED LEARNING PARTNERSHIP TAILORED TO LOCAL CONTEXTS (AUSTRALIA)

In 2020, Camberwell High School, Melbourne, Victoria took up the opportunity to participate in the “Skilling Australia” initiative. This was a national commitment to deliver applied training programs, apprenticeships and work placements to senior secondary students in cybersecurity. They partnered with Joseph Banks Secondary College in Perth, Western Australia to form a sister school relationship to share resources and learning experiences for enriching student outcomes. Each school formed partnerships with tertiary and industry organisations so that students could access broader learning experiences and work placements.

During the five years since the inception of this initiative, both schools have offered applied learning opportunities in cybersecurity for two different contexts. Camberwell High School caters mainly to students who have tertiary aspirations in cybersecurity while Joseph Banks Secondary College engages with a partner to deliver a Certificate III Information Technology (Cyber Security) over Year 11 and 12, and students graduate with a qualification prior to their selected post school pathway.

Both secondary schools have collaborated by competing against each other in online capture the flag competitions, sharing virtual lessons via video conferencing and hosting sister school visits across the Australian continent. But they have differed in some aspects of their respective curriculum offerings:

- Camberwell High School year 10 class of students aged between 15-16 years were mentored by professionals in cybersecurity from their tertiary and industry partnerships to research and write a mini-thesis on a chosen inquiry on cybersecurity. Topics included Nuclear cyber vulnerabilities and How AI is re-writing the rules in cryptography.
- Joseph Banks Secondary College offers the Cyber Solutions course with access to electives such as Coding, Robotics, Augmented Reality Game and Web design. Through their industry mentoring, students have access to work experience and collaborated on initiatives such as the opportunity to present at the AISA CyberCon conference (most recently in October 2025).

While catering to the needs of their particular school community, the two schools share the common ideal of offering their students vocational pathway options in cybersecurity. Both schools actively support and value applied learning opportunities.



Students collaborate at a Science Gallery workshop in Melbourne.
Image: Camberwell High School