

## Inventory of 2019 GCE activities/programs/resources

**Objective:** to improve the coordination of professional support to educate for global citizenship

**Provider:** Global Learning Centre (GLC), non-profit, community-based organisation, established 1986; supporting Queensland educators develop young people as active and responsible global citizens.

### 1. Program/s

- a. Global Citizenship Education (GCE) Professional Learning Program
- b. Global Learning Centre Online Resources Program

### 2. Program/s Type

Program	Type - Educator Engagement (school leaders/teachers/pre-service teachers, school officers)
Global Citizenship Education Professional Learning Program	<ul style="list-style-type: none"> <li>• GCE Consultancy</li> <li>• Workshops &amp; Training: keynote/seminar/tutorial/webinar/online course/coaching</li> <li>• Action Research Projects</li> </ul>
Global Learning Centre Online Resources Program	<ul style="list-style-type: none"> <li>• Teaching Resources: ready-to-use strategies/web-links/ illustrations of practice (film/webinar recordings)</li> <li>• Social media - Face Book</li> </ul>

### 3. Key GCE area: GLC programs include the following GCE areas.

#### Cognitive:

- Local, national, and global systems and structures
- Issues affecting interaction and connectedness of communities (local, national, global levels)
- Underlying assumptions and power dynamics

#### Socio-emotional:

- Different levels of Identity
- Different communities people belong to and how these are connected
- Difference and respect for diversity

#### Behavioral:

- Actions that can be taken individually and collectively
- Ethically responsible behaviour
- Getting engaged and taking action

### 4. Curriculum:

GLC Programs are informed by:

- **UNESCO's** (2015) Global Citizenship Education: Topics and Learning Objectives
- **Commonwealth of Australia** (2008) Global perspectives: a framework for global education in Australian schools.
- **School based priorities** e.g. Council of International Schools, C&K Building Waterfalls Framework.

GLC Program are aligned with:

- P-10 Australian Curriculum
- Early Years Learning Framework (2009)

## 5. Age Group:

GLC programs target in-service and pre-service educators working in early childhood centers, schools (primary/secondary) and tertiary settings.

## 6. Program/s Description:

### a. Global Citizenship Education Professional Learning Program:

- **GCE Consultancy**- guidance and resources to support school-wide approaches. Curriculum-to-community engagement. E.g. UN Global Goals Forum, Harmony Day
- **Workshops & Training** – available face-to-face or online (One Channel & Griffith University's PL Hub). Topics: 'Whys and wherefores of GCE', 'Global Pedagogies' and 'Global Perspectives e.g. Interdependence and Globalisation, Identity & Cultural Diversity, Social Justice & Human rights, Peace Building and Conflict Resolution and Sustainable Futures'.
- **Action Research**- supporting teachers to implement a GCE strategy in their teaching context through a cycle of 'planning', 'acting and observing' and 'reflecting'.

### b. Global Learning Centre Online Resources Program:

- **'Reconciliation Conversation Starters'**- five mini-lectures investigating contemporary issues impacting the lives of Aboriginal and Torres Strait Islander peoples and the interconnected of each to the global context. Harvard University's Visible Thinking Approach is used to safely exploring possible contentious issues.
- **GLC YouTube** (Passionate Practitioner Documentary Series) & **Webinar Recordings**- showcasing inspiring stories of best practice in GCE across ages and stages of schooling
- **Worldly Weblinks**- selection of websites to enrich leadership of and teaching for GCE featuring the work of expert organisations in Australia and overseas.

## 7. Assessment Tools:

- **Global Citizenship Education Professional Learning/Online Resources Programs:** pre & post qualitative assessment instruments, feedback forms, surveys, interviews, quizzes (online course)
- Programs are aligned with the Australian Professional Standards for Teachers and the National Quality Standard (for early childhood educators).

## 8. Implementation:

The GLC employs part-time and contract staff to develop and deliver programs who are leaders in the GCE field.

## 9. Availability:

GLC programs are available for all educators and school leaders. The Online Resources Program can be accessed without cost on the GLC website. The GCE Professional Learning Program is currently available at a fee-for-services basis.

## 10. Website:

Additional information about all GLC programs can be found on our website at:

- <https://glc.edu.au/professional-learning/>
- <https://glc.edu.au/glc-resources/>

## Inventory of 2019 GCE activities/programs/resources

### Asia Education Foundation

**Objective:** to improve the coordination of professional support to educate for global citizenship.

**Process:** The process for scanning GCE programs has been adapted from *Measuring Global Citizenship Education A Collection of Practices and Tools*, Center for Universal Education at BROOKINGS, April 2017. Network members are invited to complete the template below. The GLC will compile information on the GLC website. This will become publically available after Network feedback on February 8, 2018.

4. **Program Name/s:**
  - a. BRIDGE
  - b. Go Global Youth Forums
  - c. Professional intercultural learning packages
5. **Program Type:** Identify which of the categories describes the program/s you offer.

Educator Engagement (school leaders/teachers):

- Consultancy
- Training: workshops/courses/presentations /webinars/coaching
- Online Resources: teaching resources/ research/ social media

Student Engagement:

- Workshops/seminars/presentations

3. **Key GCE area:** Use the examples/resources at the end of the template to identify how the program/s are linked to one or more of the three core conceptual dimensions of Global Citizenship Education:

**Cognitive:**

- Local, national, and global systems and structures
- Underlying assumptions and power dynamics

**Socio-emotional:**

- Different communities people belong to and how these are connected
- Difference and respect for diversity

**Behavioral:**

- Actions that can be taken individually and collectively
- Ethically responsible behaviour

4. **Curriculum:** Identify relevant curriculum documents and the elements within that align with the program/s.

- a. **Online resources:** Australian Curriculum-aligned learning sequences across subjects listed below, with recommended links, subject associations, illustrations of practice, sample maps, professional learning modules and multimedia. Country-specific resources also available. AEF curriculum resources are aligned to Australian Curriculum v8.1

- i. Curriculum subject resources for: Civics & Citizenship, Economics & Business, English, Geography, Health & Physical Education, History, Languages, Mathematics, Science, Technologies, The Arts, Work Studies
    - b. **Australia-ASEAN Youth Forum:** Year 9-10 Economics & Business; Geography; History; Civics & Citizenship; Critical & Creative Thinking; Intercultural Understanding; Personal & Social Capability; Asia & Australia's Engagement with Asia; Sustainability
    - c. **Global Goals Youth Forum:** Year 9-10 Civics & Citizenship; Geography; Design & Technologies; Critical & Creative Thinking; Ethical Understanding; Personal & Social Capability; Asia & Australia's Engagement with Asia
5. **Age Group:** Identify the relevant student age group/s the program/s target.
- d. Youth programs are designed for Upper Primary, Middle, and High School.
    - i. Australia-ASEAN Youth Forum: Middle-High School
    - ii. Global Goals: Upper Primary, Middle, High School
    - iii. Australia-Asia STEM Youth Forum: Middle, High School
  - e. Professional intercultural learning programs are customised for all learning areas, mixed groups of educators, and school leaders.
6. **Description:** Provide a brief overview of the program/s (50 words each).
- **Professional learning packages:** AEF professional learning courses are curated to include:
    - Face-to-face workshops, held locally and internationally as part of a course or immersion study program.
    - Online modules providing key readings, webinars, curriculum resources and analytical tools to assess and monitor how a school develops global citizenship
    - Applied learning through a school-based project
  - **BRIDGE (Building Relationships through Intercultural Dialogue Growing Engagement)**
    - BRIDGE is an international program that establishes school partnerships between teachers, students and school communities. BRIDGE schools collaborate on projects, practice language skills and develop life long friendships with communities at their partner school. Through the use of a blended model of teacher professional learning, face-to-face, online learning and an international homestay program with partner schools BRIDGE supports teachers to use technologies to open their classrooms to the world.
  - **Australia-ASEAN Youth Forum**
    - The Australia-ASEAN Youth Forum is an interactive simulation designed to deepen students' understanding of Southeast Asia and Australia's relationship with the region through role-play, using collaboration, critical thinking, and intercultural understanding.
  - **Global Goals Youth Forum**
    - The Global Goals Youth Forum is an interactive design sprint designed to deepen students' understanding of local and regional issues across Asia-Pacific, and develop their global competencies using the UN Sustainable Development Goals.
  - **Australia-Asia STEM Youth Forum**
    - The Australia-Asia STEM Youth Forum is designed as a full-day exploration to deepen students' understanding of STEM in countries like China, Korea, and Japan, using the links with inventions and innovation in Asia to design new ways Australia can engage with them.
7. **Assessment Tools:** Identify evaluation methods/tools (qualitative/quantitative).

- f. **Professional intercultural learning** – Pre- and Post-program School Situational Analysis survey; Culture Connector online intercultural profile tool; ongoing feedback; online forums
  - g. **Youth programs:** Student and teacher feedback forms at conclusion of program: qualitative & quantitative
8. **Administration or Implementation:** Briefly describe how the program is delivered.
- h. **Professional Intercultural Learning:** Facilitated by a lead team member with high level leadership, facilitation, pedagogical experience. Data and research key features. International education programs often a 7-10 experience in countries like Singapore, China, Korea and others, depending on the course focus. Techniques in design thinking, critical & creative thinking, and collaboration are utilised.
  - i. **BRIDGE:**
  - j. **Go Global Youth Programs:** Team of educators (2-3) with approx. 70-100 students in a open space. Students move between whole group, working in teams of 6, and individual interactions throughout the forum. Techniques in design thinking, critical & creative thinking, and collaboration are utilised, as well as audio-visual content and the use of key experts as group advisors and TED-Talk style speakers. Usually a full-day program with catering.
9. **Availability:** Identify who can access the program/s.
- k. All educators and school leaders, funded through State or Federal Government support and subsidies
  - l. Customised programs might only be open to a particular sector that has arranged the program offering
  - m. Some State Government programs are targeted at low-SES schools
  - n. Online resources available to all
10. **Website:** Identify where the program/s can be located online.
- o. Teaching Pathways and Toolkits - <http://www.asiaeducation.edu.au/professional-learning/pathways-and-toolkits>
  - p. Curriculum resources - <http://www.asiaeducation.edu.au/curriculum>
  - q. BRIDGE - <http://www.asiaeducation.edu.au/programmes/school-partnerships>
  - r. Go Global Youth programs - <http://www.asiaeducation.edu.au/programmes/go-global-programs>
  - s. Research - <http://www.asiaeducation.edu.au/research-and-policy>



## Together for Humanity Inventory of 2019 GCE activities/programs/resources

1. **Program Name/s:**

- a. 'Out of the Box' Intercultural understanding student presentation (1hr)
- b. 'Creating Inclusive Classrooms with a focus on Intercultural Understanding' Teacher Professional Learning session
- c. *Difference Differently* online teaching and learning resources including free online PL (with additional modules added April 2019)

2. **Program Type:** Identify which of the categories describes the program/s you offer.

Category	Resource
<u>Student Engagement</u> <ul style="list-style-type: none"> <li>• Workshops/seminars/presentations</li> <li>• Online resources</li> </ul>	<ul style="list-style-type: none"> <li>• Out of the Box' Intercultural understanding student presentation</li> <li>• Difference Differently online resources and learning activities</li> </ul>
<u>Educator Engagement (School leaders/teachers):</u> <ul style="list-style-type: none"> <li>• Training: workshops/Professional Learning</li> <li>• Online Resources: courses/teaching resources</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Difference Differently</i> Teacher Professional Learning modules (online)</li> <li>• "Creating Inclusive Classrooms with a focus on Intercultural Understanding" Face to face Teacher Professional Learning workshop</li> </ul>

3. **Key GCE area:**

All Together for Humanity programs and workshops focus on the following GCE areas.

**Cognitive:**

- Underlying assumptions and power dynamics

**Socio-emotional:**

- Different Levels of identity
- Different communities people belong to and how these are connected
- Difference and respect for diversity

## Behavioral:

- Actions that can be taken individually and collectively
- Getting engaged and taking action

4. **Curriculum:** Identify relevant curriculum documents and the elements within that align with the program/s.

A. The 'Out of the Box' intercultural understanding student presentation is aligned to the Australian Curriculum. It can support learning in the following areas:

Stage 3: History and Geography

Stage 4: History and Geography

Stage 5: History, Geography and PDHPE

Stage 6: Studies of Religion (NSW), Society and Culture (NSW)

B. Our free online Teacher Professional Learning is aligned to the Australian Teaching Standards 4.1, 6.2 and 1.3.

Our Face-to-Face Professional learning is aligned to 1.3 of the Australian Professional Teaching Standards.

C. Difference Differently is closely aligned to the Australian Curriculum in the areas of English, History, Geography and Civics and Citizenship. Each module has been designed with reference to the relevant knowledge, understandings and skills. All components of the resource also have relevance to the General capabilities and to the three Cross-curriculum priorities. See the table below for more detail.

Level	Curriculum Alignment	English	History	Geography	Civics & Citizenship
1	Years 3/4	Stories about Difference	Our Communities		Getting to Know Others
2	Years 5/6	Ways of Seeing	One Country, Many Cultures		Many Voices
3	Years 7/8	Portraying Australians	Beliefs, Then and Now	Mapping Diversity	Differing Stories
4	Years 9/10	Media Madness	Who Can be Australian?	Thinking Globally	Defining Identities

5. **Age Group:** Identify the relevant student age group/s the program/s target.

Programs are designed to target stage 3, 4, and 5 students from Year 3 onwards.

Our PL Sessions would suit current and pre-service Primary and Secondary Teachers and school support staff.

6. **Description:** Provide a brief overview of the program/s (50 words each).

- A. The 'Out of the Box' Intercultural Understanding Presentation is designed to allow students to meet and engage with people from diverse cultural and religious backgrounds. Facilitators share their personal stories and explore the impact of assumptions and stereotypes. Students develop empathy as they engage with the presenters and peers and consider ways active citizenship can be used to build a more inclusive society.
- B. The *Creating Inclusive Classrooms with a focus on Intercultural Understanding*' Teacher Professional Learning session helps deepen teachers understanding of Intercultural Understanding (ICU) as a global competency. It explores case studies of real Australian schools that have implemented ICU programs create stronger and more cohesive classrooms and school communities.
- C. The Difference Differently online learning resources (including free online Teacher PL) *Difference Differently* helps students, teachers and others explore the challenges and opportunities created by diversity. It provides 14 online modules in English and the Humanities and Social Sciences for students in Years 3 to 10. Each module includes Teacher Notes, which provide Australian Curriculum links and class based activities to supplement online learning.

7. **Assessment Tools:** Identify evaluation methods/tools (qualitative/quantitative).

The team will use qualitative data to ascertain learning. Facilitators use tools such as Visible Thinking strategies to evaluate changes in attitudes and record students' personal reflection.

Teacher PL is assessed using a variety of tools to ensure the modules are completed to a satisfactory standard. A downloadable certificate is issued upon successful completion. All modules are accredited by NESAs in NSW to allow teachers to use the course to contribute to mandatory PL hours.

8. **Administration or Implementation:**

The program is delivered by a team of experienced educators and facilitators and always includes people from diverse religious and cultural backgrounds. Normally the team will consist of a Christian, Jewish and Muslim facilitators to model that people with different backgrounds and beliefs can maintain respectful and meaningful relationships and work together to achieve a common goal.

The program can take place within a classroom or school hall where there is space for students to participate in experiential learning activities. Smaller groups of 150-200 students is preferred. Maximum audience size is 500.

Online resources can be accessed at any time using a computer or device.

Face- to Face PL can be delivered to entire school staff. Our team will come to your school. A pre and post online survey is required of all participants in order to gain 1.5 hours of Professional Learning.

9. **Availability:** Identify who can access the program/s.

All programs are open to all Primary and Secondary School teachers and their students. The online Professional Learning modules are open to all teachers at no cost.

10. **Website:** Identify where the program/s can be located online.

Additional information about all our programs can be found on our website

[www.differencedifferently.edu.au](http://www.differencedifferently.edu.au) and our parent website [www.togetherforhumanity.edu.au](http://www.togetherforhumanity.edu.au)