

Queensland Global Citizenship Education (GCE) Network

“Education gives us a profound understanding that we are tied together as citizens of the global community, and that our challenges are interconnected” Ban Ki-moon, UN Secretary-General

TERMS OF REFERENCE

1. Rationale and Purpose

The Australian Blueprint for education, the Melbourne Declaration acknowledges the major changes in the world, which heighten the importance of nurturing a respect for diversity and a sense of global citizenship (2008). Preparing young Queenslanders as effective 21st century global citizens has implications for policy and curriculum (UNESCO 2015) and requires outstanding globally engaged teachers.

The Global Learning Centre (GLC), a not-for-profit and community-based organisation has identified a need in Queensland to improve the coordination of professional support to educate for global citizenship. The GLC has therefore sought to develop a network of relevant stakeholders committed to nurturing students and teachers as global citizens. Established in 1986 the GLC has collaborated with all systems and sectors of education and is therefore well placed to lead the development of Queensland’s first Global Citizenship Education (GCE) network.

The Queensland GCE Network (the Network) connects stakeholders to:

- **SHARE** best practices, strategies, initiatives and policies addressing Global Citizenship Education
- **PROMOTE** Global Citizenship Education in relevant local, national and international contexts
- **EXPLORE** opportunities for joint activities, innovation and partnerships to further Global Citizenship Education.

The Network is committed to ensuring that young Queenslanders are prepared for the world of work and equipped with the knowledge, skills, values and attitudes to engage as ‘active, responsible and engaged citizens’ (OECD Education 2030). There are varying perspectives about the notion of global citizenship. These include the development of a worldview, a global consciousness or global mindset¹. There is global consensus on three core conceptual dimensions of Global Citizenship Education (GCE) and these are:

- i. Cognitive: to acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.
- ii. Socio-emotional: to have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.

¹ (Cogan & Grossman, 2009; Hoeffler, 2017; OECD, 2018; Osler & Starkey, 2005; Oxfam GB, 2015; Reimers et al, 2016; Reynolds et al 2015; UNESCO, 2014). Global citizenship is also related to notions of 21st century skills and global competence. *Global competence is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and worldviews of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development. (OECD, 2018)*

- iii. Behavioural: to act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world (UNESCO, 2015, p.15).

Appendix 1 (attached) identifies links to various relevant frameworks and curriculum documents aligned with the conceptual dimensions of GCE.

2. Membership

The GCE Network will have a core membership comprising representatives from the education and training sector as well as GCE providers. Appendix two identifies the breadth of members, illustrating the significant interest in GCE by Queensland's education sector.

3. Operating Principles:

To guide Network functionality:

- Meeting dates will be allocated 12 months in advance with the agenda distributed at least five working days before the scheduled meeting date (where possible).
- A summary of meeting discussions will be distributed to all members within two weeks of the meeting.
- The position of Chair will rotate with a new Chair being nominated each meeting.
- Meetings will take place three times a year either face-to-face or via teleconference.
- Members may nominate a proxy to represent them at meetings if they are unable to attend provided the Chair is notified prior to the commencement of the meeting.
- Members may also be consulted via email on a 'needs' basis.
- Members contribute to the network in the spirit of collaboration, cooperation and transparent communication.
- Members are encouraged to champion Network outcomes within and outside of their organisations.

To guide Network activities, the work is:

- **Immediately relevant and useful**
It stays focused on pressing needs and challenges of the members and is not about creating new work for busy members
- **Transformative**
Not tinkering around the edges but rather aiming to bring about improvement for all
- **Conducted with a balance of structure and flexibility**
Enough structure to be effective and enough flexibility to be tailored to members' needs
- **Action based.**
Time is spent sharing ideas, challenges, and strategies and even more time learning together and taking action based on what we have learned.
(Principles adapted from Education Northwest, 2018)

4. Coordination, Support and Maintenance

Strategies for coordination so that the GCE Network can become self-supporting:

- Meetings and information sharing can draw from wherever the expertise lies, including within the group, from non-members and/or other agencies, and share this information as appropriate.
- During the establishment phase (first 3 meetings) the Global Learning Centre (GLC) will provide online operational support through a web page consisting of public and private domains to encourage information and expertise sharing.

To support the goals of the GCE Network the GLC within its capacity will undertake to:

- Maintain a watching brief regarding participation of the web page.
- Update the web page with Network activities and meetings as agreed with by Network members to its website.
- Stimulate meeting attendance.
- Monitor participation and attendance at meetings.
- Feed the GCE Network useful reference material and information.
- Collate and share information on visiting experts and other relevant events.

2. Review Arrangements

Once agreed, goals and terms of reference will be published on the GLC website and will be annually reviewed in consultation with Network members.

Melbourne Declaration on Educational Goals for Young Australians (2008)
UNESCO Global Citizenship Education: Topics And Learning Objectives (2015)
OECD Education Learning Framework 2030 (2018)

Appendix 1. Various relevant frameworks and curriculum documents aligned with the conceptual dimensions of GCE.

International

- UNESCO Global Citizenship Education: Topics And Learning Objectives (2015)
- OECD PISA Global Competence Framework (2018)
- UN 2030 Sustainable Development Goal 4.7 (2015)
- OECD Learning Framework 2030 at <http://www.oecd.org/education/2030/learning-framework-2030.htm>

National

- Melbourne Declaration on Educational Goals for Young Australians (2008)
- Australian Curriculum - General Capabilities and Cross - curriculum Priorities (2010-present)
- Early Years Learning Framework (2009)
- My Time Our Place Framework For School Age Care in Australia (2011)
- Practice Principles for Excellence in Teaching and Learning, Department of Education and Training Victoria (2018)
- Global Perspectives A framework for global education in Australian schools, Education Services Australia (2011)

Local

- Inclusive Learning: A way forward Qld TAFE (2012)
- 21st century skills - Preparing students for a changing world. Queensland Curriculum and Assessment Authority (2017)
- Global Schools Through Languages Supporting Plan, State of Queensland - Department of Education and Training (2016)

Appendix 2: **Qld GCE Network Working Group Members**. Note names highlighted in **yellow** joined 8 Feb' 2019

Name	Position	Organisation	Contact Details
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