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**Developing Global Citizens in Schools, Higher Education, and the
Community**
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Building Intercultural Competence, Social Cohesion and Global Perspectives in Australia

This workshop will review *Global and Multicultural Citizenship Education* initiatives used throughout the state of Victoria, Australia, a diverse multicultural and multi-faith society where significant investment has been made in promoting social cohesion, particularly in education. Current research and how this is applied to civics and citizenship education, multicultural education, human rights education, including indigenous perspectives, peace education and conflict resolution education will be covered. A key focus of the presentation will be current national and state research efforts for school communities to monitor and evaluate the implementation and effectiveness of global and multicultural citizenship.

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Introduction

Victoria is a culturally and linguistically diverse state. The population is characterised by increasing mobility and social interaction based on dynamic communities of varied geographic, cultural and social networks. Victorians originate from over 230 nations, speak approximately 180 different languages and follow at least 116 different religions. Schools are at the forefront in the effort to equip our young people with the skills and knowledge to be successful global citizens, able to appreciate and interact with people of all backgrounds and contribute to our economic prosperity and social cohesion.

More than ever before, intercultural skills, high level English skills, proficiency in at least one other language than English and information technology skills are of critical importance to our students. Knowledge of multicultural perspectives and emerging global issues, and an open respectful, compassionate attitude to difference are vital (Strategy p 1 & 5)

Global citizenship denotes an awareness of our interconnectedness with people and environments around the globe, and contribution to a global society and economy.

Key messages / assumptions

1. It is no longer possible to participate successfully in a complex globalised world from a mono-cultural and monolingual base. International migration and mobility present increased opportunities for multicultural and multilingual citizens in local and global contexts.
2. Opportunities for economic prosperity and social cohesion are enhanced when people have a greater awareness of our interconnectedness with people and environments around the world and possess the knowledge, skills and dispositions for working and living in multiple contexts. This is the shared aspiration of global citizenship and multicultural education and promotes an informed democracy and outward looking and globally connected resilient economy.
3. Multicultural education benefits all students and intersects with Civics and Citizenship Education to complement foundation skills such as literacy and numeracy to ensure that all Victorian students contribute to and support a functioning democracy.
4. A multicultural and global (or international) education curriculum promotes the benefits of Intercultural understanding and language learning and provides a framework for learning about

identity, cultural diversity, values and beliefs that contribute to challenging discrimination and prejudice.

5. Intercultural understanding is central to being a good citizen in both multicultural Victoria and an interconnected global world.
6. The National Assessment Program for Civics and Citizenship Education (CCE) indicates that while the majority of students have participated in CCE activities a minority of students report having been authentically involved in decision making processes at school.
7. When young people feel connected to their communities, learn and enact core values and authentically rehearse active citizenship, they will contribute significantly to social cohesion in their schools and communities.
8. Values education research indicates that student engagement is optimised through values based, student centred approaches in a culture of inclusion. The development of such environments will contribute to improved learning outcomes for all students.
9. The provision of inclusive and safe learning environments is critical to a multicultural and multilingual Victoria. All schools have a responsibility for creating inclusive, positive and respectful learning environments.
10. An understanding of diversity and inclusion in the workplace is integral to the role of educators in Victoria.
11. The Multicultural Education Unit supports principals and educators through implementation of programs focussed on practical in HOW TO implement a multicultural and global (international) curriculum

Australian Context

The development of the Australian Curriculum is guided by the *Melbourne Declaration on Educational Goals for Young Australians*, adopted by the council of state and territory education ministers in December 2008. The *Melbourne Declaration* emphasises the importance of knowledge, understanding and skills of learning areas, general capabilities and cross-curriculum priorities as the basis for a curriculum designed to support 21st century learning. <http://www.australiancurriculum.edu.au/>

The Australian Curriculum describes a learning entitlement for each Australian student that provides a foundation for successful, lifelong learning and participation in the Australian community. It acknowledges that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests. The Australian Curriculum acknowledges the changing ways in which young people will learn and the challenges that will continue to shape their learning in the future.

The Australian Curriculum will eventually be developed for all learning areas and subjects set out in the *Melbourne Declaration*: initially for English, mathematics, science and history; followed by geography, languages, the arts, economics, business, civics and citizenship, health and physical education, and information and communication technology and design and technology.

Victorian Context

- The Victorian Government's *Plan for a Multicultural Victoria* (2010), its *Vision for Languages Education* (2011), and the Minister for Education's *Victoria as a Learning Community* extended special lecture (2011), provide the context for current multicultural and global and civics and citizenship education in Victorian schools. <http://www.education.vic.gov.au/>

- *Education for Global and Multicultural Citizenship: A Strategy for Victorian Government Schools 2009-2013* replaced the 1997 *Multicultural Policy for Victorian Schools*. It was informed by research undertaken by RMIT in 2008, the Melbourne Declaration on Educational Goals for Young Australians (2008), national values education research from 2003 to 2009, and research by the Asia Education Foundation.
<http://www.education.vic.gov.au/studentlearning/programs/multicultural/default.htm>
- The Strategy repositioned multicultural education in a global and citizenship context in recognition of the influence of globalisation and the widespread interest from schools in preparing all students for an increasingly interconnected and mobile world.
- The Strategy outlines aspirations for students, teachers, school leaders, regions and central office, and provides strategic directions and priority actions that encompass professional learning, resources, advice to schools and evaluation.
- Research for the Strategy identified that while many resources were available, teachers were seeking professional development about how to include multicultural, global and civics and citizenship approaches across the curriculum.
- Professional development support offered to schools focuses on providing programs that build teachers' pedagogical skills and principals' leadership skills, utilising a multi-layered, cross-sectoral approach.
- The National Assessment Program for Civics and Citizenship Education indicates that while the majority of students have participated in civics activities, only a minority of students report having been authentically involved in decision-making processes at school.

Effective Schools Framework and E5 Instructional Model

The Effective Schools Model, and the E5 Instructional Model provide the directions and conditions for schools to deliver the Australian Curriculum and VELS and incorporate global and multicultural citizenship into all aspects of school life. At a broad level this includes:

- promoting diversity as a positive and transformative learning opportunity
- incorporating multicultural and global citizenship perspectives across all learning areas
- providing skills and authentic opportunities for students to be active citizens in their schools and communities
- incorporating multicultural, citizenship and human rights perspectives in school policies and practices
- enhancing intercultural understanding and cross-cultural communication skills, including language learning
- ensuring that all school policies, including 4 year strategic plans, engagement guidelines, dress and conduct codes reflect the diverse nature of the school community.

<http://www.education.vic.gov.au/about/directions/blueprint1/es/leadership.htm>

<http://www.education.vic.gov.au/proflearning/e5/>

Key resources and curriculum documents

- Civics and Citizenship is one of the domains in the Physical, Personal and Social Learning strand of the Victorian Essential Learning Standards (VELS). The VELS provide a curriculum framework and resources to support the development of students' skills and knowledge in each of the domains.
- The VELS also support a range of cross-curricular perspectives that can provide the focus for learning and teaching programs. These perspectives include Multiculturalism, Indigenous Perspectives, Values education, Human Rights and Asia literacy, and links are made across the VELS levels and domains to support teachers to incorporate these perspectives into the curriculum.

<http://vels.vcaa.vic.edu.au/support/crosscurricular>.

- There are extensive print and online resources to support schools delivering multicultural and civics and citizenship education that support the presentation include:
 - Multicultural Education
<http://www.education.vic.gov.au/studentlearning/programs/multicultural/default.htm>
 - National Values Education (includes World of Values, Teaching for Intercultural Understanding)
<http://www.valueseducation.edu.au/values/>
 - Making Multicultural Australia (including pages for Victoria) www.multiculturalaustralia.edu.au
 - Racism No Way (www.racismnoway.com.au)
 - Global Perspectives (www.globaleducation.edna.edu.au)
 - Studies of Asia www.asiaeducation.edu.au and <https://studiesofasia.wikispaces.com>
 - National Civics and Citizenship Education
http://www.curriculum.edu.au/cce/for_teachers,9295.html
 - All of Us – Multicultural Perspectives in Victorian Schools
www.multicultural.vic.gov.au/images/stories/pdf/education%20kit%20cropped%20form.pdf
 - Oxfam Global Citizenship Guides www.oxfam.org.au

In Victoria there are a wide range of professional learning opportunities available for teachers, leadership teams and principals to build their capacity in multicultural and global and civics and citizenship education including:

- Building Asia literate schools through the Leading 21st Century Schools Victoria: Engage with Asia program for principals, and supporting capacity building programs for teachers
<http://studiesofasia.wikispaces.com>
- Citizenship/student voice initiatives such as Model United Nations Conferences, Junior School Council Congresses, Schools' Constitutional Convention Program, and annual International Student Forum <http://studentconventions.wordpress.com/>
- Two-day Education for Global and Multicultural Citizenship Professional Learning Program for principals, leadership teams and teachers
- Principal, leadership team and teacher professional learning programs, including short international study tours and a year-long international exchange program
- Subsidies to complete a Masters/Graduate Certificate of Education (Studies of Asia)
- ICT Studies of Asia – increasing teacher capacity to include Asian perspectives across the curriculum using self-developed digital resources.

The approaches

The core work of teachers is to build relationships, engage students and inspire learning. There is constant vigilance in most schools to promote harmony between students. Peer mediation, student leadership programs and service learning initiatives are but a few examples of the emphasis placed on the social and emotional domain. Despite the widespread interest in this area this is not easy work and the reality and pressures of maintaining stable, interesting and accountable classrooms are challenging.

I believe that an optimal learning environment is one in which educators and students feel safe and valued; an environment that is engaging, challenging and promotes autonomy, where people have some control over their learning and where theory and practice promote relevance and authenticity. Such environments provide living examples of democracy at work and ensure that young people can practice and rehearse skills of active citizenship, conflict resolution and peace. It is in such environments that learning and productive relationships flourish.

Multicultural citizenship relates to active participation in Victoria's multicultural society with respect for similarities and differences while global citizenship denotes an awareness of our interconnectedness with people and environments around the world, and contribution to a global society and economy. Building intercultural literacy and understanding are active policy agendas particularly in relation to social cohesion.

Understanding and knowledge of different cultures including their own as well as being able to communicate and share information will be assets in the future. Other competencies will involve languages (including English), ability to resolve conflicts, negotiate, share and build respectful relationships.

Values education

http://www.valueseducation.edu.au/values/values_homepage,8655.html

Formal evaluations, and anecdotal evidence suggested that effective values education can help produce enabling factors for improved student wellbeing and academic learning outcomes. As Lovat (2008) and his colleagues found, values education can make a positive difference to student engagement and connectedness as well as improved relationships.

...using a variety of methods, and across less than a calendar year, quantitative and qualitative evidence has become available that a well-crafted and well-managed values education intervention can impact positively on student academic diligence, school ambience, student-teacher relationships, student and teacher wellbeing, and, less significantly, parental and family participation. Again, within the limits imposed by the nature and timing of the study, it is evident that the central question that drove the study, namely, *Can the impact of values education on teaching and school ethos, as well as student achievement and behaviour, be tested empirically and observed reliably?*, has been answered in the affirmative (Lovat, et al, 2008 p13).

http://www.valueseducation.edu.au/verve/_resources/Project_to_Test_and_Measure_the_Impact_of_Values_Education.pdf

Key concepts that underpin this evidence-based values education:

- Imbedding values in school culture and practice to inform school community aims and practices;

- Developing values as a curriculum organizer, acknowledging that values is a curriculum imperative;
- Developing teacher quality and capacity, acknowledging that values is a pedagogical imperative;
- Enhancing student outcomes through providing stimulating, supportive learning environments that develop relationships, care and trust; and
- Develop values based student wellbeing and positive education approaches.

It has been demonstrated that values education has a profound effect on the total educational environment of a school, affecting:

Teacher practice

- Classroom climate and ethos
- Student achievement
- Student attitudes and behaviour
- Student resilience and social skills
- Intellectual depth of teacher and student understanding
- Improved relationships of care and trust
- Enhanced partnerships with parents and the community

(DEST, 2006)

With goodwill and commitment these factors contribute collectively to safer and more peaceful school communities and send messages into the future with our children about building peaceful communities.

Civic and citizenship Education

In 2011 a suite of activities were conducted or supported by the Student Learning Division, Multicultural Education Unit (DEECD) in collaboration with the Catholic Education Office (Melbourne) and Independent Schools Victoria to model and highlight values based approaches to Civics and Citizenship Education, particularly student voice and intercultural understanding. For Government schools these activities form part of the implementation of *Global and Multicultural Citizenship initiatives* where the notion of social cohesion is framed around student capacity to value, understand and explore social and cultural diversity. These activities included;

School's Constitutional Convention Program



The Schools' Constitutional Convention Program involved around 1300 students from more than 65 schools in Regional Conventions and culminated in a State Convention held in October at Parliament House Melbourne.

This Program is open to senior secondary students (from years 9-12) from government and non-government schools and provides forums for discussing contemporary social issues. In 2011 topics included; 'How do we create and sustain a civil society?', 'Should the Federal Government take over environmental issues like carbon emissions trading scheme and water resources?' And 'Should the government have greater control of internet technology to prevent cyberbullying?'

Evaluations indicate that students are highly engaged in these forums particularly in having a formal opportunity to voice and test their views against those of their peers. The development of public speaking, debating, discussion skills were highly valued by teachers. There were clear indications that participation in such activities promotes perspective taking, social responsibility, thinking ethically and working democratically.

It was a great day; the speakers were thought provoking and challenging. The student reporting back session went really well. In watching the students' discussions in their groups I was impressed with the way they interacted and shared ideas; they were really engaged in the topic, and with each other (teacher report).

Regional Conventions were hosted by 14 schools from March to August. Events were run over a full or half day and involved anywhere between 40 to 200 students. The host schools are responsible for the organisation and management of the day and in most cases take a lead role in key aspects of the Convention.

Model United Nations Conferences



United
Nations
Association
of Australia
Victorian
Division

Model United Nations Conferences have been conducted by the United Nations Association of Australia (UNAA Victoria Chapter) for some time and since 2007 a number have been run in collaboration with the DEECD Victoria. These events were made free and open to all schools.

The UNAA in association with the host school creates the look and feel of General Assembly of the United Nations. Senior secondary students guided by a Delegate Pack represent countries as they shape a resolution based on one of the UN Millennium Goals such as for refugees, gender equity or environment. Students present a country's position, seek alliances to amend and vote on their resolution.

In 2011 a Model UN Conference was held in each region, collectively involving nearly 900 students. Teachers reported significant impact on student motivation and engagement with an enhanced understanding of global issues before and after the event. Values such as empathy, respect for the other, tolerance and inclusion were in evidence. Evaluations suggest that such experiences can be transformational and many students report a much greater awareness of global issues.

Teacher professional briefings are run as part of these events to place a curriculum and resource context around the activity and future opportunities. More than 90 teachers participated in these briefings. A key message to teachers was that student interest in citizenship and global perspectives is more likely to flourish where notions of democracy, student voice and participation were evident in school policy and practice.

For further information about these events go to <http://studentconventions.wordpress.com/>

During 21-23 March a delegation of 27 students and 3 teachers involved in these programs in 2011 will represent Victoria at the Schools' National Constitutional Convention in Canberra.

Multicultural education

The Victorian Department of Education and Early Childhood is committed to the development of an education system where all students are empowered to take advantage of our community's economic, social and individual opportunity. Just as racism and prejudice cannot be permitted to hinder the progress of any individual, all our young people are entitled to benefit from the richness of our multicultural society, and develop the understandings and skills to contribute as confident world citizens.

Multicultural Education is not a discreet learning area, or simply the provision of Languages other than English (LOTE) and English as a Second Language (ESL). Multicultural Education ensures that all students have access to inclusive teaching and learning experiences. These experiences will enable students to participate successfully in a rapidly changing world where cross-cultural understanding and intercultural communication skills are essential.

For a copy of the links between multicultural education and VELS, visit [Victorian Curriculum and Assessment Authority](#)

In a school context and with the support of school polices, programs and practices, Multicultural Education helps students to develop:

- proficiency in English
- competency in a language or languages other than English
- in depth knowledge and awareness of their own and other cultures
- an understanding of the multicultural nature of Australia's past and present history
- an understanding of, and skills to interact in, intercultural settings
- an appreciation of the importance of local, national and international interdependence in social, environmental, economical and political arenas and an understanding that mutual support in these areas is vital to local and global harmony.

Schools should ensure multicultural perspectives are incorporated into all aspects of school life by:

- promoting diversity as a positive learning experience
- incorporating multicultural perspectives across all learning domains
- incorporating multicultural, anti-racism, and human rights perspectives in school polices and practices
- enhancing teachers' and students' intercultural understanding and cross-cultural communication skills
- ensuring that all school policies, including three year strategic and annual plans, Codes of Conduct, dress codes and discipline policies reflect the diverse nature of the school community.

Draft Intercultural understanding - Standpoints

Cultural Integration This standpoint acknowledges that students have diverse backgrounds and aims to help students who are 'different' integrate into the mainstream culture of the school. *As this approach focuses closely on integrating difference in to mainstream, it does not reflect either a multicultural or intercultural approach.*

Celebratory Understanding This standpoint mainly engages with different cultures by focusing on material aspects that are noticeably different to the mainstream culture. *As this approach focuses more on learning about other cultures than interaction or exchange with these cultures it does not reflect an intercultural approach.*

Relational Understanding This standpoint takes the position that in a diverse world with increasing tensions between people, students need to be able to get along with each other.

Interactive Understanding This standpoint values cultural diversity for its positive contribution to society and encourages students to acquire attitudes and skills that promote respect for people from diverse cultures

Transformational This standpoint seeks to understand and challenge structural inequalities. It involves addressing social injustices and challenging racism, prejudice and other forms of discrimination

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Examples of schools with exemplary programs in civics and citizenship education and/or multicultural education

The Maroondah Education Coalition consists of Heathmont College, Maroondah Secondary College, Norwood Secondary College, Parkwood Secondary College, Ringwood Secondary College and Croydon Secondary College. The Coalition has been involved in integrating values education through global and multicultural citizenship perspectives for the last three years. Activities have included the production of the Youth Voice magazine and a celebration day organised by students that reflected the empowering capacity that an embedded values program can have for students. Students report greater confidence, responsibility, awareness of others and a willingness to engage with difference, which were not characteristic of their behaviours and attitudes before the projects. The relationships between the school and local community have been strengthened leading to further collaboration beyond the life of the project. The *Unbound Book of Life and Journey* and the 2011 Artists in Schools project for refugee students, pay respect to students' cultures and homelands, while focusing on their new life in Australia and their hopes and dreams for the future.

Cobram Secondary College has been actively engaged in a Multicultural Global Citizenship Pilot Project since 2009. The school has focused on developing teacher capacity and promoting multicultural education and global citizenship across the curriculum. Cobram is involved in the Leading 21st Century Schools Victoria: Engage with Asia program and has been the recipient of student and teacher Cultural Diversity Quest Awards. Cobram Secondary College has been leading a network activity where the aim is 'To provide the ultimate, personalised Prep-Year 12 educational pathway that will enable students to be effective 21st Century global citizens'.

Roxburgh Homestead Primary School opened in 1997 in the growth corridor north of Melbourne and currently has an enrolment of 690 students. More than half of the students come from a language background other than English (LBOTE). The school participated in a pilot program conducted by staff from Northern Metropolitan Region and the Multicultural Education Unit to build global and multicultural perspectives throughout the school curriculum. This was done by means of an in-school radio station with broadcasts focussing on staff and students from diverse backgrounds. The theme of this initiative was "Everyone has an immigration story". Students conducted interviews and produced broadcasts which were transmitted to the entire school community. Staff saw a positive impact on the students' literacy skills and development of student leadership skills. The radio program has potential to become a focal point for many aspects of the curriculum across the year levels.

Portland Secondary College identified a lack of cultural diversity and awareness in their community as a disadvantage and embarked on a targeted program to build the intercultural understanding of their students and teachers. Teachers have participated in the *Education for Global and Multicultural Citizenship* professional learning program conducted by the Multicultural Education Unit and have developed global perspectives across selected areas of the curriculum. The school is achieving this by incorporating activities such as a study tour to Hong Kong and Korea and Leading 21st Century Schools Victoria: Engage with Asia program. They have developed an active sister school relationship with Yogyakarta Junior Secondary School in Indonesia with whom they are currently developing inquiry-based project curriculum. The College was involved in the Intercultural Understanding Field Trial Project in 2011 and is participating in the Innovative Language Provision in Clusters Project.

The **Boroondara Education for Global and Multicultural Citizenship Cluster** consists of Auburn, Balwyn, Camberwell, Canterbury and Chatham primary schools. They have been involved in a collaborative project designed to enable each school to incorporate global perspectives into their curriculum. The project was linked to one or more of four themes: justice, peace, poverty or the

environment. The project is strongly supported by Eastern Metropolitan Region and the schools have participated in a number of professional learning activities including a showcase presentation of their projects involving students in November 2011. The school projects are also being shared through the Ultranet.

https://ultranet.vic.edu.au/portal/c/portal/layout?p_l_id=107185490

Auburn South Primary School has promoted and broadened student leadership opportunities to be more inclusive. Apart from focussing on skilling all Year 6 students to be leaders and role models, they have instituted the *Student Action Leadership Teams (SALT)* program as a way of giving students meaningful responsibilities. This involves all Year 6 students in project- based, cooperatively-run teams which aim to perform a meaningful service and be active citizens in the school and/or broader community. This approach has been used as a model for a number of schools involved in the *Education for Global and Multicultural Education* professional learning program, particularly with regard to promoting citizenship and student voice.