Global Perspectives

A framework for global education in Australian schools

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Introduction

Global Perspectives: A statement on global education for Australian schools was first published in 2002. Its purpose was to clarify the goals, rationale, emphases and processes of global education and to serve as a resource – a philosophical and practical reference point – for all Australian teachers and students. The statement was the result of extensive planning and consultation, and synthesised the theory and existing practice of global education.

This new edition of *Global Perspectives* aims to make global education even more accessible to teachers and curriculum planners. It provides a revised framework for global education, recommendations about integrating global perspectives within and across learning areas, and advice for teachers and school leadership teams about how to implement the framework at a school level. Professional development advice is also provided for teachers, coordinators and school leaders.

What is global education?

Twenty-first century Australians are members of a global community, connected to the whole world by ties of culture, economics and politics, enhanced communication and travel and a shared environment.

Enabling young people to participate in shaping a better shared future for the world is at the heart of global education. It emphasises the unity and interdependence of human society, developing a sense of self and appreciation of cultural diversity, affirmation of social justice and human rights, building peace and actions for a sustainable future in different times and places. It places particular emphasis on developing relationships with our neighbours in the Asia-Pacific and Indian Ocean regions.

Global education promotes open-mindedness leading to new thinking about the world and a predisposition to take action for change. Students learn to take responsibility for their actions, respect and value diversity and see themselves as global citizens who can contribute to a more peaceful, just and sustainable world.

With its emphasis not only on developing knowledge and skills but also on promoting positive values and participation, global education is relevant across all learning areas.

How is global education reflected in national thinking?

Global education is a dynamic and evolving field. It has grown from increasing international concerns in the 1960s to foster a wider understanding of world issues and a commitment to change, especially to the eradication of global poverty and inequality. Much of this early work grew from the spontaneous initiative of individual educators, often working in partnership with non-government organisations active in the development field.

In their 1993 work *A Better World for All,* Calder and Smith wove together the thinking on development education, environment education, peace education and education for human rights and multicultural education to stress the unity and interdependence of human society, empowerment, social progress for all, a sustainable and just world, and active participation.

In 2002, an extensive consultation of more than 150 individuals and organisations contributed to the development of the AusAID-funded *Global Perspectives: A statement on global education for Australian schools.*

Global education is also embedded in national education statements. In 1999, *The Adelaide Declaration on National Goals for Schooling in the Twenty-First Century* stated that schooling should assist young Australians to become active, involved citizens who can make sense of their world.

The goals assert that 'schooling should be socially just, so that all students understand and acknowledge the value of cultural and linguistic diversity, and possess the knowledge, skills and understanding to contribute to, and benefit from, such diversity in the Australian community and internationally'.[1]

Global education is distinct from yet has commonalities with other Australian education priorities. These include:

- Civics and citizenship
- Engaging young Australians with Asia
- Environmental education
- Languages education
- Values education.

CIVICS AND CITIZENSHIP EDUCATION

The *Statements of Learning for Civics and Citizenship* (2006) is concerned with the development of students as informed and active citizens of Australia.

www.mceetya.edu.au/verve/_resources/SOL_CivicsCitizenship.pdf

ENGAGING YOUNG AUSTRALIANS WITH ASIA

The *National Statement for Engaging Young Australians with Asia in Australian Schools* (2006) identifies the broad knowledge, understandings, values and skills required to engage with Asia in the context of existing policies and practices in teaching and learning. The Asia Education Foundation works to support the implementation of the Statement. Its website includes a range of useful resources which include a global perspective.

www.asiaeducation.edu.au/index_flash.htm

ENVIRONMENTAL EDUCATION

Educating for a Sustainable Future: A National Environmental Education Statement for Australian Schools (2005) provides a nationally agreed description of the nature and purpose of environmental education for sustainability through all years of schooling, including a vision and a framework for its implementation.

www.environment.gov.au/education/publications/sustainable-future.html

LANGUAGES EDUCATION

The *National Statement for Languages Education in Australian Schools* (2005) outlines a rationale for the study of languages other than English in Australian schools. Global education enhances the study of languages and of countries and cultures where that language is spoken as a first language.

www.mceetya.edu.au/verve/_resources/languageeducation_file.pdf

VALUES EDUCATION

The *National Framework for Values Education in Australian Schools* (2005) includes a vision, nine *Values for Australian Schooling*, guiding principles and key elements, and approaches that inform good practice. The vision outlines the need to develop 'student responsibility in local, national and global contexts …' (p. 3). The nine values listed are implicit within the global education framework.

www.curriculum.edu.au/verve/_resources/Framework_PDF_version_for_the_web.pdf

The emphasis on global citizenship is also reflected in State and Territory curriculums.

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1 Ministers of Education (1999) *The Adelaide Declaration (1999) on National Goals for Schooling in the Twenty-First Century,* Melbourne: Ministerial Council on Education, Employment, Training and Youth Affairs.

Why adopt a global perspective?

A global perspective offers students and teachers:

- an approach which takes into account the whole of human society and the environments in which people live
- an emphasis on the future, the dynamic nature of human society, and each person's capacity to choose and shape preferred futures
- an opportunity to explore important themes such as change, interdependence, identity and diversity, rights and responsibilities, peace building, poverty and wealth, sustainability and global justice
- a focus on cooperative learning and action, and shared responsibility
- an emphasis on critical thinking and communication
- an opportunity to develop positive and responsible values and attitudes, important skills and an orientation to active participation.

Environmental and social change

Year 3 students gathered data on the health of their local creek with the assistance of a local water company representative and discovered that it was extremely dirty. Next they surveyed Year 5 and 6 students about protection and development of the area. From this they developed a plan to protect the creek which included planting trees and native grasses, requesting people upstream to limit runoff and installing more bins. They wrote to the local council with their suggestions and their promise to play their part.

Although the council was unable to implement their plan, there were long-term benefits. The students became more active in protecting their environment, developed skills in exercising their civic rights and improved social connections with older students.

Building a framework for global education

There are **five learning emphases** which reflect recurring themes in global education.

- **Interdependence and globalisation** – an understanding of the complex social, economic and political links between people and the impact that changes have on others.

- **Identity and cultural diversity** – an understanding of self and one's own culture, and being open to the cultures of others.

- **Social justice and human rights** – an understanding of the impact of inequality and discrimination, the importance of standing up for our own rights and our responsibility to respect the rights of others.

- **Peace building and conflict resolution** – an understanding of the importance of building and maintaining positive and trusting relationships and ways conflict can be prevented or peacefully resolved.

- **Sustainable futures** – an understanding of the ways in which we can meet our current needs without diminishing the quality of the environment or reducing the capacity of future generations to meet their own needs.

In addition, each learning emphases has a spatial as well as a temporal dimension which teachers need to take into account when teaching with a global perspective.

Spatial dimension – overlapping local and global; social and natural communities which describe interdependence, influence identity and ability to make change.[2]

Temporal dimension – connections between the past, present and future in the dynamic and changing world which influences identity and interdependence of people and their ability to respond to global issues.[3]

By exploring the learning emphases and dimensions of global education, students will be provided with opportunities to develop the values, knowledge, skills and capacity for action to become good global citizens.
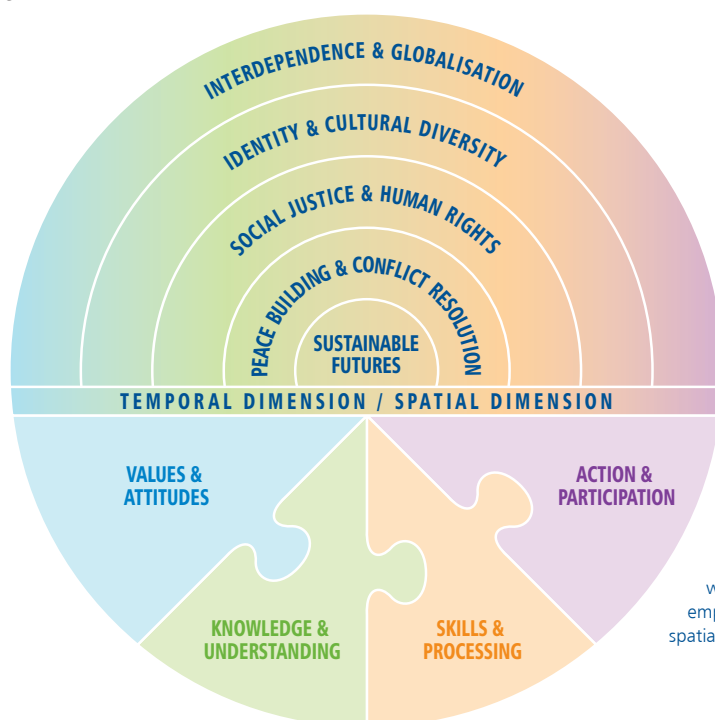
The framework for global education outlines the values, knowledge, skills, and opportunities for action within five interconnected learning emphases and their encompassing spatial and temporal dimensions.

2, 3 Richardson, Robin 1976, *Learning for Change in World Society: reflections, activities and resources,* World Studies Project, London.

Values and attitudes

A sense of personal identity and self-esteem.

A sense of community with the people around the world.

Caring and compassionate concern for others.

A recognition of shared responsibilities and a willingness to cooperate with others in fulfilling them.

A commitment to upholding the rights and dignity of all people.

A positive attitude towards diversity and difference.

A willingness to learn from the experience of others.

An appreciation of and concern for the environment and a commitment to sustainable practices.

Knowledge and understandings

An awareness of self as a member of interconnected and overlapping communities and how this influences responses to global issues.

A recognition of social, political, economic and environmental links between people and between communities.

A recognition and assessment of a range of perspectives and the temporal and global dimensions on a global issue or event.

An understanding of the interdependence of all living things and that each has value and the imperative of sustainability.

An awareness of the role of economic development in overcoming poverty and raising living standards.

An appreciation of diversity and the contributions of different cultures, values and belief systems.

A discernment of the nature and impact of prejudice and discrimination, and capacity to challenge these positions.

A familiarity with the universal and inalienable nature of human rights.

A knowledge of causes of poverty, and inequality and ways to address it.

An understanding of the causes and consequences of change and strategies available to manage change.

An appreciation of the causes and effects of conflict, and the importance of conflict resolution and peace building.

An appreciation of the importance of good governance.

A recognition of the contested nature of global issues, and the importance of seeking an informed and balanced understanding.

Skills and processes

Cooperation, sharing, tact and diplomacy, negotiation and compromise, mediation and conflict resolution, and the capacity to relate newly acquired knowledge to an existing framework of understandings.

Critical literacy skills, including a capacity to consider different points of view; a critical awareness of bias, opinion and stereotypes; a developing capacity to be a critical consumer of media, analyse information, make judgments and deal with contentious and complex issues.

Research and enquiry skills, evaluating and organising information, extrapolation and prediction and problem-solving skills in order to take personal or group action.

An appreciation of the need for stewardship of our natural resources – balancing our right to use them with our duty to protect the environment.

The ability to express views, formulate an argument, use evidence and develop and change one's views.

The ability to identify unfairness and opportunities for action to redress it by applying equity principles.

An empathy for others, the ability to see connections between one's own lifestyle and actions and the consequences for others and for the environment.

Action and participation

The ability to identify and investigate different opportunities for action and participation.

The ability to consider the consequences, positive and negative, for oneself and for others of particular actions.

A willingness to be involved in action to support desirable outcomes.

A capacity to identify possible barriers to successful participation and ability to devise strategies to overcome these.

A willingness and capacity to cooperate with others and to foster, encourage and value the participation of others.

A capacity to reflect on and evaluate forms of action, to review progress and to reconsider forms of action.

The five learning emphases of global education

Interdependence and globalisation

Interdependence describes the relationships of mutual dependence between all elements and life forms (including humans) within and across cultures, environments and social systems. It means that decisions taken in one place will affect what happens elsewhere.

The dynamic nature of globalisation, when people, goods, money and ideas are moving around the world faster, more easily and more cheaply than before, means that an understanding of the interdependence of cultures, places, environments and social systems becomes vital for peaceful, just and sustainable development.

OPPORTUNITIES TO LEARN

In this key concept, students at different stages of schooling identify and explore the ways that individuals and communities increasingly depend on each other. They recognise that interdependence has a number of features:

- cultural (eg arts, media, advertising, food, sport)
- economic (eg global consumerism; changing patterns of trade, investment and debt; struggle for development and human rights; development cooperation)
- environmental (eg global climate change, energy security, pollution, population growth, species conservation, protection of oceans)
- geographical (eg the spatial interactions between people and places and how they change over time – the growth of urban areas; resource distribution, use and management)
- political (eg international governance; bilateral and multilateral relationships; peace and security issues; regional and global governance; civil rights)
- religious (eg values, fundamentalism; interfaith cooperation)
- social (eg multiculturalism, migration, tourism, education, public health, people-to-people links)
- technological (eg impact of new technologies in different communities and countries; global communications and the movement of goods; the digital divide).

They learn to identify and analyse both positive and negative effects of interdependence and globalisation, such as how:

- increased trade may lead to more wealth for many, but also to more inequality
- the spread of new technologies may make life easier and healthier and promote new industries but it may destroy traditional livelihoods
- tourism brings economic benefits but may cause environmental harm and damage local cultures
- foreign investment can help industries to grow, but may lead countries and local communities to lose control of their own affairs.

They are able to identify ways in which interdependence and globalisation are accompanied by other, contradictory trends, such as:

- the exclusion or marginalisation of some communities from global processes
- rising awareness of, and resistance against, some of the negative effects of globalisation
- fragmentation within societies and states, including the break-up of some nation-states and movements for regional autonomy or independence in many parts of the world.

Identity and cultural diversity

Understanding and valuing ourselves is the first step to valuing others. If we have a positive sense of self, we are able to be more open and accepting of diversity. By exploring personal identity and cultural diversity, students learn about and connect their own cultural identity and heritage with those of others in different times and places.

OPPORTUNITIES TO LEARN

In this key concept of learning, students at different stages of schooling will:

- promote a positive sense of identity and high self-esteem, together with a positive regard for the rights and identities of others
- recognise that people have different belief systems, values and attitudes that result in different actions and behaviours
- appreciate the contributions of diverse groups of people to their community and contribute to intercultural understandings through participation in appropriate events
- develop a sense of shared identity with others, as a member of a community at the local and national levels, as well as a part of global society
- identify and critically analyse narrowly nationalistic or ethnocentric views, developing tolerance of the views and lives of others, and understanding of and empathy for people, regardless of their cultural or ethnic background
- identify and value the contributions of all peoples, in fields such as the arts, science, technology, religion and philosophy, humanitarian action, business and education
- develop awareness of similarities and differences of beliefs and practices in various cultures, and learn to detect and avoid cultural stereotypes and prejudices
- explore different ways in which media and information and communication technologies can portray a global event or story and how these can affect one's beliefs and attitudes
- communicate effectively and sensitively within and across cultures
- recognise that increased migration, communication and economic interdependence, blur the boundaries between ethnic and national groups
- explore the changing nature of national boundaries which may lead to either the multiple nature of identity in society, or to the establishment of cultural differences.
- develop understandings to contribute to, and benefit from, reconciliation between Indigenous and non-indigenous Australians

Universal Declaration on Cultural Diversity

The **UNESCO** declaration of 2001 includes articles on identity, diversity and pluralism, human rights, creativity and international solidarity.

UNESCO's cultural development program covers heritage, living cultures and sustainable development.

portal.unesco.org/culture/en/

Social justice and human rights

Social justice supports the fair and equitable treatment of all people and aims to protect them from discrimination because of race, gender, age and ability etc. The concepts of social justice are codified in the form of human rights, international commitments to protect civil and political rights, economic, social and cultural rights. Education about social justice and human rights allows students to understand the importance of treating people equitably and the responsibilities we all have to protect the rights of others.

OPPORTUNITIES TO LEARN

In this key concept of learning, students at different stages of schooling may:

- recognise the importance of equity, justice and fairness for all within and between societies, cultures and countries
- investigate the impact of inequality within and between regions and nations, and efforts to reduce these inequalities
- understand how past injustices affect contemporary local and global politics and how our understanding of this has changed over time
- inquire into the powerful and powerless
- examine progress on addressing poverty and inequality through case studies and statistics, for example assess progress on the Millennium Development Goals
- appreciate the distinction between equality and equity and evaluate the role that international organisations play in protecting human rights
- identify unacceptable forms of discrimination, such as racism and sexism, and devise strategies for challenging and avoiding these attitudes and practices
- emphasise the inherent and universal nature of human rights (ie human rights apply to everyone, as a consequence of being human) as encapsulated in the Universal Declaration of Human Rights and the two international covenants on Civil and Political Rights, and Economic and Social Rights

- consider the social rights of groups, including the rights of minority groups such as Indigenous people, as well as individual civil, economic and political rights
- understand that there may be competing rights and responsibilities in different situations that require conflict resolution
- explore different concepts of rights, each person's responsibility to allow others to enjoy the same rights as oneself, and to uphold the rights and freedoms of individuals and communities that are disadvantaged or oppressed.

Millennium Development Goals

The international community has set the following eight goals to be achieved by 2015.

1 Eradicate extreme poverty and hunger.
2 Achieve universal primary education.
3 Promote gender equality and empower women.
4 Reduce child mortality.
5 Improve maternal health.
6 Combat HIV/AIDS, malaria and other diseases.
7 Ensure environmental sustainability.
8 Build a global partnership for development.

United Nations Millennium Project
www.unmillenniumproject.org

Peace building and conflict resolution

Inner peace is an important aspect of an individual's ability to respond to conflict situations which affect them and others around the world. Students who develop good communication skills to avoid violence and negotiate solutions to problems such as sharing scarce resources, differing values and exertion of power are able to build more peaceful futures. Conflict has occurred in the past, is happening in the present, and will occur in the future. It can occur globally, as well as regionally, nationally, communally, within families and among individuals. Peace building is designed to address the causes of conflict and the grievances of the past. It must involve justice to promote long-term stability, human security and equality.

OPPORTUNITIES TO LEARN

In this key concept of learning, students at different stages of schooling may:

- explore different concepts and examples of peace, security and cooperation
- understand that there are choices and consequences for others in conflict situations
- explore parallels between international conflict and conflict at a classroom or school level
- identify and investigate different types of conflict and the causes of conflict, as well as the effects of conflict and violence on people and the environment
- recognise the difference between negative and positive conflict and explore examples of each
- identify and discuss how individuals, groups and states can build and sustain positive and trusting relationships
- develop an understanding of ways in which conflicts can be prevented or peacefully resolved, including advocacy, negotiation, reconciliation and mediation
- explore the role of development and poverty eradication in creating the conditions for peace and cooperation
- understand that international conventions aim to protect adults and children from torture and other cruel, inhuman or degrading treatment or punishment
- acquire knowledge about multilateral initiatives to build peace, disarmament and the role played by the United Nations and its agencies
- explore how place and change impact on peace and human rights
- understand how regional differences in economic and social wellbeing need to be addressed in order to reduce impact of conflict on individuals, communities and governments
- investigate particular historic and contemporary conflicts, and come to understand that there are differing and contested perspectives about resolving conflict
- examine and discuss specific United Nations and Australian involvement in and contributions to peace building.

Sustainable futures

The UN Decade of Education for Sustainable Development is from 2005–2015. Its vision states that 'Education for sustainable development is about learning to respect, value and preserve the achievements of the past; appreciate the wonders and the peoples of the Earth; live in a world where all people have sufficient food for a healthy and productive life; assess, care for and restore the state of our planet; create and enjoy a better, safer, more just world; be caring citizens who exercise their rights and responsibilities locally, nationally and globally'. (UNESCO, 2005)

OPPORTUNITIES TO LEARN

In this key concept, students at different stages of schooling may:

- develop a sense of optimism about the future, balanced with a realistic understanding of the difficulties and challenges ahead
- understand the relationships between humans, living things and the natural environment
- investigate the spatial relationships between global phenomena and their impact on natural and human environments using spatial concepts (such as distribution, region, movement, spatial association and maps to investigate resource use)
- explore resource use and environmental sustainability and relate knowledge and action to country and regional contexts
- identify and explore opportunities to participate in and influence decision-making locally, nationally, regionally and internationally
- explore how Indigenous peoples in Australia and internationally relate to their environments and use scarce resources in order to live more sustainably
- explore the direct contribution of Australian governments and people to sustainable development in developing countries
- examine ways that governments, communities and responsible companies cooperate to protect local environments around the world
- investigate the ways that people, governments and international organisations contribute to sustainable futures locally and globally
- recognise and discuss the relationships between ecological, economic, cultural, political, and social aspects of sustainability
- examine and predict the consequences of unsustainable practices
- investigate policies in the management of sustainable places.

The Earth Charter

The Earth Charter is a widely recognised, global consensus statement on ethics and values for a sustainable future. Developed over 10 years, the Earth Charter has been formally endorsed by more than 2,500 organisations, including global institutions such as UNESCO and the World Conservation Union

The Earth Charter Initiative
www.earthcharter.org/

Developing global education throughout schooling

Global education can be included at all stages of schooling and through all learning areas. As students develop, they are encouraged to demonstrate understanding, learn and apply values, employ skills and actively participate in the local and global communities.

Stages of schooling

In the **early years**, students explore how individuals, including children, are connected to other people and places. They gradually develop an awareness of the diversity of peoples, places, cultures, languages and religions. They become aware of personal rights and responsibilities and can gradually extend this understanding to a concern for the rights of others. They recognise the need to care for other people and the environment and to be sensitive to the needs and views of others. They develop intercultural understanding through participation in positive civic or environmental action within the classroom, the school and the community.

In the **middle and upper primary years**, students begin to build on their understanding of the wider world and of different societies and cultures. They are increasingly able to identify similarities and differences between different people, places, cultures and religions and can discuss examples of inequality. They understand how people may be influenced by global decisions, events and movements. They develop their sense of social justice and ethical responsibility and recognise how the decisions of peoples and countries can have a global impact in areas such as sustainability and sustainable development.

At **lower secondary levels**, students extend their knowledge and understanding of global issues. They explore the responsibilities of global citizenship for individuals, organisations and governments and the roles and responsibilities of companies, producers and consumers in relation to poverty, social justice and sustainable development. They examine social, cultural and political links between Australia and other countries and explore how global developments can impact on Australia. They investigate the contributions of people who have helped achieve civil and political rights in other countries. They explore the ways that countries work together to protect the environment.

At **middle and upper secondary levels**, students understand the local, regional and global implications of being a global citizen. They use higher-order thinking skills to explore and examine specific political, social, cultural and economic issues, as well as human rights conditions in a range of countries and regions. They recognise that groups such as children, women and Indigenous peoples have rights that need to be defended. They evaluate the role that international organisations play in protecting human rights. They identify and examine the ways in which the Australian government is influenced by and responds to regional and global movements and events. They investigate how international events and developments can affect Australia's relationships within the Asia-Pacific region and with other regions.

Teaching global education within learning areas

The learning emphases and their dimensions of the framework for global education are relevant and applicable to each learning area. Some of the opportunities for learning knowledge and skills are described below. They are based on the values and attitudes outlined on pages 6 and 7 and develop the base for the action and participation. These are not exhaustive, and need to be augmented by the detailed descriptions of the dimensions of learning in the framework for global education, as well as with State and Territory curriculums, policies and guidelines.

Including a global perspective within the primary curriculum

	The Arts	English	Health and Physical Education	Languages Other Than English	Mathematics	Science	Studies of Society and Environment	Technology
Knowledge and understandings – INTERDEPENDENCE AND GLOBALISATION								
	Explore how artworks from different cultures and places influence each other.	Read and analyse vocabulary, literary style and perspectives in a range of oral and written texts.	Examine health issues affecting people in different places. Experience interdependence through games.	Recognise how languages influence each other and can have common features.	Compare and contrast factors about space and measurement in lifestyles.	Discover how interconnections assist in the development of scientific knowledge.	Explore social, cultural, geographic and economic interconnections between people through families, goods and media.	Explore how designs of objects from different places influence each other.
Knowledge and understandings – IDENTITY AND CULTURAL DIVERSITY								
	Explore and identify features of artworks from different cultures.	Develop an understanding of different identities and perspectives expressed in oral, written and multimedia texts.	Appreciate cultural diversity through playing simple games.	Appreciate linguistic diversity in Australia and around the world.	Learn how cultures create patterns, puzzles and games. Calculate, measure and record temporal and spatial relationships.	Consider scientific contributions of people and cultures.	Investigate similarities and differences in beliefs and culture of people in Australia and around the world through family histories.	Explore the design of objects and artefacts from different places.
Knowledge and understandings – SOCIAL JUSTICE AND HUMAN RIGHTS								
	Explore how messages in artworks of various cultures and places convey specific messages.	Recognise and challenge prejudice and cultural stereotypes in texts.	Explore the health and physical wellbeing of people in other countries, including the impact of unequal access to resources.	Develop an understanding of perceptions of 'fairness' and wealth through linguistic features.	Investigate life experiences such as distance to school or costs of basic goods to people in various places.	Investigate positive and negative impacts of science on people's lives.	Learn about and recognise the universality of human rights. Distinguish acts of racism, discrimination and prejudice.	Investigate ways of using technology to overcome inequities.

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The Arts	English	Health and Physical Education	Languages Other Than English	Mathematics	Science	Studies of Society and Environment	Technology
Knowledge and understandings – PEACE BUILDING AND CONFLICT RESOLUTION							
Create artworks that celebrate peace building and conflict resolution.	Use oral and written texts to negotiate responses to conflict situations and build peace.	Investigate ways of addressing exploitation of people and environments.	Develop intercultural communication skills to overcome possible misunderstandings.	Use number and measurement to investigate the inequitable distribution of resources.	Discuss the ethical issues that arise from the use of scientific knowledge.	Identify and describe examples of how Australians are contributing to peace-building, regionally and globally.	Understand how technology can be used to improve the lives of people.
Knowledge and understandings – SUSTAINABLE FUTURES							
Examine a variety of artworks to determine similarities and differences in view of sustainable futures.	Present oral and written persuasive texts about sustainable futures.	Model ways of addressing inequity and exploitation in health and sport.	Explore ideas about possible and preferred futures.	Examine how various actions contribute to sustainability of resource use.	Investigate sustainable behaviours and ways of protecting diversity.	Recognise how the past, present and future affect people, cultures and the environment. Understand systems, resources and energy needed for sustainable development.	Explore how different people have used technology to meet their needs.
Skills and processes							
Develop cooperation and sharing skills by creating artworks in pairs and groups.	Develop communication skills through listening, recognising perspectives and formulating oral and written responses.	Develop cooperative skills through playing games.	Understand how different perspectives are represented through another language.	Pose and respond to questions leading to data collection. Use graphs, flow charts and time lines to organise, present and explain data. Solve real-life problems.	Apply relevant scientific understandings to make responsible, ethical and informed decisions about global issues.	Develop and apply intercultural understandings. Demonstrate empathy with different perspectives. Demonstrate behaviours for sustainable development.	Use technology to design solutions to global issues and to evaluate solutions from real-life situations.

Including a global perspective within the secondary curriculum

	The Arts	English	Health and Physical Education	Languages Other Than English	Mathematics	Science	Studies of Society and Environment	Technology
Knowledge and understandings – INTERDEPENDENCE AND GLOBALISATION	Study the impact of globalisation and interdependence on the artworks of different cultures and societies.	Explore and discuss a range of texts about and from diverse cultures and traditions. Appreciate the themes, techniques and traditions particular to various cultures and commonality of human experience.	Investigate global health issues (eg diseases, disease prevention, pandemics) and the impact of these within countries and across regions.	Deepen understanding of the conceptions and connections between languages and cultures.	Source, tabulate, interpret and present data about regional development and cooperation.	Recognise how the use of science has changed the way people live in Australia and in other countries.	Explore history of people, places and ideas and recognise the interdependence of past events in different societies and cultures. Consider the economic, social and cultural connections of Australian people to other people of the Asia-Pacific region.	Explore examples of the positive and negative impact of technology on the development of different societies.
Knowledge and understandings – IDENTITY AND CULTURAL DIVERSITY	Learn about, and learn to appreciate, traditional and contemporary artworks from a range of cultures.	Analyse how media presents people from different cultures, identifying bias and conflicting interests.	Investigate the role of games and sports within historical and social contexts.	Deepen understanding of the traditional and contemporary cultures. Develop an understanding of culture as a multifaceted, variable, dynamic construct.	Develop an awareness of the history of mathematics and the contributions of diverse cultures and societies to mathematical knowledge.	Identify and appreciate how people of diverse cultures have contributed to and shaped the development of science.	Explore how aspects of Australia have been shaped by migration and geography and history and make comparisons with other countries.	Recognise that there may be unequal access to technology (eg the digital divide) within and between different parts of the world and discuss some reasons for this. Recognise alternative use of techology to solve local issues.

Knowledge and understandings – SOCIAL JUSTICE AND HUMAN RIGHTS

The Arts	English	Health and Physical Education	Languages Other Than English	Mathematics	Science	Studies of Society and Environment	Technology
Examine perspectives exhibited in artworks in various cultures over time.	Recognise and challenge prejudice and cultural stereotypes in texts.	Understand how men's and women's health and physical development are influenced by factors such as culture, gender, inequality and poverty. Explore issues of social equity as it affects sports performance.	Explore the most culturally appropriate ways to take action about social justice and human rights in a specific culture.	Survey and present findings about life experiences of people in other places.	Examine how science can positively and negatively impact on the lives of people in developing countries.	Explore ways in which international events can affect Australia's relationships with other regions. Recognise the role of the United Nations in promoting peoples' rights and responsibilities. Examine ways in which international agreements affect life in various places.	Examine how technology can positively and negatively impact on the lives of people in developing countries. Recognise the importance of ICT for all people and the opportunities and challenges that it presents.

Knowledge and understandings – PEACE BUILDING AND CONFLICT RESOLUTION

The Arts	English	Health and Physical Education	Languages Other Than English	Mathematics	Science	Studies of Society and Environment	Technology
Examine how artworks communicate opinions about peace-building and conflict resolution.	Use oral and written texts to negotiate responses to conflict.	Investigate global sports festivals and worldwide games and evaluate how these contribute to global understanding and cooperation.	Explore common modes of resolving cultural conflicts and find ways to interact comfortably.	Use data about people affected by conflict to create maps and graphical representations.	Explore global scientific cooperation in medicine (eg HIV/AIDS), genetics (eg the Human Genome Project), chemistry and physics.	Describe what can be learnt from past conflicts. Investigate conflict resolution strategies used by individuals and organisations in contemporary and past societies.	Examine ways of restraining people without causing harm.

The Arts	English	Health and Physical Education	Languages Other Than English	Mathematics	Science	Studies of Society and Environment	Technology
Knowledge and understandings – SUSTAINABLE FUTURES							
Develop artworks which present differing perspectives on sustainability such as logging, whaling or desalination plants.	Create a media presentation or campaign designed to change behaviour for a more sustainable future.	Investigate ways of providing food security and health within economic and environmental constraints.	Describe how languages and cultures frame our thinking about the past, present and future.	Use data to test ideas and solutions relevant to sustainable development and to predict futures.	Recognise that scientific understandings have changed over time and that different cultures may have different views in relation to scientific practice. Examine aspects of ecological sustainability. Describe causes for and responses to changes to the surface of the Earth or the atmosphere.	Investigate sustainable development to identify the effect on people and the environment. Investigate how countries and international organisations, cooperate to achieve sustainable futures.	Examine and create simple technology using renewable energy to make daily activities easier.
Skills and processes							
Create artworks using a range of art practices to communicate understandings and opinions about global issues.	Develop confidence in writing and speaking about global issues in the classroom and in other forums. Identify, discuss and challenge simplistic reporting, stereotyping and bias in the media.	Develop skills of negotiation.	Use the language to communicate with a range of audiences about global issues. Communicate orally and in writing with people in other countries.	Use mathematical skills to interpret data and statistics about countries and regions.	Apply relevant scientific understandings to make responsible, ethical and informed decisions about global issues.	Investigate, reason, participate, and communicate using a range of traditional and contemporary texts. Use spatial tools (maps, photographs, satellite images) to analyse development).	Use the Internet to source, sort and evaluate information about other countries. Develop design briefs that will contribute to a solution for a global issue or problem.

Teaching global education across learning areas

The learning emphases and dimensions of the framework for global education provide opportunities to develop multidisciplinary capabilities of students. This can occur when teachers provide opportunities for learning across learning areas, whether by a single teacher (particularly in the primary school environment) or as a collaborative approach between groups of teachers. The most effective way to structure these approaches will depend on how individual schools are organised and the particular curriculum environment.

Essential learnings

Many States and Territories use 'Overarching Learning Outcomes' (eg Western Australia) or 'Essential Learnings' that are integrated into learning areas (eg South Australia, Northern Territory), or that replace learning area-based curriculum structures. These may provide opportunities for teachers to develop curriculum programs, use pedagogical approaches and develop holistic assessments that develop multidisciplinary capabilities in students. To find out more about these approaches, contact a professional development provider (Appendix 2).

Cross-curriculum units of work

Many opportunities exist for combining or sequencing materials and activities from one or more of the learning emphases across learning areas. Knowledge, values and skills developed in one learning area can enhance learning in others. When using cross-curriculum approaches, teachers should ensure that units 0and approaches complement each other, reinforcing learning emphases, values and generic skills.

A focused inquiry about water in the Middle Years might involve finding out about how people collect, store and use water in Australia and in India (Geography, Social Studies, Technology), writing about why safe, clean water is important (Health, Science, Social Studies), creating a poster about water conservation (the Arts, English) and learning how to measure and compare amounts of water (Mathematics).

Special events and projects

Special events, such as theme weeks, that may focus on issues raised by international days, years and decades can reach across learning areas. Performances and site visits can create opportunities for students to experience other cultures and to reflect on some or all of the learning emphases. To make the most of these opportunities, consider activities to prepare for, and to follow up, the special event.

While special events can be used to raise the profile of specific dimensions of learning, or draw together the efforts of teachers, parents and students, they should not be used as a substitute for a long-term commitment to exploring some or all of the learning dimensions within the school's curriculum program. Care should be taken to ensure that special events do not have the unintended effect of marginalising action to address global education as a 'once-a-year' event, or promote the idea that it has 'been done' and needs no further attention.

Special projects that are learner-centred and inquiry-based and that contain opportunities for participation may also engage the interest of students and have a lasting educational impact.

Implementing global education in schools

Implementing global education at all stages of schooling will have implications for teachers, whole school planning and for community participation.

Teaching and learning

Teaching with a global perspective implies that teachers review their teaching and learning strategies and develop their understanding of the framework for global education. This provides opportunities for professional learning about curriculum, pedagogy and assessment for teachers which may involve the development of:

- a commitment to the promotion of tolerance, equity, diversity and openness
- receptivity to and empathy towards different cultures
- recognition that ethnocentric attitudes and stereotyping will have serious negative consequences, and that classroom practice needs to counteract them
- a philosophical grasp of the interconnectedness of the five dimensions of learning
- skills in acquiring diverse, authentic and culturally respectful sources of information about other peoples, cultures, events and issues
- advocacy for global education, as an agent of curriculum change, and as a resource for others.

PRACTISING ACTIVE CITIZENSHIP

Global education enables students to discover how to become involved in community activities and campaigns supporting global justice, human rights and sustainable futures, both within and beyond the school community. Practising active and informed citizenship has the potential to go beyond the academic, focusing on the whole person and developing life-long dispositions.

Students can be assisted to:

- identify and investigate alternative courses of action, and consider the likely consequences, and the advantages and disadvantages of each alternative
- identify barriers to participation generally, or for particular individuals or groups, and devise strategies to overcome these barriers
- reflect on their own growth, evaluate the effectiveness of activities and review forms of participation.

TEACHING ABOUT THE MEDIA

Teaching about some or all of the learning emphases may, if approached with a consistently negative focus, make students feel overwhelmed rather than engaged. Positive approaches to the learning emphases may be developed through an appreciation and understanding of the role of the media (eg newspapers, television, magazines, the Internet).

By engaging with differing media perspectives, students can learn to develop understandings of underlying issues, assumptions and contexts.

> ### Ladder of young people's participation
>
> The Convention on the Rights of the Child makes a strong call for children's participation. This involves developing their confidence and competence to take ownership and responsibility to respond to issues they are concerned about. Roger Hart outlines key factors in fostering children and young people's authentic participation in his essay *Children's Participation: From Tokenism to Citizenship*, UNICEF, available on http://web.gc.cuny.edu/che/cerg/documents/Childrens_participation.pdf

When using the media, students may need assistance to:

- distinguish between fact, interpretation and opinion
- explore the extent to which the language is neutral, emotive or biased
- discuss whether the account is balanced by other views and perspectives
- recognise and critically evaluate the expertise of people who are quoted or interviewed
- identify and test the accuracy of information about the context or historical background
- recognise and evaluate statements of cause and effect
- evaluate whether the media report allows the reader, the viewer or the listener to make up their own mind
- explore assumptions about the audience's knowledge, predispositions and expectations.

USING INFORMATION AND COMMUNICATION TECHNOLOGIES

Information and Communication Technologies have the potential to engage students with a wider view of the world, extend student learning about how the world works and facilitate a change in learning, thinking and teaching.

CHALLENGING STEREOTYPES

When engaging with all or some of the learning emphases, students will need to acquire skills which enable them to comprehend and challenge stereotyping of peoples and cultures on the grounds of religion, ethnicity and gender.

Teachers may need to consider:

- elements of the classroom set-up and routine that might perpetuate stereotyping
- identifying persistent stereotypes that obstruct the understanding of peoples and cultures from other countries or regions
- using a wide variety of reputable and contemporary sources and images to counter stereotypical views of developing countries as places of war, famine, drought and natural disaster, or as an exotic holiday destination
- assisting students to develop the skills to question and critique texts (eg advertising, media images)
- analysing and discussing the assumptions and underlying causes of stereotypical perceptions of other cultures, especially those based on colonialism, racism, ethnocentrism and sexism.

CONTROVERSIAL AND CONTENTIOUS ISSUES

The learning emphases of the framework for global education involve the study of issues that are contentious, or that may be ethically or politically controversial and give rise to conflicting opinions and viewpoints.

Learning about controversial issues is an important part of the educational growth and development of students Handled appropriately, it can equip them with the knowledge, critical thinking skills and emotional literacy to engage in democratic decision-making.

Controversial issues (eg sharing scarce resources, resolving conflict, abuse of human rights) require sensitive handling, particularly at certain stages of schooling. In general, the following principles are important when dealing with controversial issues.

- Issues should receive balanced study and critical appraisal. Minority opinions and views should not be excluded. Differences should be examined and clarified, so that the underlying reasons for the different views can be identified and discussed.
- Allow students to reach their own informed opinions based on individual and group research and discussion.
- Develop the skills in students that enable them to formulate arguments using evidence and to respond to alternative views in constructive and balanced ways.
- Identify the positions and values that are embodied in the Universal Declaration of Human Rights, 1948 and in other United Nations covenants to which Australia is committed, against which students can test opinions and views of global issues.

Teaching and learning processes

The ideas and values inherent in global education include being open, inclusive, unbiased, equitable, responsible, empathetic and fair-minded. Teachers should strive to model these qualities in the delivery of a global education.

The classroom environment and learning processes that teachers choose will have an impact on the level of student engagement. Traditional teacher-centred learning approaches may only partly reflect the values and skills that global education seeks to develop. Teachers might consider using some or all of these learning processes.
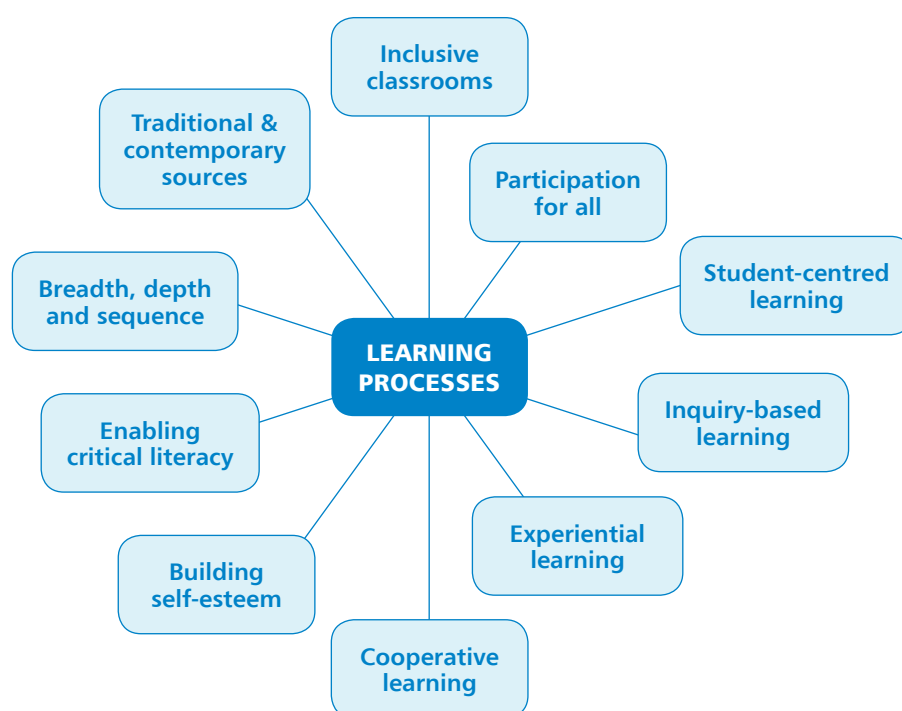
INCLUSIVE CLASSROOMS

It is important to optimise classroom layout to encourage interaction and communication between learners, and for group work. In selecting items for classroom displays, choose images that reflect diversity and the backgrounds of all children or young people in the class, and avoid gender stereotyping. When displaying learners' work, make sure all learners and all types of learning are represented.

PARTICIPATION FOR ALL

Be aware that social pressures may influence the extent of gender participation and roles within an activity or in the class. Ensure all learners have opportunities to undertake different roles and to have their voices heard, regardless of race, gender or ability. Make sure that the language of the classroom is accessible to everyone, including Indigenous students and students with language backgrounds other than English.

STUDENT-CENTRED LEARNING

Create or select activities and materials that are relevant to the learner's lived experience and that affirms and makes use of their existing knowledge and skills. Make connections between the experience of the learner or their families and relevant global issues and events. Encourage decision-making, and support learners in questioning, discussing, negotiating and taking action on issues that concern them.

INQUIRY-BASED LEARNING

Inquiry-based learning activities at all stages of schooling can become journeys of discovery. This kind of learning can create a strong sense of purpose; promote critical thinking and cooperative learning, and support students in taking responsibility for their own learning.

A model of inquiry learning

Tuning in: Identifying and defining an issue with questions for investigation

Finding out: Collecting data to develop understandings

Drawing conclusions: Drawing conclusions, expressing understandings and communicating them to others

Considering social action: Taking action in response to new understanding and conclusions about the issue

Reflection and evaluation: Reflecting on the outcomes of their actions and using this information for further planning and inquiry

EXPERIENTIAL LEARNING

Make use of opportunities to learn through concrete experience (eg 'hands on' experience, classroom visitors, site visits) and authentic tasks to promote active, involved learning. Discussion with people who have particular knowledge and skills will assist in developing understanding of different perspectives. Role-plays and simulations can also be useful tools when used appropriately. Make communication effective by ensuring it is a two-way process; students need to be able to express their thoughts, feelings and responses. Simulation games assist students to put themselves in the roles of others to explore different perspectives and deepen their understanding of complex issues in concrete ways. Teachers should build interactivity into activities and materials whenever possible.

Simulation games and web quests

There are a variety of games and websites which assist students to put themselves in the roles of others to explore different perspectives and responses to current issues.

COOPERATIVE LEARNING

Create situations where students can work together in pursuit of a shared goal. Collaborative work, in pairs or groups, encourages learners to negotiate, compromise and work together to solve problems. Cooperative tasks are useful in promoting a sense of responsibility to others, and also a willingness to reflect on outcomes.

BUILDING SELF-ESTEEM

Help students to develop a positive self-image and a sense of personal achievement. Respond to different learning styles and needs. Set challenging and achievable goals and make them explicit. Encourage all learners to contribute and participate in group activities and discussions.

ENABLING CRITICAL LITERACY

Choose a range of traditional and contemporary print and visual texts and maps that can be compared and evaluated. Contrast texts produced by different cultures and within different countries. Identify and analyse assumptions and audience. Assist learners to develop the skills to think critically about opinions, arguments and evidence, and detect bias and prejudice. Provide opportunities for learners to identify and discuss how media reporting, advertising and images can influence people's thinking and action.

BREADTH, DEPTH AND SEQUENCE

Give careful thought to the degree of depth and complexity in which each dimension of learning is explored at each stage of schooling. Cognitive development in students, as well as the requirements of curriculum frameworks and syllabuses, will clearly shape the choices made. At all stages of schooling there will be diversity and disparity in students' experience, understanding and perception of issues. Use whole school curriculum planning to avoid repetition across classes and levels and identify areas suitable for in-depth study.

TRADITIONAL AND CONTEMPORARY SOURCES

When teaching some or all of the dimensions of learning, use a range of traditional and contemporary sources from and about other regions and countries. Draw appropriate connections with contemporary Australia and Australians (eg Indigenous peoples, cultural diversity). Use speakers from the local community who can provide differing perspectives about an issue or event in another country. Use a wide range of sources to avoid stereotyping and misinformation.

Developing cooperation and interdependence

Cooperation and interdependence should be an integral part of teaching and learning. Collaborative projects and action research can link students to the world beyond the classroom. This can involve working with local community groups, with larger national or international organisations, or with other schools. Opportunities exist for short-term projects or longer-term relationships. Making links with schools in other countries can be a mutually enriching experience, but cultural sensitivity and attention to practical details are absolutely essential.

Professional learning

Teachers interested in global education will benefit from communication with peers, both within their school community and more widely. Keeping up with new developments, sharing ideas and resources, identifying strategies and solutions to difficulties as they arise, maintaining enthusiasm and finding opportunities for collaborative projects and for professional development are just some of the benefits. The contact details of professional development providers are listed for each State and Territory in Appendix 2: Resources.

Global Education Website

The global education website provides a variety of supports for the Global Education Program. It includes teaching resources: information, case studies, teaching activities; online quizzes and learning quests; organising templates; a discussion group, monthly newsletter and links to NGOs and professional development providers.

www.globaleducation.edu.au

Global education across the school

Effective global education is not just a curriculum issue; it requires the involvement of the whole school. Implementing global education in schools requires the development of a shared vision, goals and objectives. Factors that are most likely to support positive change include:

- active participation of the school leadership team from planning through to implementation and evaluation
- a vision of future directions for the school, shared with the school community
- global education principles embedded in school policies
- an implementation group or committee drawn from the school community including teachers, non-teaching staff, parents, students and specialist advisers, to give ownership to all sectors of the school and a structure to ensure that the workload is spread
- identifying the ways that the framework for global education reflects and complements national and State and Territory policies, guidelines and curriculums
- following a coordinated, clear and well-documented approach to curriculum planning and design
- providing appropriate opportunities for teacher professional development and learning
- moving at a rate that is compatible with the school's ability to change
- keeping the school and local community informed and ensuring that successes are celebrated.

Appendix 1: The globally engaged school, is a check-list that can be used by a school to plan and monitor the use of the framework for global education. Its components can be used to explore the school's goals, vision and practices; the flexibility and content of the school's curriculum program; and the readiness of teachers and learners to benefit from global education.

Community engagement

Many global education initiatives can be achieved through collaborative action with the local and broader community. This can include partnerships with other educational institutions, local councils, businesses, industry, and community groups and networks.

Using partnerships and links can create in students lifelong dispositions and workplace competencies. It can also lead to schools gaining access to resources not otherwise available.

Children learn active citizenship

Save the Children has been supporting working children in Bangladesh. They have been taught participation and decision-making skills that have enabled them to organise their own sports events, cultural activities and provide a collective voice for children. Some are publishing their own magazine with training by local journalists. The wider community's understanding of their situation is leading to a decrease in exploitation of working children. As one of the working children said, 'If people try to exploit us, then we can seek help from others in the community who now understand the reality of our situation and will support us; when a child is hit by an employer then we can gather other children and approach the employer – children united, and acting together, can make a difference.'

Appendixes

Appendix 1: The globally engaged school

Use this check-list to think about how effectively your school embraces the principles of global education and to identify opportunities to think, plan and act for the future. Spaces have been included to allow additions to suit the local context.

SCHOOL AND COMMUNITY	
The school incorporates global education principles in its mission statements and formal curriculum documents.	Very effective ⊢——⊢——⊢——⊣ Not effective
The school actively supports and resources the inclusion of global perspectives in the curriculum and wider school programs.	Very effective ⊢——⊢——⊢——⊣ Not effective
The school builds links and partnerships with individuals and groups beyond the local community.	Very effective ⊢——⊢——⊢——⊣ Not effective
The school promotes equal participation by all teachers and students and has structures to facilitate decision making.	Very effective ⊢——⊢——⊢——⊣ Not effective
Teachers and students encourage each other to take action to address community and global issues related to justice, poverty, peace and environment.	Very effective ⊢——⊢——⊢——⊣ Not effective
Everyone takes responsibility to ensure that other individuals behave in ways that promote the safety and wellbeing of the school community.	Very effective ⊢——⊢——⊢——⊣ Not effective

CURRICULUM: WHAT WE LEARN AND TEACH	
The curriculum reflects awareness of Australia's place as part of a regional and global community.	Very effective ⊢——⊢——⊢——⊣ Not effective
The curriculum has strong relevance for all students, including Indigenous students and those from language backgrounds other than English.	Very effective ⊢——⊢——⊢——⊣ Not effective
The curriculum challenges and counters stereotypes of other countries and cultures.	Very effective ⊢——⊢——⊢——⊣ Not effective
The curriculum reflects concern about local and global poverty, injustice, conflict and sustainable development.	Very effective ⊢——⊢——⊢——⊣ Not effective

Global Perspectives A framework for global education in Australian schools

	Very effective ————————————— Not effective
Global perspectives influence teaching and learning across all the learning areas.	Very effective ├──────┼──────┼──────┤ Not effective
Global perspectives influence teaching and learning at every stage of schooling.	Very effective ├──────┼──────┼──────┤ Not effective

CLASSROOM: HOW WE LEARN AND TEACH

The classroom set-up and environment promotes cooperative interaction and effective communication.	Very effective ├──────┼──────┼──────┤ Not effective
Teaching and learning activities are designed to foster students' sense of their own value and encourage them to take responsibility for their own learning.	Very effective ├──────┼──────┼──────┤ Not effective
Students have opportunities to take part in decision making and to learn processes of negotiation and consensus building.	Very effective ├──────┼──────┼──────┤ Not effective
Students are encouraged to think critically using a diversity of media and other resource materials.	Very effective ├──────┼──────┼──────┤ Not effective

GLOBAL CITIZENS: WHO WE ARE AND HOW WE BEHAVE

Teachers and students are open to learning about the world and how it is organised from a range of social, cultural, political and environmental perspectives.	Very effective ├──────┼──────┼──────┤ Not effective
Teachers and students have positive values – they believe in the potential of others, have compassionate concern for the rights of others, and care for the environment.	Very effective ├──────┼──────┼──────┤ Not effective
Teachers and students are actively learning skills of intercultural communication, peaceful conflict resolution, visioning and contributing to a fairer and more just world.	Very effective ├──────┼──────┼──────┤ Not effective
Teachers and students are committed to taking action to build a better world for all and providing a sense of hope for the future.	Very effective ├──────┼──────┼──────┤ Not effective

Appendix 2: Resources

PROFESSIONAL DEVELOPMENT PROVIDERS

With the support of AusAID, professional development for educators in global education is provided to all Australian States and Territories. Contact details are included on the global education website www.globaleducation.edu.au

PRINT RESOURCES

Browett, Julie and Ashman, Greg 2008, *Thinking Globally: Global perspectives in the early classroom,* Curriculum Corporation, Carlton South.

Calder, Margaret and Smith, Roger 1993, *A Better World for All: Development Education for the Classroom, Books 1 and 2,* 2nd edn, AIDAB, Canberra.

Fountain, Susan 1995, *Education for Development: A Teacher's Resource for Global Learning,* UNICEF and Hodder & Stoughton.

Gilbert, Rob 2004, 'The global futures perspective', in Rob Gilbert (ed) *Studying Society and Environment: A Guide for Teachers,* Social Science Press, Southbank.

Guy, Roslyn 1998, *Look Global: Global perspectives in the upper primary classroom,* Curriculum Corporation, Carlton South.

Hicks, David and Holden, Cathie (ed) 2007, *Teaching the Global Dimension: Key principles and effective practice,* Routledge, London.

Pike, Graham and Selby, David 2001, *In the Global Classroom, Book 1 and Book 2,* Pippin Publishing Limited, Toronto.

Poultney, Trevor 2004, *Globalise me! A student's guide to globalisation,* Curriculum Corporation, Carlton South.

Reid-Nguyen, Rebecca 1998, *Think Global: Global perspectives in the lower primary classroom,* Curriculum Corporation, Carlton South.

Steiner, Miriam 1996, *Developing the Global Teacher: theory and practice in initial teacher education,* Trentham Books, Stoke-on-Trent.

Townsend, Tony and Otero, George 2000, *The Global Classroom: Activities to Engage Students in Third Millennium Schools,* Hawker Brownlow Education, Highett, Vic.

Triolo, Rosalie 1998, *Go Global: Global perspectives in the secondary classroom,* Curriculum Corporation, Carlton South.

Tudball, Libby and Stirling, Lindy 2010, *Bright Sparks, Leading Lights; Snapshots of Global Education in Australia,* SEAA, Melbourne.

ONLINE

Global Education (Australia)
www.globaleducation.edu.au

Queensland: Global Learning Centre
www.glc.edu.au/

South Australia: Global Education Centre
www.global-education.asn.au/

Western Australia: One World Centre
www.oneworldcentre.org.au/

United Nations Cyberschoolbus
www.un.org/cyberschoolbus/

Global Dimension
www.globaldimension.org.uk

Global Focus New Zealand
www.globalfocus.org.nz

One World
www.oneworld.net

World Bank Youthink!
www.youthink.worldbank.org/

The American Forum for Global Education
www.globaled.org/

Facing the future
www.facingthefuture.org/

The National Peace Corps Association
www.rpcv.org/index.cfm

Global Education Network (Canada)
www.global-ed.org/

NON-GOVERNMENT ORGANISATIONS WORKING IN INTERNATIONAL DEVELOPMENT

Australian Council for International Development
www.acfid.asn.au

AUSTCARE
www.austcare.org.au

Australian Red Cross
www.redcross.org.au

Australian Volunteers International
www.australianvolunteers.org.au/

CARE Australia
www.careaustralia.com.au

Caritas Australia
www.caritas.org.au

Oxfam
www.oxfam.org.au
www.oxfam.org.uk/education/

PLAN International Australia
www.plan.org.au

Save the Children Australia
www.savethechildren.org.au

TEAR Australia
www.tear.org.au

UNICEF Australia
www.unicef.com.au

Water Aid
www.wateraid.org/australia

World Vision Australia
www.worldvision.org.au

AUSTRALIAN GOVERNMENT SITES

Australian Agency for International Development
www.ausaid.gov.au

Department of Foreign Affairs and Trade
www.dfat.gov.au

Austrade
www.austrade.gov.au

INTERNATIONAL ORGANISATIONS

Asian Development Bank
www.adb.org

Food and Agriculture Organization
www.fao.org

UNESCO
www.unesco.org

UNICEF's Voices of Youth
www.unicef.org/voy/

United Nations
www.un.org

United Nations High Commissioner for Refugees (UNHCR)
www.unhcr.ch

World Bank
www.worldbank.org

World Health Organization
www.who.org

ENVIRONMENTAL ORGANISATIONS AND RESOURCES

Australian Conservation Foundation
www.acfonline.org.au

Friends of the Earth Australia
www.foe.org.au

Greenpeace Australia Pacific
www.greenpeace.org.au

Landcare Australia
www.landcareaustralia.com.au

Planet Ark
www.planetark.org

Teaching and learning for a sustainable future
www.unesco.org/education/tlsf/

The Wilderness Society
www.wilderness.org.au

Worldwatch Institute
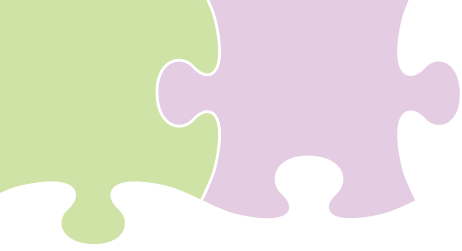**www.worldwatch.org**

WWF Australia
www.wwf.org.au

HUMAN RIGHTS ORGANISATIONS

Amnesty International Australia
www.amnesty.org.au

Australian Human Rights Commission
www.hreoc.gov.au

Human Rights Council of Australia
www.hrca.org.au

Human Rights Watch
www.hrw.org

Global Perspectives

A framework for global education in Australian schools

Global Perspectives: A framework for global education in Australian schools provides a revised structure for global education, recommendations about integrating global perspectives within and across learning areas, and advice for teachers and school leadership teams about how to implement the framework at a school level. It builds on *Global Perspectives: A statement on global education for Australian schools* offering a concise, practical and philosophical guide to the aims and themes of global education as it has developed in Australia. The statement was the result of extensive planning and consultation, and synthesised the theory and existing practice of global education.

Support resources and updated information is available at:
www.**globaleducation.edu.au**