



**Social and Citizenship
Education in a Disrupted
World: empowering young
people for these times**

**25th – 26th
November
Melbourne**

Workshop & Paper abstracts in alphabetical order

WORKSHOPS

Cross-curricular opportunities for integrated active citizenship in the middle years (Years 5-8)

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In this workshop I explore the 'Twenty reasons why cross-curricular citizenship education [CE] struggles to take flight in schools' I have discussed in a recent paper. Participants will have the opportunity to discuss four categories of barriers – structural, epistemological, attitudinal and pedagogical – for why cross-curricular CE faces obstacles in secondary schools in particular, and the challenges for schools and teachers who want to do it well.

Cross-curricular CE can enrich a core program of discrete CE when organized through identifiable 'carrier' subjects and designated units of study. This workshop – in dialogue with participants – identifies ten enablers of high-quality cross-curricular CE. I was the editor of an eight-book series on active CE for 11-16 year old students in England a decade ago. I will share examples of these units of work drawn from History, Geography, English and Religious Education, which can be utilised and/or adapted for middle years classes in Australian contexts.

The focus includes how students can realise opportunities to effect change in through cross-curricular citizenship learning. Participants will be asked to share their own experiences of cross-curricular CE which works well in their contexts, that they can implement in their own school contexts!

Human-centred approaches to teaching and learning in these disrupted times.

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Characterised by the fusing of material, cyber and human worlds; the Fourth Industrial Revolution (4IR) is transforming the way people live, work, consume and experience society through an emerging cyber-physical world of 'mixed and immersive realities'. The emerging technologies of the 4IR present some of the most significant contemporary issues for education to address. How do we create teaching and learning for a VUCA environment, where volatility, uncertainty, complexity and ambiguity in society mean that human experience is being disrupted and challenged in radical ways.

Human-centred approaches to teaching and learning approaches involve young people and promote understanding of contemporary issues in engaging ways. In this engaging workshop, you will have the opportunity to develop knowledge and skills about human-centred approaches to learning. You will be able use these skills to critically evaluate a current unit of work you are teaching and then apply what you have learned to developing your next unit of work through a human-centred approach to learning.

Participants will walk away with concrete tools and strategies to help them develop teaching and learning programs that address the challenges of a VUCA environment and provide learning outcomes that enable their students to live well in a world worth living in, as tomorrow's citizens, through today's education.

Building political knowledge of young Australians

Dr Zareh Ghazarian (Monash University) and Dr Jacqueline Laughland-Booÿ (Australian Catholic University) zareh.ghazarian@monash.edu

There has been a concerted effort to develop the capacity of young Australians to be active and engaged citizens over recent decades. National and state-based civics and citizenship programs have sought to build the knowledge of students about their rights and responsibilities as citizens. Despite these attempts, national testing by way of the National Assessment Program – Civics and Citizenship (NAP-CC) still shows that many students are unable to reach the proficiency standard for their year level. This suggests that large numbers of young Australians remain unsure of their rights and responsibilities as citizens. This has implications for the confidence young people have in trying to influence the direction of the community during their time as students as well as after they leave school. This paper explores the existing challenges in building students' understanding in this space and identifies opportunities that may enhance the political knowledge of young Australians.

The democratic classroom: empowering students through school parliaments

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How do we ensure that students understand Australia's democracy in an already crowded curriculum? One answer is with a school parliament. We know that students learn best by doing, so it follows that if we want our students to learn responsible citizenship, we need to provide opportunities for them to develop the necessary skills.

For time-poor teachers, a school parliament can address the civics portion of the Australian Curriculum without taking up additional classroom time. For example, a Year 6 student who elects a classmate to a school parliament will have a good grasp of 'the responsibilities of electors and representatives in Australia's democracy' (ACHASSK145), while a Year 9 student who participates in a campaign will understand 'how citizens' political choices are shaped, including the influence of the media' (ACHCK076).

This workshop from the Parliamentary Education Office will launch participants on their journey to starting a class or school parliament. The workshop is also suitable for teachers who are already involved in a school parliament or those who are just curious. During this workshop participants will:

- enhance their knowledge and understanding of the Australian Parliament
- develop skills and a plan for getting students involved in democratic processes
- come away with a collection of curriculum-aligned interactive and immersive teaching resources.

Contextualising education for global competence to enhance student voice and agency

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Although the terminology and some aspects of the foci may differ, education for the 4Cs or 21st century skills, civics and citizenship education, education for global citizenship, and education for global competence, share a core aim of fostering the knowledge, skills, values and attitudes students need to have voice and agency in our globalised world. How this type of education is interpreted and implemented, however, is dependent on individual educators' skills and beliefs, their initial teacher training and any subsequent professional learning, and the context in which they are operating. This workshop will give insights into how educators are interpreting and implementing this type of empowering education in Punjab, Pakistan; Central Kalimantan, Indonesia; and Queensland, Australia. It will also give insights into whether the educators in these regions are seeing links between these pedagogies and their local curriculum, and whether they are making the connection with student voice and agency. The workshop will then introduce a new micro-credential in *Leading Education for Global Competence* and use activities from these modules to assist workshop participants in identifying where in their contexts they are using 21st century skills, education for global citizenship and/or global competence, or other related pedagogical frameworks to provide opportunities for student voice and agency. The workshop facilitators will also assist the participants to consider opportunities for improvement in their current approaches and/or identify additional opportunities that may be inherent in the participants' various contexts.

Service Learning and reciprocity. How one NGO and their supporting schools are making magic happen – and how you can too!

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Much is written about the important role that service learning plays in developing students into active citizens. Research also warns of the dangers of voluntourism and the low impact of passive student engagement in civics and citizenship education. But what happens when we get it right? This workshop will explore how Blue Dragon Children's Foundation, an Australian NGO operating in Vietnam, is working with teachers and students around the world to keep reciprocity at the heart of their interactions, ensuring positive outcomes for all involved - in a pre, mid and post Covid world. From relationship building, collaborative face to face and online projects to embedding content into curriculum and assessment, Kim and Ian will talk about what worked, what didn't work and what's coming next. Participants will be invited to examine their own existing and potential partnerships with community partners.

From the power of the individual to creating systemic change – inspiring students to start where they are.

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The Human, Earth Project

Poverty. Human Trafficking. Gender inequality. Issues that seem overwhelming and impossible to solve. Ben Randall will explore how he is using his 'Sisters for sale' film and books as educational resources to inspire and empower young people to create change around the world. From the simple act of picking up litter to the seemingly impossible search for his friends who had been trafficked into China, Ben will demonstrate how each of us can make a very real difference in our own lives and in the lives of those around us.

Empowering voice and agency in our democracy

Dr Stephanie Smith Museum of Australian Democracy at Old Parliament House

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Young people are an essential part of our democracy. Their voice, agency and active participation from a young age are important to their overall development as empowered, engaged citizens. Through the Civics and Citizenship curriculum, General Capabilities and Cross-Curriculum priorities, we have a strong mandate to help prepare students for the future, engage them in contemporary issues and cultivate the development of their soft skills (21st century skills). We need young people to have an awareness of the importance of their voice in our democracy, and acknowledge that their democratic participation is not simply limited to voting, protesting or petitioning.

This exploration and development of young people as citizens is an essential part of the classroom and greater school community. Through our workshop, we will unpack a variety of resources to support primary and secondary students ranging from digital workshops, interactive experiences, stand-alone activities to complete units of work. These high-quality resources include links to student voice and agency, media literacy, grassroots democracy and are all grounded in an inquiry approach. Teachers will explore creative approaches to delivering content, supporting them to provide rich learning opportunities and deeper content engagement with their students.

Controversial conversations in the classroom

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Connecting civics and citizenship education to the classroom can be tricky, especially when many contemporary examples can be considered controversial. This workshop explores a range of classroom strategies to engage with tricky topics, especially ones where there are lots of diverse views and differing opinions, not just about what the law should be, but also how the law should be implemented. Using case studies, such as Oscar's Law and Medically Supervised Injecting Centres, we use Visible Thinking Routines, question matrices and several other teaching tools to explore and analyse the different responses and parliamentary processes that enable democratic debate. Each strategy is linked to a broader framework for navigating political issues in apolitical ways. Included in this session are ways to provide avenues for student voice and opinions, while enabling the teacher to stay impartial, for instance using opportunities such as the Parliament Prize to not only engage with Parliament and state Members of Parliament, but to also provide avenues for student voice, especially on issues they are passionate about. This is a hands-on workshop, with lots of ideas that are adaptable and flexible to meet the needs of teachers and students across a range of year levels, with a focus on teaching and learning strategies for exploring contemporary issues in the classroom.

PAPERS

The perceptions of young citizens: Exploring issues of sustainability, globality and citizenship

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The relationships that we develop with our environment and the world become a driving force in the type of citizen we become. This research explores the developing perceptions that young citizens have about sustainability issues, global perspectives and citizenship. Students in year 10 took part in a sustainability-based dramatic unit that was integrated into their school drama subject. The first phase of the research project introduced the students to a water focused pre-text that provided the underpinnings for the dramatic unit to be developed by the students. During the first phase, the students completed a questionnaire and participated in focus group interviews which investigated their thoughts and ideas about global perspectives, citizenship responsibilities and their experiences with sustainability. The responses were used as a measure to compare the development of the dramatic unit and changes in perceptions about the way they viewed sustainability, globality and citizenship throughout the project. It was evident from the findings that the students showed significant changes in perceptions that evolved from *the head to the heart*. In this respect, the students experienced citizenship as an emotion, whereby they made links between their chosen behaviours and the possible impacts on the environment and world around them.

Youth as change agents are our future

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The United Nations Convention on the Rights of the Child clearly states that young people have the right to speak about, be listened to, and their views be given due consideration in matters that affect them. Youth voice, the *individual and collective perspective and actions of young people*, is never more important than in times when the world has been disrupted. Further, as social actors who impact on and are impacted by their environment, young people have agency and capacity to act, make choices and advocate for changes. When student voice is concerned with outcomes, actions and processes, then power is invested in, and held/owned by them, thereby contributing to change.

However, advocating for change and having the confidence to be heard requires practice, and for an increasing number of young people who are disengaged or marginalised from learning and societal engagement, they require opportunities. Co-designing authentic preventative approaches that are directly relevant to their lives and contexts, empower young people's voices to address growing inequities promoted by societal privilege, power and oppression. To achieve this, educational settings need to dedicate time to ensure that young people are active change agents in issues directly related to their life worlds. This paper will highlight the importance of listening to youth voice and adopting a co-design approach to curriculum, learning and life issues. The voice of young people will be embedded to support the rationale for this approach.

Global Citizenship Education during the pandemic: Learning from #StopAsianHate

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The Covid-19 pandemic is a reminder of the importance of increasing connectivity amidst the accelerated rate of changes and disruptive events of our era. The need and the rationale for global citizenship education (GCED) is even more emphasized by many educational organizations, including UNESCO. In the paper, I will provide a brief overview of the current GCED discourses conceptualizing global competence as instrumental action and a binary view of global-local relations. These discourses assume the global economy is a knowledge-based economy. I will focus on our current era conceived of as a learning economy and propose the idea of *curriculum-as-relations* for GCED. This acknowledges the need to transform the conceptualization of learning. Beyond learning by doing and learning by listening, GCED through curriculum-as-relations focuses on providing opportunities for learning by interacting, a true relationship-based approach in which the focus is to develop “know-who” through words, skill sets, and knowledge that enable citizens to identify different stakeholders and actors and their expertise. Second, the view of GCED disruptive events (e.g., pandemic outbreaks) are considered the norm. Therefore, the core element of learning involves unlearning through critical reflexivity. Third, GCED through curriculum-as-relations focuses on providing authentic trans-local encounters.

Curriculum-as-relations conceptualizes competence as situated praxis and focuses on providing *authentic critical-translocal learning*. This offers an alternative view of global-local relations as “articulated moments created by situated praxis”. This new understanding may help different stakeholders to imagine GCED curricula beyond a Tylerian instrumentalist, ends-means orientation of curriculum. In presenting the idea of curriculum-as-relations for GCED, I provide examples from #StopAsianHate #Iamnovirus both in digital (e.g., Social Media) and physical spaces (Public protest/vigil), highlighting the engagement of youth. This presentation will focus on the conference theme, “Learning from young people who are participatory citizens in schools and communities”.

The absence of ‘student voice’ in the Australian curriculum

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Much popular rhetoric circulates about the importance of ‘student voice’ in education, affirmed by decades of academic scholarship and government education policy. Yet how this interest and advocacy translates to formal curriculum resources remains unclear. In this paper we draw on a comprehensive review of formal curriculum resources currently available on the Australian Curriculum, Assessment and Reporting Authority (ACARA) website, focusing specifically on explicit references to student voice and related language such as ‘agency’ and ‘participation’. We find a notable absence of this language in the resources, sitting in discordance with the increasing emphasis on the development of ‘active citizens’ as a federal and state government priority. In the few instances where the language of student voice is evoked, it relies on students meeting particular conditions in regard to what and how they use their ‘voice’. We consider the implications of these findings and how to strengthen alignments between policy and curriculum .

‘Towards Collectively Empowering “Lived Citizenship Communities” among Diverse Victorian Youth’

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This research project—a collaboration between university researchers and a community-based NGO serving migrant youth in Melbourne—sought to understand and celebrate how diverse Victorian youth (refugees, migrants and youth of colour) created supportive ‘citizenship communities’ as a way to build a sense of belonging, inclusion and resilience. Employing a qualitative (Stake, 1995), World Café (The World Café, 2021), co-designed methodology, we explored the multiple ways immigrant youth was understanding and participating in Australian society(ies), particularly in post-COVID19 contexts. To analyse and understand our data, we drew on critical and post-structural perspectives of education (Darder, 1991; Foucault, 1977; Freire, 1970) that attempt to acknowledge and embrace forms of difference, while at the same time challenging and trying to re-make oppressive power relationships into empowering ones.

Initial analyses of our research data indicate that our participants have created and acculturated themselves into a plethora of supportive, inclusive and self-defined ‘citizenship communities’. These communities have clustered around the themes of *political activism*, *cultural activism*, *fields of study* (secondary/tertiary), *identity affirmation* (refugee, gender, ethnicity/language, LGBTQ+, etc.), *sport* and *geographic affinity* (the Westside, Northern Suburbs, etc.). However, the levels of security and resilience that these communities are providing to their young members is directly connected to the types of power, oppression and resistance the youth encounter and engender as they enact their ‘lived citizenship’ (Cary & Pruyn, 2021) in this same communities.

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From active to activist citizenship education

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The Alice Springs (Mparntwe) Declaration (2019) calls upon educators to ensure that they encourage young people to become (amongst other things) “active and informed members of the community,” an idea echoed in the current consultation draft of the new Australian Curriculum. Recent events and struggles, including the Black Lives Matter protests and climate strikes, have made clear that being “active” is, by itself, not enough. Rather, we argue that we need a conceptual shift from “active” to “activist” citizenship praxis.

This panel is composed of four teacher educators who discuss the opportunities and challenges they face in teaching about, through, against and for activ(e)ist citizenship in their own institutional settings. Anchored in Heggart’s (2020) recent *Activist Citizenship Education*, they will share examples about how they seek to move away from conceptions of ‘active citizens’ towards ‘activist citizens’ in support of more critical membership in the community. Keith will explain approaches to develop

activist citizenship amongst pre-service teachers. Ying will draw on the case of NSW primary schools to discuss the opportunities and limitations of an integrated approach to an activist form of citizenship education, Yeow-Tong will speak on the role and place of history education in activist citizenship learning and praxis, and Bryan will speak to the challenges and (im)possibilities of teaching activist citizenship towards anti-racist ends.

Youth disengagement from formal politics: Addressing causes and solutions through civics and citizenship education

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Australian youths are becoming increasingly disengaged from formal politics, which is problematic for democracy and sets a barrier against making practical and effective societal changes in these disrupted times (Arvanitakis, J., & Marren, S, 2009). Whilst existing literature often explores the causes and solutions for disengagement in isolation, this paper focuses more closely on the links between the two.

This paper starts with a literature review to investigate the causes of youth disengagement. Some key findings include: 1) declining faith in formal political institutions to deliver change; 2) inadequate level of civics and citizenship knowledge among older year levels; 3) outdated and limited opportunities to engage in formal politics; 4) the interplay between these different factors.

The second part of the paper explores civics and citizenship education's potential to address these key causes. A workshop on electoral education was designed for Year 11 students in an Independent unisex school in Melbourne. The workshop consisted of information sessions and activities, each with a focus on targeting one of the identified causes of disengagement. A follow-up survey was then delivered to assess the students' engagement and enjoyment in the workshop, as well as the workshop's effects on their interest and knowledge in politics. The workshop aimed to provide empirical evidence that supports and opposes the causes raised in the first part of the paper and to identify the most effective method of civics and citizenship education to encourage youth engagement in formal politics.
