

One World Centre

educating for a just and sustainable world

Global education
and History



GLOBAL EDUCATION PROJECT
Professional Learning Initiative



What is the One World Centre?

The One World Centre implements the **Global Education Project**, a professional learning initiative, for educators in WA.

We offer professional development **workshops** on a range of global and development issues at the centre, in schools and at universities for teachers and pre-service teachers.

Education Officers work with teachers and schools on **programmes and resources**, and to take a **whole school approach** to global education.

The **OWC library** provides a wide range of global education teaching and learning resources suitable for teachers and students.

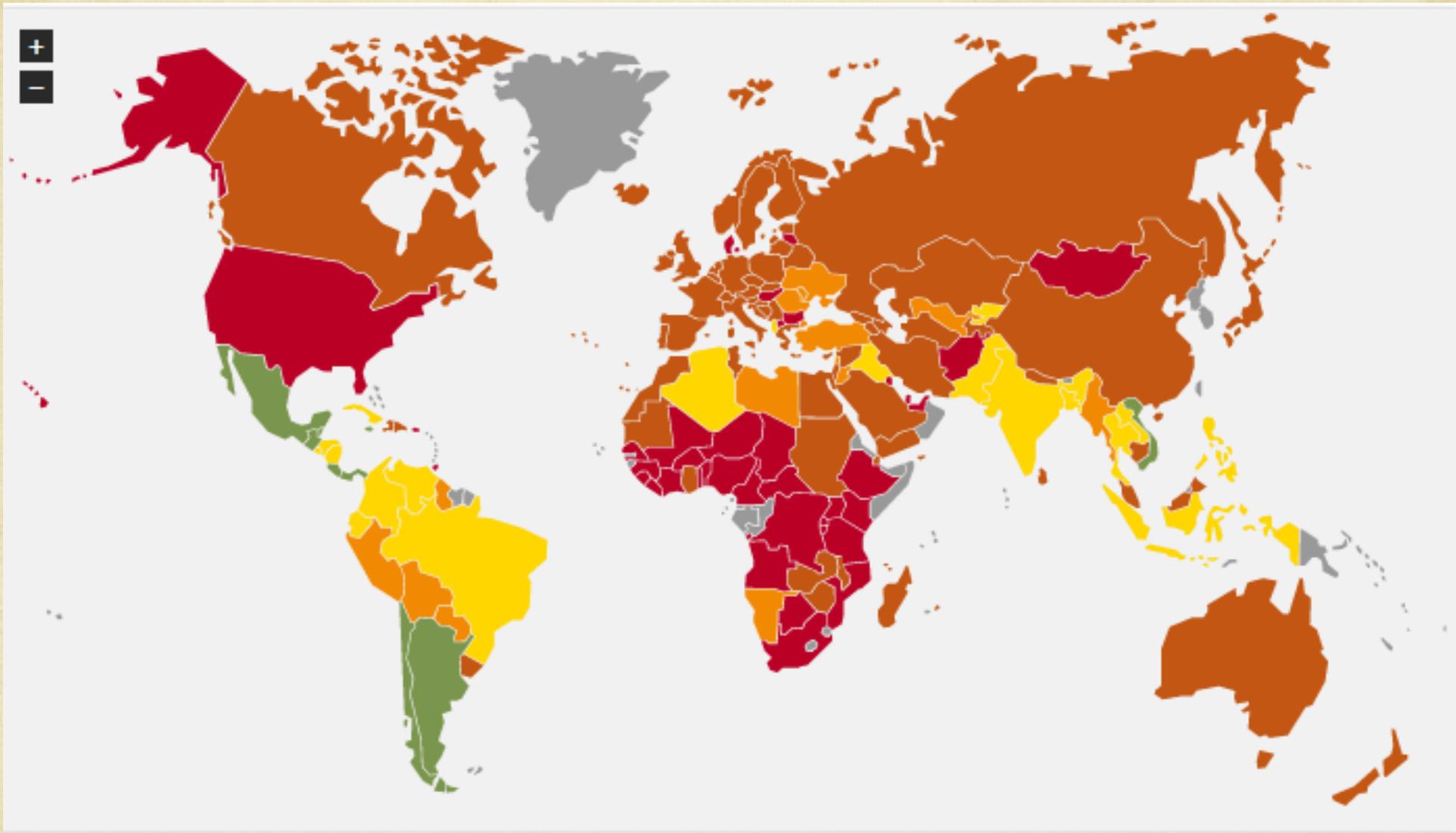
Check out the OWC at:

www.oneworldcentre.org.au



The Lolly Game





What do children think?

- Aware of global and national issues
- Are often misinformed and make judgements based on this
- Want to know and do more

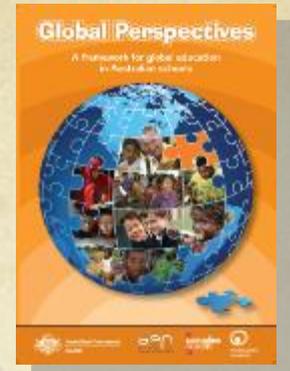
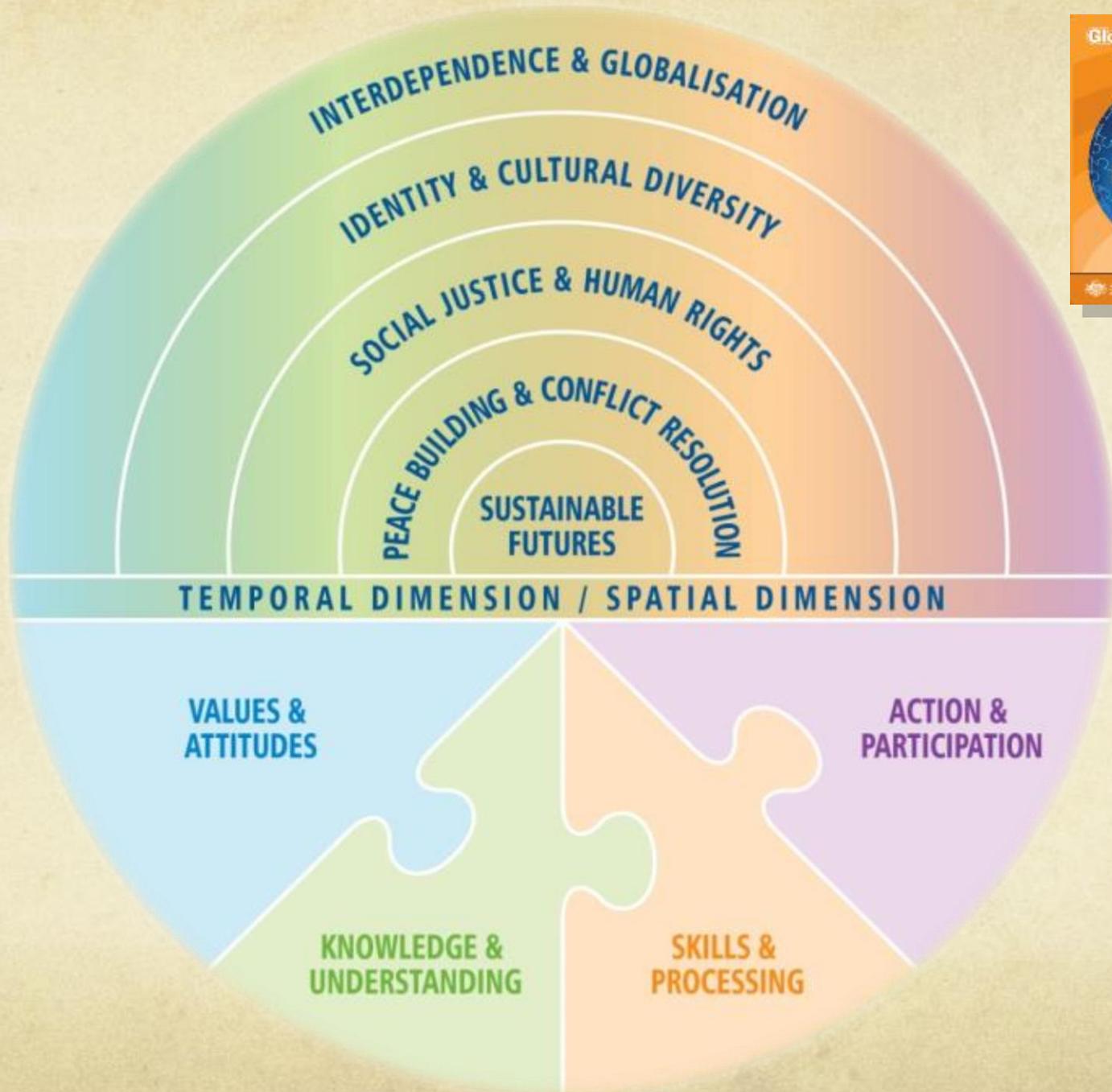
Cathy Holden – University of Exeter

What's Global Education?

“Enabling young people to participate in a better shared future for all is at the heart of global education.

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”

Global Perspectives: A framework for global education in Australian Schools
Commonwealth of Australia, 2008

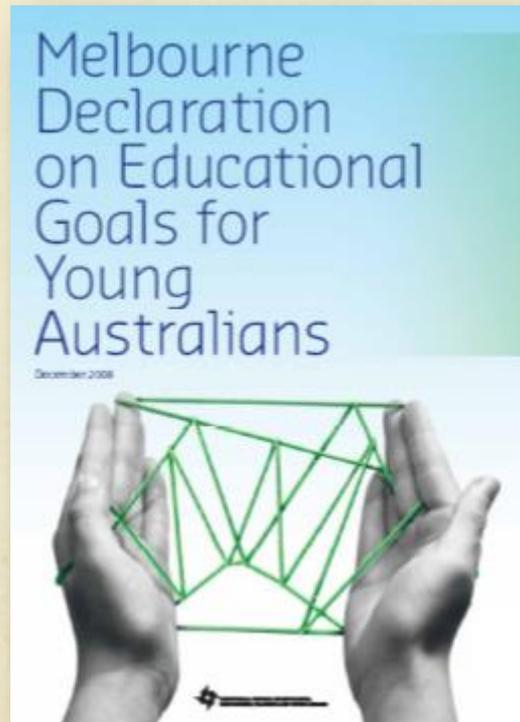


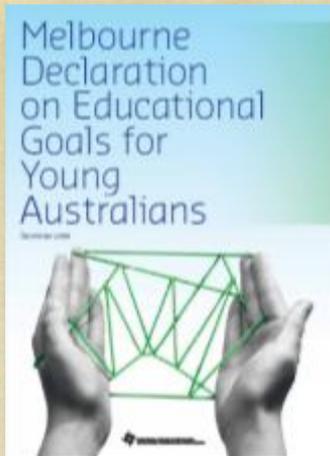
Actions for Change

- LEARN
- TALK
- BUY
- DONATE
- SHOUT
- VOLUNTEER
- LIVE



Goal 2: All young Australians become successful learners, confident and creative individuals, and informed citizens





Active and informed citizens:

- are committed to national values of democracy, equity and justice, and participate in Australia's civic life
- are able to relate to and communicate across cultures
- work for the common good, in particular sustaining and improving natural and social environments
- are responsible global and local citizens.
- act with moral and ethical integrity

AC: 3 Cross curriculum priorities



Sustainability:

- environmental
- social
- political

Aboriginal and Torres Strait Islander Histories and Cultures

Asia and Australia's Engagement with Asia

acara

AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

AC: General Capabilities

- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

- Context for literacy, numeracy, ICT capability

From the rationale of AC: History:

The study of history is based on evidence derived from remains of the past. It is interpretive by nature, promotes debate and encourages thinking about human values, including present and future challenges.

- explore **connections between Australia and the wider world** and relate past events to the present day;
- explore the influence that **diverse cultures and ideas** have had on each other over time;
- appreciate that there are **multiple perspectives on global issues and events.**

Labour – match each quote to a date

"You have got to get deep into the mining pit by a rope, take what you have been ordered and then go back to the surface...I nearly suffocated inside the pits..."

"Tying so many knots hurts so bad. We had to wash the blood off the rugs. We never stopped bleeding."

"I was not allowed to rest. If I did something wrong or it was not what they wanted, they hit me. If I wanted to sit down for a bit because I was so tired, they would scream at me."

"When I first started this work I burned my whole hand, not just my fingers. But slowly I've gotten used to the work. I still burn my fingers but because I've burned them so much they've gotten tough."

1931-1936

1873-1878

2009-2014

1987-1992

All quotes were from 2009-2014

http://www.ilo.org/wcmsp5/groups/public/-ed_norm/-declaration/documents/publication/wcms_decl_fs_44_en.pdf

https://www.goodweave.org/story_detail.php?story_id=71

<http://www.bbc.com/news/business-25947984>

<http://www.schoolsworld.tv/node/2734>

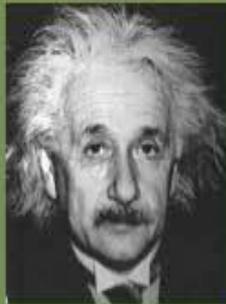
**Global
Economy**

**Global
Terrorism**

**Energy
Resilience**

**Natural
Disasters**

Pandemics



**“The significant problems
we face cannot be solved at
the same level of thinking
that created them.”**

**Climate
Change**

**Species
Extinction**

**Water
Shortages**

**Poverty
Reduction**

**Food
Resilience**

The Danger of a Single Story – Chimimanda Adiche



Image Credit: Chris Boland

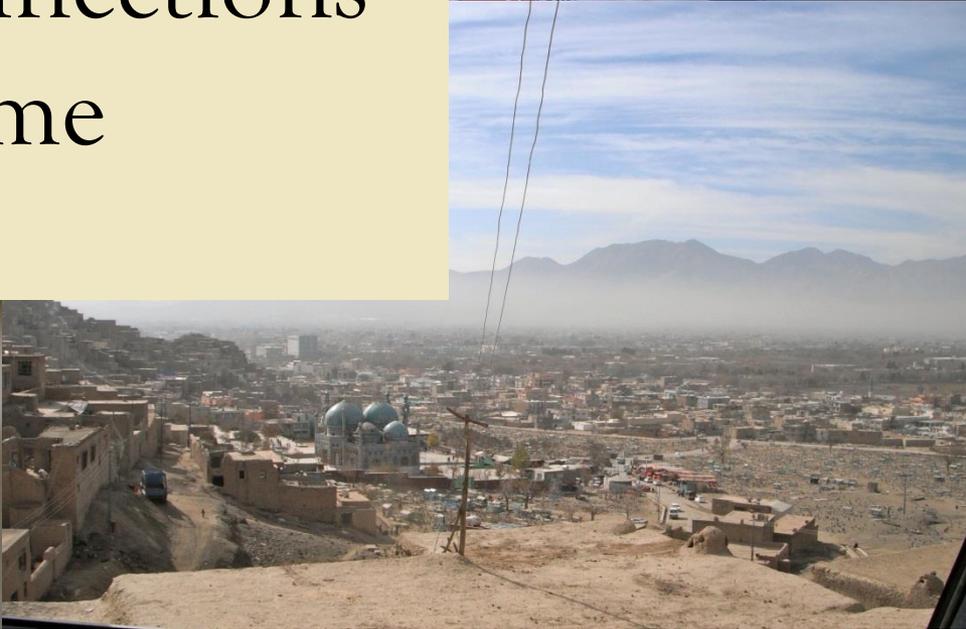
One World Centre

educating for a just and sustainable world

Global education
and History



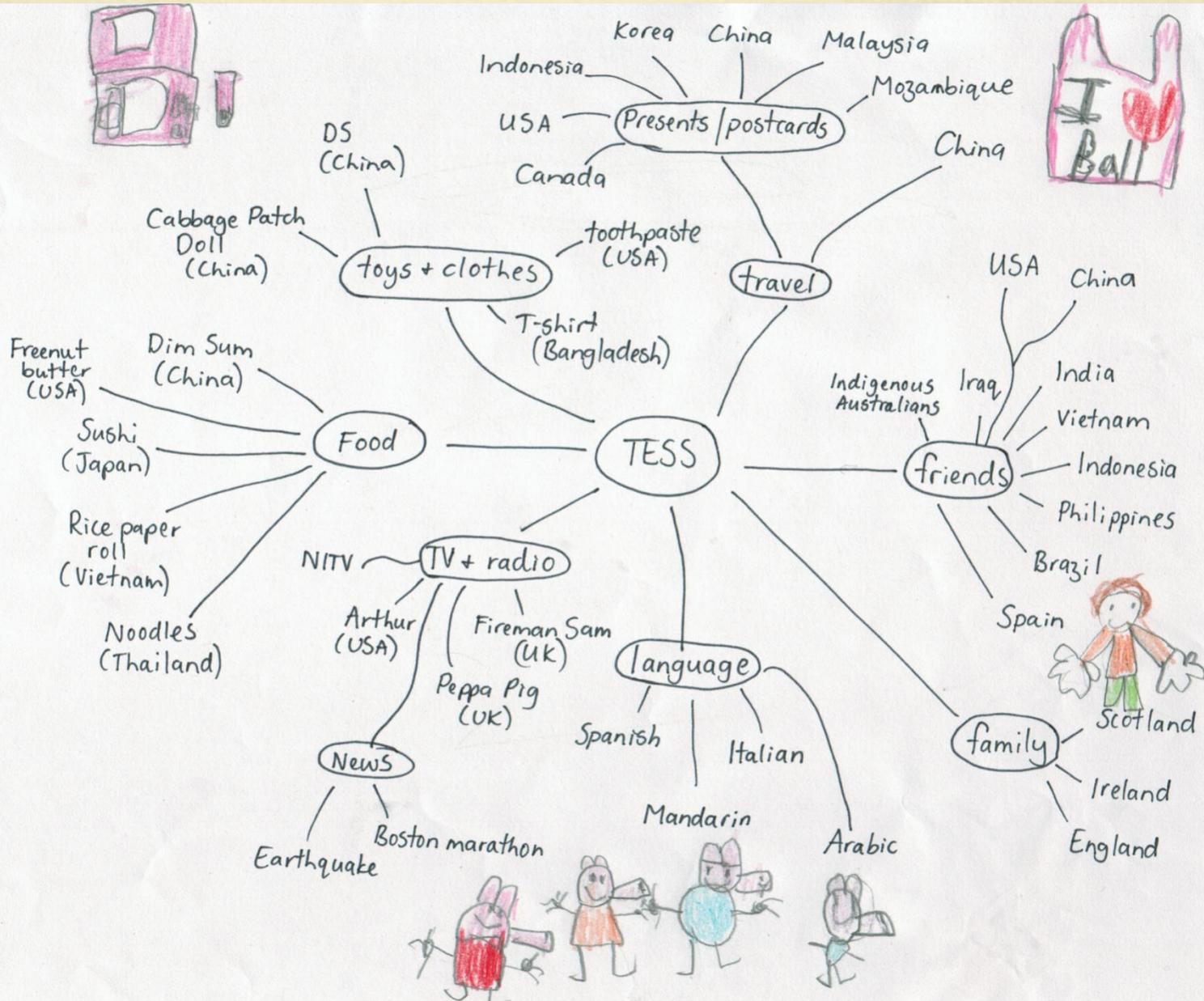
GLOBAL EDUCATION PROJECT
Professional Learning Initiative



Interconnections game

Photo credits: Australian Aid and One World Centre

Tess's global connections



Curriculum links - interconnection

F: Who the people in their family are, where they were born and raised and how they are related to each other ([ACHHK001](#))

Yr 3: The role that people of diverse backgrounds have played in the development and character of the local community ([ACHHK062](#))

Yr 4: The nature of contact between Aboriginal people and Torres Strait Islanders Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment ([ACHHK080](#))

Yr 6: Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.

CCPs - ABTSI H&C, Sustainability, Asia

History teaching for the common good

- Historical discipline, for the *purpose* of giving students the tools for contributing in a participatory democracy
- The role of primary sources in giving voice to the voiceless, uncovering stories that otherwise may not have been told
- Critical reading of actual documents – preparing for active citizenship
- Defending arguments leading to informed contribution
- Empathy – involving evidence, decision making, understanding perspective, more than imagining
- A moral response – an impact on current behaviour

Helpful references:

- Barton, K & Levstik, L (2004) *Teaching History for the Common Good*. New Jersey: LEA
- Gradwell, J, (2010) Using sources to teach history for the common good: A case of one teacher's purpose. *The Journal of Social Studies Research*, 34(1), 59- 76
- Hoeppe, B., Hennessey, J., Brown, P., Henderson, D., Mills, M. & Walton, O. (2005) *Global Voices: Historical inquiries for the 21st Century*. Milton, Queensland: John Wiley & Sons

GE at work: Historical campaigns

THE CAMPAIGN GRID
 The campaign grid is a tool to break down a campaign into manageable sections through a series of seven questions examining the goal of the campaign, how campaigners organised themselves and how they got their message across. Completed grids on the *Campaign! Make an Impact* website link directly to original British Library source documents for each question. Museums and archives can add material or objects from their own collections. You can also use the grid format to help arrange information for a historical campaign of your own choosing.

The campaign subject matter can be taught either by following each step of the grid or by drawing out the major themes.

LOOKING AT HISTORIC CAMPAIGNS

STEPS TO	KEY QUESTIONS	CAMPAIGN	EVIDENCE	SOURCE
What was the campaign about?	What was the problem that was being addressed? Which communities did it involve?			
What was the goal of the campaign?	How has the community been improved as a result of the campaign? What was the 'vision for a better tomorrow? Who ran the campaign?			
How did the campaigners become experts on the issue?	What information and statistics were available to support their position? How did they learn about both sides of the issue?			
Was there a resource pool? Who were their allies?	Money may not have been the only resource! What skills and talents did they have? Who did they know that could help?			
Who were their opponents and what stood in their way?	Who were their opponents and why? What other issues may have been a problem for them?			
	Was there a leader or a campaign...			

- Studying historical campaigns as a means to learn and put into action campaign skills
- “We have seen the young people who have taken part develop the skills and confidence to make a difference in their communities. Museums and archives have an important role to play in helping young people understand their history, their place in the world and develop the skills to change their future.” ~ Hull Museums

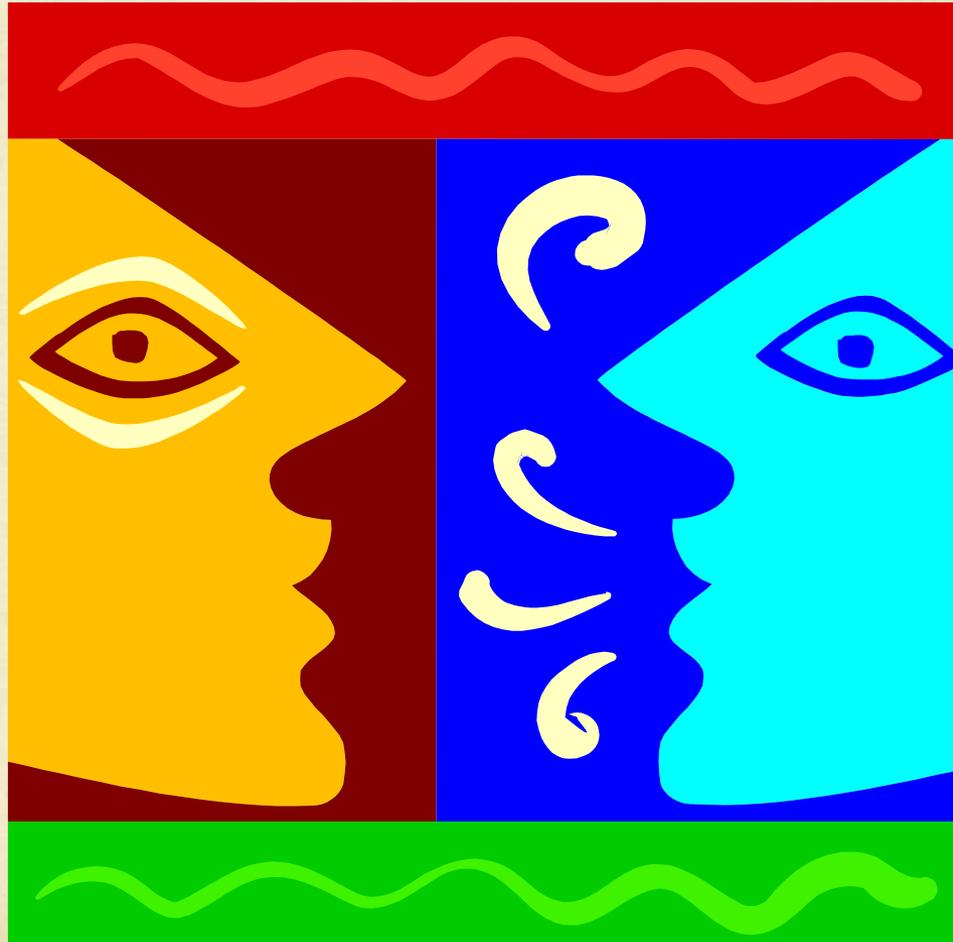
GE at work: Community planning

- 7 & 8 yr olds
- unit of work on the local community
- Concerns around a vacant lot and lack of toilet facilities in the area
- Letter to council requesting public toilets
- Local councillor visited school to listen to students



From *Thinking Globally*

RUMOUR CLINIC



PACENA

es cerveza

EL MEJOR CONDUCTOR
CUIDA LA VIDA DE
SUS PASAJEROS Y LA
DE LO UTILIZANDO



TRANSITO



The Danger of a Single Story

“The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.”

Chimamanda Adichie – Nigerian Novelist

Image source and selection



Image source and selection



Perceptions

“If students personally believe it is important to broaden their views of another group or culture, they are more likely to do so than if they are simply exposed to more and more information. If students can understand why they have the views they have, and recognise the limiting conditions in which they were formed, they can then...broaden their images of others.”

Dr George Otero *What am I looking at?*

4 ways of thinking about culture

- Contemporary / Traditional
- Everyday / Ceremonial
- Commonalities / Differences
- Within / Between



How are they similar to me?

How are they different?

What might I learn?

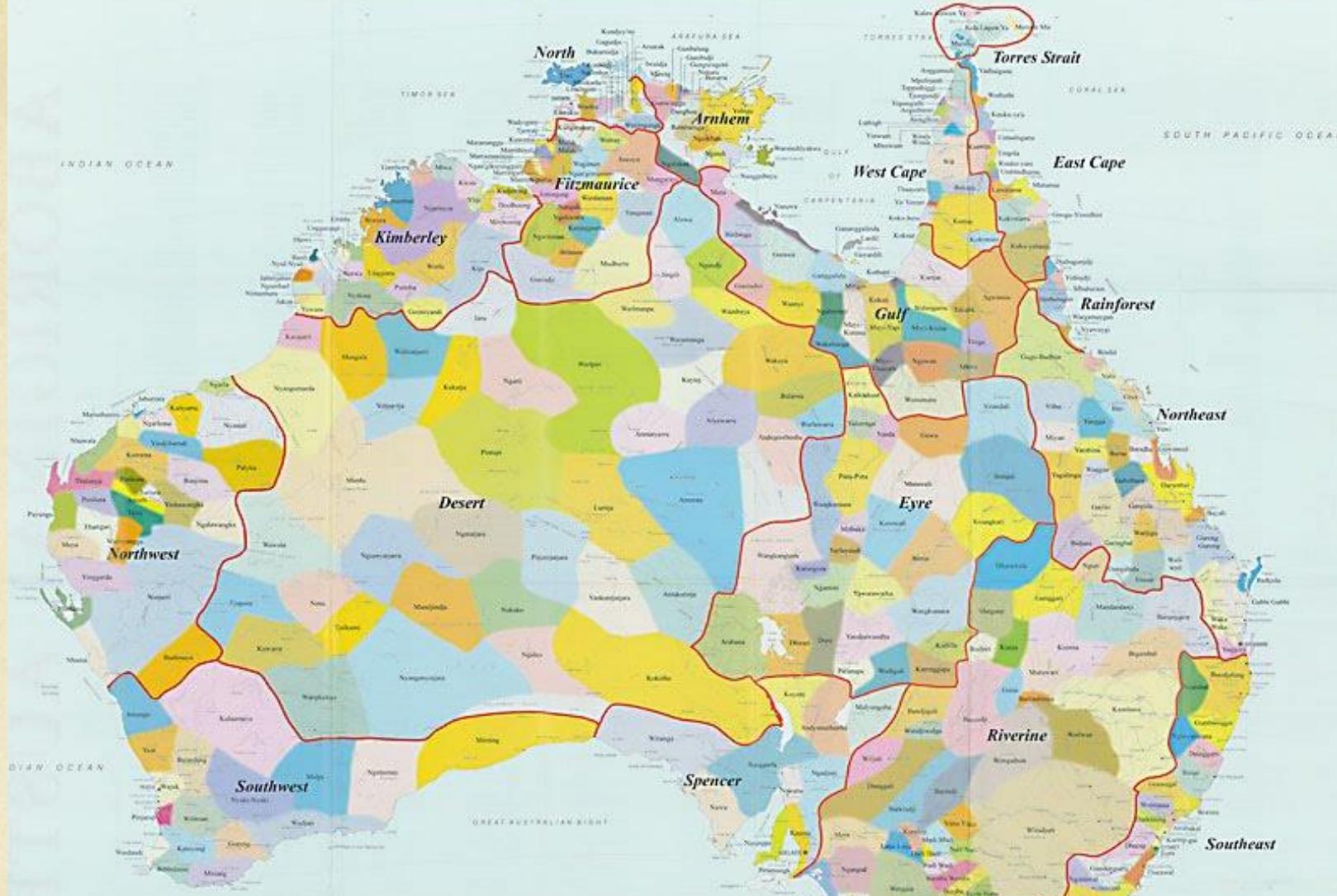
Photo credit: Kate Holt, Australian Aid

Curriculum Links - perspective

- Yr 2 : The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past ([ACHHK044](#))
- Yr 3: The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. ([ACHHK060](#))
- Yr 6: Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. ([ACHHK115](#))
 - Skills – Perspectives and interpretations
 - GC – personal and social capability, literacy
 - CCP – ABTSI H&C, Asia

Reconciliation: Ideas for the primary Classroom





ABORIGINAL AUSTRALIA

Names and regions as used in The Encyclopaedia of Aboriginal Australia
 © Nelson, General Editor, published in 1986 by the Australian Institute of
 Aboriginal and Torres Strait Islander Studies, Aboriginal Studies Press
 1975, Box 555 Canberra, ACT 2601

Maple No published information available
Saghalin Region name

SCALE 1 : 4 750 000



Reconciliation Timeline

Curriculum links - Reconciliation

Yr 3 - Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems. ([ACHHK063](#))

Yr 4-The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives. ([ACHHK077](#))

Yr 5- The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. ([ACHHK095](#))

Yr 6- Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. ([ACHHK114](#))

Yr 6- The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. ([ACHHK116](#))

GC - intercultural understanding (empathy, challenge stereotypes), CCP - ABTSI H&C



The One World Centre provides a range of professional learning for teachers in Western Australia, enabling and supporting teachers to bring rich global learning experiences to the classroom – in early childhood, primary and secondary education.



Professional Learning

Find out about upcoming events for teachers, professional learning visits to schools, or undertake the online introduction to global education.



Universities

We work with pre-service teachers across Western Australia. Find out more about our ongoing university programs, and upcoming events.



Microsoft PowerPoint Presentation

Explore Global Issues

Connect to the global education website to access information and teaching resources about a broad range of global challenges.



Library

Search the on-line catalogue, read reviews, and ask our specialist librarian for ideas and assistance with global education resources.



Newsletter

Download our latest newsletter, full of teaching ideas, news and upcoming events for teachers, or sign up to have it delivered to your inbox each school term.



Events

Find out more about upcoming professional learning for teachers and pre-service teachers, and other events of interest.



Resources

Download lesson plans for use in the classroom and discover links to a wide bank of fantastic resources for global education.



Global Education Project

AusAID's Global Education Program supports the professional development of primary and secondary teachers across Australia.



Global Education Project, Victoria

Education

2.4K views

+8 today

Curated by education consultants of the Global Education Project, Victoria (GEP): Diane Boase, Marilyn Snider, Heath Graham and Selena Prior. The GEP is a major project of the Geography Teachers' Association of Victoria Inc. and is funded via AusAid.



Follow @SelenaPrior

Topics

Scoops

Global Education Project, Vict's Community (8)

Followed

Curated

GEP Global Perspectives in Sec...

Resources to enrich the curriculum with a global perspective



June 27, 7:05 AM
High Resolves Initiative

548 views, 22 followers

65

FOLLOW

GEP Primary resources for lear...

Engaging resources for the primary classroom to enrich learning and teaching with a global perspective.



June 25, 9:45 AM
Peace building | Global Education

369 views, 14 followers

45

FOLLOW

GEP Designing curriculum

Resources for curriculum planning



June 30, 11:43 AM
21st Century Education

319 views, 18 followers

33

FOLLOW

GEP Water resources

2013 is the International year of Water and Sanitation. This Scoop it contains resources for the primary and...



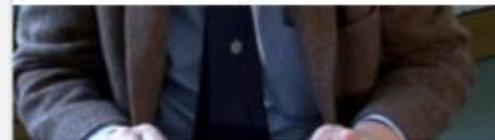
GEP Global Health and Human ...

Resources for the senior classroom on Global Health and Human Development from the Global Education Project,...



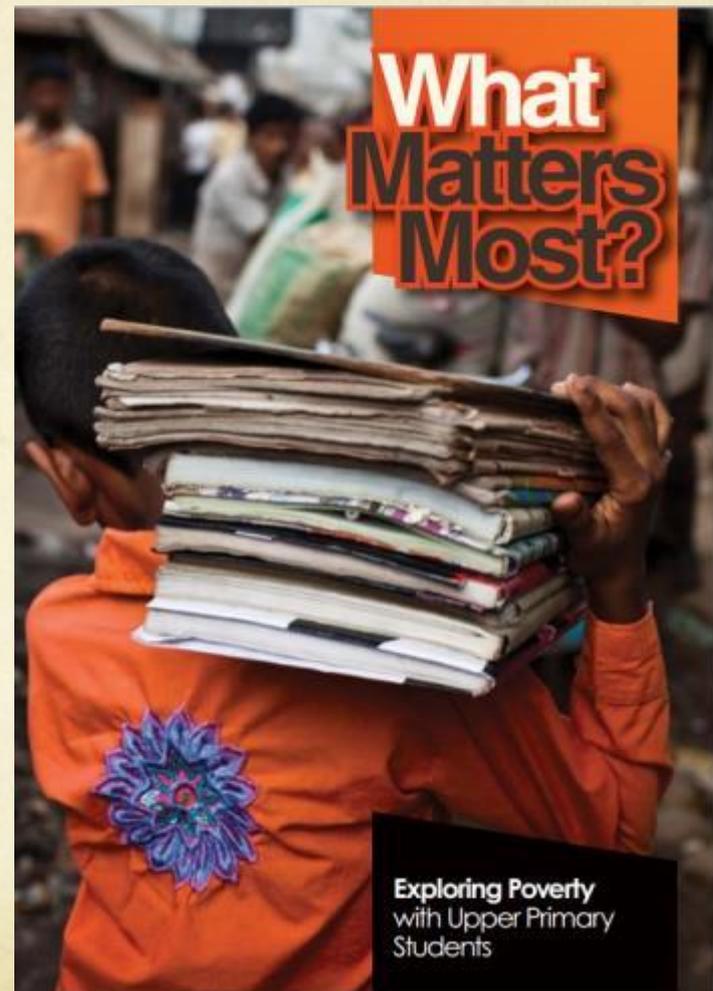
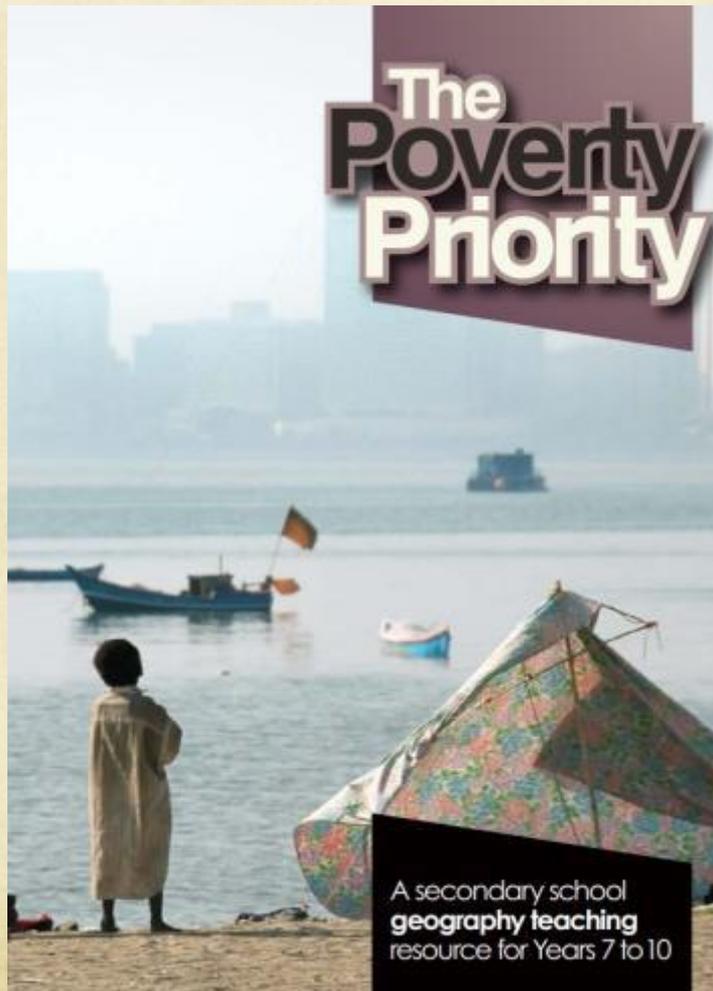
GEP Education for a Sustainabl...

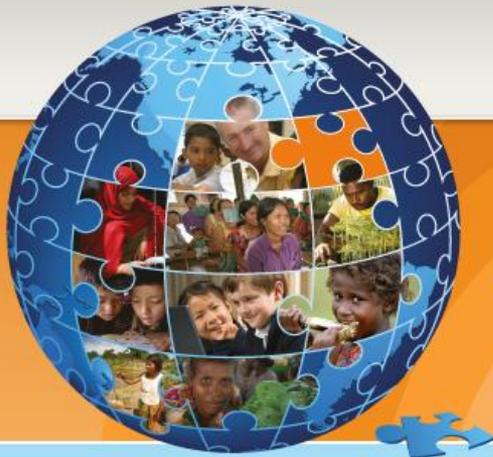
Resources for enriching the curriculum with a global perspective.



See also - <http://www.scoop.it/t/resources-for-primary-history>

Poverty resources online



[Global education](#)[Teaching and learning](#)[Global issues](#)[Resources gallery](#)

Global Education

Teacher resources to encourage a global perspective across the curriculum



In low rainfall Rajasthan, India, villagers depend on tube wells for their water. Photo by Dirk Guinan

Gallery of resources

The gallery of resources features searchable collections of photos, videos, teaching activities, templates, links and publications.

Hot topics



Using statistics to make sense of the world

The world is awash with data and snappy representations of it.

[more](#)



Aid to help achieve the Millennium Development Goals

With less than 1,000 days until 2015, Australia is increasing its aid toward achieving the Millennium Development Goals (MDGs).

[more](#)



Reconciliation and cultural diversity

National Reconciliation Week, 27 May to 3 June, promotes conversations to build understandings between Indigenous and non-Indigenous Australians.

[more](#)

[View all Hot topics](#)

Calendar

Jul 27 [Schools Tree Day](#)

Learn More

- **OWC Student Days 2014**
 - 30th September
- Whole day PD event for pre-service teachers, \$15, includes OWC membership
- Email admin@oneworldcentre.org.au to register your interest





www.facebook.com/oneworldcentre



www.twitter.com/oneworldcentre

Contact us at:

5 King William St

Bayswater 6053

Ph: (08) 9371 9133

www.oneworldcentre.org.au

primaryed@oneworldcentre.org.au