

EMPOWERING GLOBAL LEARNERS

CITIZENS FOR CHANGE®

EGL Workbook



Classroom practices to support participation, communication and belonging in the classroom.

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Getting Started

Congratulations on taking the first steps to better understand the diverse learners in your classroom. As you work through this EGL workbook you will be provided with prompting questions to deepen your thinking and better your understanding the learners in your classroom. Use the information in the sections of the module to inform your thinking and reflection.

As we get started let's look at some definitions of what it means to be a Global Citizen.

"Knowing that we are all citizens of one globe and behaving in a way which demonstrates respect for that globe and the people in it" (Education Services Australia, 2011)

"Global citizenship is a sense of belonging to a broader community and a common humanity so it emphasizes political economic social and cultural interdependency and interconnections between local national and global" (UNESCO, 2015, p.14)

1. Write down the first word or phrase that comes to mind when you hear the term 'Global Citizen'. **Dive a bit deeper** and discuss the words that emerge with a colleague.

2. Brainstorm the qualities or traits you think would characterise a Global Citizen. Write down all your thoughts, then discuss with colleagues and group them to arrive at some common statements.

3. What is your own definition of being a global citizen?

Culturally and linguistically diverse classrooms

As educators one of our main jobs is to support children's understandings of what it means to live in a 21st Century world where our classrooms are increasingly diverse. Classroom environments provide opportunities for rich global learning experiences which in turn enable children to become global citizens. In your classroom you engage children with explicit learning experiences that support them in this Global world through practices that encourage participation, communication and belonging. We recognise there are success and challenges in our work, and it is important to critically reflect on these.

Let's start by thinking about your current practices and acknowledging your current successes and challenges.

What are the biggest successes you've had within culturally and linguistically diverse settings?

What are the biggest challenges you've had within culturally and linguistically diverse settings?

Go Deeper

Conduct a Global Citizenship audit in order to identify where your school/centre is already supporting Global Citizenship through its ethos, curriculum, and teaching and learning policies. Identify where there is potential to do more.

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Key Terms and Descriptions

Now that you have had the opportunity to understand a few of the key terms from this module. Take a moment to reflect on and see how these terms play out in your classroom.

Key Term 1: Culture

Culture can be defined as the symbolic activities such as ceremonies, rituals, beliefs, art and the Everyday practices of language and stories that make up the daily rituals of life and the behaviour of a group of people (Swindler, 1986)

What do you know about **your** culture? **List some ideas here**

What do you know about the culture of **children in your class**? **List some ideas here.**

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Key Term 2: Intercultural Understanding

Intercultural understanding is formed when we consider our own culture whilst recognizing and having an awareness of the similarities and differences between cultures (Perry & Southwell, 2011). For Understanding, acceptance, justice to occur we must understand ourselves and recognise and accept our differences.

Now that you have listed some things you know about **your culture and the culture of children in your classroom**, make a **list below of the things that are the same and the things that are different**.

Same	Different

An inclusive culture starts when **everyone in your school setting feels like they belong**, are provided with opportunities to support their potential, and are able to actively contribute to the school environment. Think about how intercultural understanding and an inclusive culture are acted out in your own school context.

What does intercultural understanding mean to you?

Provide examples – What does it look like in your classroom setting?

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Key Term 3: Culture-In-Action

Culture-in-action is a term that is used to describe the way that culture is accomplished.

Culture is produced or actioned as children describe, claim and organise their social relations (Baker, 2000). When we use a 'culture-in -action' lens, culture is not viewed as static, but rather our cultural knowledge is built through our experiences with the world and people in it (Francis & Hester, 2004; Hester & Eglin, 1997).

As we interact and organise our relationships with others, we, talk into being a shared understanding, a local culture. Local culture is created in classrooms when children interact with each other and share aspects of their lives as they go about their everyday classroom activities.

There are many elements that contribute to being an effective global citizen. Using a 'culture in action' lens (Francis & Hester, 2004) can highlight the everyday practices you can use as you interact with children.

Take a look at the video in the [key terms and policies section](#) of the module to see how children talk about their lives to share an understanding of each other's culture. You may like to pause and rewind and check again.

What **did you notice** in the video when the children shared information about their culture?

Think **about the children's embodied actions**: how do they hold their body; where are they standing; where is their gaze; what is tone of their voice?

What words did they use?

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CITIZENS FOR CHANGE® Introducing the Framework

A Framework for empowering global learners

In order to empower effective global citizens, we have identified a framework with three key parts.



As you work through this next section of the workbook you will have the opportunity to critically reflect on each element within your own class context.

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Participation

After you have explored the video in the framework section of the module, use the Y Chart below to identify what participation looks like, feels like, and sounds like in your classroom.

Y-Chart

Looks Like

Sounds Like

Feels Like

Global Education Website
www.globaleducation.edu.au

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Communication

After you have explored the video in the module, use the Y Chart to identify what communication looks like, feels like, and sounds like in your classroom.

Y-Chart

Looks Like

Sounds Like

Feels Like

Global Education Website
www.globaleducation.edu.au

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Belonging

After you have explored the video in the module, use the Y Chart to identify what belonging looks like, feels like and sounds like in your classroom.

Y-Chart

Looks Like

Sounds Like

Feels Like

Global Education Website
www.globaleducation.edu.au

A large rectangular box containing a Y-shaped diagram. The Y is formed by three lines meeting at a central point. The top-left arm is labeled 'Looks Like', the top-right arm is labeled 'Feels Like', and the bottom vertical arm is labeled 'Sounds Like'. The text 'Y-Chart' is in the top-left corner, and the website information is in the bottom-left corner.

Lessons in Practice

Now that you have explored all of the sections of this module and explored what the key parts of the framework looks like, feels like and sounds like in your classroom context, we invite you to use the following parts of the EGL workbook to reflect on how the practices learnt may support your teaching and empower the children in your classroom to be global citizens and global learners.

Participation



Think

Being a global citizen starts from children having active and full participation in classrooms. Participation is to have a role in an activity, have their voice heard, and feel included (Theobald et. al. 2011).



Take Action

When you, as educators, facilitate collaborative small group work and discussions, encourage children's agency, gather children's voices, and encourage children to listen and respect their peers, you are on your way to empowering children's participation as global citizens.

There are many ways to take action including:

- Encouraging Agency
- Asking students how they feel about their learning
- Recognising children's views and acting on them
- Involve children in decision making
- Support children to express their views
- Actively listen to children and reflect back what you hear
- Recognise Children's rights to participation
 - Use of collective pronouns (We, us)
 - Group discussions
 - Turn taking
 - Sharing perspectives
- Empower children to participate in meaningful ways
 - Peer Tutoring
 - Small group work
- Identify and describe memorable intercultural experiences (ACARA)
- Identify examples of the acceptance and inclusion of others in given situations (ACARA)
- Identify similarities and differences between themselves and their peers (ACARA)



Deeper Reflection

Use these questions to think deeper about what further skills, knowledge and support you need to encourage participation in your classroom and empower children to be global learners.

- In what ways do I encourage agency in my classroom?
- In what ways do I encourage children to express their ideas?
- What language do I use that recognises the rights of the child?
- In what ways do I structure my classroom to allow for participation?
- What activities do I present that empowers children to participate?

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Communication



Think

Communication is a social aspect of learning, and talk is central to this social action (Baker, 1997). You can support effective communication practices by encouraging children to tell stories and share aspects of their lives outside of the classroom with each other.



Take Action

Teaching practices that facilitate communication among children, help to foster effective global citizens who have intercultural understanding.

There are many ways to take action including:

- Sharing stories
- Explore different practice techniques
 - Kagan Method (Sage and Scribe: opportunities for turn taking) (REF)
 - Walker Learning (opportunities for being social, telling stories) (REF)
- Recognising that people use different languages to communicate (ACARA)
- Express opinions and listen to the opinions of others in varying situations (ACARA)
- Imagine and describe own feelings if put in someone else's shoes (ACARA)
- Opportunities to speak in home language
- Opportunities to express themselves in various ways and engage in dialogue/discussions
- Give plenty of time for talk, remember to listen and observe voice, body language and don't jump in too quick to a conversation



Deeper Reflection

Use these questions to think deeper about what further skills, knowledge and support you need to encourage communication in your classroom and empower children to be global learners.

- What opportunities do I provide for sharing stories?
- How do I model communication and language in my classroom?
- What opportunities do I give children to express their opinion?
- What opportunities do I provide for children to share their feelings and engage in discussions?

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Belonging



Think

When you use teaching practices that support belonging, you promote effective practices for global citizenship and intercultural understanding. “Belonging is central to being and becoming in that it shapes who children are and who they can become” (Department of Education, Employment & Workplace Relations, 2009, p. 7).



Take Action

Teaching practices that facilitate belonging among children, help to foster effective global citizens who have intercultural understanding.

There are many ways to take action including:

- Exchanging languages
- Collaborative small group work
- Collective pronouns (we, us)
- Valuing diverse family backgrounds
- Opportunities to speak in home language
- Share about self
- Identify, explore and compare culturally diverse activities and objects (ACARA)
- Discuss ideas about diversity in local contexts
- Inviting families to participate
- Children’s interests



Deeper Reflection

Use these questions to think deeper about what further skills, knowledge and support you need to encourage belonging in your classroom and empower children to be global learners.

- What opportunities do children have to share elements of themselves?
- What activities do I present that allow for exploring other cultures?
- In what ways does my planning represent the diverse needs of the children in my classroom?

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**Thank you for joining us on this journey,
we hope you are excited to use the
framework to support the children in
your classrooms to be effective global
citizens.**

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