

# Education for Global and Multicultural Citizenship

A Strategy for Victorian  
Government Schools  
2009 - 2013

Every  
child,  
every  
opportunity



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#### **Indigenous Victorians**

Education for Global and Multicultural Citizenship: A Strategy for Victorian Government Schools acknowledges Indigenous Victorians as the first Australians. The strategy acknowledges that Indigenous Victorians, as the original custodians of the land, have a unique spiritual, social and economic relationship with their traditional lands and waters within Victoria and that Victorian Indigenous culture, as one of the world's oldest living cultures, has made a unique and irreplaceable contribution to the identity and well-being of Victoria (this acknowledgment is drawn from the Constitution of Victoria).

## Ministerial foreword

Victoria is a thriving multicultural society. Our population hails from over 230 nations, speaks 180 languages and dialects and follows more than 116 religions.

Advances in communications and transport technology, increasing global migration and new forms of cultural exchange have led to the rapid globalisation of our society and economy. In the 21st century, at school, in work and in life, we are interacting across cultures.

Now and into the future, therefore, we must prepare our students for global and multicultural citizenship. *Education for Global and Multicultural Citizenship: A Strategy for Victorian Government Schools* sets out the Government's vision and strategy for equipping Victorian Government school students with the knowledge, skills and attitudes required for active global and multicultural citizenship. It is a strategy for all students in every Victorian Government school.

More than ever before, intercultural skills, high-level English skills, proficiency in at least one language other than English and information communication technology skills are of critical importance for our students. Knowledge of multicultural perspectives and of emerging global issues, and an open, respectful, compassionate attitude to difference are also vital.

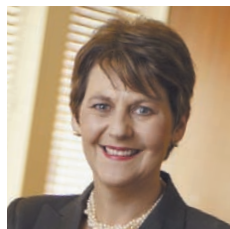
Students who possess the skills, knowledge and attitudes of a global and multicultural citizen will have a competitive edge and contribute to our national advantage.

Victorian Government schools have a strong history of embracing cultural diversity and this new strategy builds on the excellent work occurring in our schools. It also confirms the important role of education in the implementation of government multicultural policy and Victoria's social cohesion agenda.

*Education for Global and Multicultural Citizenship* offers a guide for action in our schools, regions and the central office of the Department of Education and Early Childhood Development. It will support schools to build inclusive school cultures, challenge ignorance and prejudice, and enable all Victorian students to become informed, thoughtful global and multicultural citizens.

I commend this strategy to you.

  
**Bronwyn Pike MP**  
Minister for Education



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# 1 Purpose of Education for Global and Multicultural Citizenship



The vision of the Department of Education and Early Childhood Development is that ‘every young Victorian thrives, learns and grows to enjoy a productive, rewarding and fulfilling life, while contributing to their local and global communities’ (*Blueprint*, 2008, 11).

The purpose of this strategy is to provide a renewed vision for global and multicultural education in Victorian Government schools; to align priorities to current legislative, policy and curriculum frameworks; and to guide action across schools, regions and the Department. The strategy offers a new concept for thinking about multicultural education: global and multicultural citizenship.

The actions outlined will pursue the following objectives:

- improving educational outcomes for all students through the implementation of inclusive practices and through learning and teaching that utilises the Victorian Essential Learning Standards (VELS) domains relevant to global and multicultural citizenship
- developing the intercultural literacies that students, parents, educators, and leadership groups need to live and work as part of a diverse and globalised population
- promoting social cohesion and diversity as sources of educational and economic advantage for all students
- enhancing the engagement, wellbeing and sense of belonging for all students in safe and secure learning environments

- building the capacity of the school community to identify and address overt, subtle and institutionalised racism, stereotyping and other forms of prejudice
- building and sustaining inclusive and participative school–community partnerships that prepare all students for global and multicultural citizenship.

The strategy’s development has been informed by the *Blueprint for Education and Early Childhood Development* (DEECD, 2008) and the *Melbourne Declaration on Education Goals for Young Australians* (MCEETYA, 2008). The strategy will support and be supported by the Department’s forthcoming Languages, English as a Second Language (ESL) and Internationalising Education strategies.

*Education for Global and Multicultural Citizenship* builds on what has already been achieved in multicultural education through the implementation of the previous *Multicultural Education Policy* (1997) and other initiatives.

To support its implementation, the strategy has been developed in collaboration with stakeholders.

The outcome of the strategy will be that Victorian Government schools are supported to equip all their students for active global and multicultural citizenship.



## 2 What is education for global and multicultural citizenship?

### Case study 1

'Our school is a small, culturally homogenous, rural primary school. Twenty years ago we decided to focus on developing in our students the skills and knowledge that they would need to live in a global community. We have infused Studies of Asia throughout all curriculum areas. We have constructed Gum Loong, a 40 metre long Chinese Dragon, paraded by the school students at Chinese and community celebrations. We have used the internet to make connections with schools throughout Australia and Asia, sharing friendships and knowledge. We have made links with culturally diverse groups and shared their expertise with our students and neighbouring schools. Our Studies of Asia program helps our students to understand and appreciate diversity, which enriches this world to the benefit of us all.'

*Lynn Devlin, Principal,  
Mt Blowhard Primary School*



Multicultural citizenship denotes active participation in our multicultural society and respect for our similarities and differences. Global citizenship denotes an awareness of our interconnectedness with people and environments around the globe, and contribution to a global society and economy. Global and multicultural citizenship are two sides of the coin: one internally focused, the other externally focused. Together, they promote social cohesion and economic advantage locally and globally.

Education for global and multicultural citizenship is a critical component of 21st-century learning. It will equip all Victorian students with the skills, knowledge and attitudes needed to prosper and thrive in a world characterised by global mobility and cultural, political and economic interconnectivity. These include skills in intercultural communication, languages (including English) and information and communication technology (ICT), knowledge of multicultural and global perspectives and emerging issues, and inclusive and respectful attitudes toward others.

### 3 Why is it important?

**An interculturally literate person possesses the skills, knowledge, understanding and attitudes required to form relationships and collaborate with others across cultures. They value, respect and explore cultural difference, critically reflect upon varied cultural traditions (including their own) and participate fully in cross-cultural interactions. They are able to communicate effectively in contexts both familiar and unfamiliar.**

(DEECD, 2009)

Today's world is multifaceted and rapidly changing. It is no longer possible to compete successfully in a complex global economy from a monocultural and monolingual base.

International migration and mobility characterise our age. Australia has seen many waves of immigration which have contributed to an increasingly complex social demographic. In 2007, approximately 15 per cent of students in Victorian Government schools spoke a language other than English at home. Migrants and refugees continue to arrive from every corner of the globe, including, most recently, from Africa and the world's most populous countries, China and India. Australia is undoubtedly one of the world's most culturally diverse nations.

This rapid change presents exciting opportunities for increased participation in the global economy. Government, business and community leaders recognise the importance of intercultural literacy, high level English skills and competency in a Language Other Than English (LOTE) as personal, social and vocational competencies. Schools have a vital role to play in explicitly developing these literacies and skills, thereby preparing all their students for active participation in a globalised workforce.

Globalisation also creates opportunities for cultural exchange and for schools to develop new learning and social networks with communities around the world.

Changes on the global, demographic and linguistic landscape have also brought challenges. Schools need to know how to negotiate confidently the cultural, religious and linguistic differences within their communities. Principals as school leaders are in a strong position to build inclusive school cultures, in which diversity is explored and valued. The development of such a culture will contribute to improved learning outcomes for all students.

Global and multicultural citizenship education has an important role to play in supporting social cohesion. Every student, regardless of cultural or linguistic background, has a right to learn in a safe and inclusive environment, and our schools are one of the foundations of our multicultural society. When appropriately delivered, education for global and multicultural citizenship builds the human and social capital that an inclusive nation needs for social cohesion as well as for economic success.

This new strategy for global and multicultural citizenship affirms the importance of overcoming ignorance and challenging prejudice. It will enable schools to equip all Victorian Government school students with the knowledge, skills and attitudes required to live and work in a culturally, religiously and linguistically diverse society where the local is global and the global, local.

## 4 Victorian context



*Education for Global and Multicultural Citizenship* responds to relevant state and federal legislation, policies and frameworks.

### Legislative context

The Victorian Government has taken a leading role within Australia in relation to multicultural affairs. Its commitment to social inclusion and social cohesion is reflected in three important pieces of legislation that have been introduced in the last decade:

- The *Racial and Religious Tolerance Act 2001* prohibits vilification on the grounds of race or religious belief or activity, and provides a means of redress for victims of such vilification.
- The *Multicultural Victoria Act 2004* establishes principles of multiculturalism, strengthens the Victorian Multicultural Commission and establishes reporting requirements for government departments in relation to multicultural affairs.
- The *Victorian Charter of Human Rights and Responsibilities Act 2006* provides formal recognition of the human rights, freedoms and responsibilities of people living in Victoria. These include cultural rights, such as the freedom to maintain one's own language, the right to participate in public life, freedom from discrimination, freedom of expression and freedom of religion.



The *Education and Training Reform Act 2006* provides the legislative framework for education in Victoria. It requires all schools to deliver their programs and teaching in a manner that supports and promotes the principles and practices of Australian democracy, including a commitment to:

- elected Government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

The Act stipulates that education in government schools must be secular (s.2.2.10). The Act also does not prevent the inclusion of 'general religious education' in the government school curriculum. Education provided 'about the major forms of religious thought and expression characteristic of Australian society and other societies in the world' is consistent with Victoria's curriculum framework (DEECD, *Fact Sheet: Principle of Secular Education*, 2006).

### Policy context

Over the last decade, both the Victorian and the Commonwealth governments have emphasised the important role of education in promoting and supporting social inclusion and building human capital.

For further information see the Schools' Compliance Checklist: [http://www.education.vic.gov.au/management/governance/referenceguide/curric/3\\_14.htm](http://www.education.vic.gov.au/management/governance/referenceguide/curric/3_14.htm)



The Victorian Government's *All of Us: Victoria's Multicultural Policy*, is due for release in 2009. *All of Us* reaffirms the Victorian Government's commitment to multiculturalism and the important role education plays in providing opportunities for all students to become global and multicultural citizens.

This strategy also links to the following whole of Victorian Government strategies and DEECD initiatives. These include:

- *Growing Victoria Together: A Vision for Victoria to 2010 and Beyond* (2005)
- *A Fairer Victoria 2008: Strong People, Strong Communities* (2008)
- *Strengthening Outcomes: Refugee Students in Victorian Government Schools* (2008)
- *Wannik: Learning Together – Journey to Our Future* (2008)
- *Guidelines for Managing Cultural and Linguistic Diversity in Schools* (2008)
- *Cultural Diversity Plan, 2008–2010* (2008).

At the Commonwealth level, in 2008 all Australian education ministers were signatories to the *Melbourne Declaration on Educational Goals for Young Australians*, which highlights the imperative of equipping young Australians for global and multicultural citizenship. The Declaration notes the central role of education 'in building a democratic, equitable and just society – a society that is prosperous, cohesive and culturally diverse' (*Melbourne Declaration*, 2008, 4). It points to the national, social and economic benefits of schooling that is inclusive and free of discrimination. The Declaration also emphasises the significance of globalisation for education:

**'Global integration and international mobility have increased rapidly in the past decade. As a consequence, new and exciting opportunities for Australians are emerging. This heightens the need to nurture an appreciation of and respect for social, cultural and religious diversity, and a sense of global citizenship'**

(Melbourne Declaration, 2008, 4).

### Curriculum context

The *Blueprint for Education and Early Childhood Development* commits the Department to continue and deepen implementation of the Victorian Essential Learning Standards (VELS). Together with the Victorian Certificate of Education, the Victorian Certificate of Applied Learning and Victorian Education and Training in the senior secondary years, the VELS provide a world-class, modern curriculum that supports education for global and multicultural citizenship.

The VELS provide multiple entry points for introducing multicultural and global perspectives across the curriculum. These include, but are not limited to, the domains of Civics and Citizenship, History, English and LOTE. Multicultural Education, Studies of Asia and Australia and Values Education provide additional entry points for incorporating education for global and multicultural citizenship across the curriculum.

For further information see:

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

# 5 Mobilising education for global and multicultural citizenship

## Case study 2

‘Our school, located in outer Metropolitan Melbourne, has a diverse student population. With the rapid enrolment of new students from a range of cultural backgrounds, we were experiencing some tension and negative behaviour.

A strongly motivated group of teachers implemented a number of strategies to foster connectedness to the school community. Staff introduced The Culture Club, a program which celebrates the cultural and linguistic diversity of the school community. Students share and celebrate their background with others and in the process learn more about themselves and others. The Culture Club developed and performed a multicultural show which was attended by the extended school community and which has now become an annual event.

This program has resulted in the building of mutual respect within the school community and in a marked increase in student engagement within the school. Our teachers now have an increased awareness and understanding of the needs of our students and our students understand that they are accepted and valued as members of our school community. They have developed knowledge of their own and others’ culture, and learned valuable lessons about mutual respect, acceptance and the appreciation of difference.’

David Roycroft, Principal,  
Carrum Downs Secondary College

### Aspirations

Every student has access to a high-quality curriculum and is challenged and supported to develop the skills, knowledge and attitudes required for economic success and a fulfilling life as a global and multicultural citizen.

Every educator continually develops the skills, knowledge and attitudes needed to effectively educate their students for global and multicultural citizenship.

Every school is engaged in building and maintaining an inclusive school culture in which diversity is promoted as an educational advantage.

Every region continually leads, advises and facilitates their schools in school-based planning and review processes to implement the strategic directions of this global and multicultural citizenship education strategy.

### What success will look like

#### Students will:

- demonstrate the skills, knowledge and attitudes necessary for active global and multicultural citizenship, including intercultural communication skills, ICT skills, proficiency in English and competency in a LOTE
- recognise their membership of, and responsibilities within, both a local and a global society and economy
- investigate and explore the social, cultural, religious and linguistic similarities and differences that characterise communities within Australia and around the world
- collaborate, network, negotiate and empathise with people from different cultural, religious and linguistic backgrounds, locally and globally.

#### Teachers will:

- develop, through professional learning, the skills, knowledge and attitudes necessary to educate students for global and multicultural citizenship
- incorporate global and multicultural perspectives into their teaching, thereby engaging all students in their learning
- foster safe and inclusive learning environments in which all students and staff are treated with respect, regardless of their cultural identities or belief systems
- identify and address with confidence overt, subtle and institutionalised racism, stereotyping and other forms of prejudice.

#### School leaders will:

- model high-level intercultural skills and lead the implementation of *Education for Global and Multicultural Citizenship*
- shape, support and sustain an inclusive school culture using a whole-of-school approach
- effectively and equitably provide programs to meet the additional needs of English as a Second Language (ESL) and New Arrival students
- maintain and continually build effective partnerships with parents, communities, regional networks, other schools and business and establish global linkages
- capitalise upon the cultural and linguistic capabilities of all members of the school community, including staff and New Arrival, ESL, refugee, international and exchange students
- provide opportunities for the study of LOTE

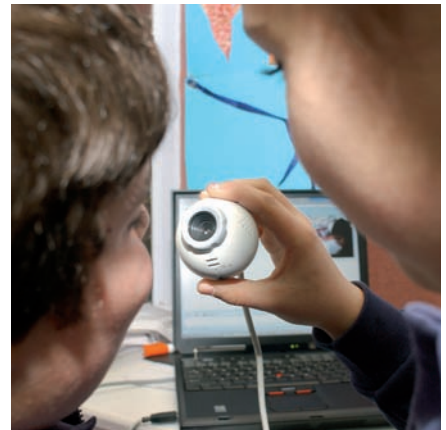
- provide and participate in relevant professional learning opportunities to ensure all staff continually build their capacity to operate successfully across cultures
- implement a whole-school curriculum plan that emphasises global and multicultural perspectives in the VELs.

**Regions will:**

- inform schools about DEECD initiatives in global and multicultural education and support their implementation
- actively support schools to build inclusive school cultures through professional learning that cultivates intercultural knowledge, skills and attitudes
- support schools to maintain and continually build effective partnerships with parents, communities, regional networks, other schools and business, and to establish global linkages
- support continuity in language study from Years P–12 within their school networks.

**Central office will:**

- provide advice on pedagogy, practices and resources that support school leaders and teachers to deliver global and multicultural citizenship education
- promote the use of existing high quality curriculum resources and develop additional contemporary resources to support the implementation of this strategy
- work with the Victorian Institute of Educational Leadership (VIEL) to develop and deliver professional learning for school leaders and teachers that builds knowledge and skills in global and multicultural citizenship education
- work with the Education Regeneration and Community Partnerships Division, DEECD, to support schools to seek, develop and maintain intercultural partnerships with parents, community, other schools and business, locally and globally
- evaluate and measure the effective implementation of this strategy at the system and school level.



# 6 Strategic directions

## Case study 3

‘At Footscray Primary School we have focussed on developing our students for global and multicultural citizenship. This approach is underpinned by our Vietnamese bi-lingual program which has grown from 6 students in 2003 to 80 students in 2009. This is an opt-in program open to all children in the school. It has proven that extending children’s learning through exposing them to bilingual teaching actually fosters, deepens and extends student’s ability to learn and has significantly contributed to the improvement in student learning outcomes. We have implemented learning communities with staff now developing oral language skills in Vietnamese and have a sister school in Vietnam with reciprocal visits now occurring. We regularly share our rich, engaging, inquiry based approaches with other schools and learn from them too. At our Celebration of Learning students present their work to parents, teachers, peers and invited guests. The program here at Footscray links directly with the Effective Schools model. It plays a major part in internationalising student education with a focus on intercultural inclusion, respect and rigorous learning.’

*Natalie Bakai, Principal,  
Footscray Primary School*



This strategy provides a guide for action in the three areas outlined in the *Blueprint for Education and Early Childhood Development, 2008*: system improvement, partnerships with parents and communities and workforce reform.

### **Building system improvement**

Central office, regions and schools will embed education for global and multicultural citizenship. Central office will develop evaluation and measurement tools and resources including enhanced practice case studies.

### **Building partnerships with parents and communities**

Advice and guidance will be provided to schools on building and maintaining partnerships with their diverse communities. Schools will be supported to develop local and global linkages.

### **Building workforce reform**

The workforce will be supported in undertaking professional learning that supports education for global and multicultural citizenship. This includes the development of skills, knowledge and attitudes across a range of areas, including intercultural literacy, curriculum, pedagogy and leadership skills. Educators will be given opportunities to share exemplary practice and learn from and with their peers.



## 7 Priority actions



Central office will develop an implementation plan which will outline the specific actions required to build system improvement, partnerships with parents and communities and workforce reform. These actions will include:

### Professional learning programs

- Professional learning programs for school leaders to build their intercultural literacy skills, leadership and change management capability and enable school leaders to develop inclusive school cultures. These programs will be tailored to address the specific needs of schools and regional networks. They will be part of a suite of programs available through the Victorian Institute of Educational Leadership (VIEL).
- Professional learning programs for teachers to build their intercultural literacy skills and confidence in utilizing various approaches to global and multicultural citizenship education, including multicultural, human rights and values education, Studies of Asia and Australia and Languages Other Than English.

### Resources

- Teaching and learning resources for teachers to support the implementation of this strategy. These resources include an *All of Us* multicultural resource kit, developed in conjunction with the Victorian Multicultural Commission, specific Victorian pages for the *Making Multicultural Australia* website, and contemporary resources in areas such as human rights education.
- Teaching and learning resources for teachers of LOTE to support more effective implementation and assessment of the *intercultural knowledge and language awareness dimension* of the Victorian Essential Learning Standards.

### Advice to schools

- Advice to schools on the use of existing and new resources on global and multicultural citizenship education in the delivery of the curriculum.
- Specific advice to support school communities who have identified, and are working to address, overt, subtle and institutionalised racism, stereotyping and other forms of prejudice.

### Evaluation tools

- Identification and documentation of existing tools and measures that can be used to evaluate the effective implementation of this strategy, and to enable schools, networks and regions to evaluate ongoing progress in developing inclusive school cultures and preparing their students for global and multicultural citizenship.



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# Links



Multicultural Education

<http://www.education.vic.gov.au/studentlearning/programs/multicultural/default.htm>

Languages and Multicultural Education Resource Centre (LMERC)

<http://www.education.vic.gov.au/studentlearning/programs/lmerc/default.htm>

Victorian Government Schools Reference Guide

**Schools Reference Guide - Department of Education and Early Childhood Development**

Schools' Compliance Checklist

<http://www.eduweb.vic.gov.au/edulibrary/public/schadmin/standards/5-8.pdf>

English as a Second Language (ESL)

<http://www.education.vic.gov.au/studentlearning/programs/esl/default.htm>

Languages Other Than English (LOTE)

[http://www.education.vic.gov.au/management/governance/referenceguide/curric/3\\_12.htm](http://www.education.vic.gov.au/management/governance/referenceguide/curric/3_12.htm)

Civics and Citizenship Education

<http://www.civicsandcitizenship.edu.au/cce/>

Values Education

<http://www.valueseducation.edu.au/values/>>

Studies of Asia and Australia

Visit [www.asiaeducation.edu.au](http://www.asiaeducation.edu.au) and *Engaging Young Australians with Asia through the VELs* in [http://www.asiaeducation.edu.au/pdf/soa\\_vels\\_doe.pdf](http://www.asiaeducation.edu.au/pdf/soa_vels_doe.pdf)

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