### COMMUNITY ENGAGEMENT IN LEARNING – Global citizenship

**Definition**: Global citizenship means an awareness of our interconnectedness with people and environments around the globe and their contribution to a global society and economy. When students develop a sense of global citizenship, they learn to respect key universal values such as peace, sustainability and upholding the rights and dignity of all people. Global citizenship programs develop students' knowledge, skills, attitudes, values and competencies. Effective schools draw on real life intercultural experiences which deepen students' understanding of the world and their place in it.

The Essential Elements underpin FISO and provide a foundation for school improvement. They are evident (indicated by green shading) at the Evolving stage and are further articulated in the Embedding and Excelling stages in some dimensions.

<table>
<thead>
<tr>
<th>Essential Element</th>
<th>Documented curriculum plan, assessment and shared pedagogical approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Element 1</td>
<td>The school facilitates interconnection and globalisation</td>
</tr>
<tr>
<td>Essential Element 4</td>
<td>Student voice, leadership, and agency in own learning activated so students have positive school experiences and can act as partners in school improvement</td>
</tr>
</tbody>
</table>

#### Emerging

<p>| Essential Element 1 | Curriculum planning includes a focus on developing student interest in the world and understanding the ways people depend on each other. |</p>
<table>
<thead>
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<th>Essential Element 4</th>
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</tr>
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</tr>
<tr>
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| The school | The school audits its curriculum to determine the extent to which global citizenship is integrated sequentially throughout the curriculum. |
| | The school develops programs to support students' understanding of the impact of inequality and discrimination and how this affects identity and citizenship. Programs also provide indigenous perspectives and the impact of colonisation on human rights. |
| | The school participates in a range of community sustainability initiatives that are connected to global issues. |
| | The school contributes to projects with schools and communities in other countries, which improve the quality of life situations. |

| Teachers | Teachers plan collaboratively to identify and integrate global perspectives into the curriculum drawing on contemporary events. |
| | Teachers develop programs to support students' understanding of the economic and social inequalities that exist globally. Students examine, reflect on and challenge abuses of social justice and human rights. |
| | Teachers train and support community members from different cultural and linguistic backgrounds to lead reconciliation and mediation. |

#### Evolving

<p>| Essential Element 1 | The school emphasises universal values such as respect, inclusion and acceptance. |</p>
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<th>Essential Element 4</th>
<th>The school creates opportunities for students to engage with cultures of other young people from different cultural and linguistic backgrounds.</th>
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<td>The school</td>
<td>The school engages with other cultures and languages, aligned to curricula and learning objectives.</td>
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<td>The school initiates and students lead collaborative action with its community and/or other schools and organisations internationally to address local and global issues.</td>
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| Teachers | The school celebrates diversity through actions which promote understanding, empathy and inclusion. |
| | The school provides authentic opportunities for active citizenship for all students. |
| | The school contributes to projects with schools and communities in other countries, which improve the quality of life situations. |

| Students | Teachers develop students' skills in managing and resolving conflicts. |
| | Teachers draw on students' experiences to develop their understanding of the economic and social inequalities that exist globally. Students examine, reflect on and challenge abuses of social justice and human rights. |
| | Teachers plan collaboratively to identify and integrate global perspectives into the curriculum drawing on contemporary events. |

#### Embedding

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| | Teachers train and support community members from different cultural and linguistic backgrounds to lead reconciliation and mediation. |

| Students | The school celebrates diversity through actions which promote understanding, empathy and inclusion. |
| | The school provides authentic opportunities for active citizenship for all students. |
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#### Excelling

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| | Teachers train and support community members from different cultural and linguistic backgrounds to lead reconciliation and mediation. |

| Students | The school celebrates diversity through actions which promote understanding, empathy and inclusion. |
| | The school provides authentic opportunities for active citizenship for all students. |
| | The school contributes to projects with schools and communities in other countries, which improve the quality of life situations. |

| The school always engages with other cultures and languages, aligned to curricula and learning objectives. |
| The school initiates and students lead collaborative action with its community and/or other schools and organisations internationally to address local and global issues. |
