HASS symposium ACSA 2015
What matters for young people’s social and citizenship education?

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Overview: this session includes...

1. **Celebrating** ..the endorsement of HASS, Gc’s and CCP’s..and being clear about some key challenges.

2. **Capturing your views** from diverse contexts...what matters for social and citizenship education?

3. **Considering** how the field can be conceptualised and practised in a multidimensional way...through your discussion of the Cogan curriculum model... what do you do with the curriculum?

4. **Reflecting** and **pondering on future directions** in pedagogy-what matters and what’s next?

5. **Concluding**- How can we put social and citizenship education at the heart of schooling?
In a letter to Professor Ken Wiltshire and Dr Kevin Donnelly, the two men appointed as reviewers of the Australian Curriculum, Professor Barry McGaw (chair of ACARA) said,

- The school curriculum expresses a nation’s aspirations for its next generations. The curriculum must strike a balance between developing young people’s understanding of their national history and culture and preparing them for a future that is increasingly global and largely unpredictable.

- What constitutes essential school learning will always be contested, because behind it is a debate about what knowledge is of most worth. Curriculum stirs the passions – and that is a good thing. Curriculum is never completed. It is never perfect and should always be a work in progress. As responsible citizens, we are obliged to provide our future generations with the best possible learning opportunities and outcomes (March 14, 2014).
Skills: students will develop the ability to:

• question, think critically, solve problems
• communicate effectively,
• make decisions and adapt to change.

• Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved,
• and how these different factors interrelate.

Overview

• The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts.
• have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.
Key ideas

- How people exercise their responsibilities, participate in society, and make informed decisions
- Who we are, who came before us, and traditions and values that have shaped societies
- The ways people, places, ideas and events are perceived and connected
- How societies and economies operate and how they are changing over time
General capabilities

☐ Select all
☐ Literacy
☐ Numeracy
☐ Information and communication technology capability
☐ Critical and creative thinking
☐ Personal and social capability
☐ Ethical understanding
☐ Intercultural understanding

Cross-curriculum priorities

☐ Select all
☐ Aboriginal and Torres Strait Islander histories and cultures
☐ Asia and Australia’s engagement with Asia
☐ Sustainability
So now we have the goals and the curriculum ... but what matters for HASS, social and citizenship education? ... what do you prioritise? How do you organise the curriculum ‘delivery’?

- Australia, like many countries, requires citizens who are globally engaged, comfortable with diversity and with the skills to operate effectively across cultures with different world views and belief systems.

- All young Australians are entitled to a school curriculum that ensures they develop the knowledge, skills, attitudes, dispositions and capabilities to be active and informed citizens and participants in their own local communities, the nation, the Asia-Pacific region, and globally.
Social education is critical in achieving the *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA, 2008)

- Major changes in the world are placing new demands on Australian 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. (p.4)
Key challenges...ACARA stated that...

- ‘Twenty-first century learning does not fit neatly into a curriculum solely organised by learning areas or subjects.
- The Australian Curriculum has identified a comprehensive set of knowledge, skills and dispositions or general capabilities that will assist students to live and work successfully in the twenty-first century. (ACARA, 2011)

- How will you in your role make decisions about how to allocate time for HASS/Soc Ed and plan for learning?
- Is change required in how you encourage learning in this field?
C21st Skills and implications for Education (Mathis, 2013)

- Schooling should build a person’s ability and willingness to rapidly learn new skills,
- exercise responsibility, work as a team player, embrace cultural diversity,
- access and evaluate information, be creative, and practice negotiating skills

- The general capabilities focus on key skills and its necessary to look closely at the ways these are framed.
Capturing your views from diverse contexts...what matters for social and citizenship education?

- Torney-Purta, Schwille, & Amadeo (1999) drew on the IEA Civic Education Study, involving 14 year olds from 24 countries, to recommend that ‘civic education should be multidisciplinary, participatory, related to life, and co-constructed by students and educators in a collaborative process’ (p.30). Is this true for all social education?

- International researchers argue that CE should address the critical civic and geopolitical realities facing young people in the world today and in the future (Kennedy, 20013) and to ensure that the pedagogies schools adopt do meaningfully engage students in active participation in multiple ways.

- What do you think are the key dimensions schools and educators should find space for?
Considering how the field can be conceptualised and practised in a multidimensional way: Citizenship for the 21st Century: An International Perspective on Education, (Cogan, 2000)

Increasingly significant challenges to life on the planet requiring continuing attention over the next 25 years:

• The economic gap among countries and between people within countries will widen

• Information technologies will dramatically reduce the privacy and change learning & the inequalities between those who have access to information technologies and those who do not will increase dramatically.

• Conflicts of interest between developing and developed nations will increase due to environmental deterioration.

• The cost of obtaining adequate water will rise dramatically due to population growth and environmental deterioration.

• Deforestation will dramatically affect diversity of life, air, soil, and water quality.
• In developing countries, population growth will result in a dramatic increase in the percentage of people, especially children, living in poverty.
School responses to challenges...

- There is evidence that schools have been providing diverse opportunities for students to be actively involved in these issues through programs including:
  - the national Global Education Project,
  - the international Make Poverty History campaign,
  - RuMad (the “are you making a difference” program), providing opportunities to make a tangible difference through diverse programs including service learning,
  - education for sustainability, for instance in the Australian Sustainable Schools Initiative (AuSSI)
A MULTI-DIMENSIONAL MODEL OF CITIZENSHIP EDUCATION
(Cogan and Derricott, 2000)

Dimensions of Citizenship

PERSONAL
A personal capacity for and commitment to a civic ethic characterised by responsible habits of mind, heart and action

SOCIAL
Capacity to live and work together for civic purposes

SPATIAL
Capacity to see oneself as a member of several overlapping communities: local, regional, national and multinational.

TEMPORAL
Capacity to locate and understand challenges in the past, present and future; a sense of heritage and an eye to the future; and in touch with reality

Contents of a Multidimensional Citizenship Education

CIVIC EDUCATION
The building of a knowledge base for civic beliefs and skills for civic participation

VALUES EDUCATION
The acquisition of dispositions and predilections that provide the foundation for civic attitudes and beliefs.

ENVIRONMENTAL EDUCATION
The process of developing understanding, skills and values consistent with the notion of sustainable development.
The *Melbourne Declaration on the Educational Goals for Young Australians* (MCEETYA, 2008)...

- has synergy with the multidimensional citizenship education model. It states that all students should become:
  - ‘successful learners,
  - confident and creative individuals,
  - active and informed citizens, who can:
    - make sense of their world, act with moral and ethical integrity, appreciate Australia’s social, linguistic and religious diversity, and have an understanding of Australia’s government, history and culture,
    - be committed to values of democracy, equity and justice, and participate in civic life
    - relate to and communicate across cultures, especially Asia
    - work for the common good in sustaining and improving natural and social environments
  - be responsible local and global citizens’
Pondering on future directions in pedagogy – what matters and what’s next?

Beyond 2015: The Education We Want

UNESCO

12 – 14 May 2014, education leaders adopted the Muscat Agreement, endorsing a shared vision for the future education agenda

Vision and principles of the post-2015 education agenda:

- The future education agenda should be rights-based and reflect a perspective based on equity and inclusion, with particular attention to gender equality and to overcoming all forms of discrimination in and through education, ensuring that no-one is left behind

See
INTRODUCTION

The notion of ‘global citizenship’ has recently gained prominence in international development discourse with the recently-adopted United Nations Secretary-General’s Global Education First Initiative (2012). Among the three priority areas outlined in this global initiative, the third aims to ‘foster global citizenship’.

Education must fully assume its central role in helping people to forge more just, peaceful, tolerant and inclusive societies. It must give people the understanding, skills and values they need to cooperate in resolving the interconnected challenges of the 21st century.²

The notion of ‘global citizenship’, however, remains very broad, if not contested, and consequently difficult to operationalize in education. There are two possible reasons for this. Firstly, it is unclear whether the very notion of ‘global citizenship’ is a metaphor, a contradiction of terms, or an oxymoron (Davies, 2006). What does ‘global citizenship’ possibly imply both from a legal perspective, as well as from that of collective identity, sense of belonging, and civic engagement? Secondly, when applied to education, the notion of ‘global citizenship’ implies a certain degree of confusion. Is ‘global citizenship education’ (or ‘education for global citizenship’) merely an expression of a fundamental purpose of education systems? Does it also refer to a broad area

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1 A slightly adapted version of this paper has been published in French in the Revue Internationale d’Éducation de Sèvres.
2 http://www.globaleducationfirst.org/files/GEFL_Brochure_ENG.pdf
Protests in HONG KONG, against *Moral and National Education* (Curriculum Development Council, 2012) during September 2012
Future directions: personal, social and moral learning?

- to develop understanding of their own identity, their sense of becoming, belonging and rights and responsibilities as members of communities
- Lee (2009) reports that typical citizenship curriculum in Asia-Pacific societies ‘is concerned with how one relates to self, others, including family and friends, the state and Nature, as well as a significant emphasis on self-cultivation, and harmonious relationships between the self and the others. ... being a good person is seen as essential to being a good citizen’ (p.5).

- He explains the common expectation of the development of social responsibility to be supported by healthy and positive personal values and a common concern about linking the cultural context to the modern challenges that these societies are facing (p. 15).

- He also notes that civic and moral education is often connected in Asian contexts.
Future directions: personal, social and moral learning

- Teachers interviewed across Australia agree that students' self-esteem and growing capacity to participate can be enhanced through engaging in **democratic practices at school, in peer support programs, and community service**.
- They see involvement in **student leadership programs** as important, particularly where the learning experiences are “real and lead to positive outcomes and social action... and take account of students’ opinions” (Tudball & Forsyth, 2002).
- There has also been a strong focus on **values education** as an integral part of citizenship education that was stimulated by government funding in the past decade. An explicit focus on **character education**, particularly in faith based or private schools, is also connected to the personal dimensions of citizenship education.
Understanding diversity and identity

- This view of the role of citizenship education was also developed in the UK, after the *Diversity and Curriculum Review* (Ajegbo et al. 2007) recommended that, ‘Education for diversity is key to preparing children and young people for the 21st century world, where borders are becoming porous and global citizenship is an increasing imperative’ (p. 21).

- This requires attention to ethical understanding and intercultural learning as part of personal dimensions of citizenship education, and as part of a global view, but also provide scope for developing intercultural learning ‘at home’, in local and often diverse communities.
An increasing emphasis on global citizenship education

• Such education can empower and prepare students to appreciate cultural diversity, to engage with difference in diverse communities, including their own, and to develop their capacities to operate in the global world where nationalism continues to exist, but where the forces of globalisation are disrupting old senses of identity amongst globally mobile and technologically savvy youth.

• As Giddens (1991) suggests, globalisation involves ‘the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa’ (p.70-71).
An increasing emphasis on global citizenship education (GCE)

- In **Canada**, Evans, Broad and Rodrigue (2010) argue that ...‘challenges in human rights and social justice, and the impact of international tragedies and emergencies have ...created tensions and conditions that require more integrated, worldwide responses’ (p.iv).

- According to **Education Scotland (2014)**, ‘Global citizenship brings together education for citizenship, international education and sustainable development education and recognises the common outcomes and principles of these three areas’.

- In the **UK, OXFAM (2014)** advocates ‘global citizenship education’ to help young people develop the core competencies which allow them to actively engage with the world, and to make it a more just and sustainable place.

- the **North-South Centre of the Council of Europe (2012)** argues that gce, ‘opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all... this is an important dimension of Education for Citizenship’ (p.6).
An increasing emphasis on global citizenship education

- Kenway & Bullen (2008) remind us that young people experience globalisation on an everyday basis through employment patterns, the friendship groups they develop, interactions via the internet and other global cultural influences on their lifestyles.

- It is important for them to form a critical view on the implications of globalisation for their lives, and the lives of others who may or may not have access to these global forces.
What role can Information and Communication Technologies (ICT) play in these times?

- The rapidly changing high-tech world is creating new patterns of trans-national connection and interaction amongst young citizens, particularly through activities such as social networking and gaming that have the potential to broaden notions of citizen action and activism.
- ICTs can open up new ways for students to develop regional and global person-to-person connections,
- Further research should capture how information and communications technologies can be utilised effectively in stimulating active citizenship
What role can ICT play?

- This generation of teachers have a particular challenge in responding to the fact that today’s students are learning differently and in realising the potential for the use of ICT’s.
- They can access information fast, they frequently use multiple communication devices, they learn beyond the classroom amongst their peers, and to be engaged in learning, teachers will need to collaborative with young people in the use of ICTs in their increasingly digital world.
What role can ICT play?

- Their study examined young people’s experience of Web 2.0 and other social media platforms (Google, Facebook, Twitter, Youtube) and shared content sites (such as flickr, blogs, discussion forums) and sought their views and understandings of the potential of these processes for broader civic engagement.

- They quote Australian educationalist Kathryn Moyle’s (2010) view that,

  *Technologies are seen as a way to radically alter traditional learning and teaching patterns. Such approaches to learning place students not as passive recipients of information, but as an active author, co-creator, evaluator and critical commentator (Redecker, 2008). But currently young people’s uses of technologies differ between home and school, with children and young people often ‘powering down’ for school and ‘powering up’ at home (Project Tomorrow, 2009).*

- *It is time that educators construct learning with technologies in sufficiently complex ways for students to feel they are not only ‘powering up’ in their personal activities with technologies, but for them to also have a similar sense about learning at school.* (p.60)
What role can ICT play?

- Mellor and Seddon’s (2013) study suggests that Web 2.0 and social media, when combined with civics and citizenship education ‘opens up significant education options for lifelong learning, by supporting self-motivated and self-monitoring learners across the breadth of the population.

- ...This is largely due to the congruence between the self-expression and belonging inherent in social networking, the participatory objectives and the substance of the concepts and concerns of civic and citizenship learning, This is a notable finding’ (p.52).

- Davies, et al’s (2012) study of ‘Four questions about the educational potential of social media for promoting civic engagement’ provides further insights that inform the conclusion that future directions in citizenship will inevitably be linked to ICT’s.
Future directions in social and citizenship education: other themes in the literature

1. **human rights**: including the issues of child, gender, indigenous and cultural rights (Osler 2012).
2. studies of the **environment and sustainability**, which is receiving increasing attention in education and curriculum globally.
3. **social justice and equity**, which includes development issues related to global divides in poverty and inequality across the world.
4. **intercultural issues**, including diversity and identity
Future directions in pedagogy to create informed, active and participatory citizens?

- This is complex work that requires varied opportunities for young people to develop knowledge, skills, values and dispositions to be engaged, thoughtful, responsive and involved in matters of civic concern.

- This requires whole school planning and putting HASS, social and citizenship education and the heart of schooling.

- Tudball and Gordon (2013) argue that, ‘This generation of young people will also unavoidably be crucial decision-makers in terms of stewardship of the earth. To be able to take an active part in sustainable development, students need to understand the concept of global interdependence, and need to value empathy, equity, personal responsibility, social justice and social action in their own lives and in their connections with the world’ (p 258).
Student voice and engagement in curriculum negotiation matters!

Should teachers provide genuine learning opportunities for their students to have a voice in curriculum planning or simply rely on traditional approaches of deciding what learning will happen, why and how?

Holdsworth (2010) argues that when young people are held in passive roles in schools, they perceive themselves as having no value except in terms of what they might become. ...so learning must go beyond classroom learning... and focus on authentic and purposeful learning that involves participation and action.
Conclusion: Himmelman (2005) also urges educators to consider:

- ‘...how the education system can help our young people to cope with the questions of our times peacefully, cooperatively, and open mindedly, and in this way, to keep the very idea of democracy alive, vivid, enduring and inventive. Our task is to find ways to foster democratic citizenship in an endangered and vulnerable culture of freedom, peace and justice and in a world of rapid change, intermittent conflicts and global uncertainties.’ (p.85)
Conclusion...

- Being a good citizen requires a disposition to act, so schools have a responsibility to provide learning opportunities that have value and meaning for students in their lives, that stimulate their curiosity, interest and engagement, and involve them in thinking and learning about issues that will promote an ethic of care, compassion and commitment to diverse community concerns throughout their lives.

- Citizenship education is important work that should be at the centre of curriculum planning in schools.