Teaching for the future
Diversity, inclusion and human rights in the Australian Curriculum
The Australian Human Rights Commission
Who are we and what do we do?

*Human rights: everyone, everywhere, everyday*

- Discrimination and human rights complaints
- Human rights compliance
- Policy and legislative development
- Public awareness and education about human rights
Why Human Rights Education?

The Universal Declaration of Human Rights recognises that education is a fundamental right, belonging to all people...

“Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.”

- Article 26(2) Universal Declaration of Human Rights (1948)
Why Human Rights Education?

In 2011 the UN adopted the Declaration on Human Rights Education.

Importantly the Declaration recognises that:

‘Education is both a human right in itself and an indispensable means of realising other human rights.’

Human Rights Education in Australia

“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.”

- Preamble, the Melbourne Declaration on Educational Goals for Young People (2008) p.4.
Introduce yourself

Your name

Where do you work?

What age group/subject do you teach?
WORKSHOP

Including Human Rights Education in the Classroom
This year was the 800th anniversary of which ancient historic document?
Magna Carta Teaching Resources:

Australian Curriculum links

<table>
<thead>
<tr>
<th>Australian Curriculum Content Description</th>
<th>Elaborations</th>
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<tbody>
<tr>
<td>Year 9 History (Making a Nation)</td>
<td>- explaining the factors that contributed to federation and the development of democracy in Australia, including defence concerns, the 1920s depression, nationalism ideals, egalitarianism and the Westminster system</td>
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<tr>
<td>Year 9 Civics and Citizenship (Government and Democracy)</td>
<td>Reflect on their role as a citizen in Australia, regional and global contexts (ACHCIS08)</td>
</tr>
<tr>
<td>Year 10 History</td>
<td>The origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the Declaration (ACHHHS10)</td>
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Research activity: Australia’s involvement in the development of the UDHR

Australia was a founding member of the UN and played a prominent role in the negotiation of the UN Charter in 1945. Australia was also one of eight nations involved in drafting the UDHR. Fun Fact: The figures shown in the UN section of the infographic depict the representatives from the eight countries selected to draft the UDHR (Lebanon, China, France, US, UK, Australia, Chile, Canada and the USSR). More information about the drafting of the UDHR can be found on the UN UDHR website.

- Ask students to explore the Magna Carta interactive infographic, focusing specifically on the sections relating to the founding of the UN and creation of the UDHR.
- Instruct students to select one of the important figures listed below and conduct an online inquiry into how this person contributed to the creation of the UDHR. Students should write a brief summary of their findings explaining why the contribution of their chosen person was significant in advancing human rights and freedoms.

Colonel William Hodgson

Key Points:
- William Hodgson was a soldier and diplomat and served in the First World War at Gallipoli where he was seriously wounded.
- Dr. P.C. Evatt, or ‘the Doc’ as he was called, was a lawyer and well-known figure in Australian politics.

Jessie Street

Key Points:
- Jessie Street was the only female in Australia’s delegation to the United Nations.
Changing rights and freedoms

Continuity and change activity

1. What are some significant ideas that can be found in BOTH Magna Carta and the Universal Declaration of Human Rights?

2. What are some important human rights principles in the Universal Declaration that are NOT present in the selected Magna Carta clauses?
Group Discussion

• What do you think of the Magna Carta resources?
• Do you currently teach about human rights in your classroom? Why/why not?
• What are some of the ways of including human rights when teaching the Australian Curriculum in your classroom?
• What are some of the challenges and difficulties in teaching about human rights?
Take a stand against racism
A unit of work for the Australian Curriculum: Health and Physical Education, Years 5 and 6

Tackling racism in Australia
A unit of work for the Australian Curriculum: Health and Physical Education, Years 9 and 10

The Globalising World: Changing policies and Australian identity
A unit of work for the Australian Curriculum: History, Year 10

Australia as a nation—race, rights and immigration
A unit of work for the Australian Curriculum: History, Year 6
Pop Quiz!

What percentage of Australia’s population was born overseas?

26%
Pop Quiz!

What percentage of Australians speak a language other than English at home? 20%
Pop Quiz!

What do you think are the top countries of birth for migrants?

- United Kingdom: 20.8%
- New Zealand: 9.1%
- China: 6%
- India: 5.6%
- Italy: 3.5%
- Vietnam: 3.5%
- Philippines: 3.2%
- South Africa: 2.8%
- Malaysia: 2.2%
- Germany: 2%
Pop Quiz!

What percentage of Australia’s population is Aboriginal or Torres Strait Islander?

3%
Pop Quiz!

How many Australians do you think have reported to have experienced racism?

Approximately 1 in 5

Around 20% of Australians have experienced race-hate talk
### Aboriginal and Torres Strait Islander peoples’ experiences of racism

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>97%</td>
<td>had experienced at least one racist incident</td>
</tr>
<tr>
<td>92%</td>
<td>had experienced racist names, jokes, teasing or comments that rely on stereotypes</td>
</tr>
<tr>
<td>84%</td>
<td>had been sworn at or verbally abused</td>
</tr>
<tr>
<td>67%</td>
<td>had been spat at or had something thrown at them</td>
</tr>
<tr>
<td>66%</td>
<td>had been told they do not belong in Australia or that they should &quot;get out&quot; or &quot;go home&quot;</td>
</tr>
<tr>
<td>55%</td>
<td>reported having property vandalised</td>
</tr>
<tr>
<td>34%</td>
<td>had experienced 12 or more racist incidents</td>
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</tbody>
</table>
What you say matters

RightsEd - Health and Physical Education resources

Take a stand against racism
A unit of work for the Australian Curriculum: Health and Physical Education, Years 5 and 6

Tackling racism in Australia
A unit of work for the Australian Curriculum Health and Physical Education, Years 9 and 10
Group Discussion- How to talk about racism

- What are your thoughts on the ‘What You Say Matters’ video?

- Do you think the examples of racism in this video are things that your students would identify with?

- Do you know of examples of racism that occur in your school?

- What are the difficulties that teachers face in addressing racism?

- What do you think is needed to assist teachers to promote cultural diversity and address racism in school?
Choose your own STATISTICS

Ever wondered about the story behind the statistics?
Well, Choose Your Own Statistics lets you find out what the numbers mean and see where you fit in the Big Picture.
Click on any of the topics below to find out more.

Demographics
Country of Birth
Life Expectancy
Homelessness
Weekly Wages
Access to Information
Youth in the Justice System
Respectful Relationships
Working and Young People

http://splash.abc.net.au/statistics-game/#/
Where do universal human rights begin?

“In small places, close to home - so close and so small that they cannot be seen on any maps of the world…”
WRAPPING UP
THANK YOU!

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