United Nations Association of Australia WA Division

UNAA GLOBAL CITIZENSHIP AND SUSTAINABILITY PROGRAM
Application for SCASA Endorsement

Purpose: To present a curriculum program based on the UNESCO model for Global Citizenship Education GCEd) and the SDGs, that may be endorsed for senior secondary students by the School Curriculum and Standards Authority and recognized through Curtin University ACES (Achievement Centred Engagement for Students) Program.

Background: During 2017, UNAAWA Executive approved the school programs for Sustainability Challenge and Global Competence Passport. This proposal for a UNAAWA *Global Citizenship and Sustainability* program seeks to integrate the Challenge and the Passport programs for senior secondary students. It seeks to support schools in providing an integrated, collaborative, challenge-based learning experience for students that connects with industry, Vocational Education and Training (Sustainability Training Package) and university (Curtin ACES) post-school pathways. Above all, it seeks to empower students as active global citizens.

UNAAWA will be the 'provider' as it is responsible for the curriculum (learning/teaching program), quality assurance of school delivery and assessment and for certifying student achievement.

Proposed Curriculum:
- uses the UNESCO model for GCEd, the SDGs and the Australian Curriculum General Capabilities
- includes four units (minimum 60 hours each), differentiated by the learning context in which students apply their developing knowledge of the SDGs and citizenship (local, Australian regional, Indo-Pacific regional, global)

Quality Assurance of School Delivery:
- online recognition of teacher learning (professional learning package)
- online approval of school learning/teaching program and assessment program
- online sampling of student achievement (including use of *Global Competence Passport*)
- online recording of student assessment
- online publishing of student certification
- recognition of excellence through *Sustainability Challenge* awards

Resource Implications:
- development of curriculum NIL (volunteer work)
- online publishing of curriculum (proposed as part of UNAAWA website development)
- online quality assurance (proposed as part of UNAAWA website development)
- above to be confirmed during 2018 pilot process

Process
1. On 20 November 2017, Professor David Gibson advised that the UNAA Global Goals and Sustainability Program would be recognized through the Curtin ACES Program (Achievement Centred Engagement for Students). This means that students completing one or more units in the program will be able to use the Global Competence Passport (digital portfolio) recorded and verified during each unit as part of the process of selection for Curtin University courses.
2. Two schools have expressed interest in implementing the program during 2018. Memoranda of Understanding are currently being negotiated with each school.

Appendix 1: Application form for endorsement of a Provider-developed program

Applicant details

Title of organisation	United Nations Association of Australia (WA)
Contact person	Rees Barrett
Role or title	School Programs Coordinator
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Website	https://www.unaa.org.au/divisions/western-australia/

Name of program

As it should appear on the Western Australian Statement of Student Achievement.

UNAA Global Citizenship and Sustainability Program Unit 1: Global Goals and the Local Community

UNAA Global Citizenship and Sustainability Program Unit 2: Global Goals and Australian Regions

UNAA Global Citizenship and Sustainability Program Unit 3: Global Goals and the Indo-Pacific

UNAA Global Citizenship and Sustainability Program Unit 4: Global Citizenship and Sustainable Earth

Description of program

Describe your program in 75 – 150 words. This will be the description displayed on the School Curriculum and Standards Authority website.

Based on the UNESCO model for Global Citizenship Education and the UN 2030 Sustainable Development Goals (commonly termed Global Goals), students apply General Capabilities to plan for the planet and implement projects at the local, regional or global level. Students develop understanding of the 17 Goals and global interconnections, identify a problem to address, design and implement solutions. Challenge-based learning pedagogy requires students working in teams to define real-world problems for sustainability, devise and implement authentic solutions. Throughout the process, students use a digital portfolio to record evidence of critical and creative thinking, personal and social capability, intercultural and ethical understandings.

- Four units designed for flexible delivery.
- Students integrate Humanities (geography, civics and citizenship, economics and business), enterprise and project management skills and STEM understandings to solve problems at local, Australian regional, Indo-Pacific regional and global scales.
- In each unit, students work in teams to implement actions contributing to the Global Goals.

Average learning time

Identify the period of time over which this program this program is delivered.

Four semester units

Identify approximately how many hours a student must commit to complete this program.   60 per unit

Indicate the breakdown of learning time by activity:

Type of activity	Hours	Type of activity	Hours
Classroom or face-to-face instruction	30	Practice	
Training sessions		Rehearsal	

Lectures/class tutorials		Assessment	
Online learning		Performance	
Private study/homework	30	Workshops	
Camps/field trips		Other	

Participant profile
Identify for whom this program is designed.

Integrated challenge-based learning suited to Year 10, 11 and 12 students with a wide range of dominant learning styles.

List any pre-requisites required to undertake this program.

Key attributes will be

- student interest in planning for the future, sustainable development
- student capacity for self-directed, collaborative learning
- student capacity for challenge-based learning

Cost
Estimate the costs associated with the delivery or certification of this program.

Flexible delivery
Digital based learning

Estimated cost of $10 per student to cover certification and quality assurance costs.

Rationale
State the reason that your organisation wants this program endorsed.

Promote integrated, applied learning based on the Sustainable Development Goals.
Empower youth voice and action in planning process – global citizenship.
Promote UNESCO Global Citizenship Education model – the basis for PISA testing of Global Competence from 2018.

Is this program currently being delivered to students in Years 10–12 in Western Australian schools?
No ■

If endorsed by the Authority, indicate how many students in Years 10–12 are anticipated to undertake this program.

150

Learning outcomes
List the key learning outcomes of this program (typically a maximum of 5).

1. Learners acquire knowledge and understandings of local, national and global issues and the interconnectedness and interdependency of different countries and populations
2. Learners develop skills for critical thinking and analysis.
3. Learners experience a sense of belonging to a common humanity, sharing values and responsibilities based on human rights.
4. Learners develop attitudes of empathy, solidarity and respect for differences and diversity.
5. Learners act effectively at local, national and global levels for a more peaceful and sustainable world.
6. Learners develop motivation and willingness to take necessary actions.

Source: *UNESCO Model for Global Citizenship Education*

Learning and teaching program
Describe what will be taught, when and how. (A program outline may be attached to this application)

See attached program. Note there are four discrete units in the program. Students may complete one, two, three or four of the units and in any sequence. Each unit has a common design; however, each is differentiated by the context of learning (from local to global). This hierarchy of contexts provides differing learning challenges. It is advantageous, but not essential, for students to move through the hierarchy from local to global. The common design of the units facilitates multi-unit delivery (differentiated learning) in a single class group.

Assessment
Describe what will be assessed, when and how. (An assessment outline may be attached to this application)

See attached assessment outline

Certification evidence (Attach a sample certificate, award, examination report or academic record)

See attached statement and certificate

Minimum requirements for the program to be successfully completed: (This may include attendance, assessment tasks and/or performance)

Students satisfactorily complete all assessment tasks included in the outline.

Achievement descriptors
List the words that are used to describe achievement in the program? (Typically one or two words such as 'competent', 'achieved', 'pass', 'distinction')

Achieved with Distinction Achieved Not Achieved Withdrawn Note: It is understood that for the purposes of recording achievement with SCASA the first two categories will be combined as Achieved.

Program structure and delivery strategy
Tick (✓) the statements that apply to the program delivery strategy for this program.

	On school premises		Off school premises
✓	During normal school hours		Outside of normal school hours
	In a concentrated block of time	✓	Spread across a number of weeks or more
✓	Run by school personnel		Run by non-school personnel
	For individuals or small numbers	✓	For larger groups or whole class

Personnel
Identify the personnel who will be delivering this program.

Personnel	List qualifications, competencies, experience, training or induction
Teachers	Teachers complete UNAAWA online sustainability induction module (to be developed in collaboration with One World Centre Curtin Learning Futures, Fogarty Foundation EduFutures).
Expert speakers	Working in the sustainability area over a range of occupations

Note: If required, personnel working with children must have a current Working with Children Check.
For comprehensive information on the Working with Children check, go to www.checkwwc.wa.gov.au

Resource requirements
List the specialist facilities and/or equipment that are essential to the delivery of the program.

IT facilities
No specialist equipment required

Quality assurance
List the procedures or protocols that are in place to ensure the delivery of a quality program.

UNAAWA collaborates with partner organisations to implement the following quality assurance process:
- Teachers satisfactorily complete induction/training course
- School teaching/learning and assessment program submitted and approved
- Student digital global skills passports sampled electronically
- Monitoring of quality of student outcomes through annual UNAAWA Sustainability Challenge

List the measures that are taken by the organisation to ensure the authenticity of certification (e.g. signature on the certificate, use of a logo).

Controlled use of UNAAWA signature and logo

Record keeping
Describe the records that the organisation keeps.

School name
Teacher contact details
Student details provided by the school (for future certificate reproduction as required)

Describe how and where records are kept and for how long.

Digital storage in the UNAAWA Dropbox.
Retained permanently.

Program evaluation
Describe how the organisation evaluates its program and how often.

UNAAWA evaluates its school programs annually.
The process is led by the School Programs Coordinator reporting to the Education Reference Group and Executive Committee. The Education Reference Group includes key stakeholder representatives (currently Curtin University, Industry, teachers and professional development providers).

Longevity of program
Identify how long the program has been running and how long it is anticipated the program will remain in its present form.

The program will be implemented in a limited number of schools for the first time in 2018. It is expected to be available for schools during the life of the Sustainable Development Goals (i.e. until 2030). During 2029, it is anticipated that all member nations will reach agreement on progress made towards the Goals and the next 'generation' of Goals (as occurred in 2015 when the Millennium Development Goals expired).

Additional Information

The four units of the **UNAA Global Goals and Sustainability Program** have been recognized by Curtin University through its Learning Futures Network. It is a Curtin University recognized ACES (Achievement Centred Engagement for Students) Program. In his email confirming this recognition Professor David Gibson commented:

"I am pleased to say that the UNAAWA is the first formally recognized program of the Learning Futures Network. Your application shows the care and depth to which you and your colleagues approach creating learning opportunities for youth.

We are here confirming that students who take part in your program of offerings seem poised to produce strong evidence of knowledge and skills that are highly valued by Curtin University.

We will list the following title as a recognized ACES program:

UNAA GLOBAL CITIZENSHIP AND SUSTAINABILITY PROGRAM "

Professor David Gibson
Director | Learning Futures | Curtin Learning and Teaching
UNESCO Chair of Data Science in Higher Education Learning & Teaching

Inspiring and supporting innovation, excellence and impact in learning and teaching

UNAAWA GLOBAL CITIZENSHIP AND SUSTAINABILITY PROGRAM

The UNAAWA *Global Citizenship and Sustainability* program is based on the UNESCO model in *Global Citizenship Education: Topics and Learning Objectives* (UNESCO, 2015, p15). This model underpins design of the Global Competence test in the Program for International Assessment (PISA).

Global Citizenship Education

DOMAINS OF LEARNING

COGNITIVE	SOCIO-EMOTIONAL	BEHAVIOURAL

KEY LEARNING OUTCOMES

COGNITIVE	SOCIO-EMOTIONAL	BEHAVIOURAL
• Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations • Learners develop skills for critical thinking and analysis	• Learners experience a sense of belonging to a common humanity, sharing values and responsibiliess, based on human rights • Learners develop attitudes of empathy, solidarity and respect for differences and diversity	• Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world • Learners develop motivation and willingness to take necessary actions

KEY LEARNER ATTRIBUTES

Informed and critically literate	Socially connected and respectful of diversity	Ethically responsible and engaged
• Know about local, national and global issues, governance systems and structures • Understand the interdependence and connections of global and local concerns • Develop skills for critical inquiry and analysis	• Cultivate and manage identities, relationships and feeling of belongingness • Share values and responsibilities based on human rights • Develop attitudes to appreciate and respect differences and diversity	• Enact appropriate skills, values, beliefs and attitudes • Demonstrate personal and social responsibility for a peaceful and sustainable world • Develop motivation and willingness to care for the common good

TOPICS

1. Local, national and global systems and structures 2. Issues affecting interaction and connectedness of communities at local, national and global levels 3. Underlying assumptions and power dynamics	4. Different levels of identity 5. Different communities people belong to and how these are connected 6. Difference and respect for diversity	7. Actions that can be taken individually and collectively 8. Ethically responsible behaviour 9. Getting engaged and taking action

LEARNING OBJECTIVES BY AGE/LEVEL OF EDUCATION

| Pre-primary/ lower primary (5-9 years)	Upper primary (9-12 years)	Lower secondary (12-15 years)	Upper secondary (15-18+ years)

Learning and Teaching Program

1. The program is designed for Year 10 to12 students with diversity of dominant learning styles.
2. Based on GCEd model (above) and UN 2030 Sustainable Development Goals (SDGs below)

THE GLOBAL GOALS
For Sustainable Development

3. Four units with varying contexts: Unit 1: Local community; Unit 2: Australian Regional; Unit 3: Indo-Pacific Regional; Unit 4: Global
4. *Initial phase of learning in each unit* focused on SDGs; human and natural systems in the unit context; system interconnections local to global; project management and enterprise skills.
5. *Second phase of learning* involves students working in teams (ideally four students) and applying 'double diamond' problem-solving model to SDGs and context, investigating possible solutions, devising and implementing a project management plan to create a solution.
6. *Third phase of learning* involves students reflecting on, preparing for and presenting their team solution.

Double Diamond DESIGN PROCESS
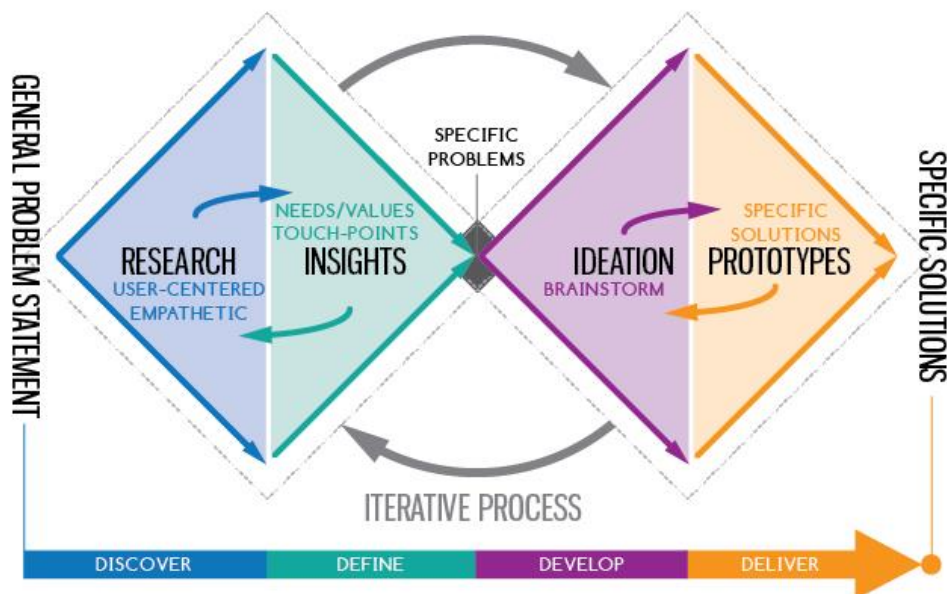
Service Design Double Diamond Process by Kaishin Chu is licensed under a
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Service Design Vancouver
building innovation + value for businesses and people

Unit 1: Global Goals and the Local Community   60 hours

> ## Learning and Teaching Program
> The following learning objectives are drawn from *Global Citizenship Education: Topics and Learning Objectives* (UNESCO, 2015). Students learn in the context of applying the Global Goals to analysing needs and taking positive action for developing sustainability in the local community (the school community or neighbourhood or local government area). Students undertake a challenge-based, collaborative project (working in teams of three to five) to address an issue of concern. Challenge-based learning involves students defining a problem, developing and delivering a specific solution. Throughout the program students develop and apply the four *General Capabilities*: Critical and Creative Thinking, Intercultural Understanding, Ethical Understanding, Personal and Social Capability. This unit provides opportunities to incorporate the cross-curriculum priorities of Sustainability and Aboriginal and Torres Strait Islander histories and cultures.

Critically analyse global governance systems, structures and processes and assess implications for global citizenship
Global governance systems, structures and processes and the way that regulations, policies and decisions are made and applied at different levels.

Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses
Inquiry into major local issues and perspectives on these (gender, discrimination, human rights, development, peace and conflict, refugees, migration, environmental quality, youth unemployment).

Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance
Analysis of local community issues from the perspective of power dynamics (e.g. gender equality, disability, youth unemployment).

Critically examine ways in which different levels of identity interact and cultivate a sense of belonging to a common humanity
Personal and collective identities and memberships in local community context viewed through multiple lenses.

Critically assess connectedness between different groups
Rights and responsibilities of citizens and groups in the community.

Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives
Values and attitudes of empathy and respect beyond own groups. Engaging in actions for social justice in the local community.

Develop and apply skills for effective civic engagement
Skills for effective political and social engagement (critical inquiry and research, assessing evidence, making reasoned arguments, planning and organising action, working collaboratively, reflecting on the potential consequences of actions, learning from successes and failures).

Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality
Local issues that involve ethical questions. Demonstrating ethical and social responsibility.

Propose actions for, and become agents of, positive change
Contributing to the analysis and identification of needs and priorities that require action/change in local community. Exploring opportunities for social entrepeneurship. Actively participating in the creation of a vision, strategy and plan of action for positive change. Critically analysing the contributions and impact of the work of various actors. Inspiring, advocating for and engaging others to act. Practicing communication, negotiation and advocacy skills. Promoting positive societal behaviour.

> ## Assessment Outline
> Students demonstrate learning outcomes through three assessment types:
> *Knowledge and understanding* (written report or test or oral presentation or visual presentation)
> *Team Project plan, implementation and review* (written report or test or oral presentation or visual presentation)
> *Global competence* (using Global Competence Digital Passport – see Attachment Two)

Unit 2: Global Goals and Australian Regions   60 hours

Learning and Teaching Program

The following learning objectives are drawn from *Global Citizenship Education: Topics and Learning Objectives* (UNESCO, 2015). Students learn in the context of applying the Global Goals to analysing needs and taking positive action for developing sustainability in an Australian regional community (e.g. Perth Eastern Metropolitan Region, Pilbara, Great Southern, Kimberley). Students undertake a challenge-based, collaborative project (working in teams of three to five) to address an issue of concern. Challenge-based learning involves students defining a problem, developing and delivering a specific solution. Throughout the program students develop and apply the four *General Capabilities*: Critical and Creative Thinking, Intercultural Understanding, Ethical Understanding, Personal and Social Capability. This unit provides opportunities to incorporate the cross-curriculum priorities of Sustainabilityand Aboriginal and Torres Strait Islander histories and cultures.

Critically analyse global governance systems, structures and processes and assess implications for global citizenship
How individuals and groups, including the public and private sectors, engage in global goverance strucutres and processes.

Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses
In-depth analysis of interconnected nature of issues (root causes, factors, agents, dimensions, international organisations, multinational corporations).

Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance
Factors facilitating or hindering citizenship and civic engagement (social and economic inequalities, political dynamics, power relations, marginalisation, discrimination, state, military/police power, social movements, trade unions.

Critically examine ways in which different levels of identity interact and cultivate a sense of belonging to a common humanity
Personal and collective identities and memberships in Australian regional context viewed through multiple lenses. Factors that lead to successful civic engagement (personal and collective interests, attiudes, values and skills).

Critically assess connectedness between different groups and communities
Concept of legitimacy, rule of law, due process and justice.

Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives
Concepts of peace, consensus building and non-violence. Engaging in actions for social justice in the national community.

Develop and apply skills for effective civic engagement
Skills for effective political and social engagement (critical inquiry and research, assessing evidence, making reasoned arguments, planning and organising action, working collaboratively, reflecting on the potential consequences of actions, learning from successes and failures). Selecting the most appropriate way for obtaining information, expressing opinions and taking action.

Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality
National issues that involve ethical questions (youth unemployment, equity, fighting crime and corruption, indigenous rights). How different perspectives on social justice and ethical responsibility influence political decision-making and civic engagement (political movements, voluntary and community work, involvement in charitable or religious groups) or complicate the resolution of national issues.

Propose actions for, and become agents of, positive change
Contributing to the analysis and identification of national needs and priorities that require action/change. Exploring opportunities for social entrepeneurship. Actively participating in the creation of a vision, strategy and plan of action for positive change. Critically analysing the contributions and impact of the work of various actors. Inspiring, advocating for and engaging others to act. Practicing communication, negotiation and advocacy skills. Promoting positive societal behaviour.

Assessment Outline
Students demonstrate learning outcomes through three assessment types:
Knowledge and understanding (written report or test or oral presentation or visual presentation)
Team Project Plan, Implementation and Review (written report or test or oral presentation or visual presentation)
Global competence (using Global Competence Digital Passport – see Attachment Two)

Unit 3: Global Goals and the Indo-Pacific   60 hours

Learning and Teaching Program
The following learning objectives are drawn from *Global Citizenship Education: Topics and Learning Objectives* (UNESCO, 2015). Students learn in the context of applying the Global Goals to analysing needs and taking positive action for developing sustainability in the Indo-Pacific regional community (e.g. the Middle East, Africa, East Asia). Students undertake a chellenge-based collaborative project (working in teams of three to five) to address an issue of concern. Challenge-based learning involves students defining a problem, developing and delivering a specific solution. This unit provides opportunities to incorporate the Cross-curriculum Priorities of Sustainability, Australia's Engagement with Asia and Aboriginal and Torres Strait Islander histories and cultures.

Critically analyse global governance systems, structures and processes and assess implications for global citizenship
Critical reflection on what it means to be a member of the global communityand ho w to respond to common problems and issues [roles, global connections, interconnectedness, solidarity and implications in everyday life].

Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses
Evaluation of how global governance structures and processes respond to issues and the effectiveness and appropriateness of responses (mediation, arbitration, sanctions, alliances).

Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance
Analysis of Indo-Pacific regional issues from the perspective of power dynamics (e.g. gender equality, disability, youth unemployment).

Critically examine ways in which different levels of identity interact and cultivate a sense of belonging to a common humanity
Personal and collective identities and memberships in Indo-Pacific context viewed through multiple lenses. Commitment to the promotion and protection of personal and collective well-being.

Critically assess connectedness between different groups, communities and countries
Promoting well-being in the community and understanding threats to and potential for well-being.

Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives
Mutual interdependence and challenges of living in diverse societies and cultures (power inequalities, economic disparities, conflict, discrimination, stereotypes). Diverse and complex perspectives. Engaging in actions for social justice in the Indo-Pacific region.

Develop and apply skills for effective civic engagement
Skills for effective political and social engagement (critical inquiry and research, assessing evidence, making reasoned arguments, planning and organising action, working collaboratively, reflecting on the potential consequences of actions, learning from successes and failures). Analysing factors that can strengthen or limit civic engagement.

Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality
International issues that involve ethical questions (terrorism, gender equity, modern slavery, indigenous rights). Challenges for governance of different and conflicting views of fairness and social justice.

Propose actions for, and become agents of, positive change
Contributing to the analysis and identification of international needs and priorities that require action/change. Exploring opportunities for social entrepeneurship. Actively participating in the creation of a vision, strategy and plan of action for positive change. Critically analysing the contributions and impact of the work of various actors. Inspiring, advocating for and engaging others to act. Practicing communication, negotiation and advocacy skills. Promoting positive societal behaviour.

Assessment Outline
Students demonstrate learning outcomes through three assessment types:
Knowledge and understanding (written report or test or oral presentation or visual presentation)
Team Project Plan, Implementation and Review (written report or test or oral presentation or visual presentation)
Global competence (using Global Competence Digital Passport – see Attachment Two)

Unit 4: Global Citizenship and Sustainable Earth   60 hours

Learning and Teaching Program

The following learning objectives are drawn from *Global Citizenship Education: Topics and Learning Objectives* (UNESCO, 2015). Students learn in the context of applying the Global Goals to analysing needs and taking positive action for developing sustainability in the global community. Students undertake a challenge-based, collaborative project (working in teams of three to five) to address an issue of concern. Challenge-based learning involves students defining a problem, developing and delivering a specific solution. Throughout the program students develop and apply the four *General Capabilities*: Critical and Creative Thinking, Intercultural Understanding, Ethical Understanding, Personal and Social Capability. This unit provides opportunities to incorporate the Cross-curriculum Priorities of Sustainability and Australia's Engagement with Asia.

Critically analyse global governance systems, structures and processes and assess implications for global citizenship
Inequalities between nation states and their implications for exercising rights and obligations in global governance.

Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses
Critical reflection on the influence on global issues and interdependnce of history, geography, politics, economics, culture or other factors.

Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance
Critical examination of different viewpoints, opponent or minority views and critiques, including assessing the role of mass media and social media in global debates and on global citizenship.

Critically examine ways in which different levels of identity interact and cultivate a sense of belonging to a common humanity
Collective identity, shared values and implications for creating a global civic culture. Complex and diverse perspectives and notions of civic identities and membership on global issues or events through cultural, economic and political examples (ethnic or religious minorities, refugees, historical legacies of slavery, migration).

Critically assess connectedness between different groups, communities and countries
Rights and responsibilities of citizens and groups in the international community. Promoting and defending human rights for all.

Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives
Actions by various organisations to bring positive change regarding global issues. Engaging in actions for social justice in the global community.

Develop and apply skills for effective civic engagement
Skills for effective political and social engagement (critical inquiry and research, assessing evidence, making reasoned arguments, planning and organising action, working collaboratively, reflecting on the potential consequences of actions, learning from successes and failures).

Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality
Global issues that involve ethical questions (nuclear power and weapons, climate change, indigenous rights, business practices). Challenging injustice and inequalities.

Propose actions for, and become agents of, positive change
Contributing to the analysis and identification of needs and priorities that require action/change in the global community. Exploring opportunities for social entrepeneurship. Actively participating in the creation of a vision, strategy and plan of action for positive change. Critically analysing the contributions and impact of the work of various actors. Inspiring, advocating for and engaging others to act. Practicing communication, negotiation and advocacy skills. Promoting positive societal behaviour.

Assessment Outline
Students demonstrate learning outcomes through three assessment types:
Knowledge and understanding (written report or test or oral presentation or visual presentation)
Team Project Plan, Implementation and Review (written report or test or oral presentation or visual presentation)
Global competence (using Global Competence Digital Passport – see Attachment Two)

Global Citizen Skills 'Passport' – Secondary Teachers' Notes
A resource developed for UNAAWA Global Citizenship Schools by Rees Barrett, 2017

- The *Global Citizen Skills Passport* is a digital portfolio. Its purpose is to provide a framework for students to design projects implementing one or more of the *UN 2030 Sustainable Development Goals (*also known as *Global Goals for Sustainable Development)*. Each project (termed a 'Mission' - from the WFUNA[1] *Mission Possible* program) may extend over one to two years and is ideal for promoting integrated, cross-curriculum, extension, collaborative, community service learning.

- The framework targets four of the *WA Curriculum* General Capabilities (based on *UNESCO Global Citizenship Education* Key Learner Attributes and *PISA Global Competence*) – Critical and Creative Thinking, Personal and Social Capability, Intercultural Understanding and Ethical Understanding.

- The framework integrates progressive development of the above four General Capabilities through four levels (Levels 3 to 6 described in the WA Curriculum Learning Continuum for each).

- As a general guideline, each of the four 'Mission' levels encompasses two years of learning (e.g. Level 3 *Bronze Mission* = Lower Primary; Level 4 *Silver Mission* = Upper Primary; Level 5 *Gold Mission* = Lower Secondary; Level 6 = *Platinum Mission* Upper Secondary). Differentiation of the four Missions is through increasing complexity and level of difficulty of the project (e.g. number of SDGs involved, depth of analysis and reflection required to demonstrate progressive development of General Capabilities).

- Students work in teams as they plan and undertake their Sustainable Development Project; they integrate and apply learning from across the school curriculum; they take responsibility for monitoring and gathering evidence of their demonstration for each element of the three General Capabilities; they seek teacher verification of their evidence.

> **2030 Global Goals for Sustainable Development 'Mission' Framework**
> 1. Select at least one of the *UN 2030 Sustainable Development Goals*.
> 2. Investigate the needs of people in the local community and a community in another country related to the selected Goal(s).
> 3. Design a project that will help address these needs.
> 4. Implement and reflect on the project.

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[1] World Federation of United Nations Associations

Global Citizen Skills 'Passport' – Students' Notes

This Skills 'Passport' is presented to you as a Global Citizen in training. You can use it to record your learning journey as you plan and carry out projects designed to make a difference to your own community and those in other parts of the world. These projects are called *Missions*.

All 193 members of the United Nations, including Australia, have committed to a set of 17 Global Goals (called the 2030 Sustainable Development Goals). These will help to build a more peaceful and fairer world for all of its citizens. You can find out more about these goals through these webpages:

http://worldslargestlesson.globalgoals.org/
http://www.un.org/sustainabledevelopment/sustainable-development-goals/
http://www.wfuna.org/mission-possible
http://www.wfuna.org/wfuna-70-global-citizenship-challenge

THE GLOBAL GOALS
For Sustainable Development

Your Mission is to be part of a team of students to create and implement a project in your school community using the following five steps:

> **2030 Global Goals for Sustainable Development *Mission Cycle***
> 1. **Investigate** the needs of people in the local community and a community in another country related to one or more of the *UN 2030 Sustainable Development Goals*.
> 2. **Act** by designing and carrying out a project that will help address these needs.
> 3. **Reflect** on the progress and impact of your project - along the way and when it is completed. Do this by analysing (looking at the parts) and synthesising (looking at the whole) of your project.
> 4. **Share** your learning by involving and reporting to others your school and community.
> 5. **Sustain** by thinking about ways to expand your project, develop a new project, or mentor others to become involved.

The WFUNA[2] *Mission Possible Program Cycle*, being used by students in other countries, is the inspiration for this approach.

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[2] World Federation of United Nations Associations

Mission Possible Program Cycle

As the Mission proceeds use the 'continua' provided for Critical and Creative Thinking (CCT), Personal and Social Capability, Intercultural Understanding (ICU) and Ethical Understanding (EU) to plan and record your learning journey. The table below is a guide on how to link elements of these capabilities with the Mission stages.

Planning – check the 'continua' to learn about things to do and think about as you plan your project. If you don't fully understand the words used in each 'map' ask your teachers for help. Remember these 'maps' apply to your classroom learning in many subjects.

Reflecting – use the 'continua' as a journal to record and link evidence of your journey. Built up over time, the journal becomes an important record. Link evidence like photos, written feedback, documents. Ask your teacher to verify your journal and linked evidence along the way. Develop your personal icon to do this.

Mission Cycle	*Critical and Creative Thinking Continuum*	*Personal and Social Capability Continuum*	*Intercultural Understanding Continuum*	*Ethical Understanding Continuum*
Investigate	CCT 1, CCT 2, CCT 3	PSC 1, PSC 2, PSC 3, PSC 4, PSC 5, PSC 6, PSC 7, PSC 8, PSC 9, PSC 10, PSC 11, PSC 12, PSC 13, PSC 14, PSC 15, PSC 16	ICU 1, ICU 2, ICU 3	EU 1, EU 2, EU 6, EU 7
Act	CCT 4, CCT 5, CCT 6, CCT 10, CCT 11		ICU 4, ICU 5, ICU 6	EU 3, EU 4, EU 8
Reflect	CCT 7, CCT 8, CCT 9, CCT 12		ICU 7, ICU 8 ICU 9	EU 5

Platinum Mission

General Capability	Level 6 (typically end of Yr 10)	Evidence (student reflection linked to supporting information)
CRITICAL AND CREATIVE THINKING		
CCT 1 Pose questions	pose questions to critically analyse complex issues and abstract ideas	
CCT 2 Identify and clarify information and ideas	clarify complex information and ideas drawn from a range of sources	
CCT 3 Organise and process information	critically analyse independently sourced information to determine bias and reliability	
CCT 4 Imagine possibilities and connect ideas	create and connect complex ideas using imagery, analogies and symbolism	
CCT 5 Consider alternatives	speculate on creative options to modify ideas when circumstances change	
CCT 6 Seek solutions and put ideas into action	assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action	
CCT 7 Think about thinking (metcognition)	give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions	
CCT 8 Reflect on processes	balance rational and irrational components of a complex or ambiguous problem to evaluate evidence	
CCT 9 Transfer knowledge into new contexts	identify, plan and justify transference of knowledge to new contexts	
CCT 10 Apply logic and reasoning	analyse reasoning used in finding and applying solutions, and in choice of resources	
CCT 11 Draw conclusions and design a course of action	use logical and abstract thinking to analyse and synthesise complex information to inform a course of action	
CCT 12 Evaluate procedures and outcomes	evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified	
PERSONAL AND SOCIAL CAPABILITY		
PSC 1 Recognise emotions	reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts	

PSC 2 Recognise personal qualities & achievements	assess their strengths and challenges and devise personally appropriate strategies to achieve future success	
PSC 3 Understand themselves as learners	evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required	
PSC 4 Develop reflective practice	reflect on feedback from peers, teachers and other adults to analyse personal characteristics and skills sets that contribute to or limit their personal and social capability	
PSC 5 Express emotions appropriately	consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices	
PSC 6 Develop self-discipline and set goals	critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts	
PSC 7 Work independently & show initiative	establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes	
PSC 8 Become confident, resilient, adaptable	evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations	
PSC 9 Appreciate diverse perspectives	articulate their personal value system and analyse to effects of actions that repress social power and limit the expression of diverse views	
PSC 10 Contribute to civil society	plan implement and evaluate ways of contributing to civil society at local, national, regional and global levels	
PSC 11 Understand relationships	explain how relationships differ between peers, parents, teachers and other adults and identify the skills needed to manage different types of relationships	
PSC 12 Communicate effectively	formulate plans for effective communication (verbal, non-verbal and digital) to complete complex tasks	
PSC 13 Work collaboratively	critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills of team members to complete complex tasks	

PSC 14 Make decisions	develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making	
PSC 15 Negotiate and resolve conflict	generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts	
PSC 16 Develop leadership skills	propose, implement and monitor strategies to address needs prioritised at the local, national, regional and global levels, and communicate these widely	
INTERCULTURAL UNDERSTANDING		
ICU 1 Investigate culture and cultural identity	analyse how membership of local, regional, national and international groups shapes identities including their own	
ICU 2 Explore and compare cultural knowledge, beliefs and practices	critically analyse the complex and dynamic nature of knowledge, beliefs and practices in a wide range of contexts over time	
ICU 3 Develop respect for cultural diversity	understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world	
ICU 4 Communicate across cultures	analyse the complex relationship between language, thought and context to understand and enhance communication	
ICU 5 Consider and develop multiple perspectives	present a balanced view on issues where conflicting views cannot easily be resolved	
ICU 6 Empathise with others	recognise the effect that empathising with others has on their own feelings, motivations and actions	
ICU 7 Reflect on intercultural experiences	reflect critically on the effect of intercultural experiences on their own attitudes and beliefs and those of others	
ICU 8 Challenge stereotypes and prejudices	critique the use of stereotypes and prejudices in texts and issues concerning specific cultural groups at national, regional and global levels	
ICU 9 Mediate cultural difference	recognise the challenges and benefits of living and working in a culturally diverse society and the role that cultural mediation plays in learning to live together	

ETHICAL UNDERSTANDING		
EU 1 Recognise ethical concepts	critique generalised statements about ethical concepts	
EU 2 Explore ethical concepts in context	distinguish between the ethical and non-ethical dimensions of complex issues	
EU 3 Reason and make ethical decisions	investigate reasons for clashes of beliefs in issues of personal, social and global importance	
EU 4 Consider consequences	analyse the objectivity or subjectivity behind decision making where there are many possible consequences	
EU 5 Reflect on ethical action	evaluate diverse perceptions and ethical bases of action in complex contexts	
EU 6 Examine values	analyse and explain the interplay of values in national and international forums and policy making	
EU 7 Explore rights and responsibilities	evaluate the merits of conflicting rights and responsibilities in global contexts	
EU 8 Consider points of view	use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas	

Source: General Capabilities ACARA webpage:
http://www.australiancurriculum.edu.au/generalcapabilities/overview/pdf-documents

Sample Certificate

This is to certify that

[INSERT STUDENT NAME]

has fulfilled the requirements of the

GLOBAL CITIZENSHIP AND SUSTAINABILITY PROGRAM

delivered by [INSERT SCHOOL]

and achieved the following:

Unit title	Minimum Hours	Level	Year
[INSERT DETAILS BELOW]			
[Unit 1: Global Goals and the Local Community	60	Achieved	2018]
[Unit 2: Global Goals and Australian Regions	60	Achieved with Distinction	2018]
[Unit 3: Global Goals and the Indo-Pacific	60	Achieved with Distinction	2019]
[Unit 4: Global Citizenship and Sustainable Earth	60	Achieved	2019]

United Nations
Association
of Australia
UNAA
WA Division

Dr Steve Lennon
President, UNAA WA Division

Date

Achievement Descriptors

Achieved with Distinction – the student has completed all of the assessment requirements for the unit at an outstanding level.

Achieved – the student has completed all of the assessment requirements for the unit at a satisfactory level.

Not Yet Achieved – the student has not completed all of the assessment requirements at a satisfactory level.

Appendix 2: Criteria for endorsement checklist

Government of **Western Australia**
School Curriculum and Standards Authority

(To be completed by the endorsed programs panel)

Provider-developed program		
Provider:	**Provider code**	
Program title:	**Program code**	**P**
Criteria	**✓ or x**	**Comment**
What is the average learning time required for this program in hours?		
Is this program currently delivered in schools?		
Have all costs been identified?		
Has a teaching and learning program/syllabus been provided?		
Has an assessment outline been provided?		
Has a sample certificate been attached?		
Are the requirements for issuing a certificate stipulated?		
What are the achievement descriptors?		
Have the program delivery strategies been identified?		
Have the personnel been identified for the program?		
Have the necessary resources been identified?		
Has the organisation identified processes for assuring the quality of the program?		
Are permanent records of achievement maintained?		
Is the program evaluated and reviewed periodically?		
Recommended period of endorsement: From _____ to _____		
Recommended unit equivalence: _____ unit equivalent/s		