

## RCE PROJECT AWARD/ENTRY

### **Title: Global Goals Challenge - Showcasing effective curricular and extracurricular practice mainstreaming ESD in schools**

Describe coordination and management of the project. Please also reflect how the RCE as a network organization has contributed to the project and the challenges involved, if any. (Character count 400 words) \*

The UNAAWA Global Goals Challenge project seeks to promote global citizenship and ESD in the Western Australian community through recognition of whole-school and student-driven projects addressing one or more of the UN 2030 Sustainable Development Goals. A raft of interlocking learning programs and strategies have been designed to facilitate the mainstreaming of ESD in schools. These programs and strategies provide a replicable and scalable template transferable to a diverse range of contexts.

This Global Goals Challenge project is designed and implemented by a team of volunteers drawn from a wide range of organisations and collaborating through the UNAAWA Education Reference Group (ERG). These organisations include – schools (Shenton College); universities (Curtin University, Edith Cowan University, Murdoch University); business and industry (HP Australia); community (One World Centre, Universal Great Brotherhood, Australian Computer Society, Fogarty Foundation, Valuing Children Initiative).

Project management during the year November 2018 to October 2019 involved:

- Piloting and mainstream accreditation of a senior secondary UNAAWA **Global Citizenship and Sustainability Program**.
- Professional learning for schools implementing the program, including the use of the UNAAWA **Global Goals Challenge** as the vehicle for quality assurance through academic and business community verification of standards.
- Implementation of two UNAAWA Student Parliaments as learning environments for upper primary and secondary school student leadership development and design of whole-school Global Goals Missions automatically entered into the UNAAWA **Global Goals Challenge**.
- Ongoing resource development, promotion and mentoring support for teachers and students engaged in the Challenge.
- Facilitation of the submission and judging of whole-school Missions (extra-curricular) and curriculum-based projects entered in the Challenge.
- Issuing of certificates for student portfolios and recognition of outstanding projects through awards ceremonies linked with the UNAAWA **International Day of Peace** celebration.

In effect, the ERG is an alliance of education, business and community groups collaborating under the auspices of UNAAWA (United Nations Association of Australia Western Australia) - a grassroots people's movement promoting the values and work of the United Nations. Members of this group have sought to broaden the scope of their work and network through rejuvenation of RCE Western Australia. Meetings of the RCE Steering Committee during 2019 have contributed to the refinement of the Global Goals Challenge project. The RCE platform and mission has added value to the UNAAWA Global Goals Challenge Project, thereby increasing its potential to mainstream ESD.

[381/400 words]

What are the current results of the project in terms of output (e.g. publications, developed practices, course materials)? (Character count 300 words) \*

Outputs of the project over the past year include:

1. UNAAWA *Global Citizenship and Sustainability* program endorsed by state curriculum authority with student achievement recorded on the WA Certificate of Education. Mainstreamed curriculum at senior secondary school level, based on the UNESCO Global Citizenship Education model, SDGs, OECD 2030 Learning Framework and PISA Global Competence Test.
2. UNAAWA certificates issued to 60 students completing one of the four units in three schools delivering the program (2018). Development of a data base recording achievement of a further 160 students enrolled (2019).
3. Expression of interest from seven schools to deliver program in 2020.
4. Publication of support materials and conduct of a professional learning session with teachers from 15 schools (face-to-face and video).
5. Implementation of quality assurance process based on auspicing agreement between UNAAWA and school and submission of a sample of student projects to an independent judging panel including community, business and university representatives.
6. Two Student Parliaments preparing students for designing and leading an extracurricular 'Global Goals Mission'.
7. Student leaders from 18 schools pitched their 'Global Goals Mission' plans to the Student Parliaments (published on You Tube with 1048 views).
8. Judging of 11 Global Goals Challenge entries submitted by schools in September 2019 with selection of six finalists and two winners (Primary and Secondary).
9. Recognition of all 2019 Global Goals Challenge finalists and winners at the Peace Day Ceremony.
10. Implementation of ESD practices by teachers in 20 schools.
11. Changes in sustainability policies and/or practices in these schools.
12. School students leading diverse projects that address local sustainability challenges identified in their communities.
13. Contribution to published research: "Education for Sustainable Development: A Study in Adolescent Perception Changes Towards Sustainability Following a Strategic Planning-Based Intervention—The Young Persons' Plan for the Planet Program".

[299/300 words]

What are the expected/confirmed outcomes (e.g. impact of the project)? (Character count 400 words) \*

The project seeks to empower students as active global citizens belonging to a world community, unified in diversity through human rights and interdependence of global systems. They understand that positive local community actions make a difference globally when they are aligned with the 2030 SDGs.

Through project-based learning students understand the interrelationships of the Goals through - **People, Planet, Prosperity, Peace, Partnerships**; increase understanding of global systems and the imperative of balancing environmental care, sustainable economy and social justice.

Through student leadership the broader community will engage with the SDG shared planning framework.

Qualitative and quantitative data has been intermittently gathered demonstrating positive impact on students as they transition from being overwhelmed and anxious, through understanding to empowerment and positive mindset. Student comments include: "I learned many ways I can make a difference on this planet and make my ideas a reality." "I realised I could actually make a difference." "I feel more optimistic when older people show they care about what I think."

The rejuvenated and expanded RCE network will enable more systematic and accessible data collection and analysis - vital to increasing SDG status in the broader community.

**Expected impact on students** - progress in their

- \* cognitive understanding of global systems and sustainability;
- \* critical/creative thinking skills;
- \* socio-emotional development through community connection and respect for diversity;
- \* ethical responsibility and behaviours;
- \* achievement of a sustainability mindset.

**Expected impact on teachers** - changed practice through understanding:

- \* ESD is about reframing rather than reforming mandated curriculum requirements adding curriculum value by addressing gaps in socio-emotional and behavioural learning;
- \* SDGs provide authentic, positive, engaging, futures-oriented contexts feasibly implemented by teachers at classroom and whole of school levels;
- \* school-based SDG action promotes scaffolded student agency and transformational capabilities.

**Expected impact on schools** - increasing

- \* status of ESD through mainstreamed curriculum packages that are endorsed through the state curriculum authority and recognised by post-secondary learning providers (employers, vocational education and training, universities);
- \* implementation of extra-curricular and whole-school programs and access to curriculum support for teachers through Student Parliaments, design workshops and project management toolkits;
- \* influence in broader community education (SDG Forums and advocacy of parents).

**Impact on broader community** – mindset transformation through student demonstrations of acting local/thinking global and increasing respect for children's voices and community service contributing to challenging prevailing societal/media complacency driven by business-as-usual, high-mass-consumption agenda.

**394/400 words**

What are the remaining challenges and/ or limitations for further development? (Character count 300 words) \*

Two key factors limit widespread implementation of ESD generally and the Global Goals Challenge specifically – overcrowded curriculum and school structures.

The first relates to common teacher concerns about 'curriculum change fatigue' combined with and **content overload**. The Pre-Primary to Year 10 Western Australian curriculum includes year-level syllabuses providing comprehensive prescribed content and achievement standards drawn from the Australian Curriculum. Most commonly, teachers use the mandated content standards as a prescriptive list determining the scope and sequence of student learning programs across eight learning areas.

The design of the Australian Curriculum incorporates *Sustainability* as a Cross-curriculum Perspective, together with *Indigenous Cultures* and *Australia's Engagement with Asia*. Priority is also given for all subjects contributing to students' development of seven General Capabilities. When teachers regard syllabus content standards, cross-curriculum perspectives and general capabilities as discrete blocks of the curriculum it is not surprising that it seems 'overcrowded'. This is reinforced by the 2014 review of the Australian Curriculum that recommended reconceptualising the Cross-curriculum Perspectives and General Capabilities so that they are embedded "only where educationally relevant, in the mandatory content of the curriculum".

Support is needed to enhance teacher capacity for developing learning programs using Cross-curriculum Perspectives and General Capabilities as curriculum integrators rather than as additional discrete blocks of content. The Global Goals Challenge provides opportunity to promote exemplar programs that weave ESD and General Capabilities across clusters of related content and achievement standards.

**School structures** provide an interrelated second limitation. Whole-school approaches and extra-curricular Global Goals missions potentially increase primary teacher workloads. Silo faculty structures in secondary schools limit opportunities for integrated problem and action-based learning. Prevailing structures reflect resource limitations and university entrance inertia. Portfolio-based selection and student demand for integrated problem-based/project management learning, in addition to traditional disciplines, will drive significant structural change in the next decade.

299/300 words

**How does your project further improve capacities of various partners and stakeholders on the theme? (Character count 500 words) \***

The theme of the Global Goals Challenge curriculum innovation is to re-position ESD by mainstreaming curriculum and whole-school approaches.

**Improve capacities of students**

Through Global Goals Challenge projects there is sharper focus on explicit teaching of project management skills and transformational competencies. Students take increasing responsibility to design and drive a project (instead of relying on teachers to do so). Positive reinforcement is gained through students' improved capacity to design and lead community service projects addressing local community sustainability challenges.

**Improve capacity of teachers**

Through modelling good practice in ESD and improving status of ESD in meeting student learning needs there is potential to build a platform for unified data collection (especially related to Target 4.7). This in turn will lead to increased potential to win philanthropic and systemic resource allocation. Common approach to problem-based, community service strategies also increases potential to address teachers' concerns about overcrowded curriculum and workloads by recruiting and training volunteers to mentor students. Potential to create a resource of volunteer mentors to work with students in project management and leadership.

**Improve capacity of schools to transform structures**

Through action research - build evidence base for systemic policy change i.e. ESD seen as a perspective rather than a block of content to be 'embedded'. Effectiveness of UNAANA *Global Citizenship and Sustainability* Program in meeting student learning needs has potential to include diverse class and timetable architectures. Many teachers comment on the similarities with the International Baccalaureate Individual Project. However, cost is prohibitive for the large majority of schools and students. Potential to increase capacity of all schools to offer this learning strategy.

Gaining recognition of student achievement in the *UNAANA Global Citizenship and Sustainability* program through state curriculum authority, universities, training organisations and employers has potential to increase student numbers and build momentum for wider curriculum change in schools. **Curtin University** (Learning Futures) backs the program as a means for students generating "valuable Portfolio information about the kind of learning needed for the future" (Professor David Gibson). **Industry** representatives on UNAANA agree. Portfolios can also be used for annual Curtin SHAPE scholarships (currently up to \$3000 over the period leading to end of Year 12).

**Improve capacity of community**

Use curriculum innovation to rejuvenate the RCE and build a platform for linking diverse community agencies, agendas and resources through the SDGs and Global Citizenship community service curriculum. Mainstreaming of Global Citizenship and Sustainability programme has potential to increase demand for and capacity of diverse community agencies offering resources and programs for school students. Also provides a platform for linking civil society initiatives with teacher concerns – e.g. teacher workload issues flowing from student agency and small team projects by engaging diverse agencies in volunteer mentoring. Build civil society support to increase capacity to influence government policy built around SDGs as integral part of vision for the future from local community to regional and state level planning. Increased capacity to build

momentum for transformation through rapid 'bottom up' evolution as opposed to imposed 'top-down' revolution.

497/500 words

What is the significance of this project for developing global linkages in order to strengthen activities in this area? (Character count 250 words) \*

The Global Goals Challenge project provides potential for Western Australian schools and communities to develop global linkages. The accredited curriculum is wholly-based on the UNESCO Model for Global Citizenship Education and uses Goals and Targets of the UN 2030 SDGs.

The UNESCO Model also underpins the Global Competence Test in the Program for International Student Assessment (PISA). First implemented in 2018, there is great potential for international comparisons and research using a growing body of evidence. Largely, unheralded in the mass media, this test prioritises Global Competence along with Literacy, Numeracy and Scientific Literacy.

The UNAAWA program's flexibility of delivery and assessment requirements also facilitates diverse practice responsive to local context. As effective practice grows, is showcased and shared there is great potential for international teams of students to work together on global projects. David Gibson, UNESCO Professor at Curtin University, envisages international student teams using digital platforms such as the recently launched *Balance of the Planet*. Such developments can be used to leverage global linkages and collective impact amongst school learning communities.

Global linkages facilitated through RCEs have potential to accelerate and scale-up initiatives supporting all Priority Areas of the Global Action Program on ESD.

In the current political environment, these developments support schools in demonstrating ways students move from anxiety to positive community action by addressing local sustainability challenges in a manner attuned to global systems. Through such transformations it should not be possible to sustain the argument that nationalism and globalism are mutually exclusive!

[247/250 words]