Effective practice in Civics and Citizenship Education

A guide for pre-service teachers

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Contents

Program goals

This guide provides information, teaching and learning activities, resources and links to the national Civics and Citizenship Education (CCE) website, to enable pre-service teachers to develop effective practice in CCE and to achieve the following goals:

1 **Understand the importance of CCE in school programs**

2 **Explain why CCE is on the education agenda**

3 **Recognise CCE as an 'organising principle' and core area for curriculum, pedagogy and assessment in schools**

4 **Develop engaging whole-school programs for CCE**

5 **Connect CCE to related learning areas, national priorities and quality school programs.**

How is this guide structured?

Part 1:
An overview of Civics and Citizenship Education

The overview is presented in a PowerPoint presentation that can be downloaded from the national Government Civics and Citizenship Education website: www.civicsandcitizenship.edu.au.

Time allocation:
a minimum of two hours.

Part 2:
Exploring Civics and Citizenship Education on the Web: CCE WebQuest for Pre-service Teachers

- The **CCE WebQuest for Pre-service Teachers** is a self-guided task for pre-service teachers, which is designed to extend their learning about CCE.

- The tasks in this WebQuest encourage exploration of the national Civics and Citizenship Education website so that pre-service teachers can utilise the website as a resource. They will explore www.civicsandcitizenship.edu.au.

- Pre-service teachers will be engaged in an active 'scavenger hunt' within the WebQuest that is focused on the Civics and Citizenship Education website, to learn about CCE, locate resources, create and annotate a hotlist of useful links and notes about useful teaching and learning strategies on the website, and thereby maximise the use of this resource in order to develop effective teaching and learning strategies for CCE.

- Pre-service teachers can complete these tasks in a class where there is computer access, or as a self-guided task using their own computers. Ideally, the pre-service teachers will be able to discuss various tasks and their learning with peers, and they may complete these activities as shared tasks.

- It is recommended that pre-service teachers work through the PowerPoint presentation in Part 1 first, to provide an introduction to CCE.

- Prompts and activities are provided as a guide through various sections of the CCE website

Time allocation:
two to four hours, depending on how many of the sections of the website are explored.

Part 3:
Integrating Civics and Citizenship Education across the curriculum

- In this section of the guide, pre-service teachers are encouraged to make links between CCE and other key education initiatives.

- In Part 3, pre-service teachers select and work through a range of topics pertinent to their own interests and teacher education specialisms, according to the time available.

- This section showcases varied ways in which CCE can be integrated in the curriculum, and used as an organising principle for schools to extend and link the scope of CCE across key areas of school and curriculum practice.

- This section demonstrates how CCE must reach across school programs, across disciplines, through interdisciplinary approaches, and be inclusive of issues such as students' personal and social learning and wellbeing.

- Pre-service teachers can read and work through each area as individuals, or divide the class up to explore and then report back on their learning about areas they select.

The key education initiatives and learning areas included in Part 3 are:

- student engagement and participation
- History Education
- Geography Education
- Economics and Business Education
- Political, Legal and Electoral Education

- Studies of the Environment and Sustainability
- Indigenous Education
- Studies of Asia
- Global Education

Brief explanations are provided about the key curriculum focus of each area, drawing on published curriculum policy documents and statements. The links to CCE are explained, and students can then follow up on suggested print references and online resources for use in developing CCE teaching and learning activities.

Time allocation:
a minimum of one hour for each education initiative.

Part 1:
An overview of Civics and Citizenship Education

The overview is presented in a PowerPoint presentation.

Part 1 aims to:

- introduce pre-service teachers to the field of CCE,

- clarify why CCE is important, and,

- showcase diverse ways that CCE programs can be organised and implemented in schools.

The PowerPoint can be downloaded from the Civics and Citizenship Education website: www.civicsandcitizenship.edu.au.

The presentation can be used either in a lecture or workshop led by the lecturer, or used by individual pre-service teachers as a self-guided or small-group learning tool.

Throughout the PowerPoint presentation, annotated hyperlinks to different resources and sections of the national CCE website are provided.

Learning tasks and questions are included to maximise pre-service teachers' use of this resource, and to encourage further discussion.

Part 2:
Exploring Civics and Citizenship Education on the Web: CCE WebQuest for Pre-service Teachers

WHAT ARE WEBQUESTS?

WebQuests involve practical application and use of the Internet for educators to gather information, answer questions and draw conclusions. There are thousands of WebQuests on the Internet. You could conduct a search of any topic you are teaching and find examples of these activities. The following CCE WebQuest for Pre-service Teachers aims to increase the capacities of pre-service teachers to develop engaging and effective CCE teaching and learning programs.

WebQuests provide student-centred and inquiry-based activities. Since a WebQuest challenges students to explore the Web for information, it is an excellent way to integrate the Internet into the classroom. Traditionally, WebQuests include an introduction, a process students should work through, tasks, a list of resources, and a conclusion. Some WebQuests are very short and can be completed in one class session of an hour or so. Others include longer tasks with a number of steps.

An example of a WebQuest you can look at related to CCE is *Treaty Yeh! Treaty Now!!*, which explores the question of whether there should be a treaty between Indigenous and non-Indigenous Australians in the future. To view this WebQuest, go to http://education.qld.gov.au/tal/ddemo/docs/teacher.doc

CCE WEBQUEST FOR PRE-SERVICE TEACHERS

Introduction

As pre-service teachers, you need to understand that in schools, you will be involved in developing students' civic knowledge, and their skills and capacities as active and informed citizens in various ways. You may develop students' civic knowledge through classroom activities in the History or Politics curriculum, if these areas are your teaching specialisms. You may be a leader of participatory activities and develop students' civic knowledge and capacities through Student Representative Councils, or programs such as the Duke of Edinburgh Award scheme, or you may be the teacher in charge of service learning or community-based activities. You will also play a role in students' pastoral care and social wellbeing, as their homeroom leader or tutor. As a teacher in any school, you will have the opportunity to model democratic practice through engaging students in decision-making. You will also be expected to assess CCE, so you need to be aware of the process of state and national assessment and how you can assess CCE understandings in various ways.

Your main task in this WebQuest is to build and annotate a hotlist of useful links and notes about teaching and learning strategies provided on the Civics and Citizenship Education website, and create a resource booklet. This will help you to maximise the use of this website in order to develop effective teaching and learning strategies for CCE. First you need to open a new Word document and head it:

Developing engaging and effective CCE teaching and learning programs

The main question you will answer is:

How can I develop effective teaching and learning strategies for CCE?

Now go to www.civicsandcitizenship.edu.au

Type or copy the above Web address into your booklet (Word document), so that you can click on the hyperlink to access the website quickly at any time.

Next, follow through the various stages in the CCE WebQuest, completing it as individual work or in pairs. For some tasks you will be asked to work with other members of your class.
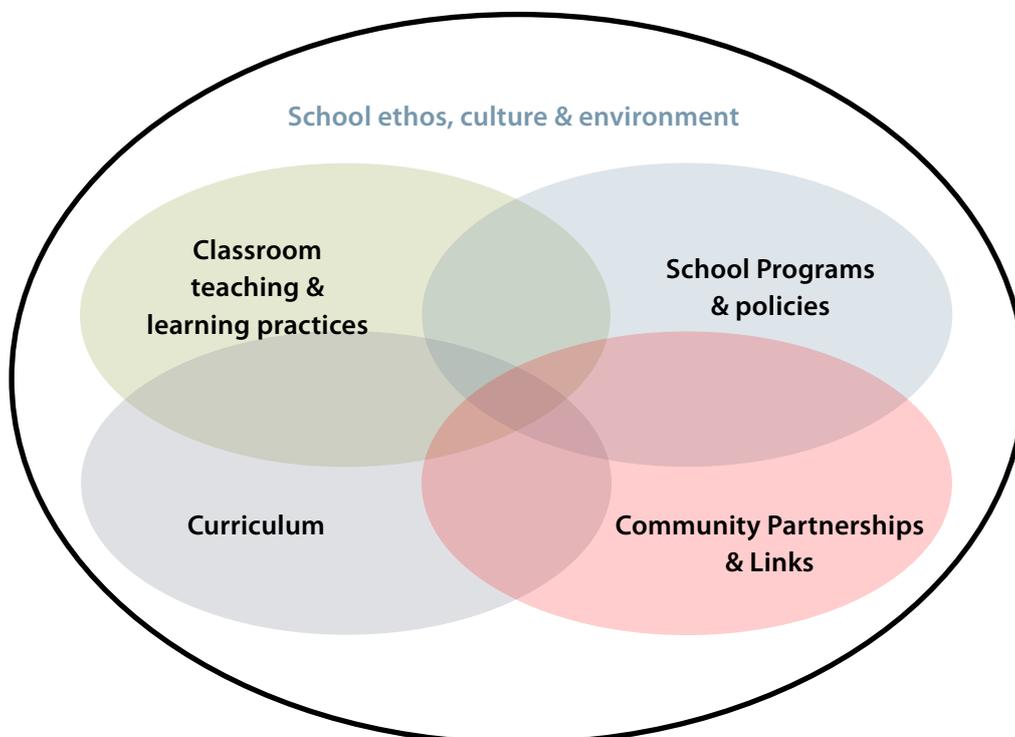
1. Home page: 'Welcome' and 'What's Happening'

• Have a look at this entry point to the CCE website. Cut and paste the definition of CCE from the 'Welcome' page into your booklet. Underneath, type the heading *Other key elements of CCE.* Leave a gap that you can revisit to add further comments as you develop a broader view about the scope of CCE.

• 'What's Happening': Choose one activity from this section, and follow the link to more information. Write a few sentences in your booklet to show how this resource or event could help you to teach CCE effectively.

2. National Activities

• Click on the 'National Activities' link to access the drop-down menu and click on 'Civics and Citizenship Education National Forum 2008'.
 (The link is: www.civicsandcitizenship.edu.au/cce/cce_forum_2008,25038.html) At the bottom of the page you can click on the Forum 'report', which provides a synthesis of the outcomes of the forum.

• Page 13 of the report includes Suzanne Mellor's view that we need to 'challenge students to stretch their heads' in CCE, and include all of the four dimensions of a whole-school approach to delivering CCE, as shown in the diagram below. Read what Suzanne has to say about effective CCE on pages 13–15 of the report. Cut and paste the diagram into your booklet.

• Form a small group to discuss each dimension of CCE represented in this diagram, and how you can further develop actions to implement these dimensions in schools.

• You may also choose to discuss this diagram with your whole class, and record the ideas in your booklet.

Modes of delivery in Civics and Citizenship Education

Source: *2008 National Civics and Citizenship Education Forum Report,* p. 14

Dimensions of 'citizenship' in civics and citizenship materials

Go to www.civicsandcitizenship.edu.au/cce/cce_forum_2008,25038.html which links to *From Curriculum to Community: the Impact of Civics and Citizenship Education*, the report of the National Civics and Citizenship Education Forum 2008. Open the PDF file of the report. Kurt Ambrose (Project Manager, Civics and Citizenship Education, Curriculum Corporation) demonstrated at the forum how the concept of 'citizenship' can provide a 'useful organising concept', when considering the civics and citizenship material in the *Discovering Democracy* units and Readers, and the lesson plans and student research units on the CCE website www.civicsandcitizenship.edu.au.

The national *Statements of Learning for Civics and Citizenship*, he explained, 'highlight opportunities for students to engage with civics and citizenship knowledge, skills and values at Years 3, 5, 7 and 9' in many different ways across the curriculum. The *Discovering Democracy* units online have been mapped to these statements and are available on the website, along with additional teaching units and student research activities.

Read pages 25–27 of the report and note the main ideas that help to explain the dimensions of CCE.

School excursions to Canberra

The Parliament and Civics Education Rebate (PACER) provides a subsidy for schools travelling more than 150 kilometres to visit the national capital as part of a civics and citizenship education excursion. Schools must visit Parliament House, Old Parliament House and/or the Electoral Education Centre and the Australian War Memorial and, where possible, participate in an education program at these institutions.

The rebate is available for Years 4–12 students, and is paid to schools on a per student basis at rates that vary according to the distance travelled.

Cut and paste the link into your booklet for future reference and look at the online resources www.civicsandcitizenship.edu.au/cce/parliament__civics_education_rebate_(pacer),18103.html

Other national activities

Click on the other links in the 'National Activities' section for national activities that you would like your students to participate in. Record the ideas in your booklet.

3. National Assessment

Read the section 'About National Assessment' in the 'For Teacher … National Assessment' section:
 www.civicsandcitizenship.edu.au/cce/about_national_assessment,9012.html

In your class divide up among the class members sections from Chapters 5 and 6 of the *National Assessment Program: Civics and Citizenship Years 6 and 10 Report 2007*, which is the second to be published on CCE in the cycle of three-yearly sample assessments conducted by MCEECDYA as part of its National Assessment Program (NAP). Download this report from www.mceecdya.edu.au/verve/_resources/NAP-CC_2007_Report_16Feb07.pdf
The relevant chapters are:

• Chapter 5: 'Student participation in civics and citizenship', pp. 81–102

• Chapter 6: 'Concluding discussion', pp. 103–109.

Discuss how the findings can inform effective teaching and learning of CCE in schools.

4. School Case Studies

Go to www.civicsandcitizenship.edu.au/cce/school_case_studies,9019.html

In this section you will find examples of effective teaching and learning for CCE focused on these themes:

Indigenous Case Studies**:** teaching CCE with an Indigenous focus

School Showcases: a range of general activities for CCE including:

- Florey Primary School, ACT: cultural mapping

- Magill Junior Primary School, SA: CCE for Junior Primary

- Narrogin Senior High School, WA: linking students to the community

- Christies Beach High School, SA: valuing student voices

- Lowood State High School Qld: encouraging active student participation in local community and political life

- Narre Warren North Primary School, Vic: *Discovering Democracy* WebQuest.

Note: You will need to browse, select and share according to your interests.If any of the above case studies are pertinent to your interests, read about the work in those schools, note your findings in your booklet, and share your views with your peers.

5. Discovering Democracy Units

Go to www.curriculum.edu.au/ddunits/index.htm

Read the section: 'About DDU'.

Now click on 'The Units'. To help you develop your ideas about how to use the *Discovering Democracy* resources, divide up the various units among the class members. Choose one of the themes and the levels of schooling that interest you, and then share what you have learned with your group or class. Include your findings in your booklet.

Decide whether you would develop this unit in your classes. Explain why or why not. Then share your thoughts with others.

Discovering Democracy units

Themes	Middle Primary	Upper Primary	Lower Secondary	Middle Secondary
Who Rules?	Stories of the People and Rulers	Parliament vs Monarch	Should the People Rule	Parties Control Parliament
				A Democracy Destroyed
Law and Rights	Rules and Laws	The Law Rules	Law	Human Rights
The Australian Nation	We Remember	The People Make a Nation	Demographic Struggles	Making a Nation
				What Sort of Nation
Citizens and Public Life	Joining In	People Power	Men and Women in Political Life	Getting Things Done

Source: www1.curriculum.edu.au/ddunits/units/units.htm

6. Democracy Rules: an electoral education resource

Go to www.civicsandcitizenship.edu.au/cce/aec_resoures

This online resource is relevant across the curriculum and particularly for Civics and Citizenship, Australian Politics, History, Geography, Studies of Society and Environment (SOSE), Human Society and its Environment (HSIE), Indigenous Studies and Studies of Asia. It helps teachers to confidently lead students in electoral education and:

• has appealing, engaging, interactive material for students including a CD-ROM

• uses an inquiry approach to learning

• includes a 'how to' guide for running an election in schools.

Browse this resource and cut and paste key links and activities into your booklet. Then discuss what you found useful and why with your peers.

7. CCE Resources

Go to www.civicsandcitizenship.edu.au/cce/cce_resources,9030.html

This section offers practical, useful and effective ideas for CCE. It is recommended that you divide up this part of the WebQuest among the class members. Review the section you have been allocated and report back to the class about the contents of the section.

The suggested key sections to review and then discuss are:

'Expert Views'

Go to www.civicsandcitizenship.edu.au/cce/default.asp?id=9033

Refer to:

• 'Parliament House puzzle' by Dr Elizabeth Kwan, historian

• 'Elections in the classroom' by Megan McCrone, Electoral Education Officer, AEC, Canberra

• 'Solving some Civics and Citizenship Education conundrums' by Suzanne Mellor, Australian Council for Educational Research Project Manager for the IEA Civic Education Study and MCEETYA Civics and Citizenship Assessment Project

• 'Reconciliation' by Jackie Huggins, Co-Chair of Reconciliation Australia

• 'Using the DD resources to teach about civic values', *Australian Readers Discovering Democracy Collection*

• 'Newspapers and their role in teaching civics in the classroom' by John Kilner, The Age Education Unit

• 'Thirty-three curriculum approaches: enhancing effective student participation' by Roger Holdsworth

• 'Finding the "common good" in the *Discovering Democracy* resources' by Kurt Ambrose, Curriculum Corporation.

Exploring Civics and Citizenship Education on the Web: CCE WebQuest for Pre-service Teachers

Civics and Citizenship 'Links'

Go to www.civicsandcitizenship.edu.au/cce/default.asp?id=9034

The first section of these links provides teaching and learning ideas and resources for developing civic knowledge and understanding of civic institutions and processes.

Browse through the following links to websites that are very useful for teachers. Select one or two of particular interest to you, and then share your views with class members on how the website can assist in developing effective CCE.

- Parliament of Australia: www.aph.gov.au/index.htm
- Parliamentary Education Office: www.peo.gov.au
- Department of Prime Minister and Cabinet: www.dpmc.gov.au
- Democratic Audit of Australia: http://democratic.audit.anu.edu.au
- The Senate: a short description: www.aph.gov.au/Senate/pubs/txtnov96.htm
- House of Representatives Infosheets: www.aph.gov.au/house/info/infosheets/index.htm
- The Australian Electoral Commission: www.aec.gov.au
- Australian Politics: http://australianpolitics.com
- The High Court of Australia: www.hcourt.gov.au
- Old Parliament House: The Muesum of Australian Democracy: http://moadoph.gov.au
- The Australia Day experience: www.australiaday.gov.au/experience (don't miss the video clip featuring Australia Day celebrations that students will really enjoy)

'Links for Developing Citizenship: Dispositions and Skills for Participation'

Go to www.civicsandcitizenship.edu.au/cce/default.asp?id=9034

This second set of links provides teaching and learning ideas and resources about developing citizenship.

Browse through the following links to websites that are very useful for teachers. Select one or two of particular interest to you, and then share your views with class members on how the website can assist in developing effective CCE.

- Amnesty International: www.amnesty.org.au
- Human Rights and Equal Opportunity Commission: www.hreoc.gov.au
- Racism no way: www.racismnoway.com.au
- Australian Museum: Stories of the Dreaming: http://australianmuseum.net.au/Stories-of-the-Dreaming (don't miss the video clips)
- Austcare: www.austcare.org.au
- The Diverse Australia Program: www.harmony.gov.au
- Refugee Council of Australia: www.refugeecamp.org/movie.cfm (don't miss the video showing what it is like to live in a refugee camp)
- Oxfam Australia: www.oxfam.org.au/refugee/learning/index.php (don't miss the learning space)

Concluding the WebQuest

- Go back to the first activity where you pasted in a definition of CCE.
- Talk with your class members about what you now see as the main dimensions of CCE and add this information to the definition in your booklet.
- Talk about your answers to the main question:

How can I develop effective teaching and learning strategies for CCE, and what are some of the most important strategies that should be included in a CCE curriculum?

Part 3:
Integrating Civics and Citizenship Education across the curriculum

INTRODUCTION

For school students to develop broad and deep civic knowledge and understandings that will empower them to be active citizens, comprehensive whole-school programs are required. These need to include a range of content areas that are studies through both discipline-based and thematic studies. Social education of students should draw on a range of disciplines and perspectives, to encourage a holistic understanding of civics and citizenship.

In this section, pre-service students are encouraged to make links between CCE and other key education initiatives and areas of the curriculum, including:

· student engagement and participation

· History Education

· Geography Education

· Economics and Business Education

· Political, Legal and Electoral Education

· Studies of the Environment and Sustainability

· Indigenous Education

· Studies of Asia, and

· Global Education.

A discussion of each of these initiatives and areas follows, including brief explanations of the key curriculum focus of each initiative or area, which draw on published curriculum policy documents and statements. The links to CCE are explained.

Your task:

Discuss the quotes from key curriculum documents and other sources, and then follow up suggested print references and online resources for use in developing CCE teaching and learning activities.

1. STUDENT ENGAGEMENT AND PARTICIPATION

What is the focus of student engagement and participation?

It is vital that CCE actively engages students. As *Whereas the People: Civics and Citizenship Education, Report of the Civics Expert Group* (1994) pointed out:

> The education we need is one that will enable Australian citizens to participate in the present debates about our future, with a better awareness of the legacy of the past … It should give them the knowledge and understanding to be able to join in the process of reconciliation … It should inform them of our constitutional legacy so that they can make up their own minds about whether Australia becomes a republic … And it should assist them to act as informed, confident, tolerant citizens, secure in their rights and the responsibilities as members of a diverse and inclusive society. (p. 27)

It is important that in schools, teachers talk about how students experience active citizenship within the school. In what ways does the school recognise their current citizenship? What opportunities are there for them to take part in significant decision-making? How are classroom activities structured to enable all students to be seen as citizens and undertake real roles of value in their community while they learn?

The *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA 2008) recognises that:

> The middle years are an important period of learning, in which knowledge of fundamental disciplines is developed, yet this is also a time when students are at the greatest risk of disengagement from learning. Student motivation and engagement in these years is critical, and can be influenced by tailoring approaches to teaching, with learning activities and learning environments that specifically consider the needs of middle years students. Focusing on student engagement and converting this into learning can have a significant impact on student outcomes. Effective transitions between primary and secondary schools are an important aspect of ensuring student engagement. (pp. 12–13)

Kate Gross (2006) has emphasised the importance of authentic and purposeful civics and citizenship learning in schools:

> The transformation of disinterested, apathetic students (or the mobilisation of engaged, idealistic students) into active and informed citizens is the goal of many a battle-weary teacher. It is always a delight when a student has a 'lightbulb moment'; when a teacher knows that at least one student in the class will take the information they have learned and apply it to their everyday lives and future learning. What wouldn't every teacher give for a practical teaching program that encourages students to take an active interest in their learning and in their community? One that engages all students, not just those who are 'traditionally successful'? One that has been developed, trialed and reviewed by educational experts, teachers and students?

> Never fear, teachers: Student Action Teams are here.

> Student Action Teams (SATs) are 'teams of students who, as part of their school curriculum, adopt a community issue that they care passionately about, research it, decide what needs to be changed or improved and take action to achieve that'. *Student action teams: Implementing productive practices in primary and secondary school classrooms* outlines the theoretical framework underpinning the SAT approach and its development and implementation in a number of Victorian schools. Through the first-hand stories of teachers involved in the practical application of SATs, we learn valuable lessons about the benefits and challenges the approach offers participating students, teachers, schools and communities. (*Youth Studies Australia*, 2006, vol. 25, no.3, p. 59)

Making links to CCE programs

Owen (1996) argues that if citizenship 'goes beyond the legal status and focuses on the array of roles that individuals can play in forming, maintaining and changing their communities, then young people are already valuable, and valued, citizens, to the extent that they participate in those roles'. Owen (1996) also found that it was 'opportunities for participation (and therefore learning) in the processes of school governance, together with opportunities to discuss contemporary political issues of interest to the students' that are very important. (Owen, D 1996, 'Dilemmas and opportunities for the young active citizen', *Youth Studies Australia* (Hobart, Australia), vol. 15, no. 1, March, pp. 20–23)

Roger Holdsworth, Senior Research Associate at the Youth Research Centre at the University of Melbourne (2000), notes the links between student participation in school governance and civics and citizenship learning:

We often think first about Student Councils or student representatives on School Councils or committees. But this is only part of the picture. Active citizenship within schools must include and link both *curriculum* and *governance* approaches.

We can draw an analogy with the stability of a 'three-legged stool' or 'tripod', in which the legs are:

•student representation on school decision-making bodies;

•students' own organisations and structures;

•participatory approaches within the curriculum and classroom.

Without any of these aspects, the model for active citizenship 'falls over'. Curriculum approaches must be linked to governance approaches that enable students to share in making curriculum decisions; governance approaches require support for structures within which students can discuss, debate and decide on issues of importance; both require the existence of opportunities for a real world exercise of roles of value that extend beyond the classroom. ('Thirty-three curriculum approaches: enhancing effective student participation', *Connect*, no. 116, April 1999, viewed at www.civicsandcitizenship.edu.au/cce/default.asp?id=9345)

Resources for teaching and learning

Print references

- Evans, H & O'Connor, T (eds) 2009, *The Future By Us: Visions of Australia 2020 and Beyond,* Hardie Grant, Melbourne.

- Holdsworth, R, editor, *Connect,* is a bi-monthly magazine*,* supporting active student participation—in governance and curriculum areas—in primary and secondary schools throughout Australia. *Connect* has been produced since late 1979; over 160 back issues of *Connect* are in print and available for purchase 12 Brooke Street, Northcote, Victoria 3070; phone (03) 9489 9052; fax (03) 8344 9632, email: r.holdsworth@unimelb.edu.au Web address www.asprinworld.com

- Holdsworth, R 2006, *Student Action Teams: Implementing Productive Practices in Primary and Secondary School Classrooms.*

- *Melbourne Declaration on Educational Goals for Young Australians:* www.mceecdya.edu.au/mceecdya/melbourne_declaration,25979.html

Online resources

- *Young Australians: Their Health and Wellbeing* (2007), Australian Institute of Health and Welfare: www.aihw.gov.au/publications/index.cfm/title/10247

- Office for Government School Education, DEECD (2009), 'The E5 model' (for student engagement): www.education.vic.gov.au/edulibrary/public/teachlearn/innovation/e5/E5_A1PosterTable4.pdf

- Voices of the Future (Feedback Report from Schools Summits held in schools, March/April 2008), Commonwealth of Australia (2008) www.australia2020.gov.au/schools

2. CONNECTING CIVICS AND CITIZENSHIP EDUCATION TO HISTORY EDUCATION

What is the focus of History Education?

> History stretches from the distant past to the present, and provides a deeper understanding of present-day events as well as the enduring significance of earlier ones. It introduces us to a variety of human experience, enables us to see the world through the eyes of others, and enriches our appreciation of the nature of change.

> (*The Shape of the Australian Curriculum: History,* www.acara.edu.au*)*

There are strong links between the study of history and civics and citizenship education.

> The teaching of civics is commonly linked with history. It allows students to follow the emergence of key principles of citizenship, the arguments they engendered, the changing institutional forms of government and civil society, and the circumstances in which they have flourished or failed. The skills of historical understanding equip students to make informed and morally responsible judgments.

> (*The Shape of the Australian Curriculum: History,* www.acara.edu.au*)*

History helps prepare students to take their place in a globalising world.

> To equip students to operate in the world in which they will live, they need to understand world history. History should have a broad and comprehensive foundation from which its implications for Australia can be grasped. It is only from such a foundation that the longevity and richness of Indigenous history will be appreciated; that the dimensions of our migrant experience and cultural diversity will be intelligible; that our relations with the Asian region will be comprehended; that the ecological limits of our current practices will be seen in their historical context; and the distinctive as well as the shared and derivative character of our past will be revealed.

> (*The Shape of the Australian Curriculum: History,* www.acara.edu.au*)*

In 2001, the National centre for History Education identified some key elements of History education. For further information, refer to http://hyperhistory.org

Identity: The diverse and multiple identities of a multicultural nation
History curriculum needs to take into account the diversities of the Australian population, including the histories of the various peoples who live in Australia today. The different groups and communities in Australia have different heritages, experiences, perspectives and aspirations. The histories taught and learned in Australian schools need to acknowledge this diversity while highlighting the central currents of the nation's development. History helps all Australians to acknowledge our diversity and cherish our unity.

Perspectives: The continent, the region and the world
Located in the Asia-Pacific region, with a distinct and enduring Indigenous culture and settled largely by Europeans, Australia is a unique nation. As globalisation intensifies, Australians' lives and Australia's interests are increasingly connected to the whole world. These connections create powerful and complex challenges. Young Australians need to investigate these regional and global connections and the challenges they create through studying history.

Thinking and linking: Connecting the past, present and future

History focuses on links between the past and the present. Students understand more about their own lives if they appreciate important developments of the past: the different kinds of human societies, the growth of freedom and democracy, advances in science and technology, the emergence of ideals of humanity and justice, and the ways in which peoples' beliefs have changed. These are elements of our heritage and they provide a sense of personal and national identity.

Not all people value elements of the past in the same way. The conclusions drawn about events such as the arrival of the First Fleet or the status of the Gallipoli campaign may change over time. New perspectives are shaped and issues are debated. Students consider different views of history and see them as signs of a healthy democratic society.

By engaging thoughtfully with the past, students come to value past events that give cause for celebration, and to analyse and understand historical developments that have detracted from human well-being. Using these understandings, students can then make informed decisions about their futures and can contribute to preferred futures locally, nationally and globally.

Historical literacy: Essential and specific skills

As they learn through history, students can develop and practice specific historical understandings and skills. These are the foundation of historical literacy. They are also skills that are valuable in the everyday lives of young people and adults.

The evaluation and interrogation of sources of evidence is fundamental. Students learn that these sources can be subjective, value-laden, ambiguous or incomplete. Students learn the rules and place of debate and hone their skills for presenting opinions about diverse issues. The interaction with sources also illustrates that language is a powerful tool. It changes over time and may come to them translated or interpreted by others. Together these activities prepare students to engage thoughtfully with the numerous messages they encounter in their media-filled lives.

In seeking explanations for historical events and developments, students encounter key historical concepts: change, continuity, cause, motive, effect. These are valuable concepts for understanding the present as well as the past. Students' historical understanding is enhanced by developing empathy and the ability to understand something from another's point of view.

Making links to CCE programs

The National Centre for History Education identifies the following links between History Education and CCE. For further information, refer to http://hyperhistory.org

Citizenship: Preparing young Australians to be active and informed citizens

Study of our history is an essential part of preparing young Australians to be informed and active citizens in a modern democracy and globalising world. When young people study the past, they engage with competing ideas about how people live, and about how societies can be organised. They engage with powerful values and beliefs. They come to understand how people have struggled to bring about worthwhile change and to maintain valued continuities.

Australian history provides rich examples of these processes from Indigenous beginnings, through the histories of settlement, development, immigration and international engagement. Through studying the past, students can envisage possible and preferred futures, and can consider ways to bring about those futures.

Integrating Civics and Citizenship Education across the curriculum

Resources for teaching and learning

The National Centre for History Education (http://hyperhistory.org) states that:

> Resources for learning history should go beyond the texts written for school students. Increasingly, students are engaging with artefacts, pictures, buildings and landscapes, recordings, personal interviews and original documents, and assessing their value as evidence of the past.

> Information technologies present students with valuable opportunities and fresh challenges. The Internet offers extraordinary sources of information, but makes new demands on students in terms of evaluating the broad spectrum of information. Communication technologies allow students to interact with students in other communities and regions, adding new dimensions to their studies. Computer imaging, satellite mapping and the forensic sciences are also adding to the resources used by historians, teachers and school students.

Print references

- Bateman, D & Harris, C 2008, 'Time perspectives: examining the past, present and future', in C Marsh (ed.), *Studies of Society and Environment: Exploring the Teaching Possibilities*, 5th edn, Pearson Education Australia, Sydney.

- Gilbert, R (ed.) 2004, *Studying Society and Environment: A Guide for Teachers,* 3rd edn, Thomson Social Science Press, Melbourne.

Online resources

- **The Australian Curriculum, Assessment and Reporting Authority (ACARA)**

Pre-service teachers should closely follow the development of national History curriculum through links on this website: www.acara.edu.au

- **The publication *The Shape of the Australian Curriculum: History* (May 2009) will guide the writing of the History curriculum K–12. The link to this document is www.acara.edu.au/verve/_resources/Australian_Curriculum_-_History.pdf It provides important discussion of key historical skills and emphases, and explains links between history and citizenship education. The national history curriculum will be the basis of planning, teaching and assessment of history in schools. It will be useful for and useable by experienced and less experienced teachers of History from K–12.**

- The National Centre for History education website provides key resources developed during the Commonwealth History Project (2000-2006; initially known as the National History project. See http://hyperhistory.org

- **The History Teachers' Association of Australia website provides extensive links for teaching history:** www.historyteacher.org.au

- The National History Challenge is a national history competition for students in Years 5 - 12. The following website provides information: www.historychallenge.com.au. The Simpson Prize is a national history competition for students in Years 9 and 10. The following website provides information: www.afssse.asn.au

3. CONNECTING CIVICS AND CITIZENSHIP EDUCATION TO GEOGRAPHY EDUCATION

What is the focus of Geography education?

According to the Australian Geography Teachers' Association:

> Geography is vital to the education of every young Australian in the 21st century. It is the study of places—their environments, populations, economies and communities—and how and why these places are changing. Geography contributes to the development of students' holistic view of the world, combining the natural and social sciences. Students of Geography gain the understanding, knowledge and skills to make sense of complex issues such as climate change, drought, ageing populations, urban growth, ethnic conflicts and globalisation.

For further information, refer to www.agta.asn.au/resources/index.htm This website is a valuable resource for teachers.

Making links to CCE

Studying Geography encourages the development of knowledge about a range of contemporary social and environmental issues, and suggests strategies for the management of these. Participation in a variety of learning and fieldwork activities also helps students to develop skills to interact with the community and organisations and groups.

The Australian Geography Teachers' Association produced an updated position paper on the importance and place of geography in 2009. This can be downloaded from:
http://www.ngc.org.au/report/Towards_a_nat_geog_curric_Final.pdf

In this document, it is argued that 'geographical education provides students with opportunities to clarify their own values and attitudes towards stewardship of the earth, and living sustainably, active citizenship, social justice, intercultural understanding and geographical empathy' (p. 11). The emphases o human and social geography discussed have clear links to citizenship education.

Resources for teaching and learning

Print references

- Australian Geography Teachers' Association Ltd 2007, *Australians Need Geography,* viewed 5 June 2009, www.agta.asn.au/resources/other/AustNeedGeog.pdf

- Bliss, S 2008, 'Geography: the world is its laboratory', in C Marsh (ed.), *Studies of Society and Environment: Exploring the Teaching Possibilities*, 5th edn, Pearson Education Australia, Sydney.

- Cranby, S & Matthews, S 2004, 'Place and space: relating to the world around us', in R Gilbert (ed.) 2004, *Studying Society and Environment: A Guide for Teachers,* 3rd edn, Thomson Social Science Press, Melbourne.

Online resources

- The Australian Curriculum, Assessment and Reporting Authority (ACARA)

Pre-service teachers should closely follow the development of national Geography curriculum through links on this website: www.acara.edu.au.

- The GIS resources 'Spatialworlds blog', http://spatialworlds.blogspot.com, is a repository of teaching resources, images, commentary and website links for those interested in spatial education in schools. As the AGTA argue, spatial understanding is vital in helping students to understand global issues and events.

- *APEC: Strengthening our Community, Building a Sustainable Future* is a curriculum package that includes a professional learning program and a student resource consisting of four investigations. The package aims to raise awareness about APEC and to develop student knowledge, understanding and appreciation of its work, as well as its importance to Australia and the region. The Asia Education Foundation (AEF) and Curriculum Corporation, on behalf of the Australian Government Department of Foreign Affairs and Trade (DFAT), managed the development of the curriculum package. Copies have been sent to all schools. The professional learning program supports delivery of the student program and consists of a professional learning resource (available in PDF format) and five modules provided as PowerPoint presentations. These professional learning resources can be downloaded from www.asiaeducation.edu.au/public_html/downloadable_materials.htm Scroll down the page to locate the links to these files.

- Sprol is a blog dedicated to using images from GoogleEarth to motivate and engage students in interesting stories about the environment. In the developer's own words: 'Sprol shows the visual macroscopic effects of the decisions and behavior of our society'.
  Go to www.gearthblog.com/blog/archives/2007/02/news_roundup_freegeo.html

- The Sydney University website for senior Geography can be found at
  http://science.uniserve.edu.au/school/curric/stage6/geog

- Oxfam's *Mapping Our World* website provides free interactive resources to help students aged 8–14 develop key geographical skills. For further information, refer to
  www.oxfam.org.uk/education/resources/mapping_our_world

4. CONNECTING CIVICS AND CITIZENSHIP EDUCATION TO ECONOMICS AND BUSINESS EDUCATION

What is the focus of Economics and Business Education?

The key curriculum perspectives associated with Economics and Business Education are:

- Discipline knowledge associated with understanding how resources are allocated and how economic systems operate.

- Key skills associated with economic reasoning and interpretation, such as the economic way of thinking where students learn to use and practise rational, objective decision-making, and to clarify and justify personal values and attitudes about issues affecting the economy, society and the environment.

- The role of enterprise, enterprise skills and entrepreneurship in the production process and in the construction, development and prosperity of an economic system.

- The development of financial and consumer literacies that focus on developing students' abilities to make informed judgements and to make effective decisions regarding the use and management of money.

- Knowledge of the origins and key features of the Australian legal system, exploring such aspects as rights and responsibilities, principles and values that underline Australia's legal system including freedom of speech, equality before the law, and human rights.

Making links to CCE programs

CCE is often not taught as a stand alone subject. This section provides examples of how CCE may be taught through Economics and Business Education related curriculum. For example, understanding the nature of Australia's economic system and practising important skills such as making responsible consumer decisions (financial literacy) and being enterprising promotes enhanced CCE outcomes.

Resources for teaching and learning

Print references

- Forsyth, A 2008, 'The Social Educator: teaching and learning for economic literacy', in C Marsh (ed.), *Studies of Society and Environment: Exploring the Teaching Possibilities*, 5th edn, Pearson Education Australia, Sydney.

- Gilbert, R (ed.) 2004, *Studying Society and Environment: A Guide for Teachers,* Thomson Learning, Melbourne (Chapter 16: 'Resources, work and enterprise').

Online resources

- Financial Basics Foundation is a registered charity established to help educate secondary students about the credit system and responsible financial management practices. It provides resources for teachers and students, such as *Operation Financial Literacy*, which contains 10 modules covering topics such as saving, investing, credit and insurance, and includes detailed teacher notes and student worksheets, and *ESSI Money*. For further details about *Operation Financial Literacy*, go to www.financialbasics.org.au

ESSI Money is an online financial literacy teaching resource in a game format and is based on the concepts of Earning, Saving, Spending and Investing—ESSI. Teacher notes are available that describe how the game can be used and outline the content of the game. There are two versions of the game: *ESSI Money* Live and *ESSI Money* CD-ROM. For further details, go to www.essimoney.com.au

- The Financial Planning Association of Australia (FPA), the peak professional body for Australia's financial planners, has produced a financial literacy resource called *Dollarsmart: A Financial Toolkit for Young Australians*, which examines six key aspects of financial literacy. The resource can be accessed at www.fpa.asn.au/FPA_Content.aspx?Doc_id=1017

- This Understanding Money website has been established by the Australian Government and provides a range of teaching and learning resources designed to improve all Australians' financial knowledge and help them better manage their money. A professional learning package is available to help teachers to incorporate financial literacy into the core curriculum from Kindergarten to Year 10. For further information, refer to www.understandingmoney.gov.au

- FIDO is the consumer website of the Australian Securities and Investments Commission (ASIC). It offers a wide range of information and resources about financial topics and useful financial tools. For more details, go to www.fido.gov.au

- The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) contains details about the National Financial Literacy Framework. For further information, refer to www.mceecdya.edu.au/mceecdya/national_financial_literacy_framework_homepage,14429.html

- The Consumer Affairs Victoria website provides a range of resources for consumers and is typical of the websites developed by state governments. For more details, refer to www.consumer.vic.gov.au. Highly recommended teaching and learning resources found at www.moneystuff.net.au include print and video teacher resources. Print resources include *Commerce*, *Consuming Planet Earth*, and *Health and Wellbeing*.

- The Commonwealth Bank Foundation has developed the following resources:

  - DollarsandSense, a website that provides financial advice for 14–17 year olds and interactive financial tools. For further information, go to www.dollarsandsense.com.au

  - StartSmart programs for secondary students, including SmartSmart Workshops in rural and regional locations across Australia and the Smart Smart Schools Program, which is offered in capital city secondary schools and includes tailored modules and interactive lessons delivered in schools by professional facilitators and

Commonwealth Bank Foundation staff. There are four modules to choose from, which are presented in one-hour class sessions: Smart Earning, Smart Saving, Smart Spending (all for Years 9–10) and Smart Investing (Year 11). For further information, go to www.startsmart.com.au

- National Financial Literacy Curriculum Resource, which is a 12-module resource for teachers that is designed to improve students' financial literacy. The resource is designed for students in Years 7–10 and covers a wide range of topics. It can be downloaded from the Commonwealth Bank website www.commbank.com.au/foundation

5. CONNECTING CIVICS AND CITIZENSHIP EDUCATION TO POLITICAL, LEGAL AND ELECTORAL EDUCATION

What is the focus of Political, Legal and Electoral Education?

A key element in young people becoming effective and responsible citizens involves them learning about the operation of the Australian systems of government and law. Integral to this is developing understanding of democratic practice and electoral education. In the national *Statements of Learning for Civics and Citizenship* (Curriculum Corporation 2006) it is argued that curriculum should provide students with the opportunity to develop:

- an understanding of, and commitment to, Australia's democratic system of government, law and civic life

- the capacity to clarify and critically examine values and principles that underpin Australia's democracy, and the ways in which these contribute to a fair and just society and a sustainable future

- the knowledge, skills and values that support active citizenship and the capacity to act as informed and responsible citizens

- an appreciation of the local, state, national, regional and global rights and responsibilities of citizenship and civic life.

(See http://civicsandcitizenship.edu.au/cce/national_statements_of_learning,8990.html)

Electoral education is a crucial component of civics and citizenship education in helping students to understand voting processes so they can participate in these processes effectively.

Making links to CCE programs

Political, legal and electoral education perspectives are important elements of any CCE program. The PowerPoint presentation that introduces this guide discusses the importance of developing an understanding of these key areas through whole-school programs, through modelling democratic practice in classrooms, in wider school programs and in links to the community. Teaching and learning involving mock elections, visits to state or federal parliament, local councils and law courts provide students with authentic learning experiences, opportunities to meet Members of Parliament, and the chance to develop understanding of current issues.

Resources for teaching and learning

Print references

- Gilbert, R (ed.) 2004, *Studying Society and Environment: A Guide for Teachers,* 3rd edn, Thomson Social Science Press, Melbourne.

- Marsh, C (ed.) 2008, *Studies of Society and Environment: Exploring the Teaching Possibilities*, 5th edn, Pearson Education Australia, Sydney.

Online resources

- Overview of Australian Electoral Education Centre (AEC) resources www.aec.gov.au/Education

- *Democracy Rules: an electoral education resource:* www.aec.gov.au/Education/Democracy_Rules/index.htm

- *Discovering Democracy* units: www1.curriculum.edu.au/ddunits/units/units.htm

- Parliamentary Education Office website in Canberra, or a visit to state or federal parliament. See www.peo.gov.au

- *Parliament@Work* website can be accessed through www.civicsandcitizenship.edu.au or at www.parliament.curriculum.edu.au

- *Civics and Electoral Education:* Joint Standing Committee on Electoral Matters. See www.aph.gov.au/house/committee/em/education/report.htm

6. CONNECTING CIVICS AND CITIZENSHIP EDUCATION TO STUDIES OF THE ENVIRONMENT AND SUSTAINABILITY

What is the focus of Studies of the Environment and Sustainability?

In the *National Environmental Education Statement for Australian Schools: Educating for a Sustainable Future,* published by the Australian Government Department of the Environment and Heritage (2005), it is argued that 'when students leave school, they should have an understanding of, and concern for, stewardship of the natural environment, and the knowledge to contribute to ecologically sustainable development'.

This means that students need to understand the complexity of the world in which they live, and develop the knowledge, critical thinking skills, values and capacities to participate in decision-making about environmental and development issues.

The Statement emphasises the need for students to study curriculum with a focus: '*About*, *in* and *for* the environment'. This is a popular way of organising the experiences within an environmental education program.

(See www.environment.gov.au/education/publications/sustainable-future.html)

Education about the environment focuses on students' understanding of important facts, concepts and theories.

Education in the environment involves students in direct contact with a beach, forest, street or park to develop awareness and concern for the environment.

Education for the environment aims to promote a willingness and ability to adopt lifestyles that are compatible with the wise use of environmental resources.

In the *Melbourne Declaration on Educational Goals for Young Australians* (2008) it is argued that:

> Complex environmental, social and economic pressures such as climate change that extend beyond national borders pose unprecedented challenges, requiring countries to work together in new ways. To meet these challenges, Australians must be able to engage with scientific concepts and principles, and approach problem-solving in new and creative ways. (p. 5)

Making links to CCE programs

The *National Environmental Education Statement* (2005) provides very strong reasons for why the development of environmental citizenship must be a core element of CCE programs:

> Environmental education for sustainability involves approaches to teaching and learning that integrate goals for conservation, social justice, understanding cultural diversity, appropriate development and democracy, into a vision and a mission of personal and social change. This involves developing the kinds of civic values and skills that empower all citizens to be leaders in the transition to a sustainable future. (p. 10)

The long-term goals of environmental education for sustainability, as stated in the *National Environmental Education Statement*, include developing the capacities of students to:

- understand and value the interdependence of social, cultural, economic and ecological dimensions at local, national and global levels;

- reflect critically upon how this interdependence affects communities, workplaces, families and individuals and be able to make appropriate decisions;

- develop attitudes and skills which are conducive to the achievement of a sustainable future;

- appreciate and respect the intrinsic value of the whole environment and a sense of the sacred;

- develop an ethic of personal responsibility and stewardship towards all aspects of the environment; and

- participate as active and involved citizens in building a sustainable future. (p. 8)

Resources for teaching and learning

Print references

- Gilbert, R (ed.) 2004, *Studying Society and Environment: A Guide for Teachers,* 3rd edn, Thomson Social Science Press, Melbourne.

- Marsh, C (ed.) 2008, *Studies of Society and Environment: Exploring the Teaching Possibilities*, 5th edn, Pearson Education Australia, Sydney.

Online resources

- *National Environmental Education Statement:* www.environment.gov.au/education/publications/sustainable-future.html

- Australian Association for Environmental Education website: www.aaee.org.au

- Department of the Environment, Water, Heritage and the Arts—kits and resources: www.environment.gov.au/education and publications: www.environment.gov.au/about/publications/list.html In particular, refer to the Australian Natural Heritage Charter for the Conservation of Places of Natural Heritage Significance: www.environment.gov.au/heritage/ahc/publications/commission/books/pubs/australian-natural-heritage-charter.pdf and *Ask First: A Guide to Respecting Indigenous Heritage Places and Values, Australian Heritage Directory*: www.environment.gov.au/heritage/ahc/publications/commission/books/ask-first.html

- Education for Sustainable Development Toolkit: www.esdtoolkit.org

- Gould League: www.gould.edu.au

- Teaching and Learning for a Sustainable Future: www.unesco.org/education/tlsf

- The Earth Charter Initiative: www.earthcharterinaction.org

- National Trust of Australia: www.nationaltrust.org.au

- United Nations Decade of Education for Sustainable Development: www.unesco.org/education/desd

7. CONNECTING CIVICS AND CITIZENSHIP EDUCATION TO INDIGENOUS EDUCATION

What is the focus of Indigenous Education?

It is critical that every young Australian has the opportunity to understand and value the history and cultures of Australian Aboriginal and Torres Strait Islander peoples. There must also be a bridging of the cultural gap between Indigenous and non-Indigenous Australians through generating greater awareness and understanding. This educational goal is recognised in the *Melbourne Declaration on Educational Goals for Young Australians* (2008), which states that 'as a nation Australia values Australia's Indigenous cultures as a key part of the nation's history, present and future'.

The goals also state that school curriculum should 'ensure that schools build on local cultural knowledge and experience of Indigenous students as a foundation for learning, and work in partnership with local communities on all aspects of the schooling process, including to promote high expectations for the learning outcomes of Indigenous students, to ensure that the learning outcomes of Indigenous students improve to match those of other students' (p. 7), and 'ensure that schooling contributes to a socially cohesive society that respects and appreciates cultural, social and religious diversity' (p. 9).

Indigenous Education should also include the focus on developing more equitable outcomes for Indigenous students, and on ensuring that all young Australians understand our diverse Indigenous heritage and cultures.

Making links to CCE programs

Indigenous issues and Reconciliation remain key issues for CCE and in Australian public life. The *Melbourne Declaration on Educational Goals for Young Australians* suggests explicit goals that link Indigenous perspectives to CCE:

> Active and informed citizens understand and acknowledge the value of Indigenous cultures and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians. (p. 9)

The goals expect that our education systems will develop young Australians who are:

> committed to national values of democracy, equity and justice, and participate in Australia's civic life, are able to relate to and communicate across cultures, … and are responsible global and local citizens. (p. 9)

Resources for teaching and learning

Print references

- Habel, N 1999, *Reconciliation: Searching for Australia's Soul,* Harper Collins, Sydney.
- McDonald, H 2004, 'Incorporating Aboriginal and Torres Strait Islander perspectives in SOSE', in R Gilbert (ed.), *Studying Society and Environment: A Guide for Teachers,* 3rd edn, Thomson Social Science Press, Melbourne.
- Newbury, P 1999, *Aboriginal Heroes of the Resistance: From Pemulwuy to Mabo, Action for World Development,* Surry Hills, New South Wales.
- Price, K 2008, 'Aboriginal and Torres Strait Islander Studies', in C Marsh (ed.), *Studies of Society and Environment: Exploring the Teaching Possibilities*, 5th edn, Pearson Education, Australia, Sydney.

Integrating Civics and Citizenship Education across the curriculum

Indigenous education resources in Discovering Democracy units

(Curriculum Corporation, 1998)

See www.civicsandcitizenship.edu.au.

(**Note:** This list was developed by Pat Hincks, Victorian Curriculum and Assessment Authority, Melbourne.)

Unit	Indigenous themes
Middle Primary	
'Rules and Laws'	What are Aboriginal Laws? (pp. 46–48 and 61–63—includes two dreaming stories which tell children not to wander off alone and a consensus exercise)
'We Remember'	Aboriginal and Torres Strait Islander symbols and events (including flags and NAIDOC week) as a part of a broader discussion of Australian symbols
	Aboriginal and Torres Strait Islander sensitivities regarding Australia Day are discussed (p. 87). NAIDOC week information (p. 88)
'Joining In'	Australians for Reconciliation as a community group (p. 119)
Upper Primary	
'The Law Rules'	Equality before the law with specific reference to Australian Indigenous experience including the Myall Creek massacre case, 1838 (pp. 50–53 and 72–75)
'People Power'	1965 Freedom Ride case study (pp. 117–120 and 129–131)
Lower Secondary	
'Law'	Aboriginal customary law (pp. 50–52) The Mabo Decision (p. 58)
'Democratic Struggles'	Why didn't all adults get the vote at Federation and how did those excluded work to achieve it? (pp. 89–98—including the Commonwealth Franchise Bill, 1902; the Aboriginal Day of Mourning, 1938; and the 1967 referendum)
'Men and Women in Political Life'	Two Indigenous biographies out of four biographies of Australians politically active outside parliament (Pearl Gibbs and Sir Douglas Nicholls, pp. 131–134. In addition, the biography of Jessie Street, pp. 129–131, highlights her work for Indigenous rights.
Middle Secondary	
'Human Rights'	What is Australia's record on Indigenous people's rights? (pp. 67–71, including the Australian Constitution and the *Racial Discrimination Act*)
'Making a Nation'	Commonwealth power over Aboriginal affairs (pp. 120–121)
'What Sort of Nation?'	Indigenous issues and Australian identity (pp. 137–138)

Indigenous Education topics in Discovering Democracy Australian Readers

(Curriculum Corporation, 1998)

Reader level	Readers
Middle Primary	*Photo of Junjuwa Community Council* (p. 13, consensus decision-making)
	My Girragundji (pp. 28–29)
	Aboriginal Defence of the Land in *Lest We Forget* (p. 34)
Upper Primary	*Vote 'Yes' for Aborigines* (p. 5, 1967 referendum)
	The People of the South Land (pp. 13–14, from *The Song of Wirrun*, Patricia Wrightson)
	The Story of Tjibruki: A Kaurna Story (pp. 16–17)
	Arooka Dreaming painting (p. 17)
	The Land is my Backbone (p. 18, Galurrwuy Yunipingu)
	Australia is my Country (p. 27, Reg Saunders)
	Living Together, Working Together design (p. 29, Kumanjayi Jakammara Nelson)
	Preamble (p. 30, Ted Egan)
	From Little Things Big Things Grow (pp. 38–39, Paul Kelly and Kev Carmody)
	A Just Punishment (pp. 40–41, Oodgeroo Noonuccal).
Lower Secondary	*The Myall Creek Massacre* (pp. 17–19, Bruce Elder)
	The Musterer is Galloping Flat Out … Sheep are Coming to the Creek to Drink painting (p. 38, Pantjiti Mary McLean)
	White Australia (pp. 55–56, John Hirst, 'children were taken from loving and caring parents' and photo *Homes are Sought for these Children*)
	My Place (p. 57, Sally Morgan).
Middle Secondary	*Trying to Change the World* (p. 17, Charles Perkins)
	An Australian Citizen First (p. 18, Neville Bonner)
	A Barrister on Consenting to be Bound by Law (p. 29, NSW, 1836)
	Governor McArthur's Proclamation to the Aborigines, 1829 poster (p. 29)
	Certificate of Exemption, (p. 38)
	Through My Eyes (pp. 38–40, Ella Simon)
	Nicky Winmar responding to taunts about his Aboriginality photo (p. 40).

Note: When teaching these units, teachers need to take into account the presence of Aboriginal and Torres Strait Islander students in their classroom, and their various reactions to the teaching of Aboriginal and Torres Strait Islander perspectives. Reactions may range from disbelief, acceptance, pride or anger, depending on the students' background.

Teachers should not assume that Aboriginal and Torres Strait Islander students have a thorough knowledge of all aspects of Aboriginal and Torres Strait Islander culture and history; while at the same time they should be willing to accept assistance where offered. Inviting Aboriginal and Torres Strait Islander people to help teach and inviting guest speakers from local Indigenous communities, where possible, is essential to achieve an improved understanding of Aboriginal and Torres Strait Islander culture and history, and will further promote the concept of partnerships and reconciliation**.**

Integrating Civics and Citizenship Education across the curriculum

Teaching and learning resources

Online resources

- Case studies of teaching and learning:
  www.civicsandcitizenship.edu.au/cce/indigenous_case_studies,9020.html and
  www.civicsandcitizenship.edu.au/cce/search.asp?q=indigenous+units

- Resources to encourage effective teaching about reconciliation and indigenous human rights:
  www.austlii.edu.au/au/other/IndigLRes/car/1998/1/Inf_sht1.html

  - www.hreoc.gov.au/Social_Justice/index.html (Australian Human Rights Commission)

  - www.humanrights.gov.au/education/resources/Indigenous_education.html

  - www.reconciliation.org.au (Reconciliation Australia website)

  - www.nsdc.org.au (National Sorry Day Committee website)

- *Wannik: Learning Together, Journey to Our Future* (Victorian Koorie education policy)
  http://www.eduweb.vic.gov.au/edulibrary/public/govrel/Policy/wannik.pdf

- The 'What Works: the Work Program' website is part of a national effort to improve outcomes for Aboriginal and Torres Strait Islander students—an important priority for all Australian educators and trainers. It provides advice and information about how improvement can be achieved and examples of contemporary cases where this has occurred. It is designed to help teachers and administrators working in education and training to take action. See www.whatworks.edu.au/about.htm and www.whatworks.edu.au

- Yarra Healing—the Melbourne Catholic Education Office's Reconciliation site: Visit www.yarrahealing.melb.catholic.edu.au Yarra Healing promotes the voices of local Indigenous people of Melbourne and surrounding areas. The website gives expression to their stories and to the growth of the Reconciliation movement, not only in Melbourne but across the nation.

- Film can be used as a resource for CCE and Indigenous perspectives. In recent years, a number of films have been produced that are excellent classroom resources for teaching and learning about Indigenous issues. Visit the *Metro* magazine website to access these resources: www.metromagazine.com.au

The following is a list of study guides available on the website:

- *Rabbit Proof Fence*
- *Yolgnu Boy*
- *Black Chicks Talking*
- *Stolen Generation*
- *Mr Strehlow's Films*
- *Australian Rules*
- *Beneath Clouds*
- *Whispering in our Hearts*
- *The Tracker*
- *The First Australians* series, episodes 1–7.

8. CIVICS AND CITIZENSHIP EDUCATION AND STUDIES OF ASIA

What is the focus of Studies of Asia?

The National Statement for Engaging Young Australians with Asia in Australian Schools (Curriculum Corporation 2006) was signed by all Australian Ministers of Education and expressed their commitment to the vision that the people of Australia develop the knowledge, skills, values and understanding to live in and contribute effectively to a global society, and to work in a global economy. There are strong arguments to support the view that while broad

global perspectives are important, Asia is now the region whose current emergence is one of history's greatest catalysts for worldwide change. The Statement argues that:

> Australians require new skills, knowledge and understanding related to the Asian region and Australia's engagement with Asia in order to meet the challenges and opportunities of living and working in the twenty-first century. For Australia, the countries of the Asian region are of critical importance. They are our closest neighbours and major trading partners. They represent the cultural heritage of a growing number of Australians and their rich traditional and contemporary cultures provide opportunities for our social, creative and intellectual development. Educating Australians for a world in which the Asian region plays a major role requires a substantial response by Australia's education jurisdictions and schools. As a nation develops so too does the body of knowledge valued by it. (p. 2)

The Statement also contends that:

> Knowledge and understanding of Asia and Australia's relationship with Asia make an important contribution to building the social capital of our nation: enriching Australians' social, creative and intellectual development by extending their skills, vocational opportunities and aspirations; and developing an understanding of themselves, their own society and the richness of human experience. Enhancing our understanding of Asian nations strengthens our ability to contribute to harmony, partnership and cooperation
> in the Asian region and the wider world. (p. 6)

Making links to CCE programs

The National Statement for Engaging Young Australians with Asia in Australian Schools
(Curriculum Corporation, 2006) noted that:

> Civics and citizenship education is a national priority. As citizens we now simultaneously belong to many kinds of community at the local, national, regional and global levels. The key to civic harmony will be respecting and valuing diversity. International events, particularly those in Asia, have become a powerful entry point into understanding this domain. This reflects the currency and relevance to Australia of occurrences in Asia, and also the enthusiasm of young people to see how our values and forms of governance relate to international conflict and peace-keeping, aid and crisis response, the management of migration and refugee programs, and relationships across and between cultures. (p. 13)

According to the *National Statement for Engaging Young Australians with Asia in Australian Schools*:

> Studies of Asia and Australia are integral to the achievement of goals common to many curriculum frameworks and guidelines in Australia including areas such as personal futures, interpersonal development, social responsibility, building communities, world futures, present and future conditions and the skills of communicating, creating, thinking and innovating. Knowledge, understandings and skills related to Asia link closely to areas of national priority, including values education, languages, civics and citizenship, information and communication technologies, sustainable schools and the national statements for English, Languages and Environment Education. (p. 10)

Resources for teaching and learning

Online resources

- *National Statement for Engaging Young Australians with Asia in Australian Schools* is available at www.asiaeducation.edu.au/pdf/engaging_statement.pdf.

- The Asia Education Foundation (AEF) website www.asiaeducation.edu.au and the AEF web page www.asiaeducation.edu.au/public_html/c_res_intro.htm provide links to teaching and learning resources. The AEF has developed over 70 resources including CD-ROMs and online materials as part of the Access Asia series of curriculum materials. These resources are used in thousands of primary and secondary schools across Australia and include national guidelines for supporting teaching and learning about Asia, as well as cross-curriculum and country and learning area specific materials. The resources are categorised according the following symbols:

T = Text

TS = Teacher Support

W = Web-based resources

M = Maps

C = Card set

CD = CD-ROM

L = Online teaching and learning activities

PL = Professional Learning Program attached to the resources.

9. CIVICS AND CITIZENSHIP EDUCATION AND GLOBAL EDUCATION

What is the focus of Global Education?

In *Global Perspectives: A Framework for Global Education in Australian Schools* (Curriculum Corporation 2008), it is stated that:

> Twenty-first century Australians are members of a global community, connected to the whole world by ties of culture, economics and politics, enhanced communication and travel and a shared environment.

> Enabling young people to participate in shaping a better shared future for the world is at the heart of global education. It emphasises the unity and interdependence of human society, developing a sense of self and appreciation of cultural diversity, affirmation of social justice and human rights, building peace and actions for a sustainable future in different times and places. It places particular emphasis on developing relationships with our neighbours in the Asia-Pacific and Indian Ocean regions. (p. 2)

National Framework for Values Education in Australian Schools

The vision articulated in the **National Framework for Values Education in Australian Schools** (2005) recommended that 'all Australian schools provide values education in a planned and systemic way, by developing student responsibility in local, national and global contexts and building social skills (p.14). Achieving these goals is clearly connected to global education, Studies of Asia and CCE.

In *Global Perspectives: A Framework for Global Education in Australian Schools* (2008) we are reminded that:

> Global education promotes open-mindedness leading to new thinking about the world and a predisposition to take action for change. Students learn to take responsibility for their actions, respect and value diversity and see themselves as global citizens who can contribute to a more peaceful, just and sustainable world. With its emphasis not only on developing knowledge and skills but also on promoting positive values and participation, global education is relevant across all learning areas. (p.2)

Resources for teaching and learning

Online resources

- Global Education website—provides teaching resources that support the integration of global perspectives across the curriculum. For further information, go to www.globaleducation.edna.edu.au

Visit www.globaleducation.edna.edu.au/globaled/go/pid/57 to find out how make global issues come to life in classrooms. Global education assumes that learners will translate their knowledge into practical action and participation in the local and global community. This section offers a range of resources to enrich your classroom teaching as well as tools to help you build great resources of your own. This section of the Global Education website includes links to:

- Case studies—a collection of stories about how global issues are being addressed, arranged by country

- Learning quests—a collection of global learning quests that challenge students to research, present a perspective and negotiate a response to a global issue

- Quiz builder—a collection of short-answer quizzes to raise curiosity or revise understandings about global issues

- Teaching activities—a collection of teaching activities about global issues, arranged by level of schooling

- Teaching processes—a selection of teaching and learning approaches highlighting ways of including a global perspective across the curriculum

- Templates—organisers and document templates that can be downloaded, printed or saved and edited to support teaching activities and learning quests.

- Department of Education, Science and Training 2005, *National Framework for Values Education in Australian Schools*, Canberra. The National Framework can be downloaded from www.valueseducation.edu.au/values/default.asp?id=8757

CONCLUSION

Making connections between CCE and other related learning areas is vital in the achievement of more effective student understanding. *The Melbourne Declaration* recognises that these connections should encompass teaching and learning about issues that are pertinent from the local, to national and and global spheres. The document notes that:

> 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)

The document also reminds educators that complex environmental, social and economic pressures such as climate change that extend beyond national borders pose unprecedented challenges, requiring countries to work together in new ways. To meet these challenges, Australians must be able to engage with scientific concepts and principles, and approach problem-solving in new and creative ways. As well as knowledge and skills, a school's legacy to young people should include national values of democracy, equity and justice, and personal values and attributes such as honesty, resilience and respect for others.

This guide provides preservice students with resources and strategies to be able to develop effective teaching and learning in CCE that can better prepare young Australians in the 21st century to be able to meet these goals.