



SCEAA CONFERENCE, CANBERRA 2024

In partnership with the Museum of Australian Democracy

Friday 19 April and Saturday 20 April 2024
Museum of Australian Democracy

Curriculum, community and beyond: Future directions in citizenship education

Conference sub-themes:

- Giving voice to diverse communities in Civics and Citizenship Education
- Leveraging technology and social media connections for active citizenship
- Creating authentic and purposeful education for sustainability in schools and beyond
- Youth activism, political shifts and changing demographics
- The work of educators in times of global shifts, complexity and uncertainty

BOOK NOW



MOAD

Museum of Australian Democracy
at Old Parliament House

This conference is ACT TQI accredited for:

- 19 April - 5 hours
- 20 April - 5 hours

under SCEAA's partnership with MoAD.



Day 1

Friday, 19 April 2024

Pre-conference events (optional tours)

9-10:15am	Visit to Australian Parliament House	Adjunct Associate Professor Libby Tudball, Monash University, SCEAA Executive
9:10-10:15am	Tour of Historic Old Parliament House	Hosted by MoAD

Conference: Museum of Australian Democracy

10:30am	Conference registration opens - Members' Dining Room, via Victoria Terrace Bridge, Old Parliament House	
11-11:15am	Acknowledgement of Country Welcome to the Museum of Australian Democracy Welcome to conference	Dr Stephanie Smith, Learning Manager, MoAD Dr Jia Ying Neoh, President SCEAA
11:15-11:50am	Provocation: Sword, shield or drawbridge? The purpose of curriculum and the future of citizenship education Discussion	Adam Brodie-McKenzie, Victorian Curriculum and Assessment Authority Chaired by Dr Keith Heggart, University of Technology Sydney, Vice President SCEAA

Papers and workshops session 1

12-12:30pm	Exploring Ontologies and Methodologies for Researching Education for Sustainability in Civics and Citizenship Education Traditional and modern knowledges in environmental citizenship education: Bhutan's middle path and gross national happiness	Ismat Ara Sonam Dorji W
12:30-1pm	How students with intellectual disability can lead us beyond thin, thick and ableist, to relational, notions of active citizenship After CCE: Social Responsibility in University Science Curricula	Dr Catherine Maitland Dr David Van Reyk
12-1pm	Workshop: Australian Curriculum V 9.0 Key Changes: Civics and Citizenship 7-10	Rachelle Willington
1-1:40pm	Lunch	

Day 1

Friday, 19 April 2024

1:45-2:30pm

Provocation: Utilising First Nations Realities: A modern advocacy approach to engage, inform and develop authentic citizenship education for the future

Conor Bowden,
Tagalaka and Gumatj man,
pre-service teacher
and First Nations advocate,
Swinburne University

Walk to cultural organisation

2:30-2:45pm

Make your own way to your chosen cultural organisation

Cultural organisation visit:

3-4:30pm

National Portrait Gallery

Meet Madison Ewer at main entrance, King Edward Terrace, Parkes

Museum of Australian Democracy

Meet Dr Stephanie Smith in Members' Dining Room
Meet Jordana Schmidt inside main entrance, Kings Avenue, Parkes

National Archives of Australia

Day 1 ends

4:30pm

Day 1 of the conference ends here. See below for an optional dinner event.

Conference dinner (free, as long as you book)

5:00pm-late

Chifley's Bar and Grill, Hotel Kurragong
8 National Circuit, Barton
Canberra ACT

Participants will be able to choose from a selection of main courses. These will be paid for by SCEAA as a thank you for your participation in the conference.

All additional dishes and drinks at individuals' cost.

Chifley's Bar and Grill is approximately 15 minutes walk from MoAD. Limited parking is available at the venue.

Day 2

Saturday, 20 April 2024

Conference: Museum of Australian Democracy

9 - 9:45am Welcome and Acknowledgement of Country

Dr Jia Ying Neoh,
President SCEAA

Provocation: Global perspectives on citizens,
communities and civic character in schools

Professor Andrew Peterson,
University of Birmingham

Chair: Associate Professor
Libby Tudball, SCEAA Executive

Papers and workshop session 2

9:50 - 10:20am

Access to Archives: Creating meaningful
connections for future action

Jordana Schmidt

10:20 -
10:50am

Citizenship education and the manosphere

Dr Naomi Barnes

China, Japan, India, famous Asian Australians
and SO WHAT? The practice of Asia literacy
for a globally aware, Asia-literate person?

Dr Jia Ying Neoh

9:50 -
10:50am

Workshop: Discovering Multicultural Views:
Examining the Role of Australian Muslim History
in Civics and Citizenship Education

Kym Wilton

10:50 - 11:15 Morning Tea

Papers and workshops session 3

11:15 -
11:45am

Digital Literacy in Social and Political Education
in Australia: Nurturing Informed and Engaged Citizens

Lisa Seddon

Young people and political participation

Dr Zareh Ghazarian

11:45am -
12:15pm

Preparing teachers for critical global and democratic
practice: Shifting inquiries into the teaching of
democracy and global citizenship in teacher education

Dr Bryan Smith
and Dr Jia Ying Neoh

Giving voice to diverse communities in CCE:
How can we ensure that all students have a voice
in shaping their own education and promoting
inclusivity and diversity in CCE?

Prof George Odhiambo

11:15am -
12:15pm

Workshop: Empowering Students to Take Action
on Environmental and Social Issues - The Global
Citizenship Student Ambassador Program

Lottie Dowling

Saturday, 20 April 2024

Day 2

12:20pm -
1:05pm

Provocation: Introducing the Ngarrngga Project – to know, to hear, to understand: a nation-building project providing curriculum resources for educators led by First Nations educators

Prof Melitta Hogarth,
University of Melbourne

Chair: Dr Keith Heggart,
University of Technology Sydney
Vice President SCEAA

1:05pm -
1:45pm

Lunch

1:45 -
2:30pm

Provocation: Curriculum, community and beyond: Future directions in citizenship education

Dr Marc Pruyn,
Monash University

Provocations on conference sub-themes:

Giving voice to diverse communities in Civics and Citizenship Education

Annette Schneider,
Together for Humanity

Leveraging technology and social media connections for active citizenship

Dr Keith Heggart,
University of Technology Sydney

Creating authentic and purposeful action for sustainability in schools and beyond

Dr Rick Flowers,
University of Technology Sydney

Youth activism, political shifts and changing demographics

Mitchell Sprague,
Australian Council
for Student Voice

The work of educators in times of global shifts, complexity and uncertainty

Adjunct Assoc Prof Libby Tudball,
Monash University,
SCEAA Executive

3 - 3:20pm

Round table feedback presented by round table leads

Drawing it all together:

Dr Marc Pruyn,
Monash University

What are our key conference recommendations?
What actions and next steps can we take in advocating and developing Social and Citizenship education for the future?

3:20 - 3:30pm

Conference close

Dr Jia Ying Neoh,
University of Sydney,
SCEAA President

3:30-4:15pm

Post conference discussion: SCEAA National Conversation and Recommendations regarding Senate Inquiry into Electoral Education

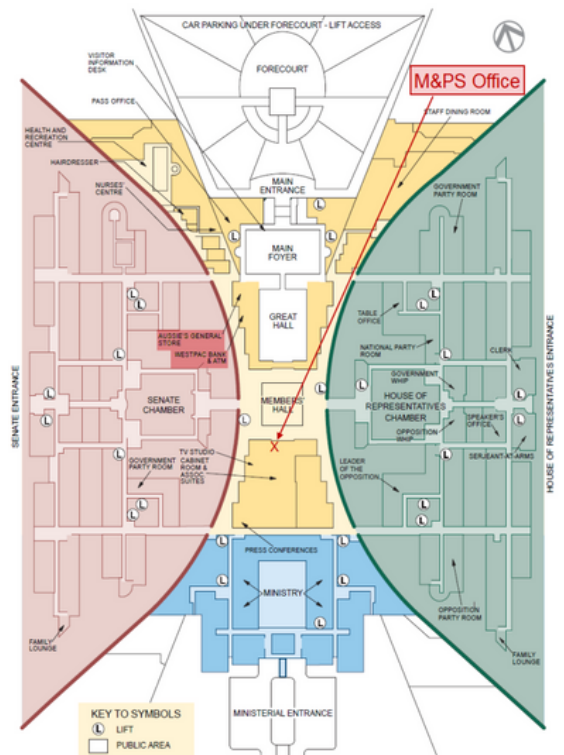
Optional session -
participants are welcome
to stay and contribute

Pre conference event maps

9am, **Australian Parliament House**, Canberra ACT



GROUND FLOOR PARLIAMENT HOUSE



9:10am, **Historic Old Parliament House**,
18 King George Terrace, Parkes, ACT



Conference maps - 19 and 20 April

10:30am, Friday 19 April - main registration desk



Enter via Victoria Terrace Bridge, and go to Members' Dining Rooms for registration desk.

Pre conference events

Optional

Visit to Australian Parliament House

9-10:15am, Friday 19 April

Meet Adjunct Associate Professor Libby Tudball at Australian Parliament House to experience a tour.

Meet at the main entrance at the main entrance to Australian Parliament House, Parliament Drive, Canberra, ACT.

The tour will last until 10:15am.

Australian Parliament House is approximately 650 metres from Old Parliament House (About an 8 minute walk, or delegates may arrange their own transportation)

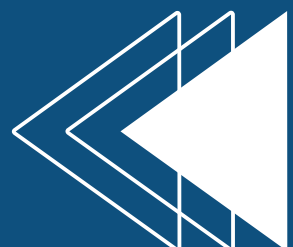
Tour of Historic Old Parliament House

9:10-10:15am, Friday 19 April

Meet for a tour of MoAD at Old Parliament House.

Meet at the front entrance of MoAD, 18 King George Terrace.

The tour will last until 10:15am.



Provocation

Adam Brodie-McKenzie

Victorian Curriculum and Assessment Authority

Sword, shield or drawbridge? The purpose of curriculum and the future of citizenship education

11:15-11:50am

Formal Civics and Citizenship curriculum is highly contentious, locally and globally. This can be about what is included in knowledge and skills, as well as the aims of the formal curriculum. Some see that curriculum can be used as a sword, to carve out new opportunities and directions. Others see it as a shield, particularly for teachers who may find resistance from parents or school administration in what is being taught in civics and citizenship. Curriculum is also a drawbridge, where it allows entry to particular areas, or not. And just because the drawbridge is open doesn't mean you have to visit the castle. How should curriculum in Civics and Citizenship be developed to ensure enthusiasm and inclusivity?

This provocation will discuss the possibilities of curriculum, for policymakers, schools and teachers, and most importantly for students.

**Session chaired by Dr Keith Heggart,
University of Technology Sydney,
Vice President SCEAA**



Papers and workshop session 1

12-12:30pm

Paper: Exploring Ontologies and Methodologies for Researching Education for Sustainability in Civics and Citizenship Education

Ismat Ara
James Cook University

Education for Sustainability (EfS) in the Civics and Citizenship Education (CCE) as an inter-disciplinary approach to teaching and learning motivates students to engage with global issues by stimulating, interconnected topics. How can the material-discursive phenomenon of EfS in the CCE be researched? The paper elaborates the material-discursive phenomenon of EfS in the CCCE from Barad's ethico-onto-epistemological point of view.

EfS and CCE both are contested concepts and can be interpreted in a variety of ways. EfS with the weaker sustainability approach and transcendence worldview separates humans from the natural world and promotes an education system that reinforces dualist theory and practice, teaching and learning (Deleuze & Guattari, 1994). CCE usually takes a humanist approach to study humans in society and separates human society from the natural world. Posthumanism for the study is an attempt to investigate what happens if we look at the study from a different perspective and possibilities. EfS in the CCE does not happen in void, the materiality and the social construction both are factors that position the planned and enacted curriculum of EfS in the CCE. Thus, EfS in the CCE invites a discussion of how schools, national education policies and programs facilitate or impede teaching and learning.



Papers and workshop session 1

12-12:30pm

**Paper: Traditional and modern knowledges
in environmental citizenship education:
Bhutan's middle path and gross national happiness.**

**Sonam Dorji W
The University of Technology Sydney**

In the last two hundred years, countries across the planet have transformed their traditional, semi-subsistence agricultural economies into modern, industrialised service, manufacturing and resource extraction economies. This has led to environmental damage at such a scale, that economic development, when not checked, is not sustainable. In Bhutan which is at the onset of this transformation, the government has carefully weighed up how to manage this process in a way that should be sustainable. One aspect of the Bhutan government's strategy is for schools to educate young people to be stewards of, and active citizens for the, environment. In this paper, we focus on the place of traditional and modern knowledges in Bhutan's environmental science curriculum. This is analysed against a background where Bhutan's government is pursuing a wider policy of gross national happiness. A key plank of gross national happiness is to forge a middle path where schools enable young people to lead modernisation while also nurturing Bhutan's traditional culture. This applies more narrowly to environmental science, where modelling this middle path, curriculum can include both traditional and modern knowledges.



Papers and workshop session 1

12:30 - 1pm

Paper: How students with intellectual disability can lead us beyond thin, thick and ableist, to relational, notions of active citizenship

Dr Catherine Maitland
The University of Technology Sydney

There are two types of theory-building contributions we want to make. The first is to support those scholars, like Ashley Taylor, who challenge the ontological assumptions of those who advocate for a ‘special needs’ approach. The second is to present a relational notion of active citizenship. This enables us to go beyond the binary opposition of thin and thick approaches to citizenship education. We are comfortable with scholarship that criticizes thin approaches as overly reliant on instrumental teaching of knowledge about rules and laws, and skills such as petition writing, chairing meetings, and effective listening and relationship building. We are comfortable with scholarship that champions thick approaches emphasising experiential and action-oriented learning, and building emancipatory knowledge because it seeks to enable citizens to not just challenge laws, but to change oppressive values and behaviours that can be deeply embedded in corporate and political cultures.

Both approaches, “thin” and “thick”, are, however, problematic ableist binaries, since students who do not fulfil the criteria of becoming active, autonomous and self-determined citizens are deemed to be innately deficit (Campbell, 2005). They are either consigned to “special” – often segregated – education, or remain in the “inclusive” classroom, frustrated and bored. Any hint of protest is viewed as disruptive in the negative sense, and they become the subjects of behaviour management – a far cry from civics and citizenship education, be it thin or thick.

Photovoice is a methodology that holds potential to work “with” rather than “on” people with intellectual disability. We share an example of a photovoice project that supported a person with intellectual disability to tell their story through images, and identify individual and systemic issues that impact on their lives, in their way, rather than by following a prescribed curriculum. We avoid the trope of “giving voice”, instead asking the question: what does engaging and listening “differently” require from teachers? We present a new typology of citizenship education that supports teachers to go beyond the binary opposition of thin and thick.



Papers and workshop session 1

12:30 - 1pm

Paper: After CCE: Social Responsibility in University Science Curricula

Dr David Van Reyk
The University of Technology Sydney

This paper will report on a project in progress investigating how Australian institutions of higher education can continue with, as well as further hone and develop, their students' prior civics and citizenship education (CCE). Specifically, this project investigates embedding social responsibility in higher education Science curricula. This embedding is in the context of social responsibility being an outcome of intentional teaching and learning activities undertaken within graduate attribute/capability/outcome frameworks in wide use across the Australian higher education sector.

Science has been carefully chosen as the site for this project because there are extant initiatives to increase the number of Science, Technology and Mathematics (and statistics, STEM) graduates from Australian campuses. Partly this is due to the perceived impact of STEM graduates' work on a society experiencing rapid technological changes, swathes of information, a global collapse in biodiversity and the Climate Catastrophe. These are all issues where CCE can make a sector-wide contribution.

This paper will propose various conceptions of a socially responsible science graduate. These conceptions are informed by research into civics and citizenship education that has focussed on the pre-tertiary education sectors. Several case studies that describe the teaching of social responsibility in university-level Science courses will be presented to explore how these align with broader societal aims for higher education in STEM as well as developing social responsibility and civics and citizenship knowledge, skills and values. These case studies may serve as templates for primary and secondary Science curricula.



Day 1

Friday, 19 April 2024

Papers and workshop session 1

12 - 1pm

Paper: Australian Curriculum V 9.0 Key Changes: Civics and Citizenship 7-10

**Rachelle Willington
Australian Curriculum, Assessment
and Reporting Authority (ACARA)**

Educators will be guided by ACARA's Curriculum Specialist HASS, Rachelle Willington to explore the changes and refinements to Civics and Citizenship 7-10 curriculum content in the Australian Curriculum V 9.0. Key changes will be identified for Years 7 to 10. They will explore specific changes within Civics and Citizenship.



Provocation

Conor Bowden

Tagalaka and Gumatj man,
pre-service teacher and First Nations advocate,
Swinburne University

Utilising First Nations Realities: A modern advocacy approach to engage, inform and develop authentic citizenship education for the future

1:45-2:30pm

Conor, a Tagalaka, Gumatj man and future educator, aims to share his personal story of growing and learning in two different worlds; Remote NT and Victoria. He will share experiences of his own advocacy and education throughout the 2024 Referendum and the challenges and advantages of knowledge sharing using modern technology. Through this we will explore the reality that remote communities face and the disconnection between this and the curriculum knowledge we are taught in mainstream society. This session aims to explore ideas that challenge the 'traditional' ways of educational thinking and provide some direction to bridging the disconnect between First Nations Communities and Education providers.

**Session chaired by Adjunct Associate Professor Libby Tudball,
Monash University,
SCEAA Executive**



Cultural organisation visits

The National Portrait Gallery

2:45-4:30pm, Friday 19 April

Meet Madison Ewer, Education Officer at the NPG, to explore how the collection can engage learners in stories related to civics and citizenship education.

Meet at the Madison Ewer at the main entrance, King Edward Terrace, Parkes.

The National Portrait Gallery is 750 metres from Old Parliament House.
(About a ten minute walk, or delegates may arrange their own transportation)

The Museum of Australian Democracy

2:45-4:30pm, Friday 19 April

Join Dr Stephanie Smith, Learning Manager of MOAD and other education officers at MoAD in exploring teaching and learning approaches to understanding the stories of Australian democracy in various current exhibitions.

Meet in the Members' Dining Room.

The National Archives of Australia

2:45-4:30pm, Friday 19 April

Join Jordana Schmidt, Assistant Director, Learning and Visitor Experience at the National Archives of Australia in exploring rare treasures in the collection related to stories of civics and citizenship and how these resources can engage students.

Meet Jordana Schmidt inside main entrance, Kings Avenue, Parkes

The National Archives of Australia are 350 metres from Old Parliament House
(About a five minute walk, or delegates may arrange their own transportation)

Provocation

Professor Andrew Peterson

Professor of Character and Citizenship Education
Jubilee Centre for Character and Virtues
University of Birmingham

Global perspectives on citizens, communities and civic character in schools

9:10 - 9:45am

In this presentation, I will consider the different ways that educational systems and actors are responding to the vital need to provide meaningful educational experiences for young citizens, including the cultivation of civic character. A key theme of the presentation will be to advocate for civic character, as opposed to civic values or civic competencies. The presentation will draw on empirical research, as well as on existing practices in educational settings, to explore the importance of civic character for the civic lives of young people and their communities today. In doing so, the centrality of global perspectives will be made clear.

**Session chaired by Adjunct Associate Professor Libby Tudball,
Monash University,
SCEAA Executive**



Papers and workshop session 2

9:50-10:20am

Paper: Access to Archives: creating meaningful connections for future action

Jordana Schmidt
National Archives of Australia

The Archives Act (1983) ensures public access to the national archival collection. Access can be broadly interpreted and includes measures like digitisation of records, but emerging trends in archival practise are increasingly focused on the accessibility of access for diverse users. These approaches are considered with not only the accessibility needs of current users, but also looks forward to the needs of future generations.

As the national archival collection grows to include records about recent government actions and initiatives that directly affect the lives of diverse communities, the relevance of the collection to learners from these communities later in life is evident. National Archives houses records that can be and are used to hold governments to account by groups and individuals, and similar functions around recent government actions can be expected in future. Our challenge now as educators is to find meaningful ways to connect learners to the collection and build understanding, skills and trust so that they can work with organisations like National Archives with confidence as active citizens in future.

The Learning and Visitor Experience team at National Archives are working on this challenge with a number of approaches with a long-term view of what success looks like. This includes reviewing and revitalising the onsite excursion experience with accessibility as a priority, co-designing ongoing workshops with diverse groups of students to meet their identified needs and wants to be delivered in their preferred learning environment, and enhancing exhibition resources to support personalised learning in formats that make sense for the individual student and learning support community.



Papers and workshop session 2

10:20 - 10:50am

Paper: Citizenship education and the manosphere

Dr Naomi Barnes
Queensland University of Technology

Andrew Tate, sent to trial overnight, is a hugely popular influencer whose extreme misogynistic views are infiltrating classrooms and playgrounds across the world. Often teachers do not know how to handle these conversations. This is most likely because they are a symptom of rising misogyny in classrooms, a societal issue, but are too often treated as a behaviour issue. The discipline area in the Australian curriculum most suited to these conversations is Humanities and Social Sciences, specifically the Civics and Citizenship strand which has all the tools needed for talking about how misogynistic views affect our democracy and ultimately society. Civics and Citizenship, as a part of the HaSS suit has purposeful, structured inquiry embedded in its pedagogy and has since Socrates. It also has decades of resourcing about what it means to be an active and informed citizen.

In this presentation Dr Naomi Barnes will take you through how to utilise your skills as a HaSS teacher to talk to kids about Andrew Tate and the manosphere, and any other dark actor on the Internet, through a PLUTO (partnership, listening, understanding, talk with purpose, be organised) dialogue.



Papers and workshop session 2

10:20 - 10:50am

Paper: China, Japan, India, famous Asian Australians and SO WHAT? The practice of Asia literacy for a globally aware, Asia-literate person?

Dr Jia Ying Neoh
The University of Sydney

The development of Asia literacy is a key policy agenda for schooling in Australia. The significant role of education in developing Asia literacy is evidenced by more than 40 government and non-government policies, documents, committees, working parties and organizations by early 2000 (Henderson, 2003). The 2006 National Statement for Engaging Young Australians with Asia in Australian Schools is the key national policy statement supporting the National Goals for Schooling in the Twenty-First Century espoused by the Adelaide Declaration (1999), Melbourne Declaration (2008), and Alice Springs (Mparntwe) Declaration (2019) to promote "...foundational and deep knowledge, skills and understandings about the histories, geographies, societies, cultures, literature and languages of the diverse countries that make up our region.." (Asia Education Foundation, nd). This perspective positions Asia literacy as part of the broader goals of global citizenship education.

In the Australian Curriculum currently implemented in Australian schools, Asia and Australia's Engagement with Asia is one of three cross-curriculum priorities. The curriculum priority provides a regional context for learning in all areas of the curriculum. It reflects Australia's extensive engagement with Asia in social, cultural, political and economic spheres. Despite its importance, a clear research gap exists in the areas of curriculum, pedagogy and student learning of Asia literacy. Very little is known about what is occurring with regards to Asia literacy in Australian schools. The bulk of research publications on Asia literacy are focused on analysing and critiquing policies, on local or state rather than national contexts, and are predominately descriptive rather than concerned with theory testing or generation (Halse & Cairns, 2018). Education for Asia literacy in Australia is complex. Its practice is shaped by diverse definitions, support and funding, and statuses given to languages and studies of Asia. Consequently, education of Asia literacy is embroiled in ambiguity, unresolved debates, and varying levels of effectiveness to achieve the purpose of developing Asia literacy. Asia literacy is currently in decline.

This paper aims to address this research gap by draw on two case studies based on two primary schools in NSW to examine the practice of Asia literacy, as related to global citizenship education. It explores teachers' conceptions and the pedagogy of Asia literacy, and the broader implications for the development of global citizenship education.

Papers and workshop session 2

9:50- 10:50am

Workshop: Discovering Multicultural Views: Examining the Role of Australian Muslim History in Civics and Citizenship Education

Kym Wilton
Islamic Museum of Australia

In this presentation, we will explore the diverse perspectives that can be uncovered by integrating Australian Muslim history lessons in civics and citizenship education. With the use of authentic voices, supported resources, and augmented reality technology, we can provide students with a more comprehensive understanding of our nation's cultural heritage.

By introducing students to genuine first-hand accounts from Australian Muslim voices, we can broaden their appreciation for the multitude of experiences and stories that make up our history. We can also create unique opportunities for students to learn more about the everyday lived experiences of Australian Muslims through supported resources such as documentaries like "Islam in Australia".

Augmented reality technology allows students to visualize and interact with complex topics in a way that reflects today's technologically advanced classrooms. Through augmented reality, students can walk through virtual historical sites, witness the events that took place there, and engage with primary source materials. Such a technology would bring to vivid life the events and narratives of Australian Muslim history for students of today.

By integrating these techniques into civics and citizenship education, we can inspire more inclusive classrooms that foster critical thinking and allow for first-hand exploration of the diverse history of Australia.



Papers and workshop session 3

11:15 - 11:45pm

Paper: Digital Literacy in Social and Political Education in Australia: Nurturing Informed and Engaged Citizens

Lisa Seddon
Teachers Registration Board of Tasmania

To prepare learners for ongoing changes to their lives, we must ensure that education is tuned to the new demands of the workplace and society. In an era characterised by rapid technological advancements and a digitally interconnected world, the role of digital literacy in shaping informed and engaged learners to become paramount. This conference paper explores the integration of digital literacy into the landscape of social and political education in Australia, aiming to cultivate a generation of students adept at navigating the complexities of the modern information age. Social and political education is the prime opportunity for this discourse: political information and dissemination is frequently shared digitally, social observations are often magnified in the online space, and informed critical thinkers will need digital literacy to navigate the changing landscape.

The paper examines the existing state of digital literacy education in the Australian curriculum in conjunction with our civics syllabus and identifies opportunities for enhancement, overlap and improving depth of understanding for our learners. Special attention must be given to critical examination of online content, the development of media literacy skills, and the promotion of responsible digital citizenship in our students. As technology continues to influence the socio-political fabric, our educators face the challenge where they must equip students with the tools to critically analyse information, discern credible sources, and engage in respectful and constructive digital discourse.

Strategies are posed in the paper for teachers to be supported in integrating digital literacy seamlessly into social and political education. It explores the potential of leveraging technology to enhance investigation-based learning, broaden perspectives through digital platforms, and foster inclusive dialogue on diverse social and political issues. The discussion also delves into the challenges and ethical considerations associated with digital literacy education, addressing issues of privacy, digital inequality, and the evolving nature of online platforms.

Ultimately, the paper advocates for a comprehensive approach to digital literacy in social and political education that aligns with Australia's commitment to nurturing active, informed, and socially responsible citizens. By reimagining the role of digital literacy in the educational landscape for political and social education, Australia can empower its students to not only understand the complexities of the digital world but also contribute meaningfully to the democratic processes and civic life in an increasingly digital society.



Papers and workshop session 3

11:15 - 11:45pm

Paper: Young people and political participation

Dr Zareh Ghazarian
Monash University

Young people continue to be highly active and visible in political debates in Australia. Young people consistently take leading roles in campaigns for local and international action on issues including climate change and social justice. The proportion of young people in public office, however, remains low. This paper focuses on the motivations and experiences of young people in running for election to public office. It identifies existing challenges and opportunities that young people face by amplifying the voices of young Australians. The paper also explores the significance of civics and citizenship education and how it may enhance the capacity of young people to run for public office.



Papers and workshop session 3

11:45 - 12:15pm

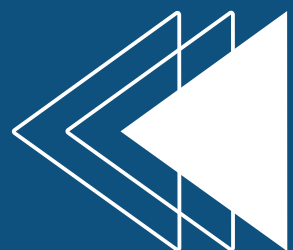
Paper: Preparing teachers for critical global and democratic practice: Shifting inquiries into the teaching of democracy and global citizenship in teacher education

**Dr Bryan Smith and Dr Jia Ying Neoh
James Cook University and The University of Sydney**

Globalisation is a key impetus for social and curricular changes and reforms across the world. In education, these globalising forces manifest in curricular and pedagogical practices wherein they further come to be interconnected with and implicated in the articulations of democracy and citizenship. The nexus of these ideas has been widely considered in educational scholarship, both conceptually and vis-à-vis the pedagogical challenges that such interconnections provoke. While there has been a widespread consideration of the global/citizenship/democracy conceptual tripartite, there is a notable dearth of work looking at how those involved in teacher education conceive of these ideas as it pertains to their practice. If we take seriously the involved and necessary work required to take up this conceptual entanglement well and critically so, we argue that teacher educator views need to be considered, particularly as such views come to inform teacher education practice.

In light of this, we look to explore how teacher educators take up notions of global citizenship in their pedagogical practice and epistemic orientations to knowledge production. Specifically, we engage the thinking of teacher educators across various intellectual and disciplinary traditions to construct an understanding of how notions of global citizenship in particular are taken up, worked out, and operationalised in teacher education. To that end, our project is guided by the following:

1. How is global citizenship conceptualised by teacher educators and what relationships do they see between global citizenship and the notion of 'education for democracy'?
2. How is the teaching of global citizenship shaped by disciplinary and epistemic commitments?



Papers and workshop session 3

11:45 - 12:15pm

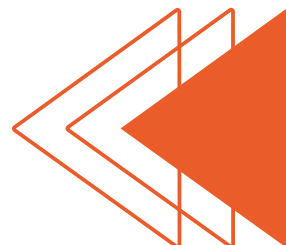
Paper: Giving voice to diverse communities in CCE:

How can we ensure that all students have a voice in shaping their own education and promoting inclusivity and diversity in CCE?

**Professor George Odhiambo
United Arab Emirates University**

This study used a qualitative research approach to empirically investigate students with refugee backgrounds and their teachers' perceptions. The research project employed questionnaires (with teachers and students with refugee experiences) and follow up semi-structured individual and focus group interviews with the students. Responses to the standardised items led to rich sources of data and proved to be useful triggers for follow-up and focus group interviews. The use of multiple instruments to address the research questions facilitated convergence or triangulation of findings and strengthened the validity of the study (Creswell 2003; González-Díaz and Bustamante-Cabrera 2021). The project focused on issues of transition, adjustment, and settlement and as McMillan (2004, 13) observes, a better understanding of these issues can 'improve the practice of education'.

Two co-educational secondary schools located across Western and Southwestern Sydney participated in this study. The schools were chosen because they have a high population of students with refugee backgrounds. My sample across the two public schools included 30 students with refugee backgrounds – 17 female and 13 male – and 10 of their teachers. This sample was large enough to achieve a broad view of the issues that these students and teachers face but was still practical enough to get an in-depth appreciation of how these participants felt. The sample of students with refugee backgrounds included those that have only been in mainstream high school for a term to those that have been in Australia and subsequently high school for over six years. This enabled the comparison of a wider range of experiences and allowed the ability to divulge how students were in fact transitioning in the schools. The results reveal that students with refugee backgrounds experience a variety of difficulties and barriers to success that are often not recognised. Teachers indicated that there was a significant relationship between English language skills and academic achievement, recommended the provision of more efficient and flexible future pathways for older students and more time and resources to cater for the emotional and academic (particularly literacy) needs of their students. Students had positive attitudes towards group work and were satisfied with their teachers' performance.



Papers and workshop session 3

11:15am - 12:15pm

Workshop: Empowering Students to Take Action on Environmental and Social Issues - The Global Citizenship Student Ambassador Program

**Lottie Dowling
Meg Languages**

This workshop will share the process, tools and resources from Meg Languages, Global Citizenship Student Ambassador Program- a one year, national, student action program for Primary and Secondary students. This year we have 39 schools taking part nationally. The program also runs in the United States.

The program develops a range of skills and covers a breadth of areas linked to designing and implementing social and environmental justice, while developing leadership skills. Students are empowered with the tools to create changes they want to see, as active, informed, global citizens, now and in the future.

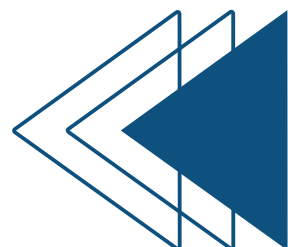
Sessions are scheduled across the year and work in partnership with an educator at the school to support students as school leaders to take effective action on issues they care about. This approach also works as Professional Development supporting these educators develop their capacity to support student action projects at their school in the future.

The student projects use Design Thinking, starting with 'heart-mapping' to tap into students' interests. They use root cause analysis for effective solutions that go beyond surface change, linking their issue to the UN Sustainable Development Goals for a global context. Community involvement is mapped strategically as part of project solutions.

The students design Digital Storytelling solutions to educate the community about their issues (as experts), work in partnership with them to leverage expertise and resources (exploring things such as CSR) and amplify their impact with clear calls to action. They explore Civic Action to scale their solutions, identifying the key holders of large scale social change and learn how to reach these people.

Videos of student action projects:

- <https://www.youtube.com/watch?v=AIXszA1O-no>
- <https://vimeo.com/780185644/26bf08321c>
- <https://www.youtube.com/watch?v=QqEWXJBWROE>
- <https://lumen5.com/user/diana-323/spectrum-progressive-c2iue/>



Day 2

Saturday, 20 April 2024

Provocation

Professor Melitta Hogarth
University of Melbourne

**Introducing the Ngarrngga Project -
to know, to hear, to understand:
A nation-building project providing curriculum
resources for educators led by First Nations educators**

12:20-1:05pm

**Session chaired by Dr Keith Heggart,
University of Technology Sydney,
Vice President SCEAA**



Provocation

Dr Marc Pruyn
Monash University

Curriculum, community and beyond: Future directions in citizenship education

1:45-2:30pm

Provocations on conference sub themes:

Giving voice to diverse communities in Civics and Citizenship Education

Annette Schneider, Together for Humanity

'Leveraging technology and social media connections for active citizenship

Dr Keith Heggart, University of Technology Sydney, SCEAA Vice President

Creating authentic and purposeful action for sustainability in schools and beyond

Dr Rick Flowers, University of Technology Sydney

Youth activism, political shifts and changing demographics

Mitchell Sprague, Australian Council for Student Voice

The work of educators in times of global shifts, complexity and uncertainty

Libby Tudball, Monash University, SCEAA

Round table discussion: Focussed on conference sub-themes

2:30-3pm

Work in table groups with provocation leaders to discuss and make recommendations on future directions in schools, communities and beyond on each theme and how these can be advocated and actioned in the future.

Round table feedback

3-3:20pm

Dr Marc Pruyn will elicit responses from round table leads and draw it all together.

- What are our key conference recommendations?
- What actions and next steps can we take in advocating and developing social and citizenship education for the future?