

Learning for Life

Sustainability, Global Citizenship and Social Justice

SEAA Biennial Conference
with SASOSE Annual Conference



Conference Program

February 2010

Friday 19th, Saturday 20th & Sunday 21st
at the Education Development Centre Hindmarsh



SASOSE



Social Educators'
Association of Australia

seaa

Welcome to the SEAA Biennial Conference with SASOSE Annual Conference 2010

Learning for Life Sustainability, Global Citizenship and Social Justice

Welcome to our SEAA biennial conference and the SASOSE annual conference. This conference is addressing significant issues at an important time.

Educators at the conference are discussing key issues for our planet and Australian. In 2010 in the wider community there is a continuing focus on dealing with climate change, on social justice issues including disaster relief, refugees, refugee rights and Indigenous rights, as well as unknowns about economics and the need to end war.

In a global community where changes in one area of the world can cause huge havoc in another area, educators can help prepare our future citizens to consider alternatives and weigh up possibilities with a view to ensuring that what we decide to do in our little part of the world will affect others. This conference provides some guidance here. The knowledge and understandings of sustainability, globalisation and global citizenship and social justice are addressed by presenters in ways that are congruent with their respective audiences, some presenters considering the needs of tertiary educators and others the needs of teachers of young school beginners through to senior secondary.

There is ample time for sharing learning in small groups as well as participating in large groups. There are social occasions with opportunities to meet interesting people from many areas of the globe. Teachers, NGO educators and tertiary educators will be meeting and collaborating. There are presentations that are expositions as well as active workshops and field trips.

Educators from all states of Australia and some other countries are participating. We welcome you all and hope you enjoy your time in beautiful Adelaide. Please contribute as much as you are able to our conference. Learning for Life is learning in life and this is a wonderful opportunity for us all to learn from each other.

Ruth Reynolds

SEAA President



Adele Pring

SASOSE President



Conference Information

CONFERENCE VENUE

EDUCATION DEVELOPMENT CENTRE

4 Milner Street

HINDMARSH 5007

(Approx 3kms north-west from the Adelaide CBD)



CAR PARKING

The Education Development Centre car park is located on Orsmund Street and runs adjacent to Milner Street.

PUBLIC TRANSPORT

Bus - Bus Numbers

150/151/153/155/157 from North Terrace leaving the City every 15 minutes.

(Conference venue: Stop 7 on Port Road)

Train – Departs from Adelaide Railway Station - North Terrace. Grange or Outer Harbor Line to Bowden Station. (6 min walk)

CONFERENCE ACCOMMODATION

(Book via SEAA website)

Oaks Embassy

96 North Terrace ADELAIDE

Adelaide Paringa

15 Hindley Street ADELAIDE

Breakfree on Hindley

255 Hindley Street ADELAIDE

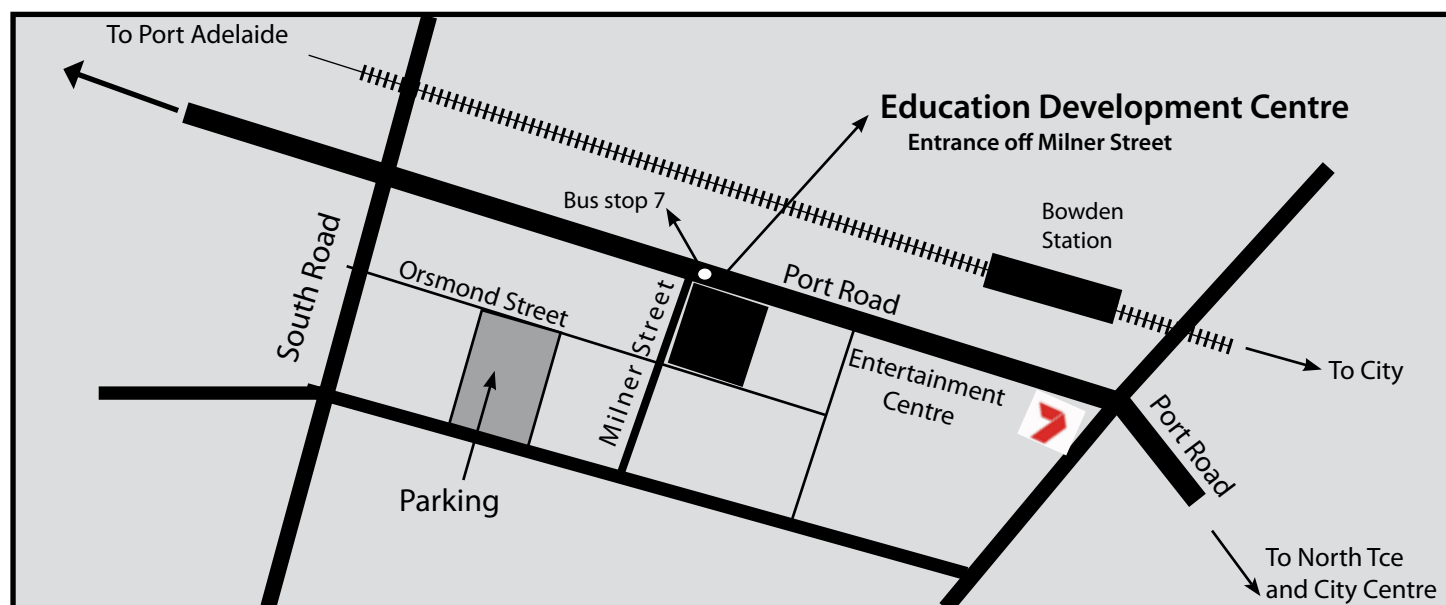
Rockford Adelaide Hotel

164 Hindley Street ADELAIDE

or a Hotel of your choice

For all the latest conference program updates visit:

www.seaa.org.au



Social Events

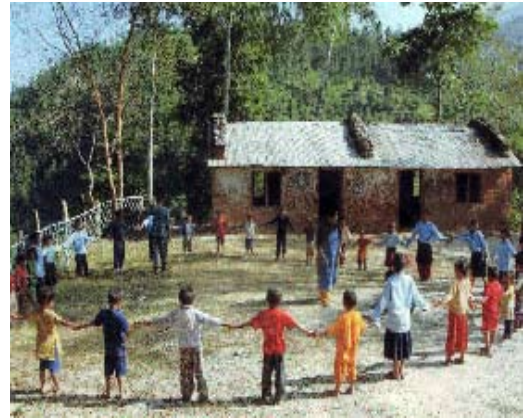
Thursday 18th February 6 - 8 pm

WELCOME RECEPTION, ENTERTAINMENT & REGISTRATION
\$25 Payment to be made with conference registration.

Venue: Nexus Multicultural Arts Centre
Corner North Terrace and Morphett Street
Adelaide SA 5000

INCLUDES :

- Wine tasting
- Drinks
- Finger Food
- Entertainment from *Women with Latitude* - Acappella singers who support a school in Nepal & folk singer Claire Gurry



Aandhimul - Village School Central Nepal

Saturday 20th February 7.00 - 10.30 pm

CONFERENCE DINNER
\$55 Payment to be made with conference registration

Venue: Zagol House - East African Cuisine
199 Port Road
Hindmarsh
(Opposite Conference Venue)

Includes :

Pre -dinner nibbles
First drink (Choice of white, red, beer or soft drink) - subsequent drinks before dinner can be purchased from the bar.

Entree - Vegetarian Roll
Main: Choice from beef, lamb, chicken, seafood and vegetarian dishes served with Ethiopian bread and or rice.
Wine and soft drinks provided at the tables

Dessert
Tea and coffee and Turkish delight



Entertainment includes:

- African drumming
- Ethiopian Coffee Ceremony
- Dance music

Key Note Speakers

SUSTAINABILITY - FRIDAY

Professor Robert Gilbert **University of Queensland**

Rob Gilbert worked as a teacher in Queensland secondary schools before completing his doctorate in curriculum studies at the University of London. His experience in curriculum work includes research and evaluation, consultancy and involvement in curriculum committees and agencies.



He has been a consultant for State and Commonwealth governments, the New Zealand Ministry of Education and the Curriculum Corporation. His research addresses issues of curriculum theory, design and development across a range of fields and levels of education. The work draws on sociocultural perspectives on schools and school contexts, concepts from the sociology of knowledge and the curriculum, and discourse theory.

Particular applications have included research in social and environmental education, education for citizenship, gender in education, the education of boys, standards based curriculum and assessment, and research training.

His book *Studying Society and Environment* 3rd Edition 2006 is widely used in SOSE methods courses in Australian Universities.



GLOBAL CITIZENSHIP - SATURDAY

Professor Cathie Holden **University of Exeter UK**

Cathie Holden is Professor in the School of Education and Lifelong Learning at the University of Exeter where she is Head of Initial Teacher Education.



She has contributed to the UK revised national curriculum for citizenship and is responsible for the secondary strand of www.CitizED.info.

Cathie has recently co-ordinated an international study into young people's understanding of local/global issues and their role as active citizens and is now involved in a further European study. Books include *Education for Citizenship: Ideas into Action* (2002) (with Nick Clough), *The Challenge of Teaching Controversial Issues* (2007) with Hilary Claire and *Teaching the Global Dimension: Key Principles and Effective Practice* (2007) with David Hicks.

Cathie's keynote address will be based on current research into children's concerns about global issues using both UK findings and those from other countries and looking at how they've changed over the past 10 years. It will include quotations from children to bring an element of reality, as well as a discussion of where children get their information from and their predisposition to act for change.



Key Note Speakers

SOCIAL JUSTICE - SUNDAY

Tim Costello Chief Executive of World Vision Australia

Tim Costello is recognised as one of Australia's leading voices on social justice issues, having spearheaded public debates on gambling, urban poverty, homelessness, reconciliation and substance abuse. Since February 2004, as Chief Executive of World Vision Australia, Tim has been instrumental in ensuring that the issues surrounding global poverty are placed on the national agenda.



Tim's passion for justice and for helping to alleviate the suffering of poor communities in the developing world quickly became evident when the devastating Asia tsunami struck on Boxing Day, 2004. The leadership he showed at the time helped to inspire an unprecedented outpouring of generosity from the Australian public, with World Vision Australia raising more than \$100 million for tsunami relief.

Tim has also played a prominent role in the Make Poverty History campaign. And in April 2008, he chaired the Strengthening Communities, Supporting Families and Social Inclusion Committee of the Australian Government's 2020 Summit in Canberra.

In 2004, Tim was named Victorian of the Year; in June 2005 he was made an Officer of the Order of Australia (AO); and in 2006 was named Victorian Australian of the Year.

He has written several books, including *Streets of Hope: Finding God in St Kilda*; *Tips from a Travelling Soul Searcher* and *Wanna Bet? Winners and Losers in Gambling's Luck Myth* (co-written with Royce Millar)

HYPOTHETHICAL - SATURDAY

Dr Brian Hoeppe

Brian Hoeppe taught history and social sciences in secondary schools before moving to teacher education at QUT in Brisbane. At QUT Brian taught in undergraduate curriculum courses and in postgraduate and doctoral programs. His particular interests are in critical social education as it applies to the issues of global social justice, sustainability and peace. Like many others, Brian sees those three issues as intertwined, and demanding integrated responses.



Brian has been involved in syllabus and curriculum development in History and SOSE at state and national levels. He left QUT in 2002 and worked subsequently for the National Centre for History Education and the Commonwealth History Project.

Brian has been a regular presenter at state and national conferences and has worked frequently with teachers in professional development programs. He has written or contributed to more than a dozen secondary and tertiary texts and now devotes his time to writing, consultancy and occasional university teaching.

His latest academic book to published in 2010 and co-edited with Rob Gilbert, will be a new edition of *Studying Society and Environment : A Guide for Teachers*.

He has also written a new children's book *KAZOOM* available from - www.kazoom.com.au



Panel Sessions

'Education for Sustainability' Friday : 11.30 - 1.00

**Panel Chair: Bob Hill - Charles Sturt University ,
SEAA Executive Member**

Invited Panelists include:

Jonathan Noble - SA Department of Education and Children's Services Curriculum Manager *Education for Sustainability*.

Prithi Nambiar – Global Communities for Sustainability – Sydney NSW

Cathryn Hammond – Lecturer in Education, University of SA.

Andrea Mennella - Primary Teacher
San Filippo IPS - Citta di Castello
Umbria, Italy

Ayen Kuol - Dinka woman and star of *Ayen's Cooking School for African Men* as seen on ABC TV

Kasja Higgins - Lecturer in Education - Linneaus University - Sweden.

Peter Leverenz - Principal, Hallett Cove R – 12 and past president of SEAA

'What can we do? - Social action for sustainability, global citizenship and social justice.

Sunday : 11.30 - 1.00

Panel Chair: Julie Dyer - Deakin University, Vice President - SEAA

Invited Panelists include:

Adrian Francis –Concordia College and students who visit South Africa and tutor South African students before their university entrance exams.

Sharon Ronavuso - teacher at Westbourne Park Primary School whose Year one students raise money for disadvantaged children in the local community by making and selling cards.

Year 11 Students from St Mary's College and Christian Brother's College, who work in Orphanages in Vietnam for two weeks in November each year.

Maj Stoddard - Uppsala Sweden - works for The World's Children's Prize for the Rights of the Child, "owned" by 23 million children.

Melissa Wildy - a Pembroke College Year 11 student (2008) who set up her own charity to take backpacks to Thai orphans when she went on a family holiday.

Milton Brown - Teacher at Barrenjoey High School - NSW whose students support Surf Aid which assists Indonesian island communities at risk.

Malcolm McArthur - One time SEAA president, PNG Teacher's College Deputy and overseas aid monitor for the NCCA. Today with volunteers he ships some 50,000 recycled school books a year through 'South Pacific School Aid' to schools in the Pacific.

- 8.00 - 8.45 *Registration in Gallery*
- 9.00 - 9.30 *Songs for Aboriginal Studies & Reconciliation* written by Adnyamathanha man, Buck McKenzie performed by Trefor Barnes, and Claire Gurry with Sue Walker's Year 3 /4 students from Goodwood Primary School
Welcome address - Dr Ruth Reynolds President of SEAA
- 9.30 - 10.30 **Keynote Address : Professor Rob Gilbert - University of Queensland**
- 10.30 - 11.00 *Morning Tea*
- 11.00 - 12.30 **Panel on 'Education for Sustainability'** (Refer to page 8)
- 12.30 - 1.30 *Lunch*

Choose between workshops, paper sessions or field trips (See page 11 for details)

1.30 - 2.30

Workshops A Series (See page 12 for details)

Please choose one workshop from this session

A1: Early Years

Thinking Globally - Global Perspectives in the Early Years.

Greg Ashman - University of Tasmania

A2: Early Primary Years

CarbonKids – tackling climate change

Angela Colliver - CSIRO Education

A3: Middle Secondary Years

Choose what you chew: The relationship between food choices and living more sustainably.

Francine Smith - Global Education Centre Adelaide

Cecily Wright - education .au

A4: Primary Middle Secondary Tertiary Years

Opening up to Nature

Kajsa Higgins - Linneaus University, Vaxjo Sweden

A5: Secondary

'Be more' - Agents to change the world

Janette Parr - Caritas - South Australia

A6: Middle Secondary Years

'Engaging pre-service teacher education students and teachers in civics and citizenship education: how can we ensure CCE happens in schools?

Dr. Libby Tudball and Ms Anita Forsyth - Monash University

1.30 - 2.30

Paper Sessions A Series (See page 13 for details)

1.30 pm PS1: Using Digital Technologies as a Catalyst for the Exploration Of the Visual in Social Education.

Debra Donnelly - University of Newcastle

2.00 pm PS2: Video in the SOSE Classroom

Bob Hill - Charles Sturt University

1.30 pm PS3: Beyond the Sales Pitch: Encouraging Sustainable Practice in a Higher Education Context

Dr Henk Huijser & Dr Sara Hammer - University of Southern Queensland

2.00 pm PS4: Tertiary institutions as a locus of practice for education for sustainability

John Buchanan & Janette Griffin -University of Technology, Sydney

1.30 pm PS5: Global Education: Travel and new Imaginaries for teachers' work

Julie Dyer - Deakin University

2.20 pm PS6: Using an Integrated Curriculum to enhance primary students' understandings of Global Citizenship

Debbie Bradbery & Dr Ruth Reynolds - University of Newcastle

2.30 - 3.30

Workshops B Series (See page 14 for details)

B1: Early Years

'Rusty Loses his Loop - Bio-diversity and the River Murray

Adele Pring - DECS / Aboriginal Studies Educators

B2: Primary Middle Years

NRM Education - Our Carbon Foot Print

Hugh Kneebone - National Resource Management Board - Education

B3: Primary Middle Secondary Tertiary Years

Taking local action for climate change through global issues

Ms Sue Field - NSW Global Education Project

B4: Primary Middle Secondary Tertiary Years

Education and Sustainability, the Right Way Round

*Dr Sandra Wooltorton - Edith Cowan University
Ms. Linda Zibell - University of Ballarat*

B5: Middle Secondary

DATA ANALYSIS – Economic and Non-Economic Indicators from the Developing World.

Chris McGuire - Prince Alfred College & President of Economics Teacher's Association of South Australia

B6: SEAA Members

Reworking the manifesto

Joy Schultz - Independent Consultant

2.30 - 3.30

Paper Sessions B Series (See page 15 for details)

2.30 pm PS7: School of Education sustainability : talk-walking, first steps

Richard Smith, Cathy Hammond, Kathy Paige & David Lloyd - UNISA

3.00 pm PS8: Global citizenship through music education

Dr Anne Power - University of Western Sydney

2.30 pm PS9: Social justice education with very young children

Tace Vigliante - University of South Australia - PhD Candidate

3.00 pm PS10: The Place of Physical Activity, Health and Physical Culture in the Lives of Chinese Young Immigrants in Australia

*Ms Bonnie Pang - University of Queensland
Prof. Doune Macdonald - University of Queensland
Dr. Peter Hay - University of Queensland*

2.30 pm PS11: Weekly Wednesday: the World's Longest Demonstration (1991 - 2009)

Dr Rose Mulraney - Tabor - Adelaide

3.00 pm PS12: All the king's horses and all the king's men: intercultural learning in a fragmented world

Grette Toner - RMIT PhD Student

3.30 - 3.45 Afternoon fruit and drinks

3.45 - 4.45

National Curriculum Forum (Everyone Welcome)

4.45 - 5.15

Happy half hour - Cheese, nibbles, wine, beer and soft drink (Room G11 A&B)

FT1: Christie Walk

105 Sturt Street Adelaide

Visit Christie Walk the internationally acclaimed eco- housing development right in the heart of Adelaide. This tour will demonstrate many features of environmentally sustainable housing including energy efficient housing design, variety of construction materials, solar energy, storm water harvesting, rooftop garden , GoGet car share scheme and much more.

Meeting Point: To be advised

Getting There: To be advised

Tour Guide: Margaret Rohde

More Information: www.urbanecology.org.au/christiewalk/

FT2: The Greenfields Wetlands

Salisbury Highway Mawson Lakes

Extending over 114 hectares, the Greenfields Wetlands is one of the first large, constructed urban wetlands in Australia. Constructed by the City of Salisbury from 1990-1995, the wetlands fulfil a number of roles: improve water quality, provide valuable habitat for wildlife, enhance the landscape and provide flood retention. The wetlands now support a wide variety of plants and wildlife including over 160 species of birds, 20 species of water plants, fish, frogs, macro-invertebrates, long-neck tortoises, snakes and lizards.

Meeting Point: Conference Venue

Getting There: Chartered Bus

Tour Guide: To be advised

More Information: <http://cweb.salisbury.sa.gov.au/manifest/servlet/page?pg=16076>

FT3: Save the Children Global Peace Schools Program

This transformative program develops a whole school approach to exploring concepts and developing practices and processes related to peace building and Child Rights through the Speaking Out Program . This framework enables schools to be outstanding models for peace building and support restorative justice practices with their students , teachers and families building peaceful communities and neighbourhoods.

Seven primary and secondary schools are involved in this program in SA and have completed their accreditation process.

The visit to West Lakes Shore Primary School and Thebarton Senior College will show how this has been achieved and developed throughout the curriculum.

Meeting Point: Conference Venue

Getting There: Chartered Bus

Tour Guides: Joan O Connor- Save the Children Programs Manager & Jennie Hammet Save the Children Education Officer.

Cancelled

A1: Early Years

Thinking Globally - Global Perspectives in the Early Years.

Greg Ashman - University of Tasmania

This workshop will focus on ways foster a global perspective in early years by working with the new resource *Thinking Globally*. Teachers will be introduced to hands on activities and resources for their classroom that explore key global concepts.

A2: Early Primary Years

CarbonKids – tackling climate change

Angela Colliver - CSIRO Education

This session will provide an overview of CarbonKid's primary education, training and communication initiatives that aim to raise awareness about climate change, among schools and the general community. It encourages behavioural change to reduce greenhouse emissions in schools and local communities through direct action. The CarbonKids primary program will be explored and information made available to all participants.

A3: Middle Secondary Years

Choose what you chew: The relationship between food choices and living more sustainably

Francine Smith - Global Education Centre Adelaide

Cecily Wright - Education . au

Students in middle years are always hungry. Food production and transport are the largest single contributors to our ecological footprint and one area where we can take personal action for change. This workshop examines many things we can do to reduce our personal food impact.

A4: Primary Middle Secondary Tertiary Years

Opening up to Nature

Kajsa Higgins - Linneaus University, Vaxjo Sweden

In times of more indoor activities in front of computers/ TV screens etc, school has to challenge young people and offer educational, aesthetic and accessible ways of enjoying nature as well as presenting various interesting "outdoor" learning situations. This workshop includes some hands-on activities, from an imaginative and innovative perspective, for teachers to use easily in their own classes. It will be presented in an outdoor location.

A5: Secondary Years

'Be more' - Agents to change the world

Janette Parr - Caritas Education

We need to be aware, be just, be green, be in solidarity, be giving, be engaged, be a voice and be challenged as agents to change the world, WE need to **BE MORE**. Become engaged in Sustainability, Global Citizenship and Social Justice by building a more just world through the **BE MORE Challenge**. This online social action network invites participants to set five challenges - personal, family, local, national and international. It challenges us to be aware of the consequences of our actions and to make small behavioural changes in our daily lives. Be counter-cultural and aspire not to **have** more, but to **BE MORE**. Sign up now and soon have everyone not just talking about sustainability, global citizenship and social justice, but actively being involved by "aspiring not to have more, but to be more."

A6: Middle Secondary Years

'Engaging pre-service teacher education students and teachers in civics and citizenship education: how can we ensure CCE happens in schools?

Dr. Libby Tudball and Anita Forsyth - Monash University

While there has been a considerable focus on the area of civics and citizenship education (CCE) in schools in the past, particularly in the period of the Discovering Democracy project (1997-2004), it is timely for there to be a re-emphasis on developing awareness and further professional learning in this field. It is important to continue efforts to build capacity at the pre-service level and in the profession, to improve student learning in CCE. This workshop will explore with participants key strategies to engage pre-service teacher education students and teachers) in civics and citizenship education, to ensure CCE will happen in schools.

2.00 - 3.00 A Series

PS1: Using Digital Technologies as a Catalyst for the Exploration Of the Visual in Social Education.

Debra Donnelly - University of Newcastle

This paper will explore the ways in which 'sustainability' is being implemented in the context of a regional Australian university. In 2009, 'sustainable practice' was added as the tenth graduate skill of a USQ graduate, and this paper will discuss what 'sustainable practice' means in this context, how it can be 'taught' and how it can be assessed.

PS2: Video in the SOSE Classroom

Bob Hill - Charles Sturt University

The use of video in the teaching of SOSE in primary and secondary schools has too often involved the showing of worthy documentaries to disengaged students at those times that are least conducive to student engagement. This paper argues that the problem lies not with the content of the video so much as the pedagogy used to engage with the ideas presented. It provides examples of strategies which might help students engage with the ideas more effectively.

PS3: Beyond the Sales Pitch: Encouraging Sustainable Practice in a Higher Education Context.

Dr Henk Huijser & Dr Sara Hammer - University of Southern Queensland

This paper will explore the ways in which 'sustainability' is being implemented in the context of a regional Australian university. In 2009, 'sustainable practice' was added as the tenth graduate skill of a USQ graduate, and this paper will discuss what 'sustainable practice' means in this context, how it can be 'taught' and how it can be assessed.

PS4: Tertiary institutions as a locus of practice for education for sustainability

John Buchanan & Janette Griffin - University of Technology, Sydney
Education for sustainability involves not only curriculum, but also responses in terms of management of resources and grounds. This paper asserts that inclusion of education for sustainability in curriculum is hollow and insincere in the absence of practical and social action on site and perhaps beyond. It focuses on perceived opportunities and barriers with regard to issues such as maintenance of grounds and management of resources in a tertiary institution context.

PS 5: Global Education: Travel and new Imaginaries for teachers' work

Julie Dyer - Deakin University

How does globalisation impact on the lives and work of teachers in the classroom and beyond? This paper will draw on recent research that confirms the importance of teachers' travel experiences to reconfiguring global education within the classroom. Questions such as: How does the experience of travel shape teachers' work and identities? How does this travel then shape understandings of global education? were posed in this study. The findings confirm that travel impacts on teachers' work through new ways of knowing and being as they embed global imaginaries in their teaching. This in turn challenges and disrupts existing views on global education that are consistent with calls for greater cosmopolitan teaching.

PS 6: Using an Integrated Curriculum to enhance primary students' understandings of Global Citizenship

Debbie Bradbery & Dr Ruth Reynolds - University of Newcastle
This paper will examine various perspectives on enacting being a global citizen and will consider how an understanding of this concept can be enhanced in primary school students utilising an integrated curriculum.

B1: Early Years

'Rusty Loses his Loop - Bio-diversity and the River Murray

Adele Pring - DECS / Aboriginal Studies Educators

The story of Rusty takes place in the Coorong the home of the Ngarrindjeri People of South Australia and Siberia. This workshop will explore ways to use the book in the classroom to discuss , biodiversity, wetlands and River Murray / Coorong issues.

B2: Primary Middle Years

NRM Education - Our Carbon Foot Print

Hugh Kneebone - NRM Board - Education Officer

Young people think they want it all, big houses, lots of cars and electronic gadgetry, but can our planet afford this? 'Our Carbon Foot Print' is a hands-on exercise that measures the lifestyle young people imagine for themselves. A hands-on workshop full of robust discussions, difficult decisions and enlightening moments that engage participants across a broad range of environmental issues and themes.

B3: Primary Middle Secondary Tertiary Years
Taking local action for climate change through global issues

Sue Field - NSW Global Education Project

This workshop is based on the movie: *The Burning Season*. Participants will view some of the movie and discuss its use as a classroom resource for stimulating active global citizenship for a sustainable environment. An example of a teaching program based on *The Burning Season*, developed for geography classes in NSW, will be shared with the group.

B4: Primary Middle Secondary Tertiary Years
Education and Sustainability, the Right Way Round

Dr Sandra Woollorton - Edith Cowan University

Linda Zibell - University of Ballarat

The federal National Action Plan for Education for Sustainability (2009) calls for a re-orientation of education and curriculum. This workshop invites educators to collaborate in developing the concept of a sustainable world as the organising logic for education, with particular attention to their own discipline(s). Join AAEE's national critical conversation about how education could look, if underpinned by environmental sustainability.

B5: Middle Secondary Years

DATA ANALYSIS – Economic and Non-Economic Indicators from the Developing World.

Chris McGuire - Teacher , Price Alfred College & President Economics Teacher's Association - SA

Development data is available at no cost to the user but the volume now available can be daunting for educators from all disciplines. This workshop will share how teachers and students can work meaningfully with data from the World Bank and UN Development Program and to move beyond the numbers to the causes, social structures and realities of poverty. He will show how data can be manipulated by the free software "GAPMINDER".

B6: SEAA Members

Reworking the manifesto

Joy Schultz - Independent Consultant

Joy Schultz invites SEAA members and interested others to workshop a new position statement for SEAA. This will involve a quick survey of the contents of Social education for the nineties; a basic right of every person, the original position paper published in 1990; brainstorming possible changes and additions; plus some lively discussion about what we mean by integrated social education. Such an advocacy position is necessitated by the apparent current low status of the social sciences and their proposed ad hoc inclusion in national curriculum.

3.00 - 4.00 B Series

PS7: School of Education sustainability : talk-walking, first steps

Richard Smith, Cathy Hammond, Kathy Paige & David Lloyd - UNISA

This paper will report on the early steps being taken by the University of SA School of Education towards operating more sustainably in learning and administration, and in being a professional educator of teachers who are intentionally 'Green' in their capabilities. Transdisciplinary approaches to teaching, learning and management through the engagement of heads, hearts, hands and spirit are explored.

PS8: Global citizenship through music education

Dr Anne Power - University of Western Sydney

Relevant and engaging resources affect teachers' decision-making about the content they program for students in high school. Global Education websites and state-based workshops through Professional Teacher Associations lead innovation in this respect. This paper reports the changes made by two NSW High Schools to their music programs to enhance their teaching of Indigenous music and culture

PS9: Social justice education with very young children

Tace Vigilante - University of South Australia - PhD Candidate

In this paper, the importance of developing understandings which underpin attitudes to social justice will be discussed. It will focus on one understanding, namely equality and more specifically, equal moral worth. The author will illustrate how the foundations of social justice and inquiry learning can be developed in early years programs, with 3-5 year olds and possibly younger children, through the use of carefully selected picture books which invite inquiry into the notion of equal moral worth.

PS10: The Place of Physical Activity, Health and Physical Culture in the Lives of Chinese Young Immigrants in Australia

Bonnie Pang - PhD Candidate University of Queensland

Prof Doune Macdonald - University of Queensland

Dr Peter Hay - University of Queensland

This paper will present findings from interviews and observations with students in Brisbane, of the place of physical activity, health and physical culture in the lives of Chinese young immigrants alongside the interplay of ethnicity, generations, gender and social class trajectories. Results will provide insights and suggest interventions for educators to enhance the Chinese young immigrants' physical activity experiences, thus creating a more culturally inclusive environment for all.

PS11: Weekly Wednesday: the World's Longest Demonstration (1991 -2009)

Dr Rose Mulraney - Tabor - Adelaide

Each Wednesday a small group of 80-90 year old Japanese military "Comfort Women" and their supporters demonstrate in front of the Japanese Embassy in Seoul to call for an official apology and legal reparation from the Japanese Government. 34 educators including two Australians met "comfort women" in China and South Korea. The women shared their stories thereby challenging educators to become responsible and active global citizens. "I tell story so you tell Japanese Government to tell the truth." Voyeur, educator and/or global citizen? How do we tell their story and make a commitment to, "Never again?"

PS12: All the king's horses and all the king's men: intercultural learning in a fragmented world

Grette Toner - RMIT PhD Student

This paper analyses the Melbourne Declaration's statement that the nation values the central role education plays in building a society that is "cohesive and culturally diverse and that values Australia's Indigenous cultures" (MCEETYA, 2008) and examines primary schools' capacity to fulfil these roles. It makes the case for intercultural learning as integral to the core curriculum for all students.

8.00 - 8.45	Registration in Gallery
9.00 - 9.30	Welcome - Mr Hieu van Le AO - SA Lieutenant Governor Performance: Burundi Drummers
9.30 - 10.30	Keynote Address : Professor Cathie Holden - University of Exeter
10.30 - 11.00	SASOSE Awards, SEAA - Teaching Awards and SASOSE Quiz

Choose between C series workshops or hypothetical session

11.30 - 1.00

Workshops C Series (See page 17 for details)

C1: Early Years

Exploring Global and Social Justice Issues with kindergarten & junior primary children through story books and puppets.

*Belinda Blesing - Visual Arts Teacher & Puppet Maker and
Sofia Palazov - Pennington Junior Primary School*

C2: Primary Years

**UN International Year for 2010 –
The Rapprochement of Culture**

*Jackie Thomson - DECS - Curriculum Manager for
Studies of Asia & Multicultural Education*

C3: Middle Secondary Years

Unpacking Histories

*Rosa Garcia - Education Officer South Australian Migration
Museum*

11.30 - 1.00

HYPOTHETICAL

Dr Brian Hoeppe

'Home truths'

Using a series of provocative scenarios in a 'Hypothetical' style presentation, Brian and a handful of panellists will explore the challenge of responding ethically to issues of peace, justice and sustainability.

The 'Hypothetical' will be set in an everyday Australian family home. Questions of space allocation, resource usage and domestic routine will be negotiated among the family members. Then, an unexpected disruption to the domestic situation will occur. That disruption will present the family with a new set of challenges that can't be so easily handled.

The 'Hypothetical' will, by analogy, highlight ethical challenges and responses beyond the domestic Australian situation, reaching out to the 'global neighbourhood'.

The model offered by this 'Hypothetical' should be usable in diverse settings including school classrooms, teacher education courses and community organisations.

1.00 - 2.00 Lunch

1.45 - 2.00 New Global Education Resources Launch - including *Nicky's World* a new story book for early years.

C1: Early Years

Exploring Global and Social Justice Issues with kindergarten & junior primary children through story books and puppets.

*Belinda Blesing - Visual Arts Teacher & Puppet maker and
Sofia Palazov - Pennington Junior Primary School*

In this hands on workshop teachers will learn how to make a puppet using various techniques - glove , spoon, marionette, banraku, shadow or soft toy puppets. Children's picture and story books that explore global issues will be used as a stimulus for making a puppet character to use with the book.

C2: Primary Years

UN International Year for 2010 – The Rapprochement of Cultures

*Jackie Thomson - DECS - Curriculum Manager for
Studies of Asia & Multicultural Education*

This work shop for primary teachers will present practical ideas and resources that will assist in teaching for intercultural and interfaith understandings across the curriculum. There will be many hands on activities useful for classroom teachers wanting to introduce the International Year theme

C3: Middle Secondary Years

Unpacking Histories

Rosa Garcia - South Australian Migration Museum

Rosa will present a demonstration of "Unpacking Histories" which is an exciting, investigative multimedia assisted workshop that aims to show how the stories of individual lives fit into the local, national and global mosaic of history. Working like historians, white-gloved participants will unpack, investigate, research and record the lives of several South Australians and their immigration / refugee stories. They will find out about the historical and political contexts that shaped them and then string these lives together to understand the forces that shaped South Australia's 20th and 21st Century immigration history.

International Year for the Rapprochement of Cultures - 2010

Throughout the 2010 **International Year for the Rapprochement of Cultures** it is recommended that events be organized that promote interreligious and intercultural dialogue, understanding and cooperation for peace, including a high-level dialogue and/or informal interactive hearings with civil society.

Affirming that mutual understanding and interreligious dialogue constitute important dimensions of the dialogue among civilizations and the culture of peace, the United Nations assembly has asked countries to consider initiatives that identify areas for practical action at all levels of society to promote interreligious and intercultural dialogue, tolerance, understanding and cooperation.



Global Citizenship

2.00 - 4.00 Choose between workshops, paper sessions or field trips (See page 20 for details)

2.00 - 3.00

Workshops D Series (See page 21 for details)

D1: Early Years

Developing Global Understanding in Young Children: The Soup Company Storypath.

Dr Bronwyn Cole - University of Western Sydney

Dr Margit McGuire - Seattle University

D2: Early Primary Years

Playing Fair - Fair Trade Inquiry Unit

Jane Toop & Tamra Waye - Highgate Primary School

D3: Primary Middle Years

It's only right! Practical ways to teach children's rights at school-

Filippa Wittenberg - UNICEF

D4 & E4: Middle Years

Borneo - A test case of global sustainability

Linda Zibell - University of Ballarat

D5: Middle Secondary Years

Globalisation, Human Rights and Poverty

Rod Yule - World Vision - Global Education Officer

D6: Secondary Years

Global Citizenship and Social Action: Birthing Kits at Adelaide High School

Lorraine Securo, Adelaide High School and Francine Smith,

Global Education Centre Adelaide

D7: Early Primary Middle Secondary Years

Save the Children Global Peace Schools

Joan O Connor - SA Program manager - Save the Children

Jennie Hammet - Education Officer - Save the Children

D8: Secondary Years

Religious And Racial Intolerance

Andrew Steiner & the History Teachers of South Australia

2.00 - 3.00

Paper Session D Series (See page 22 for details)

2.00 pm PS13: Democratic Citizenship through the development of values

Dr Sue Knight - University of South Australia

2.30 pm PS14: Social Justice and School

Communities: using a school linkage program to further students' understandings of social justice.

Dr Ruth Reynolds, Cheryl William & Joanna Brown - University of Newcastle

2.00 pm PS15: Taking the time to talk about issues that matter: A dialogic approach to teaching Society and Environment

Dr Carol Collins - University of South Australia

2.30 pm PS16: Remembering and narrative pedagogy: Teacher preparation and learning for life

Robbie Johnston - University of Tasmania

2.00 pm PS17: School Entrepreneur Program

Chris McGuire - Prince Alfred College

2.30 pm PS18: Home-School Partnerships with Families who are Diverse- Rhetoric or Reality?

Leanne Longfellow - Doctoral Candidate at UniSA

2.00 pm PS19: Global Communities for Sustainability

Prithi Nambiar - Executive Director CEE Australia Inc.

2.30pm PS20: Learning about Asia, learning for life

Jillian Wright, State and Territory Partnerships Manager AEF

3.00 - 4.00

Workshops E Series (See page 23 for details)

E1: Early Years

The World in a Box - Exploring the concept of Interdependence in the Early Years.

Margaret Calder - Global Education Consultant

Claire Gurry - Primary Teacher

E2: Primary Years

Federating and Speed dating

John Buchanan - University of Technology - Sydney

E3: Primary Middle Years

Energy Sustainability Activities for Primary / Middle School Students

Caroline Beekman - Science Teacher OLSH

E4: Middle Years

Borneo - A test case of global sustainability cont'd

Linda Zibell - University of Ballarat

E5: Middle Secondary Years

Integrating global perspectives across the curriculum

Cathy Mc Nicol - Curriculum Corporation

E6: Secondary Years

Giving Girls a fair go : teaching gender, poverty and development in the secondary classroom

Joelle Stoelwinder - World Vision- Victoria

E7: Secondary Years

Global Citizenship

Loretta Glass & Diane Mansour - Social Education - Victoria

E8: Secondary Years

Global Connections Program - A tool for young people's Participation and Citizenship

Victoria Kahla - Plan International

3.00 - 4.00

Paper Session E Series (See page 24 for details)

3.00 pm PS21: Reducing prejudice towards the homeless through philosophical inquiry

Tace Vigliante & Dr Carol Collins - University of South Australia

3.30 pm PS22: Developing a Transformative Education Program to Sustain Economic and Lifestyle Opportunities for Indigenous Landholders in Northern Australia

Dr. Margot Ford - University of Newcastle, Iolanthe Sutton -

Taminmin High School, NT, Stephen Sutton - Bushfires NT

3.00 pm PS23 : Peaceful Pedagogy 1 : The role of Human Rights Education in developing a culture of peace in schools

Dr Ruth Reynolds - University of Newcastle

3.30 pm PS24 : Peaceful Pedagogy 2 : Human Rights curriculum in the classroom

Dr Julie McLeod - University of Newcastle

3.00 pm PS25 : Transition to Sustainability : ECU South West

Dr Sandra Wooltorton Marilyn Palmer, Kerry Goodwin, David Paine, Nathalie Collins, Viv Campbell, - Edith Cowan University

3.30 pm PS26 : 3.30 pm PS26 : Social Education: Putting the national curriculum into context

Ms Lucie Sorensen ACRA and Malcolm McInerney DECS SA

7.30 - 12 pm

Conference Dinner

FT4: Sustainable Housing
1.30 - 5

Join Clive West as he tours a number of sustainable houses and properties in the Adelaide CBD and Adelaide Hills region. Each house has been chosen for the different setting, design and building materials used. The owners have all been active to a lesser or greater degree in the actual design and building of their homes, so they speak with knowledge and experience about sustainable housing.

If you know very little about sustainable housing, here is your opportunity to see what it's all about. If you are already quite familiar with the concept here is an opportunity to see a variety of different sustainable ideas put into practice.

Meeting Point: Conference venue

Getting There: Chartered Bus

Tour Guide: Clive West

FT5: South Australian Migration Museum
2.30 - 4.30

Whose History?

How is history constructed? Who records it? Is there more than one version? Where does the truth lie? What should be included? What can be left out? Whose purpose does any particular version serve? This popular Migration Museum education program aims to build critical literacy skills. Participants will be guided through the galleries by two different presenters. Following discussion and debate, learners construct a version of the history that they believe to be true as well as examining ways in which all sorts of histories are constructed, edited and presented.

Meeting Point: To be advised

Getting There: To be advised

Tour Guide: Rosa Garcia

FT6: Our Near Neighbours: Pacific Cultures Gallery - South Australian Museum
2 - 4

Participants trial and critique an innovative new curriculum linked, inquiry-based teaching and learning program designed to engage students from R-12 in learning about our near neighbours in the Pacific region. Discussion will focus on strategies for engaging students in developing an awareness of their role and responsibility as global citizens to take action and ensure the sustainability of language, culture and tradition.

Meeting Point: Meet in the foyer of the SA Museum on North Terrace opp. David Jones.

Getting There: To be advised

Tour Guide: Chris Nobbs & Therese Minitong - Kemelfield



D1: Early Years

Developing Global Understanding in Young Children: The Soup Company Storypath.

Dr Bronwyn Cole - University of Western Sydney

Dr Margit McGuire - Seattle University

Using the Storypath approach, teachers in Sydney, Australia and Seattle, USA, connected young students (K-2) around the universality of soup. An overview of the Storypath Approach, using The Soup Company, presents research findings on students' engagement in the unit, the understandings they developed, and the pedagogical features of The Soup Company Storypath.

D2: Early Primary Years

Playing Fair - Fair Trade Inquiry Unit

Jane Toop & Tamra Waye - Highgate Primary

This inquiry unit, inspired after a staff visit to the Global Education Centre is centred around the development of concepts and understandings related to Fair Trade with young children. We believe that young students have a great capacity and potential to make a difference in others' lives. Activities to develop understandings about work and fair/unfair with games, role play and images using the interactive whiteboard were used. We presented our findings to parents and the school community and have ongoing communication with the Etiko company after the production of a Fair Trade song.

D3: Early Primary Middle Years

It's only right! Practical ways to teach children's rights at school

Filippa Wittenberg - UNICEF

Twenty years ago, the universal rights of children everywhere were laid down. Yet many Australian children are unaware of the Child Rights Convention and the profound impact it can have on their lives. This workshop provides practical learning activities for teachers to educate students not just about their own rights, but the rights of children everywhere.

D4 & E4: Middle Years

Borneo ~ A test case of global sustainability

Linda Zibell - University of Ballarat

This workshop introduces a whole-class game for middle years. Sample its processes e.g. dice rolling, spatial travel across Borneo map and cards, as well as pedagogical background and learning focuses. Global sustainability, English and Geography can come to your class via imagination and fun. A great game for rainforest study, trialled with year 6 and 7 classes in Victorian state schools. (continued in the next session E4 at 3-4pm)

D5: Middle Secondary Years

Globalisation, Human Rights and Poverty

Rod Yule - World Vision - Global Education Officer

How do we teach in an increasingly globalised and interdependent world? What responsibilities do Australians have as global citizens? Is our classroom and school globally engaged?

This session will give you resources to help students extend their understanding of the world and the way Australia is globally interconnected and to recognise global responsibilities.

D6: Middle Secondary Years

Global Citizenship and Social Action: Birthing Kits at Adelaide High School

Lorraine Securo, Adelaide High School & Francine Smith, Global Education Centre (GEC) Adelaide

Adelaide High School and Zonta International work together to produce Birthing kits for developing countries - Afghanistan, Pakistan and Sudan. Birthing kits consist of black plastic, string, gauze, cotton wool, gloves, scalpel and soap. Students fund raise to buy materials and assemble kits for posting to remote hospitals. The school has also collaborated with the GEC to produce units of work on the concept of Global Citizenship. This workshop will look at Birthing Kits and how they are used to raise human rights awareness and encourage social action with secondary students.

D7: Early Primary Middle Secondary Years

Save the Children Global Peace Schools

Joan O Connor - SA Program manager

Jennie Hammet - Education Officer

Save the Children Global Peace Schools supported by the United Nations are developing a network of schools choosing to be proactive and introduce peace-building and child rights understandings and practices into their school's ethos and daily operation. This workshop will also introduce Save the Children's *Speaking Out: Child Rights Education and Advocacy Program* and key resources developed to support students and teachers.

D8: Secondary Senior Tertiary Years

Religious and Racial Intolerance

Andrew Steiner & Wendy Martin - History Teacher Association of SA

Andrew is a Holocaust Survivor who was born in Budapest and lived there through World War II. In this workshop he will share his experiences and lead a discussion on racial and religious intolerance, injustice, discrimination, revisionists and deniers. Many questions will be raised and teachers will be encouraged to discuss how they might use this information with senior students. Other resources including the History Memory Boxes will be shared.

2.00 - 3.00 D Series

2.00 pm PS 13: Democratic Citizenship through the development of values

Dr Sue Knight - University of South Australia

It is widely acknowledged that the Society and Environment learning area has as an aim the development of particular values; values which, it is held, will foster democratic citizenship. This paper argues that this aim is misguided, in that teaching for the development of a set of values is likely to work against reasoned ethical decision making, itself necessary for democratic citizenship.

2.30 pm PS14: Social Justice and School Communities: using a school linkage program to further students' understandings of social justice.

Dr Ruth Reynolds, Cheryl William & Joanna Brown - University of Newcastle

Teacher education students at the Ourimbah campus of the University of Newcastle are linked to one school for the four years of their preservice teaching program. This paper explores the value of such an ongoing commitment to one school site, as opposed to the usual short term practicum, in exploring issues of social justice in schools. Examples from students' observations and assignments are presented.

2.00 pm PS 15: Taking the time to talk about issues that matter: A dialogic approach to teaching Society and Environment

Dr Carol Collins - University of South Australia

Drawing on a series of real-life examples from Society & Environment classrooms, this paper describes the processes involved in effectively facilitating whole class discussions of significant social and environmental issues. The paper also highlights the rich rewards to be had by students and teachers, and by society as a whole, when we take the time to talk about issues that matter in Society & Environment.

2.30 pm PS16: Remembering and narrative pedagogy: Teacher preparation and learning for life

Dr Robbie Johnston - University of Tasmania

In this paper, I discuss an introductory unit in a teacher preparation program for sustainability, global citizenship and social justice. The unit is based on the use of narrative pedagogy in relation to student memories of society and environment curriculum in their own lives and the paper set within a climate within a climate of competing curricular and pedagogical demands.

2.00 pm PS17: School Entrepreneur Program

Chris McGuire - Prince Alfred College

Combining learning about poverty alleviation and entrepreneurship enables students to build empathy toward life in the Developing world. These elements are a good pedagogical "fit" for Middle School Students. Learning outcomes are simple, containable and student-driven. Entrepreneurship is less about personal wealth and more about empowering others as students explore the world at the same time as conceiving and executing a hands-on entrepreneurial endeavours.

2.30 pm PS18: Home-School Partnerships with Families who are Diverse- Rhetoric or Reality?

Leanne Longfellow - Doctoral Candidate at UniSA

Positive home-school relationships lead to improved educational outcomes for students and provide important role modelling for students in embracing difference. Despite this, many families are marginalised by the institutional authority of schools. This paper explores the marginalisation of parents within school settings and links this with practical strategies for schools to embrace families who are diverse.

2.00 pm PS19: Global Communities for Sustainability

Prithi Nambiar - Executive Director CEE Australia Inc.

The Global Communities for Sustainability project challenges schools Australia and India to learn more about local sustainability issues and share these concerns and possible solutions. The model to develop understandings of sustainable communities across countries and cultures, was piloted during 2007 in a Sustainability Development Initiative and Exchange program between India and Australia. Aiming in both countries, to build the capacity for sustainability education including action and leadership, it is now being made available in five states through the Australian Sustainable Schools Initiative.

2.30pm PS20: Learning about Asia, learning for life

Jillian Wright, State and Territory Partnerships Manager Asia Education Foundation

In the context of the Melbourne Declaration on Educational Goals for Young Australians and National Curriculum development, this workshop will focus on why it is important for the future of young Australians to acquire Asia skills and knowledge necessary to be successful on the global stage. To achieve Asia literacy for every young Australian will necessitate explicit embedding of studies of Asia in the new National Curriculum particularly in History and Geography.

E1: Early Years

The World in a Box - Exploring the concept of Interdependence in the Early Years.

Margaret Calder & Claire Gurry Primary Teacher

How do we teach interdependence to young children? The latest Glimpse kit developed by the Global Education Centre in SA is 'The World in a Box'. It contains items that children would see everyday, from the front door mat to food, toys and clothing as well as a new children's picture book 'Nicky's World', a story developed around a child's day at home and kindergarten, when the items in the box are used and the child finds out which countries of the world they come from. This workshop shows a method to use the kit and the book that has proved successful in raising children's interest and creating opportunities for further teaching.

E2: Primary Years

Federating and Speed dating

John Buchanan - University of Technology - Sydney

In New South Wales, the current curriculum mandates the teaching of Australia's Federation in years 5 or 6. This workshop will explore teaching the topic by means of assigning to students roles of one of the six colonies at the time and engaging in 'speed dating', in order to explore issues of potential compatibility, conflict and competition among the colonies. It will also explore issues of conflict resolution. Various resources will be used as means of providing background information for the exercise, including a narrative and archival footage.

E3: Primary Middle Years

Energy Sustainability Activities for Primary / Middle School Students

Caroline Beekman - Science Teacher - OLSH - Adelaide

This presentation will show participants how the Science Club students used the Origin Energy resources to design and construct their 2008 'Energy Efficient' school model. A section from a DVD produced by the Global Education Centre shows Science Club students learning about urban sustainability outside of the classroom. The workshop will conclude with possible activities other teachers can conduct with students to promote energy sustainability.

E4: Middle Years

Borneo ~ A test case of global sustainability

Linda Zibell - University of Ballarat

This workshop is the continuation of Workshop D4 (see p20)

E5: Middle Secondary Years

Integrating global perspectives across the curriculum.

Cathy Mc Nicol - Curriculum Corporation

This workshop profiles two new AusAID funded Curriculum Corporation resources: *Pacific Neighbours* is a book for Years 7-10 with a CD ROM and supporting teacher professional learning package. *Developing Global Citizens* is a DVD with ten teaching units for Upper Primary and Lower Secondary profiling global issues using ICT. Both resources give teachers a range of resources help develop students as global citizens.

E6: Secondary Years

Giving Girls a fair go : teaching gender, poverty and development in the secondary classroom

Joelle Stoelwinder - World Vision - Victoria

This interactive, practical workshop outlines activities and resources available for teaching students about gender. How does Australia and the Asia-Pacific region stand on issues such as women's representation in parliament? What difference does development, in particular education, make in the life of a girl? What are the global trends in maternal health? There will be opportunity to trial, review and discuss several of the classroom activities options. A print copy of the *Breakthrough Gender and Development* education resource will be given to participants, along with information on other gender and development teaching resources available on the internet

E7: Secondary Years

Global Citizenship

Loretta Glass & Diane Mansour - Social Education - Victoria

This workshop explores a resource on global citizenship for upper secondary students, a poster available in hard copy and digital format. It is a part of a series on the theme of citizenship with fact sheets and learning activities. Approaches using hard copy and online materials will be demonstrated in the workshop. The series aims to foster debate and understanding of the definitions, roles, rights, responsibilities and possibilities of citizens from an individual to global perspective. A copy of the poster will be provided to workshop participants.

E8: Secondary Years

Global Connections Program - A tool for young people's Participation and Citizenship

Victoria Kahla - Plan International

One way in which young people are exploring local and global issues is through cross curricular global education programs delivered in schools. However, the issues are vast, complex and often changing and young people's individual and collective response to them varied. This can make delivering such programs a challenge for school communities. The 'Global Connections Program', facilitated by Plan, is a youth-led global education initiative that provides an opportunity for connection and learning between young people in Australia and Indonesia. This workshop will share the program's youth participation and self inquiry approach with a focus on the tools, practicalities and challenges of implementation and the impacts the program is having on youth participants.

3.00 - 4.00 E Series

3.00 pm PS21: Reducing prejudice towards the homeless through philosophical inquiry

Tace Vigilante & Dr Carol Collins - University of South Australia

This paper will describe an intervention study which aimed to reduce prejudice towards the homeless through the exploration of two philosophical concepts underpinning notions of social justice: equal moral worth and the attribution of individual responsibility.

3.30 pm PS22: Developing a Transformative Education Program to Sustain Economic and Lifestyle Opportunities for Indigenous Landholders in Northern Australia

Dr. Margot Ford University of Newcastle, Iolanthe Sutton

Taminmin High School, NT, Stephen Sutton Bushfires NT

Literacy and numeracy in remote northern Australia falls well short of national benchmarks and imperil the future social wellbeing of remote communities and stifle economic opportunities in fire and land management. This paper discusses a transformative education program, a world-first project combining traditional and scientific fire management to abate greenhouse emissions, offers the potential to sustain social, economic and environmental initiatives well into the future.

3.00 pm PS23: Peaceful Pedagogy 1 : The role of Human Rights Education in developing a culture of peace in schools

Dr Ruth Reynolds - University of Newcastle

The United Nations has established some key guidelines for examining global equity issues in the form of the Universal Declaration on Human Rights and the UN Convention on the Rights of the Child as well as others such as the UN convention on Indigenous rights. This paper examines the elements of peace education and how these can be translated into a school context by use of a number of case studies.

3.30 pm PS24: Peaceful Pedagogy 2 : Human Rights curriculum in the classroom

Dr Julie McLeod - University of Newcastle

A curriculum model that educates for peace where 'human rights are taught through both content transmission and experiences' (*UNESCO Statement of Values, 2000*) involves learning about, through, for and from human rights.

This curriculum model develops the peace generating life skills outlined by UNICEF through a series of pedagogical frameworks developed around an issue of the context.

Case studies illustrate the contextualised implementation of the human rights curriculum.

3.00 pm PS25: Transition to Sustainability: ECU South West

Dr Sandra Wooltorton Marilyn Palmer, Kerry Goodwin, David Paine,

Nathalie Collins, Viv Campbell.- Edith Cowan University

Edith Cowan University has made a commitment to reorient its curriculum, teaching and learning towards sustainability. This paper documents the history, hopes and beginnings of the transition journey of the Faculty of Regional Professional Studies, located on a regional campus in Bunbury in the South West of Western Australia.

3.30 pm PS26 :Social Education: Putting the national curriculum into context

Ms Lucie Sorensen ACRA and Malcolm McInerney DECS SA

This paper will address the processes associated with developing the Australian Curriculum. The principal focus will be on the opportunities for consultation and input into the shape of the geography curriculum. It will consider the place of social education in the national curriculum, in the short and longer term and answer your questions about the national curriculum especially how might the geography and history curriculums address sustainability, global citizenship and social justice?

9.15 - 9.30	Registration
9.30 - 10.00	Welcome - Adele Pring - President of SASOSE [Room: 1.11: A&B] and Performance
10.00 - 11.00	Panel Presentations: 'What can we do?' - Social action for sustainability, global citizenship and social justice (See page 22) [Room: 1.11: A & B]
11.00 - 11.30	Morning Tea [Room: G.11 : A & B]
11.30 - 12.20	Keynote Address: Tim Costello CEO World Vision Australia [Room: 1.11: A&B]
12.20 - 1.00	Questions and Discussion on Social action for sustainability, global citizenship and social justice with panellists and Tim Costello
1.00 - 2.00	Lunch [Room: G.11: A&B]

2.00 - 3.00

Workshops F Series (See page 26 for details)

F1: Early Years

Using stories to develop concepts of sustainability

Helen Lawry - Storyteller & Primary School Teacher

F2: Primary Years

Developing a global gaze: using images and artefacts

Cathie Holden - University of Exeter

F3: Primary Years

Inspiring Young Global Citizens

Kylie Hosking - Education Officer - One World Centre - WA

F4: Primary Years Middle Years

Connecting with E: Literacies: digital, multi-literacy teaching resources to engage Gen Y & Z to be creators & discerning critics

Deborah Cohen - Australian Children's Television Foundation

F5: Primary Middle Years

Talking Faiths – seeking student perspectives on belief and identity in a multi cultural society.

Jan Molloy - Immigration Museum Melbourne

F6: Middle Secondary Years

Developing Global Citizens - Using the Achievements and Challenges of SurfAid International as an example.

Milton Brown - Barrenjoey High School - NSW

F7: Primary Middle Secondary Tertiary Years

Student inquiry for the International Year of Biodiversity

Bronwyn Mart - SASTA President

F8: Primary Middle Secondary Years

The World Children's Prize:

3.00 - 4.00

Plenary - 'Global Citizenship and Social Justice through Education for Sustainability - the way forward for Social Education' (Room : 1: 11 A&B)

4.00 - 4.30

Conference close - notice of next SEAA Conference

2.00 - 3.00

Paper Sessions F Series (See page 27 for details)

2.00 pm PS27: School organisation of students: What does it teach about social justice?

Suzanne Macqueen - University of Newcastle

2.30 pm PS28: Social Justice and Classroom

Pedagogy: Rhetoric and Reality

Assoc Prof Joseph Zajda - Australian Catholic University

2.00 pm PS29: Globalisation and Social Justice: The exploitation of the digital native

Rachel Buchanan & Amy Chapman University of Newcastle

2.30 pm PS30: Cooperative learning for deep transformative citizenship: relationships for social justice

Kate Ferguson - Patrick - University of Newcastle

2.00pm PS31: ETHIC: A procedure for ethical decision making within Society & Environment

Dr Sue Knight & Dr Carol Collins - UNISA

2.30 pm PS32: Approaches and issues in teaching Global citizenship

Kate Keely & Kate Smyth - University of Sydney

F1: Early Years

Using Stories to develop concepts of sustainability

Helen Lawry - Storyteller & Primary School Teacher,

An interactive storytelling workshop using practical teaching tools. Helen finds that abstract concepts associated with sustainability are best taught using stories, metaphors and simple visual aids as well as oral storytelling to foster children's sense of connectedness to and love for 'the Environment'.

F2: Primary Years

Developing a global gaze: using images and artefacts

Cathie Holden - University of Exeter

In this workshop participants will use photographs and artefacts to explore ways in which they can help children examine stereotypes and challenge assumptions they may have about different cultures and countries. Participants will take part in three different activities and discuss ways to develop the activities in the primary classroom.

F3: Primary Years

Inspiring Young Global Citizens

Kylie Hosking - Education Officer - One World Centre - WA.

Be inspired as you hear some of the many stories of young people acting to change the world for the better. Consider how such stories might be used in your classroom to help move your students beyond learning about issues to doing something. Examine many different ways your students could take action.

F4: Primary Middle Years

Connecting with E: Literacies: digital, multi-literacy teaching resources to engage Gen Y & Z to be creators & discerning critics

Deborah Cohen - Australian Children's Television Foundation

The ACTF offers educators high quality television, film and multimedia produced in Australia for children and teenagers that are relevant, entertaining and supported by extensive teaching resources. This workshop will use resources that promote sustainability, global citizenship and social justice through multi-modal learning and introduces the potential of Kahootz 3, 3-D animation software.

F5: Middle Years

Talking Faiths – seeking student perspectives on belief and identity in a multi cultural society.

Jan Molloy - Immigration Museum - Melbourne

This workshop explains the learning resource, Talking Faiths, which is a collaborative project to support intercultural and interfaith dialogue in the community, using migration

stories as bridges to increase interest in, and understanding of our society. It identifies the ways students interacted with the activities and shows how the Immigration Museum will continue to work using multi cultural and multi faith education to promote Global Citizenship and Social Justice.

F6: Middle Secondary Years

Developing Global Citizens - Using the Achievements and Challenges of SurfAid International as an example

Milton Brown - Barrenjoey High School NSW

SurfAid International is a humanitarian organization that provides community based development assistance to the people of the surf rich Mentawai and Nias islands in Indonesia. Started by a group of surfers, it shows active citizens demonstrating global citizenship values. This workshop will explore our field activities and demonstrate how the free teaching resources can be used to enhance global citizenship teaching.

F7: Primary Middle Secondary Tertiary Years

Student inquiry for the International Year of Biodiversity

Bronwyn Mart - SASTA President

Australia's unique flora and fauna provide a multitude of examples to develop knowledge and understanding on interrelationships and interdependence between species and within ecosystems. In an interactive workshop with hands on activities, examples of inquiry pedagogy that support the three strands within the new Australian Curriculum: Science will be explored. The cross curriculum links to the National curriculum English and History and how concepts and values taught now in SOSE classrooms can be integrated within these strands will also be explored.

F8: Primary Middle Secondary Years

The World Children's Prize : A world wide program for global citizenship empowering millions of children

Maj Stoddard - Primary Teacher - Uppsala Sweden

This Prize for the Rights of the Child is the world's largest annual educational activity for children's humanitarian growth to global citizens. It is based on respect for rights, democracy, the environment, global friendship and peace. It empowers children, gives them faith in the future and a platform from which to demand that their rights are respected. The workshop will explore ways to implement the program through hands-on activities, including working with the Globe Magazine. Teachers will receive a copy of *The Globe* magazine - a useful teaching resource of global stories.

2.00 - 3.00 F Series

PS27: School organisation of students: What does it teach about social justice?

Suzanne Macqueen - University of Newcastle

This paper discusses what schools' organisation of students conveys about social justice. Social justice standards are compared with school grouping practices, including achievement grouping. It is demonstrated that what we say and what we do in schools are often contradictory, and that schools intent on promoting social justice should first examine their own practices.

PS28: 'Social Justice and Classroom Pedagogy: Rhetoric and Reality'

Assoc Prof Joseph Zajda - Australian Catholic University

This paper examines the nexus between social justice and classroom pedagogy. It discusses the problematic relationship between education, society and the State, against the background of comparative education research in social justice. The paper discusses classroom strategies for improving the teaching of social justice, in order to deliver a worthwhile and empowering learning experience of global citizenship.

PS29: Globalisation and Social Justice: The exploitation of the digital native

Rachel Buchanan & Amy Chapman - University of Newcastle

This paper examines the role of globalisation in the push to make computer technology ubiquitous in classrooms, and analyses the influence of the digital native description. We contend that although computers are being put into classrooms for laudable reasons, the overuse of the digital native trope obscures social justice concerns around the use of technology.

PS30: Cooperative learning for deep transformative citizenship: relationships for social justice

Kate Ferguson-Patrick - University of Newcastle

Through a review of the literature on cooperative learning (CL), and analysis of teacher reflective journals from a wider study with early career teachers, this paper explores how CL contributes to the development of students as 'deep citizens' (Clarke, 1996).

PS31: ETHIC: A procedure for ethical decision making within Society & Environment

Dr Sue Knight & Dr Carol Collins - UNISA

When teaching social and environmental education topics such as the treatment of refugees, global warming, child labour or animal rights, we surely do so with the aim of promoting ecological sustainability or social justice. We argue that achieving such aims essentially involves raising ethical questions: What are our moral obligations to people seeking asylum, to future generations or people who are geographically distant and culturally different from us, or to animals farmed for the production of food? Yet, fear of indoctrination and worries about conflicting parental values often leads to teachers shying away from raising and dealing with such questions in the Society & Environment classroom. In this paper we describe a model for supporting students to make well-reasoned ethical decisions about even such complex and controversial ethical issues. The ETHIC model safeguards us against the charge of indoctrination while allowing us to meet the fundamental aims of the Society & Environment curriculum area.

PS32: Approaches and issues in teaching Global citizenship

Kate Keely & Kate Smyth - University of Sydney

This paper will look at the approaches and initiatives taken at USYD as part of the Global education to teaching issues of global citizenship program. The emphasis is on integrating technology into classroom practice underpinned by collegial practice.

FT7: Adelaide Mosque Tour

Little Gilbert Street Adelaide

The Adelaide mosque was built in 1888, and is the oldest mosque in Australia. Its original four minarets were added in 1903. Muslims from as far away as Broken Hill and Kalgoorlie gathered at least once a year at the Adelaide mosque, usually for the Fast of Ramadan. Islam was introduced to Australia in the 1860s with the arrival of the first cameleers, brought to Australia to handle recently introduced camel teams. The handlers came to be known as 'Afghans' or 'Syrians' although they were actually from various countries, including Afghanistan, Pakistan and Iran.

Meeting Point: To be advised

Getting There: To be advised

Tour Guide: Adele Pring

FT8: Museum of Economic Botany

Botanic Gardens - North Terrace

The Museum of Economic Botany was opened in Adelaide only 34 years after the first ever was opened at Kew in England and is the last colonial Museum of Economic Botany in the world. It was the first example of the Attic style of architecture in South Australia. The building is notable for its beautiful, stencil-painted ceiling and its period character. The museum's collection is not limited to agricultural items like grains, seeds and nuts but also includes papier-mâché fruit and fungi and art and craft items from Australia, the Pacific Islands and Guyana. Together with a traditional display of hundreds of different fruits arranged systematically, displays show natural gums and resins, the history and uses of cocoa and tea, and native timbers.

Meeting Point: To be advised

Getting There: To be advised

Tour Guide: To be advised



Adelaide Mosque



Museum of Economic Botany

SEAA / SASOSE 2010

CONFERENCE ORGANISING COMMITTEE

Margaret Calder (Convenor)

Mark Wildy (Co-Convenor)

Rosemary Mulraney

Claire Gurry

SASOSE Council Members

Adele Pring (SASOSE President)

Francine Smith - Global Education Centre

Gwendolyn Morphett - Religious Education Teachers

Wendy Martin - History Teachers Assoc of SA

Clive West - Geography Teachers Assoc of SA

Pauline Hansford - Tourism Teachers of SA

Elizabeth Aziz - Tourism Teachers of SA

David Larrit - Australian Association for Environmental
Education

Rudi Spacek - Aboriginal Studies Teachers

Chris Athanasos - Business Education Teachers Assoc

CONFERENCE ADMINISTRATION ASSISTANT

Claire Gurry

CONFERENCE PROGRAM DESIGN

Nicola Neutze & Mark Wildy

CONFERENCE FLYER DESIGN

Dorothy McKay

SEAA Conference 2010 WEBSITE

Duncan Webb, Nicola Neutze and Jon Roos

SASOSE WEBSITE & SASOSE NEWS

Adele Pring

SEAA OFFICE - Melbourne

Neil Todd

THANKS TO:

South Australian Studies of Society and
Environment Council (SASOSE)

Global Education Centre (SA) Inc

Arthur Burch: Manager of the Global Education
Project AusAID

South Australian Department of Education and
Children Services (DECS)

Sally Oulton from *Go Fair trading*

SATISFAC - Teachers Credit Union

World Vision

Council of Education Associations of South Australia

DISPLAYS

NON GOVERNMENT ORGANISATIONS

Global Education Centre - SA

World Vison

CoralWatch

Caritas

Save the Children

BOOKSELLERS and PUBLISHERS

Wooldridges

Pearson

Cengage

MacMillan

Curriculum Corporation

About us

SEAA

The Social Educators Association of Australia (SEAA) is a national organisation of people with a common interest in promoting and improving the quality of learning about society, both in formal institutions and in society at large. Its members include primary and secondary teachers, curriculum consultants, curriculum policy developers, tertiary educators, tertiary students, other professional associations, community groups and individuals concerned about the importance of social education.



The Social Educators Association of Australia aims to:

- support and promote social education through Australia
- advance the holistic study of society from individual, social, cultural, ecological and global perspectives
- sponsor and support activities such as seminars, research, conferences, study tours and publications.

SEAA MEMBERSHIP DETAILS

Your annual membership entitles you to :

- The Social Educator - a journal with up-to-date articles and news about social education, up to three times annually.
- Newsletters updating you on issues about Social Education.
- Occasional publication of papers on a central theme.
- Information and special rates for National and State conferences and connections.
- International links with social educators through conferences and journals.
- NOTE: Full membership provides hard copy and publications.

Membership runs from January to December

Annual Membership - Institution

- \$100 +\$10 GST Total: \$110

Annual Individual Membership

- Individual \$80+\$8 GST Total: \$88

- Individual E-mail only* \$35+\$3.50 GST Total: \$38.50

- Student \$40+\$4 GST Total: \$44

- Student E-mail only* \$25+\$2.50 GST Total: \$27.50

Download a membership form from :

http://www.afssse.asn.au/seaa/SEAA_membership2009.pdf

SASOSE

The SASOSE (SA Studies of Society and Environment) Council provides 'SOSE NEWS', a collective voice for its member educator associations representing the 'society and environment' learning area in South Australia.



The SASOSE Council represents the following teacher associations:

- Aboriginal Studies Educators
- Australian Assoc. for Environmental Education
- BETA SA Inc.
- Council of Australian Secondary Tourism Teachers
- Geography Teachers Assoc. SA
- Global Education Centre
- History Teachers Assoc. SA
- Legal Education Teachers Assoc. SA
- Politics teachers
- R-7 Society and Environment teachers
- Religion Education
- River Murray Urban Users Group
- SA Assoc. for Media Education Inc.
- UNESCO-APNIEVE
- World Education Fellowship (SA)

To contact the SASOSE Council

Enquiries can be directed to:

President: Adele Pring

Post: PO Box 54, Prospect Hill SA 5201,

Fax: 08 8536 6133.

Email: sasose@adam.com.au

www.groups.edna.edu.au/sasose

To subscribe to *SASOSE News* for SOSE updates

email: sasose@adam.com.au