

Supporting Change in Practice

Case Studies on the Use of
the ACER-APCEIU
Global Citizenship Education
Monitoring Toolkit

Country Case: Australia

Rachel Parker and Dr Karena-Menzie Ballantyne

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The Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO (APCEIU) is a UNESCO Category 2 Centre established in 2000 by the Agreement between the Government of the Republic of Korea and UNESCO. APCEIU is mandated to promote Education for International Understanding (EIU), currently referred to as Global Citizenship Education (GCED), as it seeks to build a culture of peace in collaboration with UNESCO Member States.

Publisher

APCEIU

Office of Research and Development at APCEIU

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ISBN 979-11-93573-55-6 (93370)

RR-RND-2025-021

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Recommended citation

Parker, R., & Menzie-Ballantyne, K. (2025). Supporting Change in Practice: Case Studies on the Use of the ACER-APCEIU Global Citizenship Education Monitoring Toolkit (Country Case: Australia). Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO (APCEIU).

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Foreword

Global citizenship education (GCED) offers a powerful response to complex global challenges by cultivating empathy, responsibility, and a shared sense of humanity. Yet, while its values are widely embraced, there has been a pressing need for practical frameworks that can guide its monitoring. The Australian Council for Educational Research-Asia-Pacific Centre of Education for International Understanding (ACER-APCEIU) GCED Monitoring Toolkit, published in 2024, sought to address this gap by providing a structured framework. Still, there was a continued need for concrete examples of how the Toolkit could be adapted across varied educational contexts. This study was designed to address this gap by examining its practical application in real-world educational settings.

By applying the Toolkit in Australia and the Republic of Korea, the two case studies explore how teachers, school leaders, and system leaders collaboratively engage in monitoring and enhancing GCED across different levels of the education system. They offer an in-depth examination of how the Toolkit can guide collective reflection, action, and improvement across diverse educational contexts. The findings highlight the Toolkit's capacity to bring coherence and shared purpose to GCED monitoring practice, while also pointing to opportunities for greater effectiveness and usability. The study found that the Toolkit offers valuable opportunities for self-assessment and reflection among educators and system leaders; however, there was a demand for additional practical examples to inform its application across varied educational settings—a need that this publication directly addresses through contextualised cases.

This report serves as a valuable guide for teachers, school leaders, and system leaders seeking to systematically reflect on and strengthen their own GCED practice. It provides concrete illustrations and practical insights to help educators identify strengths and areas for improvement, set goals, monitor progress, and refine their approaches through the inquiry cycle. Practitioners and policymakers will also find it an inspiring resource for building capacity and advancing the transformative vision of GCED. Beyond its findings, the study shows that when educators engage collaboratively in monitoring and reflection, they contribute to building learning communities that foster justice, empathy, and global responsibility.

This project was made possible through the collaborative efforts of research teams in Australia and the Republic of Korea. On behalf of APCEIU, I extend my sincere gratitude to all those who contributed their time, expertise, and insights to this research on the application of the ACER-APCEIU GCED Monitoring Toolkit. I would like to express my deep appreciation to the Australian

research team—Rachel Parker, principal consultant at Global Play Lab, and Dr Karena Menzie-Ballantyne, senior lecturer at CQUniversity, for their outstanding contribution and collaboration throughout all phases of the study. My sincere thanks also go to Suyeon Park, adjunct professor at Yonsei University, who provided invaluable insights throughout the implementation and reporting of the Korean component of this research. I am also grateful to Hwanbo Park, professor at Chungnam National University, for his thoughtful review on the Korean report, which helped strengthen the quality and clarity of this study.

Above all, I wish to express my heartfelt appreciation to the teachers, school leaders, and system leaders who participated in the study in both countries. Their openness in sharing experiences, reflections, and practices made this research possible and enriched its findings. Their active participation in GCED monitoring and their commitment to advancing GCED within their schools and communities exemplify the values at the heart of this work. Through their engagement, the project gained authentic insights into how the Toolkit can inform and strengthen GCED monitoring across policy and practice.

I also acknowledge with sincere appreciation the leadership and coordination of Sunmi Ji and Yoon-Young Lee, who guided the overall direction of the project and oversaw its meaningful implementation and dissemination. My sincere thanks further go to Eunji Kim, Jihyun Lee, Yujin Jo, and Yoonji Chae for their professional and seamless support in preparing and facilitating the Korean workshops. I would also like to acknowledge Jaehong Kim and Seulbee Lee for their support in the recruitment of participants for the Korean research, and Richard Harris for his careful proofreading. Their collective efforts were instrumental in ensuring the smooth operation and fruitful completion of the key research activities and the preparation of this report.

Let this report inspire continued dialogue and collaboration among teachers, school leaders, and system leaders as we work together to ensure that GCED becomes a lived reality across the globe.

LIM Hyun Mook

Director of APCEIU

I. Introduction

This study builds on three phases of the Asia-Pacific Global Citizenship Education (GCED) Monitoring project to strengthen monitoring and evaluation of GCED in the Asia-Pacific region and improve reporting against Sustainable Development Goal (SDG) 4.7. The studies were conducted between 2022 and 2024, through a partnership between the Asia-Pacific Centre of Education for International Understanding (APCEIU) and the Australian Council for Educational Research (ACER). The present research was undertaken to further explore the use and application of the GCED Monitoring Toolkit in different contexts across the Asia-Pacific region.

Phase I identified the enabling conditions that support GCED at the system, school, and classroom levels across three countries: Australia, the Philippines, and the Republic of Korea. Phase II involved expanding the project to include the Lao People's Democratic Republic (Lao PDR) and refining and validating the GCED framework and monitoring tools. Phase III culminated in the development of a GCED Monitoring Toolkit, a resource drawing on the previous findings to support teachers, school leaders, and education system stakeholders in identifying, planning, implementing, and monitoring and evaluating GCED initiatives in policy and practice.

The reports for each phase can be found here:

Phase I

- **Literature Review:** Being and Becoming Global Citizens: Measuring Progress Toward SDG 4.7 (Phase I: Monitoring teacher and school readiness to enact global citizenship in the Asia-Pacific region)
- **Summary:** Being and Becoming Global Citizens: Measuring Progress Toward SDG 4.7 (Phase I: Monitoring teacher and school readiness to enact global citizenship in the Asia-Pacific region)
- **Policy Brief:** Monitoring and Evaluating Global Citizenship Education in the Asia-Pacific Region

Phase II

- **Additional Country (Lao PDR) Report:** Being and becoming global citizens: Measuring progress toward SDG 4.7. Monitoring teacher and school readiness to enact global citizenship in the Asia-Pacific region. Phase II Report, Lao PDR

Phase III

- ACER-APCEIU Global Citizenship Education Monitoring Toolkit

This study aimed to trial the GCED Monitoring Toolkit in Australia and in the Republic of Korea. Specifically, it aimed to evaluate how the Toolkit was used in practice in a range of school and country contexts. In Australia, the case studies focused on understanding how the Toolkit supported teachers, school leaders, and system stakeholders to identify, plan, and evaluate their GCED initiatives, how the Toolkit supports collaboration, and what improvements could be made as a result of the case study findings.

While the study concept note proposed a single Australian case study that included teacher, school leader, and system leader participants, the final Australian sample expanded to include three case studies in order to accommodate the interest generated through programme promotion. These schools represented different contexts and systems but shared a common commitment to integrating GCED in their teaching and learning programme, curricula, and values. Despite repeated efforts, system-level representatives were unavailable to participate. Nevertheless, participating teachers and school leaders shared perspectives on system-level support.

An additional adaptation strengthened the project design—one of the participating schools elected to include a student in place of a teacher representative. Including a student in the case studies was a valuable addition and tested some of the assumptions in the Toolkit about including students in GCED. Further, the student shared valuable insights into their own experience identifying, planning, implementing, and evaluating GCED projects and how well the Toolkit supported this process for students.

II. Aims and Research Questions

The overarching aim of this study was to assess the applicability and effectiveness of the GCED Monitoring Toolkit in supporting key education stakeholder groups to collaboratively embed GCED in policy and practice. Specifically, the research explored how the Toolkit could be used to guide reflection, planning, implementation, and evidence gathering for evaluation.

Two research questions and two sub-questions guided the study:

1. How does the GCED Monitoring Toolkit support key stakeholder groups to collaboratively embed GCED in practice?

- a. What aspects of the Toolkit enable or challenge key stakeholders to achieve their GCED goals and objectives?
- b. How do key stakeholders perceive its usefulness?

2. Are there any aspects of the Toolkit that stakeholders would change to improve its usefulness in supporting the implementation and contextualisation of GCED in policy and practice?

These questions reflected key aspects of the Toolkit, including its holistic design for multiple key stakeholder groups, and the inquiry cycle of 1)Discovering and Goal Setting, 2)Defining and Designing a Plan, 3)Implementing and Evidence Gathering, and 4)Reflecting and Evaluating, which framed the GCED process and experience across the participating schools.

III. Methodology

Research design

The study used a qualitative multiple case study design to examine how different schools applied and experienced the GCED Monitoring Toolkit (Merriam, 1988). This approach was selected as it allows for in-depth exploration of how and why questions, thus providing rich, contextualised understanding of complex real-world phenomena (Yin, 2018).

Data were collected from multiple sources to ensure triangulation and saturation, including workshop recordings and transcripts as well as focus group recordings and transcripts. Data analysis was guided by the research questions and based on the four-phase inquiry cycle. Coding was undertaken deductively, based on research and focus group workshop questions, and inductively, from narratives emerging from participant reflections.

Participants

Schools were recruited to participate in this study through a selective opt-in call for expressions of interest distributed through the authors' networks in GCED research, practice, and state and territory education departments. Initially, responses were received from nine schools, which was then narrowed to two, noting the scope limitations of this study. An additional school joined in August via a connection from the Queensland Department of Education. This school (Pearl State School, see Annex 3) joined to better understand and develop valid and reliable tools to measure GCED.

The final Australian sample comprised three schools representing different sectors and approaches to GCED. Each case study school included a school leader or member of the leadership team, and either teachers or a student, who worked collaboratively to plan, implement, and evaluate a GCED initiative using the Toolkit.

- **Alice Academy**¹: An independent coeducational P-12 school in Victoria offering a formal certification in global responsibility for the senior school, including the School Principal and a Year 9 student. See Annex 1 for full details.

¹ This name—and all other names used in this study—are pseudonyms to protect the privacy of the schools and students as well as to ensure the confidentiality of data.

- **Leon College:** A large independent coeducational P-12 school in Victoria offering the International Baccalaureate Primary Years Programme (PYP), including a leader who was responsible for coordinating the PYP, and two Grade 3 teachers. See Annex 2 for full details.
- **Pearl State School:** A government coeducational primary school in Queensland that offered a whole-of-school global citizenship subject, including the Principal, Pedagogy Coach, Pedagogy Mentor, Global Citizenship teacher, and Grade 2 teacher. See Annex 3 for full details.

Each school represented a different approach to GCED, including curriculum integration, a subject-based approach, and student-led initiatives.

Annexes 1–3 include full descriptions of GCED initiatives, workshop participation, and findings organised by school.

Table 1 - Case Study Participants at Each School

Alice Academy		Leon College		Pearl State School	
Name	Title	Name	Title	Name	Title
Anna	School Principal	Sean	PYP Lead	Madeleine	School Principal
Raina	Year 9 student	Mia	Grade 3 teacher	Bethany	Pedagogy Coach
TOTAL	2	Cassandra	Grade 3 teacher	Tessa	Pedagogy Mentor
		TOTAL	3	Evelyn	Global Citizenship teacher
				Olivia	Grade 2 teacher
				TOTAL	5
TOTAL					10

Initially, the Australian case studies aimed to include system-level representatives to capture their experiences of implementing or supporting GCED initiatives. However, despite repeated invitations and follow-up requests, no such participants were available during the study period. Instead, participants provided reflections on system support and challenges, which are presented through each case study in Annexes 1–3. These reflections pertained to access to networks, resources, and institutional alignment.

Ethical considerations

Ethics approval was obtained through CQUniversity's human research ethics process. Participation was voluntary and based on informed consent. All data have been anonymised and stored securely in accordance with the National Statement on Ethical Conduct in Human Research (2023).

IV. Implementation

Workshops

The Australia case studies involved three online workshops facilitated by Rachel Parker (Principal Consultant, Global Play Lab) and Dr Karena Menzie-Ballantyne (Senior Lecturer, CQUniversity). Workshops were delivered between July and September, corresponding with the key phases of the Toolkit inquiry cycle as follows.

Table 2 - Workshop Delivery Dates and Focus

#	Date	Phase of toolkit	Focus	Participants
Workshop 1	23 July 2025 18 August 2025	Phase I: Discovery and Goal Setting	Introduced participants to the Toolkit, supporting the identification of the initiative, setting a goal, and identifying resources and priorities	23 July Leon College: PYP Lead 2x Grade 3 teachers Alice Academy: School Principal TOTAL: 4 18 August Pearl State School: School Principal Pedagogy Lead Global Citizenship teacher Pedagogy Coach Classroom teacher TOTAL: 5
Workshop 2	13 August 2025	Phase 2: Designing and Defining a Plan	Guided participants through developing project plans, revisiting initiatives, preparing for challenges, planning to measure, describing success criteria, and collaboration strategies	Leon College: PYP Lead 2x Grade 3 teachers Alice Academy: School Principal 1x Year 9 student TOTAL: 5
Workshop 3	3 September 2025	Phase 3: Implementing and Evidence Gathering	Focused on implementation strategies, collecting and analysing evidence, and planning for reflection	Leon College: PYP Lead 2x Grade 3 teachers Alice Academy: School Principal Pearl State School: School Principal Pedagogy Coach Pedagogy Mentor Global Citizenship teacher TOTAL: 8

Each workshop included a short presentation, practical activities, and collaborative discussions. See Annex 5 for details. Participants were encouraged to use the Toolkit to frame their planning, identify ways to include students, and reflect on challenges and available resources to support their efforts.

Between workshops, schools continued working on their initiatives, using the Toolkit principles to guide meetings and discussions. A final check-in session took is planned for November to support schools in continuing implementation and troubleshooting any issues that have arisen.

Focus group workshops and interviews

Two of the three focus group workshop (FGW) protocols were implemented: one for teachers and another for school leaders/leadership team members. The protocols were developed to align with the Toolkit inquiry cycle and research questions. The Teacher Protocol focused on impressions of the Toolkit, how it supported or hindered the identification, planning, implementation, and evaluation of GCED, how it enabled collaboration, and any suggested improvements. The Leader Protocol followed a similar format, with an additional focus on leadership, enacting a vision for GCED, and collaboration within and across schools and systems.

A fourth protocol was developed specifically for the student participant, a shortened, targeted set of questions designed to capture the student's experience attending one of the workshops, using the Toolkit to identify and plan a student-led GCED project, and suggestions for a student toolkit.

All focus groups were conducted online, recorded with participant consent, and transcribed for analysis. Data from these sessions provided insights into the perceived utility of the Toolkit as well as enablers and challenges to using it in practice, as described in the subsequent chapter. The following table outlines the FGW dates and informant groups.

Table 3 - Focus Group Workshops and Interviews

Type	Date	Protocol/Informant group	No. of participants
FGW	10 September 2025	Leaders	4: Sean, Anna, Madeleine, Bethany
FGW	12 September 2025	Teachers	3: Evelyn, Olivia, Tessa
FGW	12 September 2025	Teachers	2: Mia, Cassandra
Interview	17 September 2025	Student	1: Raina

Adaptations to methodology

The Australian case study research evolved in three key ways:

1. Number of schools: Expanded from one to three schools, increasing the diversity of contexts and the breadth of findings.
2. Participant mix: System-level participants were replaced with system-level reflections by teachers and leaders and added a student participant. The student added a new and relevant perspective on the Toolkit's utility for students.
3. Additional protocol: Created a new student-specific focus group interview protocol to ensure appropriate and relevant questions.

A Year 9 student was included as suggested by Alice Academy's School Principal, who noted the alignment between the GCED Toolkit and their Certificate of Global Responsibility for senior students, and the potential for a student participant to gain skills and contribute a new perspective. Anna proposed that her student attend in the place of a teacher and test some of the assumptions about student involvement in GCED planning, implementation, and evaluation. The Toolkit states that involving students in these activities fosters GCED skills in action and ensures that GCED activities are designed to be relevant and engaging for students. Raina's involvement generated important insights about these claims (see Chapter 5).

The changes to the methodology did not negatively impact the overall achievement of the study research aims and perspectives. However, it is important to recognise that this report does not include the first-hand perspectives of system stakeholders, which is a potential limitation.

V. Findings

Context

Case studies are not generalisable in the same way that certain quantitative studies are. Rather, they reflect the characteristics of their broader education systems, including their structures, policies, curricula, teacher workforce, and reform agendas. The following section outlines the key features of the case study education systems to contextualise the participants' reflections on their GCED plans, roles, responsibilities, and the supports available to them. This information also enables meaningful cross-case comparison within this report and with the Korean case studies.

Detailed information about the case study schools is provided in Chapter 3 and Annexes 1–3.

Education in Australia

Australia operates a decentralised school system where states and territories are responsible for delivering 13 years of formal school education. Primary education is typically seven years, followed by six years of secondary education. The first year of school in Australia is the Foundation year, which is known as the Preparatory year in Victoria and Queensland (Clark, 2023).

There are two school sectors in Australia: government and non-government. Government schools, also referred to as state or public schools, totalled 6,727 in 2024, and non-government schools comprised 1,759 Catholic schools and 1,167 independent schools (ABS, 2025). Of the 4.13 million students enrolled at school in Australia in 2024, 63.4% attended government schools and 37.7% attended Catholic or independent schools (ABS, 2025).

While Australia has a national curriculum, states and territories decide how it is implemented. In Victoria, government and Catholic schools use the Victorian Curriculum Foundation-Year 10, which incorporates much of the Australian Curriculum version 9 (VCAA, n.d.). Independent schools in Victoria are required to implement the Australian Curriculum, the Victorian Curriculum or an approved alternative (ISV, n.d.) such as the International Baccalaureate. In Queensland, schools plan, teach, and assess using the Australian Curriculum (QCAA, 2025).

Victorian education system

Victoria currently has 2,301 schools: 1,575 government schools (68.4%) and 726 non-government schools (31.6%; DE Vic, 2025a) according to the latest data. Non-government schools comprise 493 Catholic schools and 233 independent schools (DE Vic, 2025a). Independent schools are 32%

of the total non-government schools in Victoria (DE Vic, 2025a).

Of the total of 1,062,900 students enrolled in Victorian schools in 2025, 665,913 were enrolled in government schools and 398,988 were enrolled in non-government schools (DE Vic, 2025a). Of those, 178,292 (27%) were enrolled in independent schools (DE Vic, 2025a). Features of the Victorian education system relevant to this report include:

- A predicted shortfall of teachers in the coming years (DE Vic, 2023).
- Higher percentage of Victorian students attending non-government secondary schools (44%) compared with those attending non-government primary schools (33%; DE Vic, 2025a).
- A high percentage of teachers in casual relief teaching roles (29%; DE Vic, 2023).
- An increase in younger teachers, with those 24–35 years old being the largest age cohort in government schools (DE Vic, 2023).

The Department of Education Victoria has several policies connected with promoting education for peace, human rights, sustainable development, and global citizenship, and which relate to curricula, teacher education, and guidance for schools, including:

- The Capabilities and Cross-Curriculum priorities of the Victorian Curriculum: Critical and Creative Thinking, Ethical Capability, Intercultural Capability, Personal and Social Capability, and Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia, and Sustainability (VCAA, n.d.[a]).
- Preventing and addressing racism in Victorian schools (DE Vic, 2025).
- The Sister School Partnerships Policy, including instruction on the step-by-step process to complete the Foreign Agreements Form and Memoranda of Understanding, guidance for Victorian students and staff travelling to sister schools and vice versa, privacy, and the different types of overseas arrangements (DE Vic, 2024).

International Baccalaureate

In Australia, there are 205 schools offering the International Baccalaureate (IB) programme, of which 62% are non-government schools. Of the 205 schools delivering the IB, 137 offer the Primary Years Programme (PYP), including the two Victorian schools in this study. There are 87 schools in Australia offering the Diploma Programme, which is an alternative to the senior secondary school certificate offered by Australian states and territories (IBO, 2025).

The IB PYP is described as a student-centred approach that was introduced in 1997 and designed for learners aged 3–12. It focuses on fostering learner agency, and the teaching model comprises three pillars: the learner, learning and teaching, and the learning community (IBO, 2025). The philosophy, curriculum, and learner profile of the IB system align with the foundations of GCED, as the IB aims to develop learners that are internationally minded and act responsibly and ethically in a globalised world (IBO, 2025).

Queensland education system

The Queensland education system comprises 1,798 schools: 1,252 government schools (69.6%) and 546 non-government schools (30.4%) according to data available from 2024 (QGSO, 2025). Of the 546 Queensland non-government schools, 233 (43%) were independent schools (ABS, 2025).

There were 880,945 students enrolled across all schools in Queensland in 2024. Of these students, 64.2% attended government schools and 35.8% attended non-government schools (QGSO, 2025).

Features of the Queensland education system relevant to this report include:

- A strong focus on equity, wellbeing, and engagement, as outlined in the State's Equity and Excellence policy (DE Qld, 2022).
- A much higher number of First Nations students in Queensland (82,366; QSGO, 2025), compared to Victoria (22,538; ABS, 2025).
- 45.8% of registered teachers are under 45 years of age (QCT, 2024).
- As the third largest education system in Australia (ABS, 2025), Queensland has approximately 200,000 fewer students and 500 fewer schools than Victoria.

The Queensland Department of Education has several policies and programme related to promoting global citizenship and global competence as follows:

- A dedicated branch and team to support Queensland schools to access global learning opportunities via the Department of Education International (DEI) and its Global Engagement team (DE Qld, 2025).
- A Global Competence Framework to support schools to set and achieve their vision for global competence comprising four organising elements (DE Qld, 2025) as aligned to the PISA Global Competence Framework (OECD, 2019).
- The Growing Global Competence Fund for schools to develop projects that grow global

competence within their school communities (DE Qld, 2025). Note that the Queensland school included in the Australia case studies received a Growing Global Competence Fund grant.

This contextual information highlights several important features of the case studies included in this report. As IB PYP schools, two of the three case study schools are well suited and prepared to foster GCED. Further, as independent schools, they have more agency to develop and revise their programme to incorporate emerging evidence and flexibly meet learner needs. Finally, the Queensland government school included in this research had substantial experience in GCED teaching and learning, and was a recipient of the DEI's Growing Global Competence Fund grant.

The data above were limited to what was available at the time. As reporting is the responsibility of individual states and territories, it was not possible to provide a comparable statistic for Victoria and Queensland for each variable.

Research Question 1: Collaboratively Embedding Global Citizenship Education in Policy and Practice

The first research question was: "How does the GCED Monitoring Toolkit support key stakeholder groups to collaboratively embed GCED in policy and practice?" The findings are presented by stakeholder group and aligned with the Toolkit structure.

Teachers

Teachers reported that the GCED Monitoring Toolkit enabled collaboration in several ways, not only by providing a shared language, framework, and space for professional dialogue, but also through reflection and collective planning. The workshops were credited with strengthening teamwork between teachers, leaders, and students, as illustrated below.

- 1. Collaborating via a shared language and structure.** Teachers reported that the inquiry cycle, depth continuum, and knowing, valuing, and doing frameworks gave them a common language to work together toward shared goals, while also allowing them to plan and measure progress in consistent ways.
- 2. A shared space for reflection and learning.** Teachers described the workshops as "safe spaces" for open discussion and learning. Cassandra said that "having the opportunity to share our thinking with other schools and get some feedback and different ideas was really helpful." She added that they were able to immediately enact an idea shared in the workshop about obtaining student feedback on a classroom activity.
- 3. Strengthened teacher-leader and teacher-student collaboration.** Teachers reflected

on how the workshops prompted more collaborative planning processes. For example, Cassandra mentioned how Sean brought children into a planning session to brainstorm what a global citizen is, which was a new approach for the team.

4. Connecting schools through professional learning networks. Teachers reported that the workshops connected them with other schools and practices, filling a gap in GCED professional learning. To illustrate, Mia explained, “We don’t get a lot of opportunities to hear and see what other schools are doing.”

5. Promoting shared accountability and confidence. Teachers said that working through the Toolkit helped them feel “on the right track” and kept the teams “working and honest” about progress. The process strengthened teachers’ confidence and reinforced their commitment to achieving their GCED goals.

Leaders

Leaders described multiple ways in which the Toolkit and workshops supported collaboration with their colleagues and students to embed GCED in practice in the following ways.

1. A shared language and frameworks to support collaboration. Leaders described how the Toolkit gave them a common language to frame their GCED initiative plans and actions. In addition, as they could see their own practices reflected in the document, it was seen as credible by leaders. Bethany said, “These are the things we are doing . . . there [are] some things we haven’t thought of . . . [which] we could add.”

2. Enabling structured collaboration and accountability. The Toolkit offered leaders an organised and cyclical process to plan and reflect together. Sean noted that the Toolkit enabled his team to be “really intentional” and to “take that pause . . . and go on this shared journey together.” Bethany stated that it gave “real clarity” to their planning and deepened collaboration within her team about how to involve students more effectively.

3. Supporting inter-school and intra-school collaboration. Anna described how the workshops created opportunities to connect with other schools and leaders, calling the interactions “particularly powerful.” Bethany concurred that participating in a shared research project with schools in different states gave her team’s work meaning and legitimacy, as they are “fitting into something so much bigger.” The Toolkit also promoted opportunities for student involvement. Sean described how involving students in unit planning motivated them and gave them “agency, as they helped plan it.”

4. Extending and sustaining good practice. The Toolkit helped leaders maintain and expand their work beyond individual projects. Anna shared how her ideas for collaborating with

others had “diffused into other areas.” Similarly, Bethany mentioned that her team had begun “inducting others using the Toolkit language,” explaining that this “meta-language” made the process easier. Both leaders saw the Toolkit as a resource to embed GCED into schools and ensure continuity when leadership or staff changed.

5. Encouraging networks and shared advocacy. Leaders discussed how they might extend and share their work with other schools and networks to advocate and promote GCED. This may suggest that their success in this study motivated them to look for ways to elevate GCED on national and international agendas.

A student perspective

The Year 9 student representative, Raina, described how the GCED Toolkit and workshop helped her connect her ideas in ways that supported increased collaboration with peers, teachers, family, and other community members as follows.

1. Learning involves collaborating with others. Raina reflected after the workshop that when faced with a question, she did not need to go and “Google everything”; instead, she could consider her networks as resources for learning, adding, “I didn’t even realise until after the meeting that there are so many valuable members of my community I can talk to.” Raina described talking with her teachers, parents, and the School Principal (Anna), and how these conversations supported her to hone her topic and take action. This shift—from working alone to working with others—was one of the most essential lessons for Raina.

2. Promoting peer collaboration and student voice. Raina spoke strongly about valuing diverse perspectives, saying, “I am really keen on valuing everybody else’s opinions and perspectives because they’re so beneficial.” Raina went on to add she was “very lucky to have [her] voice heard” and wanted to ensure that other students had the same opportunity. Raina’s emphasis on inclusivity and shared voice reflected the Toolkit’s broader aim of collaborative participatory approaches to GCED.

3. Supporting teacher-student collaborative learning. Raina said that having a “lot of freedom” to explore what mattered to her was essential for motivation and engagement, explaining, “Rather than teachers just giving the students a list to choose from, being able to say, What do you value? [and] What do you want to work on? engages students so much more.” Raina reflected that an agentic approach may be the key to a genuine learning partnership between teachers and students.

In summary, there were several features of the programme that supported collaborative practice. These included the workshop activities specifically focused on fostering collaboration, such as seeking feedback from each other. Within the Toolkit, these included provocations to identify

human resources within the school and school community to collaborate with to achieve GCED goals.

Research Question 1 a): Toolkit Enablers and Challenges

The first sub-question to RQ 1 was: What aspects of the Toolkit enable or challenge stakeholders to achieve their GCED goals and objectives? Here, we present responses to this question by stakeholder group and aligned with the Toolkit structure.

Teachers

Teachers identified several aspects of the GCED Monitoring Toolkit that enabled them to achieve their GCED goals and objectives as follows.

Enablers

- 1. Alignment with existing practice.** Teachers said that using the inquiry cycle to plan their GCED initiatives strongly aligned with their own planning processes. They reported that it helped them to reflect on questions such as *Where are we now?* and *Where do we want to get to?* Participating teachers said that several of the Toolkit prompts were “verbatim” with their own planning language, which gave them confidence that they were “on the right track” in applying good GCED practice.
- 2. Simple frameworks to understand GCED.** Teachers reported that Knowing, Valuing and Doing was a helpful and straightforward way to view GCED holistically and to design and measure initiatives. Teachers said that it consolidated their understanding and helped them ask related questions, such as “How do you think, feel or act differently?” after participating in GCED activities.
- 3. Depth of learning continuum.** Teachers reported that the surface, deep, transfer continuum was a useful way to think about GCED and plan for deeper learning and continuity across year levels. It prompted teachers to reflect on how to move students from awareness and superficial engagement with GCED to deeper knowledge and sustained action.
- 4. Practical tools for evidence and reflection.** Teachers reported that the practical strategies tabulated in the Toolkit helped identify ways to engage students, measure progress, and reflect on progress.
- 5. Clarity and ease of use.** Teachers Mia and Cassandra said that the Toolkit was “great to

have as a resource . . . it's there to look back on." Mia especially liked the visual elements, including the text boxes, summaries, and tables that simplified information and concepts.

6. Real-world examples and teacher reflections. Teachers found the quotes from teachers and illustrations from practice particularly useful. These were considered a way to tap into peers' experience and "hear from others."

7. Reframing success for students. Teachers reported that the Toolkit helped them rethink their notions of success, focusing on what is realistic and age-appropriate for students. Cassandra said, "Being a global citizen doesn't have to mean you are making a global impact; it can mean you are globally aware and making an impact on your level and on your scale."

Challenges

Teachers identified the following challenges when using the Toolkit to achieve their GCED goals and objectives.

1. Length and density. All teachers reported that the Toolkit was a long and wordy document, describing it as "huge" and "overwhelming." Mia's first impression was "Oh my goodness, do we have to read it all?" Cassandra echoed this by saying, "It wasn't confusing, but there was just so much to digest." Teachers suggested breaking it into smaller modules or information sheets that could be used gradually as needed.

2. Complexity of transfer. Teachers reported that the transfer stage of the depth continuum was a difficult concept to get their head around and difficult to "spot in the wild." Teachers advised that it would be helpful to have more examples of what successful transfer looked like in classroom contexts.

3. Need for more examples and contextual illustrations. Teachers said that they needed more practical examples and referenced the Queensland Global Competence Framework as an example with sufficient illustrations. This would assist teachers in applying GCED in their own contexts.

To summarise, teachers viewed the GCED Monitoring Toolkit as a practical and affirming resource that improved their confidence, encouraged reflection, and helped them to plan for deeper learning and student action. The main challenge identified was the Toolkit's length and density, which can be contextualised by teachers' demanding roles, increasing responsibilities, and limited time for reading long texts.

Leaders

Across the leadership focus group, participants identified several aspects of the GCED Toolkit that supported them in achieving their GCED goals and objectives as follows.

Enablers

- 1. Clarity, credibility, and relevance.** All leaders reported that the Toolkit was highly relevant and aligned with their schools' existing practices. Sean described the Toolkit as a "Yes, and" document that reframed their existing work on international mindedness through the lens of global citizenship. Bethany said it was a "relief" to find it so "readable, practical, and relatable," explaining that her team could go through it saying, "Yep, we are doing that . . . oh that's something we could add." Anna highlighted the resource's credibility and evidence-based nature, noting that it was "linked to UNESCO and research-based."
- 2. Practicality.** Leaders reported valuing the Toolkit's thinking routines, planning structures, and visuals such as the depth diagram. Anna said these helped her support Raina to "dig down and say, Alright, we are in this quadrant now—what is it we need to do?" referring to the value of the inquiry cycle to guide progress.
- 3. Student-centred planning.** Both Sean and Bethany reported that the Toolkit helped them to put student learning back at the centre of planning. Sean explained that their unit planning moved toward using the inquiry cycle with the students, saying, "How do we teach the students to take action . . . and then measure whether it was successful or not?" Here Sean and Bethany infer that the Toolkit Inquiry Cycle is relevant to both teachers and students - for developing plans for teaching and learning - and for students' own GCED action projects.
- 4. Measurement and evidence.** Bethany said the Toolkit helped her to think about impact as "open-ended and long lasting" and introduced clear ways to measure learning by framing GCED as knowing, valuing, and doing, as well as surface, deep, and transfer. She said that her team had already attempted to use these frameworks to identify and collect student evidence of progress. This example demonstrates how easily it was to apply the depth continuum of surface, deep and transfer, in practice, requiring no translation or adaptation to context.

Challenges

During the focus group workshop, leaders identified several challenges to using the Toolkit to achieve the GCED goals and objectives. These challenges are closely aligned with those identified by the teachers described above.

- 1. Length and density.** Leaders agreed that the Toolkit's length and density made it challenging to promote and use within their schools. Sean described the Toolkit as a “weighty document” that could be overwhelming when handed to teachers in full. Both he and Bethany said it worked best when unpacked gradually—through workshops, for example—or used in smaller sections.
- 2. Scalability and prior experience.** Anna raised a broader challenge, noting that the deep, collaborative engagement fostered may be through the workshops difficult to replicate at scale. She also questioned how the Toolkit could be introduced in schools where “there wasn't already a seed planted” in regard to enacting GCED.
- 3. Need for more examples.** Leaders reflected on how useful it was to have examples from practice. Anna suggested that a “library of the work that schools have done that could be built up over time” would be helpful for schools to model from and learn from practice.

Overall, leaders saw the Toolkit as an effective and credible resource that affirmed existing work, strengthened collaboration and reflection, and supported leaders to plan for and measure impact. The main challenges reflected the accessibility for all users, noting the lack of available time for engaging with long texts, scalability across diverse contexts, and the need for more practical examples.

A student perspective

The Year 9 student included in the research, Raina, identified several ways that the Toolkit supported her to achieve her GCED goals and objectives as follows.

Enablers

- 1. Identifying a starting point.** While Raina's first impression was that the Toolkit was “pretty detailed” and “in depth,” after attending the workshop, she realised it was a “really good starting point.” She said that it helped her to “understand what I want [to achieve] and what my future goals are for my project.”
- 2. Guidance to reflect.** Raina said she found the Toolkit's self-reflective questions particularly helpful, as they helped her to figure out “where I stand” and “what I want to achieve.” These prompts supported her to move from big, abstract ideas to a more precise starting point, saying that the workshop “brought me back down to [reality] to understand how I'm going to get going.”
- 3. Understanding evaluation.** Raina mentioned that she found the Toolkit helpful for understanding what was required to measure progress, including the idea of gathering

baseline data. She said she thought the Toolkit's table of strategies to gather evidence were "great ways . . . to get good data."

4. Developing a feasible plan. Raina said that the Toolkit and workshop helped her to refine her focus. She began with "huge aspirations . . . great, global-wide goals . . ." and the workshop and Toolkit helped her to narrow her topic to something achievable. Raina added that this process helped her to identify "valuable members of [her] community that [she] could talk to," such as teachers, her parents, and mentors, recognising that engaging with others would improve her understanding and make her project stronger.

5. Localising a plan. Raina said that the Toolkit prompted her to align her mental health project with the school's values, explaining that doing so would not only "promote those values, but also move [her] project along."

Challenges

Raina identified several challenges to using the Toolkit as follows.

1. Designed for teachers. Raina noted that while the Toolkit was "useful," it was "designed for teachers," which made it difficult for her to know "how [she was] supposed to do those exercises." Raina suggested that a version for students should be much simpler—"very step-by-step" with clear guiding questions such as What do you already know? Who can you talk to? and What information can you get?

2. Length and density. Raina said that the Toolkit was lengthy and that students might find it more engaging if it were shorter and interactive—more like a workbook with space to write answers, reflect on identity and values, and for students to record ideas in their own words.

3. Including students. Raina cautioned that while involving students in GCED planning and implementation was a positive step, in her experience, students like to have the freedom to choose and develop their own projects. Raina said that being given an open-ended choice about which project to pursue would help students find out what they are passionate about and what their values truly are. Raina affirmed that "being able to say, What do you value? What do you want to work on?" will help students to take ownership of their learning.

Raina found the Toolkit offered a strong foundation for thinking, planning, and reflection. Its self-reflective questions and focus on evidence helped her clarify her goals, identify resources, and align her project with the school's values. She thought it could be developed for students as a shorter, more interactive guide, with prompts that encourage more reflection, choice, and connection to personal values and community.

Research Question 1 b): Perceptions on Toolkit Utility

The second sub-question to RQ 1 was: How do key stakeholders perceive its usefulness? Here, we present responses to this question by stakeholder group and aligned with the Toolkit structure.

Teachers

Teachers viewed the GCED Monitoring Toolkit as a valuable, practical, and affirming resource that supported their teaching, planning and reflection on GCED. They appreciated how closely it aligned with their existing practices and helped them build their confidence, collaborate more effectively, and understand how to collect evidence about the impact of their programmes.

- 1. Alignment with existing practices.** Teachers reported that the Toolkit aligned well with their current practices and use of an inquiry cycle as a planning model. One teacher said it was “gratifying” to see the exact same questions in the Toolkit as their own planning process.
- 2. Clear frameworks and reflection tools.** The models for understanding GCED as a depth continuum and including the three dimensions of knowing, valuing, and doing were useful to teachers for consistent planning and evaluating initiatives.
- 3. Practice evidence gathering and evaluation tools.** Teachers shared that the Toolkit and workshops helped them understand how to gather evidence of GCED achievement using strategies included in the Toolkit, such as exit tickets, peer assessments, and student reflections on learning. One teacher noted that she was already collecting formative evidence, but needed to collect it more systematically.
- 4. Design, presentation, and examples.** Teachers consistently shared that they found the Toolkit visuals, text boxes, illustrations, and examples easy to read and engaging.
- 5. Encouraging tone.** Teachers reported that they valued the Toolkit's and workshops' encouraging tone, which they said created a safe space for professional reflection and growth.
- 6. Rethinking and scaling success.** Teachers considered how the Toolkit had helped them redefine success for students as realistic and age-appropriate.
- 7. Clarity and confidence in GCED teaching and learning.** Teachers described how the Toolkit and workshops helped teachers feel more confident about their next steps. Mia said that she felt “really confident going into [the] next unit” because the Toolkit gave them a “really clear direction.” Another teacher described how the Toolkit “brings it all together” by providing structure and coherence to their GCED planning and reflection.

Leaders

Leaders described the Toolkit as a useful and credible resource that supported reflection, collaboration, and planning for meaningful student action. Its frameworks, inquiry cycle, and reflective activities supported alignment with existing practices in pursuit of GCED goals and objectives.

- 1. Applicability and relevance.** Sean described how the Toolkit supported his team in planning intentionally and using the inquiry cycle, which was particularly valuable in independent schools that do not have the same embedded professional learning communities as government schools.
- 2. Practicality and utility.** Leaders described the Toolkit as readable and practical, with ways they could extend their current practices, such as how to involve learners. They praised the thinking routines as applicable for all aspects of the GCED initiative planning and implementation process.
- 3. Supporting workshops.** All leaders emphasised how the workshops enhanced their understanding and use of the Toolkit. Anna stated that the workshops provided valuable opportunities to “discuss with other leaders [which was] really, really helpful.” At the same time, Sean said the workshops gave his team much-needed time to plan and reflect collaboratively. Bethany agreed, stating that the process “gave real clarity” to their planning.

A student perspective

Raina considered the Toolkit a helpful resource for her thinking about how to begin her GCED project. The Toolkit’s reflective questions helped her clarify her stance on GCED and what she wanted to accomplish. Additional reflections on the utility of the Toolkit included:

- The value of learning from others and identifying her networks as learning resources
- Practical ways to plan, including anchoring using the inquiry cycle or linking to school values
- Gaining a better understanding of measurement, including the value of gathering baseline data

Research Question 2: Toolkit Improvements

The second research question asked: Are there any aspects of the Toolkit stakeholders would change to improve its usefulness in supporting the implementation and contextualisation of GCED in policy and practice? Results are organised by stakeholder group and aligned with the Toolkit structure.

Teachers

Teachers suggested several changes to make the Toolkit more practical, accessible, and supportive for time-poor teachers. These were as follows.

- 1. Break up the Toolkit into modules with information sheets.** Teachers said that short, clear summaries would make it easier to quickly find the information needed, with the option to explore greater detail later.
- 2. Add space for reflection and note-taking.** Teachers suggested adding spaces in the Toolkit to record their thinking directly in order to encourage deeper thinking and reflection.
- 3. Include more practical examples and illustrations.** Teachers stated that more examples would help to visualise what GCED looks like in different contexts.
- 4. Clarify concepts like transfer.** Teachers asked for more examples of what transfer looked like in the classroom and across year levels.

Leaders

During the leaders' focus group workshop, participants shared several suggestions for improving the usefulness and accessibility of the Toolkit as follows

- 1. Break into smaller sections.** Leaders said the Toolkit would be best "unpacked" in smaller sections through planning meetings and workshops. Bethany said that schools would benefit from shorter modular sections that can be shared gradually as needed. Anna agreed that smaller extractable parts would improve utility and uptake by schools.
- 2. Create summaries.** Bethany suggested adding a summary at the end of the Toolkit or providing separate sheets or sections that could be used independently. While leaders agreed that the Toolkit was valuable, the length could discourage or overwhelm time-poor teachers.
- 3. Build a library of practice examples.** Anna suggested that a library of real-world GCED examples would help schools to visualise GCED and make the Toolkit more practical and relatable. Anna stated that "even in our small group, our examples of practice are so different."
- 4. Use multimedia to share case studies and examples.** Leaders also discussed the potential value of short videos as an engaging, easy-to-access way to share case studies and examples.

A student perspective

Raina provided several clear and specific suggestions about creating a version or section of the Toolkit for students.

- 1. Create a short, interactive and simple version** with guiding questions for students to work through their ideas.
- 2. Ensure the student version is structured as a step-by-step guide** that reflects the way that students learn in other classes.
- 3. Develop it more like a workbook with spaces for responses to reflective questions** so students can write directly into it and brainstorm their ideas.
- 4. Include questions or short quizzes to help students identify their personal values,** and then provide ways to link them to project ideas.
- 5. Promote student freedom and choice to support motivation and engagement,** as in her experience, choice leverages the passion needed for GCED projects.
- 6. Emphasise the interactive and collaborative aspects of GCED, including learning from others.** Include activities for students to talk to others, share ideas, and learn from different perspectives.

VI. Conclusions

Teachers reported that the Toolkit helped them to collaborate more effectively by creating a shared language and structure for planning, goal setting, and reflection. The inquiry cycle and the frameworks for depth and understanding GCED as knowing, valuing, and doing were valuable thinking tools to plan deeper and holistic enactment. In addition, teachers appreciated the Toolkit's practical examples and the workshops' and Toolkit's tone in supporting open dialogue and the sharing of ideas across schools. Teachers described the Toolkit as affirming of their existing practices while also providing tools to extend and deepen these practices.

Leaders said that the Toolkit offered clarity, credibility, and a structured process that enhanced collaboration and accountability within teams. They reported that it helped them to intentionally plan to include students, collect evidence of impact, and to practically induct new staff into GCED concepts. The Toolkit's alignment with existing concepts such as the International Baccalaureate and global responsibility models assured leaders that their efforts were aligned with global frameworks and the evidence base for GCED.

Including a student in the Australia case studies was an innovation that enriched the project, showing how the Toolkit can empower learners. Raina's reflections highlighted how the Toolkit helped her to engage collaboratively with her school Principal, teachers, family, and peers, and connect her project with the school's values. Raina's experience illustrated the Toolkit's potential to support student voice and agency via a shorter interactive version designed for young people.

Overall, the Australia case studies confirmed that the GCED Monitoring Toolkit strengthened capacity for GCED planning and implementation and supported capacity building for collaboration, reflection, and action. While participants were positive about the Toolkit's content and models, they suggested ways to make it more accessible by shortening it, modularising it, and adapting it for different user groups. These insights provide clear directions for improving the Toolkit for use more widely across schools and systems.

VII. Recommendations

To improve the Toolkit's uptake and impact across a range of schools and systems, the following actions are recommended.

1. Develop shorter, modularised versions of the Toolkit that can be used in stages, including separate guides for teachers, leaders, system staff, and students.
2. Create a student-friendly version that is interactive, visual, step-by-step, and allows learners to record their reflections, identify their values, identify resources in their community, and plan their own projects.
3. Include more real-world case studies and examples from diverse school contexts to show how GCED can be implemented and measured in practice.
4. Clarify complex ideas such as transfer in greater detail, with examples of what it means in practice across different ages and stages.
5. Add space for reflection and note-taking so users can record progress and ideas directly within the Toolkit.
6. Develop multimedia resources (for example, short videos and infographics) to illustrate Toolkit concepts and showcase implementation stories.
7. Build professional learning networks by linking schools through an online library of practice to share examples and support collaboration.
8. Enable leadership and system level support by embedding the Toolkit use in professional learning frameworks and allocating time for teachers to engage with it collaboratively.

Together, these actions would strengthen the Toolkit as a more practical, inclusive, and sustainable resource, while also supporting educators and students to embed global citizenship more deeply in teaching and learning, in schools and systems.

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Annex 1: Alice Academy – Enabling Student Voice

About the school

Alice Academy is an independent non-denominational school in Melbourne's eastern suburbs, catering to nearly 900 students from Prep to Year 12. Around two thirds of students are girls, which reflects the school's shift to co-education approximately 15 years ago. The school offers the International Baccalaureate Primary Years Programme to Year 4 and strongly emphasises building relationships with Australian First Nations People. Alice Academy's commitment to global citizenship is also reflected in the Certificate of Global Responsibility undertaken by students from Grades 7 to 9. The school ranks in the top 10% of Australian schools regarding socio-economic status of student background and approximately 70% of students have a language background other than English.

Two representatives from Alice Academy joined the research project: the School Principal and a Year 9 student undertaking the Certificate of Global Responsibility. The School Principal joined all three workshops and the Leadership Focus Group. The student joined the second workshop and participated in a focus group interview.

Workshop participation

Alice Academy's School Principal joined the Case Study research project with a broad intent to embed global citizenship across the entire school. Over the three workshops, her plans evolved into a clearly defined initiative to strengthen the school's international study tours. During **Workshop 1: Discovery and Goal Setting**, Anna spoke about wanting to move beyond "tokenistic" efforts by identifying the roles, structures and people required to embed global citizenship to become "more ubiquitous." During **Workshop 2: Designing and Defining a Plan**, Anna identified the study tours as a strong foundation to build on, noting that while they were well established, there are areas for improvement. Anna commented that "what I think is missing is a bit more of a focus," which she thought could be achieved by linking the tours more explicitly to the SDGs and providing an online pre-learning programmes. where Australian and Chinese students identify shared questions and explore solutions together. By **Workshop 3: Implementation and Evidence Gathering**, Anna described the project as in a "listening phase" where she was working with colleagues and external peak bodies, including the Australia China Business Council, to design a purposeful and transformative learning experience supported by appropriate expertise and resources.

Raina, an Alice Academy Year 9 Student, joined the study with an interest in how global citizenship

can be understood at a local and personal level as belonging, the quality of relationships, safety, and mental health. Raina said:

As part of global citizenship, we discussed understanding where you are as an individual in a community, and where your community is on a global scale. I thought that the [key] to understanding this concept is good mental health . . . in our school, we do a semester-based safety survey, and in those surveys, we understand how the students feel, and how they interact with teachers, and how they're finding their school experience.

Over the research period, Raina's project became more defined and structured, drawing on guidance from the School Principal, her classroom learning, and from Workshop 2² and the Toolkit. During **Workshop 2: Designing and Defining a Plan**, Raina discussed augmenting the school's student safety survey to include questions about belonging and connectedness and how this project would enable her to listen to others, raise their voices, and encourage greater overall student participation. Raina explained:

We thought that we could ask questions that help to understand how students feel in group settings or questions that allow us to get more data about how our students and teachers feel in their school environment . . . we would like them to give us options as to what they would like us to do. For example, we might ask them what they would like us to act on, or how they would like us to improve our school committee or how the school runs. And from there we could get certain committees of other students who are passionate about this and ready to give their voice and opinion on it to create a group and bring this to school committees, or school assemblies and other groups that we have.

Raina started with an idea: considering the relationship between global citizenship and belonging, safety, and mental health, and sought to understand this better by asking people in her school community, teachers, and students. As a result of this consultation process, she came up with the concept of a shortlist of ideas and actions, saying, "We would like them to give us options as to what they would like us to do," suggesting that there will not be a single voice to hear or action to take. She then posited several questions that might generate those options, explaining that she wanted to know "what they would like us to act on and how they would like us to improve our school committee, or how the school runs." Raina then moved to thinking about how the project might unfold as a growing and expanding opportunity for students to share their views and experiences on things that matter to them.

Raina thought about her project in an innately democratic way. She started from a first principle of seeking input from others rather than going in with a preconceived notion of the design. Thus, her ideation started from the community upwards, or bottom-up. It was about "you tell us your needs"

² Note that Raina was only available to join one workshop, as they were held during class hours. During Workshop 1 and 3, Alice Academy's School Principal provided summaries of Raina's plans and progress.

we will gather a “range of options” (not select one). This may suggest Raina views her role as acting in service to the full range of voices and experiences of her fellow students and teachers. By considering a growing network of student committees, she imagines a scenario where other students are empowered to contribute to various consultative channels available to them.

At Workshop 3: Implementing and Evidence Gathering, Anna reported that Raina had met with the school psychology team, refined her questions, and planned to use the school safety survey results as baseline data. She had also formed a student group to assist on how she would action the findings of her research.

Participant reflections on the Global Citizenship Education Monitoring Toolkit and workshops

School Principal

Alice Academy’s School Principal said that one of the most valuable aspects of the case study project was the opportunity to collaborate with other school leaders and give and receive feedback. She explained that this interaction “kept us all working and honest” and helped her to stay focused when the high demands of her role might otherwise take precedence. Anna appreciated the Toolkit’s evidence base and noted that the link to UNESCO added “credibility to the whole project.” She found the planning structures and thinking routines useful, especially for guiding Raina through the process. Anna explained they helped her to “dig down and say, Alright, we are in this quadrant [of the inquiry cycle]—what is it we need to do?” Anna went on to say that the workshops gave her space to think critically about her ideas, stating that being asked “Why did you choose this?” and “Would you consider this?” helped her to extend her thinking and consider new possibilities. By the final session, Anna reflected on how ideas for collaborating with others seeded by the workshops had “organically diffused into other areas” of the school, prompting her to “think about who next to bring on board,” including “champions from the Junior School.” Anna’s final thoughts were reminiscent of her original plan to engage the whole school and embed GCED more broadly, suggesting that she is making headway with this agenda.

A student perspective

Raina said that when she first saw the GCED Monitoring Toolkit she thought it was “very detailed” and “in depth,” but after attending Workshop 2, she reflected that it was a “really good starting point” to help her to plan what she wanted to achieve. Raina said that the Toolkit’s self-reflective questions supported her to understand her goals and figure out where she was in the process. The workshop helped her to narrow her focus from “huge aspirations” to something more practical and how a step-by-step approach can help to design, plan, and measure success. Raina reflected

that the workshop made her realise the importance of collecting baseline data and it changed her perspective on learning as a solitary activity to something we do with others. Raina said that she saw her School Principal, her family, teachers, and other community members as “valuable members of my community that I can talk to.” Through these conversations she decided to frame her questions around the school’s values to both promote these values and move her project forward using an existing organising framework.

Reflections on system support

During the final discussion, Anna reflected that schools need a way to stay connected and keep global citizenship on the agenda, especially when schools are under pressure to prioritise other things, including the current “back to basics” agenda. Anna suggested one way to maintain momentum is by building stronger professional networks—linking schools that are already doing this work so they can learn from each other and share resources. Anna proposed creating a “library of work that different schools have done” to showcase examples and make it easier for others to start or strengthen their own initiatives. She also saw value in leveraging existing platforms such as the IB Global Conference and networks to share experiences with other PYP schools, noting the gap that sometimes exists between the goal of international mindedness and what happens in practice. More broadly, Anna asked how GCED could gain national support, suggesting that it might require “finding global champions—they’re out there, but they don’t necessarily get the airtime they should.”

Key takeaways

Both Anna and Raina found different aspects of the Toolkit useful for guiding and planning their reflection as follows:

- The inquiry cycle structure (p. 25);
- Self-reflective questions (p. 27 and throughout);
- Thinking and planning routines (p. 29);
- Ways to measure success (p. 35);

Annex 2: Leon College – Taking Action

About the school

Leon College is an independent coeducational Prep to Year 12 school in Melbourne's eastern suburbs and offers the International Baccalaureate Primary Years programme (PYP) to Grade 4. Enrolments total over 1,500, and about 30% of students have a language background other than English. Leon College is ranked in the top 10% of schools in terms of socio-economic status. The PYP programme is organised around transdisciplinary themes including How the World Works and Sharing the Planet, both of which correspond with an overarching focus on International Mindedness. These features were central to Leon College's interest in joining the Case Study Research Project.

Three representatives from Leon College joined the Case Studies, including a leader who was responsible for coordinating the PYP programme, and two Grade 3 teachers. Leon College staff participated in all three online workshops and two online focus group interviews.

Workshop participation

Leon College participants joined the programme with the intent to develop their upcoming inquiry unit under the theme Sharing the Planet. During **Workshop 1: Discovery and Goal Setting**, they wanted to know how they could empower Grade 3 students to "take action in relation to the environment and what they are individually passionate about," according to Mia, one of the teachers. The Leon College team was initially focused on defining global citizenship for Grade 3 students and "moving beyond knowing," noting that in the past, the main programme's outcome was a significant change to knowledge, however "action" was limited to only a few students.

During **Workshop 2: Defining and Designing a Plan**, the Leon College team talked about creativity as an element of their Grade 3 environmental action project unit. The team made connections across pedagogy, assessment, and curricula, discussing how the unit would be delivered initially as a whole-class action project, making student progress visible by asking "I used to think/and now I think," and how the unit flowed on from and built on the Grade 2 focus on reducing waste.

During **Workshop 3: Implementation and Evidence Gathering**, the team revealed they had refined their central idea, now focusing on knowledge and action to care for the Earth, and had decided to use the inquiry cycle with the students to guide the learning process. The final workshop revealed the team had deepened their understanding of measuring success to include small wins, learning from failure, and reflection, now viewing changes to thinking as a type of success.

Participant reflections on the Toolkit and workshops

Teachers

Leon College teachers Mia and Cassandra described the Toolkit as a valuable resource for planning more intentionally and involving students in meaningful ways. Mia explained that she used the contents page to find parts she could connect to, emphasising that those were the sections with visuals, summaries, and educator reflections.

Mia found the table on How I can involve my learners (p. 38) particularly helpful, as it provided a clear set of purpose statements and strategies that were easy to absorb. She loved the illustrative examples, including the Korean teacher's action learning project on campaigning for change in their municipality (p. 40), explaining, "I enjoy hearing from others." Both teachers reported that they would find the Toolkit more useful if it was broken into sections, with information sheets by topic for planning meetings. Leon College teachers found the workshops just as valuable as the Toolkit, as it gave them time to reflect, share ideas, and learn from other schools. Cassandra said, "Having the opportunity to share our thinking with other schools was really helpful." Leon College teachers reported that they immediately applied an idea shared by another participant as asking learners a set of reflective questions (see quote below). They recalled that their PYP leader (Sean) was motivated to bring students into the planning process for their upcoming unit, as he had clearly been inspired by the workshops. The Toolkit and the workshops also helped them to rethink the notion of success for young students. Cassandra said, "Being a global citizen does not mean you're making a global impact; it can mean helping others to learn something new." Both teachers said that the workshops and Toolkit gave them a clearer direction for their next unit and greater confidence in supporting students to take meaningful and realistic action.

Leaders

Leon College's PYP Leader, Sean, said the Toolkit was valuable because it gave him and his team a shared way to think and plan together. At first, he saw it as a "Yes, and" document, as it reflected what they are already doing as an IB PYP school, and extended and reframed those ideas as global citizenship. Sean said that the visual image of the depth continuum, "surface, deep, transfer" (p. 18), stood out immediately and helped the team to start planning to go deeper. He found the thinking routines in the Toolkit offered practical ways to "turn the volume up" on what they were already doing. The workshops gave his team the space to pause, slow down, and plan intentionally rather than rushing from one unit to the next. Sean said they used the Toolkit to guide conversations about "what we want students to know, be, and do," and that it helped them centre students in the process. Sean referred to the inquiry cycle in the Toolkit as a useful frame for multiple purposes, including guiding staff planning and collaboration, specifically, as a "nice structure to run a cycle of meetings" to plan, enact and reflect in a deliberate way. Sean added that while the Toolkit was

a “weighty document,” unpacking it piece by piece through the workshops made it accessible and meaningful for his team. He mentioned that he also intends to use it at his next school, owing to the value it brought to the team’s planning and reflection processes.

System reflections

Although Leon College teachers clearly valued the opportunities to share, collaborate, and learn from others, these opportunities are only possible when systems and schools make space for them. Mia explained that meaningful collaboration often depends on support from leadership: “We can definitely fit things in if they provide the resources from up top.” She described how teachers need time and resources to participate in professional learning, saying, “If there was a school that we could visit as they are facilitating something to do with international mindedness and global citizenship, we need the backup staff and the time to go and visit these places.” She added that this kind of opportunity is “rare” and a “privilege.” Mia also mentioned that while the PYP Teach Meets are used to provide these connections and “rich experiences,” they have “gone by the wayside, as people are just so busy.” Cassandra confirmed that working with peers is powerful, saying, “When we are there for a common goal, we’re all in the headspace to get ideas from other people.”

These reflections suggest that valuable system-level support includes release time, relief teachers, access to professional learning networks, and recognition that professional learning on international mindedness is part of their core role, not an add-on to their existing workload.

Sean’s reflections on system-level support echoed those of his teaching team; during the leadership focus group he referred to the high value of structured time, professional collaboration, and strong networks that connect schools on shared approaches to international mindedness, global citizenship, and inquiry-based learning. Sean suggested that the IB system is a good place to start forging stronger networks and fostering collaborative learning on these topics.

Sean explained that the Toolkit and workshops worked well, as they offered his teachers a “nice introduction to the Toolkit . . . and to take a pause at the start of the idea,” enabling them to be “really agentic in how [they were] going to plan.” The Toolkit provided the opportunity and structure to “spend time with [Mia and Cassandra] and have the Toolkit as scaffolding.” Sean contrasted this with the normal “busyness” of schools, saying that pausing to ask what “we want students to know, be, and do” was sometimes “squeezed out” due to everyday pressures. Sean also identified the need for schools and systems to embed and sustain new practices over time, and across teams. As Sean had introduced a new practice from the programmes of planning with students, he asked how this practice could continue without him: “How do we schedule students in, say, for these two units we’re going to invite [them] into?” Here, Sean demonstrates his intent to embed student voice as standard practice, not a one-off.

As above, Sean referred to the value of the inquiry cycle as a valuable tool for independent schools to systematise collaborative planning in order to “actually scaffold some meetings via the inquiry-action cycle.”

Sean’s reflections highlight the importance of making time available, scaffolding, collaborative networks, and mechanisms to embed and sustain student-centred inquiry and student voice into school structures—like professional learning communities—so that international mindedness and global citizenship become a visibly supported priority rather than an add-on.

Key takeaways

The Leon College team found the following Toolkit sections most useful:

- **Surface, deep, transfer**, moving from awareness, to understanding, to applying (p. 18)
- **The inquiry cycle**, using it for planning and with students (p. 25)
- **How can I involve my learners** in reflection (p. 38)

Annex 3: Pearl State School – Reinforcing and Extending

About the school

Pearl Primary is an Australian State School, offering classes from Foundation to Year 6. The school focuses on supporting the social, emotional, and physical development of its students as well as their educational outcomes. The school's culture, curriculum development, and pedagogy are shaped by an emphasis on developing 21st-century skills and attitudes that include self-confidence, individuality, creativity, resilience, risk taking, communication, collaboration in a team, being happy and healthy, and contributing by giving back to the community. Supporting this emphasis has required a renewed focus on pedagogy and a shift in focus from teaching to learning.

Five representatives from Pearl State School joined the study, namely the Principal, Pedagogy Coach, Pedagogy Mentor, Global Citizenship teacher, and Grade 2 teacher.

Workshop participation

Pearl State School participated in two workshops: an introductory session delivered specifically for the school, and Workshop 3 with the other two participating schools. During **Workshop 1: Discovery and Goal Setting**, Pearl State School staff explained that their GCED initiative was their 40-minute weekly Global Citizenship subject for Years 1-4 taught to about 600 students and built around the inquiry themes of community, sustainability, social justice, and action in the world. They described how the programme is “informed by how the students have been going in this term's units, how they're reacting, what's engaging them” and that “community partnerships are developed organically when they 'feel like the right fit.'” For example, the team recently collaborated with an NGO run by the family of a student who attends the school for the purpose of connecting student learning on social justice to real-world experiences. By **Workshop 3: Implementation and Evidence Gathering**, the team reflected that the school was considering how to measure impact more deliberately using learning conversations and teacher feedback and that they had moved toward “using the student's voice to help us measure the success of the programmes.” They were also considering how to spread the impact across the school by asking other teachers how they could enhance their students' global competencies.

Participant reflections on the Toolkit and workshops

Teachers

Pearl State School teachers Evelyn, Tessa, and Olivia identified the similarities between the Toolkit inquiry cycle and the planning and development process they had undertaken, with some questions they had asked themselves verbatim with those posed in the Toolkit (Figure 5, p. 25). This gave them confidence they were on the right track in developing their GCED initiative.

The teachers explained they use the inquiry cycle in the class as well, directly involving the students in seven “stepping stones,” from identifying and defining to communicating and celebrating. Evelyn explained how students' ideas and questions feed the development of the unit from one week to the next, which is “exhilarating but also frightening, as I don't know what they are going to say.” She gave the example that the students even asked to refine the unit's defining question and that when the school reviewer visited and asked about the unit, she suggested they speak to the students, not her.

Global citizenship classroom teacher Evelyn explained the main reason they joined the project was to learn how to collect evidence and measure the impact of their global citizenship initiatives because “when we hear the word ‘assess,’ we think test. I love what I do, and know I am doing a good job, but I don't know how to identify when it is actually happening.” She explained she wanted to be able to document the impact “so it is more than a feeling” and so that colleagues can also see its value.

Tessa added that Evelyn is very transparent with the rest of the staff and parents when outlining the unit's focus each term. She also sends questions home for the students to ask. Evelyn emphasised, “I am not an island. I need everyone to come with me. I want to know what changes they see.” Both felt that knowing, valuing, and doing was a simple and effective structure for both designing and measuring impact. They gave the example of student reflection questions used such as “How has global citizenship changed the way you think, feel, act?” Evelyn felt she really liked but was still struggling to identify what the transfer level “looked like in the wild.” Olivia added that moving forward, she thought they could develop the type of observational rubric described in the school leader section (p. 53).

The teachers really wanted to stress the importance of working in a team. They explained that they met every week to review how the class had gone and toss around ideas for the next week. They felt it was good to “go slow and not bite off too much.” They also felt supported to think in “crazy ways” and to “get it wrong,” explaining, “Bethany has really set us up for success by giving us time and a safe culture.” Evelyn felt the workshops and the Toolkit are like this: “It makes you feel encouraged, not judged.”

Leaders

Pedagogy Coach Bethany described the Toolkit as “a relief,” as she felt it confirmed what they were doing but also added to it. She went on to add, “At the system level, we have the global competence framework, which we are just wrapping our heads around, but the Toolkit was so readable, practical, and relatable to what we are doing.” For example, she mentioned the figure on page 15 which helped them identify what they were implementing and what they had not considered that would make their initiative better. She highlighted that the Toolkit is research-based rather than trying to “figure it out for ourselves.”

Bethany highlighted that the Toolkit provided impetus for continuous reflection. She particularly liked the questions that prompted reflection on where they were and where they are heading. She also gave the example of a new staff member joining the team. Although this teacher had been at the school for some time and was familiar with its overall culture, she was new to the concept of global citizenship. In giving her the Toolkit, she was “able to relate it to what we were doing, so we did not have to go from scratch.” Bethany emphasised, however, that this may not work for a teacher in a school with a different culture, as her new team member was already familiar with “the bigger picture.”

Both Bethany and School Principal Madeline emphasised the importance of the learner engagement suggestions given in the planning section (pp. 32–34), saying “We had some strategies, but these pages gave us clarity, enhancing the rigour of our planning.” They felt the examples were beneficial.

Madeline pointed out how the Toolkit's use of surface, deep and transfer gave them metalanguage. She explained that the bridge diagram (Figure 3, p. 18) and the examples (pp. 19–20) made this progression easy to understand and use when inducting new staff. They are now collecting evidence for each level. In addition to the language, Bethany shared that working with the Toolkit and as part of this international project has given credibility to the work they are doing.

System context for global competence implementation

At the time of the case study interviews, the school was participating in an initiative from its education department that sought applications for funding to develop a global competence initiative. Their department uses the term global competence as they have a framework for whole-school implementation of global competence education based on the PISA Global Competence Framework (OECD, 2019). The department's framework was developed over a period of four years in consultation with personnel from 22 schools from across the state (each school provided a team of three people (a school leader, a curriculum leader, and a classroom teacher), and academics in the role of critical friends from a local university. The department also provides online training

modules about global competence and implementation of the framework as well as Dimension 3: Developing Intercultural Competence. Although Pearl Primary was one of the pilot schools, a substantial turnover in staff had placed the global competence agenda on the backburner, so their aim was to bring it back to the forefront.

Key takeaways

The Pearl Primary team found the following sections of the Toolkit most useful:

- **The questions it posed** and how these can be used to guide each stage of the inquiry cycle
- The **knowing, valuing, and doing** structure as a base for both planning and measuring impact
- Suggestions and examples of **learner engagement**

Annex 4: Focus Group Workshop Protocols

Focus Group Interview 1: Teachers

Focus Group Interview Format

- **Duration:** 60 minutes
- **Location:** Online (e.g., Zoom or MS Teams)
- **Facilitators:** Rachel Parker & Dr Karena Menzie-Ballantyne
- **Recording:** Yes (with participant consent)
- **Participants:** Teachers

Purpose

To explore the experiences of teachers using the GCED Toolkit across the inquiry cycle phases: 1. Discovery; 2. Goal Setting and Designing and Defining a Plan; and 3. Implementing and Evidence Gathering.

Key areas for investigation as per the research question mapping table: factors that support embedding in policy and practice, perceptions about utility and improvements for stakeholder groups.

Focus Group Interview Questions

Notes: When asking questions, try to identify whether they are referring to the workshop or Toolkit. Probe for more details if the respondent provides a short answer (e.g., When someone says, "I liked the examples in the Toolkit." you can ask them to elaborate by responding, "Can you say more about this?")

Introductory questions

1. What were your initial impressions of the GCED Monitoring Toolkit?

Questions relating to Phase 1 and Phase 2:

2. As a teacher, what aspects of the workshops or Toolkit helped you to assess your starting point as well as to identify and set appropriate goals for your global citizenship initiative?

Can you give an example?

3. As a teacher, what aspects of the workshops or Toolkit helped you to develop the plan for your global citizenship initiative? Can you give an example?

Questions relating to Phase 3 and Phase 4:

4. As a teacher, what aspects of the workshops or Toolkit helped you to implement and gather evidence for your global citizenship initiative?

Overarching questions

5. How have you engaged and collaborated with students, colleagues, and/or your school community regarding your GCED initiative goal setting, planning or implementation process?
6. What aspects of the Toolkit support collaboration between stakeholders?
7. What aspects of the Toolkit did you find most useful and why?
8. What aspects of the Toolkit or workshops did you find most difficult, challenging, or confusing, and why?
9. What do you think would improve the Toolkit as a resource to support teachers to enact their vision for GCED, that is, identifying, planning, enacting, and monitoring GCED in the classroom?
10. To assist our work moving forward, do you have any other comments or suggestions?

Focus Group Interview 2: School Leaders and Leadership Team Members

Focus Group Interview Format

- **Duration:** 60 minutes
- **Location:** Online (e.g., Zoom or MS Teams)
- **Facilitators:** Rachel Parker & Dr Karena Menzie-Ballantyne
- **Recording:** Yes (with participant consent)
- **Participants:** School Leaders or members of the School Leadership Team

Purpose

To explore the experiences of leaders using the GCED Toolkit across the inquiry cycle phases: 1.

Discovery; 2. Goal Setting and Designing and Defining a Plan; and 3. Implementing and Evidence Gathering.

Key areas for investigation as per the research question mapping table: factors that support embedding in policy and practice, perceptions about utility and improvements for stakeholder groups.

Focus Group Interview Questions

Notes: When asking questions, try to identify whether they are referring to the workshop or Toolkit. Probe for more details if the respondent provides a short answer (e.g., When someone says, "I liked the examples in the Toolkit." you can ask them to elaborate by responding, "Can you say more about this?")

Introductory questions

1. What were your initial impressions of the GCED Monitoring Toolkit?
2. As a leader, what aspects of the workshops or Toolkit helped you to assess your starting point as well as to identify and set appropriate goals for your global citizenship initiative? Can you give an example?
3. As a leader, what aspects of the workshops or Toolkit helped you to develop the plan for your global citizenship initiative? Can you give an example?

Questions relating to Phase 3 and Phase 4:

4. As a leader, what aspects of the workshops or Toolkit helped you to implement and gather evidence for your global citizenship initiative?

Overarching questions

5. How have you engaged and collaborated with students, colleagues, and/or your school community regarding your GCED initiative goal setting, planning or implementation process?
6. What aspects of the Toolkit support collaboration between stakeholders?
 - a. How could collaboration be better supported between stakeholders?
7. What aspects of the Toolkit did you find most useful and why?
8. What aspects of the Toolkit, if any, did you find most difficult, challenging, or confusing, and why?
9. What do you think would improve the Toolkit as a resource to support leaders to enact their vision for GCED?
10. To assist our work moving forward, do you have any other comments or suggestions?

Focus Group Interview 3: Education Department Personnel

Focus Group Interview Format

- **Duration:** 60 minutes
- **Location:** Online (e.g., Zoom or MS Teams)
- **Facilitators:** Rachel Parker & Dr Karena Menzie-Ballantyne
- **Recording:** Yes (with participant consent)
- **Participants:** Education department staff or personnel

Purpose

To explore the experiences of education department staff using the GCED Toolkit across the inquiry cycle phases: 1. Discovery; 2. Goal Setting and Designing and Defining a Plan; and 3. Implementing and Evidence Gathering.

Key areas for investigation as per the research question mapping table: factors that support embedding in policy and practice, perceptions about utility and improvements for stakeholder groups.

Focus Group Interview Questions

Notes: When asking questions, try to identify whether they are referring to the workshop or Toolkit. Probe for more details if the respondent provides a short answer (e.g., When someone says, "I liked the examples in the Toolkit." you can ask them to elaborate by responding, "Can you say more about this?")

Introductory questions

1. What were your initial impressions of the GCED Monitoring Toolkit?

Questions relating to Phase 1 and Phase 2:

2. What aspects of the workshops or Toolkit are helpful for systems or schools to identify and set appropriate **goals** for their global citizenship initiatives? Can you give an example?
3. What aspects of the workshops or Toolkit help systems or schools to develop **plans** for global citizenship initiatives? Can you give an example?

Questions relating to Phase 3 and Phase 4:

4. What aspects of the workshops or Toolkit are helpful for systems or schools to **implement and gather evidence** for their global citizenship initiatives?

Overarching questions

5. How have you or the schools in your community engaged and collaborated with their students or colleagues regarding their GCED initiative goal setting, planning or implementation process?
6. What aspects of the Toolkit support collaboration between stakeholders?
7. What aspects of the Toolkit did you find most useful and why?
8. What aspects of the Toolkit, if any, did you find most difficult, challenging, or confusing, and why?
9. What do you think would improve the Toolkit as a resource to support system leaders to enact their vision for GCED?
10. To assist our work moving forward, do you have any other comments or suggestions?

Additional protocol: Interview 4: Students

Focus Group Interview Format

- **Duration:** 30 minutes
- **Location:** Online (e.g., Zoom or MS Teams)
- **Facilitators:** Rachel Parker & Dr Karena Menzie-Ballantyne
- **Recording:** Yes (with participant consent)
- **Participants:** Year 9 Student and adult supervisor, to ensure child-safe practice.

Questions:

1. What was your first impression of the GCED Monitoring Toolkit?
2. Did the GCED Monitoring Toolkit change your understanding about what GCED was?
3. Did anything about the GCED Workshop change your understanding about GCED?
4. Can you talk about how the GCED Workshop helped you to identify your starting point for developing your GCED project as part of the Certificate of Global Responsibility?
5. How has your project progressed since the workshop? Has it changed or have you moved on from your initial idea?
6. What do you think a Toolkit that was designed for students should look like?
7. Do you have any suggestions for us about how we engage students in this work?
8. Do you have any other comments for us or anything else to say about the experience?

Annex 5: Workshop Activities

Workshop 1: Discovery and Goal Setting

"Self understanding is one of the keys to being a global citizen"

Teacher, Lao PDR

1. Discovery

- **Where are we?**
- **Where do we want to go?**
- **What do I know** about these ideas?
- What do **my students or colleagues know?**
- **How does it fit with my own goals and those of the school/system/peak body?**

1. Discovery and goal setting

- Where are we at right now?
- Where to next?

21

Your question or goal

Take a moment to think about your context. What is one question or goal you would like to explore or achieve using the GCED Toolkit?

Consider

1. What is the question or goal?
2. Why is it important to me, my school, my students?
3. Where are we at currently with this question or goal?
4. What do I know about it, what do my peers, students, colleagues or community know about it?

Reflect and report



10
mins



Planning

Consider your global citizenship education goal or question.

1. What resources do you have?
2. How might you involve learners?
3. What might success look like?

Share and offer each other ideas and feedback.



Table 6: Supporting learners in designing and defining plans

Strategy	How it might help	Example
Being clear about what you are trying to learn and why	Clearly communicating the goal for learning can help to establish a shared vision of what you are trying to achieve and help them to make connections to their existing knowledge/skills, helping students to understand why this important can help them to feel more motivated to learn.	we are going to learn about the types of pollution that are in our oceans and why that is a problem. SDG 14? We can generate ideas for solving the problem.
Providing clear criteria for success in student friendly language	Success criteria communicate the things we are looking for when we evaluate whether and how well a student has met the goal for learning. This gives students a tool that they can use to evaluate their own progress and the progress of their peers (rather than having to rely on the teacher to tell them how they are going).	Often, these are communicated as "I can" statements describing specific behaviours the student has demonstrated. I can explain how my idea would reduce pollution in the oceans.
Describing success criteria at a range of levels	This helps students to find the right level of challenge for themselves, and the chance to adjust the level of challenge if they need to.	Example of levelled success criteria: I can share an idea for reducing pollution. I can explain how my idea would reduce pollution. I can analyse the pros and cons of my idea.
Providing opportunities for students to contribute to goal setting and developing criteria for success	Being able to set goals that are appropriately challenging is a skill that needs to be developed, not something we are born knowing how to do. A good goal needs to be challenging enough to require the person to stretch themselves, but not so hard that they will give up before they succeed.	One way to help students learn to select the right level of challenge is to get them to practise choosing a level of success criteria to aim for. They can learn through experience how to find the right fit for them, and how to adjust the challenge when they need to.

15 mins



Challenges

Planning to overcome challenge is key to succeeding.

Form pairs and share with each other:

1. What might be some of the challenges I will face?
2. What things have helped you overcome these type of challenges in the past?
3. Who or what might support you to overcome these challenges?

Seek feedback from each other about how you might overcome these challenges

Table 3: Potential challenges for teachers

Possible challenges to think about	Possible solutions to identify
Based on your work in Phase 1, are there things you do not understand about the issue you will be exploring or the skill you will be teaching?	<ul style="list-style-type: none"> How will you find out more so that it is less challenging for you? Do you have concerns about your own or your students' media literacy skills including your ability to 'find out' about topics e.g. researching skills. Example: Talk with your colleagues and teachers, join groups, research online.
If you must plan your own lessons and activities, do you feel confident enough to do that?	<ul style="list-style-type: none"> How might you get support with your planning if you need it? Example: Plan with your colleagues, look for inspiration online.
If you have to implement lessons that were prepared by someone else, how well does it fit your situation? Is it relevant to your learners, does it connect with where they are at in their learning, do you have the necessary resources?	<ul style="list-style-type: none"> How might you adapt and adjust the plans to better meet your needs and the needs of your learners? Example: Substituting available resources, providing additional challenges to extend some learners.
Do you have enough time to support your learners to engage with the learning and reach the learning goals you have identified?	<ul style="list-style-type: none"> How might you adapt or adjust the plans to provide your learners with time they will need to engage with the learning? Example: Integrating GCED into lessons from other areas of the curriculum.

10 mins



Workshop 2: Designing and Defining a Plan

Refresher activities

"Self understanding is one of the keys to being a global citizen"

Teacher, Lao PDR

1. Discovery check-in

1. What is your goal or question?
2. Goal for yourself?
3. Have they changed and why?
4. What questions have arisen in the meantime?



Elevator pitch

Consider your global citizenship initiative.

1. Articulate your goal or question
2. Bring the school or community with you

Share and offer each other ideas and feedback.



Main activities

Continue planning

Consider your global citizenship education goal or question.

1. What resources do you have?
In your school, in your community, in your local area, in your country, across the world.
2. How will you create opportunities to make connections = go deeper?
3. How might you involve learners? For example, create the plan together and then ask for their feedback on it.
4. When will the initiative start and end?

Share and offer each other ideas and feedback.

Table 4: Triggering barriers in designing and defining plans

Strategy	How it might help	Example
Being clear about what we are trying to learn and why	Clearly communicating the goal for learning can help to establish a shared vision of what we are trying to achieve and help them to make connections to their existing knowledge/skills. Helping students to understand why this important can help them to feel more motivated to learn.	We are going to learn about the types of pollution that are in our oceans and why that is a problem. So that we can generate ideas for solving the problem.
Providing clear criteria for success in student-friendly language	Success criteria communicate the things we are looking for when we evaluate whether and how well a student has met the goal for learning. This gives students a tool that they can use to evaluate their own progress and the progress of their peers (rather than having to rely on the teacher to tell them how they are going).	Often, these are communicated as "I can" statements describing specific behaviours the student has demonstrated. I can explain how my idea would reduce pollution in the ocean.
Describing success criteria at a range of levels	This helps students to find the right level of challenge for themselves and the chance to adjust the level of challenge if they need to.	Example of levelled success criteria: I can share an idea for reducing pollution. I can explain how my idea would reduce pollution. I can analyse the pros and cons of my idea.
Providing opportunities for students to contribute to goal setting and developing criteria for success	Being able to set goals that are appropriately challenging is a skill that needs to be developed, not something we are born knowing how to do. A good goal needs to be challenging enough to require the person to stretch themselves but not so hard that they will likely give up before they succeed.	One way to help students learn to select the right level of challenge is to get them to practice choosing a level of success criteria to aim for. They can learn through experience how to find the right fit for them, and how to adjust the challenge when they need to.



15 mins

Planning to measure

Simple ways

- I used to think and now I think
- Most significant change
- Pulse surveys
- Student work samples
- Unit and lesson plans
- Very short surveys (enjoyment + confidence as learner)

Strategy*	Good for getting information about	Example
Test	Understanding How well they can apply certain skills (e.g., analytical thinking)	Using a test to find out what students know about an issue at the beginning and end of a unit of work (pre-test/post-test)
Exit ticket (Short activity given at the end of a lesson)	Understanding Feelings Thinking Attitudes	Asking students to share their wonderings at the end of a lesson to find out what they are interested in learning more about
Student self-evaluation/reflection	Understanding Feelings Thinking Attitudes	Asking students to reflect on their concerns about an issue and rate their level of confidence in their ability to contribute to change
Performance tasks (A task or activity that requires the student to respond by creating or demonstrating)	Understanding Skills Thinking Attitudes	Asking students to work in pairs to develop an idea and create a resource for informing the community about an issue

Planning to measure (part 2)

Consider your initiative plan.

1. What evidence will show you have been successful?
2. When will you collect evidence?
3. How and who will do it?
4. How can my learners be involved?

Share and offer each other ideas and feedback.



Page 35

15 mins



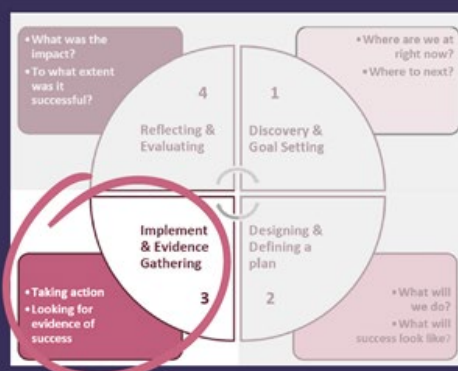
Workshop 3: Implementation and Evidence Gathering



Implementation and Evidence Gathering

Talked about measures and methods in W2

Now, timing and involving learners





Structure

- Phase 3 and 4, examples from your contexts
- Reflections from the 10th International GCED Conference in Seoul 27-28 Aug (15 mins, Rachel)
- Activity: each school to share, (Karena - 1 hour)
 - How your plan has progressed
 - How you aim to involve learners/peers/colleagues in planning, implementation, evidence gathering and or evaluating. (see pp. 32-34)
 - How you plan to measure (pp. 34-35)
 - How and when you plan to reflect (pp. 36-37)
 - Questions you have about any of the above.



Sharing sessions

- **Sharer** to speak to the points for up to 8 minutes or less can pass on any pts.
- **Audience** to listen actively, focus on words and nonverbal cues
- Provide full attention
- Listen to understand not listen to respond
- Avoid the temptation to prepare a response while the person is speaking



Sharing progress



Has your plan evolved?

The question you are planning to answer/problem to solve



Involving learners and colleagues

In planning, implementation, evidence gathering and evaluation



Measuring the impact

What strategies, when, who and how



Reflection

When and how will you reflect and who will take part



Posing questions and feeding back

- Pause before responding to start the process of formulating a response
- When considering the response consider the speakers investment in their topic with empathy and compassion
- Ask genuine probing questions to encourage further dialogue



Supporting Change in Practice

Case Studies on the Use of
the ACER-APCEIU
Global Citizenship Education
Monitoring Toolkit

Country Case: **Australia**



ISBN 979-11-93573-55-6