

# AN EVIDENCE-BASED FRAMEWORK FOR GLOBAL EDUCATION

At Pimlico, we have drawn on a range of research- informed frameworks to develop an integrated and contextualized model of global education and its competencies. We view these global competencies as an inter-relationship of the knowledge, skills and dispositions that students apply in order to take action in the world. Global Education requires a considered and purposeful development of these competencies to enable students to become successful, active and engaged global citizens.



## FOCUSSED ON PREPARING OUR STUDENTS TO BE COMPETITIVE IN THE 'ALPHA GENERATION' WORLD

**A MINDSET FOCUS:** Curious, Mindful, Authentic, Emotional Intelligence, Adaptive, Futuristic, Purpose Led, Community Focussed.

**A SKILLSET FOCUS:** Resilience, Creativity, Globalism, Networking, Collaboration, Leadership, Problem Solving, Lateral Thinking, Communication.

**A TOOLSET FOCUS:** Data, Creation, Agility, Pitching, Digital Fluency, Risk Awareness, Self-Care, Financial Awareness, Making (and Breaking), Systems Thinking.


## GLOBAL UNDERSTANDING STARTS WITH LOCAL UNDERSTANDING:

We acknowledge the Bindal and Wulgurukaba Peoples as the traditional custodians of the land on which we work and learn.



*"It is not enough for education to produce individuals who can read, write and count. Education must be transformative and bring shared values to life. It must cultivate an active care for the world and for those with whom we share it. Education must also be relevant in answering the big questions of the day. Education must fully assume its central role in helping people to forge more just, peaceful, tolerant and inclusive societies. It must give people the understanding, skills and values they need to cooperate in resolving the interconnected challenges of the 21st century."*


UN Secretary General

**PIMLICO STATE HIGH SCHOOL**  
Making a world of difference

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## PIMLICO DEFINES A GLOBAL CITIZEN...

as someone who, through their **responsibility, purpose, resilience, compassion and innovation**, continually develops the knowledge, skills and dispositions needed to **make a real and positive difference in their world**, contributing to a more just, sustainable and prosperous society locally, nationally and globally.

## THE IMPERATIVE FOR GLOBAL CITIZENSHIP

To not merely survive but thrive in a high-tech, globalised, increasingly competitive and rapidly changing world, young people need a portfolio of knowledge, skills and dispositions beyond the traditional curriculum.

***“Three global forces are rapidly changing the way we work: automation, globalisation and collaboration. Career pathways aren’t as linear as they used to be, with young people expected to have 17 jobs across 5 careers in their lifetime so how can we better prepare young people to navigate a portfolio of work?”***

*Foundation for Young Australians*

Around the world, the most successful education systems are focusing on immersive, real-world experiences to build critical thinking and enterprise skills that enable young people to adapt to an ever-changing environment.

***“Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global.”***

*UNESCO*

At Pimlico State High School, we are committed to ensuring that our students are not only well equipped as participants in the future workforce, but are prepared as citizens and leaders ready to make a positive and profound difference in the world.



Pimlico’s Global Studies Program provides a developmentally sequenced pathway of enrichment and extension with a central focus on developing students’ global competencies.

In Years 7 and 8, students’ studies of Humanities and Information Technology are used as an anchor for the Global Studies Program. Students systematically learn and apply the global competencies through targeted units of work and through participation in a range of action research project-based learning at a local and state level. Students also take part in several co-curricular programs and initiatives that develop specific skills such as collective identity, independent thinking, digital citizenship, public speaking and entrepreneurship. The program in Years 7 and 8 provides a strong foundation in the global competencies that students then apply in increasingly complex contexts through the rest of their secondary schooling.

In Years 9 and 10, students participate in an accelerated program that provides the opportunity to participate in student-developed projects in the second half of Years 9 and 10. Students take part in initiatives that develop specific skills such as personal impact, collective action, effective collaboration and conflict resolution. In Year 9 students build on their global competencies from Year 7 and 8 by focusing on action research on an issue at a national level. In Year 10, students participate in international projects and global collaborations.

In Year 11, students organise, seek sponsorship and run local, interstate and international conferences through the Global Leadership course. Our students act as mentors to students across a wide range of schools, both in Australia and overseas.

## HOW TO APPLY

Students are able to apply for a place in the program by completing a Global Studies Program application form and returning it with their enrolment documentation. The form can also be downloaded from our school website.

The application asks students to provide details about their academic results as well as their involvement in community and extra-curricular activities and their interest in global issues. Through the enrolment process, the school will also identify other suitable participants and invite them to join the program.

Students may apply on enrolment or at any point from Year 8 to 10.