

## GLOBAL STUDIES PROGRAM

Pimlico's Global Studies Program provides a developmentally sequenced pathway of enrichment and extension with a central focus on developing students' global competencies. The program begins with out-reach to our local primary schools through enrichment activities and courses as well as mentoring by Pimlico students.

In **Years 7 and 8**, students in our Global Studies Program are grouped together in the same classes across all of their core subjects to provide opportunities for extension and inter-disciplinary studies. Students' studies of Humanities and Information Technology are used as an anchor for the Global Studies Program, with linkages made to studies in other subjects over the two years, including Science, Mathematics and Languages. 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 as collective identity, independent thinking, digital citizenship, public speaking and entrepreneurship. The program in Years 7 and 8 aims to provide a strong foundation in the global competencies that students then apply in increasingly complex contexts through the rest of their secondary schooling. It is meaningful learning that engages students' hearts and minds.

In **Years 9 and 10**, students participate in an accelerated program of studies in Humanities that then 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 an international project and are also involved in the BlueYouth Decarbonize initiative in partnership with the Centre for Global Education. Students collaborate with other selected lead schools from around the world to develop recommendations to the annual United Nations climate change conference. Student representatives from Pimlico attend the conference which has recently been held in locations including Morocco, Germany and Poland. Our students also sponsor and fund the participation of a student from a disadvantaged community elsewhere in the world. Our Years 9 and 10 students also mentor younger students at our partner primary schools.

In **Years 11 and 12**, students take on greater leadership responsibility, mentoring and supporting younger Pimlico students involved in programs such as Decarbonize. Students also participate in the Plan for the Planet initiative run by the Australian National University. Pimlico was one of the founding 20 schools from across the country involved in this initiative and now plays a lead role in mentoring school communities in other parts of the world as the program expands internationally.

In Year 12, student representatives attend and help organise international student-led conferences.

Entry into the Global Students Program at the start of Year 7 is via application or invitation. Enrolling 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 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.

Themes and topics used to develop and apply students' global competencies include:

- Climate change and global warming
- Water sustainability, access and quality
- Population growth, migration and refugees
- Global governance, law and conflict
- Employment, technology, automation
- Health, biotechnology and ethics
- World history, with a focus on Asia

The design of Pimlico's Global Studies Program is based on the latest research into student learning and global education. The school also takes an evidence-based approach to evaluating the effectiveness of the program. As well as tracking students' academic progress, Pimlico utilises the Global Perspective Inventory to monitor the development of students' global competencies and to evaluate and refine the Global Studies Program. The Global Perspective Inventory was developed in 2014 and is administered by the Research Institute for Studies in Education (RISE) at Iowa State University. It is used by over 200 universities, colleges and schools internationally to assess the impact of global and international educational programs and experiences.

## LANGUAGES

Languages are the gateway to other cultures and also help students better understand the structures of their own first language. Bilingualism is an increasingly important skill that will make Australian students more competitive against young people in other parts of the world.

At Pimlico, students have the opportunity to study French or Japanese with a third language to be available in 2020. Students participate in a range of related events and activities, including various language competitions and gatherings. Our students also have the opportunity to participate in language and cultural immersion programs such as Young Explorers of the Tropics through the DETi/JCU Language Ambassadors initiative and language STEM exchanges through DET International.

## INTERNATIONAL STUDENT PROGRAM

Through the school's International Student Program, Pimlico is able to further enhance the cultural diversity of our student body and provide our students with the opportunity to learn alongside international students who speak a range of other languages and provide a window into other cultures. This daily cultural interaction builds our students' understanding of the world, their appreciation of cultural diversity and their confidence in interacting with people from around the globe. Many of our families also benefit from providing homestay arrangements for our international students and making lifelong friends from around the world. Each year, Pimlico hosts approximately 25 students from locations as diverse as Spain, Germany, China, the USA, Italy, Norway, Brazil and Malaysia.

## COUNCIL OF INTERNATIONAL SCHOOLS

Pimlico is accredited with the Council of International Schools (CIS). Along with approximately 600 schools worldwide, Pimlico has undertaken a rigorous self-study process and has been externally reviewed by a team of peers from schools around the world. The school is re-accredited every five years, ensuring that we are engaged in a process of continuous improvement and regular external quality assurance. The CIS accreditation process examines all aspects of the school's operations but places a particularly strong emphasis on international mindedness. As such, our accreditation signifies not only that Pimlico is a world-class school, but a school that connects our students meaningfully to the world.

Pimlico's Executive Principal is one of seven school heads from around the world who sit on the Board of CIS. This

affords the school a unique opportunity to lead and shape the future direction of global education on the international stage.

## STUDY TOURS AND EXCHANGES

Each year, Pimlico hosts students from overseas on inbound study tours, including a long-standing and valued partnership with Kokugakuin High School in Japan. Pimlico students also have the opportunity to participate in an out-bound international study tour each year. These tours have a specific educational focus. Tours to Europe, Africa and Asia have focused on military history and commemoration, while our most recent tour to the USA and our future tours have a focus on technology, innovation, entrepreneurship and globalisation. Pimlico students have also been very successful in gaining places on prestigious exchanges and study tours, including the Premier's Anzac Prize and the Simpson Prize.



## GLOBAL EDUCATION PARTNERSHIPS:



## 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.



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



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# GLOBAL EDUCATION AT PIMLICO

## LEARNING TO CHANGE OUR WORLD

*"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*





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.

In preparing our students as Global Citizens, we are enabling them to:

- Have a deep understanding of world affairs and global issues and trends
- Have an authentic appreciation and respect for social and cultural diversity
- Be competitive and agile members of a global workforce
- Communicate and collaborate confidently with others from diverse backgrounds and through new media and technologies
- Generate innovative ideas and solutions to complex, interdisciplinary challenges and opportunities at the local, national and global level
- Take responsible and purposeful action to create a more sustainable and just world
- Provide visionary and practical leadership that engages and empowers others to respond purposefully to significant problems, challenges and opportunities



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.



AN EVIDENCE-BASED FRAMEWORK FOR GLOBAL EDUCATION

At Pimlico, we have drawn on a range of research-informed frameworks to develop an integrated and contextualised model of global education and its constituent competencies. We conceptualise 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.



KNOWLEDGE FOR GLOBAL COMPETENCE

In a fast-paced and rapidly changing world, the role of transferable and flexible skills is sometimes privileged over knowledge. However, a deep understanding of key bodies of knowledge will remain of critical importance for global citizens of the future. Learning and skill acquisition does not occur in a vacuum. As global citizens, students will need disciplinary knowledge across a range of traditional subject areas. Students will need a deep understanding of global structures and issues. Increasingly, students will also be required to transfer and connect knowledge across traditional disciplinary boundaries. In contexts such as STEM (Science, Technology, Engineering and Mathematics), students need to be able to apply knowledge from different subject areas in order to understand complex and multi-faceted issues and generate innovative, real-world solutions. Students also need knowledge about how they learn, to ensure that they are equipped as life-long learners who can confidently lead their own learning throughout their lives and careers.

“To cope with the demands of the 21st century, people need to know more than core subjects. They need to know how to use their knowledge and skills by thinking critically, applying knowledge to new situations, analyzing information, comprehending new ideas, communicating, collaborating, solving problems, making decisions.”

Partnership for 21st Century Skills

SKILLS FOR GLOBAL COMPETENCE

A range of cognitive, metacognitive, social and practical skills will provide Pimlico scholars with the capacity to apply their knowledge in innovative and purposeful ways and to engage successfully with complex, diverse, rapidly evolving and increasing digital world. Drawing on international models of global and 21st century skills, Pimlico defines these skills as:

- Critical thinking, problem solving, reasoning and analysis
- Research skills and interrogative questioning
- Creativity, innovation and personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability and initiative
- Oral and written communication, public speaking and presenting and listening
- Leadership, teamwork, collaboration and cooperation
- Information and communication technology literacy, media and internet literacy, data interpretation and analysis and coding
- Entrepreneurialism and economic and financial literacy

DISPOSITIONS FOR GLOBAL COMPETENCE

Pimlico seeks to develop young men and women who not only have the knowledge and skills to successfully navigate the world, but the vision and sense of purpose and responsibility to change the world for the better.

The disposition of a global citizen is captured powerfully in the school’s values and the attributes of a Pimlico scholar (see right).

TAKING ACTION THROUGH GLOBAL COMPETENCE

Students’ knowledge, skills and dispositions are only meaningful when they are put into action in purposeful ways. Through the school’s focus on Global Citizenship, students are provided with a range of opportunities to put their newly-developed competencies into action through real-life projects at a local, national and global level. Our students:

- work with academics from local universities on real-life research projects;
- develop and implement social enterprise initiatives that make a difference in the local community and in other places of need;
- participate in programs that allow them to provide a youth perspective on global issues at international conferences and events; and
- collaborate with other students around the country and the world to generate solutions to important issues and challenges.

PIMLICO VALUES



ATTRIBUTES OF A PIMLICO SCHOLAR



LEARNING TO CHANGE OUR WORLD

“The Pimlico Centre for Global Education provides a coordinated approach to Pimlico High’s diverse programs and initiatives relating to global citizenship and leadership. The centre represents an exciting opportunity for our staff and students to put our school’s vision into practice. Our vision is “making a world of difference” and, through the Centre for Global Education and initiatives such as our Global Studies Program, our staff truly seek to make a world of difference for students through the provision of exciting, innovative and futures-focused learning experiences. By extension, we are preparing our students to make a world of difference in a positive and profound way. Through our focus on global education, Pimlico is committed to world-class learning – learning to change our world.”

Joel Buchholz,  
Executive Principal

