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International Learning:
Learning to be International
A world of Views

Presentation Abstract

Strand 3: Identity Formation/Reflection	
Presenter	Transformation or Confirmation of Timeless Notions? Abstract
<p>Jan Hargreaves Deputy Principal Indooroopilly SHS Daytime phone: 07 33278333 / Mobile: 0412757120/Fax: 0733278300 jharg1@eq.edu.au</p>	<p>How have the leadership opportunities provided to student leaders at an internationally-minded secondary school assisted them in their construction of an understanding of global citizenship?</p> <p>The irrepressible processes of twenty-first century globalization require new understandings of global citizenship. As sites of preparation for and rehearsal in citizenship, schools are called upon to develop new models of citizenship education that engage with a generation whose experiences are already globalized and digitalized. There is an absence of research into young people's own understandings of global citizenship and of the schooling factors that influence them to become active global</p>



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citizens. This paper will report on the author's recently completed Master in Education study which aimed to clarify the ways in which leadership opportunities provided in one secondary school of international standing assisted a group of student leaders to construct their understanding of global citizenship. Semi-structured interviews and a focus group discussion were conducted with eight student leaders, aged between 14 and 17. School documents and students' written reflections provided additional data. Data interpretation illuminated the students' understanding of their roles as global citizens as being optimistic and empowered, collaborative, cosmopolitan and focussed on contributing to positive change. Of significance in the findings was the students' expansive definition of leadership opportunities that highlighted contextual school factors as influencing their global citizenship understandings. The school's vision, values, relaxed relationships and reduced hierarchical structures were seen to encourage active, independent learning and a widening of experiences and perspectives for the students to develop as confident, engaged global citizens. This study encourages further investigation into young people's understandings of their global citizenry roles across other countries and cultures and further clarification of the schooling factors that promote these understandings.