



Meg.

Global Citizenship

Student Ambassador Program

Languages.
Culture.
Technology.

MEG LANGUAGES



At Meg Languages our purpose is to create a more interconnected, peaceful and empathetic world for all. We do this by creating Global Citizens through language and intercultural experiences.

This is achieved through our innovative Spanish and Chinese language programs; and through our Going Global offering that supports schools to become Globally Competent through varied initiatives.

A core part of our ethos is to recognise that learning is more effective when meaningful communities are created and engaged with purpose. We leverage technology to facilitate cross border and inter-school connections where students are either connecting with language teachers in Latin America or China for authentic language acquisition; or they are connecting with other students to build strong communities of Global Citizens.



GOING GLOBAL

Going Global builds Globally Competent Schools and teacher capability in Global Citizenship Education. It offers a range of student programs, teacher professional development and whole school initiatives that build the knowledge, skills and attitudes towards Global Competence.

We believe that every school has the means to be a Globally Competent School and we support schools work towards this with approaches that are meaningful and authentic, and go beyond language programs.

Much of the Going Global work is supporting teacher capability growth in Global Education through online self-paced PD courses or face to face (or Zoom) sessions.

Our hallmark Globally Competent Schools consultancy program, co-creates with schools a comprehensive action plan to address seven key areas, with both short and long term goals, towards whole school Global Competency.

We work together with schools to ensure our young people are equipped to thrive in our interdependent and interconnected world.

“I FOUND THE COURSE INFORMATIVE FOR DEVELOPING MY UNDERSTANDING OF GLOBAL CITIZENSHIP EDUCATION, AND BUILDING ON MY KNOWLEDGE IN THIS AREA. THE SHARING OF RESOURCES TO USE IN MY CLASSROOM WAS PARTICULARLY HELPFUL.”

**- Karen Caswell, Coomera
Rivers Secondary School**



GLOBAL CITIZENSHIP STUDENT AMBASSADOR PROGRAM

Our students are our future. They are passionate, capable, informed young people, ready to lead initiatives that support the essential skills of tomorrow - Global Citizenship.

The Meg Global Citizenship Student Ambassador Program is a unique program that builds real student leadership and Global Citizenship initiatives in your school.

Selected school student representatives will drive a Global Citizenship initiative in your school and school community. They will connect with and act as a bridge between a national network of Meg Student Ambassadors and their peers at school, building their leadership skills in a real-life context that has meaning and purpose.

Each school will also have an accompanying Global Citizenship Coordinator, who supports the students throughout the year and assists them with planning, implementing and communicating their project to the wider school community. They can be any school staff member. They will be connected to the other coordinators in the National Network and have access to an online self-paced PD course on Change-maker Education.

Plenty of support is provided for students, through the termly national network meetings, access to a student collaborative space and to videos, podcasts, articles and supportive materials to assist them throughout the year.

Students and educators will be learning together throughout the year and will come to this program with a range of prior experience in Student Leadership and understanding of Global Citizenship concepts.

“Never tell a young person that anything cannot be done.”

– G. M. Trevelyan



Learning objectives

- Develop an understanding of Global Citizenship and why it's important
- Explore concepts linked to Global Citizenship such as DEJI (DEI), Intercultural Understanding and the UN's Sustainable Development Goals (SDGs)
- Expand their understandings of different approaches to leadership
- Identify their own passions, talents and interests that will contribute to effective leadership for a Global Citizenship project
- Show an understanding of how to take action on a topic of interest

We want Student Ambassadors that are willing to....

- Engage, learn and reflect on the ideas linked to Global Citizenship
- Develop and lead authentic initiatives to promote and develop Global Citizenship for your school community
- Liaise with their peers about initiatives they'd like to see happen
- Present to the school and wider school community the vision, ideas and progress e.g. school assemblies, school newsletter, social media channels
- Connect with local communities to find support and resources for this work
- Connect with a national network of peer student ambassadors to share ideas and collaborate on like minded projects via an online collaborative platform
- We strongly encourage students to self nominate and the school to implement a fair selection process.

**I ALONE CANNOT
CHANGE THE
WORLD, BUT I CAN
CAST A STONE
ACROSS THE
WATER TO CREATE
MANY RIPPLES**

- Mother Teresa

Project examples

Each school's project will be unique to them as it reflects what is relevant to their school and local community. We see a wide range of issues addressed across the schools and age groups depending on the school context and the issues students decide to focus on.

Examples from the 2022 Australian cohort

School	Aims	Project Actions
Mernda Primary School <i>Melbourne, Victoria</i>	<ul style="list-style-type: none"> • Identify and increase awareness of the different cultural identities and diversity in their school • Break down stereotypes about different cultures • Bring more awareness and representation of Indigenous culture 	<ul style="list-style-type: none"> • With over 48 cultures identified in their school, the students have chosen to do a podcast series interviewing students, staff and community about their cultural identity
St Michael's Catholic Primary School <i>Daceyville, New South Wales</i>	<ul style="list-style-type: none"> • Reduce waste within our school community • Limit amount of green space in our school environment 	<ul style="list-style-type: none"> • Increase the number of non-invasive flora types and native fauna through student reps planting and maintaining school gardens, caring for native animals • Increase awareness of how to reduce, reuse, and recycle at school effectively to decrease the amount of rubbish waste
St Marys of the Angels <i>Guyra, New South Wales</i>	<ul style="list-style-type: none"> • Reduce the amount of litter in the school playground and environment • Reduce the amount of waste the school sends to landfill • Increase the reliability of local council waste collection 	<ul style="list-style-type: none"> • Create a school wide waste education program • Increase bins types for and encourage lunchbox 'nude food' • Lobby council for a more reliable waste collection system and redesign waste collection system with the council
Wenona High School <i>Wenona, New South Wales</i>	<ul style="list-style-type: none"> • Increase the sense of belonging for people of diverse backgrounds in the school community • Increase the sense of value of people from diverse background from the whole school community • Increase the awareness of the value of diversity 	<ul style="list-style-type: none"> • Interviewing local community members from diverse backgrounds for a dedicated Youtube channel • Explore and implement feedback from students on ways and willingness to express diversity at school
Bethlehem College and De La Salle College <i>Ashfield, New South Wales</i>	<ul style="list-style-type: none"> • Reducing stigma for mental health issues for students in school • Creating a safe and happy school environment for all • Provide examples and inspiration of real life people facing mental health challenges 	<ul style="list-style-type: none"> • Create a social media campaign and blog to address issues of mental health and spread positive mental health messaging • Provide a creative space for students to share messages and inspiration e.g. rock garden • Invite inspiring and diverse role models in mental health to school assemblies

PROGRAM OUTLINE

Term 1 - Program Introduction

One online meeting

- Introduction to the national network and using Flipgrid to communicate and collaborate on topics throughout the year
- What is a Global Citizen? What does it mean to me? How can we develop this at our school? What are we doing already?
- What Do I Stand For? Student identity and using interests, values and strengths to be a successful leader and project plan
- Leading change, what does this mean and how to do so authentically

Term 2 - Project Planning

Three online meetings

- What is Intercultural Understanding and how to embed the school language and culture program across the school (if we have one)
- Inclusive school communities - DEJI
- The UN's Sustainable Development Goals (SDGs) and why they are important to everyone
- Design Thinking and how to use it for projects
- Project brainstorming, planning and initiating in schools
- Implementing Projects - Presenting, consulting and liaising on projects with their peers and wider school community
- Liaising with the national student ambassador network via Flipgrid

Term 3 - Project Planning & Implementing

Three online meetings

- Media Literacy: creating and consuming media for social impact and amplifying messages
- Sharing your vision (and projects) e.g. school social media, newsletters, etc
- Inclusive communities - inviting people to be involved
- Implementing Projects - Presenting, consulting and liaising on projects with their peers and wider school community
- Liaising with the national student ambassador network via Flipgrid

Term 4 - Project Reflecting and Presenting

Two online meetings & presentations

- Project finalising
- National online presentation day for final projects
- Program and project reflection. Advice for others/future Student Ambassadors
- Sharing projects with school community
- Identification of next steps for school projects

*Once schools are accepted, a more detailed program outline will be provided to schools, including dates of all meetings.

FAQs

How should we select students?

It's up to each school to decide how they will select students. However, we encourage students to self nominate so that the students who are interested and passionate about this opportunity are considered.

It will probably be obvious who those students are already. These are the students who already strive to improve conditions for others in their school and community, that can't walk past injustice and tend to leap to defend others. They want to make a difference and contribute to a great school environment and an even better world. They are Global Citizens in motion already.

What support is there for students?

One of the most exciting aspects of this program is that students will get to meet and liaise with the other Student Ambassadors across NZ and Australia. They are each other's biggest cheerleaders and can share the journey together.

Mini modules will be set up on Flipgrid for students to upload videos to and watch their peer's videos on, with ideas, advice and

Students will have access to supportive resources around the varied topics covered in the meetings and also templates and guidance on project planning and implementation.

Program Coordinators will be available for online meetings as required for additional support to support the students or staff along the journey all year.

What is the role of the Global Citizen Coordinator?

The Coordinator for the program will receive all the program information from Meg. They can be any staff member in the school.

Their role is to support the students across the year, while they plan, implement and share their projects within the school community.

For the online student meetings, an accompanying staff member is re-quired to be there with the students and it is ideally the same educator who is the nominated staff member. We do understand, however, that as schools are busy places, this staff member may not be able to make all the meetings and another staff member can accompany the stu-dents to the online meetings as needed.





What are the benefits for staff taking part?

Educators across the schools will be connected with other educators in a national network to build their Professional Learning Network and provide another layer of inspiration, support and encouragement throughout the year. They will develop and grow the skills needed to support students wishing to be changemakers and take action, ready to use again and again, year after year.

They will get access to the online self paced PD module, Changemaker Education, which they can access throughout the year.

And most importantly, they get to be part of a unique program, which involves the whole school community and builds everyone's Global Citizenship skills.

What happens if we can't attend a meeting?

All meetings will be recorded so they can be watched at a later date. The Meg Program Coordinators are always available for meetings as needed throughout the year too.

When will the meetings be held?

The National Student Network meetings will be held within school hours, but the time will vary as we have schools across NZ and Australia participating so the time-zones will impact the local meeting time. As there are only a few meetings per term, the aim is to have the Global Citizenship Ambassador attend with the students, however, if they cannot for any reason (and we understand schools are busy places), it is fine for another staff member to accompany the students for that meeting.

What is the time commitment outside the meetings?

Optional handouts will be provided following each session, they will contain activities, planning tools, resources and examples of global student action. It is up to schools how often they meet between sessions but it is advised that in Term 2 and 3 they meet at least once in between online sessions for 30-60 mins. This is to help students plan and implement their projects. Some schools schedule a weekly meeting of 15-30 mins in a club time or afterschool. As there is sufficient additional materials, there is always plenty to do if it's an option.

FOLLOW US ON SOCIALS

@MegGlobalEd



“Our school’s vision was to help our students become global citizens in an ever changing world. With the professional assistance of Lottie Dowling and the Going Global – Internationalising Schools Framework, we were able to develop specific and realistic goals for our school, students and community. Lottie’s expertise, passion and dedication to foster global education was clearly evident throughout our consultancy. Having access to professional learning courses and practical resources not only helped our school’s Language program, but it established clear and targeted actions towards internationalisation. The program enabled our students to take steps to develop global perspectives, build cultural understanding and empathy.”

**- Stephanie Hamer, St Brendan’s Catholic Primary School,
Lakes Entrance, Victoria.**