



LEARNING JOURNEYS



TRINITY
GRAMMAR
SCHOOL, KEW

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Global Citizenship - Definition



Oxfam sees a Global Citizen as someone who:

- is aware of the wider world and has a sense of their own role as a world citizen
- respect and values diversity
- has an understanding of how the world works
- is outraged by social injustice
- participates in the community at a range of levels, from the local to the global
- is willing to act to make the world a more equitable and sustainable place
- takes responsibility for their actions



Global Citizenship - Definition

UNESCO Global
Citizenship Education -
Nurturing respect for all,
building a sense of
belonging to a common
humanity and helping
learners become responsible
and active global citizens.



6Ps

- Person
- Place
- Purpose
- Principles
- Peace
- Persistence



Activities

- Breaking board (fears)
- Giant swing
- Initiative games – blindfold/obstacle
- Salute
- Mud/Army style
- Dancing – boys don't dance
- Tops off – are you cold?



Staffing

- Our own staff
- Old Trinity Grammarians
- Year 11 Boys



David Everett

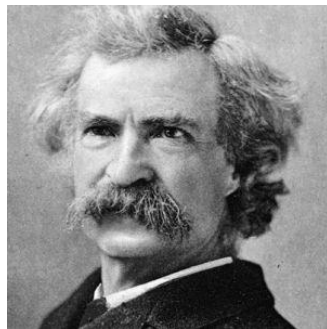
Year 9 China Experience

- Not a new idea...
- Broadening horizons
- Year 9 China tour
- China Pilot tour 2015 – student feedback



Not a new idea...

Mark Twain: “Travel is fatal to bigotry and narrow-mindedness... Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all of one’s lifetime.”



Montaigne: “Montaigne sees travel as a way to ‘rub and polish our brains through contact with others’.”



Broadening Horizons

- How do we take Trinity values to the world?
- How do we broaden our students' leadership potential? Their responsibility? Their service?
- Existing: Outreach, tours, exchanges



But these
programs are
not for every
student...

YEAR 9 CHINA EXPERIENCE



All Year 9 boys will spend two weeks in China

- Restructure curriculum
- 4 periods per (10 day) cycle
- 3 Stages: Pre-China, China, Post-China
- 6 foci on the ground
- Research Task/Project



Stage 1. Pre-China

- Study in Houses
- Rotational through different subject areas
- Research Task
 - Groups
 - Activities
 - Mentors
 - TGS Staff
 - External Experts
 - Past Staff



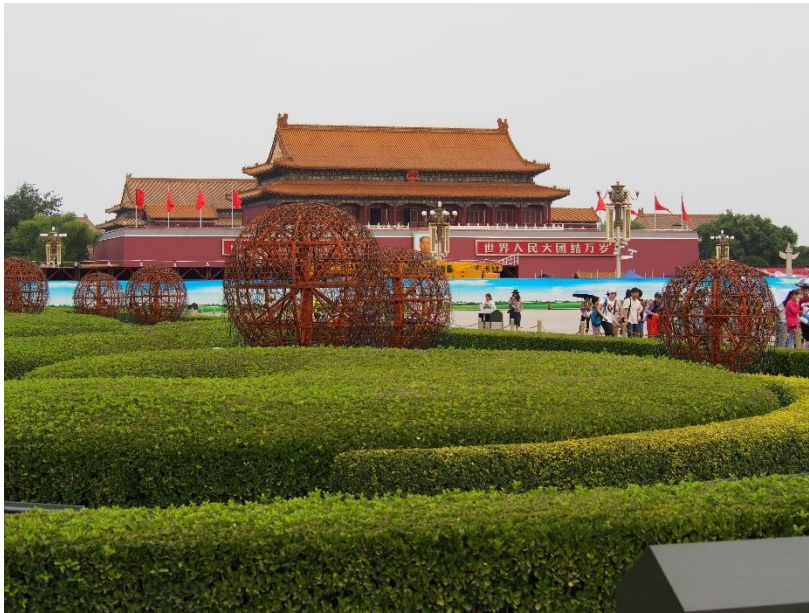
Stage 2. China

- Major Site Visits
- Small Group Research Work
- Chaperoned Lesser Site Visits
- Yuxin Teachers/Local Instructors
- Mixing With Locals – Host Family Day
- Expatriate Role Modelling



Major Site Visits and Activities

Significant cultural sites, including the Forbidden City, Great Wall of China, Summer Palace, Fragrant Hills.



Experiences like the wet markets, bullet trains, acrobats, the transport system, Chinese television and language immersion.



Small Group Research Projects

Builds on LiD (Learning-in-Depth) at Years 7 and 8, but broadened to be a project of their own selection, and educative in the sense of genuine research.



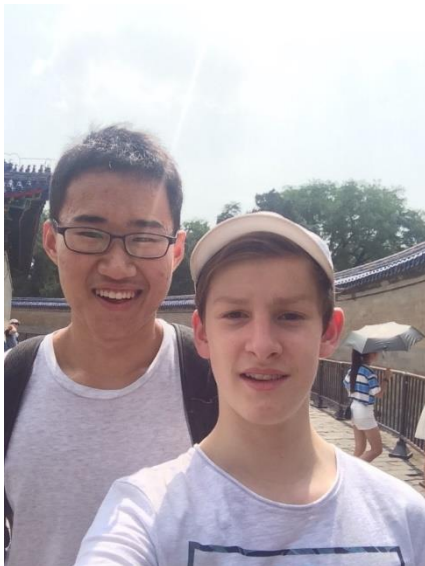
Undertaken in their small groups, with their Year 12 Yuxin chaperones. Training in preparation, time management, etc.



Chaperoned Lesser Site Visits

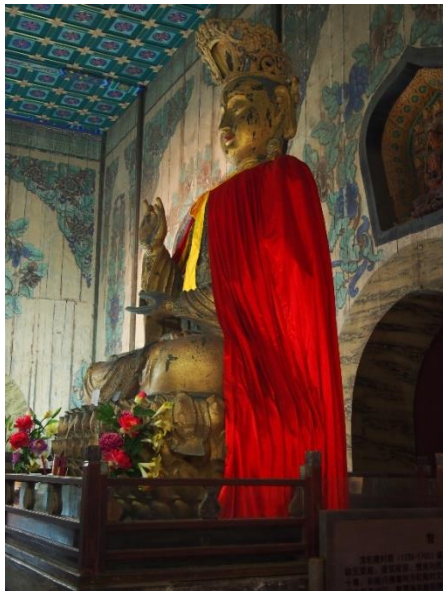
Again in their small groups, accompanied by their Chaperones, visit some of the other sites of Beijing. Designed to give boys responsibility and accountability.

End result is sharing – many eyes to view a city, which broadens the experience for all, and proves how much there is to do and see in every spot in the world.



Yuxin Teachers/Local Instructorss

Lessons in specialist and culturally significant areas, delivered by Chinese nationals, which show our students Chinese patriotism and pride.

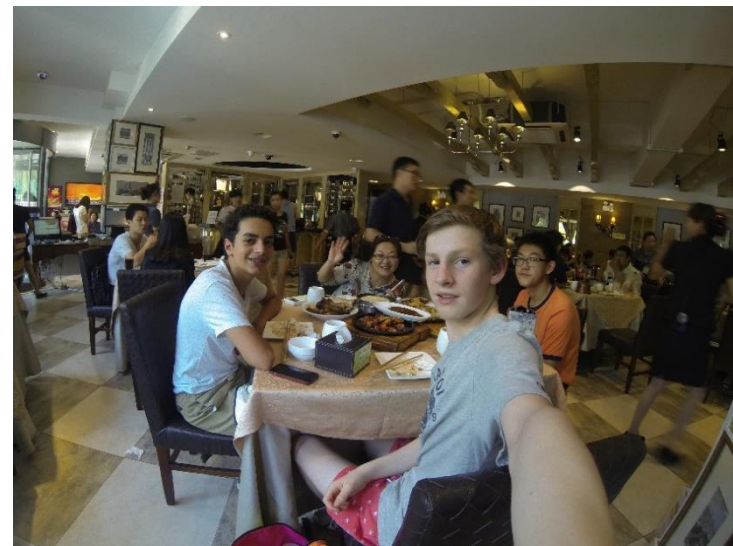


Diversity of subjects, from Chinese Art, Calligraphy and Culture, to a variety of Martial Arts classes.



Mixing with Locals / Host Family Day

- Chaperones
- Local Teachers and Guides
- Host Family Day
- Interactions with locals, including interview and research components



Expatriate Role Modelling

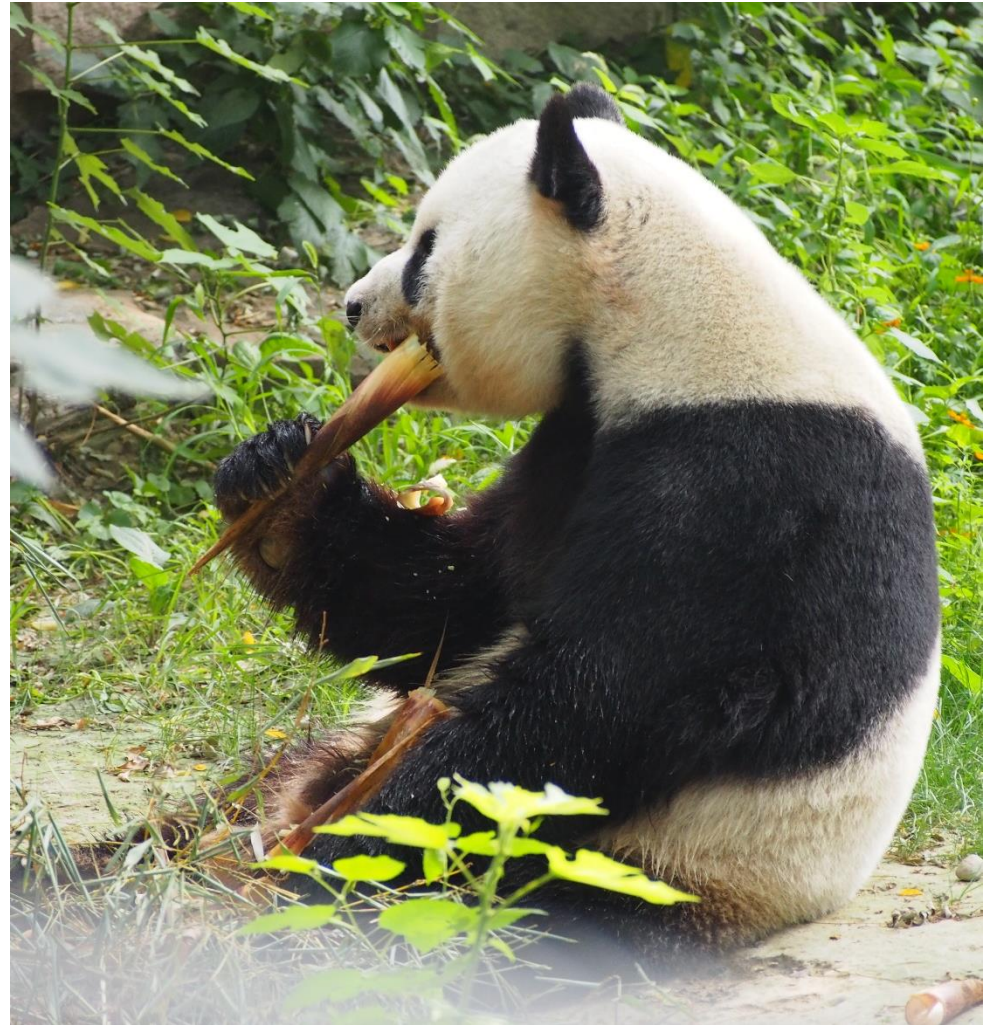
- Designed to model expatriate living and chasing a passion
- Opens possibilities for our boys, looking ahead

Delivers a western perspective on diverse topics, from Chinese History, to Doing Business in China, to Living as an Expatriate in China



3. Post China

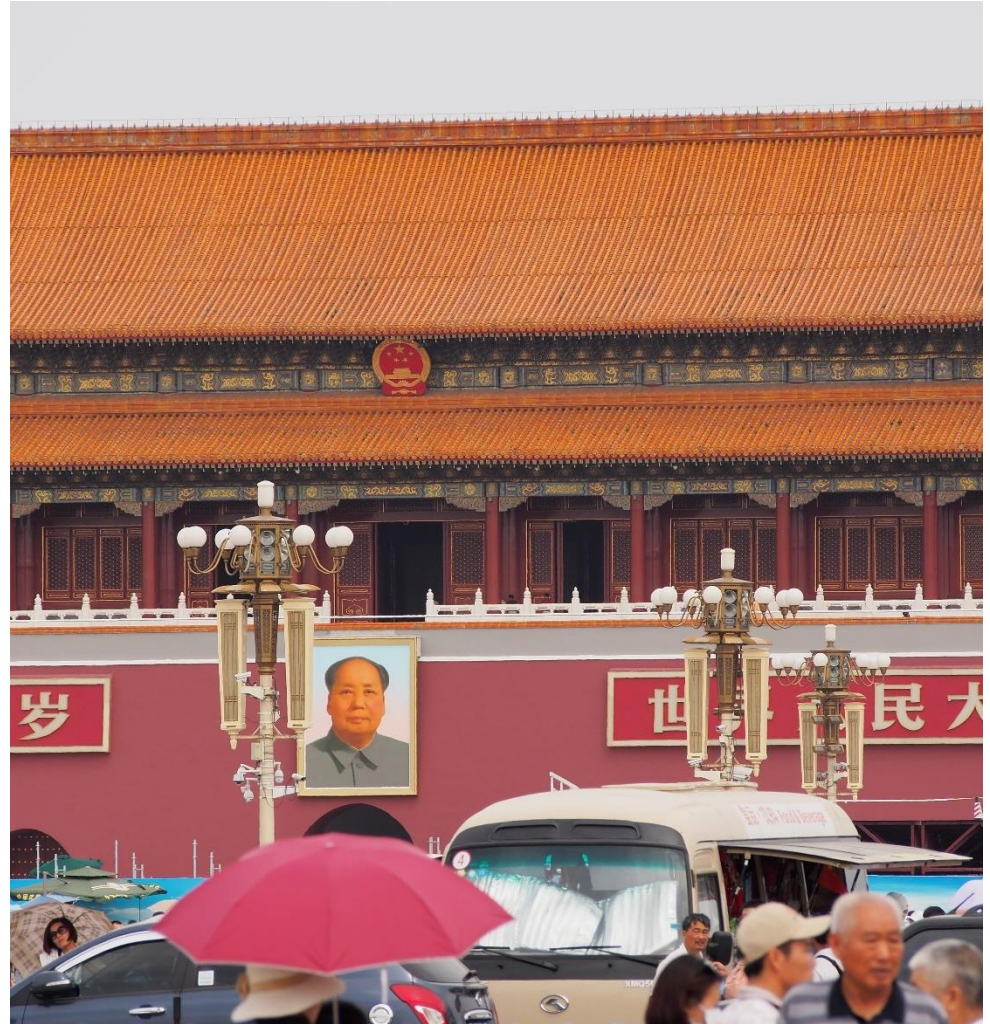
- Finalise Projects
- Dinners
- Self Reflection/Reporting



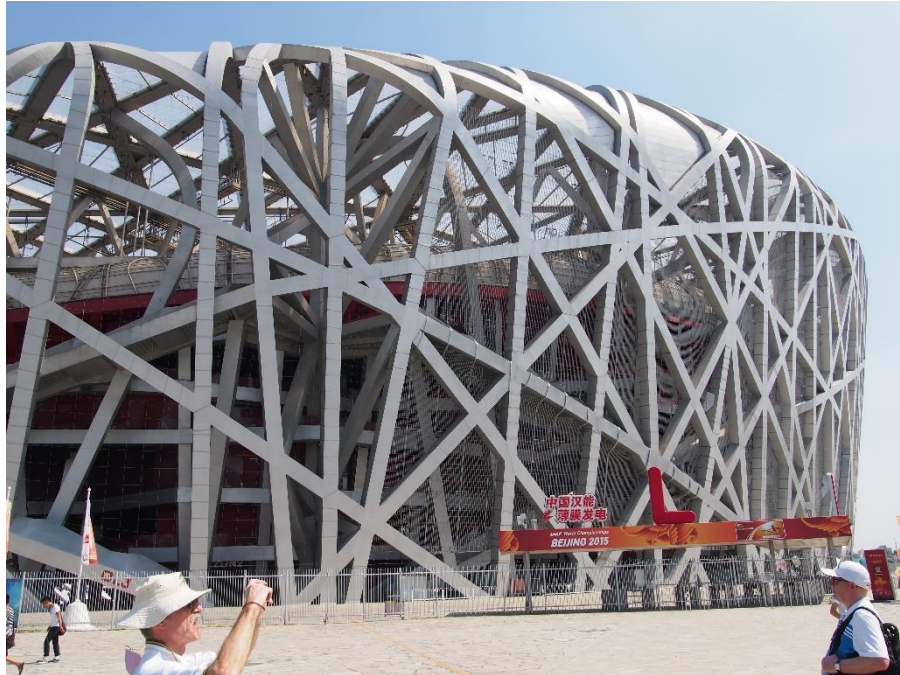
So, is it successful!?

Back to my original
contention:

We may not turn every
Trinity student into a model
Global Citizen, but we are
maximising our chances of
success in this endeavour by
exposing them to the bigger
world...



China Pilot Project 2015 – Student Feedback



“I have taken a great deal out of the trip. Going to Beijing, China has been one of the highlights for me at Trinity and something I’ll remember for many years.”

Will



Student Feedback

“The trip to Beijing was extremely worthwhile. I took a lot out of the trip. Things like the culture, how the city is run, what it is like in the city and even what the people are like was really worthwhile. The trip was really interesting and I enjoyed it a lot.”

Tom



Student Feedback



“The tour to China and Beijing was VERY worthwhile and it was an incredible experience.”

Jack

Student Feedback

“I think that the China tour has been extremely worthwhile because not only has it given us an understanding of a different culture, but it has also taught me independence. I had to get used to having no help from my parents and living with other students.”

George



Student Feedback



“The trip to China was mainly an eye opener for me and how a major part of the world works.”

Drew



Leadership Programs Year 10

In Week 1 of Term 4, all Year 10 nominate for 1 of 2 Leadership Programs:

- Leppitt Outdoor Leaders' Course
- Somers Leaders' Course



Leppitt Outdoor Leaders' Course



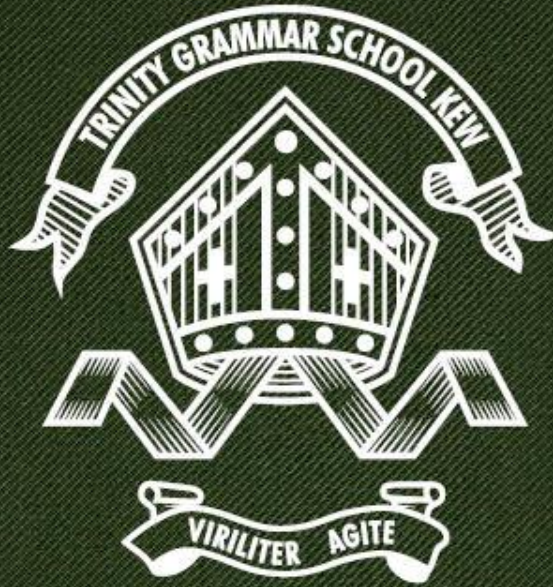
Somers Leaders' Course



In conclusion

Together Learning Journeys, China and the Leaders' Courses provide opportunities for Global (and local) citizenship.





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