

Global leadership and citizenship in Early Childhood Education

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Background

The project aims to build mutual understanding and capacity in global leadership and citizenship through intercultural dialogue.



Student engagement

- Are recruited from their home university based on their academic record, a written application and interview
- Complete a semester of study in their host university – equivalent full-time study – includes the Global Leadership unit (or course)
- Australian universities offer four units concurrently (four at once)
- European universities offer units consecutively (one at a time)

Leadership outcomes

- Describe and analyse key aspects of being a pedagogical leader in ECEC contexts, focusing on where and how leadership skills are developed
- Demonstrate the ability to critically reflect on the principles of citizenship, participation, human rights and sustainable practices in relation to ECEC
- Demonstrate where and how global issues are included in ECEC
- Provide evidence of attaining acceptable standards of academic and professional multi-modal literacies, including personal spoken and written English language literacies relating to this unit.

Demographic snapshot (2013)

- 15 female: 4 male (79% female: 21 % male) – higher than for EC teacher education.
- 25 years average age.
- Most European students born in their home country. In Australia average of 25% of population born overseas.
- Most Australian students speak English only. Danish and Swedish students speak their own language + at least 2 other foreign languages; UK students speak English and French.
- Most completed other study or in labour force before enrolling in EC teacher education.

Project members

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Research Questions focus on:

(i) Exchange

(i) Learning/Curriculum

From their perspectives as:

- a **pre-service teacher** in an early childhood setting
- a **student** undertaking a study experience in another country

What have you gained most from the exchange program?

- What are the similarities and differences between your host context and your home context?
- What does it mean to you to study in a country where the dominant language may be different to your own?
- Comment on any aspects of culture or lifestyle that you have experienced in the exchange program?



Aims

GLC-EC provides rich opportunities for:

- **Student** learning – wider perspectives on global leadership in ECEC
- **Teacher** learning – wider perspective on global leadership in ECEC
- **University** learning, development of new modules
- **Quality** development

GLC-EC is based on the notions that:

- We live in a global village;
- Early childhood lasts a lifetime;
- Early childhood education is important for health, wellbeing and educational success;
- Early childhood teacher education is key to quality early childhood education;
- Preservice teachers gain important skills and insights from intercultural dialogue and mobility.

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