

Human Rights Education in Initial Teacher Education

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EXECUTIVE SUMMARY

This report documents the results of an online survey of Australian initial teacher education providers on their perceived inclusion of human rights education in undergraduate and postgraduate teaching degrees. The survey also sought to identify opportunities for extending and supporting the understanding of human rights education in the preparation of Australian teachers.

Overall the survey results indicate that:

- Human rights education is included to some degree in most initial teacher education courses;
- The inclusion of human rights education is somewhat dependent on the personal expertise, incentive and knowledge of individual teacher educators making the sustainability of human rights education in initial teacher education difficult to predict;
- Human rights education is more likely to be present in some subjects than in others (such as core psychology or sociology subjects, Aboriginal and Torres Strait Islander education or subjects focussed on inclusion or special education);
- Linking human rights education to the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards for Teachers is important in assuring its place in initial teacher education;
- A crowded curriculum is the most significant barrier to including human rights education in initial teacher education;
- Extended support, including the university administration and colleagues, would make the inclusion of human rights education more likely.

In response to the survey results, the research team has made the following recommendations to enhance the standing of human rights education in initial teacher education programs in Australia:

Recommendation 1: Develop clear definitions of ‘human rights’ and ‘human rights education’ for initial teacher educators.

Recommendation 2: Identify/develop human rights education resources to support initial teacher educators to better embed human rights education into their courses.

Recommendation 3: Individual Faculties and Schools of Education develop strategies to ensure that human rights education is embedded throughout their initial teacher education programs.

Recommendation 4: Provide teacher educators with access to professional development opportunities that focus on human rights education.

Recommendation 5: Develop resources to assist teacher educators to address the less represented content, such as gender identity and sexual orientation.

Recommendation 6: Develop self-reflection tools for professional experience placements.

Recommendation 7: Develop standard wording about embedding human rights education into initial teacher education for use in subject outlines.

Recommendation 8: Explicit inclusion of human rights education in the Australian Professional Standards for Teachers.

Recommendation 9: Self-reflection

1. INTRODUCTION

1.1 Project Background

The Australian Human Rights Commission's National Anti-Racism Partnership and Strategy (NARPS) identifies schools and higher education institutions as priority settings to conduct anti-racism initiatives. The Commission has significant expertise promoting human rights within the education sector in curriculum development, education resource production and contribution to education policy. The Commission's Human Rights Education in Schools program includes a focus on teacher professional development. In conducting this research, the Commission seeks to identify how to increase the capacity of initial teacher education providers to teach human rights education in initial teacher education programs in Australia.

With this objective in mind, the Commission approached the Australian Council of Deans of Education (ACDE) to survey initial teacher education (ITE) providers in Australia. The survey sought to identify current practices and gaps in ITE human rights education. This preliminary research may provide some guidance on how initial teacher education may, in future, better address human rights education and align it to the Australian Professional Standards for Teachers.

1.2 Human Rights and Human Rights Education

In order to become effective human rights educators, teachers need to acquire the knowledge, attributes and skills both to teach human rights based content and also teach in ways that are pedagogically aligned with the principles of human rights. Ideally, teachers should be prepared to understand their role in advocating human rights as part of their teacher education qualification.

The survey results indicated that initial teacher educators who have a deep understanding of human rights and/or human rights education and are incorporating these principles into their teaching, have acquired this knowledge from a variety of sources. For many, their knowledge attainment has been driven by a personal interest in human rights. However, there are also a variety of programs and policies that contribute towards Australian teachers' understanding of human rights education, including: The United Nations Convention on the Rights of the Child; Australian legislative requirements (including anti-discrimination and child protection laws); the Australian Professional Standards for Teachers; and initial teacher education program standards. Whilst it was outside the scope of this project to conduct a full literature review, numerous recent scholarly papers and reports provide more extensive details about the key policies, and global and local initiatives that aim to ensure that teachers keep human rights education at the forefront of their classroom practice (for example, Robinson et, al, 2018; BurrIDGE et. al, 2014; Kuran, 2014; McLeod, J, 2014; Osler & Starkey, 2017).

An issue identified throughout this research was the general uncertainty around the meaning of both ‘human rights’ and ‘human rights education’. This is an ongoing problem previously identified by Osler and Starkey (2017), who claimed that it was difficult to gauge how much human rights is attended to in initial teacher education without providing teacher educators with a specific definition.

In an attempt to address the uncertainty around the meaning of ‘human rights’, a brief description was provided at the beginning of the survey:

*Human rights recognise the inherent value of each person and are based on principles of dignity, equality and mutual respect. Essentially, human rights are about being treated fairly, treating others fairly and having the ability to make genuine choices in our daily lives.*¹

Human rights education is often assumed to mean the direct teaching of human rights related content. However human rights education also requires the educator to teach in a manner that is consistent with human rights principles. The Commission’s understanding of human rights education is based on the *United Nations Declaration on Human Rights Education and Training* (2011), which explains that human rights education has three interrelated components:

- (a) **Education about human rights**, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection;
- (b) **Education through human rights**, which includes learning and teaching in a way that respects the rights of both educators and learners;
- (c) **Education for human rights**, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.

Human rights education is gaining traction globally as a key focus for school-based educational programs. In some contexts, curriculum authors refer directly to ‘human rights education’. In others, different language is used but the proposed outcomes are similar. For instance, as of 2018, the OECD Program for International Student Assessment (PISA) is including global competence in their metrics for quality, equity and effectiveness in education. The human rights competencies against which students will be assessed include: awareness of significant local, global and cultural issues; understanding and appreciating the perspectives and world views of others; engaging appropriately across cultures; and understanding young peoples’ roles as active and responsible members of society (Schleicher, 2018).

¹ Australian Human Rights Commission, *What are human rights?* Australian Human Rights Commission. At <https://www.humanrights.gov.au/about/what-are-human-rights> (viewed 25 January 2018).

In Australia, the Melbourne Declaration on Educational Goals for Young Australians (2008) explicitly states that all Australian governments, universities, school sectors and individual schools have a responsibility to work together to support high-quality teaching and school leadership, in addition to enhancing pre-service teacher education. Goal 2 of the Melbourne Declaration focuses on the importance of “[nurturing] an appreciation of and respect for social, cultural and religious diversity, and a sense of global citizenship.”

The Australian Professional Standards for Teachers are the core framework guiding the profession. While ‘human rights’ are not explicitly mentioned in the Teacher Standards, human rights concepts are integrated throughout and equitable or socially just education is perceived to be imperative at every career stage for effective classroom teaching. All initial teacher education programs in Australia are, of course, compliant with the AITSL Standards. However, this does not mean all teacher educators always define or identify what they do as human rights education, which to many has a specific relationship to law and policy. This makes research on its inclusion in practice difficult to ascertain.

International agreements to which Australia is a party also outline the importance of human rights education. The United Nations Convention on the Rights of the Child (CRC) is of particular relevance to Australian teachers and initial teacher educators. The CRC identifies internationally agreed principles and minimum standards for the rights of children, including education that is:

directed to...the development of respect for human rights and fundamental freedoms...and the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin (Article 29 (1)).

2. RESEARCH METHODOLOGY

This research was conducted through an online survey. The survey instrument was collaboratively designed by staff from the Australian Human Rights Commission, the ACDE and the research team from La Trobe University. The survey was conducted using the online survey software *Qualtrics*. It consisted of eighteen questions, including a combination of multiple-choice questions and open-ended text responses. Respondents were provided with the option of identifying themselves but were also able to remain entirely anonymous. No individuals or institutions are identified in this report.

The survey was distributed to all ACDE member institutions, which represent forty-three of the forty-six Australian providers of initial teacher education. The survey was open between February and April, 2018. Fifty-three respondents from twenty-six higher education providers answered the survey questions. Two surveys had been partially completed with their data being included in the analysis. All responses provided data relevant to understanding how human rights education is incorporated into initial teacher education courses at both the undergraduate and postgraduate levels and across the early childhood, primary and secondary teaching streams.

Key stages in the project included:

- Developing a survey to gather information from initial teacher education providers
- Obtaining ethical approval for the survey
- Testing the survey with a small number of teacher educators from one university
- Revising the survey based on feedback from the Australian Human Rights Commission and ACDE
- Distributing the online survey to initial teacher education providers through the ACDE
- Analysing responses and drafting the report
- Circulating a draft report for comment
- Preparing the final report, including recommendations.

2.1 Survey administration

The ACDE Board was kept informed throughout the project. The ACDE's Network of Associate Deans of Learning and Teaching in the Discipline of Education (NADLATE) was the key group involved in providing input into the project. The NADLATE Steering Group indicated their broad support for the project at a meeting on 7 August 2017. Steering Group members provided feedback and recommendations, including some concerns about the scale of the project. Discussions took place about the historically poor returns from surveys from providers of initial teacher education and the perception that this sector is over-surveyed on many issues. Taking timelines and capacity into account, it was agreed that this would be a small-scale survey which could be followed up in more depth through future research. This feedback was incorporated into the final survey design. The survey was approved by AHRC on 5 February 2018.

The survey was distributed by ACDE to the Deans/Heads of Faculties/Schools of Education and members of NADLATE on 21 February 2018. The email outlined the purposes of the project and sought support for the distribution of the online survey among staff. They were requested to forward the link to the survey to the ten faculty members who they felt were most appropriate/knowledgeable in the area of human rights education. The survey was designed to take no longer than fifteen minutes to complete, and all institutional and personal identifiers were removed during analysis and prior to reporting.

The survey closed on 21 March 2018 and was extended until 4 April 2018. The research team, ACDE project manager and staff from AHRC met for a full day on 10 April 2018 to analyse deidentified data.

Appendix 1 contains the survey. Appendix 2 contains ethics approval for the survey. Appendix 3 contains the narrative responses to the open-ended survey questions.

2.2 Analysis and Reporting

The task of analysing and reporting the data was shared among the research team and included representatives from the AHRC and ACDE, with AHRC providing regular feedback at all stages.

2.3 Limitations of Research

The ability to generalise or draw conclusions as a result of this research is limited by the small sample size. While respondents from more than half of the forty-six institutions that currently offer initial teacher education in Australia are represented, the total number of respondents remains small.

Given the limited scope of the project and concerns from ACDE about historically low returns from ITE as an over-surveyed sector, AHRC and ACDE agreed on the survey design and identified Deans/Heads of Faculty, School or Department and NADLATE members as being in the best position to understand their ITE programs and offerings. These persons were requested to forward the survey to the Faculty members they believed were most equipped to respond. It was believed that an invitation from Deans made it more likely the surveys would be completed and returned. This strategy also made it more possible to seek responses from permanent Faculty members rather than transient part-time tutors who make up a large percentage of teaching staff in ITE at many universities. Nevertheless, selection bias is a concern given that only two contact people at each institution were asked to distribute the survey to ten colleagues who they considered 'knowledgeable' in the area of human rights education. It was believed this would give a small sample of richer data.

2.4 Sample

A total of fifty-three respondents from twenty-six Australian universities completed the survey. The twenty-six participating universities include both large urban and smaller regional universities across Australia. All have both face-to-face and online offerings. There were two partially completed surveys.

Respondents held a variety of roles in their Faculties or Schools and some held multiple roles, which included:

- Academic – undergraduate education (38%)
- Academic – postgraduate education (40%)
- Dean or Head of School/Faculty/Department (10%)
- Associate Dean (4.5%)
- Professional practice/experience support (3%)
- Other (4.5%).

Respondents also represented various streams of initial teacher education, with many working across a combination of streams:

- Early Childhood (23%)
- Primary (37%)
- Secondary education (40%).

All respondents were in full-time, ongoing positions (see Table 1).

Table 1 provides an overview of the roles respondents play in their Faculties/Schools/ Departments, the streams they teach into and the kinds of subjects they teach, which in initial teacher education, generally fall into Foundational subjects (foundational theory), Curriculum units (subject area content) and other kinds of units, often related to the teaching of pedagogical skills.

Table 1: Participant Demographics

Demographics	Total Number	%
<i>Main role in ITE</i>		
Academic – undergraduate education	35	38
Academic – postgraduate education	36	40
Dean or Head of Faculty/School/Department	9	10
Associate Dean	4	4.5
Professional practice/experience support	3	3
Other (please specify)	4	4.5
<i>Area of focus</i>		
Early childhood education	23	23
Primary education	36	37
Secondary education	39	40
<i>Type of subjects taught</i>		

Foundational/Compulsory/Core units (psychology, sociology, etc.)	31	39
Curriculum units	30	38
Other	18	23

Note: ITE refers to initial teacher education.

3. RESULTS AND ANALYSIS

The survey was designed with three aims in mind:

1. To conduct a preliminary audit of where and how human rights education is currently included in initial teacher education;
2. To identify some of the personal and professional barriers to the incorporation of human rights education in initial teacher education;
3. To make some preliminary recommendations around ways to support teacher educators to better incorporate human rights education in initial teacher education.

The survey included both multiple choice and open-ended questions. While the multiple-choice responses provided a quick audit of the presence of human rights education across initial teacher education programs, the open-ended text responses provided insight into how human rights education is defined and approached and of the perceived barriers to this work.

3.1 The prominence of human rights education in initial teacher education

Predictably, considering the targeted sample of respondents who were believed by their Deans or Heads of Schools to know about or be engaged in human rights education, the majority of respondents believe that it is ‘extremely’ (58%) or ‘very’ (31%) important to incorporate human rights education into initial teacher education programs. Four respondents (8%) believe it to be ‘moderately important’. Only one respondent did not believe that human rights education had any role to play in initial teacher education (2%) and one respondent was uncertain (2%) (see Figure 1). The respondent who believed it was unimportant works in the area of Information and Communications Technology. It is interesting that even amongst this purposefully selected group of teacher educators who were believed to have specific knowledge in human rights education there is not complete agreement of the importance of human rights education in initial teacher education.

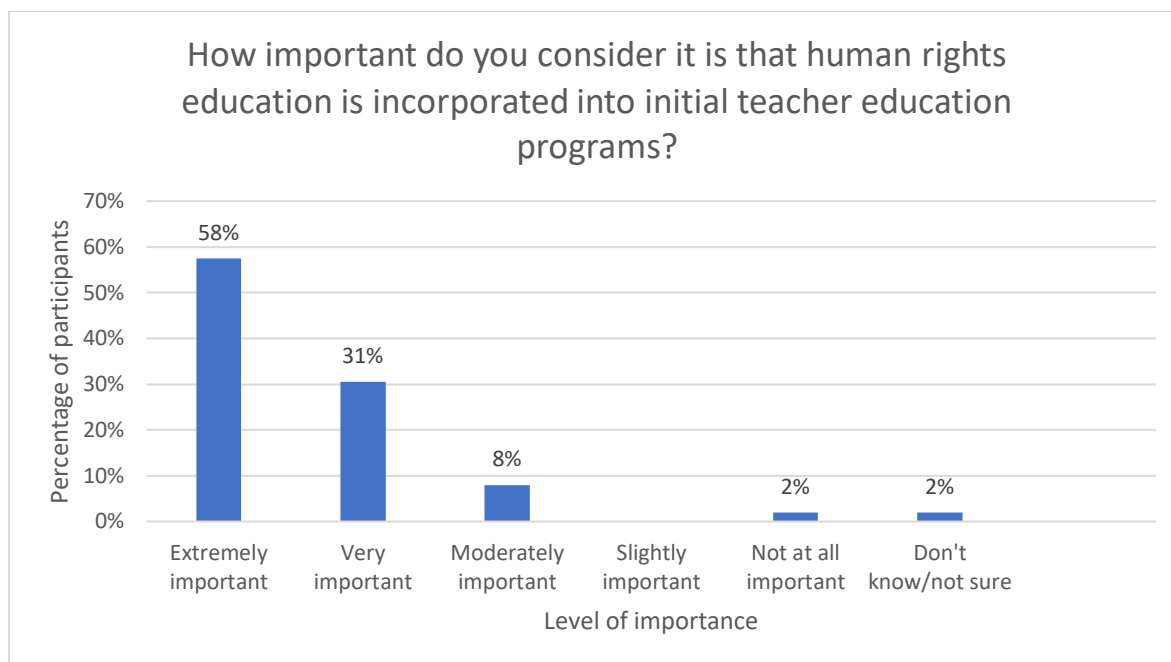


Figure 1 (Q5): How important do you consider it is that human rights education is incorporated into initial teacher education programs?

Respondents to this survey teach a range of academic subjects spread roughly evenly between undergraduate and postgraduate courses (see Figure 2). As is usual in initial teacher education some respondents teach in more than one subject or course and cover numerous topics, which they define, in this case, as related to human rights. Respondents were asked to select from a drop-down list of topics, which the research team, along with the AHRC, had decided that the survey would list as ‘human rights topics.’ While this is an incomplete and ‘sample’ list of human rights topics, it gives some sense of what the teacher educators who responded to this study include in their teaching and is considered representative of the prioritising of topics in initial teacher education more generally.

In the open-ended response section, respondents also indicated some other human rights-related topics such as teaching about religious freedom, teaching how to support students with experiences of trauma and discussing students in ‘out of home’ care.

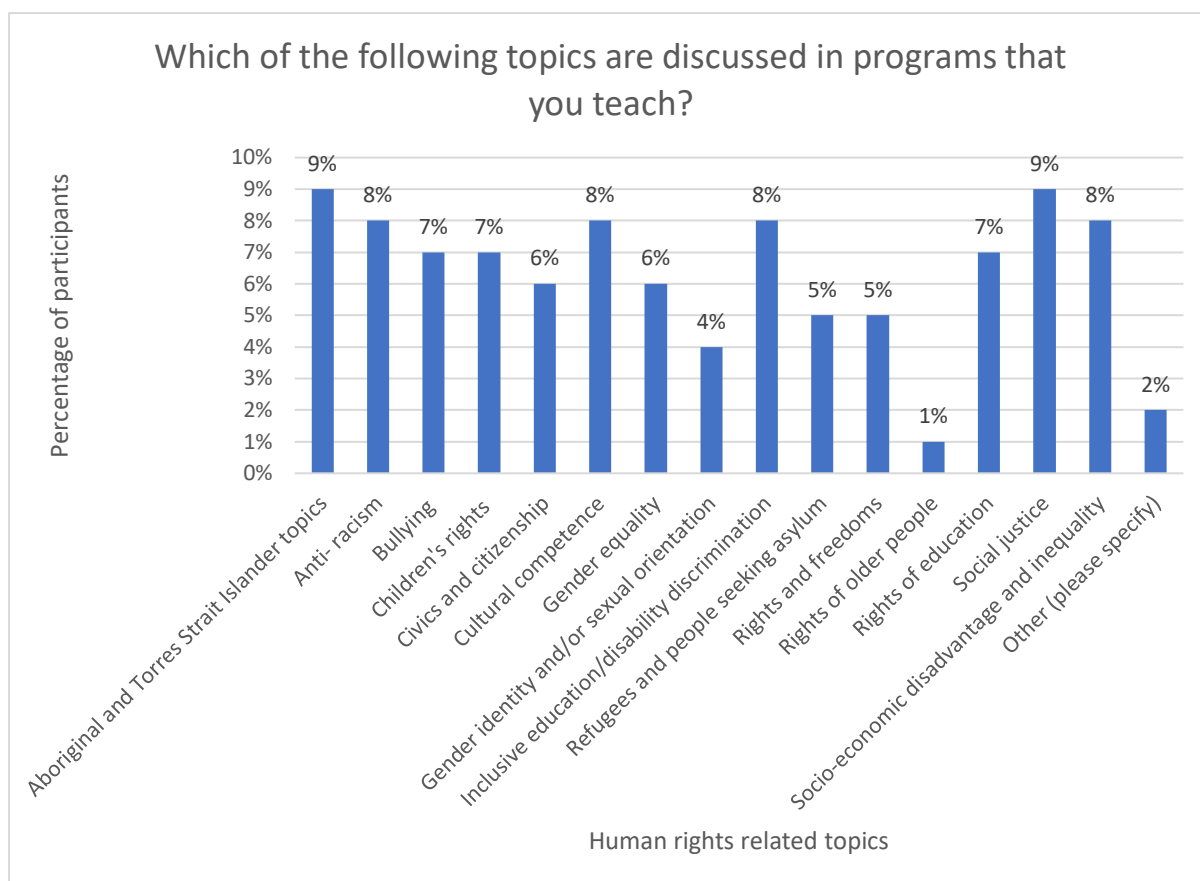


Figure 2 (Q6): Which of the following topics are discussed in programs that you teach

In responding to Questions 7a and 7b, respondents referred to two ways in which human rights education is included in their ITE offerings:

- As discrete, stand-alone or 'badged' subjects or units focused specifically on Human Rights (e.g. *Catering for Diversity, Aboriginal and Torres Strait Islander Education, Diverse and Inclusive Classrooms*).
- Human rights education that is embedded in subjects across the ITE curriculum. These embedded human rights, such as teaching a module on designing learning for children with special needs or a lecture on anti-racism strategies, are located in, but not the entire focus of particular units, such as embedded in first year psychology subjects.

According to respondents (Q7a), discrete or stand-alone subjects with a focus on some aspect of human rights are taught nearly equally in undergraduate (52%) and postgraduate subjects (48%). This may reflect AITSL requirements, for example that subjects on Aboriginal and Torres Strait Islander education are compulsory content in initial teacher education programs at both undergraduate and postgraduate level. To some extent this gives weight to the argument that making human rights a requirement ensures its permanent and ongoing presence in initial teacher education.

Over half of the respondents reported that they *embedded* human rights content in their subjects (versus teaching entire discrete or stand-alone subjects in human rights areas) (Q7b). Embedding human rights in subjects not entirely devoted to the topic was slightly more commonly reported in undergraduate subjects, with 53% of respondents saying they did embed some human rights content in other subjects versus 47% saying they embed human rights education in their postgraduate subjects. This may be due to the shorter length and subsequent crowded curriculum in the condensed postgraduate degree. In other words, there is more time in a four-year undergraduate degree for what is perceived to be 'optional' or elective content.

Respondents teaching both in undergraduate (53%) and postgraduate (47%) degrees reported that human rights education was sometimes a specific factor in what pre-service teachers do during their professional experience placement (practicum). This suggests a trend towards some human rights-related skills or practices, such as demonstrating inclusivity, understanding difference and embedding Aboriginal and Torres Strait Islander education, which are recognised by AITSL as crucial practice for graduate teachers. Developing professional experience placements where pre-service teachers must observe, practice or reflect on human rights-related issues provides opportunities for them to engage with human rights in educational and professional contexts. This learning is sometimes assessed, for instance when a professional experience placement (practicum) is attached to a subject on inclusive teaching. Assessing pre-service teacher knowledge is seen as giving the learning credibility. If it is important enough to be assessed, pre-service teachers and schools know it is taken seriously.

While Faculties and Schools of Education do prepare graduate teachers who seek teacher accreditation, like other academics, teacher educators often see beyond their teaching to identify their own work. For instance, although a teacher educator may not believe they can find a place in their curriculum to teach about human rights, they may believe they do so in their research or in their committee work or in the support they offer their students outside of their formal teaching. Apart from in their teaching, respondents identified other opportunities within teacher education where there was engagement with what they identified as human rights education. Respondents identified:

- Overall university policies and strategies that directly support students and their educational needs, such as various student services.
- International practicum experiences such as immersion practicums (professional experience placements or service learning) in China, India, Kenya and Timor Leste.
- Community activities such as respondents' involvement in local non-governmental organisations such as: anti-violence organisations, Amnesty International and Save the Children.
- Opportunities to engage with visiting experts in fields related to social justice and attend lectures in other faculties.

The range of these examples offered of human rights in initial teacher education represents the complexity of academic work.

A handful of respondents noted that discussing human rights education solely in terms of what content is taught is limiting, writing comments such as: *“I don't believe the content is the issue. It is the pedagogical choices one uses that ought to be at the centre stage of this conversation”*; *“Human rights is a culture, not a content”*; and, *“I think an issue is the separation of teaching content ... (which) tends by students to be treated as a token”*.

For the largest number of respondents, the decision to incorporate human rights education was strongly underpinned by their personal commitment (23%) (see Figure 3). The second most common reason respondents reported for including human rights in their subjects was its inclusion in the Australian Professional Standards for Teachers (20%) and other Australian legislative requirements (18%) that impact on teachers' responsibilities in the classroom, such as the requirement to teach about child protection, anti-discrimination laws, etc which may become drivers of teacher education content.

The reasons for inclusion suggest a balance between the personal commitment of individual teacher educators who teach human rights because of their own individual commitment, beliefs and experience, as well as the legislative requirements that make the teaching of human rights non-negotiable. Respondents detailed how their own personal and professional backgrounds (including experiences overseas, theoretical perspectives and political orientations, higher degree studies or research projects and relationships with knowledgeable colleagues) influenced whether or not they include human rights in their teaching. Additionally, 24 respondents (14%) indicated that international human rights frameworks have had an impact on their decision to incorporate human rights education into the curriculum. Figure 3 outlines some of these reasons.

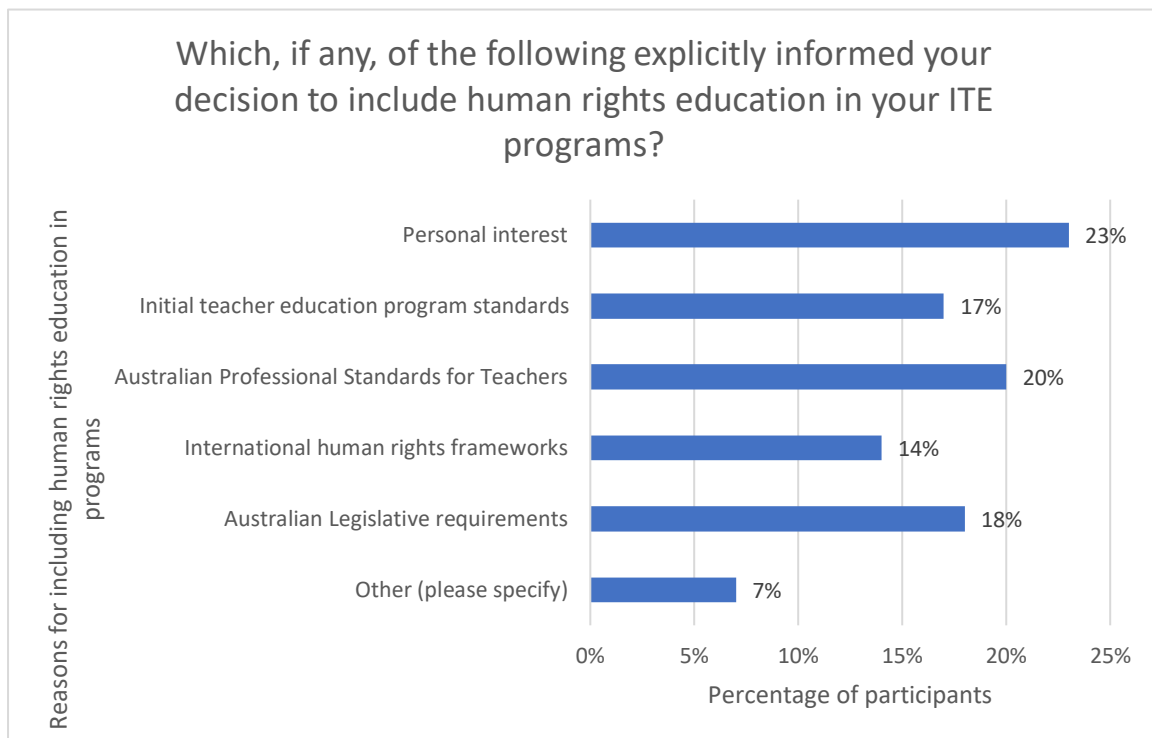


Figure 3 (Q10): Which, if any, of the following explicitly informed your decision to include human rights education in your ITE programs?

3.2 Barriers to the incorporation of human rights education in initial teacher education

Though many respondents indicated that human rights education, or at least human rights-related content, was already being incorporated into their university’s initial teacher education programs, just slightly over half of respondents believed that more could be done (see Figure 4). Twenty-four respondents (47%) reported that they were satisfied with the extent to which human rights education was being incorporated into their university’s initial teacher education programs, while twenty-seven (just slightly more) reported dissatisfaction (52%). To explore this in more detail, respondents were asked to identify the barriers to incorporating human rights education in initial teacher education.

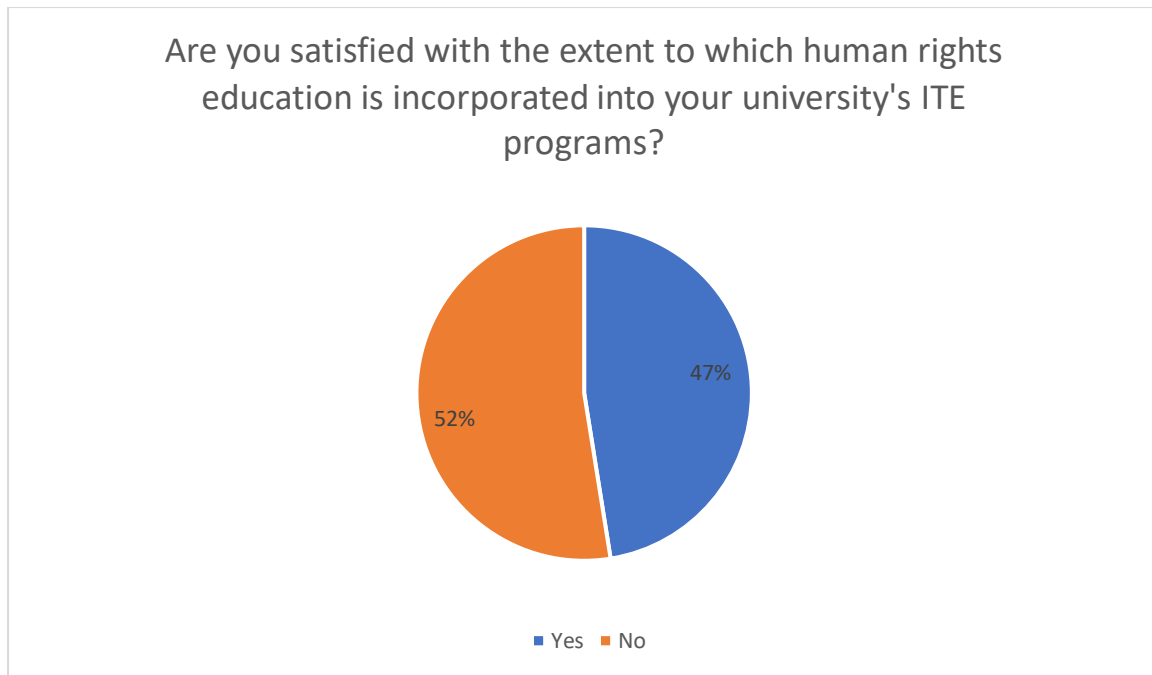


Figure 4 (Q11): Are you satisfied with the extent to which human rights education is incorporated into your university’s ITE programs?

Respondents reported that the single most significant barrier to incorporating human rights education into initial teacher education is the crowded curriculum (see Figure 5). Thirty-four respondents (31%) indicated that they do not have enough time to cover human rights in their teaching. However, several respondents claimed that the overcrowded curriculum was simply an excuse and that, in their view, it was a lack of skills, understanding of, and commitment to, human rights education that more accurately explained why it was not a more integral part of initial teacher education. A number of respondents (22%) indicated that they considered human rights education to be a lower priority than other program requirements. Several respondents noted that human rights education seemed to lack priority in local, national and international policies, which further impeded its integration into initial teacher education programming.

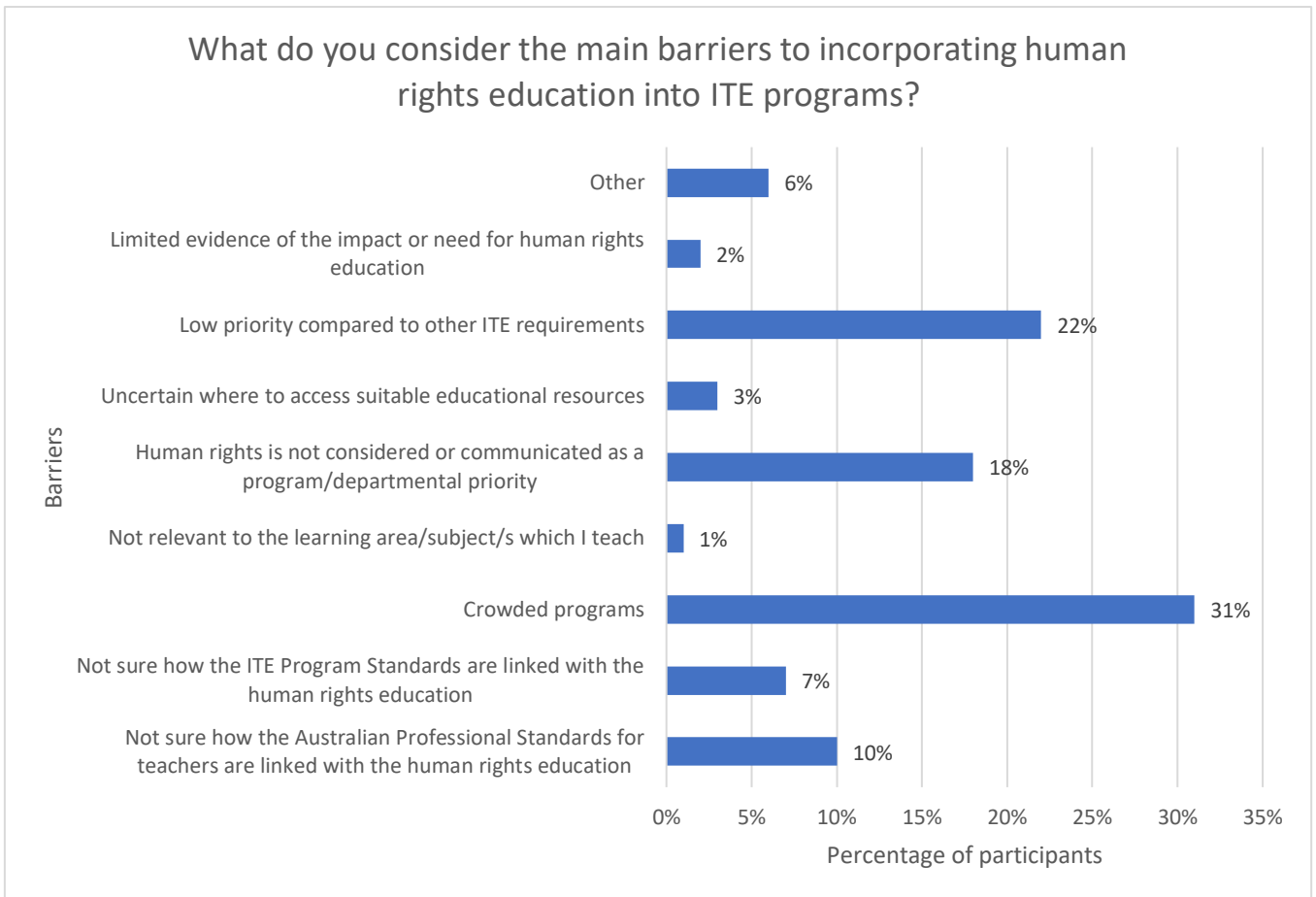


Figure 5 (Q12): What do you consider the main barriers to incorporating human rights education into ITE programs?

As previously noted, many teacher educators incorporate human rights into their teaching because of a personal commitment, passion or interest. This has previously also been documented as a core reason for the inclusion of Aboriginal and Torres Strait islander education in initial teacher education. Unfortunately, leaving human rights education to voluntarily be taught by individuals who have a personal commitment may result in the precarious inclusion of human rights education taught in an ad hoc or voluntary basis. If those educators who are passionate about human rights and human rights education leave the faculty for whatever reason, human rights can easily disappear from the course. A number of respondents clearly stated their concern that if human rights education is not formally written into the curriculum it becomes incumbent on individual educators to decide to include it or not. Often, this can mean that it is not taught at all. Furthermore, some respondents noted that if human rights education is taught informally but never formally included in *'authentic assessment'* it may be taken less seriously.

Respondents were asked to identify the more personal challenges that prevented or reduced their ability to include human rights education in their teaching (see Figure 6). Again, a majority of respondents identified the crowded curriculum as the single most significant

barrier. Additionally, the human rights field was seen as rapidly changing and therefore difficult to define or keep up with. A small number of respondents stated that they experienced no personal barriers to implementation. One respondent mentioned that there was a lack of support for meaningful ways to engage with non-profit and community-based organisations with expertise in this area, noting that they “[w]ould like to work more collaboratively with community organisations but community organisations should be paid for their time and services and that is not always provided. It is unfair of us as a large institution to ask underfunded community organisations for their time, support and resources without providing compensation for the valuable time that is spent”. Figure 6 explains some of the other personal challenges identified by respondents, including their lack of knowledge and confidence in the area, their uncertainty about their responsibility and some concerns about ‘adverse reactions’ from their institutions, suggesting that human rights education might be seen as controversial or contentious or too political.

What do you consider some of the personal challenges to incorporating human rights education into ITE programs?

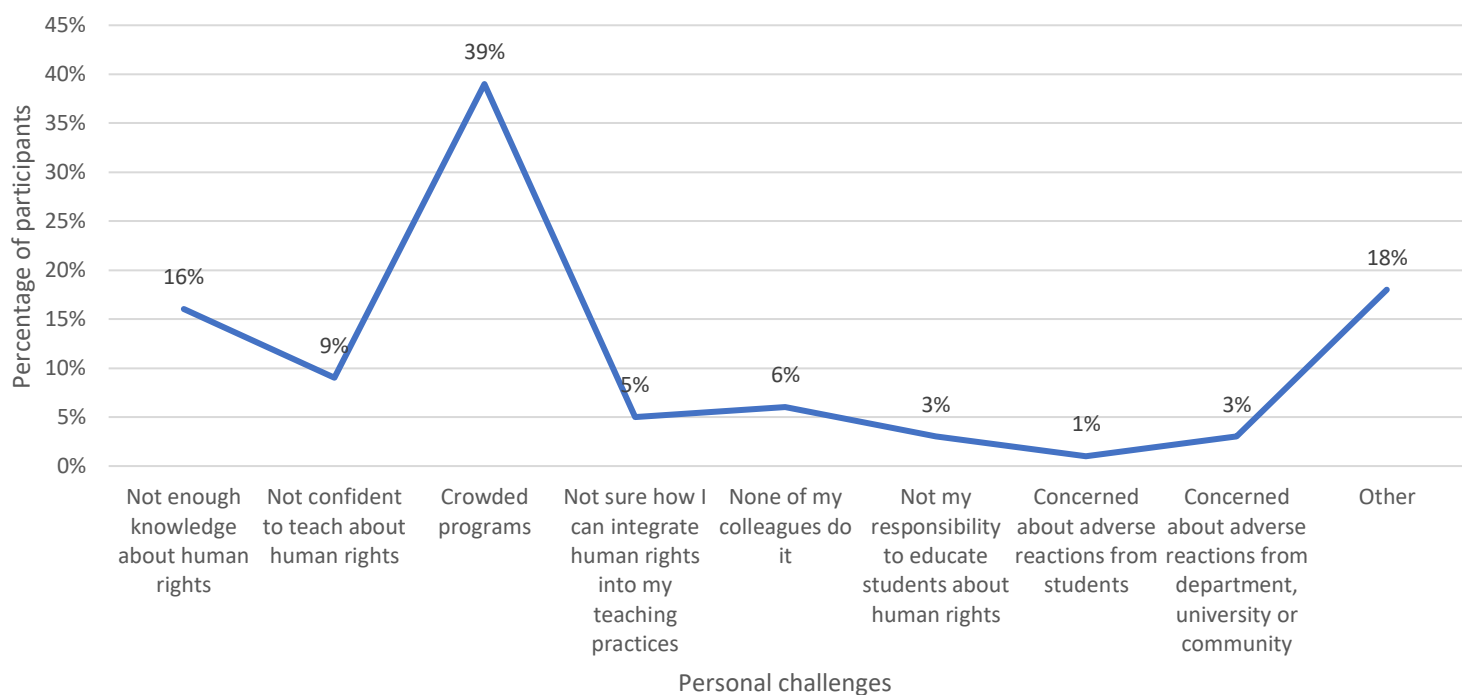


Figure 6 (Q13): What do you consider some of the personal challenges to incorporating human rights education into ITE programs?

3.3 Supporting the integration of human rights education into initial teacher education

A recurring theme among this small sample of respondents who were purposefully chosen because of their presumed interest in human rights education was that the Australian Professional Standards for Teachers should provide more direct links and instruction on how to embed human rights education into the curriculum for initial teacher education courses (see Figure 7). Twenty-one percent of respondents suggested that human rights education should be more directly and explicitly reflected in the Teaching Standards. A number of respondents reinforced this in their comments: “[The Teaching Standards] have become the compulsory driver of program content. Without explicit flagging in the Australian Graduate Professional Standards ...Human Rights Curriculum is likely to remain at the margins” and “HRE needs to be mandated so everyone takes responsibility...Wording of APST needs altering so [there] is explicit attention to [human rights] that honours children and young people as rights holders.”

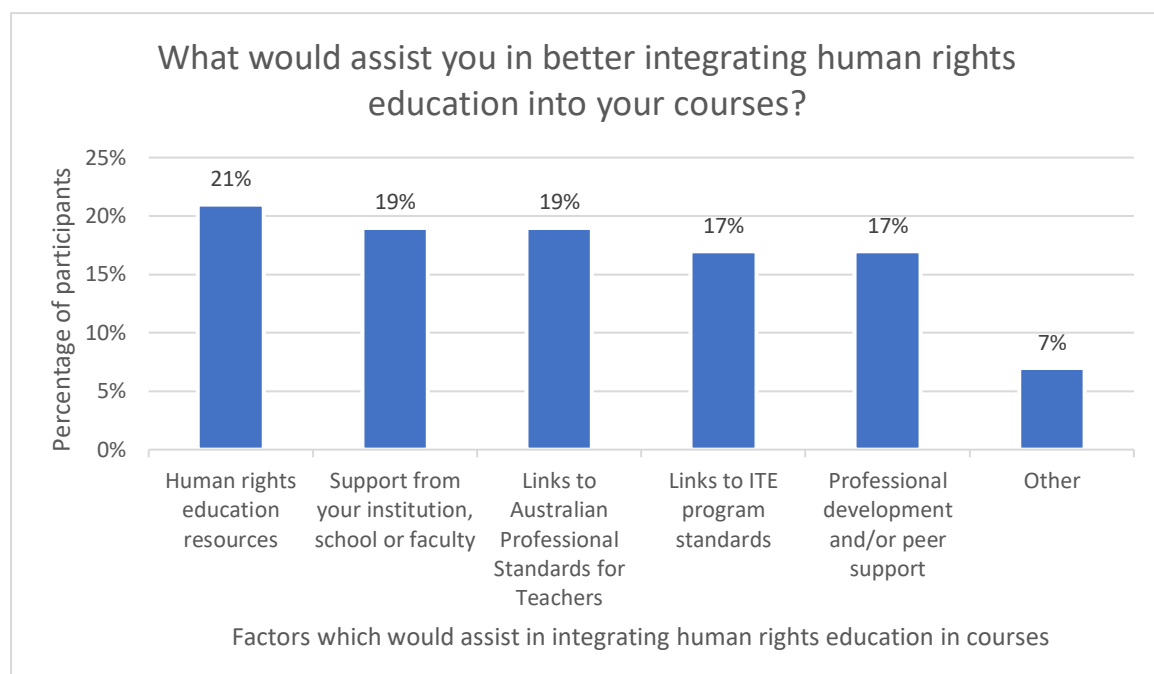


Figure 7(Q14): What would assist you in better integrating human rights education into your courses

There was interest in having access to specialised professional development opportunities (17%) and to well-developed human rights education resources (21%). A proportion of respondents (19%) indicated their view that human rights education should be a university priority and be clearly reflected in institutional-wide and departmental policies. Nineteen percent of respondents noted how important it was that they felt supported by their institution, Faculty or School.

Overall, the vast majority of respondents expressed interest in receiving additional support to assist them in better integrating human rights education into initial teacher education. For

example, one respondent commented: *‘Developing a realistic, effective and efficient suite of procedures and practices demonstrating how the integration of Human Rights issues can be incorporated in meaningful ways would be a valuable resource’*. When asked about their preference for the format of such support, the majority of respondents indicated that they would prefer web-based or online professional development (37%), followed by face-to-face workshops or conferences (21%) (see Figure 8) and smaller numbers preferring comprehensive learning modules (15%), PDF/Word documents (15%), text books (4%) or other formats (4%).

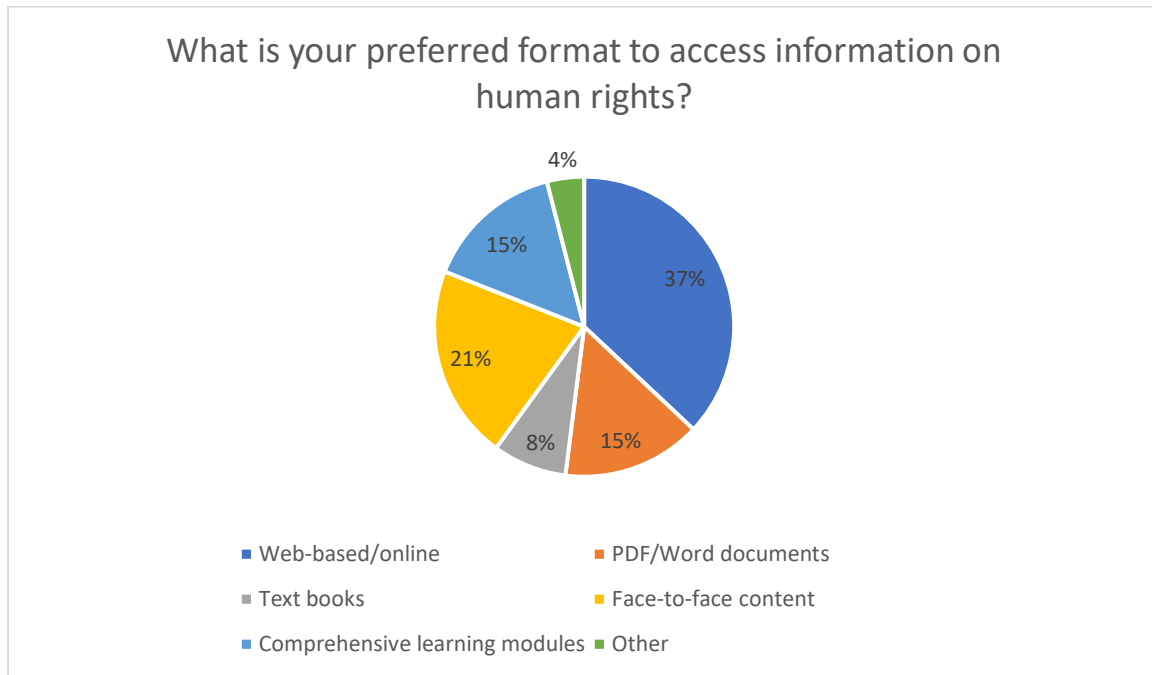


Figure 8 (Q16): What is your preferred format to access information on human rights?

4. RECOMMENDATIONS

As previously noted, the objective of this research was to identify ways in which to build the capacity of Australian initial teacher education providers to incorporate human rights education into their programs. This section of the report provides a series of recommendations for practical actions that the research team believes would support initial teacher educators to build their capacity in the area of human rights education.

The successful inclusion of human rights education into initial teacher education will require support and action from a number of relevant stakeholders, including the Australian Human Rights Commission, AITSL and ACDE. A carefully designed partnership between government agencies, community organisations and initial teacher education providers is recommended as the best way forward in co-designing a well-informed, sustainable ‘good-practice’ model for including human rights in initial teacher education.

Recommendation 1: Develop clear definitions of ‘human rights’ and ‘human rights education’ for initial teacher educators.

There appears to be an ‘appetite’ amongst initial teacher educators for the inclusion of human rights into initial teacher education. This preliminary research indicates that some of this work is already being done. However, there is some uncertainty around what exactly is meant by ‘human rights’ and ‘human rights education’. In particular, there is a lack of clarity about how human rights education differs (if at all) from teaching with/about social justice, equity or inclusion. It would therefore be useful for initial teacher education to be supported with clear definitions of the terms ‘human rights’ and ‘human rights education’ so they can use them consistently in the ITE space. Drawing from the experiences of embedding Aboriginal and Torres Strait Islander education across the ITE curriculum, if teacher educators had a human rights statement they could use on syllabus documents and online platforms this could give human rights a permanent presence in ITE. An example of how this has worked elsewhere can be seen in the inclusion of Acknowledgment of Country, which has become much more common practice for teacher educators.

Recommendation 2: Identify/develop human rights education resources to support initial teacher educators to better embed human rights education into their courses.

The crowded curriculum was identified as a significant barrier to the incorporation of human rights education into initial teaching education programs. In addition, we know that many teachers and teacher educators are time poor. As such, simple resources that articulate how to practically incorporate human rights education into everyday teaching could provide significant support in improving capacity.

There are a number of existing human rights education resources that could be of assistance to Australian initial teacher educators. It may also be helpful to develop new resources that are more specific to the Australian context and refer to Australian educational and legal frameworks in particular. New resources should include a discussion of the difference between human rights education and simply teaching human rights content and could include a variety of case studies and examples of ‘good practice’ (including current good practice in Australia).

Recommendation 3: Individual Faculties and Schools of Education develop strategies to ensure that human rights education is embedded throughout their initial teacher education programs.

While it will be important for a variety of stakeholders to work together on overarching strategies and approaches to embedding human rights education into Australian initial teacher education programs, it is also crucial that individual Faculties and Schools of Education develop strategies to address gaps at a program level. It may be useful for them to appoint an individual, or small team of knowledgeable faculty members, to lead the task of embedding human rights education into their initial teacher education programming, with the aim of developing a strategy within a set timeframe. This team could lead their School or Faculty in

further mapping exercises in order to identify where human rights education already exists and how it can be better embedded throughout the entire program. Once again, there is expertise in the Aboriginal and Torres Strait Islander community who could provide guidance on embedding content across the initial teacher education curriculum.

Several survey responses indicated that it is important not just to teach, but to formally assess human rights content if it is to make an impact. These respondents highlighted that it was important for human rights education to be incorporated into student assessments and for students to be placed in situations in which they would need to make practical use of their knowledge of human rights and human rights education, such as on their professional experience placements.

Reflecting on the strategies developed to ensure that Aboriginal and Torres Strait Islander perspectives are embedded into programming may be a useful starting point as there is likely to be some overlap. Individual Faculties and Schools of Education should work to ensure that human rights education is ultimately embedded throughout courses at strategic points (e.g. in core units and related to a professional field experience) and represented in assessment.

Recommendation 4: Provide teacher educators with access to professional development opportunities that focus on human rights education.

A number of respondents mentioned that they lacked the confidence to embed and teach human rights education. There was broad interest in any and all support made available. In particular, there is clearly a demand for professional development and peer support to build the capacity of teacher educators to embed and teach human rights education. Respondents indicated that web-based/online resources and face-to-face sessions would be of the most assistance.

Teacher educators would likely appreciate having access to a variety of professional development opportunities. This includes opportunities to access human rights education workshops at large annual sector events such as the Australian Teacher Education and Australian Association for Research in Education conferences.

At an institutional or regional level, it would be useful for universities to provide both ongoing and sessional teaching faculty with regular professional development on human rights, including opportunities for personal and professional reflection. For example, Faculties and Schools of Education may like to consider inviting guest speakers to present on issues relevant to human rights education and develop partnerships with human rights organisations (e.g. the Australian Human Rights Commission, Human Rights Education Associates, human rights focused departments at their institution) who can provide guidance on building a sustainable, central place for human rights education in initial teacher education.

Recommendation 5: Develop resources to assist teacher educators to address the less represented content, such as gender identity and sexual orientation.

While some human rights content was more commonly taught (i.e. mandated Aboriginal and Torres Strait Islander curriculum) (Figure 2 Q6) even amongst this ‘engaged’ sample some human rights issues appear to be addressed less often (i.e. by less than 20 respondents). Respondents identified the presence of Aboriginal and Torres Strait Islander education, anti-racism, cultural competence, inclusive education (disability and discrimination), social justice and socio-economic disadvantage and refugees/people seeking asylum as issues within their teaching. The rights of older people were only mentioned by five respondents, which may not be entirely unexpected given teachers’ focus on children and young people. Notably, only 19 respondents (Q6) marked the inclusion of gender identity and sexual orientation in their programs. While gender equality receives greater attention (mentioned by 28 respondents), gender identity still appears a new and possibly controversial topic for inclusion in initial teacher education. We recommend that awareness of this as a gap might prompt initial teacher education providers to better prepare their graduating teachers to support LGBTQT students in their future classrooms.

Recommendation 6: Develop self-reflection tools for professional experience placements.

It appears that human rights education is perceived as regularly embedded in some targeted professional experience placements (practicum). However, some further exploration of this is recommended. It is somewhat unclear from survey responses whether respondents simply meant that some professional experience placements take place in ‘culturally diverse’ schools (e.g. schools with large numbers of Indigenous students, schools serving low SES communities, or classrooms with a high proportion of students with special needs). It is unclear to what extent students are prepared for, reflect on and critique their placements from a human rights perspective. Further exploration of human rights education during these placements would be useful, as these are crucial points in preparing teachers where theory and practice come together.

Several respondents requested resources that could be used to support students in reflecting on, unpacking and assessing their professional experience placements. A tool that assists initial teacher education providers and students in developing specific human-rights goals for professional experience placements would also be useful.

Recommendation 7: Develop standard wording about embedding human rights education into initial teacher education for use in subject outlines.

The majority of teacher educators are perceived by respondents as incorporating human rights into their teaching because of a personal passion or interest. This has previously been documented as a core reason why teacher educators include Aboriginal and Torres Strait Islander education in initial teacher education. Unfortunately, this results in the incorporation of human rights education potentially being largely ad hoc; if those educators who are

passionate about human rights and human rights education leave their department, it may no longer feature in the institution's ITE program. A number of respondents commented that this was a barrier to embedding human rights education into their ITE courses. They were clear that if human rights education is not formally written into units, it becomes incumbent on individual educators to decide whether or not human rights has a presence.

It would therefore be helpful to develop consistent language that can be used throughout and across institutions. Faculties and Schools of Education can then incorporate this language into their course requirements and ensure that it is prominent and visible on relevant webpages and curriculum documents.

The thirty plus years of efforts to embed Aboriginal and Torres Strait Islander knowledges in Initial Teacher Education has implications for the more systemic embedding of human rights education. There remain justified claims that Aboriginal and Torres Strait Islander ways of being, knowing and doing is still precariously taught in ITE. Despite AITSL requirements to graduate teachers with knowledge of Aboriginal and Torres Strait islander issues, it is still not uncommon for the inclusion of Aboriginal and Torres Strait Islander perspectives in ITE to be the responsibility of a small group of Faculty staff, for the onus of responsibility to fall on already over-committed Indigenous staff, and for some pre-service teachers to resist this content. However, efforts to more permanently embed Aboriginal and Torres Strait Islander perspectives in ITE include such targeted strategies as:

- Institutional mapping of all places in the curriculum where Aboriginal and Torres Strait Islander content is taught. This can help a Faculty/School develop a more strategic and scaffolded course.
- Offering a combination of discrete, stand-alone units and embedded content, with both deemed necessary.
- Some universities have accredited or mandated professional development so all faculty members must pass an online or face-to-face course in areas such as Cultural Safety or Intercultural Communication.
- Other universities have created an online 'hurdle' subject for all students. At some point during their course they must successfully complete an unaccredited course in Aboriginal and Torres Strait Islander history.
- Paying specific attention to how pre-service teachers are assessed on their new knowledge with the understanding that students take this knowledge more seriously.

These are just a few suggestions taken from strategies to embed Aboriginal and Torres Strait Islander perspectives into initial teacher education. It is recommend that expertise be sought from the Aboriginal and Torres Strait Islander educators who have led this work in order to learn from their experience.

Recommendation 8: Explicit inclusion of human rights education in the Australian Professional Standards for Teachers.

A significant proportion of respondents noted that linking human rights education to the Australian Professional Standards for Teachers would assist them in better integrating human rights education into their courses. These standards play a significant role in determining what is taught in ITE programs. Particularly given that the standards are currently being reviewed, there is an opportunity to consider how human rights education can be strengthened and made more explicit in the standards.

The explicit inclusion of standards related to human rights education in the Australian Professional Standards for Teachers is more likely to occur if a number of relevant bodies and organisations, including the Australian Human Rights Commission, ACDE and individual faculties/schools advocate for this change.

Recommendation 9: Self-reflection

Several respondents raised concerns that a significant barrier to the embedding of human rights content and pedagogy in initial teacher education was due to fearfulness, shallow understanding or privilege of teacher educators. Similar to the changes that have occurred in the Indigenous education space, and the journey towards embedding Aboriginal and Torres Strait Islander perspectives into their regular programming, teacher educators themselves need opportunity to reflect on their own personal philosophies and identities.

A review of best practice for professional development relating to unconscious bias and cultural identity workshops to determine whether similar strategies could be employed to support teacher educators to reflect on their personal and professional practices in regard to human rights education may be helpful.

5. CONCLUSION

The findings of this survey indicate ‘pockets’ of human rights education in initial teacher education and gaps that suggest some ways forward. Whilst this was a purposefully selected human-rights engaged sample, the vast majority of survey respondents indicated that it was important for HRE to be incorporated into ITE. This mirrors the result of a survey conducted for the Australian Human Rights Commission among Australian primary and secondary teachers in 2016. Australian teachers and initial teacher educators agree – human rights should play a core role in the Australian formal school education system.

These teacher educators identified a number of barriers to the incorporation of human rights education into initial teacher education programs and suggested a number of ways to address these barriers. Clear strategic direction from universities, professional development opportunities and the availability of resources to support initial teacher educators to comprehensively embed human rights education throughout their teaching and programming emerged as key areas to be addressed. Additionally, respondents were clear that the explicit incorporation of human rights education into the Australian Professional Standards for Teachers is crucial to successfully embedding human rights education into the Australian school education system.

We would like to end this report with two of the comments made through the survey, which we believe sum up the importance of embedding human rights education in initial teacher education programs:

“We are seeing a missed opportunity slip through our fingers to explain that HRE should not be an ‘additional optional extra’ in ITE that can be included only once we have taken care of all our compliance. Instead, we should be arguing to the accrediting powers that HRE should be the backbone of ITE, as it is the best chance for a healthy democracy, which in turn is a necessary pre-condition for high-quality, socially critical, socially empowering ITE.”

““Human Rights” is actually a very dominant discourse. The challenge is incorporating it meaningfully, critically and constructively so that it doesn’t become another of education’s vacuous and polarising mantras.”

6. REFERENCES

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7. APPENDICES

Appendix One: Survey

Survey: Human Rights in Initial Teacher Education

*As the person selected to administer this survey for your School/Faculty, we ask you to **please forward the link to the survey to ten faculty members who you consider most appropriate/knowledgeable in the area of human rights.** In seeking a diversity of responses, we hope to get a clearer picture of human rights in initial teacher education in Australia.*

We anticipate this will take no longer than 15 minutes to complete.

Introduction and Purpose:

Thank you for participating in this survey on human rights in initial teacher education. This research is funded by the [Australian Human Rights Commission](#) (Commission) and is being undertaken by the School of Education, La Trobe University on behalf of the Australian Council of Deans of Education (ACDE).

This project seeks to identify current practices and gaps in initial teacher education relating to human rights. To this end, this survey seeks to identify:

- 1) current practice;
- 2) barriers and gaps; and
- 3) opportunities for future improvement

in teaching human rights content within initial teacher education programs in Australia. Ethics approval has been obtained from La Trobe University Ethics Committee E17-099.

By signing the consent form you consent to the research team collecting and using personal information about you for the research project. Any information obtained in connection with this research project that can identify you will remain confidential.

The results of this research project may be published and/or presented in a variety of forums. In any publication and/or presentation, information will be provided in such a way that you cannot be identified, except with your permission.

Please submit surveys by 21st March, 2018

Human Rights and Human Rights Education

What are human rights?

Human rights recognise the inherent value of each person and are based on principles of dignity, equality and mutual respect. Essentially, human rights are about being treated fairly, treating others fairly and having the ability to make genuine choices in our daily lives.²

What is human rights education?

In 2011, the United Nations adopted the [Declaration on Human Rights Education and Training](#)³, which affirms the rights of all people, to have access to human rights education and training. According to Article 2 of the Declaration, human rights education and training encompasses:

- (d) **Education about human rights**, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection;
- (e) **Education through human rights**, which includes learning and teaching in a way that respects the rights of both educators and learners;
- (f) **Education for human rights**, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.

Human rights education in initial teacher education programs

We are interested in how you are integrating human rights education – through content and pedagogy – into your initial teacher education practice. Some examples of how initial teacher educators might incorporate human rights education into their teaching include:

- Teaching strategies for supporting diverse learners
- Implementing inclusion strategies to ensure that all learners are supported
- Using rights-based approaches
- Teaching about particular human rights issues
- Facilitating discussions around identifying bias

² Australian Human Rights Commission, *What are human rights?* Australian Human Rights Commission. At <https://www.humanrights.gov.au/about/what-are-human-rights> (viewed 25 January 2018).

³ *United Nations Declaration on Human Rights Education and Training*, GA RES/66/137, 66th Session, Supplement No. 53 (A/66/53), (19 December 2011).

Survey: Human Rights in Initial Teacher Education

NAME OF INSTITUTION:

Email (Optional):

Phone:

Q(a) I have read the participant information statement in the covering email and agree to be a participant in this study

- 1 Yes
- 2 No

Q1 Name of institution

(Text response)

Q2 About you – What are your roles in initial teacher education?

- 1 Academic – undergraduate education
- 2 Academic – Postgraduate education
- 3 Dean or Head of Faculty/School/Department
- 4 Associate Dean
- 5 Professional practice/experience support
- 6 Other (please specify)

Q3 What is your area of focus (please select all that apply)

- 1 Early childhood education
- 2 Primary education
- 3 Secondary education

Q4 What type of subjects do you teach (please select all that apply)?

- 1 Foundation/Compulsory/Core units (psychology, sociology etc.) (please identify)
- 2 Curriculum units (please identify)
- 3 Other (please identify)

Q5 How important do you consider it is that human rights education is incorporated into initial teacher education programs? Please select one response only.

- 1 Extremely important
- 2 Very important
- 3 Moderately important
- 4 Slightly important
- 5 Not at all important
- 6 Don't know/not sure

Q6 Which of the following topics are discussed in programs that you teach? This is not an exhaustive list of human rights related topics.

- 1 Aboriginal and Torres Strait Islander topics
- 2 Anti-racism
- 3 Bullying
- 4 Children's rights
- 5 Civic and citizenship
- 6 Cultural competence
- 7 Gender equality
- 8 Gender identity and/or sexual orientation
- 9 Inclusive education/disability discrimination
- 10 Refugees and people seeking asylum
- 11 Rights and freedoms
- 12 Rights of older people
- 13 Right to education
- 14 Social justice
- 15 Socio-economic disadvantages and inequality
- 16 Other (please specify)

Q7a Academic subjects/units/courses focusing primarily on teaching human rights (see example in question above)

- 1 Undergraduate
- 2 Postgraduate

Q7b Human rights content embedded in subjects/units/courses

- 1 Undergraduate
- 2 Postgraduate

Q7c Human rights as a specific focus for Professional Experience placement (for example in multicultural, Aboriginal and Torres Strait Islander or disadvantaged schools/communities)

- 1 Undergraduate
- 2 Postgraduate

Q8 Please provide examples of subjects in which human rights education is integrated and how it is integrated

(Text response)

Q9 Are you aware of any other strategies, programs or projects to support the development of human rights education that are available to ITE students at your university? Please describe.

- 1 No
- 2 Yes *(Text response)*

Q10 Which, if any, of the following explicitly informed your decision to include human rights education in your ITE programs? [Please tick all applicable options]

- 1 Personal interest
- 2 Initial teacher education program standards
- 3 Australian Professional Standards for Teachers
- 4 International human rights framework
- 5 Australian Legislative requirement (e.g. anti-discrimination legislation, child protection legislation etc.)
- 6 Other (please specify)

Q11 Are you satisfied with the extent to which human rights education is incorporated into your university's ITE programs?

- 1 Yes
- 2 No

Q12 What do you consider the main barriers to incorporating human rights education into ITE programs (please select all that apply)?

- 1 Not sure how the Australian Professional Standards for Teachers are linked with human rights education
- 2 Not sure how the ITE Program Standards are linked with human rights education
- 3 Crowded programs (don't have enough time to cover human rights)
- 4 Not relevant to the learning area/subject/s which I teach
- 5 Human rights are not considered or communicated as a program/departmental priority
- 6 Uncertain where to access suitable educational resources
- 7 Low priority compared to other ITE requirements
- 8 Limited evidence of the impact or need for human rights education
- 9 Other (please specify)

Q13 What do you consider some of the personal challenges to incorporating human rights education into ITE programs?

- 1 Not enough knowledge about human rights (i.e. lack of familiarity with various human rights issues)
- 2 Not confident to teach about human rights (e.g. unsure how it connects to the Australian Professional Standards for Teachers and/or the ITE Program Standards)
- 3 Crowded programs (don't have enough time to cover human rights)
- 4 Not sure how I can integrate human rights into my teaching practices (i.e. how to do it)
- 5 None of my colleagues do it (lack of peer support)

- 6 Not my responsibility to educate students about human rights
- 7 Concerned about adverse reactions from students (e.g. they wouldn't engage with the subject matter)
- 8 Concerned about adverse reactions from department, university or community
- 9 Other (please specify)

Q14 What would assist you in better integrating human rights education into your courses?

- 1 Human rights education resources
- 2 Support from your institution, school or faculty
- 3 Links to Australian Professional Standards for Teachers
- 4 Links to ITE program standards
- 5 Professional development and/or peer support
- 6 Other (please specify)

Q15 What content do you think would be important to incorporate into programs, strategies or resources on human rights education?

(Text response)

Q16 What is your preferred format to access information on human rights (please select all that apply)

- 1 Web-based/Online
- 2 PDF/Word documents
- 3 Text books
- 4 Face-to-face content (e.g. workshops, forums, conferences)
- 5 Comprehensive learning modules incorporating teaching guide and recommended learning and assessment activities for students
- 6 Other (please explain)

Q17 Additional Comments – Are there any further comments/information you wish to provide?

(Text response)

Q18 Are you willing to be contacted if we have any additional questions? If so, please provide contact details.

- 1 Definitely yes
- 2 Definitely no

END OF SURVEY

- THANK YOU FOR COMPLETING THIS SURVEY –

If you have any question about the survey or the project, please contact Anne Szadura by telephone on 0434 891 891 or at: projectmanager@acde.edu.au

If you have any questions about the Australian Human Rights Commission's human rights education work, please contact: education@humanrights.gov.au

If you are interested in learning more about human rights education, you may find the following resources helpful:

Asia Pacific Forum, Human Rights Education: A Manual for National Human Rights Institutions (10 August 2015). Available at: <http://www.asiapacificforum.net/resources/human-rights-education-manual/>

Australian Human Rights Commission, 'Human rights education and training'. Available at: <https://www.humanrights.gov.au/human-rights-education-and-training>

United Nations Declaration on Human Rights Education and Training, GA RES/66/137, 66th Session, Supplement No. 53 (A/66/53), (19 December 2011).

Appendix Two: Ethics Approval

RESEARCH OFFICE

Human Research Ethics Committee

E15-099 Modification received from Jo Lampert dated 05.02.2018 re: (1) extension of project until 30 September 2018 (2) Removal of Alison Lugg and addition of Mary Keefe (3) update to survey


To: Jo Lampert j.lampert@latrobe.edu.au

From: Human Ethics Officer, La Trobe University Human Research Ethics Committee

Subject: Human rights, cultural competency and anti-racism education in Initial Teacher Education

If this project is a multicentre project you must forward a copy of this letter to all Investigators at other sites for their records.

Please note that all requirements and conditions of the original ethical approval for this project still apply. Should you require any further information, please contact the Human Research Ethics Team on:

T: +61 3 9479 1443 | E: humanethics@latrobe.edu.au  La Trobe wishes you every continued success in your research.

Warm regards,

Heidi

Heidi Gaulke, PhD
Manager Ethics, Integrity & Biosafety

13 February 2018: The modification to this project submitted on 5 February 2018 was **approved** by the **ASSC Subcommittee**.



Appendix Three: Narrative responses from survey

Q8: Please provide examples of subjects in which human rights education is integrated and how it is integrated

Indigenous studies courses - consideration of human rights is addressed in topics focusing on inequities, stereotyping and discrimination, racism, policy shifts over time, ideologies associated with social and educational policies Inclusive education - consideration of human right in these courses takes the form of gifted and disability studies, UN Convention for the rights of Personnas with disabilities, they also learn about Disabilities Standards for education 2005.

Inclusive education: part of the course work material. Indigenous studies for education: specific section in the lecture material. Classroom management: specific section on knowing students and their backgrounds

Within our Humanities curriculum units. We also have a social justice unit within our Bachelor of Early Childhood Primary. All of our courses also have a unit specifically focused on Indigenous issues. We have units across all of our courses – Early Childhood to Secondary which focus on Diversity and Equity.

Aspects of bullying are dealt with within a number of courses within our undergraduate and postgraduate programs. Dealing with and protecting the rights of indigenous people are dealt with across the board. Other than those specific areas of focus there's a general tenor that would go through all about teaching about respecting and protecting the rights of individuals including the rights of individuals to differ in their views.

In a unit called "Catering for Diversity we focus on ways to make classrooms more inclusive in terms of pedagogy (eg ways to include students with disabilities".

Course content includes attention to specific UN Human Rights, materials address human rights issues (e.g., children's picture books, songs, artworks), human rights are raised in discussions.

Additional needs (inclusive eduction) pedagogical strategies for differentiatie classrooms. Culture and and contexts for education.

Multicultural education unit; Indigenous Education and diversity unit.

Legislation is covered regarding discrimination and then we cover approaches to overcoming discrimination.

it is a significant part of our Aboriginal, ECE and Special Education courses.

Partnerships – discussion on Indigenous education and anti-racism.

The unit "xxx" considers matters of bullying and personal safety, and the place of a right to education in the Australian/historical context.

Human rights issues are embedded in the core subjects Students in these subjects address issues relating to breaches of Human Rights as they relate to Indigenous and other minority or marginalised communities. Inclusive Practices are introduced across a range of core subjects.

Education and Society: Embedded into the philosophy of the course and also related to some specific issues addressed with the course. World Indigenous Knowledges: as above

We look at the UNDRH and the Convention on the Rights of the Child. This forms the basis for inclusive education. Also, in the Humanities, we focus on global issues.

This topic is addressed explicitly in the Educational Foundations and Educational Leadership subjects. However human rights – specifically a child rights focus – and a focus on diversity and inclusion underpins all subjects on the courses, including practicum placement subjects. Practicum placement subjects ('clinical teaching practice') are undertaken in three semesters in the Master of Teaching (Early Childhood) and four semesters in the Master of Teaching (Early Childhood and Primary). Each

practicum requires evidence of differentiated teaching to meet the needs of individual learners. Each practicum, aligned as they are with the Australian Professional Standards for Teachers, assess incrementally increasing capability against these standards with 'readiness to teach' being assessed in Semester 3 (EC) and Semester 3 and 4 (EC&P). Specific foci for reflective practice in two of the three (or four) practicum subjects focusses on (i) inclusion, and (ii) disability.

Teaching for diversity coursework in undergraduate course Special Needs program Autism program.

Humanities and Humanities and Social Sciences education units. Citizenship education is a significant lens for the unit that I co-ordinate ... and I represent Human Rights Education to be a central, foundational component of Civics and Citizenship education. Social justice and global education opportunities are foregrounded.

In curriculum subjects it is necessary to ensure our students are aware of the range of issues about human rights, strategies to be proactive in their teaching to consider this range of potential issues and ways to help them be reflective about their practices and how inclusive they are.

Educational Settings and Society Understanding Diversity and Society Cross Cultural Teaching and Learning Introduction to Indigenous Studies in Education Society Education and inquiry Special Needs Education Humanities and Global Education.

Individuals, Families and Communities Unit. This unit is focused on "optimal health and wellbeing for individuals, families and communities" IFHE (2008). Each topic listed above is explicitly covered in the weekly content as these concepts underpin Home Economics philosophy. All of my Home Economics specialisation units have embedded Human Rights Issues.

In most subjects I teach there is a component of catering for diversity where diversity is defined as knowing the individual student and purposefully and actively identifying their need and catering for them within the classroom context.

Sociology of Education

Diversity and indigenous

We have the following UG units: Indigenous Australian Education Social Justice in Early Childhood Diversity and Inclusivity. These units are core for all UG ITE courses. We also have two units (1st and 3rd year levels) that focus on curriculum construction and the sociopolitical forces that shape curriculum – with an emphasis on the responsibility of educators to design and enact socially just and inclusive curriculum that includes various dimensions of diversity. We also have a specialisation stream in the Primary program – comprised of option units that students in other courses can also access – called Literacy and Numeracy for diverse populations. This suite of 3 units examines inequities and layers of challenge experienced by certain groups and helps educate future teachers to be able to address these.

Education, Service and Community Engagement – focus on international and community based service learning and participation in a community-based service project. Also a focus on refugee crises.

Arts Education: I use examples by Aboriginal or Torres Strait Islander people and link themes to human rights issue regarding sovereignty, culture, structural inequality.

In the units on inclusive education, we explore the international agenda on rights, such as those expressed in the Universal Declaration of Human Rights, the Convention on the Rights of the Child, and others more specific to inclusive education (e.g. Salamanca Statement). We also look at the ways in which these ideals are legislated in Australia (e.g. anti-discrimination law, Disability Standards for Education) and enacted in policy (e.g. Melbourne Declaration, Professional Standards for Teachers). Pre-service teachers are assessed on their capacity to show how these rights inform their teaching practice.

In the course Youth Health and Wellbeing, students learn how, using a social justice framework and a capabilities approach, schools can be used as settings for health promotion in the areas of mental health, environmental health, sexuality and relationships, child safety, and so on.

Art, Science, Developing as a Professional

We have units specifically focused on human rights, equity and inclusiveness and employ staff with this as a specific focus including a role specified for a staff member who identifies as Aboriginal/Torres Strait Islander.

Science, Interventions: Students must collect data from young children, so the rights of the child are explained in detail and appropriate methods of data collection are utilised.

I'm not course or unit coordinator and I can't comment.

xxx: Language, Culture and Diversity: We spend a week on racism and a week on Aboriginal English and throughout the unit we consider culture and disadvantage in language education.

Badged subjects examining Aboriginal and Torres Strait Islander education, inclusion and teaching students with disabilities.

Teacher as Global Practitioner – students must study demographics. International education courses in the MEd program that cover topics pertaining the educational development. Learning theory courses – belief centred Education-for-Peace learning model that champions human rights. Indigenous perspectives of education course in all our ITE programs. Embedded indigenous considerations throughout all programs. Embedded gender considerations throughout all programs. Embedded socio-economic considerations throughout all programs. Embedded ethnic considerations throughout all programs. Diversity and Inclusion courses in all ITE programs. Considerations for diversity in all lesson planning activities.

In Primary Geography/History and Civics Units, Human Rights Education is a dedicated content focus of the units, with weekly topics such as: Terrorism, Refugees, Global Poverty and Hunger, Democracy, the past, present and future of human rights education.

Indigenous Education unit; Inclusive education unit; Philosophy of Education unit focus.

The School in the context of contemporary Society (Post grad -M Teach) Issues in Education: Local and Global Contexts Philosophical and Ethical Practices in Education (Undergraduate).

Compulsory inclusive education subject for undergraduate teacher education students. Aboriginal and Torres Strait Islander awareness subject, also compulsory.

Through content in modules, lots of self-reflective activities to introduce and explore concepts.

As part of HSIE Curriculum and Pedagogy units. In Early Childhood we cover Child Advocacy topics. Introduction to Teaching looks at Social Justice. Supporting Learners with Diverse Abilities and Inclusive Education both cover elements of this.

Q12: What do you consider the main barriers to incorporating human rights education into ITE programs (please select all that apply)?

I see that HRE is given low priority at national, state and institutional levels. APST do not explicitly address HR and Australian Curriculum nor any Education policy does not embed UNCRC.

Given that I am satisfied (see response to Q 11), I do not believe we experience barriers in our programs. I am not equipped to comment on other programs.

Low knowledge of faculty.

Individual lecturer or mentor teacher attitudes. A perception about overcrowded curriculum. More prescription imposed on teachers. It is easy to embed these concepts if the lecturer has a personal interest but difficult if they think it is an add-on.

It is inconsistently embedded into learning areas.

Our school is cutting courses and apparently is deficit. Also these types of courses don't lend themselves as easily to online learning, which is a big push at universities today.

A significant barrier to incorporating human rights is the lack of meta-discourse on what 'Human Rights' means. Perhaps the question will come later but so far the survey itself seems to presuppose a common understanding of the construct without an open-ended response for participants to clarify what they mean by 'Human Rights' in denotation and connotation. Like many constructs in education 'Human Rights' can be integrated uncritically without much examination of the metaphysical assumptions and socio-historical origins that both give it power and problematise that power. Working at other universities I have seen the integration of 'human rights' actually subvert what I would consider to be 'Human Rights, writ large' because it is largely appropriated by a highly politicised discourse that fuels education wars and culture wars in school contexts.

Q13: What do you consider some of the personal challenges to incorporating human rights education into ITE programs?

Need more institutional and policy support.

The continued confusion between personal rights and human rights. The resources lack historical connections to the the origins of valuing all human life and what a quality human life is all about.

Units usually designed by someone else.

I don't believe any of the above constitute (or should constitute) barriers to my incorporating human rights into ITE courses. However I would be limited in my freedom to incorporate them were I teaching into subjects I have not designed myself.

Lack of support to engage in meaningful ways with community and community organisations. Would like to work more collaboratively with community organisations but community organisations should be paid for their time and services and that is not always provided. It is unfair of us as a large institution to ask under funded community organisations for their time, support and resources without providing compensation for the valuable time that is spent. We still ensure to incorporate the information ourselves but the program would be richer with more community collaboration.

None of the above.

Integration of Human Rights issues in an authentic manner relevant to the core content of the course requirements is very important. This can be a challenge in a course which predominately is about teaching literacy in Australia. Acknowledging diversity and having an inclusive curriculum is one aspect of such a challenge.

Most of the items in this list, I have heard from colleagues as reasons why they do not embed human rights into their units.

None of the above, however I do think that my interest in international research gives me a perspective that is not necessarily shared by all my colleagues.

Getting departmental support for these additions to programs.

On a personal level I don't.

I am reasonably confident and experienced at the personal level.

In my experience of several universities' education departments 'Human Rights' is actually a very dominant discourse. The challenge is incorporating it meaningfully, critically and constructively so that it doesn't become another of education's vacuous and polarising mantras.

Human Rights is an ever-changing field that is hard to keep up to date.

Q14: What would assist you in better integrating human rights education into your courses?

Changes to ITE accreditation requirements.

There needs to be explicit inclusion of HR in APST and Education policy to see children and young people as rights holders and claimers.

None of the above. What would be a barrier, is if I equated the delivery of human rights education with the delivery of content knowledge. Human rights education ought to be taught dialogically as there exists within it a number of contestable claims that make it ripe for discussion. The topic, in my view, would otherwise fail to engage students.

I have developed a range of resources. I feel we are addressing this area sufficiently.

We have integrated human rights education – specifically child rights – into our courses.

It's not so much professional development but personal development that underpins inclusion of human rights. Something many people are too scared to do – look at themselves!

Less regulation of content from above.

A better designed course.

Q15: What content do you think would be important to incorporate into potential programs, strategies or resources on human rights education?

Disability

Further elements of differentiated learning, classroom management and the social impact.

Linking of key human rights documents to professional practice.

Contactors provide better ideas and examples of incorporating in dealing with indigenous perspectives and issues without being patronising or paternalistic.

Industry expertise.

More universal approach. I think we talk about Indigenous students or students with disabilities but not more global rights.

HRE needs to be mandated so everyone takes responsibility. AHRC and NGOs already have created extensive resources – at the present is on individual teachers for their uptake. Wording of APST needs altering so there is explicit attention to HR that honours children and young people as rights holders. Pre-service teachers and in-service teachers also need to see what HRE looks like – videos of quality practice.

The value of humility.

Global resources – OECD, UNESCO etc so that we are not reinventing things.

The relevant legislation and then the practical layers and approaches to address human rights education.

We have a centre for Islamic Thought and Education and it would be useful to more tightly integrate their work with the School in terms of programs – we need to include more Islamic perspectives and experience.

Refugees and asylum seekers.

I don't believe the content is the issue. It is the pedagogical choices one uses that ought to be at the centre stage of this conversation. What content one uses ought to be determined by the students in one's class as well as other contextual factors.

We are already incorporating human rights education – specifically child rights – into our courses.

Implications of the UNDHR and the UNCRC in all national jurisdictions. Opportunities for beginning teachers to see that HRE is not something abstract and distant but something that relates directly to their everyday classroom practice and notions of equity.

Awareness of the issues around human rights, particularly in Australia. We have generally had fairly privileged backgrounds.

Authentically relating Human Rights issues to core courses such as literacy and numeracy rather than just an add on political reaction. The production of case studies demonstrating such effective and authentic strategies within core units/courses would be valuable resources to ITE programs.

I'm being biased – but a Home Economics philosophy unit! A reminder to all that as educators we teach and nurture "Human Beings" not content subjects. There is plenty of UN support material but I don't believe educators know how it all fits together – The Earth Charter for example.

It would be valuable for all academics to be aware of the issue of human rights on a global scale so that they do not simply view the world through an ethnocentric – western – worldview.

Virtually all of what you propose in early questions. Increasingly inclusion, refugee Aboriginal and Torre Straight Islander and sexual orientation matters coupled with open mindedness.

Indigenous, diversity, social justice, women and children's rights and safety.

I think we need to pay more attention to refugees and students from refugee background – we have begun to do so, but need more expertise and content there.

More on indigenous issues need more attention, but I also believe that students need to be alerted to the crises outside their area and ensure they have the knowledge to support children to develop awareness of the world around them.

Avoid generalisations and offer discipline specific examples.

Apart from the key declarations, conventions, I'm not sure. Perhaps documents that show illustrations of practice linking human rights education to Professional Standards for Teachers?

Curriculum links, professional standards connections, illustrations and examples of good practice.

Australia is extraordinary in having such shallow approaches to HRights (whether Education, Health, etc.). HRights is a culture, not a content. Our students are a wonderful resource for HRights, but only if we are able to attract a wide diversity. AITSL standards make it more difficult to be diverse. Who are we to say who will succeed 40 years from now? By the way your box is too small you should have used the Text Box option in Qualtrics.

Specific reference to charters/legal requirements, resources and support programs; Strategies for teachers to include in their classrooms.

Racism, the importance of developing attitudes in students, the growth of inequality in society and how this affects educational outcomes.

LGBTIQ

The experiences of refugees in Australia. The effects of stress and trauma on children's learning (e.g. Willis & Nagel, 2015). The importance of education as means to rehabilitation (Willis & Nagel, 2018). Education for peace. Without prejudice teaching and learning.

The challenge of the future for HRE – apathy, authoritarian capitalism, artificial intelligence and current greatest threats to HR.

Cultural disadvantage awareness and inclusive strategies.

Global perspectives on rights; children's rights; social justice and the UNHRD – and Australia's role in getting it established.

I think its important that students see such things as core business not "add-on". And education has a key role in the area. Formal recognition of the role education has in human rights, examples of applications as a part of teaching.

Incorporating local and national examples – not portraying the idea that human rights problems are all overseas.

1. Definitions
2. Philosophical and consilient critiques of those definitions
3. Personal case studies
4. Local case studies
5. Global case studies

Explicit definitions and impacts including critical commentaries.

Q17 - Additional Comments – Are there any further comments/information you wish to provide?

It is good to see a recognition in your survey questions of the value of incorporating reference to human rights in the Australian Graduate Professional Standards. These have become the compulsory driver of program content. Without explicit flagging in the AGPS and in the successor statement to the Melbourne Declaration HRE is likely to remain at the margins.

Developing a realistic, effective and efficient suite of procedures and practices demonstrating how the integration of Human Rights issues can be inporated in meaningful ways would be a valuable resource.

Authentic Assessment where students are placed in uncomfortable environments that build empathy and compassion.

Great process and initiative.

No, thank you.

Understanding of HRights and ethics/professionalism are fundamental to the development of new teachers (or doctors, etc.). This is not a matter of curriculum time (but that would help) but of role modelling. AITSL standards are anti-education about HRights because the nature of the standards exclude potentially capable teachers with diverse backgrounds from entering the profession.

Our AITSL accredited program generally covers this area well as it is so closely tied to APST, and there is the expectation of producing evidence for reaccreditation.

I think we are currently stuck in a "compliance" paradigm in ITE, where quite pernicious forces are dictating what will and will not be accredited in University courses, in response to the apparant need to increase the quality of ITE. But it is not the quality that is being increased, it is low-level compliance with minimum standards that is being brought into being, as opposed to excellent teacher preparation. We are seeing a missed opportunity slip through our fingers to explain that HRE should not be an "additional, optional extra" in ITE that can be included only once we have taken care of all our compliance. Instead, we should be arguing to the accrediting powers that HRE should form

the backbone of ITE, as it is the best chance for a healthy democracy, which in turn is a necessary precondition for high-quality, socially critical, socially empowering ITE.

See Human Rights education in the School Curriculum Report (2012).

This is important, I think an issue is the separation of teaching content. Given the explicit content needs of many courses I think strategies to integrate this perspective is one way to progress this and to make it meaningful. I also am concerned that the courses with a more explicit focus on human rights tend by students to be treated as token – thus would be concerned more of that will not make a difference.

It's very difficult to see how this survey is valid and reliable when all questions relate to a very complex and semantically laden construct in a format that collects no participant data to know if they are responding to 'same' thing.