

# **TEACHER APPRECIATION WEEK**

**EDUCATION CONFERENCE**  
October 2013

# QUALITY TEACHING FOR GLOBAL CITIZENSHIP

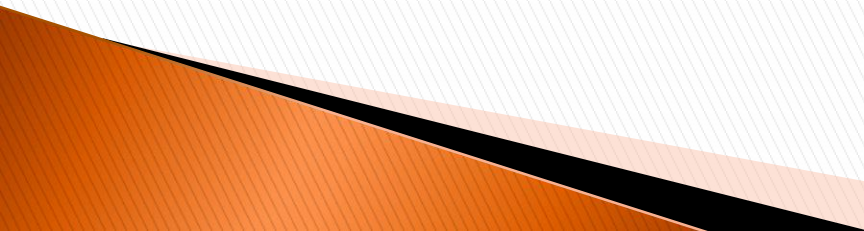


# Literacy in the 21<sup>st</sup> Century



- ▶ Literacy has always referred to the ability **read** and **write**.
- ▶ Today Literacy depends on understanding the multiple media that make up our high-tech reality and developing the skills to use them effectively.
- ▶ In our 21st century society – accelerated, media-saturated, and automated – a new literacy is required.

# A New Literacy

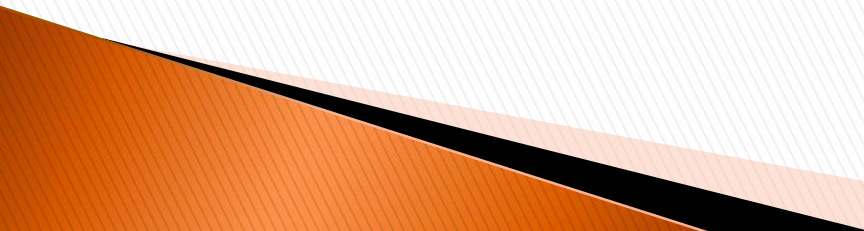
- ▶ Based on the processes of **reading** and **writing**.
  - ▶ Represents a deeper, broader, more sophisticated understanding of the term – a direct result of educational research and observation, new technologies and developments.
  - ▶ Today we have a myriad of choices, along with new tools and strategies and a greater knowledge of effective communication.
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# A New Literacy



- ▶ New literacies have developed – computer or digital literacy, visual literacy, information literacy, media literacy, etc.
- ▶ We have technologies at our fingertips not only to communicate but to create, to manipulate, to design, to self-actualize.
- ▶ Children learn these skills as part of their lives, like language, which they learn without realizing they are learning it.
- ▶ **What are the implications of this for educators?**

# Questions to ponder:

1. Who/What is a global citizen?
  2. How does one become a global citizen?
  3. What is our/my role in developing global citizens?
  4. How can I best perform my role in facilitating the development of global citizens?
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# Global Citizenship

- ▶ The Delors Commission in its review of global education challenges for the 21<sup>st</sup> century identified the need to focus on creating high level and long-term policy for the development of global citizens towards the goal of “learning to live together”.
- ▶ The United Nations Secretary General launched an Education Initiative in September 2012 – need to foster Global Citizenship.

# Aim of Global Citizenship

Global citizenship aims to empower pupils to lead their own action. Along with the knowledge and values that they have gained from learning about global issues, pupils need to be equipped with the necessary skills to give them the ability and confidence to be pro-active in making a positive difference in the world.



# Qualities of a Global Citizen



A global citizen:

- ▶ is aware of the wider world and has a sense of their own role as a world citizen;
- ▶ respects and values diversity;
- ▶ has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally;

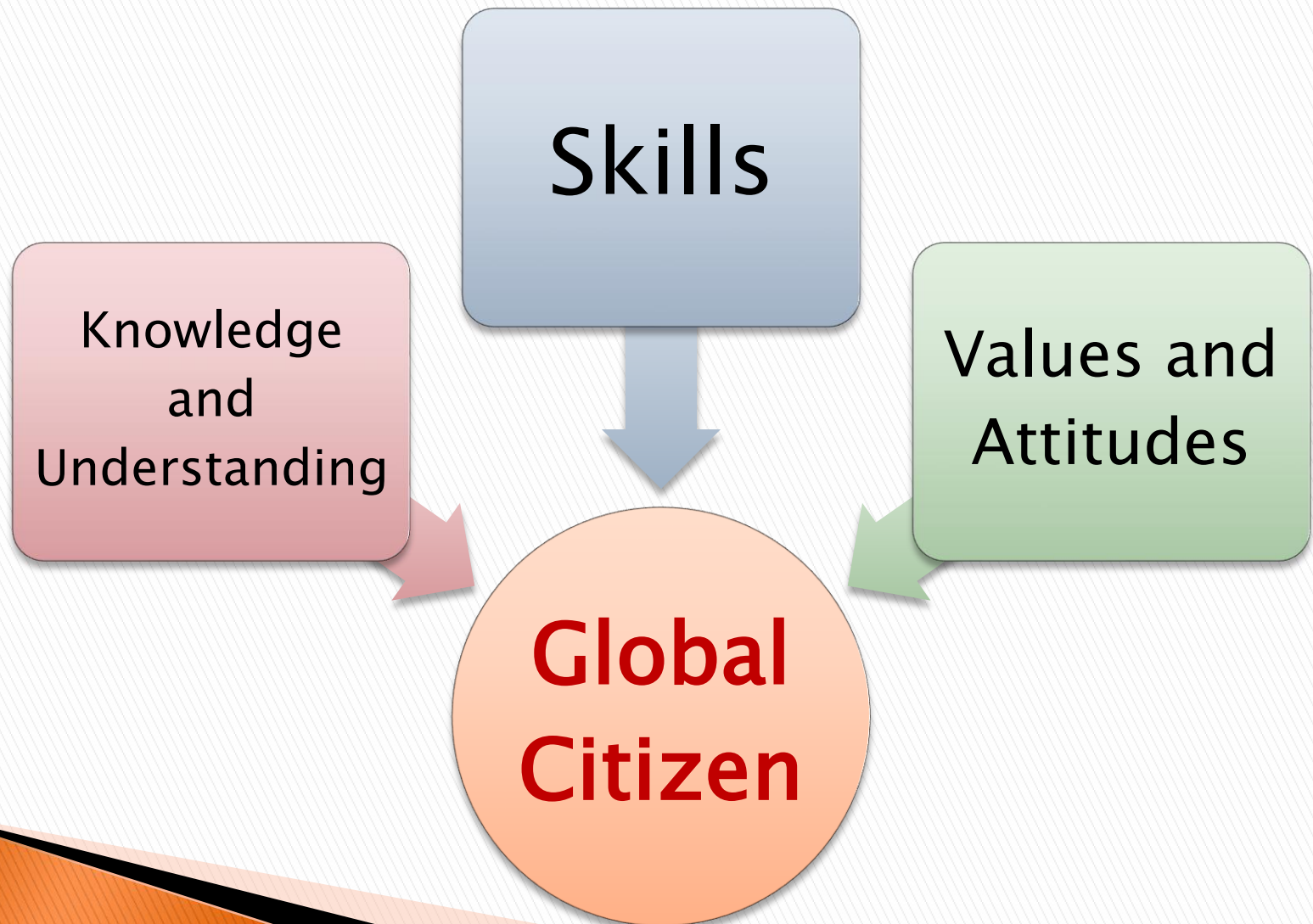
# Qualities of a Global Citizen

A global citizen:

- ▶ is outraged by social injustice;
- ▶ participates in and contributes to the community at a range of levels from local to global;
- ▶ is willing to act to make the world a more sustainable place;
- ▶ takes responsibility for their actions.

[www.oxfam.org.uk](http://www.oxfam.org.uk)

# Key Elements of Global Citizenship



# Knowledge and Understanding

- ▶ Social justice and equity
- ▶ Diversity
- ▶ Globalisation and interdependence
- ▶ Sustainable development
- ▶ Peace and conflict



# Skills



- ▶ Critical thinking
- ▶ Ability to argue effectively
- ▶ Ability to challenge injustice and inequalities
- ▶ Respect for people and things
- ▶ Co-operation and conflict resolution

# Values and Attitudes

- ▶ Sense of identity and self-esteem
- ▶ Empathy
- ▶ Commitment to social justice and equity
- ▶ Value and respect for diversity
- ▶ Concern for the environment and commitment to sustainable development
- ▶ Belief that people can make a difference



# The Role of the Teacher/Educator

- ▶ Movement from teacher centred to **learner centered** classroom environments:
  - Teach students guided by curriculum;
  - Teach but focus on learning;
  - Consider how best students learn, how they prefer to learn, what their interests, abilities and competencies are;
  - How will they **USE** their knowledge, skills, etc.
  - Focus on adding value

# The Role of the Teacher/Educator

- ▶ Movement from product centred learning to **process learning**:
  - Teach students how to ...
  - Acknowledge and reward process/progress as well as product
  - Bring awareness to the importance of process and its relation to the real world



# The Role of the Teacher/Educator

- ▶ Movement from the teacher as a transmitter of knowledge to an organizer of information
  - Help students make connections, ask questions, challenge ideas, develop and express thoughts
  - Present ideas for consideration
  - Make students accountable
  - Teach students **how to learn**

# The Role of the Teacher/Educator

- ▶ Movement from subject-specific focus to **holistic learning and development**
  - Use integrated approaches to curriculum development and instruction
  - Use teaching methods that reflect an understanding of the interrelatedness of topics/subjects
  - Focus on application and use of concepts
  - Develop literacy skills in **all** teaching

# Global Citizenship and Literacy Development

Develop quality students – Teach students to:

- ▶ Be flexible
- ▶ Be creative
- ▶ Be pro-active
- ▶ Make decisions
- ▶ Solve problems
- ▶ Think critically
- ▶ Communicate ideas effectively
- ▶ Assess their learning
- ▶ Work within teams and groups

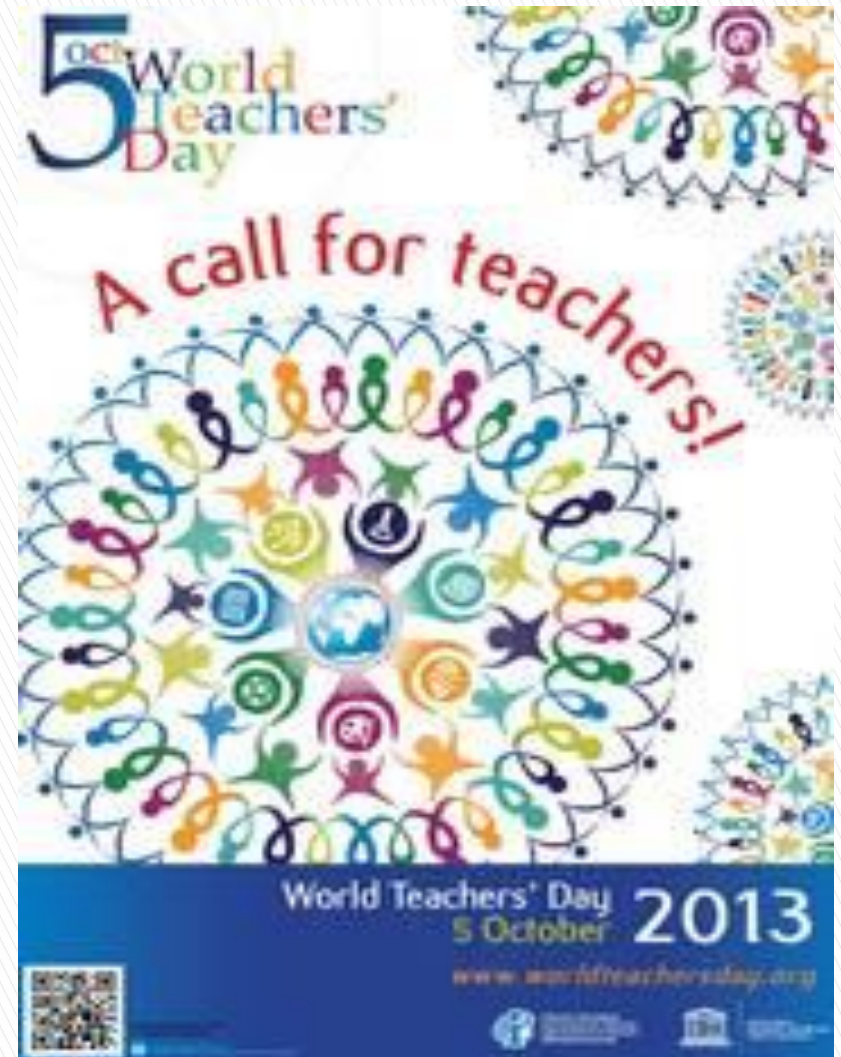
# Global Citizenship and Professional Development

## Teachers as global citizens:

- ▶ Become what you would like your students to be.
- ▶ Model through your actions the knowledge, skills, attitudes etc. that you want your students to emulate.
- ▶ Update and upgrade your knowledge and skills constantly –demonstrate a thirst for information.
- ▶ **Become more literate everyday!!!!**

# UNESCO – Call for Teachers

Since teachers are the most powerful force for equity, access and quality education, a call for teachers means calling for quality education for all.



***“Quality education offers hope and the promise of a better standard of living. There is no stronger foundation for lasting peace and sustainable development than a quality education provided by well-trained, valued, supported and motivated teachers.”***

UNESCO 2013 ([www.unesco.org](http://www.unesco.org))



**Thank You!!!!!!**