

THE IMPACT OF AN EFFECTIVE GLOBAL CITIZENSHIP EDUCATION

Educating students for the future

STACEY ROBERTS-BRIGHTON

10:30 – 12:00

04 NOVEMBER 2022



#ECISTEACHERS2022

STACEY ROBERTS-BRIGHTON

Stacey works as the Professional Development Manager for International Curriculum, creating and designing courses to support the iProgress Suite. Ensuring teachers following the iPrimary and iLowerSecondary Curricula have the skills to implement the curriculum efficiently and effectively in classrooms. Her support also extends to Professional Development for our Centres and Schools teaching our International GCSE and International A Level Qualifications. Stacey's global experience in the international educational publishing industry means her experience to design and deliver professional development to teachers globally ensures training is on-trend, relevant and supportive to differing needs of teachers.

SESSION OUTCOMES

By the end of the session you will have,

- An understanding of what global citizenship means
- The skills our students need to become global citizens
- The role of the teacher in a global citizenship classroom
- Some strategies to try in your classroom

ACTION PLAN



The Impact of an effective Global Citizenship Education Action Plan

You can type directly into this PDF, simply click where you would like to add text in the blue boxes below and start typing.

Action	By Who	By When

The Impact of an effective Global Citizenship Education Action Plan

IS GLOBAL CITIZENSHIP IMPORTANT?

In your groups, please discuss why you think or why you do not think that Global Citizenship is important?

EILISH COMMINS AND MARY YOUNG

“understanding the need to tackle injustice and inequality and having the desire and ability to work actively to do so. It is about valuing the Earth as precious and unique, and safeguarding the future for those coming after us. Global Citizenship is a way of thinking and behaving. It is an outlook on life, a belief that we can make a difference. “

Global Citizenship: The Handbook for Primary Teaching. Young and Commins, (2002:1) Chris Kington Publishing and Oxfam.
<https://g.co/kgs/bR7GQY>



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GLOBAL CITIZENSHIP IS EDUCATION TO PROMOTE:

KNOWLEDGE AND UNDERSTANDING OF:

Social justice

Identity and diversity

Human rights

Sustainable development

Peace and conflict

Globalisation and interdependence

Power and governance

VALUES AND ATTITUDES SUCH AS:

Respect for people and the planet

Commitment to social justice and inclusion

Appreciation of diversity

Belief in our own agency

SKILLS SUCH AS:

Critical thinking

Empathy and compassion

Co-operation

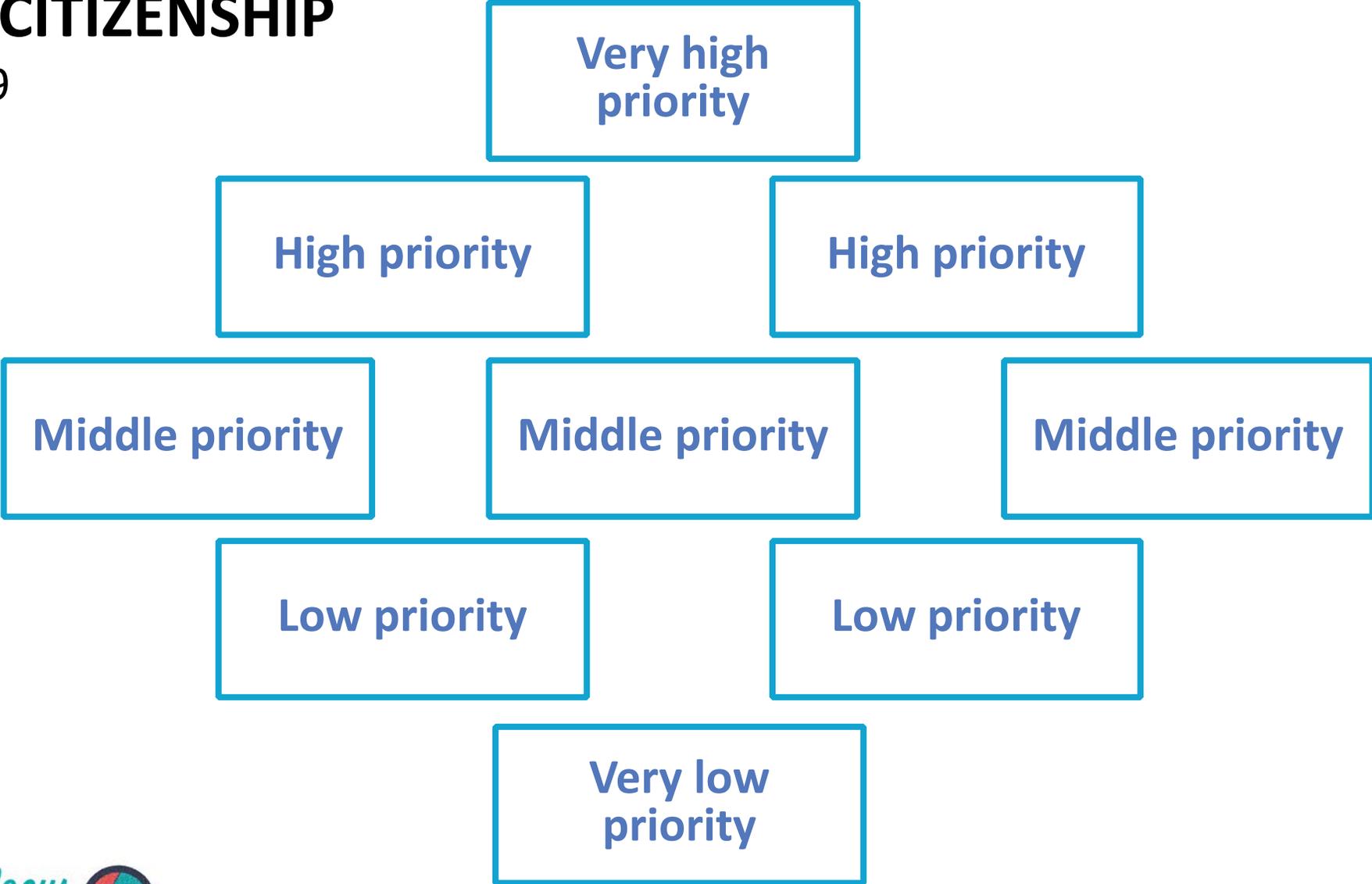
Reflective

GLOBAL CITIZENS

WHAT SKILLS DO WE NEED TO DEVELOP OUR LEARNERS TO ENSURE THEY ARE GLOBAL CITIZENS?

GLOBAL CITIZENSHIP

DIAMOND 9



SKILLS ALL STUDENTS NEED FOR THE 21ST CENTURY

CHALKIADAKI (2018)

“...in her systematic review of studies on 21st Century Skills, Chalkiadaki (2018, p.5) defines 21st Century Skills as encompassing a broad range of skill sets and professional attributes, including: creativity, divergent thinking, critical thinking, team working (especially in heterogeneous groups), work autonomy, developed cognitive and interpersonal skills, social and civic competences, responsible national and global citizenship, consciousness of interdependence, acceptance and understanding of diversity, recognition and development of personal attributes, interactive use of tools, communication in mother tongue and foreign languages, mathematical and science competence, digital competence, sense of initiative and entrepreneurship, accountability, leadership, cultural awareness and expression, physical well-being. “

GLOBAL CITIZENSHIP

GLOBALISATION & INTERDEPENDENCE

“Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the thread, we do to ourselves. All things are bound together. All things connect.”

Chief Seattle

[TOP 25 QUOTES BY CHIEF SEATTLE \(of 61\) | A-Z Quotes](#)

accessed 07/02/21



GLOBAL CITIZENSHIP

GLOBALISATION & INTERDEPENDENCE



GLOBAL CITIZENSHIP

GLOBALISATION & INTERDEPENDENCE

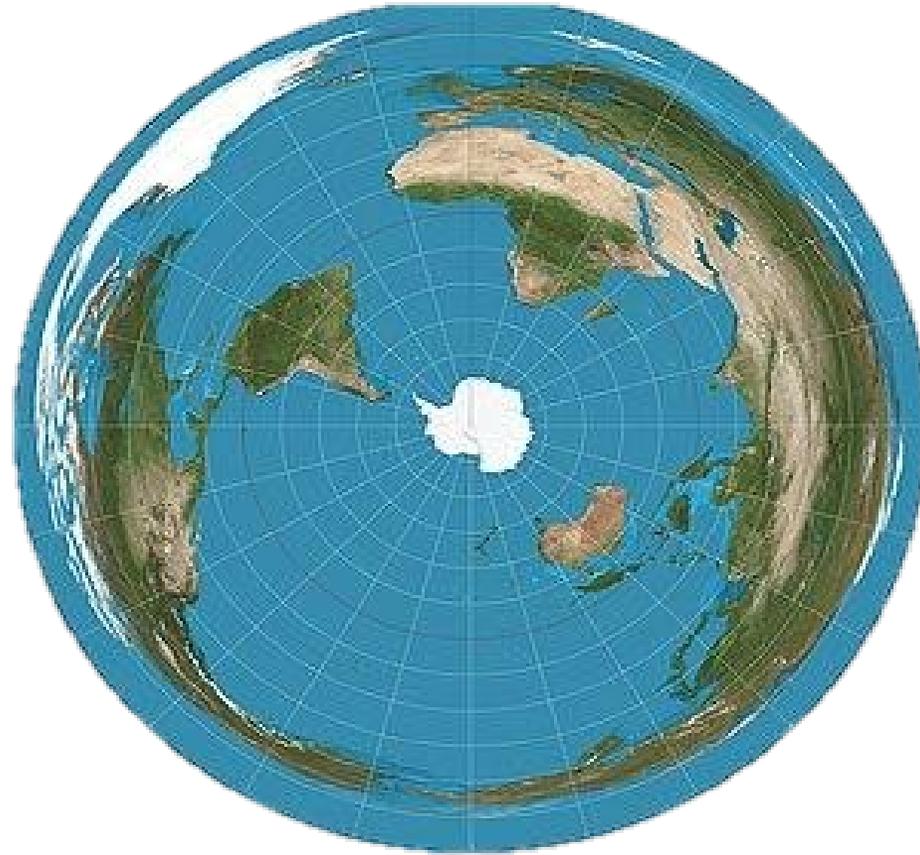
Some questions you can ask,

- Who do you think made the garment?
- Where in their country do you think they made the garment?
- How much do you think they are being paid? Is this fair?
- Where does the material come from?
- What happens to the environment when this garment is produced?
- What happens to the environment when we no longer want this garment?

GLOBAL CITIZENSHIP

CRITICAL THINKING

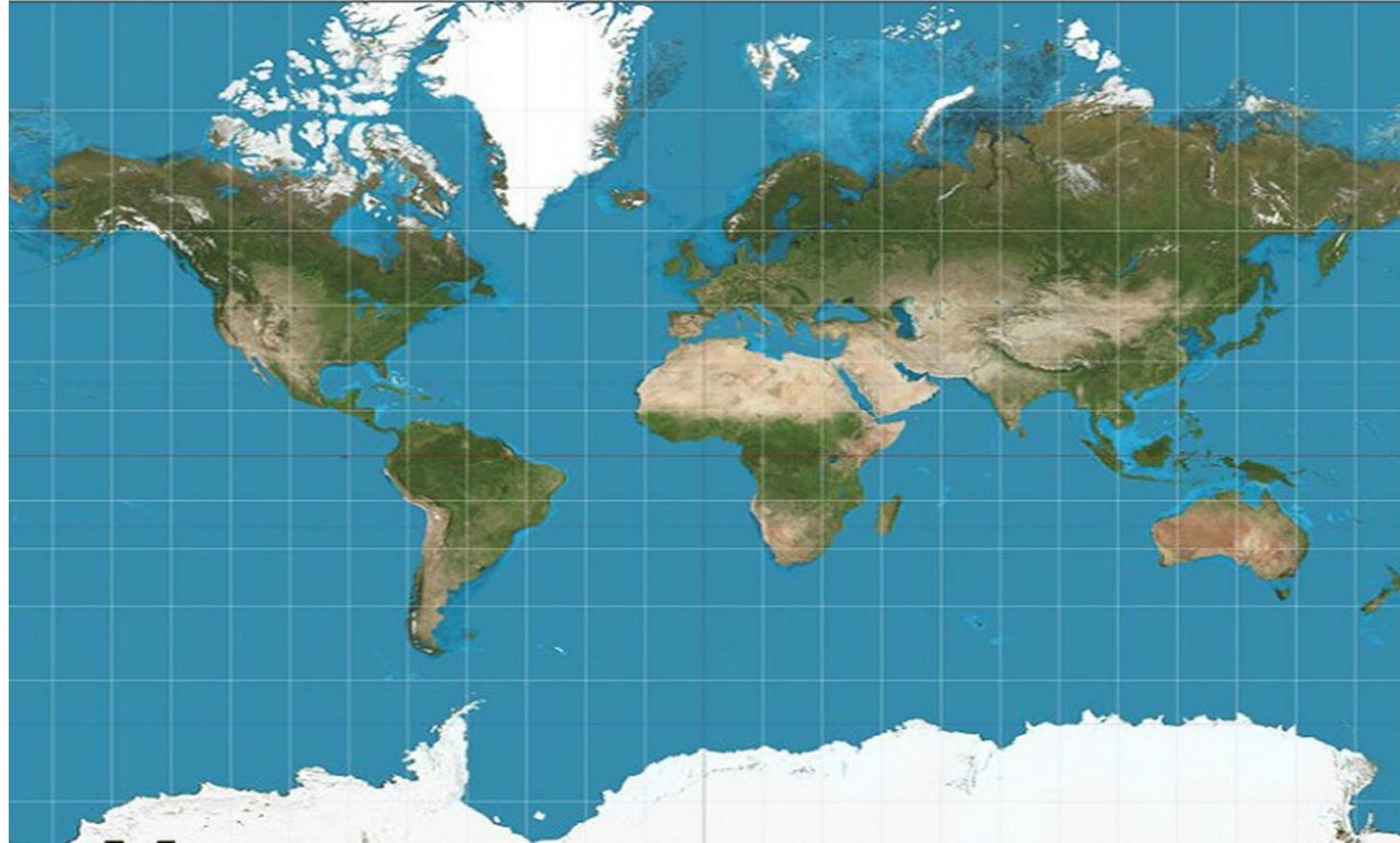
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GLOBAL CITIZENSHIP

CRITICAL THINKING

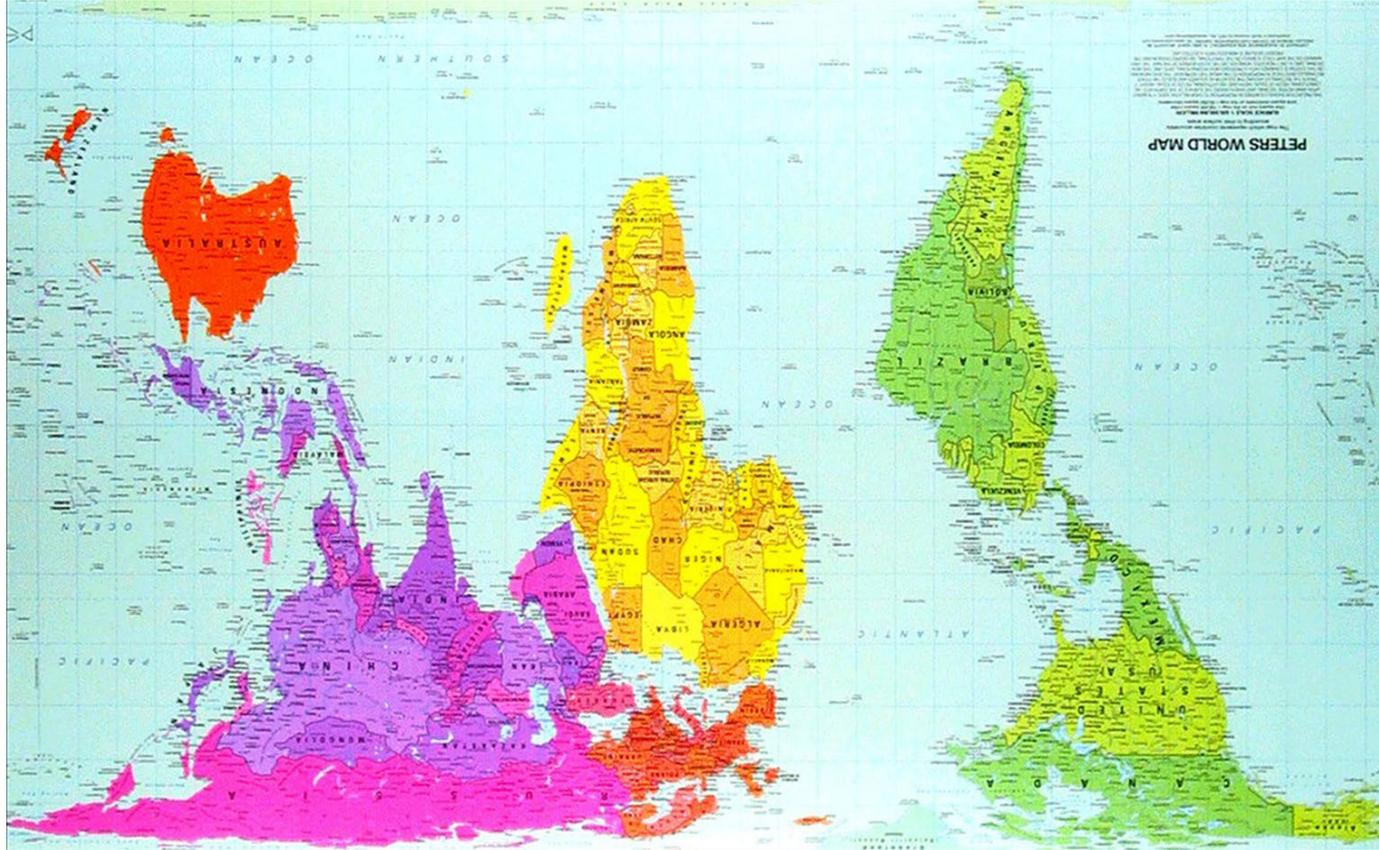
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GLOBAL CITIZENSHIP

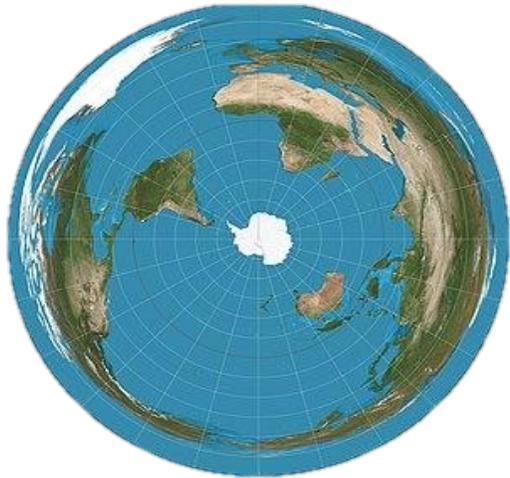
CRITICAL THINKING

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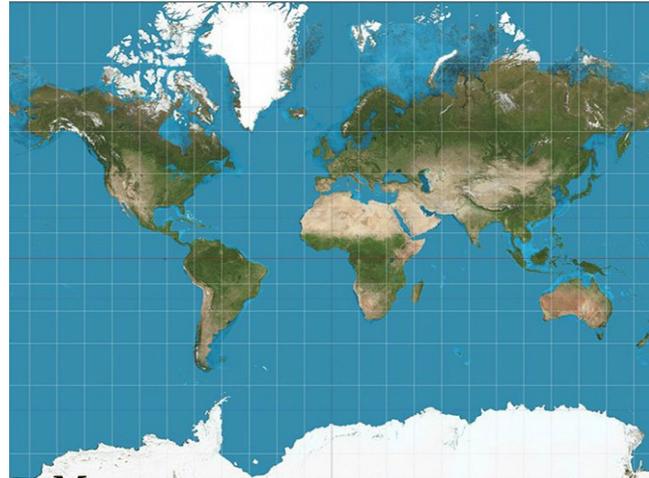


GLOBAL CITIZENSHIP

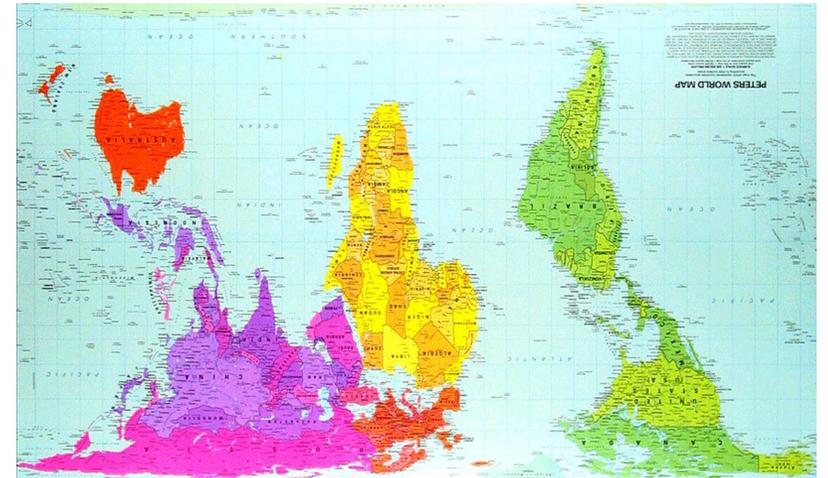
CRITICAL THINKING



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CREATING A SAFE SPACE

THE IMPORTANCE OF BEING ABLE TO TALK ABOUT TOPICS THAT MAY CAUSE DISCOMFORT IN A SAFE ENVIRONMENT

Holley and Steiner (2005) propose a safe space is: *“The metaphor of the classroom as a ‘safe space’ has emerged as a description of a classroom climate that allows students to feel secure enough to take risks, honestly express their views and share and explore their knowledge, attitudes, and behaviours. Safety in this sense does not refer to physical safety. Instead, classroom safe space refers to protection from psychological or emotional harm... Being safe is not the same as being comfortable. To grow and learn, students must confront issues that make them uncomfortable and force them to struggle with who they are and what they believe.”*

CREATING A SAFE SPACE

DIALOGUE CIRCLES

- Have students sit in a circle facing each other, allowing open communication to take place.
- It is your job to facilitate the conversation and ensure all students are listening and contributing.
- Students are encouraged to share experiences and opinions about topics that may be sensitive in nature or that may cause slight discomfort initially, i.e. gender, racial discrimination, etc.
- Use recent examples and also global examples to bring the topic into context for your students.

PROVIDING DIVERSE SOURCES OF INFORMATION

TO ENGAGE AND PROMOTE EMPATHY

- Students are more receptive to new material that incorporates diverse perspectives.
- You will need to be mindful of messages sent by resources.
- You will need to examine whether texts recount and event, from diverse points of view or favour the prevailing culture to determine if texts privilege specific narratives.
- Talk to colleagues, friends, family about books and articles that you could utilise in your classroom to provide a range of diverse perspectives.

DEVELOPING CRITICAL THINKING THROUGH ART

TO SHOW UNDERSTANDING OF TOPICS FROM DIFFERENT PERSPECTIVES AND FROM A DEEPER LEVEL

- Art can be used to develop a students critical thinking skills by getting the students to think about things from a different perspective.
- It allows students to break free from prejudices and consider a topic on a deeper level.
- You can also use it to assess a students comprehension of a topic.
- For example, you can use graphic novels or political cartoons to assist students grasp on human rights and social issues.

PRINCIPLES FOR TEACHING GLOBAL CITIZENSHIP

- See Global Citizenship as whole school ethos
- Always look for similarities between people before looking for differences
- Always speak about people respectfully, whatever their situation.
- Challenge stereotyping, assumptions and discrimination
- Promote critical thinking and empathy
- Address contested and challenging issues head on and age appropriately.
- Be mindful of positionality
- Being prepared to change your mind in light of better evidence
- Empower children to feel they have agency about things that matter to them, for example Climate Change

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QUESTIONS?



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Action	By Who	By When

Learning facts about the world
Holding opinions
Acquiring Knowledge
Showing Initiative
Listening to others
Following instructions
Questioning things
Accepting what you are told
Imagining possible solutions
Analysing arguments
Recalling information
Learning how to debate
Work alone
Listening to teachers
Discussing with peers
Being right
Evaluating arguments
Researching information

Accepting outcomes

Remembering facts