EDUCATING FOR GLOBAL CITIZENSHIP

A Practical Guide for Schools in Atlantic Canada

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UPEI UNIVERSITY of Prince Edward ISLAND

EDUCATING FOR GLOBAL CITIZENSHIP:

A Practical Guide for Schools in Atlantic Canada

For in-service and pre-service teachers, administrators, and support/youth workers.

- Assemble a toolkit of inspiring activities for your classroom, school or learning environment

- Meet the needs of children and youth to navigate a fast-changing, interdependent and global world

ACKNOWLEDGEMENTS

UNICEF Canada Global Classroom
Teacher toolkit   (June 2011)

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ABOUT UNICEF CANADA'S GLOBAL CLASSROOM PROGRAM

UNICEF Canada's mission is to mobilize and empower Canadians to invest in the positive transformation of every child's future. UNICEF Canada's Global Classroom program is a partnership with Canadian teachers and their students to inspire, educate and promote action on social justice, humanitarian issues and human rights - especially the rights of all children. This acclaimed program provides educators with classroom-ready resources and engagement tools. Designed to foster global citizenship and understanding, the Global Classroom shows how each of us can create a better world for all children and the communities in which they live.

For more information about UNICEF Canada's Global Classroom program, visit **globalclassroom.unicef.ca**.

ABOUT THIS PROJECT

This guide was developed with the University of Prince Edward Island (UPEI) as part of a partnership with seven universities across Canada, and was funded by the Canadian International Development Agency (CIDA). It supports a course co-developed with UPEI's Faculty of Education and made available to students in 2011.

Through this project, UNICEF Canada is seeking to increase the number of Canadian teachers and students practicing global education. This can be done by enhancing the ability of teachers to integrate into their classrooms curriculum-mandated teaching and learning for human rights, peace, social justice, cultural competency, environmental awareness, and global citizenship, while highlighting Canada's contribution to sustainable international development.

The resource was created through a creative and in-depth collaboration involving the UNICEF Canada Global Classroom team, in-service and pre-service teachers who contributed through our pilot course and research at UPEI, and key education faculty members at UPEI.

We wish to give our heartfelt thanks to all who have contributed in one way or another to make this guide a reality.

For more information about this guide or to make suggestions for future revisions please contact:
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ABOUT PARTNERS

The University of Prince Edward Island (UPEI) Faculty of Education Vision

To build caring, equitable, and just relationships and practices

To develop communities of creative and critical thinkers who value diversity

To promote environmental responsibility and sustainability

To practice and foster cooperation and collaboration

To enhance self-knowledge, aesthetic appreciation, and personal expression

To model creative and effective teaching and learning practices

To demonstrate commitment to life-long learning and world mindedness

As countries around the world move into an era of global integration, citizenship can no longer be defined by national borders. For this reason, it is more and more important that we learn to see ourselves and that we educate our children to see themselves as responsible global citizens. By beginning today, we can help ensure young Canadians become informed about and engaged in global issues so that they understand and value Canada's international efforts.
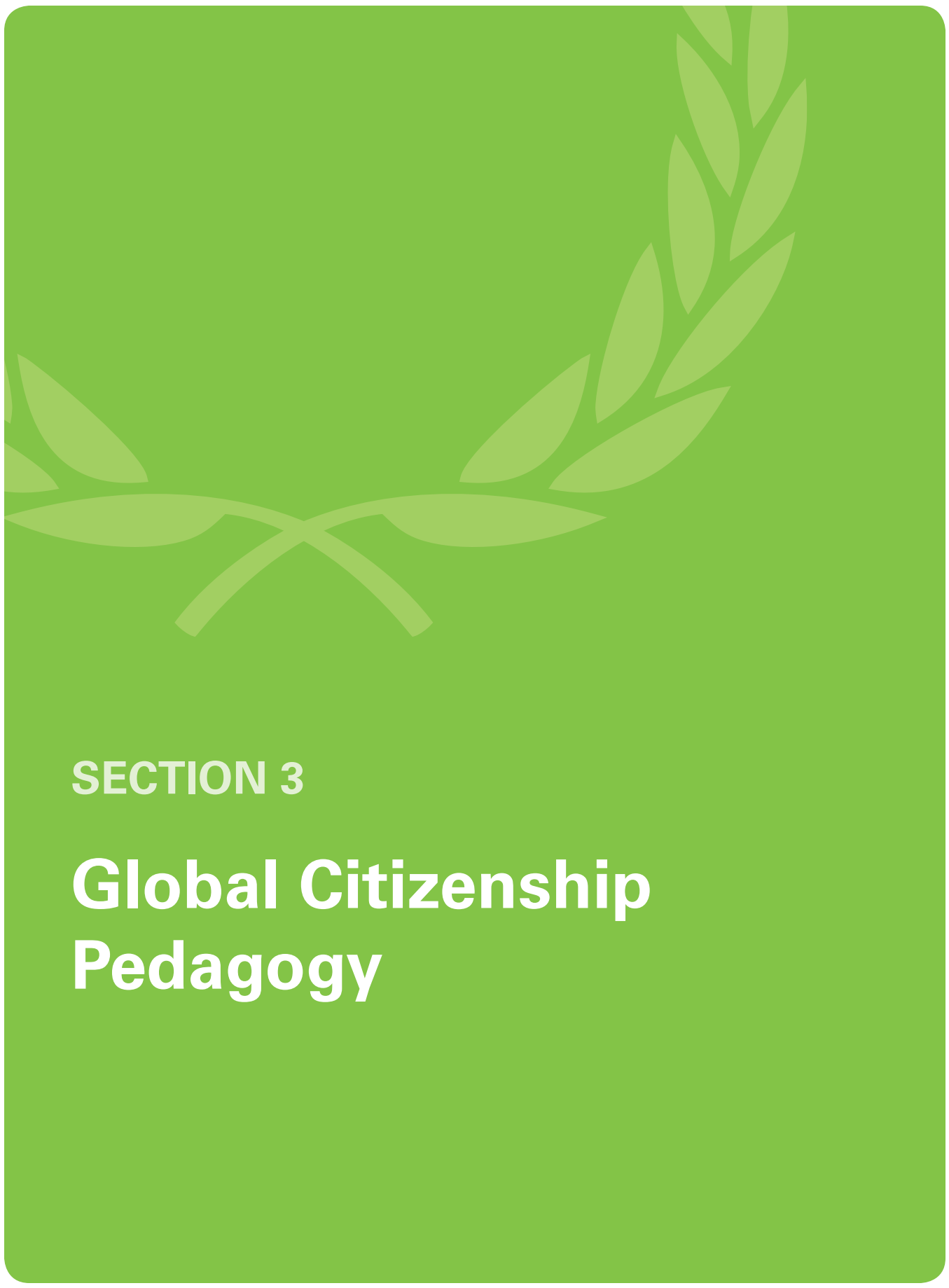
The Global Classroom initiative supports the development of school-based global education resources and activities. We look forward to supporting projects from the education sector that will help Canadian youth get to know their global neighbours, appreciate different world views, and understand the global impact of their choices and actions.

Canadian International Development Agency (2011)

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SECTION 3

Global Citizenship Pedagogy

CORE CONCEPT: PEDAGOGY

> *"If the structure does not permit dialogue the structure must be changed."*
>
> — Paolo Freire

A critical element of global citizenship pedagogy is to create an open and safe space where learners are invited to engage critically with their own and with a diversity of perspectives, think independently, and make informed and responsible decisions based on critical literacy and self reflexivity. It is important to note that global citizenship pedagogy goes beyond the generative model (pictured left) and aims to inspire transformation.

Beyond the use of global themes and topics, it may be a challenge initially for educators to think about which teaching and learning practices and approaches are best for a classroom that embraces global citizenship – especially in relation to the action component. However, many approaches that are favoured in a classroom promoting global citizenry are similar to those that are core to good teaching practice and pedagogy in general. These include role plays, inquiry-based learning, learner-centered activities and participatory, democratic practices that apply both in classroom-based learning and outside of the school context. The pedagogies presented in this section have been nourished by a variety of sources and perspectives, but what they share are the goals of education to promote respectful dialogue and positive social change.
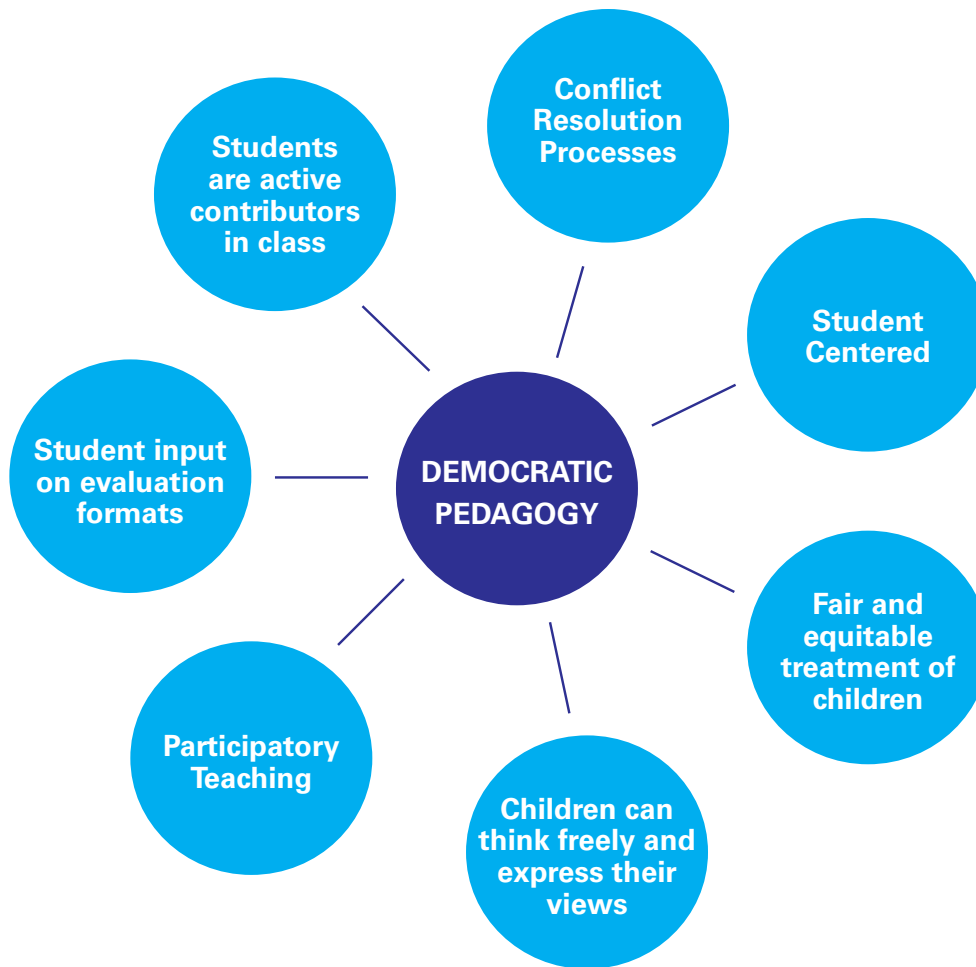
DEMOCRATIC PEDAGOGY

UNICEF Canada supports the use of a rights-based, participatory and action-oriented pedagogical approach. This 'democratic pedagogy' involves creating a space where children's rights are modeled, upheld and respected and the learners are active participants in the classroom.

Democratic pedagogy supports students in the learning process, encourages meaningful and age-appropriate participation of students in classroom procedure and practices, and engenders classroom management that respects the rights and dignity of each child.[1]

In this student-centred environment, children learn through experiential and participatory methods. They learn that they have both rights and the responsibility to uphold the rights of others.

Children play an active role in their own education, participating in decisions about their learning and how it is evaluated.

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1   Covell, K., and Brian Howe. *Empowering Children: Children's rights education as a pathway to citizenship*, Toronto: University of Toronto Press Incorporated, (2005).

This fair and equitable treatment of all members of a school environment models rights-respecting qualities and desirable strategies for conflict-resolution.

Democratic pedagogy needs to be organic, engaging in processes that meet the needs of the learners, and that the learners have helped inform.

OBJECTIVES

Through the use of global citizenship pedagogy, learners will be able to:

• Decode and understand the images that surround them
• Develop critical literacy skills
• Feel that their opinions matter while developing an awareness and appreciation of, and respect for a diversity of opinions
• Avoid the 'danger of one single story'.

Note: More global citizenship goals are featured in Appendix C.

STRATEGIES FOR ENGENDERING AN OPEN SPACE AND DEMOCRATIC CLASSROOM

- Establish, with student participation, a set of classroom 'rules' or a charter. " (See Appendix D for example)
- Determine the best interests, abilities and histories of the students and provide space for their stories to be heard and shared.
- Invite open dialogue and encourage critical discourse by allowing students to ask questions, looking at multiple perspectives, and making connections between events, individuals and locations.
- Create a conducive atmosphere by modeling behaviour.
- Take responsibility to open and close the space.
- Help learners to focus when necessary.
- Offer a diversity of interpretations and offer support for individual learning experience while illuminating the systematic or more abstract aspects.
- Provide balance to the mood of the space (celebration/cynicism) as well as a balance of emotional and cognitive components of the learning process.
- Play the role of devil's advocate when the tendency of the group is to agree or see only through one lens (challenge consensus).
- Use resources that introduce people who have a diversity of ethnic, linguistic or cultural origins, from different sexes and sexual orientations, various religions, different economic backgrounds, of varying abilities and sizes.
- Value awareness, personal growth and change during the learning process.
- Gradually incorporate student decision-making by providing boundaries and feedback to develop decision-making skills. Do this in relation to matters which affect them such as classroom community, curriculum, assessment processes, and school community.
- Assess students in a way that encourages a reflective process for learning.
- Encourage the reading of sources from a wide range of perspectives.
- Provide opportunities for student collaboration.

As a general rule, it is advisable that facilitators refrain from expressing their own perspectives until they feel confident that participants are not going to take the facilitator's perspective as the prescribed truth they need to agree with.

METHODOLOGY

For the purpose of this guide which is principally for pre-service teachers, both elementary and secondary, we have identified two methodologies that can help you begin your journey of incorporating global citizenship pedagogy into your daily practice.

Head, Heart, Hand

For the elementary level, there is a methodology known as 'head, heart, hand' (or 'head, heart, feet'). Please note the similarity between the images below. That is because the 'cycle of learning', which feeds both global citizenship pedagogy and assessment, is closely connected to the 'head, heart, hand' methodology. The 'cycle of learning' will be further explained in section five (on assessment).

The 'head, heart, hand' methodology can be broken down as follows:

• **Head** - stimulating children intellectually, arousing their curiosity of the world around them, and helping them develop cognitive capacity
• **Heart** - stimulating children emotionally and morally, and arousing their sense of compassion, responsibility and social justice to help them build relationships founded on trust and develop inner dignity
• **Hand** – stimulating a transformative experience by providing children with the opportunity to take action on those issues that have touched them most

Rooted in the work of 18th century philosopher Jean-Jacques Rousseau, the concept was developed by one of his students, Swiss pedagogue Johann Heinrich Pestalozzi, who advocated for holistic education that would educate the 'head, heart, and hands' in harmonious unity. More recently, scholars including Sipos, Battista and Grimm have reported that the advancement of head, heart and hand was a valid organizing principle for cognitive, affective and psychomotor learning in the post-secondary context of the development of a pedagogical landscape with transformative sustainability learning (TSL). This latest research provides a modern vision that supports the use of the methodology in any learning environment for any age. In fact, 'head, heart, hand' is used in many social, pedagogical and non-formal learning environments.

All learners tend to have stronger inclinations towards thinking, doing or feeling and it's important to honour these inclinations by providing learners equal opportunity to apply their own approach. Exposure to this methodology at a young age also fosters the development of respect for differences.

In your daily practice, 'head', 'heart', and 'hand' should not be seen as separate processes. Some educators like to think of the 'hands' or 'feet' part of the process as being a result of 'head and heart' learning, and see a 'learn by doing' component as more experimental, informal learning. However, it should, in fact, be incorporated into the teaching practice in an authentic manner, so that it will be a genuine and sustainable part of the teaching/learning process.