SESSION: Global Education

Paper 1: Learn and teach: teachers’ communities of practice in Global Citizenship Education.

Patricia Santos, CIES-ICTE/ISUL, Portugal

Involvement in professional development is a characteristic of the majority of Portuguese teachers. This situation justifies the interest in discussions about the current status of teacher training and the challenges related to social and professional teaching career. For this purpose, our debate focuses on the experience of a project to introduce the Global Citizenship Education at school, carried out between 2010 and 2011. The complexity of the project of a frantic activism of active trust (Giddens, 1994) by promoting communities of practice formed by teachers from different levels and regions of Portugal. Analyzing data from outside (training processes carried out by the Ministry of Education) and inside (questionnaires to participants and documents produced), we are interested in analyzing dimensions of this proposal, particularly the pluralism of ideas, creative dialogues and movements of peripheral involvement and real participation. The result points out important ideas: the equation informed debate and collective construction allows the deepening of Global Citizenship Education concepts and practices; a negotiated proposal promotes teacher’s critical reflexivity, professional autonomy and renews the methods of conferences of teachers’ professionalism that have been challenged by bureaucratic and managerialism forms promoted by current educational policies.

Keywords: teacher training, global citizenship education, community of practice.

Paper 2: Global Educational Partnerships and Community Cohesion. Can one benefit the other? Two English secondary schools investigated.

James Rogers, University of Exeter, United Kingdom

Until 2010 all schools in England were encouraged to create “international links” and to teach the “Global Dimension”. One outcome was the formation of Education Global Partnerships (GEPs) whereby schools in different countries worked together to foster mutual understanding. During the same period England experienced a number of difficult events such as the Oldham Riots of 2001. As a result, two key government reports (Camile, 2006 and Baker, 2007) gave a new role for schools in nurturing cohesion (tolerance, respect, integration) in the community. All schools subsequently had a duty to promote what was termed Community Cohesion (CC). This research explores the possible relationship between GEPs and CC. It examines whether there is a positive relationship between the two conditions. Using an empirically informed process of analysis, it explores the perspectives of the staff and pupils through interviews, and from both this and school documentation ascertain that: what understanding and value is placed on GEPs and CC in school, what activities take place and whether they are integrated in the school’s culture. In addition, findings have emerged from one case which would appear to be the two “meta-narratives” on the one hand, while is an acknowledged the importance of CC, government school inspections (Ofsted) drive understanding, values and delivery, with the dating of a tokic-lukc culture. On the other hand, for some pupils, GEPs is a way of “othering” taking place, whereas the focus is on people from “other” countries and cultures. Questions are raised about the extent to which external factors (e.g. inspections) and internal values influence the potential for GEPs and CC to effectively together to bring about greater equality and understanding. A second case study of a school with a different approach to CC and GEP will shed further light on this important issue.

Keywords: Community Cohesion, global educational partnerships, international links, othering.

Friday 14th June Room 2
10.30 to 11.30