

**Enabling Global Citizens:**  
*the system changes that are required*

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Bruce Beirsto  
[bbeirsto@sd38.bc.ca](mailto:bbeirsto@sd38.bc.ca)  
<http://public.sd38.bc.ca/~bbeirsto/>

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**Process Overview**

- What do we mean by global citizenship?
- How do we enable global citizens?
- What changes does this imply for schools and school systems?

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**Citizenship**

- Rights
- Responsibilities
- School
- Community
- British Columbia
- Canada
- World

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## Two Motivations

- Ethics  
*It's the right thing to do.*
- Enlightened Self-Interest  
*It's necessary for survival.*

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## Enabling Citizens

Knowledge      Skills      Attitudes

Knowledge	Skills	Attitudes

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## Enabling Global Citizens

1. Increased focus on skill development
2. New focus on character development
3. Higher levels of student engagement

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## Skill Development

Put skill development in the foreground  
and  
individual subjects in the background.

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## Character Development

- Social Skills doesn't cover it.
- There are core values that we must teach: honesty, fairness, responsibility ...
- On Spaceship Earth we have to learn to look after each other. It's a moral and practical issue essential to our survival.
- This is a partnership with the home, but we can and should take the lead.

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## How to Develop Character

- A supportive environment that includes relationships with parents, teachers and other respectfully engaging and authoritative adults (as opposed to permissive or authoritarian)
- Unstructured peer group interaction and play that minimizes adult intrusion
- Developmentally appropriate discipline and reinforcement that treats students with dignity and respect
- Exposure to virtuous models with whom children and adolescents can identify

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## How to Develop Character

- Didactics or developmentally appropriate direct teaching about moral standards and desirable virtues
- Active participation within just, democratic, and caring communities where virtuous behaviours and autonomous moral reasoning can be practiced in real and dramatized situations
- Meaningful real-world experiences within various communities outside the school

*Character and Community Development*  
Gordon Vessels, Praeger, 1998

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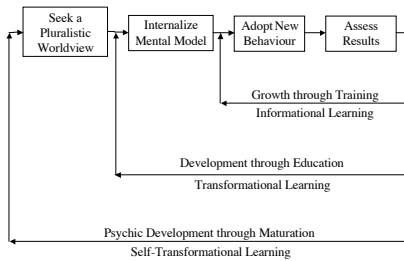
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## Deep Learning



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## Student Engagement

- Safe and Supportive Environment  
*Physically, Emotionally and Intellectually*
- Student Voice
- Student Choice
- Relevance and Authenticity
- Assessment *for* and *as* learning
- Proximal Zone Instruction

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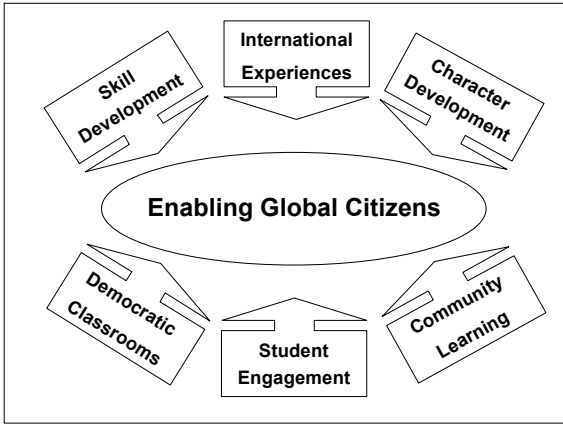
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### Changes Required

Individual	School	District
	<i>Restructure</i> <hr style="border-top: 1px dashed black;"/> <i>Reculture</i>	

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- ### Action Planning
- Pick one thing that is personal.
  - Share it with your group.
  - Write it down and put it in your wallet/purse.
  - Look at it next week and tell someone 'back at the ranch' about the conference and what you intend to do.

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### **Action Planning**

- Collectively pick one thing that is potentially within your circle of influence.
- With reference to Fullan's guidance on change, plan for an action that you can undertake collectively beginning within the next two weeks and complete during this school year.

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### **Action Planning**

- Collectively pick one thing that you want to share with a person of influence or authority that you think will provoke their interest and thought on educating students for global citizenship.
- Decide how that can best be done and who will do it.

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### **School Culture and The Problem of Change**

- Understand that real change will confront power relationships
- Restructure through Authority and Reculture through Influence
- Have a grand vision, but work on a manageable goal, taking one step at a time
- Be the change you want to see

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