

OUT OF OUR HEADS AND INTO THEIR HEARTS

LEARNING FROM STUDENT VOICES IN A
GLOBAL EDUCATION COHORT

NOTE THIS IS A BASIC VERSION OF THE PRESENTATION. PLEASE EMAIL THE PRESENTERS FOR THE FULL VERSION.

OUR OFFERINGS TODAY

- ▶ WELCOME AND INTRODUCTIONS
- ▶ OVERVIEW OF THE GRADE 10 COHORT AND RESEARCH
- ▶ INVESTIGATING OUR FINDINGS ON AGENCY
 - ▶ Read article; *Save The Last Word For Me* protocol
 - ▶ Relate to quotes from our students, your experiences
 - ▶ Recommendations
- ▶ GALLERY WALK AND DEBRIEF

OUR HOPES FOR THIS SESSION....

- ▶ that you emerge with a collection of articles that may be useful as you re/consider global education through a critical and social justice lens
- ▶ that our students' experiences may shed insight into your students' potential experiences
- ▶ that through our collective experiences, knowledges, and discussions, we generate learning activities that reduce the distance between self and agent
- ▶ that we make connections to continue these conversations

PLEASE JOIN US IN ACKNOWLEDGING THAT WE LIVE, WORK, AND LEARN ON THE TRADITIONAL LANDS OF THE MUSQUEAM, TSLEIL-WAUTUTH AND SQUAMISH COAST SALISH PEOPLES.



WHO IS WITH US TODAY?

CONNECT 10

**BECOMING
CREATIVE LEADERS
WITHIN AND TOWARDS
A GLOBAL PERSPECTIVE**

OVERVIEW: MOTIVATIONS FOR ACTION AND RESEARCH QUESTION

Wondering how we could deepen, enrich and clarify the learning process of becoming globally minded...



Noticing that reflective thinking was often skipped or glossed over in experiential learning...



Importance of evidence-based decision making and role of classroom-based research



What is the effect of purposeful engagement in reflective thinking on grade 10 boys' sense of personal agency as global citizens?

ENGAGING WITH THE UN SUSTAINABLE DEVELOPMENT GOALS

1. students did individual inquiry and into a UNSDG goal, and presented findings and recommended actions in a pechakucha*
2. students formed groups of 6 and chose 1 UNSDG to investigate in more depth and create a more detailed set of recommendations for action

*pechakucha= 20 seconds x 20 slides

JOURNALING

**“THE ONLY LEARNING WHICH
SIGNIFICANTLY INFLUENCES
BEHAVIOUR IS
SELF-DISCOVERED,
SELF-APPROPRIATED
LEARNING”**

**HARKNESS
DISCUSSIONS**

(ROGERS AS CITED IN HUBBS & BRAND, 2010, P. 59)

“SOMEONE WHO IS UNEDUCATED OR DIDN’T RECEIVE A VERY GOOD EDUCATION – IT WILL BE MORE CHALLENGING FOR THEM TO EXPLAIN TO SOMEONE ELSE WHAT THEIR RIGHTS AND CAPABILITIES ARE AS THEY MIGHT NOT KNOW OR THEY MIGHT HAVE TROUBLE THINKING ABOUT IT.”

TD, HARKNESS #1

“... WE SIMPLY HAVE NO OTHER CHOICE. SHORT OF DESTROYING OUR ENTIRE WAY OF LIFE, WE NEED ROADS, PAPER, AIRPLANES AND OTHER PRODUCTS. AS A RESULT, PEOPLE NOW BELIEVE THAT IF WE COULD MINIMIZE THE DAMAGE WE WOULD, BUT BECAUSE OF OUR SITUATION, WE SIMPLY HAVE TO CONTINUE.”

HF, JOURNAL, FEBRUARY 17

“I THINK THAT THIS IS BECAUSE THE EXPECTATION OF BEING AN AGENT OF CHANGE IS QUITE HIGH.

THE THOUGHT COMES TO MIND THAT IF YOU ARE AN AGENT OF CHANGE YOU CHANGE BIG PROBLEMS RATHER THAN SIMPLY PROVIDING LITTLE CHANGES.”

SS, JOURNAL, MARCH 8

DISTANCE BETWEEN SELF AND AGENCY

- ▶ Need to feel safe socially before acting
- ▶ More likely to act if a personal connection
- ▶ Productivity of action calculated in terms of major change achieved
- ▶ Solidarity or struggle absent as worthy
- ▶ Capacity for personal agency not recognized or seen
- ▶ Agency seen as a privileged space that requires specific skills, aptitudes, attitudes and possibly socio-political or socio-economic standing in order to be effective.

FUTURE RESEARCH AREAS

- ▶ Engendering solidarity and struggle within youth
- ▶ Implications of conceptions of agency as being possible only once more basic needs of safety have been met
- ▶ Interplay of developing global mindedness + cognitive development models

WE NEED TO DO CHANGE DIFFERENTLY.

We hoped to create possibilities for students to **question assumptions, decisions, structures and values** that operate **visibly and invisibly** in the systems within which they live.

While it seems that they are willing to be critical of programs, policies and goals, this willingness to interrogate seems to require a more concerted action in order to connect students to their potential to enact the **political-critical iteration of global mindedness** that is at the core of our approach to global education and social justice programs.

**THE UNSDG GOALS MEANT TO IMPROVE
THE QUALITY OF LIFE OF INDIVIDUALS AND THE
CAPACITY OF OUR COMMUNITIES TO BE
CARING, INCLUSIVE PLACES.**

**STUDENTS NEED TO SEE THE POSSIBILITY OF CREATIVE RESPONSES
TO PREVIOUSLY ENTRENCHED PROBLEMS
AND THE POWER OF AMPLIFYING
THE EXISTING POSITIVE SPACES AND EXAMPLES IN OUR COMMUNITIES.**

**WE NEED YOUNG PEOPLE WHO ARE ENABLED, EMPOWERED,
AND INSPIRED TO DO CHANGE ACTIVELY
IN PURSUIT OF THE STANDARDS SET OUT BY THE
UN AND LOCAL COMMUNITIES.**

INVESTIGATING OUR FINDINGS ON AGENCY: FINDINGS + ARTICLES

FINDING #1: AGENCY IS A PRIVILEGED SPACE, RESERVED FOR THE EDUCATED

ARTICLE: USING EXPERIENTIAL LEARNING TO RAISE AWARENESS OF SOCIAL CLASS PRIVILEGE (WILLIAMS IN CASE 2013)

FINDING #2: STUDENTS DO NOT EASILY RECOGNIZE SELF AS A POTENTIAL AGENT

ARTICLE: ADDRESSING INEQUALITY AND INJUSTICE WITHOUT SHAME OR BLAME (CASE IN CASE 2013)

FINDING #3: SOLIDARITY AND STRUGGLE ARE NOT SEEN AS WORTHY REASONS FOR ACTION

ARTICLE: THIS IS THE WAY OF THE ANCESTORS: IDLE NO MORE AND INDIGENOUS RESISTANCE (RITSKES 2013)

FINDING #4: MAJOR CHANGE IS EXPECTED FROM ONE'S ACTIONS

ARTICLE: FROM ASSETS TO AGENTS OF CHANGE: SOCIAL JUSTICE, ORGANIZING, AND YOUTH DEVELOPMENT (GINWRIGHT ET AL 2002)

FINDING #5: PRESENCE OF A PERSONAL CONNECTION REQUIRED FOR ACTION

ARTICLE: WE ARE DUMBLEDORE'S ARMY: FORGING THE FOUNDATION FOR FUTURE UPSTANDERS (RODEHEAVER ET AL 2014)

FINDING #6: STUDENTS NEED TO FEEL SOCIALLY SAFE BEFORE THEY CAN SEE THEMSELVES AS AGENTS

ARTICLE: YOUTH EMPOWERMENT AND HIGH SCHOOL GAY STRAIGHT ALLIANCES (RUSSEL 2009)

INVESTIGATING OUR FINDINGS ON AGENCY: FINDINGS + ARTICLES

1. Considering the Article

Take 15 minutes to read all/part of the article at your table.

While you read, note a line that stands out to you. It might:

- ▶ be brand new information
- ▶ challenge an assumption, belief or experience you have/hold
- ▶ put words to something you have previously held or experienced
- ▶ other!

2. *Save the Last Word For Me* Protocol

1. Person 1 reads their line to the group.
2. Person 2 has 1 minute to respond to the line. Others listen.
3. Person 3 has 1 minute to respond to the line. Others listen.
4. Person 1 has 1 minute to respond to the previous comments and indicate why they chose that line.
5. Repeat for persons 1, 2 and 3.

**modified from National School Reform Faculty*

1. In what ways do the quotes from our students reflect what your students might say, think, feel, believe, or have experienced?

2. In what ways do the quotes from the students differ from what your students might say, think, feel, believe, or have experienced?

INVESTIGATING OUR FINDINGS ON AGENCY: RECOMMENDATIONS

Given what you have read from the articles, what you are seeing from the students at the study school, and the experiences of your group, what activities, experiences, or relationships might help the students overcome the identified barriers to students seeing themselves as an agent of change?

GALLERY WALK + DEBRIEF

**OUR STUDENTS HAVE TOLD US CLEARLY THAT THEY NEED OUR SUPPORT IN
RECOGNIZING THAT THEY HAVE A CAPACITY FOR AGENCY, AND EQUIPPING THEM
WITH SKILLS TO BECOME AGENTS OF CHANGE.**

**IT IS NOW OUR RESPONSIBILITY TO REALLY HEAR WHAT THEY ARE SAYING
AND ADJUST OUR PRACTICES, POLICIES AND STRUCTURES TO MEET THEIR NEEDS.**

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