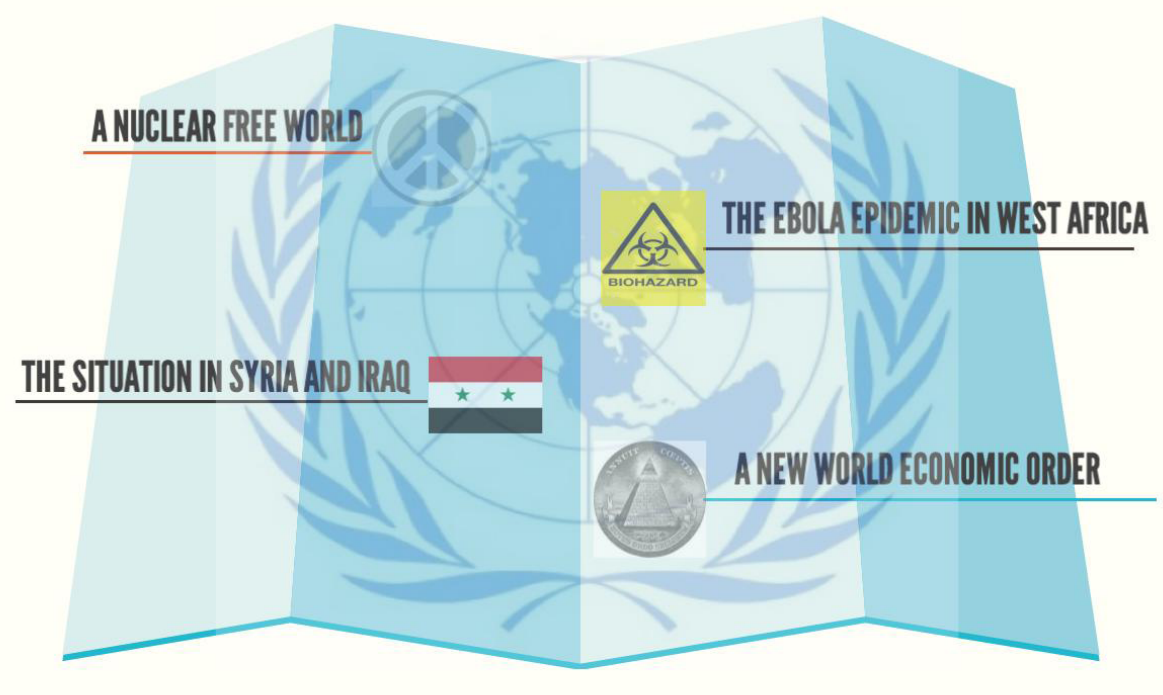




CREATING COUNTER NARRATIVES THE GLOBAL VILLAGE



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MOCK UNITED NATIONS ASSESSMENT

Realising classroom democratic ideals may raise more questions than answers...I would like to believe that all students should have space to be thinkers, doers, designers, and builders... I want to believe that if enough teachers look to their students for what is worthwhile, society as a whole can begin to make our world a better place. (Shultz, 2008, p. 155).

Negotiating the curriculum with students and allowing them to step out of the classroom, into the community, where they can use their funds of knowledge, creates an enhanced learning environment beneficial to all (Gonzales & Moll, 2002).



...we should see them as engaged and transformative intellectuals –professionals who reflect the pedagogical principles that inform their practice, connect pedagogical theory and practice to wider social issues, and work together to share ideas, exercise power over the conditions of their labor, and embody in their teaching a vision of a better and more humane life. (Giroux, cited in Kincheloe et al., 1992, pp. 34-35)

Freire (2000) writes in the Pedagogy of the Oppressed that “in problem- posing education, people develop the power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation” (p. 83).

WHY?

- TO ENGAGE THE LIFE OF THE LEARNERS
- ENGAGING THEM (LEARNERS) IN DISCOURSE AND RESEARCH
- EMPOWERMENT
- TO BREAK THE DOMINANT NARRATIVES
- TO PRODUCE CRITICALLY ENGAGED LEARNERS & SOCIALLY ENGAGED EDUCATORS

THE PBL PROCESS

THESE ARE SOME OF THE STEPS WE USED...



- SIGNIFICANT CONTENT
- STUDENT VOICE
- DRIVING QUESTION
- REFLECTION

HOW THEY REFLECTED

I believe that they need our help, people are dying, children are watching people get murdered and if your country has the recourses to help why wouldn't you? Lots of different member states had different views to my own during the Syria and Iraq resolution. Some countries were saying that they would not house refugees, they would not send military reinforcement and they would not get involved at all. I think this is because their country was further away from the targeted areas.

I believe that they need our help, people are dying, children are watching people get murdered and if your country has the recourses to help why wouldn't you?

My experiences representing Canada on the Security Council were fantastic. I felt confident standing up in front of the Security Council and presenting my resolutions on behalf of Canada. It was an honour to be representing such a beautiful country and working in conjunction with other western states including the United States and Australia. Other nations listened carefully, and respected my opinions/resolutions which were mainly to assist and fund these solutions... There were no resolutions that I was surprised by as my member state, partially because I contributed to them. As a council, we were uncertain in that military action is the right thing to do, however, we came to a conclusion in that we should support Turkey in their refugee crisis, Canada, partially responsible for this decision.

AUSTRALIAN CURRICULUM LINKS

- KNOWLEDGE AND UNDERSTANDING**
- CIVICS AND CITIZENSHIP
OUR DEMOCRATIC RIGHTS
(The situation in Syria & Iraq & A nuclear free world)
The factors that can undermine the application of the principles of justice. (ACHCK07)
 - ECONOMICS AND BUSINESS
AUSTRALIAN AND THE GLOBAL ECONOMY
(The new world economic order, The Ebola Epidemic in West Africa)
Why and how participants in the global economy are dependent on each other, including the activities of transnational corporations in the supply chains and the impact of global events on the Australian economy (ACHEK039)
 - GEOGRAPHY
GEOGRAPHIES OF INTERCONNECTIONS
(The new world economic order, The ebola epidemic in West Africa)
The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK066).

- HASS SKILLS**
- ALL YEAR 9 HASS SKILLS ARE APPLICABLE TO THIS.
- QUESTIONING AND RESEARCHING
 - ANALYSING
 - EVALUATING
 - COMMUNICATING AND REFLECTING
- RELEVANT GENERAL CAPABILITIES**
- INFORMATION AND COMMUNICATION TECHNOLOGY
 - CRITICAL AND CREATIVE THINKING
 - PERSONAL AND SOCIAL CAPABILITY
 - ETHICAL UNDERSTANDING
 - INTERCULTURAL UNDERSTANDING

CONCEPT BASED TEACHING

- Justice (C&C) - What is right, what is wrong? The application of the rule of law, natural justice and how it can be undermined
- Scarcity (E&B) - We wanted students to know that there is an imbalance of resources in the world, they are not shared equally by all and how everyone interacts with one another.
- Place & Interconnection (G) - These two concepts are important in understanding the spread of biological hazards and how place can be effected through our interconnections with one another.

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