



Global approaches and challenges to The effective delivery of Deep learning Skills

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Global Citizenship**
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B. What is global citizenship?

A core idea that has emerged is interdependence with connections that are:

- About ourselves, others and the environment
- Immediately and locally relevant
- Globally and also locally relevant
- Rooted in the past
- Present in our lives today
- Going to affect our life in the future





B. What is global citizenship?

From this core idea emerged the following:

- + Themes: Identity and belonging, Sustainable living, Fairness and equality. Rights and responsibilities, Conflict and peace
- + Skills: Self-awareness, Empathy, Critical thinking, Creative thinking, Conflict resolution, Communicating, Collaborating, Taking action
- + Outlooks: Sense of independence, Positive sense of identity, Open to new ideas, Desire to make a difference, and commitment to rights and responsibilities, Peace, Justice and sustainability

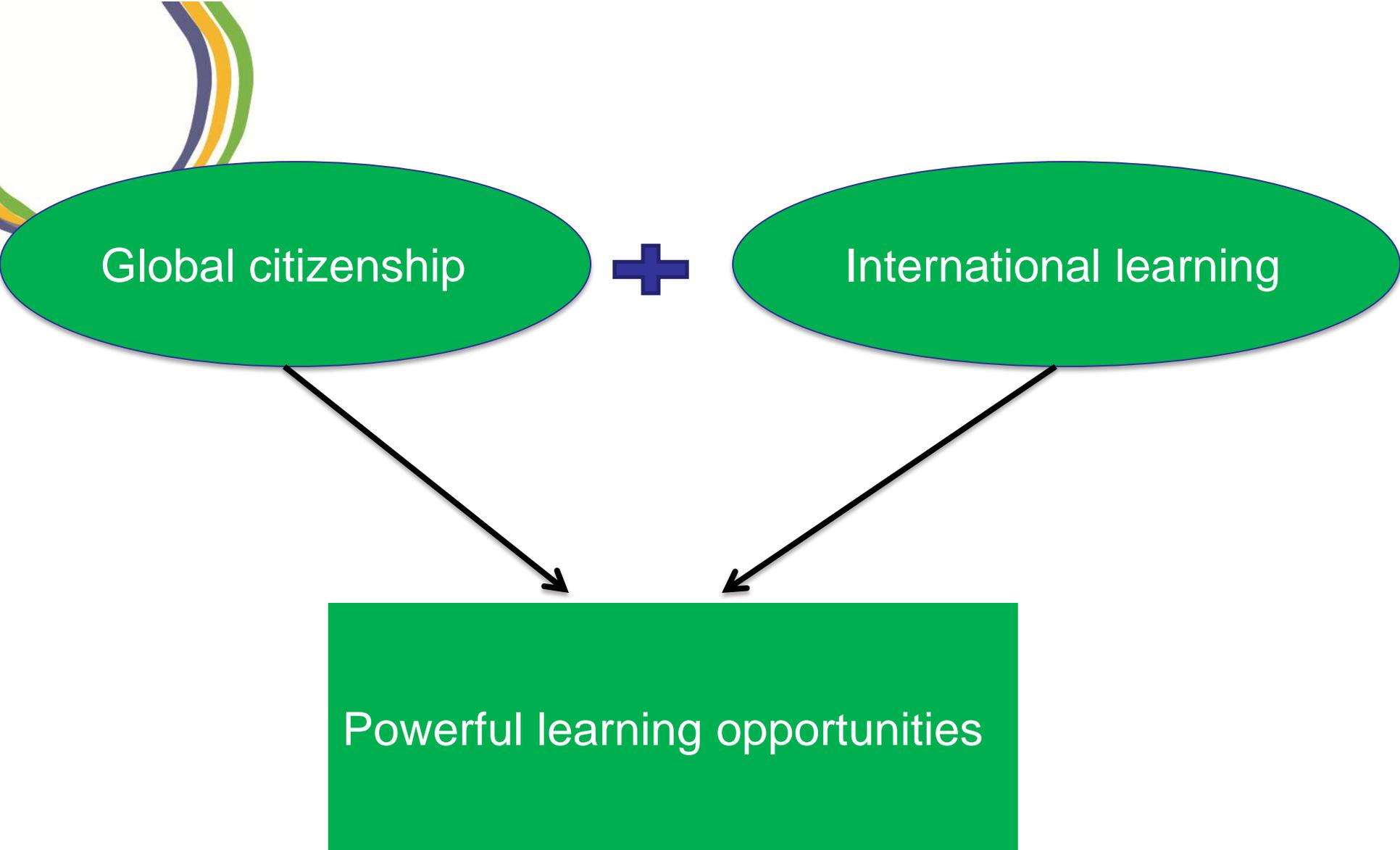


C. What is international learning?

“International learning” refers to activities involving two or more countries.

For example:

- “Connecting Classrooms”: A global education programme for schools
- Help young people learn about global themes and become responsible global citizens, give them the skills to work in a world wide economy
- The programme works in over 50 countries and offers school partnerships, the chance to share best practice with international counterparts.



D. Why are Vietnamese teachers interested in international learning?

- + To develop friendship
- + To introduce the students to different cultures
- + To provide opportunities for learners to put global citizenship into practice
- + To raise the profile of the school
- + To practice a foreign language



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II. The challenges and pitfalls along the way

- Involving members of staff
- Perception that this is an “add-on” rather than part of curriculum
- Covering the costs of contact and activities exchange
- Finding the time
- Sustaining the friendship
- Lacking enthusiasm of the teacher-coordinator
- Getting support from the head teacher
- Language barriers



III. The recommendations

1. To the head master and the school
 - plays an important part in managing school.
 - makes turning-point decisions as well as educational policies leading to fundamental changes for school, such as enriching education:
 - ✓ Prioritize teachers' professional development, global citizenship practice, learner-centered techniques.
 - ✓ Widen the teachers' and students' participation in the project.



III. The recommendations

2. To the teacher who coordinates the project
 - Apply all the methods and skills of doing project got from the trainings organized by the BC.
 - Make a detailed monthly plan.
 - Start small! Build later!
 - Use the students' early achievements to persuade other teachers to support and to take part in the project.
 - Keep in touch with partner schools by email.
 - Build a competitive element.
 - Evaluate the students work.
 - Encourage students by giving praise, rewards.
 - Make a diary brochure project.
 - Be enthusiastic, responsible, patient.

The Engagement International School Award Launch

Vietnamese and Indian traditional dances, performed by students from Yen Hoa school and students from India, Holland and England



Performances of the students from Yen Hoa School, and a student from India, at the Engagement International School Award Launch



Cultural exchange between the students of our school and the students from 10 countries in the world

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Web-conferences between the students of our school and Malaysian schools



A video about the best thing and the worst thing in your life.





Thank you for your listening!

