

Traits for the educator aspiring to be a Global Citizen

(Source: Young and Commins, 2002, p. 13)

feels empathy with others

- listens carefully to what pupils have to say and values their contribution and experience
- promotes an understanding that throughout the world people have common needs and rights
- is compassionate and sensitive towards others
- tries to see the world through the eyes of the others

has a sense of identity and self-esteem, and promotes these feelings to others

- recognises the value of individuality in oneself and others
- acknowledges that we all make mistakes and that we can learn from them
- has high and achievable expectations of all pupils, and tries to ensure that each pupils fulfils their own potential
- praises pupils and creates an inclusive, secure and nurturing environment for them

has an understanding of and active commitment to, social justice and equity

- is aware of causes of inequality in the world, deeply concerned by it's injustices, and committed to changing things
- is aware of the educators own rights and responsibilities, and respectful of the rights of others
- behaves democratically within and outside school
- uses fairness as the basis for decision-making

has an understanding of and respect for diversity

- treats pupils as different but equal
- enables all children to have equal access to education, whatever their needs
- is aware of issues related to diversity of race, gender, disability, religion and sexual orientation and is sensitive to the challenges faced by those who may be seen as 'different'
- is actively anti-discriminatory

has a belief that people can make a difference

- has the confidence to act in order to improve situations
- is and active participant in their school and community and sees the two as interlinked
- promotes active learning

has an understanding of and active commitment to sustainable development

- is concerned about the amount of the world's resources that are being used daily and finds ways of using less
- shows respect and concern for the environment and all life within it
- considers the needs of future generations in relation to their present lifestyle
- encourages pupils to think creatively about their own visions for the future, and how it can be achieved

has an understanding of peace and conflict, and has the willingness to behave cooperatively and resolve conflict

- encourages pupils to cooperate, share, take turns, and take responsibility for their actions
- ensure that there is a democratic class system in place where pupils can share their problems and where grievances can be resolved, such as 'circle time'
- has a clear and fair procedure for pupils and educator to follow if conflict erupts

has the ability to think critically, challenge injustice and argue effectively

- is aware of their opinions, but is able and willing to challenge and change them in the light of convincing evidence
- is able to present an informed, persuasive argument based on reason
- does not generalise about peoples, countries, continents
- is able to recognise and challenge bias and manipulation of information in books, ICT and the media

has an understanding of globalisation and interdependence, and an active commitment to learning more about such issues

- is curious about the world and committed to lifelong learning in order to understand how it works in a variety of ways
- has a range of resources available in the classroom which enables pupils to gain information about the world and its issues
- recognises that global issues are complex
- realises that many areas of Global Citizenship have the potential to be contentious, but that this does not reduce the need to address them

In addition to having a sense of humour and fun, a Global Citizen who is an educator: