GLOBAL CIVIC COMPETENCE (GCC)

GCC Task 1: Reflecting on Principles and Values of GCC

a) Do you apply the principles and values of GCC (e.g., democracy, justice, fairness, inclusion, equality and the rule of law) to your teaching?

b) If so, what does this entail? In other words, how do you actively engage in awareness raising of principles and values of GCC in your teaching?

c) How do you or would you deal with any unexpected behaviour from students or staff who may violate such principles and values?

d) Have you encountered any such behaviour? What did you do?

GCC Task 2: Ground Rules

"I noticed that the students had the courage to remind the teacher of the ground rules established at the beginning when she broke them and I wondered how the teacher really felt about it because she seemed a bit taken off guard." (a student teacher's reflections following a class observation in a school in Europe)

a) What role do ground rules have in the classroom context?

b) What are some potential rules that could be included in ground rules?

c) Have you set any ground rules for your learners? If so, what were they? How would you react if a student were to break any of the ground rules?

d) Do you yourself keep to the ground rules you set?

e) How would you have reacted in class if you were the teacher referred to in the reflections above?

GCC Task 3 (also relevant to PTCI): Classroom Equality

Some student observers were shocked and annoyed by gender differentiation during one lesson they observed in which only the boys were talking and called on by the teacher, while the girls only spoke once or not at all.

Reflection

1. How would you feel if you were to observe such a pattern of participation?

2. What strategies could you use to ensure that all students have equal opportunities to participate in the learning process?