

# As teachers ...

<p><i>How can our students' backgrounds inform the learning process?</i></p>	<p><i>How can we go deeper than the surface story? Where does our knowledge come from? How can we avoid oversimplifying the issues?</i></p>	<p><i>How can we keep it real? Keep coming back to the specific realities of our lives, our world and our actions? Help young people assume genuine responsibilities?</i></p>
<p><i>Do we sometimes forget that the global is here? Wherever we are? Individual and local engagement also takes place on a global stage.</i></p>	<p><i>What connections can we make? Between subjects and departments? With other schools locally and internationally? With parents and communities?</i></p>	<p><i>We can model what being a global learner looks like, but how do we avoid bias and imposing our own values?</i></p>
<p><i>How can we make an emotional and empathetic connection to the issues, without sensationalising them, so as to promote engagement and real understanding?</i></p>	<p><i>Can we step out of our own comfort zones? Access support and training from specialists and peers? A journey into change may not always be a comfortable one!</i></p>	<p><i>Can we make the best of a system [including an examinations system] which does not always value or prioritise global learning?</i></p>

