



# The keys education holds to unlock tomorrow

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# Dr. Mona Chiriac, PhD

- Educational Consultant
- Cambridge University – Masters in Leading Teaching & Learning
- PhD in Geographies of Sustainability education
- Face to face & virtual trainer, online tutor
- International Lead Trainer
  - Enrichment Programmes
  - Curriculum programmes (Geography, Global Perspectives)
- Over 20 years in education



# A moment of reflection....

## Why do we educate our young?

# Factually - based education

## WHY?

- We educate so **that we know, so we are better informed.**
- Knowledge is important because it develops the mind



## WHAT?

- Subject knowledge takes priority
- Scientific terminology, models are adapted to educational contexts
- Teachers - experts in the subject, task - transfer knowledge and facts



## HOW?

- Subject knowledge is important – content orientated
- Separated disciplines
- Students – passive role
- Evaluate - content



# Normative education

WHY?

- We educate **to develop learners' attitudes and change behaviours**
- Attitude and behaviours are important

WHAT?

- Experts know better and they should be the ones to advise and guide people in terms of how to behave and belief.
- Teachers know best and guide towards the values that are needed

HOW?

- Based on knowledge, we gain attitudes and beliefs
- Obey the rules, norms, already decided values
- Students – more active in the process of learning

# Transformative education

## WHY?

- We educate to empower, to question, to challenge the status quo
- We educate to fulfil one's potential and autonomy

## WHAT?

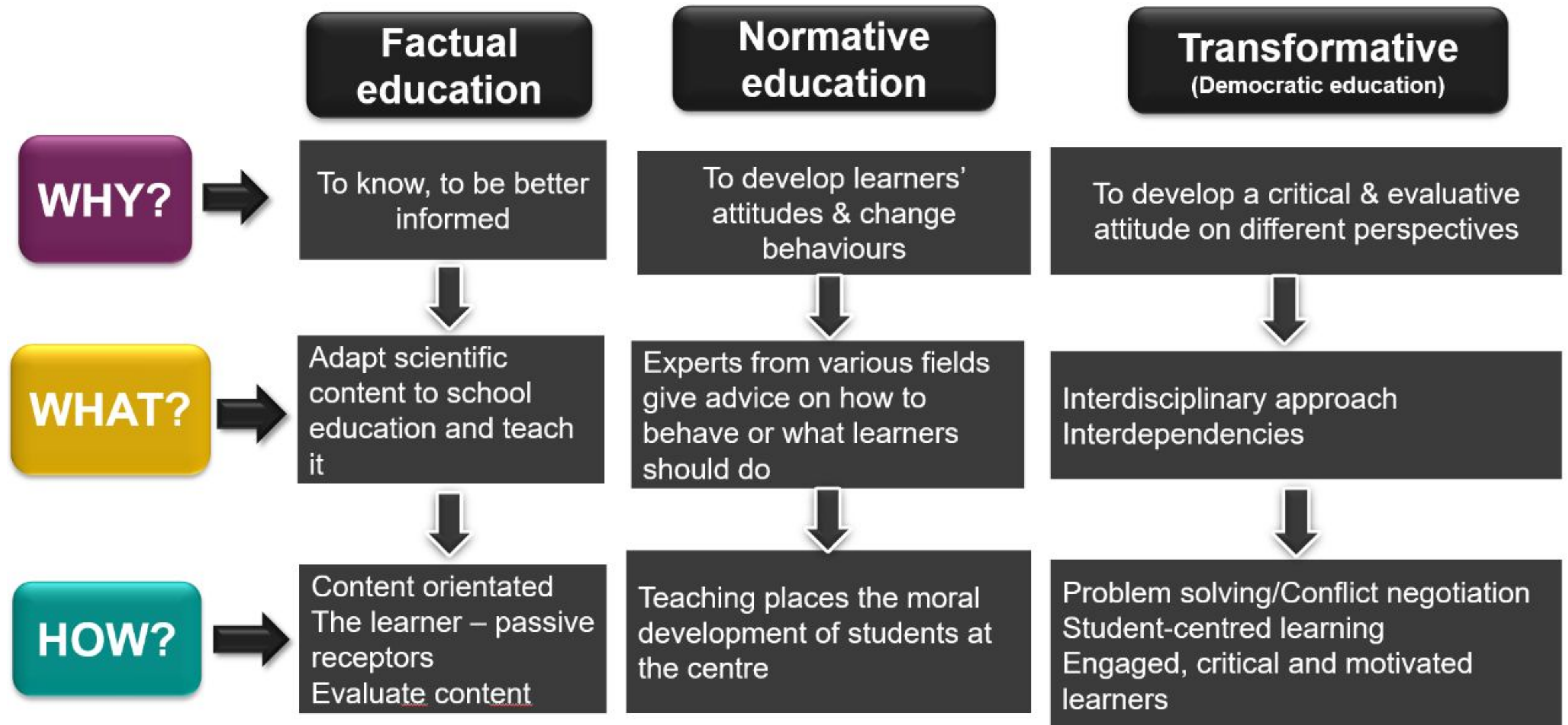
- Educate the mind, the emotional and the physical wellbeing
- Systems thinking (interdependences),
- Teacher – learner distinction is minimised

## HOW?

- Assessment for learning
- Interdisciplinary
- Peer & self-assessment
- **Pluralism**, problem solving, conflict negotiation
- **Authentically engaged** and motivated learners



# A moment of reflection...



# Student engagement

Types of engagement:

- authentic engagement
- ritual engagement
- passive compliance
- retreat
- rebellion

*Phillip Schlechty*



**Engagement vs. Entertainment**



# Making authentic engagement happen:

- Personal response
- Clear/modelled expectations
- Emotional/intellectual safety
- Learning with others
- Choice
- Novelty & variety
- Authenticity



*Antonetti & Garver*

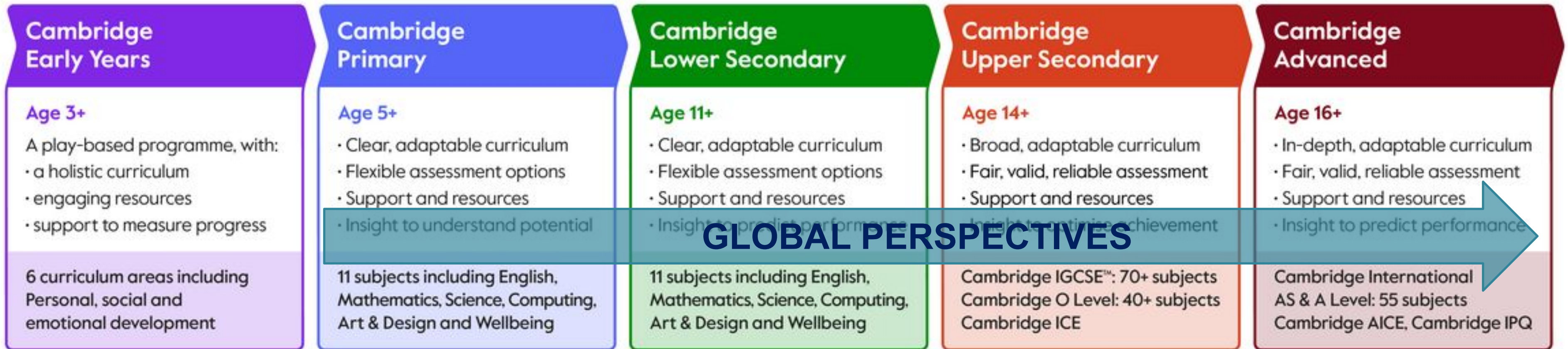
*17,000 classroom visits can't be wrong*



# Towards transformative education

## Cambridge Pathway

A clear path for educational success from age 3 to 19



**GLOBAL PERSPECTIVES**

Cambridge Professional Development for teachers and school leaders

Ready for the world 

# GLOBAL PERSPECTIVES – transforming education

- Develops transferable skills of Analysis, Evaluation, Research, Collaboration, Communication and Reflection
- Cambridge pathway – learners aged 5-19
- Includes **sustainability** in the aim of the curriculum
- Topics of personal interest and global significance
- Discovering, exploring and respecting different views
- Agency - Personal and collective investment in action



# Transformative education – sustainability education – Global Perspectives

- Experiential and place-based learning
- Critical and systemic thinking
- Action and civic engagement
- Holistic development of the learner

Syllabus

**Cambridge IGCSE™**  
**Global Perspectives 0457**

Use this syllabus for exams in 2025, 2026 and 2027.  
Exams are available in the June and November series.  
Exams are also available in the March series in India.



Version 1

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.



# Our message....

*‘As I look ahead to 2024, my focus remains clear: we must go further and faster. We need to be supporting organisations that design and deliver education [...] to meet the needs of our teaching and learning communities. [...] Individuals and communities need the skills and knowledge required for a different kind of future. They need to be adaptable and resilient for our changing world; inspired and empowered to act.*

Christine Özden,  
Global Director for Climate Education







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