



The keys education holds to unlock tomorrow

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- 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



- 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



- 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



- 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



- 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...

Factual education

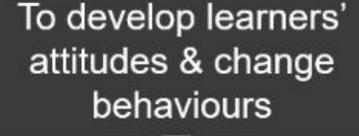
Normative education

Transformative

(Democratic education)



To know, to be better informed



To develop a critical & evaluative attitude on different perspectives



Experts from various fields give advice on how to behave or what learners



WHAT?

Adapt scientific content to school education and teach

should do

Interdisciplinary approach Interdependencies



Teaching places the moral development of students at the centre



HOW?

Content orientated The learner – passive receptors Evaluate content

Problem solving/Conflict negotiation Student-centred learning Engaged, critical and motivated learners

Student engagement

Types of engagement:

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



Engagement vs. Entertainment

Phillip Schlechty

Making authentic engagement happen:

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

/ariety / / Antonetti & Garver 17.000 classroom visits can't be wrong



Towards transformative education



A clear path for educational success from age 3 to 19

Cambridge **Early Years**

Age 3+

A play-based programme, with:

- · a holistic curriculum
- · engaging resources
- support to measure progress

6 curriculum areas includina Personal, social and emotional development

Cambridge Primary

Age 5+

- · Clear, adaptable curriculum
- Flexible assessment options
- · Support and resources
- Insight to understand potential

11 subjects including English, Mathematics, Science, Computing, Art & Design and Wellbeing

Cambridge **Lower Secondary**

Age 11+

- · Clear, adaptable curriculum
- · Flexible assessment options
- · Support and resources

GLOBAL PERSPECTIVES hievement

11 subjects including English. Mathematics, Science, Computing, Art & Design and Wellbeing

Cambridge **Upper Secondary**

Age 14+

- · Broad, adaptable curriculum
- · Fair, valid, reliable assessment
- · Support and resources

Cambridge IGCSE™: 70+ subjects Cambridge O Level: 40+ subjects Cambridge ICE

Cambridge Advanced

Age 16+

- · In-depth, adaptable curriculum
- · Fair, valid, reliable assessment
- Support and resources
- Insight to predict performance

Cambridge International AS & A Level: 55 subjects Cambridge AICE, Cambridge IPQ

Cambridge Professional Development for teachers and school leaders



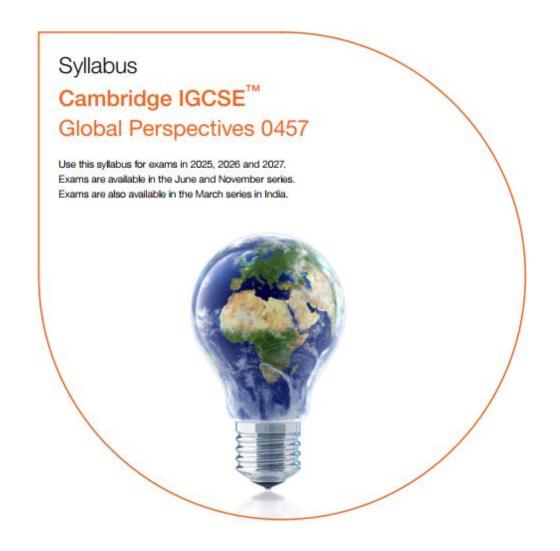
GLOBAL PERSPECTIVES – transforming education

- 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





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







For more information:

Please visit https://emkaneducation.com/conferences or email us at esc@emkaneducation.com