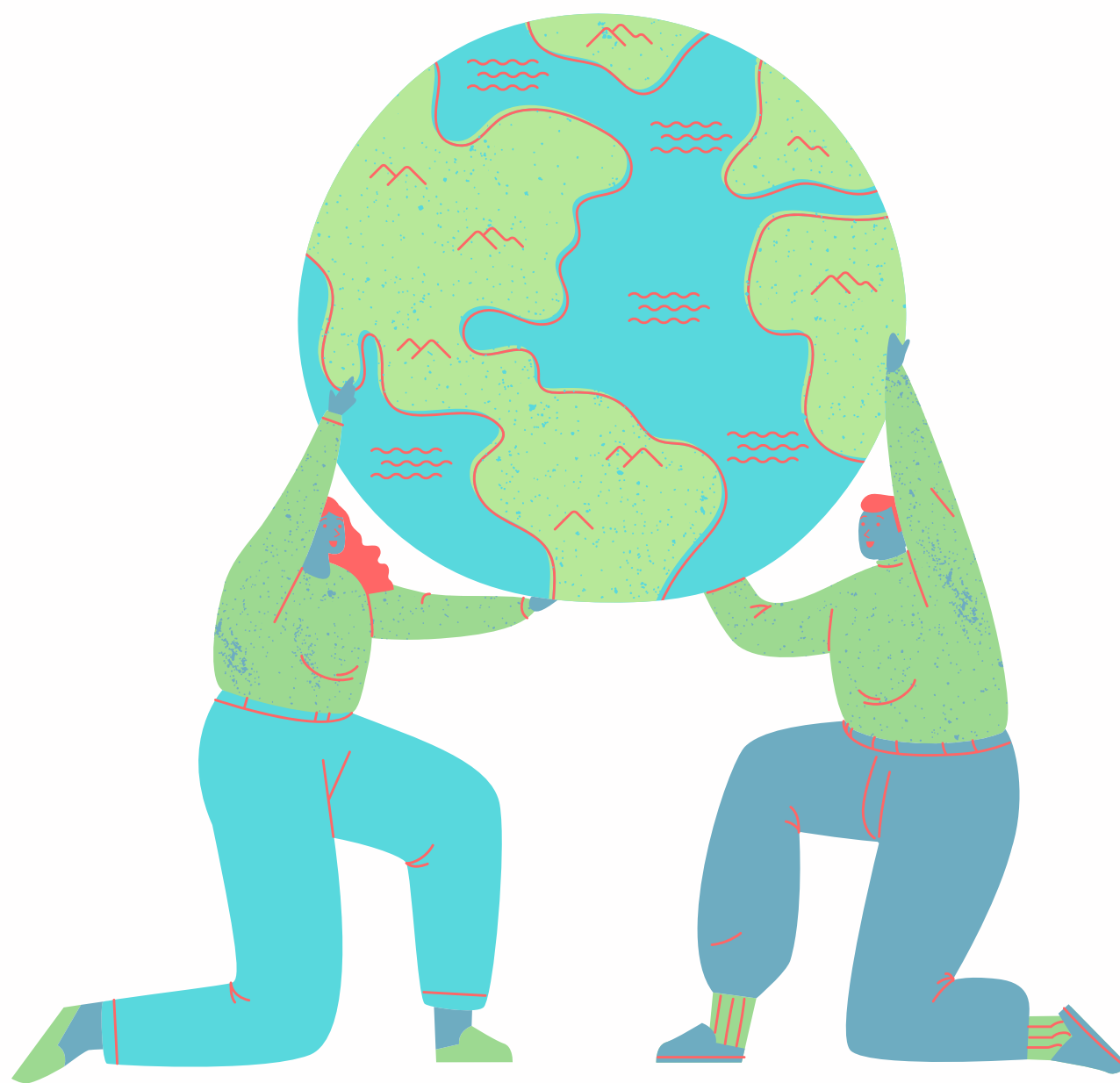## Certificate Program - Fall 2021

DECONSTRUCTING AND RECONSTRUCTING
UNITED NATIONS' SUSTAINABLE DEVELOPMENT GOALS (UNSDGs) FOR ENGLISH LANGUAGE TEACHING (ELT) PROFESSIONALS.

YOU, ME,
WE CAN
TRANSFORM THE WORLD.

Let's take action step by step and hand in hand. Together, we can achieve a better and more sustainable future for all.

Join the global movement this fall 2021

About the instructor

Shiny Christy - UNESCO-MGIEP Fellow, ELT educator for ESOL speakers , MUN advisor, Sustainable Development Goal-4 and 17-changemaker.

Shiny resonates with the timeless adage by Aristotle which states that "education of the mind, without the education of the heart is no education at all". She has a M.Phil in English language teaching pertaining to behaviour sciences in a classroom environment, a certificate from the Harvard Graduate school of education on "Education Redesign" and certificate in "Innovation in Education" from Concordia University, Portland.

Her passion for education is molded by progressive thought leaders like H.H Sheikh Zayed, Sir Ken Robinson, Suganta Mitra, Nammalvar, Koen Timmers,Malala Yousafzai, Jane Goodall and from the indegious people of Tamil Nadu. She is an active volunteer for the UN digital literacies program in India and has contributed to International environmental and public policy organisations such as EcoResolution, Connect with nature WWF-Emirates ,Operation smiles, Climate Action Project and to the World's Largest Lesson as a sustainable development goals educator. She has presented research papers in national and international forums on the nuances of education 3.0 for English speakers of other languages (ESOL) . Shiny has taught English, Global perspectives, Social sciences and Moral education for international schools in India, Indonesia , Singapore and UAE for the Cambridge international examination, AQA (Oxford) and Edexcel curriculum. She has also served in various leadership roles and believes that a healthy dose of emotional intelligence to complement technology in language learning is the way forward.

Session time

DAY	DATE	TIME
1. Saturday,	October 2nd ,2021	10:00AM to 12:00 PM
2. Saturday,	October 16th ,2021	10:00AM to 12:00 PM
3. Saturday,	October 30th ,2021	10:00AM to 12:00 PM
4. Saturday,	November 13th ,2021	10:00AM to 12:00 PM
5. Saturday,	November 27th ,2021	10:00AM to 12:00 PM

The Micro objective - Deconstruction

- To infer the role of global goals in an ELT classroom.
- To analyze the need to incorporate the strategies to build back better.
- To integrate pedagogical methodologies to achieve the objective

The Macro objective - Reconstruction

To incorporate UNSDGs in all aspects of language learning is vital for a collaborative and cooperative space in the post covid hybrid environment. The goals are to be met by 2030 in resonance with the UAEs national agenda. This course shall address the pressing need to create holistic language teachers, who will incorporate the need to align curriculum to that of climate resilience and literacy, yet not limited to them. Multiple conferences, webinars and other knowledge spaces have expressed deep concern at the lack of foresight when it comes to implementing the SDGs in language classrooms. This has resulted in a lack of understanding the real world, which again requires our critical thinking to escalate beyond the educational spaces. The course shall align the purpose of our voices as human beings of planet Earth using our time to make a difference.

Foundation - The 2030 Agenda for Sustainable Development (of which the 17 SDGs are a part) urges governments, organizations, and individuals worldwide to commit to ending practices that cause deprivation and inequality, in addition to mobilizing efforts that improve health and education, spur economic growth, and tackle the issue of climate change and environmental destruction..The knowledge, skills, and values needed to be a sustainability changemaker are developed at school, and education that focuses on the cultivation of relevant attributes is crucial for sustainable development. Following Education for Sustainable Development, students are best served by programs designed to develop competencies that empower them to reflect on their actions and consider their current and future social, cultural, economic, and environmental impacts from a local and a global perspective. Alignment of the SDGs with the UAEs National Agenda aims to raise awareness in fulfilling the SDGs through active language and contributing to a brighter future for both the UAE and the world.

Core elements pertaining to ELT outcomes in the classroom environment

- Critical thinking of **source and knowledge**, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- **The streach and challenge essay**, which is an independent, self-directed piece of research/composition.
- **Creativity, activity, service**, in which students complete a project related to those three concepts.

The core part of the training is to summarizes the key competencies for learners to develop in ELT and SDGs and outlines indicative learning objectives, topics and pedagogical approaches for each of the 17 SDGs. Subsequently, a shorter section provides guidance on implementation at different educational levels and in various settings.
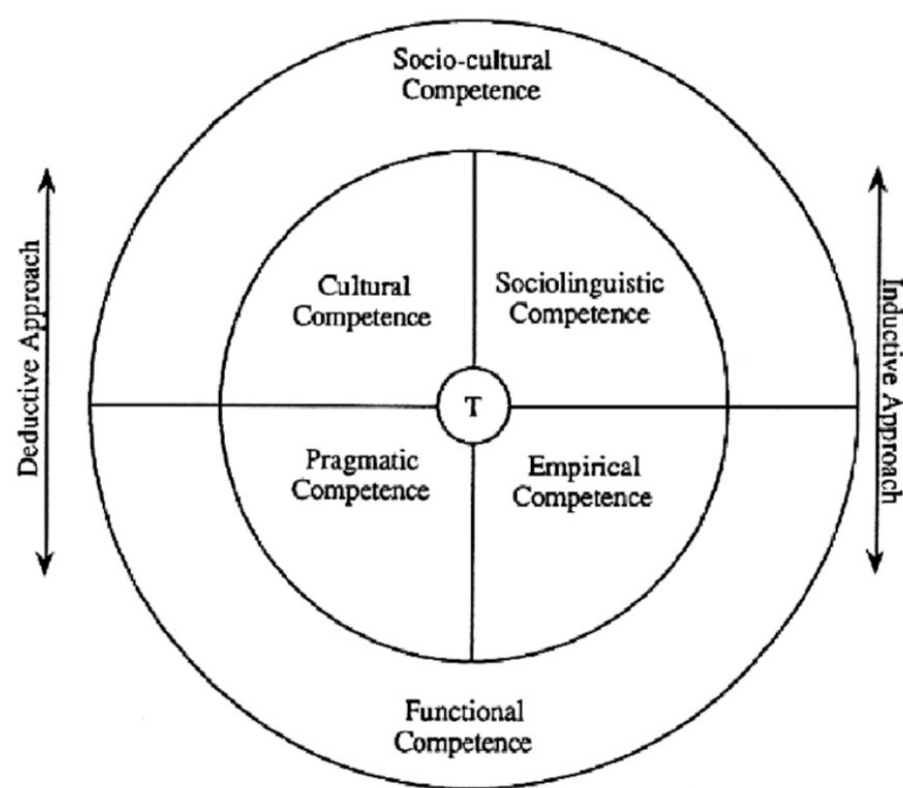
Model of Creative Communicative Competence

Image and theory credit-Zygmunt (2016)

Basic Framework for assessment, progress and competency check -

Systems thinking competency: the abilities to recognize and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty

.Anticipatory competency: the abilities to understand and evaluate multiple futures – possible, probable and desirable; to create one's own visions for the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with risks and changes.

Normative competency: the abilities to understand and reflect on the norms and values that underlie one's actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.

Strategic competency: the abilities to collectively develop and implement innovative actions that further sustainability at the local level and further afield.

Collaboration competency: the abilities to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.

Critical thinking competency: the ability to question norms, practices and opinions; to reflect on own one's values, perceptions and actions; and to take a position in the sustainability discourse.Self-awareness competency: the ability to reflect on one's own role in the local community and (global) society; to continually evaluate and further motivate one's actions; and to deal with one's feelings and desires.

Problem-solving competency: the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution options that promote sustainable development, integrating the above-mentioned competences.

Course overview

The program is inclusive of 5 live sessions. Participants are advised to come prepared to reap the benefits of personalised feedback and feedforward for effective implementation of the content and activities taught.

Session 1

Objective: To understand the Sustainable development goals and the need to align it with the UAEs national agenda

Content overview:

- The global goals
- Need analysis and curriculum discussion

Active learning tasks/activities (that facilitate collaboration, critical thinking and experimentation):

- Dialogue on 2 pain points per participants
- Jamboard and word cloud

Evaluation Tool: Jamboard insights and word cloud

Session 2

Objective: To Infer the process of deconstruction and reconstruction in ELT

Content overview :

- Overview of the curriculum and assessment
- Techniques to redesign the content

Active learning tasks/activities (that facilitate collaboration, support critical thinking and experimentation):

- Word document shared through G-drive
- Participants to share screen and explain their cognition
- Moderated dialogue and discussion

Evaluation Tool: Word document explanation and participants dialogue.

Session 3

Objective: Personalising your UN SDG classroom

Content overview

- Strategies to personalise the classroom environment
- UN SDG and UAE corners
- Visible language learning spaces

Active learning tasks/activities (that facilitate collaboration, support critical thinking and experimentation):

- Canvas collaboration
- Metacognition process through mind map

Evaluation Tool: Canva , discussion , mind map

Session 4

Objective: To implement Project based learning and UNSDGs in a LSRW class.

Content

- Nuances of PBL
- Rubrics and tools for backward design
- Facilitating tools for UN SDG in an LSRW lesson.

Active learning tasks/activities (that facilitate collaboration, support critical thinking and experimentation):

- Discussion of the rubric
- Case study and reflection

Evaluation Tool: Case study , dialogues and discussion.

Session 5

Objective:To co-create sustainable classrooms-Personalise and Pilot
Content

- The need to align teaching a curriculum and teaching human beings
- Sustainable systems that work in classroom and homes
- Piloting a UN SDG in your language classroom

Active learning tasks/activities (that facilitate collaboration, support critical thinking and experimentation):

- What works, what won't -Brainstorm and discuss
- Flipgrid
- Case study

Evaluation Tool: Case study , Flipgrid, perspectives sharing

THE GLOBAL GOALS

Session 1 to 2 Aligned to the mission of the WLL

The World's Largest Lesson

Learn more by scanning the QR code

Session 3 ,4 and 5 shall be aligned to language competencies through writing narratives, strategies for storytelling, speaking for the planet through debates and elocutions and other LSRW language outcomes with global perspectives.

ENERGY EXPERT

"Never wastes electricity, and always turns off the lights when they're not needed"

Turns off the lights

Unplugs unnecessary items (with parents' help!)

Reads books on different types of energy and how they are used

DOWNLOAD THE MISSION!

ACT NOW

READY TO TAKE MORE ACTIONS?

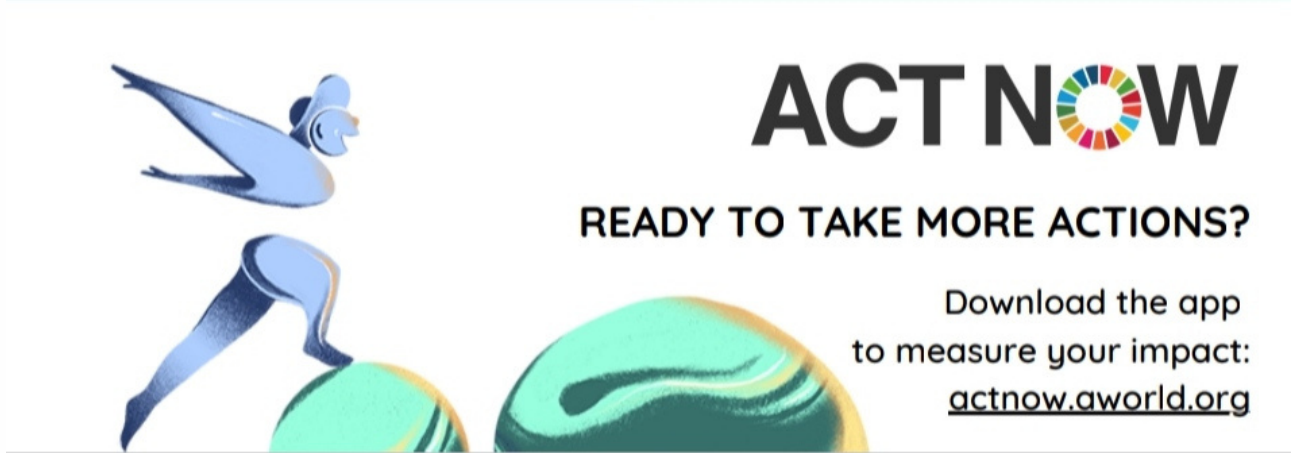Download the app to measure your impact: actnow.aworld.org

Image credit - UNhero/actnow.org and WLL

Certificate

At the end of the 5th workshop series, participants will receive a certificate of excellence for:

- 100% workshop attendance (15 hours)
- Completion of all in-workshop assignments
- Completion of all micro and macro task
- Active participation in the discussion forum

Do note - You may be asked to present your personal learning trajectory at the end of the session.
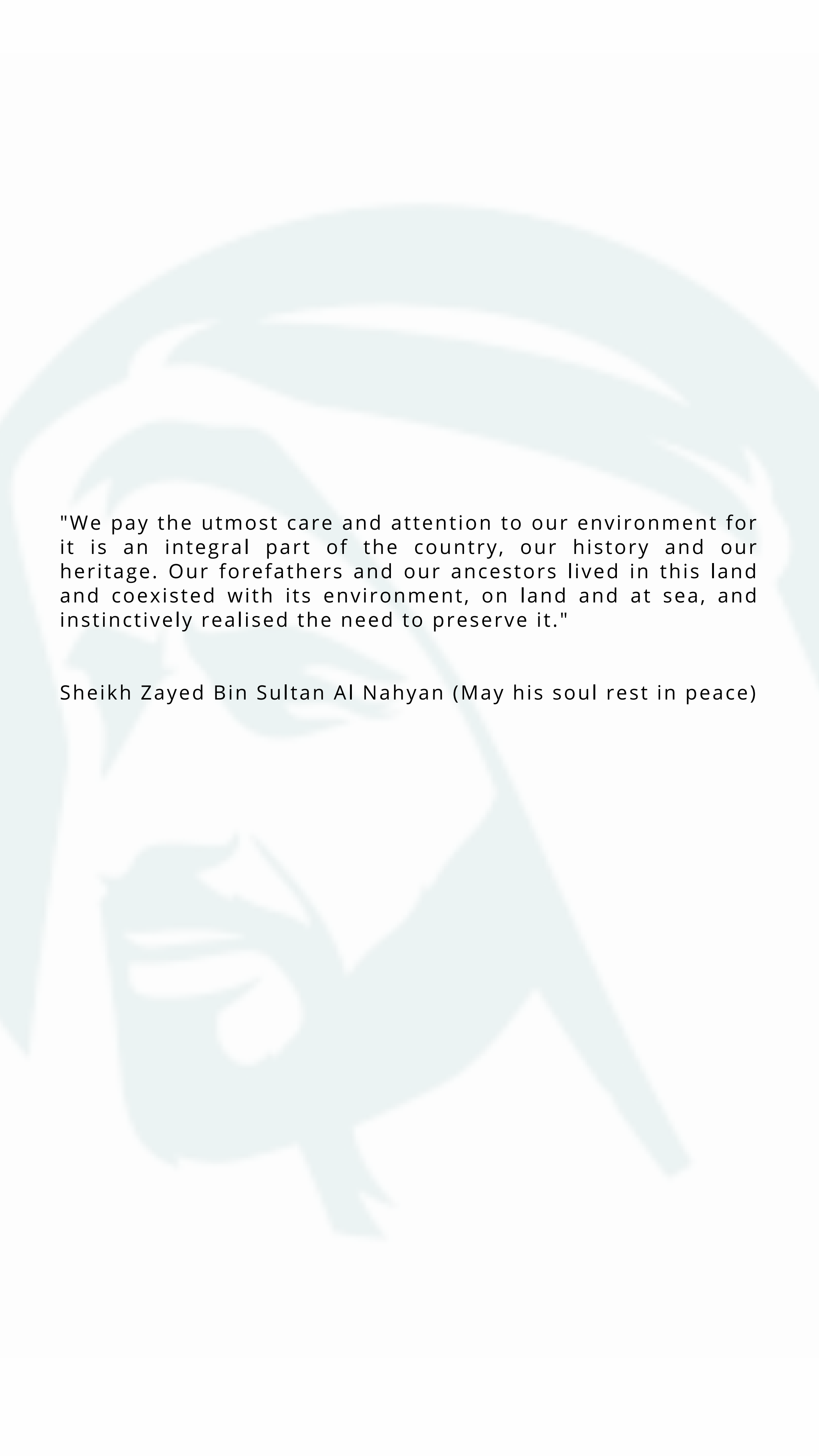
Acknowledgment and source of inspiration

- Education for Sustainability Starter Kit
  http://www.sustainableschoolsproject.org/tools-resources/starter-kit
- UAESDG.ae
- Education for Sustainable Development Toolkit http://www.esdtoolkit.org/German
  Curriculum Framework
- Language education for Sustainable Development
  http://ensi.org/global/downloads/Publications/418/Curriculum%20Framework%20
  ESD%20final%201.pdf
- Guide to Education for Sustainability
  http://sustainableschoolsproject.org/sites/default/files/EFSGuide2015b.pdf
- Guide to Quality and Education for Sustainability in Higher Education
  http://efsandquality.glos.ac.uk/Shaping the future we want.
- UN Decade of ESD. Final report
  http://unesdoc.unesco.org/images/0023/002303/230302e.pdfUNESCO's
- Roadmap to ESD. Implementing the Global Action Programme
  http://unesdoc.unesco.org/images/0023/002305/230514e.pdf
- UNESCO's Teaching and Learning for a Sustainable Future
  http://www.unesco.org/education/tlsf/
- Vanderbilt University's Guide for Teaching Sustainability
  https://cft.vanderbilt.edu/guides-sub-pages/teaching-sustainability

Learn more about the UAE-SDG impact here

Image Credit-Zygmunt UAESDG. ae

"Education can, and must, contribute to a new vision of sustainable global developments."(UNESCO, 2015)

"We pay the utmost care and attention to our environment for it is an integral part of the country, our history and our heritage. Our forefathers and our ancestors lived in this land and coexisted with its environment, on land and at sea, and instinctively realised the need to preserve it."

Sheikh Zayed Bin Sultan Al Nahyan (May his soul rest in peace)