

Standing Committee on Global Citizenship

Charge: *In order to identify and address issues of broad concern to NCTE members interested in promoting global citizenship and connections across global contexts within the Council and within members' teaching contexts, the committee is charged:*

- *To promote interest and knowledge of global connections and issues across the Council, including convention sessions, publications, social media, and Council projects;*
- *To promote discussions of the learning needs of students in schools and colleges who come from global contexts and of instructional strategies for teachers of these students;*
- *To encourage discussions of the teaching of English and world Englishes in global contexts as well as in North American schools and colleges with increasingly globally diverse students;*
- *To provide awareness of literacy education in global contexts in order to provide a mutual exchange of pedagogical ideas and issues;*
- *To encourage the integration of global and international literature and of strategies for intercultural understanding within schools and colleges; and*
- *To engage the Council in an exploration of the changing needs of literacy teaching and learning in an increasingly global society and as members of a broader global community.*

1. List names, affiliations, and geographic region for all committee members.

CHAIR, Holly Johnson, University of Cincinnati, OH

Pam Allyn, LitLife Inc., New York, NY

Mary L. Fahrenbruck, New Mexico State University, Las Cruces

Danielle Filipiak, University of Connecticut, Storrs

Heerak Kim, Savoy Elementary School, Washington, DC

Kylowna Moton, Los Angeles City College, CA

Caroline Santinelli, Fountain Valley School of Colorado, Colorado Springs

Michael Seward, Minneapolis Community and Technical College

Lindsey Troutman, Columbia Public Schools, MO

Executive Committee Liaison, Alfredo Lujan, Monte del Sol Charter School, Santa Fe, NM

NCTE Staff and Administrative Liaison, Patrick Owen

2. What actions, projects, initiatives, or studies are “in progress” at this time?

We continue to post to our blog and hope to continue this throughout the next year.

3. What have you accomplished so far, and what is your timeline for future work?

The blog is our major accomplishment, and we posted every two months through December, 2018.

In 2019, we have posted each month.

4. How has the work of your group contributed to NCTE's role in shaping the profession of teaching and/or the understanding of literacy in educational contexts?

We strive to address NCTE's vision of Access, especially in respect to language. We have had a pre-conference session on decolonizing Englishes in the ELA classroom in 2018, with a follow up pre-conference session accepted for November, 2019.

Suggestions from your group: Your good ideas help direct future NCTE actions.

1. What significant changes or trends in our field point to action from the Council?

2. What trends need to factor into medium- to long-term NCTE planning?

The lack of additional education at the graduate level for teachers. If teachers are not addressing their educational needs through universities, then NCTE might consider additional ways to encourage workshop participation and additional offerings.

In addition, the recruitment of new teachers from the field as well as Asst. Professors at the university levels.

Finally, the importance of global/international literature access/accessibility.

Holly Johnson, Chair