

## **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.

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

1. CHAIR, Mary L. Fahrenbruck, New Mexico State University, Las Cruces, NM
2. Danielle Filipiak, University of Connecticut, Storrs, CT
3. Hee Young Kim, University of Arizona, Tucson, AZ
4. Heerak Kim, Savoy Elementary School, Washington, DC
5. Kylowna Moton, Los Angeles City College, Los Angeles, CA
6. Rex Ovale, Cristo Rey Jesuit High School, Chicago, IL
7. Amber Peterson, LitWorld, New York, NY
8. Caroline Santinelli, Fountain Valley School of Colorado, Colorado Springs, CO
9. Michael Seward, Minneapolis Community and Technical College, Minneapolis, MN
10. Lindsey Troutman, Columbia Public Schools, Columbia, MO
11. Robyn Waters, Brooklyn School of Inquiry, Brooklyn, NY
12. Executive Committee Liaison, Alfredo Lujan, Monte del Sol Charter School, Santa Fe, NM
13. NCTE Staff and Administrative Liaison, NCTE Committees@ncte.org

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

1. We will sponsor a third pre-conference workshop on decolonizing Englishes at NCTE 2020. NCTE 2018 had 50 participants, and NCTE 2019 had approximately 21 attendees, 7 of which continued the conversation after the workshop ended.
2. We inquired about the steps needed to designate Decolonizing Englishes as a permanent strand at future NCTE conferences. A response from NCTE was received. We will continue to pursue this action.
3. We continue to post to our monthly blog.

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

1. The blog is our major accomplishment, and we posted each month in 2019. We have posted seven blogs through September 2020. We will continue to post monthly throughout the next year.
2. The third preconference workshop on decolonizing Englishes inspires us and we hope the interest we have found thru the workshops will influence the Executive Committee to create a Decolonizing Englishes strand for future NCTE conventions.

3. We have recruited three new members to the committee in 2020. We plan to increase our membership each year to maintain the recommended 12-20 committee members.

**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?**

1. Our committee focuses on NCTE's vision of Access, especially in respect to language. In 2020, we will offer conference participants a third pre-conference session on decolonizing Englishes in the ELA classroom.
2. We will provide insights to issues and resources related to global literature and literacy through our blog.

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**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?**

As mentioned above, we advocate for the addition of a Decolonizing Englishes strand for future NCTE conventions. In addition, the social, emotional, and educational consequences of COVID-19 and the Black Lives Matter movement for teachers, students and families point to action from the Council.

- 2. What trends need to factor into medium- to long-term NCTE planning?** The recruitment of new teachers from the field as well as Asst. Professors at the university levels and the importance of global/international literature access/accessibility need the attention of NCTE. Finally, the racial, socio-economic, technological, etc. inequities exposed by COVID-19 and the Black Lives Matter movement point to medium- to long-term action from NCTE.

**Mary L. Fahrenbruck, Chair**