ATE Conference
February 18, 2019
Atlanta, Georgia
We are pleased to announce a new collaborative effort between Kappa Delta Pi and the Association of Teacher Educators. Both organizations are committed to and have a long history of valuing the teaching profession. Each organization is committed to the belief that effective teaching is the critical component of quality education. Our organizations continually seek to improve the excellence of the classroom practitioner through our publications, commissions and committees.

Within this spirit we are announcing a KDP/ATE National Student Teacher of the Year Award. Beginning in February 1995 at the annual meeting of the Association of Teacher Educators in Detroit, a national student teacher of the year will be selected from a group of nominees. A joint committee will develop the criteria that will be used to identify these new professionals to our ranks. This award will acknowledge the fine work being conducted by universities and schools throughout this nation in the development of our future teachers.
Preparing Future Citizens for a Global Community

co-sponsored by
The Association of Teacher Educators
Kappa Delta Pi
and
The Longview Foundation

Global Education Conference Participant
November 4–5, 1994
Atlanta, Georgia

Gloria Chernay
Executive Director
Association of Teacher Educators

Michael P. Wolfe
Executive Director
Kappa Delta Pi
Quality Mentoring for Novice Teachers

Editors
Sandra J. Odell
and Leslie Huling
“The future holds much promise for continued collaboration. Book projects, co-sponsored conferences, chat rooms, speakers’ bureau, joint research projects are only a few ideas that have merit.

We have a proud past and a very promising future.”
Future of Education

- Role of education – about people/humans
- 21st Century Skills: communication, collaboration, critical thinking, and creativity.
- Learner at the center
- Solving real-world problems

We have to do things differently!
Global Warming of 1.5°C

An IPCC Special Report on the impacts of global warming of 1.5°C above pre-industrial levels and related global greenhouse gas emission pathways, in the context of strengthening the global response to the threat of climate change, sustainable development, and efforts to eradicate poverty.

Summary for Policymakers
SDG 4  We must ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development.
Accountability in education: MEETING OUR COMMITMENTS
4 QUALITY EDUCATION

98.8% of children enrolled in primary school

51% of primary students have received early childhood education

54% lower secondary completion rate

1/3 of Grade 3 students were unable to read in 2012

Number of school-aged children out of school in 2015: 276,000
Education for Sustainability = Quality Education

- Equity – access and achievement for individuals to develop their full potential
- Content – relevant and based on real needs of a community, society and country
- Learner-centered pedagogies
- Empowered learners to inform decisions and actions for environmental integrity, economic viability, and a just society
Program Design Strategy One:
Focus on improving outcomes for ALL students.

• Culturally responsive instruction

• Neuroscience and trauma

• Second-language learners
Program Design Strategy Two:
Support the development of a Sustainability Worldview.

An individual who has developed a sustainability worldview

• Holds values consistent with the goals of sustainability,
• Has sufficient knowledge to understand the dimensions of various sustainability issues and challenges,
• Is willing to act on behalf of the well-being of all forever, and
• Has the skills and abilities to act meaningfully and with effect.
Do those who have benefited from development have a right to tell those who have not, “too bad, you’re out of luck”? 

Do future generations have the right to the same opportunities we have experienced?
I am convinced that if we are to get on the right side of the world revolution, we as a nation must undergo a radical revolution of values. We must rapidly begin the shift from a "thing-oriented" society to a "person-oriented" society. When machines and computers, profit motives and property rights are considered more important than people, the giant triplets of racism, materialism, and militarism are incapable of being conquered.

Dr. Martin Luther King, April, 1967
8 Big Ideas

• Equity and justice
• Peace and collaboration
• Universal responsibility
• Health and resiliency
• Respect for limits
• Connection with nature
• Local to global
• Interconnectedness
Design versus User Experience
Program Design Strategy Three:

Use learner-centered pedagogies.

- Collaborative small-group learning
- Inquiry-based learning
- Experiential learning
- Service learning
- Place-based learning
It is not business as usual.
Worms!
The Framework

- Interdependence
- Systems & Complexity
- Reflection
- Mindful Caring
- Personal Anchor
  - Content & Context
- Thinking

COMPASSIONATE INTEGRITY
think = feel = do

International mindedness
- compassion for self, other people, all living things, the planet & its resources

Caring
Understanding our connectedness motivates us to innovate thoughtfully and improve the quality of life for all.
Hunger Banquet
The Indianapolis Systems Thinking Forum is a unique opportunity to come together to learn and share experiences using systems thinking in districts, schools, classrooms, businesses, communities, and more. Participants will have the opportunity to grow their systems thinking capacity and make valuable connections to many other systems in the region with the shared goal of fostering an environment that promotes success for young people and beyond.

**Dates:** One-Day Workshop Option, March 29  
Two-Day Option (workshop and collaborative session), March 29-30

**Venue:** Butler University, Indianapolis, Indiana

**Itinerary:**
- March 29: Fundamentals of Systems Thinking Workshop
- March 30: Systems Thinking: Reflection and Collaborative Planning

**Who Should Attend?**
- Educators (PK-12, College and University)
- District and School Administrators
- Business Leaders
- Government Leaders
- Community Members
- Youth Program Leaders/Facilitators
- Students (high school and university)
- Anyone interested in systems thinking and its role in education, community and business

Register at www.WatersFoundation.org
Linking Pedagogies:
Promising Practices for High-Poverty Schools

Kristin Cipollone
Rebecca I. Franks
Susan Santone

http://catalyst.greenschoolsnationalnetwork.org/gscatalyst
Sustainability education is an approach to learning that builds the knowledge, skills, and values needed to create lasting economic prosperity, environmental health, and social justice. This online course will introduce sustainability as a context for learning, highlight connections to the science and consequences of climate change, and provide strategies for reframing curriculum to emphasize these connections.

This course is designed to engage you, the adult learner, in an integrative and reflective learning experience that emphasizes application of course content to your teaching.

By the end of this course, you will be able to:
- Identify sustainability concepts and applications within your discipline (InTASC #4)
What are some changes we can make now?

• Help your students to gain a global mindset of equity.

• Introduce the UN Sustainable Development Goals.

• Model learner-centered approaches and solving real problems.
“If we teach today’s students as we did yesterday’s, we are robbing them of tomorrow.”

— John Dewey, KDP Laureate
Resources on the KDP Web site at www.kdp.org/initiatives

Teachers have the power to create the future. Therefore, KDP aims to inspire teachers to prepare learners for future global challenges. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), those challenges can only be met through a transformation in education that leads to the achievement of critical global sustainability goals. A quality education, listed among UNESCO’s 17 sustainable development goals, is one that “aims to ensure quality learning outcomes for all.” A quality education integrates an understanding of eco-social planetary issues through hands-on, project-based, student-centered learning. The outcome is an education for a sustainable future. Students who are equipped with a quality education have the ability, ambition, and know-how to shape a world that works for every person and every creature, now and into the future.

What is sustainable development? The ability to meet the needs of the present without compromising the ability of future generations to meet their own needs. (Brundtland Report) Let’s prepare the next generation to be a sustainable generation through Education for Sustainability!