“Durham Technical Community College and Worldview: Global to Local”
School-Age Education Program
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Durham Technical Community College
Durham Technical Community College’s Approach to Globalization

“Vision of a Learning College”

We envision ourselves as a "learning college." As such, we will continue to be a model for student success and excellence in teaching, empowering learners to enrich the local and global communities and preparing students to contribute to the economic vitality of the region.
Durham Technical Community College's Approach to Globalization

Strategic Initiative
Emphasize Globalization

- Strategic Goal: Developing and understanding of global issues among our students and encouraging students to experience cultures other than their own.

- Strategic Goal: Supporting the development of a local workforce ready to compete in a multinational environment.

- Strategic Goal: Providing opportunities for international students to enroll in and complete programs.
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School-Age Education Program

Program Description

The School-Age Education program prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students learn how to work with classroom teachers and administrators and contribute to the effective operation of their places of employment. Students combine learning theories with practice in actual settings with young children under the supervision of qualified teachers.
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School Age-Education Program’s Approach to Global Education in Action

- "......Encouraging students to experience cultures other than their own."

Identify and define culture in the classroom.

Values, beliefs, behaviors, language and style of communication, traits, artifacts, and products shared by and associated with a group of people (Gestwicki, 2007)

Students discuss the importance of recognizing diverse cultures to the profession of education.
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School Age-Education Program’s Approach to Global Education in Action

….Support the development of a local workforce” in a multinational environment.

- Describe and practice strategies for teachers working with families.
- Identify strategies of resolving cultural conflicts among students.
- Invite professionals in the workforce to share expertise on common cultural issues.
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School Age-Education Program’s Approach to Global Education in Action

Support “.........international students who enroll in and complete programs”

• Providing instruction in a variety of formats (i.e. face-to-face, hybrid, internet)

• Ensuring faculty/staff are culturally competent

• Develop professional development for faculty/staff regarding globally sensitive issues
This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources.
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School Age-Education Program’s Approach to Global Education in Action

EDU 131, Child, Family, and Community

Textbook
Home, School, and Community Relations Carol Gestwicki, author

Learning Outcome
“Define and recognize diversity in current families”

Chapter 15
“Working With Families from Diverse Backgrounds”

Module
“Common Cultural Issues that Arise in Classrooms”
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EDU 153 Health, Safety and Nutrition

This course covers promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations.
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School Age-Education Program’s Approach to Global Education in Action

Health
  Focus on learning about individual families beliefs regarding health

Safety
  Bring awareness of cultural difference in parenting skills.

Nutrition
  Provide resources to help students learn the role that including ethnic foods into their menus plays on the classroom environment.
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School Age-Education Program’s Approach to Global Education in Action

• Instructional/Assessment Strategies
  • Audio visual
  • Class lecture
  • Participate in group role play activities
  • Create a variety of group scenarios
  • Case Study
Case Study
Maria, age seven years, is new to the community and has recently enrolled in your after-school program. She and her parents speak Portuguese, but very little English. The other children are intrigued with Maria and her “different” language. They eagerly attempt to teach her some English words by pointing to and repeating the names of foods and objects with exaggerated clarity. Although Maria seems to enjoy their attention and is responding to their efforts, you are concerned that she still eats very little during snack time.
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Going from this..........................

To this..........................
References
