

New Books (1):

# Teaching Global Citizenship: A Canadian Perspective

**Edited by: Lloyd Kornelsen; Geraldine Blazer; Karen M. Magro**  
University of Winnipeg, Winnipeg, Canada

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“The contributors to *Teaching Global Citizenship* have produced a treasure trove. Their abiding commitment to improving their practices, for assuming responsibility for humanity’s future, and for making the world more hospitable for the colonized and underserved are inspiring. Unflinchingly confronting the complexities of global citizenship and their own complicities for current realities, they reinforce that there can be no justice without empathy. Simply a great resource for educators who care about our world!”

— **John R. Wiens**

Dean Emeritus, Faculty of Education, University of Manitoba,  
and Teacher, Principal, Superintendent, and Professor

Gathering perspectives from current and former teachers across Canada, *Teaching Global Citizenship* tackles the unique challenges surrounding educating for global awareness. Bridging field and academy, this edited collection demonstrates how insights from teaching experience both inform and are informed by education theory and philosophy. The contributors reflect on their classroom experiences to engage critically with the issues surrounding teaching global citizenship, such as confronting systems of privilege and power, engaging students at the local-global nexus, responding to reverberations of colonialism, and helping students understand and navigate the tension between universalism and pluralism without frightening, regressing, mythicizing, imposing, or colonizing.

Grounded in narrative inquiry, experiential learning, and teacher-based research, the volume discusses strategies for encouraging young people to cultivate a sense of agency and global responsibility and provides perspectives from diverse educational settings across the country, from rural to urban areas, and from public to private schools. This timely and accessible text covers a broad range of topics surrounding the complexity of educating for global citizenship and will benefit those in education, global citizenship, curriculum development, and social studies courses in Canada.

**Toronto: Canadian Scholars Press**

# TEACHING GLOBAL CITIZENSHIP

A Canadian Perspective

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