

Teachers and intercultural competence: the need to develop citizens committed to social justice through Global Education

Editor Dr Kate Ferguson-Patrick
The University of Newcastle, Australia
Kate.FergusonPatrick@newcastle.edu.au

The media review section of *The Journal of International Social Studies* offers a framework for readers interested in sharing resources they have discovered; so please participate in discussions with the reviewers and feel free to submit your own reviews of appropriate texts.

The three articles / book reviews in the media review section in this edition are opportune at a time where we are witnessing atrocities of terrorism all over the world. The recent Paris attacks, as well as attacks in many other places in the world, have spurred a number of worrying protests against Muslims in Australia and particularly against the attempts to build new places of worship in the Australian community. In Newcastle, Australia, the Reclaim Australia group have rallied to stop the building of a local Mosque and counter rallies of anti-racism campaigners have occurred. This recent article (<https://www.globalcitizen.org/en/content/10-peace-loving-muslims-to-be-thankful-for/>) reminds us of some peace loving Muslims including Malala Yousafzai, the youngest ever peace prize winner. A recent American documentary, directed by Davis Guggenheim, *He Named Me Malala*, presents the young Pakistani female activist who has spoken out for the rights of girls, especially the right to education, since she was very young. This film has recently hit Australia and hopefully will help to build awareness of the plight of people living in war torn countries, such as Syria and Pakistan.

The first piece, a chapter, "A Values-Based Pedagogical Stance. Teaching Teachers for Global Education in Australia", written by Reynolds et al. in *The State of Global Education: Learning with the World and its People*, edited by Brad Maguth and Jeremy Hilburn, and reviewed by Parsons, discusses the need for our preservice teachers to build Global Education (GE) pedagogies. The chapter shows how the authors have developed a tool to equip and empower teachers to adopt a *global stance* and teach *about, for* and *with* GE within any key learning area, at both elementary and secondary school levels. The importance of enhancing both the cognitive and affective domains of learning of pre-service teachers, to foster the development of a pedagogical stance; specifically a global stance at this time in the world is crucial in order for our school students to become the globally interconnected citizens needed, that show compassion and caring and be able to live together peacefully and sustainably.

The second book, *Contesting and Constructing International Perspectives in Global Education*, edited by Ruth Reynolds et al. also reviewed by Parsons, gives space to both "Western and non-Western voices to champion the potential of education to be instrumental in fostering a cosmopolitan global consciousness." Parsons goes on to say, "in our increasingly globalised world, this book convinces that the time for theorizing is over and what remains is the need to ask: what does teaching for global citizenship actually look like in the classroom?"

Corresponding author email: Kate.FergusonPatrick@newcastle.edu.au.

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The third book, review by Osborn and written by Liz Jackson, *Muslims and Islam in U.S. Education: Reconsidering Multiculturalism*, also discusses how many Americans are grappling with their understanding of Islam and Muslims and discusses the *Clash* thesis that "has engendered the propagation of stereotypes about Muslims as a people and Islam as a faith." Jackson's book examines how knowledge of Islam and Muslims is constructed in public school settings in the United States and introduces intercultural education as a viable alternative as it applies to the teaching of Islam and Muslims. She comments how schools may not necessarily be satisfying their mission of equipping students with the tools to co-exist with Muslim citizens or understand Muslim cultures and contemporary issues throughout the world, with little space allotted to the study of topics familiarizing students with Muslims and Islam as well as the poor quality of educational experiences when time is permitted for such content. She explores the three branches of multicultural education with an historical overview of their development and the flaws that exist within each and also argues for the need for students to acquire critical media literacy skills in the current climate. Her proposal for *interculturalism* as a brand of multicultural education designed for deliberating on topics related to Muslims and Islam in the classroom is provided and she suggests that schools become inclusive of multiple narratives and that students receive a deliberation-based experience.

All three pieces, and the Malala documentary, point to the fact that as educators we need to be developing citizens committed to social justice focusing particularly on Intercultural competence, education for sustainability, skills for cooperation and collaboration and an emphasis on building attitudes