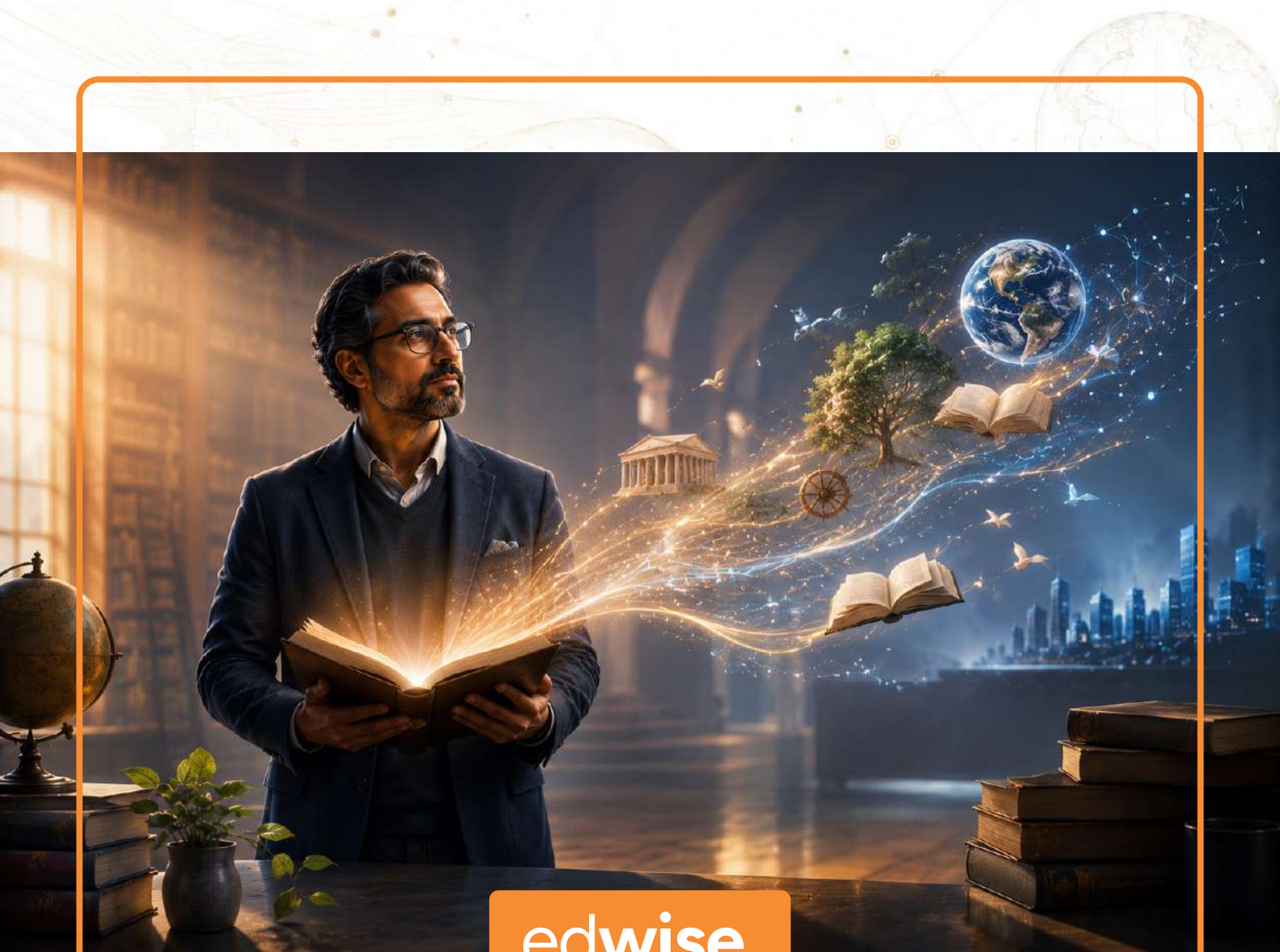




edwise.
authentic partnerships

Teachers as Intellectuals



www.edwisepartnerships.com

Program Brief

There was a time when being an educator carried genuine prestige - and not without reason. Whether early childhood educators, school teachers or university faculty, teachers were understood to be intellectuals in their own respect. They displayed an awareness of the wider world, could articulate a perspective on the human condition, modelled analytical thought and linguistic sophistication, referred students to books and thinkers, and offered deep counsel across matters both temporal and transcendental.

Being a teacher once carried prestige; however, today we poignantly feel something is amiss. In present-day attention economy, the teacher is competing for the student's head space who are now breathing in a culture where their symbols, values, ideas and arguments are largely derived from the media [read: social media].

Instead of responding intelligently to the changes in the wider environment, the educational infrastructure has instead opted for depriving the teacher of their intellectual identity. Teaching has been relegated to a technical exercise - a regimented sequence of deliverables, plans, and session outputs. Faculty members and educational leaders seldom move beyond the mechanics of content delivery, for the expectation is neither to illuminate nor enlighten.

Not surprisingly, we are witnessing a generation of students seeking inspiration from flickering images on their screens, uninspired by teachers who come across as being unaware about the world barely reproducing textbook jargon.

This program, Teachers as Intellectuals, brings forth big ideas and teaching strategies to guide educators imbue their rooms with an intellectual flavor, depth and inspiration.

Program Objectives

It is expected that by the end of this course participants would leave with:

1. Concrete tools to imbue intellectual depth into standardized curricula without compromising institutional requirements.
2. Ideas to elevate their classroom discourse and deepen student learning in their respective educational setting.
3. A framework on how they can coherently connect their intellectual identity and their teaching in a rational manner.
4. A commitment towards intellectual attitude and a willingness to stay abreast of the contemporary issues and developments.

Program Outline

Session 1

Teachers as Technicians or more?

- Teachers as Technicians..?
- Representations of an Intellectual.
- Teachers as Transformative Intellectuals

Scholars: Edward Said & Henry Giroux

Session 2

Thinking Beyond Subject Boundaries

- Understanding Pedagogical Approach
- Teaching for Language
- Thinking beyond Subject Boundaries

Scholars: John Dewey & Ludwig Wittgenstein

Session 3

How we know what we know?

- Data, Information, Knowledge and Wisdom.
- Eurocentrism & Western Hegemony
- Non-Western Approaches to Education

Scholars: Edward Said, Antonia Gramsci and Timothy Reagan

Session 4

Teaching for a Worldview

- Cultivating a Weltanschauung
- Interdisciplinary Teaching.
- Cultivating Critical Consciousness

Scholars: Neil Postman & Paulo Freire

Session 5

Teacher as a Model for Thinking

- Deeper Explanations
- Language of Thinking
- Helping Students Carry Ratio

Scholars: Ron Ritchart and Doug Lemov

Session 6

Teacher as a Facilitator of Thinking

- Socratic Questioning
- Socratic Reading
- Meta-Cognition

Scholars: Ron Ritchart and Doug Lemov

Program Delivery and Pedagogy

- 6-online interconnected working sessions
- Interactive sessions featuring Socratic questioning, textual reading and debate.
- Collaborative group work using break-out rooms
- Using scholarly texts and audio-visual materials.
- Downloadable Content available on Google Classrooms.
- Utilizing a working template to collate practical ideas for education.

Facilitator's Profile

Abdul Haseeb

Educational Consultant – Curriculum Design, Educational Leadership and Pedagogy.

Abdul Haseeb is an experienced educational consultant and practitioner with an extensive background across multiple international contexts. He brings intellectual rigor, warmth, and a commitment to honest inquiry to every session he facilitates.

He holds an MA in International Development from the University of Warwick, UK.

