



Institute Overview

January 2015

The Global Teachers Institute (GTI) is an international platform dedicated to increasing the quality and quantity of teachers throughout the world by delivering teacher training and professional development programs.

Mission

The GTI is dedicated to strengthening teacher capacity in South Africa and across the world by changing the way we train teachers. The GTI aims to empower student teachers, current faculty, school leaders, and education organizations globally by refocusing teacher training and professional development on ideas of consciousness development and social change.

Philosophy

The GTI believes that a global teacher consciousness is needed in order to truly achieve systemic academic gains. To solve educational inequality, teachers must not only acquire skills, but also confront their deep-seated beliefs about learning, culture, and authority and consider the moral and political questions that are enmeshed within education. Educators must reframe their teaching practice through these beliefs and questions and understand how they influence their work.

In response, GTI programs integrate existing skills-based training with material specifically emphasizing personal awareness, student emotional needs, and social responsibility. Training includes facilitated workshops, reflection groups, travel experiences and readings that create an expansive community of practitioners who focus not only on instructional practice, but also on personal transformation and setting a deeper meaning for their work.

The Need

Teacher Shortage- To meet educational demands, South Africa needs approximately 25,000 new teachers a year, but each year, only 10,000 teachers meet the necessary qualifications to teach.

Teacher Attrition- On average, South African teachers leave the profession after just three years, often citing a lack of professional development, mentorship and support as reasons for leaving the profession.

Limitations of Current Teacher Training Programs- Often, teacher training programs and professional development overemphasize skills acquisition, while overlooking the more personal dimensions that facilitate effective teaching.



Nigel Richard - GTI Manager

"The GTI represents a new way of working by eradicating the belief that you as a professional and you as a person must somehow be different. Instead, we focus our work around personal consciousness and collaboration with others. I've been fortunate to experience the GTI's transformative methods as a young educator and I am now committed to facilitating these shifts for others. It's clear to me now that professional change stems from personal change and engaging openly with people, confronting feelings directly, and explicitly advocating for social change."

FOR MORE INFORMATION

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Vuyelwa Poni - Leap 2 English Teacher

“The GTI doesn’t want to only improve education in South Africa; they want to change the way it’s done entirely. These programs do much more than provide the skills and opportunities to succeed professionally. They present an entirely different way of thinking about work and education that has made me look at a much bigger picture of my life and where it’s going. I no longer dream of just using my work to provide for my family. I now dream of using my work to change my entire community, and the world around it.”



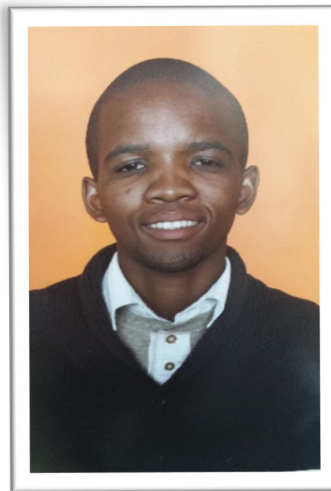
Tuksie Nkwinti - Champion Teachers Coordinator

“During my time teaching in township schools, people rarely wanted to talk about their professional or personal struggles. They would rather hide in their own classrooms instead of confronting their challenges. Through GTI programs, I am seeing teachers who never before had a voice now feeling empowered to speak. I see teachers for the first time owning their experiences and accepting what needs to change to make their practice better. I see teachers coming from different schools, different skills, different methodologies, different cultures all still sharing freely. At the end of our sessions, teachers say they leave with a better understanding of themselves, their identity, and their culture. I hope all teachers in any corner of the world could gain that same understanding and then integrate it into their own classrooms.”

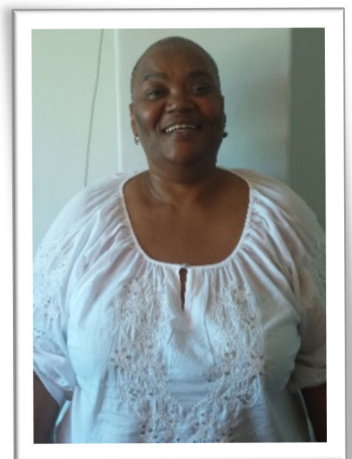
Zonke Mpotulo - LEAP 6 School Leader

“When I began working as a school leader, I was very young. I was expected to lead and do several things I wasn’t necessarily specifically trained for. But because of LEAP and GTI programs, I was very clear about the intention of my work, and that alone got me through so many challenges along the way. I now lead professional development workshops where I help teachers understand their own intentions for being in the classroom. When you take people to those places in their lives, where they feel the most excitement and passion for their work, it can help them achieve even under difficult circumstances. ”

Brian Ntshikila - Future Leader



“Participating in the Future Leader Program has now given me the confidence to lead a classroom, and carry the LEAP vision in my role as a teacher. The teaching summits, workshops and the international exchange programs have been crucial for sharing ideas with other young teachers around the world. They’ve taught me that it doesn’t have to just be “my” lesson plans and “my” teaching strategies but instead something that can be created together. It’s exciting to learn from other people your own age, and to see directly the influence the program is having on others.”



FAST FACTS

25,000

New teachers needed each year in South Africa

10,000

Teachers each year who meet the necessary qualifications to teach