Strategies To Develop Global Competence in Students and Educators

Trish Anderson | Jefferson Burnett | Ioana Wheeler
NAIS Annual Conference | February 28, 2020
What’s Ahead

• It’s 8am…Warm-up Spark!
• Why Global Now
• What Is Global Competence
• Strategies To Develop Global Competence
• Spark/Convo
Our 2 Ws

What Is Global Competence?

Why Does Global Matter?
In 1967, the ONE word was... PLASTICS!
Why Global Now

Today, it’s the 4IR

End 3 Stage Life

AI & Automation

Global Talent Hunt
This means...

1/3 workforce in US and Germany will need to find new occupations and learn new skills by 2030; lifelong learning
Why Global Now

Automation and AI will change the skills needed in the workforce

Total is for United States and 14 Western European countries

**SKILLS**

<table>
<thead>
<tr>
<th>Physical and manual</th>
<th>Basic cognitive</th>
<th>Higher cognitive</th>
<th>Social and emotional</th>
<th>Technological</th>
</tr>
</thead>
<tbody>
<tr>
<td>🛠️ 203</td>
<td>👨‍💻 115</td>
<td>👨‍👩‍👧 140</td>
<td>🙋 119</td>
<td>☨ 73</td>
</tr>
</tbody>
</table>

**Hours spent, in 2016 Billion**

- 💪 -14
- 🔍 -15

**Change in hours spent by 2030 %**

- 👨‍🔧 General equipment operation and navigation
- 👨‍💻 Basic data input and processing
- 👤 Inspecting and monitoring
- 👨‍🔬 Basic literacy, numeracy, and communication

**Skills with the biggest shift in demand**

- 🎨 Creativity
- 📧 Complex information processing and interpretation
- 🌱 Entrepreneurship and initiative taking
- 🎯 Leadership and managing others
- 🚀 Advanced IT skills and programming
- 🛠️ Basic digital skills
Why do we need global competence?

- to live harmoniously in multicultural communities
- to thrive in a changing labour market
- to use media platforms effectively and responsibly
- to support the Sustainable Development Goals
Why Global Now

Workforce Reality

Convergence

Need Skills & Mindsets

Education: K12 - Life
Why Global Now

Figure 2: The World Economic Forum Education 4.0 Framework

- **Global citizenship skills**
  To include content that focuses on building awareness about the wider world, sustainability and playing an active role in the global community.

- **Innovation and creativity skills**
  To include content that fosters skills required for innovation, including complex problem-solving, analytical thinking, creativity and systems-analysis.

- **Technology skills**
  To include content that is based on developing digital skills, including programming, digital responsibility and the use of technology.

- **Interpersonal skills**
  To include content that focuses on interpersonal emotional intelligence (i.e. empathy, cooperation, negotiation, leadership and social awareness).

- **Personalized and self-paced learning**
  From a system where learning is standardized, to one based on the diverse individual needs of each learner, and flexible enough to enable each learner to progress at their own pace.

- **Accessible and inclusive learning**
  From a system where learning is confined to those with access to school buildings to one in which everyone has access to learning and is therefore inclusive.

- **Problem-based and collaborative learning**
  From process-based to project and problem-based content delivery, requiring peer collaboration and more closely mirroring the future of work.

- **Lifelong and student-driven learning**
  From a system where learning and skilling decrease over one’s lifespan to one where everyone continuously improves on existing skills and acquires new ones based on their individual needs.
Why Global Now

Workforce & Global Responsibility
Globally Competent Students

“To be globally competent, students will need traits like critical thinking, intercultural literacy, digital literacy, and cooperation. They will need to know how to work together on shared projects; how to use technology as a tool for learning; and how to see themselves as agents for innovation and sustainability.”

Dr. Fernando Reimers, Ford Foundation Professor of Practice, in International Education and Faculty Director of International Education Policy, Harvard Graduate School
Author: “Empowering Global Citizens: A World Course”
What Is Global Competence?

Many organizations have their own definitions of global competence including:

- The United Nations
- The Organization for Economic Co-operation and Development
- The International Baccalaureate
- Asia Society
- World Savvy
Global Competence Definitions

Commonalities in all definitions highlight that students should have the capacity:

- to examine the world through different perspectives
- to collaborate with peers from other countries and cultures
- to be change agents
- to examine global issues and to identify solutions that can be implemented locally, nationally and globally.

Schools develop their own unique definitions for their mission, vision, and community based on these core traits.
Why Global Competence Matters?

Asia Society:

Global competence is the toolkit a productive, involved citizenry uses to meet the problems and opportunities of the world.
Why Global Competence Matters?

Asia Society:

A new generation of students requires different skills from the generations that came before.
Why Global Competence Matters?

Asia Society:

More than ever before, individual actions reach around the globe.
Why Global Competence Matters?

Asia Society:

Global competence integrates knowledge of the world and the skill of application with the disposition to think and behave productively.
Why Global Competence Matters?

Asia Society:

Success in career and life will depend on global competence, because career and life will play out on the global stage.
Global Competence Matrix: World Savvy
## World Savvy: Behaviors, Values and Attitudes, Skills

<table>
<thead>
<tr>
<th>BEHAVIORS</th>
<th>VALUES AND ATTITUDES</th>
<th>SKILLS</th>
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<tbody>
<tr>
<td>• Seek out and apply an understanding of different perspectives to problem-solving and decision-making</td>
<td>• Openness to new opportunities, ideas, and ways of thinking</td>
<td>• Investigate the world by framing questions, analyzing, and synthesizing relevant evidence, and drawing reasonable conclusions that lead to further inquiry</td>
</tr>
<tr>
<td>• Form opinions based on exploration and evidence</td>
<td>• Desire to engage with others</td>
<td>• Recognize, articulate, and apply an understanding of different perspectives (including his/her own)</td>
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<tr>
<td>• Commit to the process of continuous learning and reflection</td>
<td>• Self-awareness about identity &amp; culture, &amp; sensitivity and respect for differences</td>
<td>• Select and apply appropriate tools and strategies to communicate and collaborate effectively</td>
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<tr>
<td>• Adopt shared responsibility and take cooperative action</td>
<td>• Valuing multiple perspectives</td>
<td>• Listen actively and engage in inclusive dialogue</td>
</tr>
<tr>
<td>• Share knowledge and encourages discourse</td>
<td>• Comfort with ambiguity &amp; unfamiliar situations</td>
<td>• Is fluent in 21st-century digital technology</td>
</tr>
<tr>
<td>• Translate ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions</td>
<td>• Reflection on context and meaning of our lives in relationship to something bigger</td>
<td>• Demonstrate resiliency in new situations</td>
</tr>
<tr>
<td>• Approach thinking and problem-solving collaboratively</td>
<td>• Question prevailing assumptions</td>
<td>• Apply critical, comparative, and creative thinking and problem-solving</td>
</tr>
<tr>
<td>• Openness to new opportunities, ideas, and ways of thinking</td>
<td>• Adaptability and the ability to be cognitively nimble</td>
<td></td>
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<tr>
<td>• Desire to engage with others</td>
<td>• Empathy</td>
<td></td>
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<tr>
<td>• Self-awareness about identity &amp; culture &amp; sensitivity and respect for differences</td>
<td>• Humility</td>
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<td>• Humility</td>
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How Do We Teach Global Competence?

What types of global education programs does your school offer? (Check all that apply.)

- World language instruction
- Trips abroad
- Speakers and presenters on global topics
- Global curriculum and studies
- International student admission
- Student exchanges
- Student leadership programs or global clubs
- Professional development for teachers related to global education
- Sister school partnerships
- Online or digital exchanges and partnerships or pen-pal programs
- Study abroad (including living abroad)
- Global education conferences and events for students
- Partnerships with NGOs and/or universities
- School-based global diploma or certificate
- Teacher exchanges
- International Baccalaureate
- Satellite campuses abroad
- Other (please specify)
AIMS Self-Study

Goal I: Become even more intentional around issues of diversity, including the definition of diversity at Holton, the level of diversity among faculty and staff, support for our diverse community of adults and students, and the inclusiveness of the curriculum.

Goal II: Create a school environment that feels more balanced; where different goals and initiatives feel aligned rather than in conflict; where students and adults feel better equipped to manage stress and make healthy decisions.

Goal III: Create a more cohesive, integrated curriculum 3-12 both within disciplines and across disciplines.

Goal IV: Actively develop a more robust culture of philanthropy among all school constituencies.

Institutional Priorities

Incorporating recommendations from Catherine Steiner-Adair

Diversity, Equity & Inclusion

- Me-as-a-learner

Health & Wellbeing

- Digital Wellbeing

Global Competence

- Sustainability & Environmental Stewardship

Philanthropy

Learn Well, Live Well, Lead Well Goals

- PHYSICAL AND EMOTIONAL HEALTH
  We understand and care for our physical and emotional health.

- SELF KNOWLEDGE AND IDENTITY
  We understand the dimensions of our own identity and how they intersect with those of others.

- OPEN-MINDEDNESS AND PERSPECTIVE TAKING
  We embrace ambiguity and recognize and appreciate diverse perspectives and abilities.

- COMMUNICATION, COLLABORATION, AND COMMUNITY BUILDING
  We communicate and connect across differences, develop healthy relationships, and accept responsibility for our role in community building.

- CREATIVE AND CRITICAL THINKING
  We persevere through creative problem-solving and critical thinking.

- CURIOSITY, KNOWLEDGE, AND DISCERNMENT
  We cultivate curiosity, leverage knowledge, and exercise discernment.

- LOCAL, NATIONAL, AND GLOBAL ENGAGEMENT
  We engage actively with local, national, and global communities in informed ways.

- SOCIAL JUSTICE AND ENVIRONMENTAL ACTIVISM
  We advocate, act, and lead with empathy, compassion, courage and integrity to promote justice, environmental sustainability, equity, and peace.
Off Campus Programming (Holton Arms)

Off Campus Programming Grades 3–12

Upper School

Middle School

Global Focus:
- Language Proficiency and Cultural Immersion
- France and Spain

Lower School

Global Focus:
- Zero Poverty, Quality Education, Life on Land, Life Below Water, and Sustainable Cities
- Brazil and New Orleans

Global Scholar

Continued Language Study throughout Upper School

Global Focus:
- Good Health and Wellbeing
- Gender Equality, Quality Education, Reduced Inequalities and Peace, Justice, and Strong Institutions
- China, India, and Peru

Global Focus:
- Participation Globally Focused Programs and Activities, and a Senior Project focused on a SDG in the D.C. area
Partner Schools

**Lower School Level**
- Landon School
- Level Up Village Virtual Exchanges:
  - Ghana, Mexico, and Ukraine

**Middle School**
- Landon School
- Colegio Mirabal Spain

**Upper School**
- Landon School
- Beijing 21st Century International School
- Chengdu Foreign Language School
- Fudan University High School
- China
- Modern School India
- San Silvestre School
- Peru
Mission: Holton-Arms School cultivates the unique potential of young women through the “education not only of the mind, but of the soul and spirit.”

Mind
The Holton graduate is forward thinking while honoring tradition; she embraces lifelong learning with enthusiasm, tenacity of purpose, and intellectual curiosity.

Soul
The Holton graduate exemplifies strength of character and exercises moral courage; she values diversity of identity and thought, and believes that trust, respect, and empathy are the keys to building relationships.

Spirit
The Holton graduate finds joy in life and aspires to make a difference in a complex and changing world; when faced with challenges, she relies on her creativity and determination to find a way or make one.
Making the Case for Global Competence

What?
Global competence is the capacity and disposition to understand and act on issues of global significance.

Why?
Addressing global competence in the classroom lends increased context and relevance to disciplines and offers students authentic opportunities to develop agency.

How?
Providing students a myriad of opportunities to:
Global Template

Strategies and Resources: How will students be able to investigate the world (local, national, global)?
Perspectives: How will students be able to recognize, explore, and analyze diverse perspectives?
Communication: How will students communicate their ideas?
Action: If applicable, how will students take responsible action for positive change?
Technology: If applicable, how will technology be used to bring the world into the classroom?
Assessments (Products/Outcomes): What will students produce or create to reflect their learning?

2013-2015 AIMS Self Study/Response
Director of Diversity and Global Education
Dean of Academics
Director of Academic Technology

Adapted from work of Dr. Fernando Ramos and the Asia Society
Holton Arms School -- This work is licensed under a Creative Commons All

HOLTON-ARMS GLOBAL EDUCATION
Refreshing and Renewing

Goals:
- Support institutional priorities,
- Cultivate collaboration and professional learning
- Encourage organic and generative curricular refresh and renewal

Steps in the Cycle:

<table>
<thead>
<tr>
<th>Pinpoint</th>
<th>Develop questions to focus and guide the work around the chosen topic</th>
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<tbody>
<tr>
<td>Research</td>
<td>Engage in professional learning (school visits-virtual or physical, students’ voices, articles, blogs, interviews, videos, etc.)</td>
</tr>
<tr>
<td>Illustrate</td>
<td>Articulate a philosophy, ideal/aspirational outcomes, goals, effective practices</td>
</tr>
<tr>
<td>Strategize</td>
<td>Conduct a gap analysis: how can we get from where we are to where we want to be?</td>
</tr>
<tr>
<td>Move</td>
<td>Give it a try!</td>
</tr>
</tbody>
</table>
Identifying Institutional Priorities and Values

“If you don’t educate the whole child, how do you decide which parts to leave behind?”

- John Michael Lane
AIMS Self-Study

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## Lakeside School, Seattle, WA

<table>
<thead>
<tr>
<th>COMPETENCIES: What graduates can do.</th>
<th>MINDSETS: Who graduates are.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Flexibility</td>
<td>Equity and Inclusion</td>
</tr>
<tr>
<td>Collaboration and Leadership</td>
<td>Ethical</td>
</tr>
<tr>
<td>Communication and Listening</td>
<td>Global</td>
</tr>
<tr>
<td>Introspection and Emotional Intelligence</td>
<td>Growth and Learning</td>
</tr>
<tr>
<td>Resilience</td>
<td>Healthy</td>
</tr>
<tr>
<td>Unstructured Problem Solving</td>
<td>Service</td>
</tr>
<tr>
<td></td>
<td>Sustainability</td>
</tr>
</tbody>
</table>
The Miami Valley School, Dayton, OH

- Global citizenship mission statement
- Mandarin and Spanish – all grade levels
- January Immersion – language development and learning about immigration
- Hosting two exchange programs per year (Chile and Guatemala)
- Travel-teacher grant for 2nd grade teachers (Finland and Australia)
- Heritage report – 2nd grade
- Student and teacher diversity
- 13 international students from China and Brazil – celebrating international holidays
- Upper School: World Literature and Environmental Science
MISSION
To create prepared, confident citizens of the world who honor the values and legacy of Pace Academy.

HISTORY
Established in 1958 in Atlanta by an inter-faith group of parents and community members.
Admitted first black student in 1969.
Continue to be non-affiliated.
Current Head in leadership since 2005 - overseen period of deep development.

DEMOGRAPHICS
College preparatory co-educational day school.
1,115 students enrolled in Pre-1st through 12th grade.
27% students of color.
$3.4 million in need-based grants to nearly 15% of our students.
The Pace Academy Story

Exploring Mission, Field & Fit

2005-10
- Strategic plan opened a conversation about global citizenship.

2010-15
- Strategic plan prioritized Global Ed as critical part of a Pace education.
- Pivot to Pre-1-12 grade.

Connecting Vision & Philanthropy

2013
- Divisional committees

2014
- Formal board proposal for Pre-1-12 program.
- Inspired search for a meaningful gift to propel growth.
- Isdell pushed for big, ideas - allowed teachers to dream.
- Formation of ICGL Advisory Board.

Isdell Center for Global Leadership

2015
- ICGL launch with full time director, two part-time directors in MS and LS, plus DT & STEAM in LS & MS.
- Partnership with Parents Club.

2016-21
- Strategic plan secures ICGL’s central role in pursuit of the mission.
- Currently at work on divisional growth strategies.
Defining Global Leadership

OUTCOMES

Global Mindset + Cultural Awareness + Engaged Citizenship + Leadership Skills

International Experience

OPPORTUNITIES

Annual Global Theme

Science & Technology
Arts & Culture
Business & Social Entrepreneurship
Sustainability & Civic Engagement
Public Policy & International Relations
Lower & Middle School Model

Faculty Cohort

Culture

Theme

JA\ P\ A\ N

Division Specific Interactive Exhibits / Challenges

Grade Level Curriculum Integration

Core Curriculum

Community Engagement

DT & STEAM

Field Trips
Food waste as a problem of distribution, not production

Mathematics & ELA (Non-fiction reading)

2nd Helpings Compost Now Educating Peers Sustainability
Middle School Case Study

The Idea of Waste - An Industrial Values Revolution

Global Mindset

First Industrial Revolution values production efficiency vs. Circular Economy

Curriculum Integration

Industrial Revolution Unit in 8th Grade History STEAM & Design

Engaged Citizenship & Leadership

CHARM Center Educating Peers Permanent Exhibit
Upper School Case Study

Global Mindset + Curriculum Integration + Engaged Citizenship & Leadership

Post-AP Biology
Program Assessment

Annual ICGL Survey

McKinsey Partnership

5th
8th
10th
12th

Annual Stewardship Report
Global Education at Schools in the Audience

How are you teaching for global competence at your school?

What has worked and what hasn’t worked so well?
Implications for Educators and Schools

• Educating for global competence is accessible and practical and it can be incorporated at all grade levels.
• Teaching for global competence does not require a new curriculum.
• Global education programs should not be an isolated program.
• Support from the board, head, leadership team, faculty, and staff is critical.
• Schools must be intentional in organizing their programs and they should follow best practices.
• Support student mobility for domestic students going abroad and for international students coming to the US.
• Professional development for educators and teacher exchanges and communities of practice are key and should be encouraged.
• Develop partnerships with on-campus counterparts, the community and institutions in the US and abroad.
• Take advantage of resources from NAIS, GEBG, World Savvy, the UN, Asia Society, OECD, TakingITGlobal and Global Issues Network, among others.
EDUCATING FOR GLOBAL CITIZENSHIP AND INTERNATIONAL MINDEDNESS

PREAMBLE

The following principles provide common ground for interaction between independent school professionals and their many constituents (parents, students, colleagues at other schools, and the public). The NAIS Principles of Good Practice for member schools define high standards and ethical behavior in key areas of school operations to guide schools in becoming the best education communities they can be, to embed the expectation of professionalism, and to further our sector’s core values of transparency, excellence, and inclusivity. Accordingly, membership in NAIS is contingent upon agreement to abide by the spirit of the PPGs.

OVERVIEW

Independent schools are in a unique position to prepare students to be global citizens, individuals who are knowledgeable, compassionate, ethical, curious, and internationally minded leaders within a dynamically interconnected world.

1. The school demonstrates a commitment to global education and international mindedness through its strategic plan and policy statements.

2. The school supports and shows evidence of learning and teaching that challenges students to expand their perspectives and understanding of the world they live in, including foreign language acquisition, cross-cultural communication, collaboration, global problem-solving, creative thinking, ethical and empathetic decision making, and recognizing different perspectives, among others.

3. The school fosters a climate of respect for all peoples and cultures.

4. The school actively seeks opportunities that promote global awareness, intercultural experiences, transnational exchange, travel, and collaboration for its students, faculty, and administrators.

5. The school emphasizes the value of intercultural communication and commitment to ethical action and service locally, nationally, and globally, and at all grade levels.

6. The school embraces diversity and promotes an environment of inclusivity and belonging for students, teachers, and administrators from a range of cultural, national, religious, and ethnic backgrounds.

7. The school supports professional learning opportunities for faculty, administrators, and other stakeholders that develop global awareness, knowledge, and understanding.
NAIS Global Ambassadors Advisory Working Group

Global Education:
• Trish Anderson: Director of the Isdell Center for Global Leadership, Pace Academy, Atlanta, GA
• Tene Howard: Director of Global Programs and Community Engagement, Packer Collegiate Institute, Brooklyn, NY
• Robert McGuiness: Assistant Head of School, Global Education, Appleby College, Ontario, Canada

International Student Recruitment, Admissions and Student Support:
• Kristen Mariotti: Director of Admissions and Enrollment Management, Stoneleigh-Burnham School, Greenfield, MA
• Quentin McDowell: Associate Head of School for External Relations, Mercersburg Academy, Mercersburg, PA
• Angela Yang-Handy: Dean of Global, Experiential and Community Engagement, Northfield Mount Hermon School, Gill, MA

Resource Spotlight: Thought-piece
Resources from NAIS

- NAIS Principles of Good Practice - Educating for Global Citizenship and International Mindedness
- NAIS Principles of Good Practice - Education of International Students in Independent Schools
- NAIS Global Ambassadors Advisory Working Group Resources
- NAIS Independent School Magazine, Fall 2019 Issue on Global Education
- 2019 NAIS Global Education Survey Report
- Risk Management in Study Abroad Report (NAIS and United Educators)
- NAIS Toolkit: International Student Programs
- 2019 NAIS International Students Survey Report (available in March 2020)
- 2019 NAIS Trendbook : Chapter on International Students
- NAIS Connect: Global Education community

www.nais.org AND connect.nais.org
NAIS Resources

NAIS Toolkit: International Student Programs

Recruiting International Students from New Markets

Get perspectives on important current and emerging markets for international student recruitment.
THANK YOU!

Questions? Contact us at:

- **Trish Anderson**, Pace Academy Director of the Isdell Center for Global Leadership: trish.anderson@paceacademy.org
- **Jefferson Burnett**, NAIS Senior Vice President: burnett@nais.org
- **Ioana Suciu Wheeler**, NAIS Director of Global Initiatives: wheeler@nais.org