The Globally Competent Teaching Continuum

Longview Foundation and LEARN NC

As our world becomes increasingly interconnected and interdependent, student must graduate with the attitudes, knowledge, and skills to live and work in a global society. Classrooms are also becoming more global. Therefore, there is a growing need for educators to develop global competencies in themselves and their students.

Global competency is the set of knowledge, skills, and dispositions needed to live and work in a global society. The Asia Society and Council of Chief State School Officers define global competence as "*the capacity and disposition to understand and act on issues of global significance.*" The Longview Foundation adds that "*a body of knowledge about world regions, cultures, and global issues, and the skills and dispositions to engage responsibly and effectively in a global environment*" is also needed. Global competence shares commonalities with intercultural competence, multicultural education, and international education; however, it is distinct in that it combines elements such as communicating effectively with people from other cultures and valuing multiple perspectives with elements such as knowledge of current global conditions and the interconnectedness of local and global issues, and a commitment to promoting equity worldwide.

Globally competent teaching requires teachers to translate their personal global competence into professional classroom practice. A globally competent teacher must not only develop global competencies in themselves, but also possess the skills to instill global competency in their students. Such skills specific to educators include: to create a classroom environment that values diversity and global engagement, to integrate learning experiences that promote content-aligned explorations of the world, to facilitate international and intercultural conversations and partnerships, and to assess students' global competence.

The Globally Competent Teaching Continuum (GCTC) is an online interactive tool to help educators develop global competence and globally competent teaching practices (available at: http://www.learnnc.org/lp/editions/global-continuum/). The GCTC provides 12 concrete global competency elements for teachers with definitions of what each looks like at different levels of development. The GCTC also contains resources to help educators move along the continuum, including videos of globally competent K-12 teachers in action, lesson plans, websites, books, and professional development opportunities.

This exercise introduces the 12 global competence elements and asks you to consider where in the preparation of teachers they might be addressed.

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Teacher Dispositions

ELEMENT	Nascent	Beginning	Progressing	Proficient	Advanced
1. Empathy and valuing multiple perspectives	I have not yet explored how my personal beliefs have shaped my worldview.	I can identify my personal beliefs and experiences and recognize how they shape my view of the world. I recognize that I might hold stereotypes.	I understand that my beliefs and experiences are **not universally shared**. I can identify the **influences** that shape how others and I view the world. I am **willing to explore** the experiences and perspectives of people who **challenge** my beliefs.	I recognize **biases and limitations** of my own perspective and those of others' perspectives. I recognize how my personal beliefs influence my **decisions as a teacher**. I empathize by **seeking to understand** the perspectives of others.	I **challenge** my personal assumptions to understand viewpoints that differ from my own. I **value** diverse perspectives, including those that challenge my own.
2. Commitment to promoting equity worldwide	I have not yet considered local and global inequities.	I care about the well being of others. I recognize that inequities exist locally and globally (e.g., poverty and discrimination).	I understand that there are **barriers** to equity locally and globally. I **seek opportunities** to contribute to efforts to address inequities.	I **engage in opportunities** that address particular issues of local and/or global inequity (e.g., poverty and discrimination). I take responsibility for **helping my students** and others in my school to recognize inequities.	I actively seek to understand **why** inequities exist and challenge those **underlying causes**. I lead students and others in my school to **act on** issues of equity locally and globally.

Which of the above can be developed in the teacher education curriculum? Where and how?

Which of the above can be developed elsewhere in the general education curriculum? Where and how?

Can you think of any additional elements that should be added?

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Teacher Knowledge

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ELEMENT	**Nascent**	**Beginning**	**Progressing**	**Proficient**	**Advanced**
3. Understanding of global conditions and current events	I do not yet have knowledge of world conditions and current events.	I have a basic understanding of world geography. I have a basic understanding of current local and/or global events.	I can articulate geographical, **historical political, economic, social and/or cultural influences** on current events. I can access **multiple resources** that portray current events.	I seek out multiple sources to understand **contrasting perspectives** on an issue. I **stay** informed on current local and global issues.	I **regularly** seek resources **from varied perspectives** and opportunities to stay informed on local and global issues. I think critically about the potential **impact** of current events on future conditions, both locally and globally.
4. Understanding of the ways that the world is interconnected	I have not yet considered the ways the world is interconnected.	I recognize that our world is interconnected and interdependent in multiple arenasand environmentally). I recognize that the ways in which the world is interconnected are constantly changing.	I understand ways that a global issue **impacts my local context** (including myself, my students, and my local community). I understand ways that a global issue impacts cultures or nations **aside from my own**.	I **can explain** ways that global issues impact my local context and **individuals in other nations**. I can explain **global influences** on local issues and **local influences** on global issues.	I can **critically** analyze ways that global interconnectedness contributes **to inequities within and between nations**. I can explain how **actions I take** at the local, national, or international level address inequities related to our interconnected world.
5. Experiential understanding of multiple cultures	I have not yet reflected on my own cultural values and norms. I have not yet considered experiencing other cultures.	I am aware of my own cultural practices, values, and norms in relation to other cultures. I am interested **in** experiencing other cultures.	I understand **differences** in practices, values, and norms across cultures. I understand that **multiple** perspectives exist **within** and across cultures. I **seek opportunities** to experience other cultures.	I demonstrate knowledge of various cultures through **cultural immersion experiences** (e.g., study abroad and local immersion). I **reflect** upon the immersion experience in relation to my own cultural constructs, perspectives, and educational practices.	I critically **relate multiple** cultural immersion experiences to each other and to my own perspectives and practices. I **modify** my educational practices and/or **advocate** for changing educational policies and practices based upon immersion experiences and multiple perspectives.
6. Understanding of intercultural communication	I am not yet familiar with cultural differences in communication.	I am aware that different cultures may have different ways of communicating (e.g., differences in language, gestures, and norms for communicating).	I can **identify strategies** that enhance intercultural communication. I can explain the relationship between **language, communication, and identity**.	I can **use strategies** to effectively navigate intercultural interactions. I understand that learning languages has **social, emotional, and cognitive aspects** .	I critically reflect on how particular languages and modes of communication are **valued more than others** and **the effect that this has on identity**. I can **help others navigate** the social, emotional, and cognitive aspects of intercultural communication.

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Teacher Skills

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ELEMENT	**Nascent**	**Beginning**	**Progressing**	**Proficient**	**Advanced**
7. Communicate in multiple languages	I speak one language and have not yet pursued another.	I am pursuing or have pursued a language other than my own.	I can have **basic conversation** in two languages (including my own).	I am **proficient** in at least two languages (including my own). I can **effectively communicate** with students and families in at least two languages.	I am **fluent** in at least two languages and **seek opportunities** to use them in schools and communities.
8. Create a classroom environment that values diversity and global engagement	I do not yet consider global issues or diverse perspectives and cultures in my classroom.	I discuss global engagement and valuing of diverse perspectives and cultures in my classroom.	I **engage** students in learning about other cultures by emphasizing the relevance of global issues to students' lives. I teach my students to **respect** diverse perspectives and cultures. My classroom contains **resources** that represent multiple perspectives.	I teach my students to respect and **learn from** diverse perspectives and cultures. I **provide opportunities** for students to collaboratively discuss global issues. I **consistently encourage** students to use resources in my classroom for global learning.	I help my students **develop a concern for global issues, an interest in learning more about diverse cultures, and a desire to take action.**
9. Integrate learning experiences for students that promote content-aligned explorations of the world	I do not yet include global learning experiences aligned with content standards.	I can identify global learning experiences that align with content standards.	I **integrate** into my instruction global learning experiences aligned with **my students' interests** and **content standards.**	I regularly integrate **real-world and challenging** global learning experiences aligned with my students' interests and content standards.	I **reflect** on my students' global learning experiences and **revise** my teaching accordingly. I **support the school community** in integrating global learning experiences.
10. Facilitate intc'l and int'l dialogue that promotes active listening, critical thinking, and perspective recognition	I do not yet provide opportunities for students to converse with individuals from other cultures or nations.	I provide opportunities during the school year for students to converse with individuals from other cultures or nations.	I provide opportunities for students to converse with individuals from other cultures or nations, **in which students demonstrate active listening, critical thinking, and/or perspective recognition.**	I provide **ongoing** opportunities for students to converse with individuals from other cultures or nations, in which students demonstrate active listening, critical thinking, **and** perspective recognition.	My **students initiate** communication with individuals from across cultures and nations, in which they demonstrate active listening, critical thinking, and perspective recognition.
11. Develop local, national, or international partnerships that provide real world contexts for global learning opportunities	I do not yet create opportunities for my students to communicate with local, national, or international organizations or individuals.	I present students an opportunity to engage in global learning experiences with local, national, or international organizations or individuals.	I present students with opportunities for **short-term collaboration** with local, national, **or** international organizations to learn about the world.	I develop local, national, **and/or** international **long-term partnerships** that allow my students to learn about the world with diverse communities.	I guide my students to develop local, national, **and** international partnerships, **direct** their own communication with these partners, and **develop their own** global learning opportunities.

12. Develop and use appropriate methods of inquiry to assess students' global competence development	I am not yet familiar with how to assess students? global competence development.	I am familiar with resources to assess students' global competence development.	I **develop and use** appropriate assessments of students' global competence development. I can provide students **feedback** and analyze students' global competence development.	I develop and use **frequent, authentic,** and **differentiated** assessments of students' global competence development. I can provide students with **constructive** feedback and analyze students' performance to **inform subsequent instruction.**	I guide students to **evaluate their own** global competence development.

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