



Partnership for  
Global Learning

# Global Competence in K-12 Schools

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# Discussion Question 1

When you hear talk about “internationalizing” or “globalizing” the curriculum, what does that mean to you?

# Discussion Question 2

In what ways do you currently bring a “global” component to the work that you do?



# **A Changing World Demands Changing Skills**

# The Next Economy is

A Science and Knowledge Economy

- *need scientific and technological literacy*

A Resource-Challenged Economy

- *need critical thinking about sustainable economies*

A Globally Interdependent Economy

- *global competence is a core competence*

A Demographically Diverse Economy


- *requires cross-cultural leadership skills*

An Innovation-Driven Economy

- *requires students who can learn how to learn and adapt to rapid change*

“We are in a 21st century world where jobs can be shipped wherever there is an internet connection, where a child born in Dallas is now competing with a child in New Delhi, where your best job qualification is not what you do, but what you know.”

President Barack Obama, 2011



*98% of educators and 99% of school principals believe that global competency is important to students' future success.*

**2010 Survey of the American Teacher  
The MetLife Foundation**

# What is Global Competence?

- *Knowledge* of other world regions, cultures, and global/international issues
- *Skills* in communicating in languages other than English, working in global or cross-cultural environments, and using information from different sources around the world
- *Values/perspectives* of respect and concern for other cultures and peoples



# Global Competence is a Core Competence because:

- Globalization is driving demand for an *internationally competent* workforce
  - One in five jobs is tied to international trade
  - Most future business growth will be in **overseas** markets

# New Global Trends

## □ Human Security and Citizenship

- Our challenges are international challenges – global health, global warming, energy/water, terrorism
- Our security is intertwined with our understanding of other cultures
- Increasing diversity in our schools and workplaces require a citizenry with increased understanding of other cultures

## □ Education

- Growing global talent pool – U.S. now 18<sup>th</sup> in the world in HS graduation rates
- Only 50% of U.S. high school students study a foreign language, and less in lower grades

# In the 21<sup>st</sup> century, students will be:

- Selling to the world
- Buying from the world
- Working for international companies
- Managing employees from other countries and cultures
- Competing with people on the other side of the world for jobs and markets
- Working with people all over the world in joint ventures and global work teams
- Solving global problems such as AIDS, avian flu, environmental problems, and resolving conflicts

**ARE THEY READY?**

# Our Students Are Not Ready

## ■ Levels of Student Knowledge are Weak

(Asia Society and National Geographic Society, 2006)

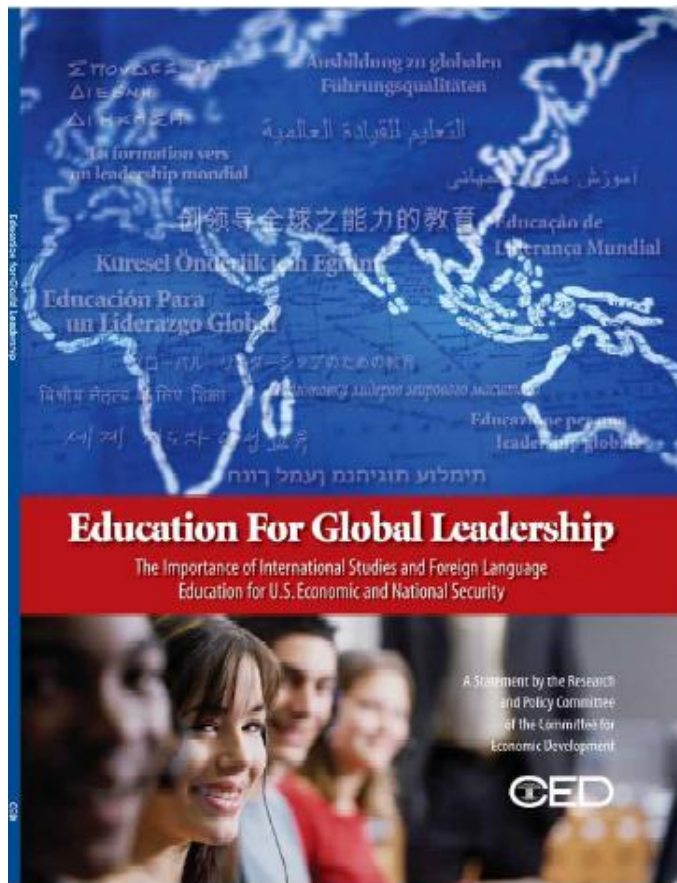
- Six in 10 cannot find Iraq on a map of the Middle East
- Over half do not study geography, economics or Non-Western history
- More than half significantly over-estimate the population of the United States
- Nearly three-quarters incorrectly select English as most widely spoken native tongue (it's Mandarin Chinese)
- Young Americans are next to last in a nine country survey of knowledge of current events

# December 2010 PISA Results

The United States ranked:

- 31<sup>st</sup> in mathematics
- 17<sup>th</sup> in reading
- 23<sup>rd</sup> in science

# Students Must Prepare for the Global Age



“To compete successfully in the global marketplace, both U.S.-based multinational corporations as well as small businesses increasingly need employees with knowledge of foreign languages and cultures to market products to customers around the globe and to work effectively with foreign employees and partners in other countries.”



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Development

# Innovations in Schools

# Innovations in Schools - ISSN

- Asia Society's International Studies Schools Network (ISSN): 38 schools serving low-income students in CA, CO, NY, NC, IL, OH, WV and TX. Funded by the Bill & Melinda Gates Foundation as well as Race to the Top funding.
- The mission of each ISSN school is to prepare students to be globally competent and college/career ready.
- Across grade levels and core subject areas, ISSN schools achieved at higher levels in the vast majority of comparisons to schools with similar demographic profiles.



# What are the Elements of a Globally-Oriented School or Classroom?

- Creating a Global Vision and Culture
- Recruiting and Preparing Internationally-Oriented Teachers
- Transforming Curriculum and Instruction by Integrating International Content
- Emphasizing Language Proficiency
- Expanding Student Experiences - through harnessing technology, international travel and partnerships, international service learning and internships

# Council of Chief State School Officers Global Education Work

- In 2009, CCSSO launched a series of task forces to examine essential components of 21<sup>st</sup> century schooling, including global competence
- EdSteps work grew out of this work

# How do we teach in order to build global competence in our students?

- Knowing the World
- Investigating the World
- Recognizing Perspectives
- Communicating Ideas
- Taking Action

# Knowing the World

Disciplinary and Interdisciplinary Knowledge and Understanding Matters. Students need:

- Deep knowledge and understanding of seminal content and skills within academic disciplines
- Capacity to use disciplinary methods of inquiry creatively and productively
- Ability to understand prevailing world conditions, issues, and trends through disciplinary-based and interdisciplinary learning
- Substantive engagement, over time, with the world's complexities and interrelatedness

# Investigate the World

Students investigate the world beyond their immediate environment. They:

- Identify an issue, generate a question, and explain the significance of locally, regionally, or globally focused researchable questions.
- Use a variety of languages and domestic and international sources and media to identify and weigh relevant evidence to address a globally significant researchable question.
- Analyze, integrate and synthesize evidence collected to construct coherent responses to globally significant researchable questions.
- Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions.

# Recognize Perspectives

Students recognize their own and others' perspectives. They:

- Recognize and express their own perspective on situations, events, issues or phenomena and identify the influences on that perspective.
- Examine perspectives of other people, groups or schools of thought and identify the influences on those perspectives.
- Explain how cultural interactions influence situations, events, issues or phenomena, including the development of knowledge.
- Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives.

# Communicate Ideas

Students communicate their ideas effectively with diverse audiences. They:

- Recognize and express how diverse audiences may perceive different meanings from the same information and how that affects communication.
- Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, languages, and strategies.
- Select and use appropriate technology and media to communicate with diverse audiences.
- Reflect on how effective communication affects understanding and collaboration in an interdependent world.

# Take Action

Students translate their ideas and findings into appropriate actions to improve conditions. They:

- Identify and create opportunities for personal or collaborative action to address situations, events, issues or phenomena in ways that improve conditions.
- Assess options and plan actions based on evidence and the potential for impact, taking into account previous approaches, varied perspectives and potential consequences.
- Act, personally or collaboratively, in creative and ethical ways to contribute to improvement locally, regionally or globally and assess the impact of actions taken.
- Reflect on their capacity to advocate for and contribute to improvement locally, regionally or globally.



# Looking at Student Work Through Global Competence Lens

Films:

“Border Crossings”

“Namaste”

# Final Thoughts

**To the extent that it is possible,  
You must live in the world today  
As you wish everyone to live  
In the world to come.**

**That can be your contribution.  
Otherwise, the world you want  
Will never be formed. Why?**

**Because you're waiting for others to do  
What you're not doing;  
And they are waiting for you,  
And so on.**

