

# **Teaching Global Competencies**

**In Maine Public School Classrooms**

**Bobbie Thibodeau & Amy Stanley from Gray New Gloucester High School**

# About Me

Bobbie Thibodeau

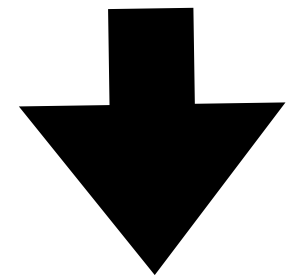
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- International Baccalaureate (IB) Coordinator at GNGHS since 2019
- 9-12th social studies teacher in Maine public schools since 2008
- Teachers for Global Classrooms (TGC) Fulbright Fellow
- Fund For Teachers (FFT) Fellow
- Studied abroad - Comparative Religion and Culture in Japan, India and Israel
- BA Psychology
- MsED Teaching Methodology
- EdS in Education Technology (in progress)

1. What are Global Competencies
2. Why Teach Global Competencies
3. How to teach Global Competencies



## **4. Teaching Global Competencies**

**In Maine Public School Classrooms**

# What are the challenges to effectively teaching global competencies in your classroom?

(Post your questions to the chat.)



## Asking “complete” questions.

| Instead of asking...                               | Create a complete question  |
|--|---|
| What is school like for you?                       | Example: I start school at 7:30 am and have 4 classes each day. They include English, science, art, and gym. What's your school day like?<br>My question: |
| Why do you wear clothes like that?                 |   |
| What's it like to live in a country with problems? |   |

**OVERCOMING BIAS**

- United Nations' Sustainable Development Goals
- Asia Society Global Competencies
- 21st Century Skills
- CASEL's Social Emotional Learning

[LEARN MORE](#)

**Global Nomads Group**

**Resource to check out!**

### Encouraging Student Interaction and Communication

- **Open-ended questions** – “How has this impacted your community?”
- **Get personal** – “Why is this important to you?”
- **Restate** – “Another way to think about it” or “Imagine that...”

### Clarifying Statements

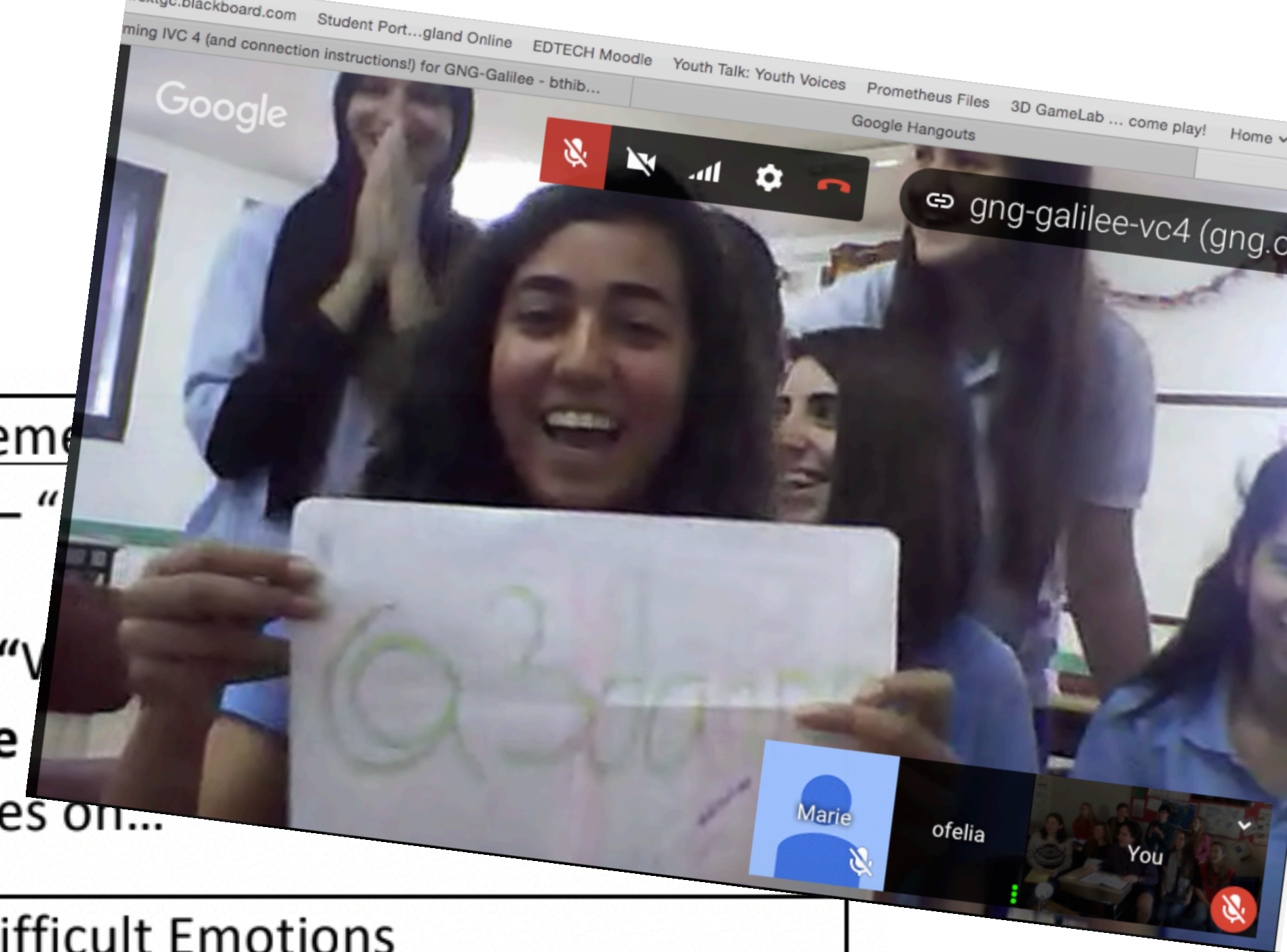
- **Examples** – “example?”
- **Context** – “V”
- **Summarize** perspectives on...

### Bringing in New Perspectives

- **New Idea** – “Does anyone have a perspective we haven’t heard?”
- **The Unsaid** – “We’ve heard a lot of people say this, but what about...?”
- *(Example: “Everyone here says they believe Islam is a religion of peace, but what are some other perspectives that you might hear from people in your community?”)*
- **Poll** – “Raise your hands if you agree”

### Dealing with Difficult Emotions

- **Normalize** – “It’s not unusual for people to disagree...”
- **Acknowledge/Validate Emotions** – “I hear that this conversation is frustrating...”
- **Create Distance** – “What have you heard from others in your school/ family/ community?”

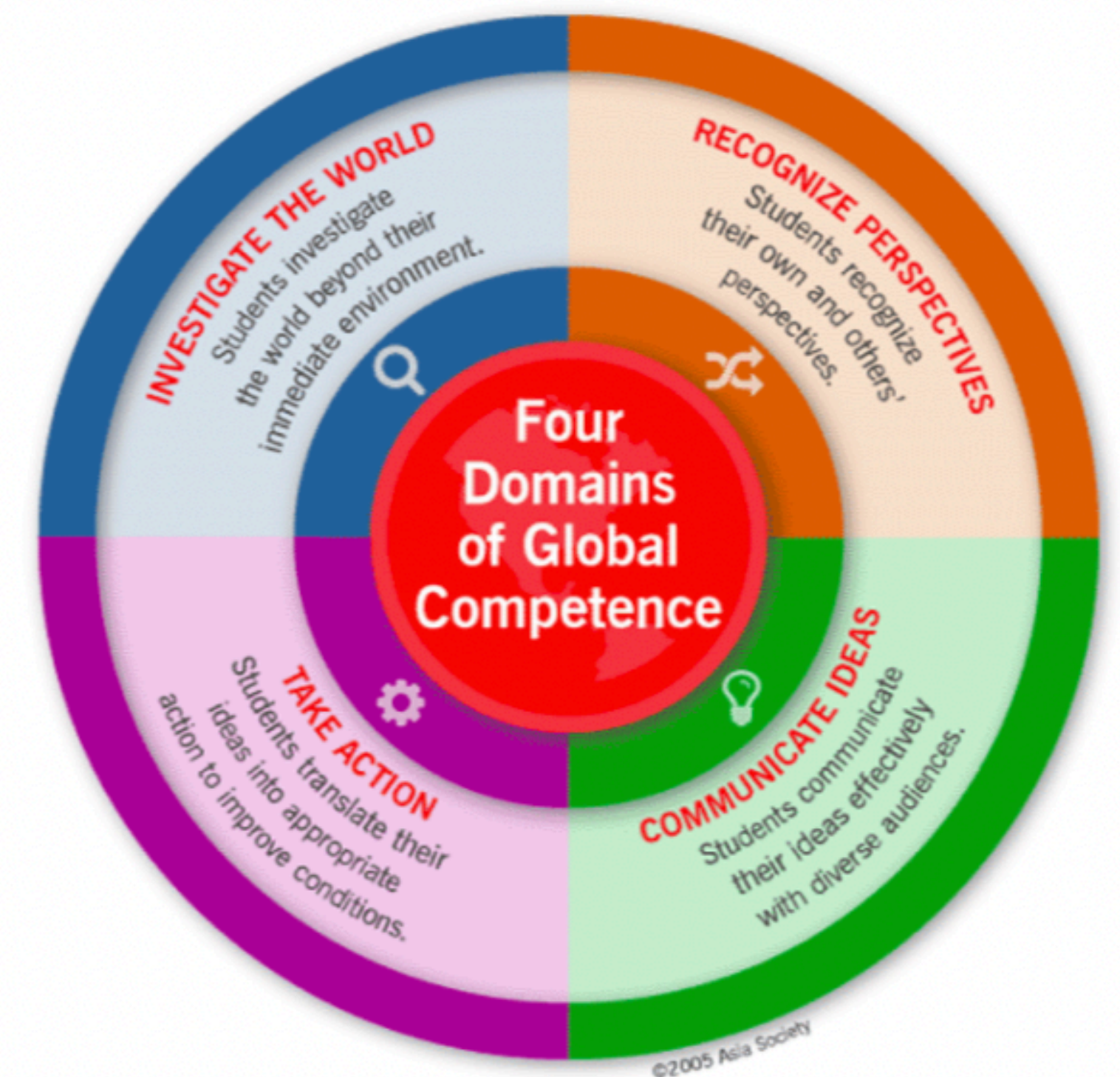


This chart is from the Global Nomads Group, Youth Talk, Student facilitator training

Strategy

# WHAT are global competencies

The Four Domains of Global Competence





## What Is Global Competence?

NEW YORK, January 9, 2018 — The idea of global competence articulates the knowledge and skills students need in the 21st century. This short video explains what global competence is and how it works.

# **WHY teach global competencies**

**We live in a rapidly changing, increasingly connected, global society.**



# U.S. Department of Education

## International Affairs

### Objective 1: Increase Global and Cultural Competencies of All U.S. Students

**Global and cultural competencies** comprise the knowledge and skills individuals need to be successful in today's interconnected world and to fully engage in and act on issues of global significance. Our students need to be equipped with critical thinking, communications, socioemotional and language skills in order to work effectively with their counterparts in the United States and around the world.

Understanding and appreciating our diverse country and other parts of the world, including different religions, cultures and points of view, are essential elements of global and cultural competence.

<https://sites.ed.gov/international/objective-1-increase-global-and-cultural-competencies-of-all-u-s-students/>



## Framework for Developing Global and Cultural Competencies to Advance Equity, Excellence and Economic Competitiveness



|                                 | Early Learning  | Elementary  | Secondary  | Postsecondary  |
|---------------------------------|---|---|--|--|
| Collaboration and Communication | Emerging socio-emotional skill-building—focus on empathy, cooperation, and problem solving            | Progressive socio-emotional skill-building—focus on empathy, perspective taking and conflict management           | Strong socio-emotional and leadership skills—emphasis on multi-cultural understanding and working with diverse groups          | Advanced socio-emotional and leadership skills, ability to effectively collaborate and communicate with people in cross-cultural settings                            |
| World and Heritage Languages    | Developing language skills in English and other languages   | Basic proficiency in at least one other language  | Proficiency in at least one other language   | Advanced proficiency — ability to work or study in at least one other language   |
| Diverse Perspectives            | Emerging global awareness through exposure to diverse cultures, histories, languages and perspectives | Deepening global awareness through continued exposure to diverse cultures, histories, languages and perspectives. | Deepening local and global knowledge and understanding, including through classes, projects, study abroad and virtual exchange | Highly developed ability to analyze and reflect on issues from diverse perspectives  |
| Civic and Global Engagement     | Growing awareness of community and institutions   | Age-appropriate civic engagement and learning   | Demonstrated ability to engage in key civic and global issues  | Demonstrated ability for meaningful engagement in a wide range of civic and global issues and to be successful in one's own discipline/specialty in a global context |

**Foundation of Discipline-Specific Knowledge and Understanding**

**Globally and Culturally Competent Individuals**

Proficient in at least two languages;

Aware of differences that exist between cultures, open to diverse perspectives, and appreciative of insight gained through open cultural exchange;

Critical and creative thinkers, who can apply understanding of diverse cultures, beliefs, economies, technology and forms of government in order to work effectively in cross-cultural settings to address societal, environmental or entrepreneurial challenges;

Able to operate at a professional level in intercultural and international contexts and to continue to develop new skills and harness technology to support continued growth.

# National Council for Social Studies

[https://www.socialstudies.org/positions/global\\_and\\_international\\_education](https://www.socialstudies.org/positions/global_and_international_education)

Global education and international education are complementary approaches with different emphases. The integration of both perspectives is imperative to develop the skills, knowledge, and attitudes needed for responsible participation in a democratic society and in a global community in the twenty-first century.

## United Nations - Global Education First Initiative

“It is not enough for education to produce individuals who can read, write and count. Education must be transformative and bring shared values to life. It must cultivate an active care for the world and for those with whom we share it. Education must also be relevant in answering the big questions of the day. Technological solutions, political regulation or financial instruments alone cannot achieve sustainable development.”

# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**

**HOW** to teach global competencies

2008 Longview Foundations, **Teacher Preparation for the Global Age: The Imperative for Change**

2011 Asia Society/CCSSO Publication, **Educating for Global Competence: Preparing Our Youth to Engage the World** (120 pages)

2018 PISA/OECD Global Competence Framework, **Preparing our Youth For an Inclusive and Sustainable World** (62 pages)

2018 Asia Society/OECD Publication, **Teaching for Global Competence in a Rapidly Changing World** (35 pages)

2020 California Global Education Project - Global Competence Framework

International Baccalaureate programs K-12

**(These pdfs are all in the shared folder)**

# RESOURCES:

Google folder: <https://tinyurl.com/3z6b3n4k>

Padlet: <https://padlet.com/mstrattard/GlobalClassroomsMCSS>

- You're invited! Share a few resources if you can.



What are the challenges of teaching  
Global Competencies

in **Maine Public Schools?**

# Bringing Global Education to Rural communities

Ryan Hauck - July 03, 2019- Director of the Global Classroom Project at the Seattle World Affairs Council

<https://www.edweek.org/policy-politics/opinion-bringing-global-education-to-rural-communities/2019/07>

## Challenges Identified:

1. Limited access to resources
2. Fewer opportunities for professional development

# Lessons Learned

**“Making efficient use of time and understanding the local context as it relates to global jobs and heritage are critical first steps in developing professional development experiences.”**

1. Develop trust and collaborative relationships with key educational stakeholders in each school.
2. Empower students and teachers to take ownership of the process.
3. Contextualize resources and opportunities for each unique setting.
4. Enhance what teachers are already doing by providing high-quality supplemental resources and professional development opportunities.
5. Grow a network of global educators across the state that can support each other and collaborate on projects.
6. Utilize partners who share the same passion and vision for diminishing the global education gap across communities.
7. Provide students with meaningful opportunities to make connections between local and global issues, creating relevancy and leading to local projects that allow students to take action.
8. Encourage interdisciplinary collaboration within and across schools to infuse and expand global education knowledge and skills.

**“This isn’t the social studies/  
history I was taught”**

***How can I teach something I  
don't know?***

***"Do OUR kids really need to know this? When will they use it?"***

***“We live in the woods of Maine, we are not cultural, diverse, or global.”***

**We don't have any \$**



***“We are geographically distant  
from everything...”***

Global Perspective = Attitude -> Attitude is taught through experience

- Attitude is taught through personal experience and reflection/and or personal observation of role models (Gagne, 85)
- Constructivism is an experiential model (Piaget/Vygotsky/Bruner etc.)

How do we create experiential learning for global perspectives in a culturally homogeneous area?

# Cup of Tea story

Nan-in, a Japanese master during the Meiji era (1868-1912), received a university professor who came to inquire about Zen.

Nan-in served tea. He poured his visitor's cup full, and then kept on pouring. The professor watched the overflow until he no longer could restrain himself. 'It is overfull. No more will go in!'

'Like this cup,' Nan-in said, 'you are full of your own opinions and speculations. How can I show you Zen unless you first empty your cup?'

