



ONE WORLD WEEK 2019

The Search for Global Competence

Just as there is no single agreed definition for globalization, there is no single definition for its antidote: **Global Competence (GC)**. That being said there is remarkable overlap among how some of the leading institutions involved in the space define global competence.

For example, as most you know, PISA is the global organization that once every 3 years evaluates school systems across the globe. In 2018 for the first time, they decided to evaluate and analyze the progress being made by educators in teaching global competence. Here is how they define global competence:

PISA: Global Competence

1. Examine local, global and intercultural issues
2. Understand and appreciate the perspectives and world views of others
3. Engage in open, appropriate and effective interactions across cultures
4. Take action for collective well-being and sustainable development

PISA provides a comprehensive description of its views on global competence in this link:

PISA: <https://www.oecd.org/pisa/Handbook-PISA-2018-Global-Competence.pdf>

Another leading proponent of global competence is the Asia Society. Their four step definition of global competence includes significant overlap with the PISA definition.

Asia Society: Understand the World through Disciplinary and Interdisciplinary Study

1. Investigate the World
2. Recognize Perspectives
3. Communicate Ideas
4. Take Action

Asia Society also provides a comprehensive definition of global competence in this link:

Asia Society: <https://asiasociety.org/files/book-globalcompetence.pdf>

Personally, I like the definition of global competence put forward by Dr. Reimers in this 2009 paper entitled *Educating for Global Competency* which you can read via this link:

https://www.researchgate.net/publication/314934070_Educating_for_Global_Competency

In this paper, Dr. Reimers explains that: *We live in a rapidly shifting era in which economic opportunities and challenges abound. The increase in the intensity and frequency of interaction among people of different geographies that characterizes globalization impacts job prospects, health, physical security, public policy, communications, investment opportunities, immigration, and community relations. In short, globalization is deeply transforming the context of the lives of many people around the world.*

Those who are educated to understand those transformations and how to turn them into sources of competitive advantage are likely to benefit from globalization; but those who are not will face real and growing challenges.

For me that last sentence sums up the rationale for our work.

Dr. Reimers goes on to explain the **tri-dimensional** nature of global competency. Presumably in part to help remember these three vectors, he came up with a single word each starting with the letter “A” to remember them.

1. A vector focused on development of cognition, academic knowledge, the ability to draw on distinct knowledge domains to understand global issues – **Academic.**
2. A vector focused on the development of character, affect and values – **Affect.**
3. A vector focused on the motivation to act and the competency to act – **Action.**

I like Dr. Reimers’s definition of global competence in part because they are so similar to the definition for global competence that we came up with at *One World*.

At *One World*, we developed our after school enrichment program around 3 educational disciplines, global education, character education and service learning. We gave the name E-C-E to our curriculum where we:

- **E**ducate for global awareness - Academic
- **C**onnect Leaders of **C**haracter* - Affect
- **E**mpower through Service Learning - Action

Our long term goal is to create a global learning community of leaders of character, knowledgeable of the world around them and capable of changing it for the better.

One World emphasizes character education a bit more than most frameworks, although we believe most educators would agree that you need to be a good human being in order to be a good global citizen. Moreover, we fully understand that in order to build a successful global learning community, we need to insist on respectful, cross-cultural, cross border conversations -- or as Kwame Appiah calls them in his book *Cosmopolitanism*, "fallible conversations". To that end, we have made respectful conversations to be 1 of our 3 foundational principles:

1. **All Human Beings Share an Essential Human Connection**
2. **Humanity Needs New Forms of Global Cooperation**
3. **We can Build a Better Future for Our World through Respectful/Fallible Conversations**

For us, global competence would be similar to global character education if the term global character education existed. Regardless of the description applied to our program, our E – C – E educational goals are clear. We seek to provide our students:

1. A **Worldview** capable of meeting the opportunities and challenges of a hyper-connected, interdependent world.
2. A **Moral Compass** that prepares our students for the exponential change coming our way.
3. An **empowered, can-do, change-agent mindset**, gained through successful project-based, experiential, service-learning exercises.

The end goal of our educational efforts is also very clear. We believe the goal of education in the 21st century should be exactly as described by a Charcter.org White Paper entitled -- *Integrating Common Core and Character Education: Why It Is Essential and How It Can Be Done*.

"The goal is to be not only college and career ready but also ready for the tests of life, and not a life of tests.

Character is a dimension of life that helps us persevere during challenges, treat others with dignity, and advance our community.

In a 21st century global society that has the technological capacity to destroy itself, the world sorely needs the next generation to develop its character with compassion and integrity to value every member of the human community."

In terms of our plan to implement global competence on a schoolwide basis, we would argue for starting with the first 5 steps of Dr. Reimers's 13-step plan. Those first 5 steps if followed, produce a prototype plan to bring global competence schoolwide. Our view is that if those first five steps are followed and implemented your school has the capacity to become a bona-fide school of global competence.

In the *One World* framework we also believe that if you want to take this process one step further to make the anticipated change systematic and fundamental, you might want to consider using the Character.org 11 Principles assessment tool. From our perspective the beauty of this assessment tool is it does not tell you or suggest what core values you should use. This assessment tool asks -- what are the core values you hold dear; and then offers an instrument for you to evaluate whether or not you are really “walking the talk”.

The last definition of global competence we will explore is provided by ASCD. The ASCD has come up with a Globally Competent Learning Continuum that asks you to measure 12 different traits they deem relevant to global competence. The good news about the ASCD document is that for each of the traits discussed, they provide access to materials that describe the specific trait. We have therefore included each of the traits below with the blue hyperlink so that you can access each.

We would also ask that you evaluate your level of GC as determined by the ASCD criteria by assigning a 5-point total from a trait on which you are “*Advanced*” to a 1-point rating on a point on which you are “*Nascent*”. We would like you to evaluate yourself pre *One World Week* and post *One World Week* in order to provide a benchmark in which we can help increase your scores.

ASCD: The Globally Competent Learning Continuum

The Globally Competent Learning Continuum (GCLC) identifies the dispositions, knowledge, and skills that educators need to teach students from diverse backgrounds and prepare all students to thrive in a global society. The GCLC is a tool for self-reflection, used by educators wishing to reflect on their own level of global competence and to learn the characteristics included in higher levels to advance along the continuum.

To use the GCLC for professional growth, follow these easy steps:

1. Select the level that best describes you for each element, reflecting on the professional and personal experiences or practices that led you to make that choice.
2. Identify areas for improvement and read the description for the next highest level to understand what is required for growth.
3. Take action using the resources linked to the next highest level.
4. Reflect on whether you have progressed along the continuum and repeat the process. Remember, even when you display characteristics of the advanced level, there will always be ways to improve.

Go ahead and evaluate yourself and your school.

<http://globallearning.ascd.org/lp/editions/global-continuum/continuum.html>

You will be asked to rate yourself from a range of *nascent* to *advanced* on 12 separate criteria.

1. Nascent
2. Beginning
3. Progressing
4. Proficient
5. Advanced

Global Competence dispositions, knowledge, and skills

1. **Empathy and valuing multiple perspectives**
2. **Commitment to promoting equity worldwide**
3. **Understanding of global conditions and current events**
4. **Understanding of the ways that the world is interconnected**
5. **Experiential understanding of multiple culture**
6. **Understanding of intercultural communication**
7. **Communicate in multiple languages**
8. **Create a classroom environment that values diversity and global engagement**
9. **Integrate learning experiences for students that promote content-aligned explorations of the world**
10. **Facilitate intercultural and international conversations that promote active listening, critical thinking, and perspective recognition**
11. **Develop local, national, or international partnerships that provide real world contexts for global learning opportunities**
12. **Develop and use appropriate methods of inquiry to assess students' global competence development**



ONE WORLD WEEK 2019

One World Framework for Global Competence (GC)

Five Steps to Global Citizenship taken from Dr. Reimers's Book *Empowering Students to Improve the World in Sixty Lessons*

1. Step #1: Establish a leadership team
2. Step #2: Clarify a long term vision/mission statement anchored in GC Goals
3. Step #3: Framework of Knowledge, Skills and Dispositions for Graduates
4. Step #4: Cross Walk Existing Curriculum & Look for Opportunities to Add GC
5. Step #5: Develop Your GC Themed Action Plan – prototype

Empowering Students to Improve the World in Sixty Lessons by Dr. Reimers

In the introduction to his book, *Empowering Students to Improve the World in Sixty Lessons*, Dr. Reimers proposes a 13-Step Plan to take global competence schoolwide. For the purposes of this conference we will use the first 5 steps of that plan to generate a Global Competence Action Plan that will extend over the next 18 months.

We outline the first 5 steps of Dr. Reimer's plan below. We first include the text from *Sixty Lessons* and then add our own comments.

Step #1: Establish a leadership team

This team will form the guiding coalition that will design and manage the implementation of the whole school global citizenship education strategy.

Getting the right people on this guiding coalition is critical for the success of a whole school program of global education. It is important that this team is broadly representative of various key constituencies in the school, and of various departments. This is the team that will architect the global strategy, aligning a long term vision of success with specific learning outcomes, and with learning opportunities designed to support students in developing global competency. This team will keep the focus on the strategy, monitor execution of the strategy,

troubleshoot issues within the implementation of the strategy in real time, identify necessary support, secure resources and lead the necessary revisions and course-corrections. The team will construct and role model a learning mindset, supporting the development of a school culture that is aligned with the long term vision of success.

One World Comments: The good news is that many of the participants here this week have been selected to lead their school's GC efforts. Congratulations!! Enjoy the week!!

Step #2: Develop a long-term vision that inspires your GC efforts

What are the long-term outcomes for students, the school and the communities that these graduates will influence that inspire this effort?

Write down a long term vision that inspires the global education efforts in your school.

One World Comments: Dr. Reimers goes on to suggest that you anchor your GC vision in an existing global construct such as the UN Declaration of Human Rights, the Global Risk Assessment of the World Economic Forum or the UN Sustainable Development Goals.

For the purposes of the Customized Think Tank, our core material is *Empowering Students to Improve the World in Sixty Lessons*. As a result, we recommend that you anchor your global competence efforts within the UN SDG Goals global construct. Here is a link to the SDG goals: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

SDG Goals

1. No Poverty
2. Zero Hunger
3. Good Health and Well Being
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth
9. Industry, Innovation and Infrastructure
10. Reduced Inequalities
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life Below Water
15. Life on Land
16. Peace, Justice and Strong Institutions
17. Partnerships for the Goals

Step #3: Develop a GC Framework of Knowledge, Skills, and Disposition for Graduates

This framework should be aligned with the long-term vision from Step #2. Examine the alignment between those competencies and the expected long-term goals.

Select a specific group of skills, competencies, knowledge, and dispositions that represent a graduate of the school, which will be used to backward map the global curriculum. Examine each of the long term goals against the specific capacities that you seek to help graduates develop. Are they necessary and sufficient? If necessary, review the expected capacities, going back and forth between competencies and long term goals.

One World Comments: The basic questions you need to address are: What does it mean to be globally competent, and what are the skills, knowledge and dispositions that will get you there?

We have included two pre-course exercises relevant to this discussion. These exercises include a memorandum entitled *Global Competence Discussion*, and we have asked that you take the ASCD global competence test.

These two pre-course activities are intended to get you thinking about GC and to begin to drill down and think about the specific skills needed for one to be considered globally competent.

In thinking about the specific skills that you want to see developed in your school in order to prepare your students for our rapidly globalizing world, Professor Reimers suggests four areas of competence in his book *Empowering Students to Improve the World in Sixty Lessons*:

- 1. Intercultural Competency**
- 2. Ethical Orientation**
- 3. Knowledge & Skills**
- 4. Work and Mind Habits**

You can see Professor Reimers' description of these 4 traits in detail in the Introduction to *Sixty Lessons*. We will also be including this description in our Workshop #1 hand-out.

Does it Make Sense for your School to Develop and Adopt a Certificate of Global Competence?

In thinking about the *knowledge, skills and dispositions* for graduates of your school, you may want to consider putting in place a seal or certificate of global competence that aligns with the GC skills that you intend to teach your students. Designing a GC certificate may help to make clear the studies, activities and competencies that students need to acquire in order to be considered globally competent.

Step #4: Audit existing curriculum in the school in light of the proposed long term vision and global competencies framework.

Using the framework of expected competencies for a graduate, identify where in the curriculum – broadly construed, to include curricular, co-curricular and extracurricular activities – there are presently opportunities for students to develop such capacities. The goal of this activity is to identify what elements of a strategy of global education are already in place in the school and can be built upon and to identify existing gaps and areas of opportunity to increase the coherence and synergies between the opportunities that already available.

This exercise should clearly identify whether there are opportunities to gain such capacities, and whether the same opportunities are available to all students in the school or only to a subset of the students. Are they requirements or electives?

One World Comments: Based on our experiences, most schools already include global competence in their curriculum and schoolwide activities and much of the rest of the curriculum and activities can be tweaked to highlight global competence. **What we have found is that much of our work simply involves making the good work you already do, more intentional, more purposeful, and more visible.**

We believe this insight is important because in a world where teachers are already over-worked and often skeptical of the latest and greatest educational fad, it is important from the outset to be mindful of their needs. We have therefore prepared Workshop Handout #2 which makes suggestions as to how educators might go about cross-walking existing curriculum and activities as well as adding new curriculum and activities where possible.

Step #5: Design a prototype (Action Plan) to better align existing curriculum to the Global Competencies Framework

There are multiple ways to initiate a process of global education in a school. What makes the most sense in each case should be based on what is already in place (identified in the audit) and on local conditions, resources and areas of strength. The action plan designed should build on existing strengths, but also challenge the guiding coalition to significantly advance the school towards greater ambition, coherence, and depth in the opportunities for students to gain global competence. Examples of such prototypes could include a set of lessons for each grade (as in the case of the sixty lessons presented in this book), or a series of projects in each grade, leading to a capstone per grade, aligned to a profile of the graduate structured in a way that is coherent across grades.

One World Comments: The point we want to emphasize here is the one made above:

There are multiple ways to initiate a process of global education in a school, and what makes most sense in each case should be based on what is already in place (identified in the audit) and on local conditions, resources and areas of strength.

We have included a Sample Global Competence Action Plan for your review. A blank Global Competence Action Plan c template is also provided if you would like to use that model. Please feel free to communicate and share your plan in any format that makes the most sense for you and your school community.



ONE WORLD WEEK 2019

Workshop #1: Develop a Framework of Knowledge, Skills and Dispositions for Graduates

This workshop builds on the pre-course readings and activities as well as on Dr. Reimers's introductory remarks on the broad definition of global competence used by leading actors in this field.

In this workshop we will drill down further, using Step #3 from the 13-step guide provided by Dr. Reimers's in *Empowering Students to Improve the World in Sixty Lessons* as a starting point to generate a discussion on the knowledge, skills and dispositions required for global competency. We will compare Dr. Reimers's suggested four areas of competence with the 12 criteria used by the ASCD in its Globally Competent Learning Continuum. (You will remember that this is the test you have taken as part of your pre-course work.)

We will then break into small learning groups to answer the following 2 questions:

1. What specific knowledge, skills and dispositions are needed for your students to become globally competent?
2. What can you as educators do to help your students develop the needed knowledge, skills and dispositions?

Relevant Background Materials

Step #3 from *Empowering Students to Improve the World in Sixty Lessons* by Dr. Reimers

Step #3. Develop a framework of knowledge, skills and dispositions for graduates of the school that is aligned with the long term vision from step 2. Examine alignment between those competencies and expected long term goals.

Select a specific group of skills, competencies, knowledge, dispositions, that represent a graduate of the school, which will be used to backward map the curriculum. Examine each of the long term goals against the specific capacities that you seek to help graduates develop. Are they necessary and sufficient? If necessary, revise the expected capacities, going back and forth between competencies and long term goals.

For the curriculum in *Empowering Global Citizens* we developed the following framework of competencies, encompassing intercultural competency, ethical orientation, knowledge and skills, and work and mind habits:

1. ***Intercultural competency***

This includes the ability to interact successfully with people from different cultural identities and origins. It encompasses interpersonal skills as well as intrapersonal skills and ways to govern oneself in the face of cultural differences.

- Interpersonal Skills:
 - Work productively in and effectively lead intercultural teams, including teams distributed in various geographies through the use of telecommunication technologies.
 - Demonstrate empathy toward other people from different cultural origins.
 - Demonstrate courtesy and norms of interaction appropriate to various cultural settings.
 - Resolve culturally based disagreements through negotiation, mediation, and conflict resolution.
- Intrapersonal Skills:
 - Curiosity about global affairs and world cultures
 - The ability to recognize and weigh diverse cultural perspectives
 - An understanding of one's own identity, of others' identities, of how other cultures shape their own and others' identities, and of where one is in space and time
 - The ability to recognize and examine assumptions when engaging with cultural differences
 - The recognition of cultural (civilizational, religious, or ethnic) prejudice and the ability to minimize its effects in intergroup dynamics
 - An understanding and appreciation of cultural variation in basic norms of interaction, the ability to be courteous, and the ability to find and learn about norms appropriate in specific settings and types of interaction

2. Ethical orientation

- Appreciation of ethical frameworks in diverse religious systems
- Commitment to basic equality of all people
- Recognition of common values and common humanity across civilizational streams
- Appreciation of the potential of every person regardless of socioeconomic circumstances or cultural origin
- Appreciation of the role of global compacts such as the Universal Declaration of Human Rights in guiding global governance
- Commitment to supporting universal human rights, to reducing global poverty, to promoting peace, and to promoting sustainable forms of human-environmental interaction
- Ability to interact with people from diverse cultural backgrounds while demonstrating humility, respect, reciprocity, and integrity
- An understanding of the role of trust in sustaining human interaction as well as global institutions and recognition of forms of breakdowns in trust and institutional corruption and its causes.

3. Knowledge and skills

In addition to highlighting the cosmopolitan links infused in the curriculum, as Kandel recommended a century ago, a global education curriculum should provide students with the knowledge and skills necessary to understand the various vectors of globalization. These include culture, religion, history and geography, politics and government, economics, science, technology and innovation, public health, and demography.

- Culture, religion, and history and geography:
 - World history and geography, with attention to the role of globalization in cultural change
 - The study of religions as powerful institutions organizing human activity
 - Historical knowledge, which includes various perspectives and an understanding of the role of ordinary citizens in history
 - World geography, including the different areas of the world, what unites them, what differences exist, and how humans have changed the geography of the planet
 - World religions, history, and points of contact between civilizations over time
 - Major philosophical traditions and points of connection
 - Performing and visual arts (e.g., theater, dance, music, visual arts, etc.) as a means to find common humanity

- Different arts and ability to see connections
- Ability to view art as expression, to use art for expression, and to understand globalization and art

- Politics and government:
 - Comparative government
 - How governments work in different societies
 - Major international institutions and their role in shaping global affairs
 - Contemporary global challenges in human-environmental interaction
 - Sources of these challenges, options to address them, and the role of global institutions in addressing these challenges
 - History of contemporary global conflicts and the role of global institutions in addressing these challenges

- Economics, business, and entrepreneurship:
 - Theories of economic development and how they explain the various stages in economic development of nations, poverty, and inequality
 - Institutions that regulate global trade and work to promote international development
 - Contemporary literature on the effectiveness and limitations of those institutions
 - The impact of global trade
 - The consequences of global poverty and the agency of the poor
 - The demography and factors influencing demographic trends and their implications for global change

- Science, technology and innovation, and globalization
- Public Health, population, and demography

4. *Work and mind habits*

- Demonstrate innovation and creativity in contributing to formulating solutions to global challenges and to seizing global opportunities; seek and identify the best global practices; and transfer them across geographic, disciplinary, and professional contexts
- Identify different cultural perspectives through which to think about problems
- Understand the process of cultural change and that there is individual variation within cultural groups
- Carry out research projects independently
- Present results of independent research in writing, orally, and using media

ASCD: The Globally Competent Learning Continuum

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To use the GCLC for professional growth, follow these easy steps:

5. Select the level that best describes you for each element, reflecting on the professional and personal experiences or practices that led you to make that choice.
6. Identify areas for improvement and read the description for the next highest level to understand what is required for growth.
7. Take action using the resources linked to the next highest level.
8. Reflect on whether you have progressed along the continuum and repeat the process. Remember, even when you display characteristics of the advanced level, there will always be ways to improve.

Go ahead and evaluate yourself and your school.

<http://globallearning.ascd.org/lp/editions/global-continuum/continuum.html>

You will be asked to rate yourself from *nascent* to *advanced* on 12 separate criteria.

6. Nascent
7. Beginning

8. Progressing
9. Proficient
10. Advanced

Global Competence dispositions, knowledge, and skills

13. Empathy and valuing multiple perspectives
14. Commitment to promoting equity worldwide
15. Understanding of global conditions and current events
16. Understanding of the ways that the world is interconnected
17. Experiential understanding of multiple culture
18. Understanding of intercultural communication
19. Communicate in multiple languages
20. Create a classroom environment that values diversity and global engagement
21. Integrate learning experiences for students that promote content-aligned explorations of the world
22. Facilitate intercultural and international conversations that promote active listening, critical thinking, and perspective recognition
23. Develop local, national, or international partnerships that provide real world contexts for global learning opportunities
24. Develop and use appropriate methods of inquiry to assess students' global competence development



ONE WORLD WEEK 2019

Workshop #2: Identifying Global Competence in Existing Curriculum and Activities & Adding GC Where Possible

After having defined the knowledge, skills and dispositions needed for global competence in workshop #1, we now turn our attention to identifying how we can use existing curriculum and activities to build global competence, as well as look for ways to enhance/tweak existing teaching to make it more globally relevant using lessons from *Empowering Students to Improve the World in Sixty Lessons* as our starting point.

Indeed, this workshop is really an extension of Step #4 from Dr. Reimers's 13-step guide to global competence. We have included the text for Step #4 below in full and then added our suggestions as to how educators might go about this task.

We will break up into small groups and ask that you:

1. Search for and share examples of areas where your school includes global competence in its existing curricular, co-curricular and extracurricular activities.
2. Using the lesson you selected from *Empowering Students to Improve the World in Sixty Lessons* as your starting point, explain to your group how easy or difficult would it be to incorporate this lesson into your annual curriculum?
3. What opportunities and obstacles do you find in your existing school environment as it relates to the teaching of global competence?
4. How can you build on the opportunities and overcome the obstacles?

Step #4: Audit existing curriculum in the school in light of the proposed long term vision and global competencies framework.

Using the framework of expected competencies for a graduate, identify where in the curriculum – broadly construed, to include curricular, co-curricular and extracurricular activities – are there at present opportunities for students to develop such capacities. The goal of this activity is to identify what elements of a strategy of global education are already in place in the school and

can be built upon, and also to identify existing gaps and areas of opportunity to increase the coherence and synergies between the opportunities that already available.

This exercise should clearly identify whether there are opportunities to gain such capacities, and whether the same opportunities are available to all students in the school or only to a subset of the students. Are they requirements or electives?

One World Suggestions Relating to Step #4

Cross-walk Existing Curriculum

Identify where in the curriculum (include co-curricular and extracurricular activities) there are opportunities for students to develop global competency. Ask yourself the following 3 questions:

1. What lessons are you already doing that contribute to global competence?
2. What can you do within the existing curriculum to promote global competence?
3. Are there books and writing assignments that can be used to promote good global character?

Conduct a brief review of your school's curriculum. If your science classes do anything related to climate change that is the quintessential global competence challenge. How might you use your language clubs, language instruction, reading materials to further your goals of global competence?

Frame Existing Activities

One area where schools leaders can play an important role in framing global competence are in schoolwide assemblies. That is a terrific perch for them to begin to help their students become good citizens of their school and community but also the world.

You should ask what other activities you already conduct lend themselves to teasing out the themes of being globally connected. Most schools work with diversity in the US. It is not a big leap from working with diversity to being globally connected. Indeed a study conducted by a coalition of US education groups point out that here in the United States global competence education *"can also make our nation's diversity one of its greatest strengths, drawing on the diversity of our communities while extending our students' horizons from the neighborhood to the world."**

*From: *Putting the World into World-Class Education: A National Imperative and a State and Local Responsibility*/Asia Society/Alliance for Excellent Education/Committee for Economic Development/Council of Chief State School Officers/National Association of Secondary Schools Principal/National Education Association/National Middle School Association

You might also use your character education efforts to support global education. At *One World* we define character education as follows:

“Character is a dimension of life that helps us persevere during challenges, treat others with dignity, and advance our community.

*In a 21st century global society ... the world sorely needs the next generation to develop its character with compassion and integrity to value every member of the human community.”**

*From *Character.org White Paper: Integrating Common Core and Character Education: Why It Is Essential and How It Can Be Done* 9/2013

How are you using your after-school clubs to promote GC? Do you have cultural clubs, language clubs, science clubs, chess clubs, Model UN, One World clubs etc.? How can they be used to further your goals of global competence?

Conduct an Asset Map of your School.

In thinking about these activities also think about where your school is situated in the world and think about wherein lies your competitive advantage?

One World is of the view that majority minority schools have a distinct competitive ADVANTAGE given the need for their diverse population to be cross cultural. Think about your school community and how it relates to global competence. What are the inherent advantages you have in building a GC program? Do you have a diverse student body? Do you have an IB program or a dual language program? Which of your school partners can help you build on this theme?

Use the One World Global Learning Community to Connect Students and Teachers

One of the principal goals for this week is to begin to build community across the *One World* platform.

Each and every one of you are now participating in the growing *One World* global learning community. Our hope is that by working together this community of educators and students can help humanity to transition to a world without poverty and famine by the year 2030.

This year we will be operating 100 *One World* Youth Clubs in 10 countries serving over 3,000 students. Following this conference we expect a number of schools will be taking *One World* schoolwide making it much easier to connect students and teachers at mutually convenient times.

We want to encourage you to use your participation the *One World* network of schools to full advantage. We want to encourage you to connect your students with other students from around the world to enhance their classroom experience. For example, when fifth graders from

Port Chester were studying the UN Declaration of Human Rights, they connected their classroom with Acapulco, Mexico to exchange views on those rights, and then analyzed what the world would look like if those rights were practices in the our world today.

Most schools do not have a global learning community spanning 10 countries that they can incorporate into their educational activities. You are pioneers and early adapters. *One World* is a shared experience and shared enterprise. Be as creative as you dare to use our global learning community to leverage your educational impact and broaden your students' horizons.

Our long term goal is to create a global learning community of leaders of character, knowledgeable of the world around them and capable of changing it for the better.

Help us make that global learning community more and more real and more and more impactful. Help us help you prepare your students for a rapidly globalizing world of exponential change!!

Consider Selecting a Theme for the Year and Linking that Theme to one or more of the 17 Sustainable Development Goals. (SDG).

Consider having the leadership team lead a series of themed schoolwide assemblies throughout the year. For example, a number of our schools this year have established empathy as their theme. They then tried to tie that theme into the UN 17 SDG Goals and assigned a different goal or project for each grade level.

Where and how can Global Competence be added?

In the discussion above we asked you to cross-walk existing curriculum, activities and partnerships to make your GC efforts more intentional, purposeful and visible. In this section we want to suggest that you look for opportunities to add – where possible – new curricula and activities that enhance global competence.

Look for Opportunities to Add Lessons from *Empowering Students to Improve the World in Sixty Lessons* by Dr. Reimers.

Once you have cross-walked your existing curriculum, assemblies and activities we want to encourage you to look for opportunities to add or push in specific lessons that reinforce your learning goals.

We are of the view that Dr. Reimers's book *Empowering Students to Improve the World in Sixty Lessons* (Reimers 2017) is the perfect place to initiate that effort. Based on the UN Sustainable Development Goals (SDGs), the book details 5 lessons per grade designed to help your students become globally competent.

As an example one of our schools here in Port Chester, Park Avenue School, is in the process of incorporating many of the *Sixty Lessons* into its curriculum.

Science: Upon reviewing *Empowering Students to Improve the World in Sixty Lessons*, the science teacher from Park Avenue found that the lessons proposed for 3rd grade were entirely consistent with the next generation science standards for 3rd grade. She therefore incorporated those lessons into her 3rd grade science curriculum. Moreover, we have shared those lessons with science teachers and elementary schools across the district. We would be happy to share those lessons with conference participants.

Social Studies and ELA: This year Park Avenue leadership team educators have tasked themselves with incorporating *Sixty Lessons* to into each grade level by using teacher prep times to “push-in” the Sixty Lessons at each grade level as follows:

- Grades K to 1: SR
- Grade 2, 4 & 5: CD
- Grade 3: MOB

The hope is that these lessons will be “pushed in” over the course of the rest of the school year in 3 to 5 week cycles so that by the end of the year, each class will have been exposed to all 60 lessons.

The leadership team also plans to incorporate the three student teachers from the local teachers college into this effort. They will start out teaching the global competence lessons thereby allowing them to learn about global competence from day one.

Looking forward to next year, the Park Avenue leadership team hopes to have completed a new formal curriculum that incorporates the *Sixty Lessons* in a manner consistent with New York State Next Generation Standards.

Make Full Use of the *One World* Global Learning Community!

One World's Sustainability Tab

Another way to connect students from your school with *One World* students from around the world is to have them connect via *One World's* web-based sustainability portal.

Virtually all schools teach science lessons dedicated to the environment. Clearly, climate change is the quintessential global challenge. No single nation state acting alone can solve the climate change challenge. Why not then look to have your students work with students from across the world on sustainability issues?

To that end, we have created a *Sustainability Tab* on our website (www.oneworlduv.com) with the help of West Hollow science teacher Chris Regini. For those of you with us on Wednesday Feb 13th, you will have an opportunity to meet with Chris that day.

Our *Sustainability Tab* offers opportunities for your school to work with *One Worlders* and the UN to become carbon free via the Eco Passport link. For those science teachers that want to take sustainability to the next level, our *Sustainability Tab* also offers a link to a global hydroponics project that enables your students to learn with and from students from around the world. The State of Guerrero in Mexico wants to take our hydroponics lesson to all 81 municipalities in their state.

We fully expect to build out other future ready tabs over the course of the next 12 months. Our expectation is that we will build out tabs for global education, character education, service learning, financial readiness and technology readiness. We will discuss this extension of our website and program more fully Thursday morning February 14th.

Share Your Lessons, Look at Ours, and Ask us for Help Designing New Lessons

One World teachers are constantly designing new lessons. To date, we have not found a good way to capture those lessons. For the purposes of this conference and to begin to generate improved communication pre-conference, during the conference and post-conference we are going to be using the *One World* Facebook page and other social media that is compatible with what you use to build community. We hope you will have taken the opportunity by now to go on to that page to share a brief description of your bio, your educational interests and your reasons for signing up for *One World Week*.

<https://www.facebook.com/OneWorldUnitedVirtuous/>

In addition to the lessons you are building that we would like to share out, we, of course, have developed our own curriculum for *One World*. That curriculum now includes both the lessons we have designed as well the Sixty Lessons designed by Professor Reimers and his team. If you are interested in obtaining our curriculum please contact us and we will get it to you. *One World* has also developed some extension lessons for teacher use as well. I did not fully understand that when schools teach about early civilizations like Mesopotamia, they might usefully make clear that the Mesopotamia of yesterday is the Syria and Iraq of today. We have since developed a couple of lessons around this theme. If these kinds of lessons are of interest, we can continue to build them out -- just let us know how we can help!

Make Full Use of *One World* Events in 2019

- *One World* Week: You are registered. Congratulations!
- Trip to Nanjing, China*: April 12th to April 20th
- *One World* Year End Event in China: Friday April 19th
- Character.org Conference: October 24th to October 27th, 2019

**Thanks to the generosity of Jingling Primary School, the *One World* visitors who travel to Nanjing will be housed in on-site dorms and dine on campus. Therefore the only substantive cost of this trip to China will be the airfare to get to Nanjing. For those interested in learning more about this opportunity please ask us to send you the draft brochure for the trip.*



ONE WORLD WEEK 2019

Workshop #3: Design a Global Competence Action Plan to better Align Existing Curriculum to the Global Competencies Framework

This workshop is an extension of Step #5 from Dr. Reimers's 13-step guide to global competence where he asks us to develop a prototype that better aligns existing curriculum to the global competencies framework we have been developing in Steps 1 to 4.

As a quick reminder:

- In Step #1 we built up our leadership teams
- In Step #2 we clarified our long term vision and anchored that vision to the UN 17 SDG goals
- In Step # 3 developed a framework of knowledge, skills and dispositions for graduates
- In Step # 4 we cross-walked existing curricular, co-curricular and extracurricular activities and looked for ways to add new lessons from *Empowering Students to Improve the World in Sixty Lessons*.

In this workshop we will sit with our leadership teams to take a first crack at developing our Global Competence Action Plans (GCAP) using the insights gained from the pre-course readings, and the first two workshops of the day.

Step #5: Design a Prototype (Global Competence Action Plan) to better Align Existing Curriculum to the Global Competencies Framework

There are multiple ways to initiate a process of global education in a school, and what makes most sense in each case should be based on what is already in place (identified in the audit) and on local conditions, resources and areas of strength. The initiative designed should build on existing strengths but also challenge the guiding coalition to significantly advance the school towards greater ambition, coherence and depth in the opportunities for students to gain global competencies. Examples of such prototype could include a set of lessons for each grade (as in the case of the sixty lessons presented in this book), or a series of projects in each grade, leading to a capstone per grade, aligned to a profile of the graduate structured in a way that is coherent across grades.

One World Comments: The point we want to emphasize here is the one made above by Dr. Reimers:

There are multiple ways to initiate a process of global education in a school, and what makes most sense in each case should be based on what is already in place (identified in the audit) and on local conditions, resources and areas of strength.

We are thrilled that we will be welcoming educators from Lansing, Michigan, Wyandanch, NY, Rochester, NY, Port Chester, NY, Mexico, China, Wales, Brazil, Argentina and Colombia. We are thrilled that Professor Reimers has very kindly agreed to spend time with us to conduct his Think Tank on global competence.

We are very hopeful that we have put in place a series of activities that provide you with multiple opportunities to exchange ideas on how best to prepare your students for a rapidly globalizing 21st century world of exponential change.

The end goal of *One World Week* is for each leadership team to produce a GCAP (Global Competence Action Plan) designed to initiate a process of global education in your school.

It is important to understand that this is not a one-size-fits-all exercise. Nor is this intended to happen overnight. The goal here is to start a journey that will last for years if not decades -- a process that has us working together across the globe to better serve our students.

You are pioneers. This is our first *One World Week*. Our hope is that this is the first of many weeks of this kind, and that when we look back 11 years from now in 2030 we are astounded by the contributions we have been able to make towards bringing about an end to poverty and famine in our world.

The goal of the GCAP prototype (Global Competence Action Plan) that you will develop this week and present to Professor Reimers on Friday morning February 15th is simply intended to give you a guideline or blueprint for implementing your GC efforts.

As we all know, all too often we attend a conference that excites the imagination with possibility only to come home and be overwhelmed by the very real challenges faced by educators every day.

Based on our experience developing a plan that extends out over the next 18 months, a plan that establishes clear goals and timelines, a plan that incorporates on-going, regularly scheduled leadership team meetings, is vitally important to turning the enthusiasm we hope to generate next week into real and measurable gains from your students.

We would therefore ask that each of the leadership teams develop and present a simple and straight forward Global Competence Plan of Action to Professor Reimers on Friday morning February 15th.

Just as there are numerous ways you can initiate a process of global education, there are numerous ways you can present your GC Action Plan. You can include it in a power point presentation or you can start with a seal of global competence and work back from there, or you can simply pull together a calendar of global competence events to take place over the course of the next 18 months.

We have included a template for the GCAP for your review in case you would like to use our relatively straight-forward model. However, please feel free to communicate and share your plan in a format that makes the most sense for you and your school community.



One World Global Competency Action Plan Template

School Name: Park Avenue Elementary School, Port Chester, New York

Leadership Team Members:

Rosa Taylor (Principal)

Jennifer Corriero-Dominguez (RTI Specialist)

Maria O'Brien (Science Teacher)

Heidi Marroquinn (Community School Coordinator)

Diana Berrios (ENL Teacher)

Stephanie Rein (PDS Liaison – Manhattanville College)

Leadership Team Meeting Calendar: First Tuesday of every month at 1:15pm

Given the numerous demands on our time we understand the need to commit to a monthly meeting to take this project forward. Sub-committee meetings are held according to the availability of sub-committee members.

2019/2020 Learning Themes (Our Framework of Knowledge, Skills and Dispositions for Graduates): The Park Avenue Leadership Team is in the process of developing a Certificate of Global Competence that will highlight the knowledge, skills and disposition we seek to promote in our graduates consistent with the various broad definitions of global competence deployed by One World, Dr. Reimers and others. The team expects to finalize development of this certificate in coming weeks. Our school has decided to anchor our global competence themes in the UN's SDG goals.

Curriculum Connections:

Science: In reviewing Dr. Reimers's *Empowering Students to Improve the World in Sixty Lessons*, our science teacher (Maria O'Brien) found that the lessons proposed for 3rd grade were entirely consistent with the Next Generation Science Standards for 3rd grade. She is creating a hybrid curriculum that directly connects the lessons from Dr. Reimers's book with the curriculum required by Port Chester School District and New York State. Ms. O'Brien is further connecting each lesson that she teaches to the United Nations Global Goals for Sustainable Development.

Math: Many of the lessons found in Dr. Reimers's book incorporate math skills. To further connect math to global competency, students are challenged to think about the world from different mathematical perspectives. In the younger grades, students learn about citizenship and global competency using smaller numbers pertaining to their classes, school, and surrounding community. As students progress through Park Avenue, their math skills are challenged as they begin to think about the world and the problems that are faced.

Through service learning projects, students are practicing math skills associated with counting, money, percentages, etc. as they undertake various opportunities to collect goods and money for those in need. For example, students honed in on these skills while participating in the UNICEF Penny Harvest where they collected pennies while trick or treating. Students needed to count the pennies collected, which challenged them to sort the pennies into denominations.

ELA: The leadership team has cross-walked Dr. Reimers' 60 lessons with literacy to create lessons that can be taught using read-alouds in the classroom for increased student comprehension of the global competencies. For example, one of the first-grade lessons in Dr. Reimers' book has the objective of students interviewing one another to find out how they are the same and different. The leadership team chose to utilize the book "Stand Tall Molly Lou Melon" to deepen the students' understanding of the idea that the things that make us unique and special are important. In the coming school year, the leadership team hopes to increase the use of literacy when teaching social studies and global competencies.

Social Studies: The United Nations Global Goals for Sustainable Development can be linked to most of the Social Studies lessons within the current curriculum. It is the intention of the leadership team to crosswalk the existing social studies curriculum with the 17 sustainable goals to highlight the lessons that can focus on global competency within the existing social studies curriculum mandated by New York State.

Overall, the leadership team is working to embed Global Competency within already existing subject areas to alleviate the pressure of teaching a new curriculum to students. The focus on Global Competency within existing subject areas will be based on the 17 Global Goals for Sustainable Growth and the Next Generation Standards that New York State has adopted in place of common core standards.

Whole School Activities (assemblies, read-alouds, service learning projects, etc.):

- **Principal Read-Alouds:** This year, the principal has chosen the school-wide theme of empathy. All books being read will connect to this theme. This principal will read the book to the school and provide teachers with follow up lessons to be taught in the classroom.

Friday Jan 3: 9 am K to 2 & 9:45am Grades 3 to 5

Friday Feb 8: 9 am K to 2 & 9:45am Grades 3 to 5

Friday March 8: 9 am K to 2 & 9:45am Grades 3 to 5

Friday April 12: 9 am K to 2 & 9:45am Grades 3 to 5

- **School-Wide Assemblies**

Tuesday January 15: 9 am K to 2 & 9:45am Grades 3 to 5

Topic: Saving our World - Introducing 17 SDG Goals – presented by One World Leadership Team

Monday March 29: 9 am K to 2 & 9:45am Grades 3 to 5

Topic: Saving our World - Eco Passport – presented by One World Leadership Team

Grade Level Activities (projects, field trips, class visitors, etc.):

- Grade Level Push-In Lessons from Dr. Reimers' Book
 - K/1 – Stephanie Rein
 - 2/4/5 – Jennifer Corriero-Dominguez
- Grade Level Service Learning Projects
 - Chosen and taught by classroom teachers
- Third Grade Science
 - Hydroponics and Eco Passports
 - Taught in Science by Maria O'Brien
- Fourth and Fifth Grade
 - One World Club
 - Run by Jennifer Carriero-Dominguez
- Character Education
 - Grade Level Projects
 - Created and taught by Heidi Marroquin

Visibility in the Community (newsletters, community outreach projects, news coverage, parent involvement, etc.):

- News 12 Coverage of One World Club connecting to other One World Clubs around the world
- Newsletter created and distributed by Diana Berrios
- Student Success Night to highlight and teach parents about service learning projects
- Parent Outreach – make parents aware of the Global Competency learning through parent workshops
- One World Week presentation to the global community
- Representatives from Park Avenue attend One World end of year celebration in China



One World Global Competency Action Plan Template

School Name:

Leadership Team Members:

Leadership Team Meeting Calendar:

2019/2020 Learning Themes: Our Framework of Knowledge, Skills and Dispositions for Graduates

Curriculum Connections:

Science:

Math:

ELA:

Social Studies:

Whole School Activities (assemblies, read-alouds, service learning projects, etc.):

Grade Level Activities (projects, field trips, class visitors, etc.):

Visibility in the Community (newsletters, community outreach projects, news coverage, parent involvement, etc.):