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BECOMING A GLOBALLY COMPETENT TEACHER



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Introduction

All Teachers Are Global Educators

The responsibilities of the teacher have dramatically shifted over the past decade to include preparing students for a complex, interconnected world. On the one hand, teaching in an isolated classroom can feel like an especially local endeavor. Other than the occasional field trip or guest speaker, students may not be interacting with people and cultures beyond their classroom walls. On the other hand, teachers are facing increasing pressures to prepare students for today's global, knowledge-based economy. They also must effectively teach an increasingly diverse student population affected by real-world issues that have an impact on their physical and mental health and social-emotional well-being. The pushes and pulls teachers face as they seek to provide an equitable education to every student are multifaceted, and the responsibility to prepare students for a global world is rarely well defined.

State and federal education policies are increasingly pushing for high-quality standards aimed at effectively preparing students for college and careers in today's rapidly shifting, global economy. An early goal of the Common Core State Standards (CCSS)—originally adopted by 46 states—was to equip students “with the necessary knowledge and skills to be globally competitive” (National Governors Association Center for Best Practices and Council of Chief State School Officers, 2008, p. 6). Indeed, the mission statement of

the U.S. Department of Education reads, “Our mission is to promote students’ achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access” (U.S. Department of Education, 2017).

At the same time, teachers’ classrooms are becoming more global with growing numbers of students born outside the United States, and school demographics are becoming increasingly diverse, requiring teachers to adapt new strategies to effectively reach students whose racial, cultural, and linguistic backgrounds may differ from their own. Approximately one in four students in the United States are first- or second-generation immigrants, 4.5 million are English language learners who speak one or more of 350 languages, and—as of 2016—a majority of children under the age of 5 are ethno-racial minorities, signaling that the diversity in our schools is a long-term trend that is here to stay. At the same time, the U.S. teaching force does not reflect these demographic changes. In the 2015–2016 school year, 80 percent of teachers identified as white (Taie & Goldring, 2018).

Students are also living in what military and business leaders have dubbed a VUCA world—one that is volatile, uncertain, complex, and ambiguous. At the macro level, this includes unpredictable government elections, the rise of new political movements, shifts in international alliances, the advent of new technologies, and more. At the micro level, students are grasping with volatility and uncertainty in immediate, personal ways: public health crises, such as the opioid epidemic and lead-contaminated water; a surge in hate crimes that target individuals’ religion, race, or sexual identity; a constant barrage of school shootings; fears that parents or loved ones will get incarcerated or deported at any time.

Students cannot simply check the baggage they carry with them at the door. Research on the science of learning and development has repeatedly shown that physical and mental stress and trauma affect students’ cognitive development (Cantor, Osher, Berg, Steyer, & Rose, 2018). Unless society addresses the underlying causes that adversely affect students’ physical and mental health, these undue impediments to learning will remain.

In this current landscape, what does a true vision of equitable teaching and learning look like? We argue that it is a comprehensive approach that addresses students' cognitive, social-emotional, and behavioral development. It is teaching that arms students with the knowledge and skillset to not merely survive but thrive in an ever-changing, interconnected world—one that both paves a pathway for students to pursue their passions and dreams and opens windows to opportunities students might not have known existed. It is teaching that addresses the unique background each student brings and the institutional barriers students face on account of the racial, ethnic, cultural, or linguistic group with which they identify. It is teaching that provides students with the foundation to be the change they want to see in their own communities and the wider world.

This is not a utopic vision of teaching. Imagine a 1st grade classroom where English language learners in a semirural North Carolina community discuss the causes and effects of deforestation in the Amazon and articulate concrete actions they will take to protect the rainforest. Imagine 8th grade students in a town with a military base debate the pros and cons of the Vietnam War from the perspectives of both the Americans and the Vietnamese. Imagine 10th graders in Washington, DC and Ghana who collaborate across continents to discuss a lack of access to potable drinking water and devise STEM solutions to the problem. These are all realities. Teaching for global competence is one way that educators are already working toward this holistic vision of education.

What Is Global Competence?

Global competence is the set of knowledge, skills, mindsets, and values needed to thrive in a diverse, globalized society. In essence, global competence is the toolbox that equips students to reach their career aspirations in a globally connected economy (Asia Society & Longview Foundation, 2016) and take individual and collective responsibility as global citizens who make their local communities, their countries, and the world a more just, sustainable place for all of humankind (Banks, 2014; Zhao, 2010).

Global competence, global awareness, global citizenship, global literacy, intercultural competence, international education, and global education are often used interchangeably. We recognize that there are distinctions among these terms and even ambiguity within them (Kirkwood, 2001a; Oxley & Morris, 2013). However, for the purposes of this book, we are less concerned about getting hung up on terminology than we are about supporting teachers as they cultivate the underlying attributes that allow students to thrive in a world that is complex, interconnected, and filled with a diversity of landscapes, people, and perspectives. Throughout this book, we use the term *global competence* to describe these attributes, though we recognize that some schools, districts, or policy guidelines may use others.

Global competence is multidimensional in nature (Organisation for Economic Cooperation and Development [OECD], 2018a; Reimers, 2009; UNESCO, 2015), addressing social-emotional, behavioral, and cognitive domains of learning. The cognitive domain covers “knowledge and thinking skills necessary to better understand the world and its complexities,” the social-emotional domain emphasizes “values, attitudes, and social skills... that enable learners to live together with others respectfully and peacefully,” and the behavioral domain relates to “conduct, performance, practical application, and engagement” (UNESCO, 2015, p. 22).

Nongovernmental, governmental, and supranational organizations—such as the Asia Society, World Savvy, the U.S. Department of Education, the OECD, and UNESCO—have created frameworks that delineate specific attributes that collectively comprise global competence. Figure 0.1 provides an overview of these different frameworks. Despite differences in wording, these frameworks coalesce around the following cognitive, social-emotional, and behavioral domains:

- Knowledge of global issues, trends, and globalization processes using analytic and critical thinking (cognitive domain).
- Dispositions of empathy, valuing multiple perspectives, appreciation for diversity, and a sense of responsibility toward a common humanity (social-emotional domain).

- Skills related to effective intercultural communication and collaboration, including speaking more than one language and acting on issues of global importance (behavioral domain).

Importantly, global competence is not about the world “out there.” It is rooted in understanding ourselves and our place in the world as a foundation for understanding those around us. Developing global competence also does not mean trading in one’s cultural or national identity for global citizenship or “one-world government.” Rather, it embraces how “cultural, national, regional, and global identifications are interrelated, complex, and evolving” (Banks, 2008, p. 134). Indeed, one can develop global citizenship while maintaining strong cultural, national, and local affiliations.

In addition, global competence is also not a content area unto itself. It is instead rooted in disciplinary and interdisciplinary knowledge that cuts across all disciplines (Mansilla & Jackson, 2011). Therefore, it should not be treated as an “add-on”—limited to an elective course in which a handful of students enroll, a one-time international day, or a multicultural fair—but integrated into existing courses and curricula to which all students are exposed throughout the school year (Tichnor-Wagner, Parkhouse, Glazier, & Cain, 2016).

Because global competence is a multifaceted construct, it can help prepare students to thrive in a variety of ways. From a career-readiness perspective, business and industry leaders argue that global competence is desired and required of employees and will give students a leg up in a competitive, global marketplace. From a civic perspective, global competence helps students learn to live together in communities marked by increasing diversity, and it illuminates the root causes of inequities that exist in our world and how students can combat such injustices (Tichnor-Wagner, 2016). This all points back to equity, whether it is providing students with equitable access to opportunities that will help them succeed in postsecondary education (and beyond) or giving students the tools to disrupt global injustices that play out in their local communities. Therefore, global competence is not a “nice-to-have”; it is a “must have” for all students, for both their individual betterment and the betterment of the world in which they live.

Figure 0.1 | Global Competence Frameworks

| Organization | Global Competence Framework |
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| Mansila & Jackson (2011): <i>Four Domains of Global Competence</i> | <ul style="list-style-type: none"> • Investigate the world. • Recognize perspectives. • Communicate ideas. • Take action. |
| OECD (2018a): <i>The OECD PISA Global Competence Framework</i> | <p><u>Dimensions of Global Competence</u></p> <ul style="list-style-type: none"> • Examine local, global, and intercultural issues. • Understand and appreciate the perspectives and world views of others. • Engage in open, appropriate, and effective interactions across cultures. • Take collective action for well-being and sustainable development. <p><u>Knowledge, Attitudes, Skills, and Values</u></p> <ul style="list-style-type: none"> • Recognize global and intercultural issues. • Value human dignity and diversity. • Evaluate information, formulate arguments, and explain complex situations or problems. • Identify and analyze multiple perspectives. • Understand differences in communication. • Evaluate actions and consequences. |
| UNESCO (2015): <i>Global Citizenship Education Key Learner Outcomes</i> | <ul style="list-style-type: none"> • Learners acquire knowledge and understanding of local, national, and global issues and interconnectedness and interdependency of different countries and populations. • Learners develop skills for critical thinking and analysis. • Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights. • Learners develop attitudes of empathy, solidarity, and respect for differences and diversity. • Learners act effectively and responsibly at local, national, and global levels for a more peaceful and sustainable world. • Learners develop motivation and willingness to take necessary actions. |

| Organization | Global Competence Framework |
|--|---|
| <p>U.S. Department of Education (2017):</p> <p><i>Framework for Developing Global and Cultural Competencies to Advance Equity, Excellence and Economic Competitiveness</i></p> | <p><u>Domains</u></p> <ul style="list-style-type: none"> • Collaboration and communication • World and heritage languages • Diverse perspectives • Civic and global engagement <p><u>Outcomes</u></p> <ul style="list-style-type: none"> • 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. • Aware of differences that exist between cultures, open to diverse perspectives, and appreciative of insight gained through open cultural exchange. • Proficient in at least two languages. • 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. |
| <p>World Savvy (2018):</p> <p><i>Global Competence Matrix</i></p> | <ul style="list-style-type: none"> • <i>Core Concepts:</i> World events and global issues are complex and interdependent; one's own culture and history is key to understanding one's relationship to others; multiple conditions fundamentally affect diverse global forces, events, conditions, and issues. • <i>Values and Attitudes:</i> Openness to new opportunities, ideas, and ways of thinking; desire to engage with others; self-awareness about identity and culture; sensitivity and respect for differences; valuing multiple perspectives; comfort with ambiguity and unfamiliar situations; reflection on context and meaning of our lives in relation to something bigger; question prevailing assumptions; adaptability and the ability to be cognitively nimble; empathy; humility. • <i>Skills:</i> Investigates the world; recognizes, articulates, and applies an understanding of different perspectives; selects and applies appropriate tools and strategies to communicate and collaborate effectively; listens actively and engages in inclusive dialogue; is fluent in 21st century digital technology; demonstrates resiliency in new situations; applies critical, comparative, and creative thinking and problem solving. |

(continued)

Figure 0.1 | Global Competence Frameworks (continued)

| Organization | Global Competence Framework |
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| World Savvy (2018): <i>Global Competence Matrix—(continued)</i> | <ul style="list-style-type: none"> • <i>Behaviors</i>: Seeks out and applies an understanding of different perspectives to problem solving and decision making; forms opinions based on exploration and evidence; commits to the process of continuous learning and reflection; adopts shared responsibility and takes cooperative action; shares knowledge and encourages discourse; translates ideas, concerns, and findings into individual or collaborative actions to improve conditions; approaches thinking and problem solving collaboratively. |

Globally Competent Teaching

More states, districts, and schools are inserting terms such as *global awareness*, *global citizen*, *global competence*, and *international* into school names, mission and vision statements, teacher evaluations, and more (Parker, 2008; Tichnor-Wagner, 2016). School, district, and state global scholar certificate programs are on the rise, with the purpose of recognizing global competence in both students and teachers (Singmaster, Norman, & Manise, 2018), as are Seals of Biliteracy, which acknowledge students' bilingualism achievement on high school diplomas (Heineke, Davin, & Bedford, 2018). This has left educators asking, "Becoming more global sounds great, but how do we actually do it?"

When we first embarked on this work in 2013, definitions for what global competence meant for students abounded. Missing, though, was a clear delineation of the knowledge, skills, and dispositions teachers need to instill global competence in their students. This interrelated set of dispositions, knowledge, and skills is what we refer to as *globally competent teaching* (Figure 0.2).

Globally competent teaching is composed of 12 distinct yet interrelated elements. We identified these elements through a systematic review of scholarly literature that addressed how K–12 teachers develop global competence. We also conducted a systematic literature review of publications and frameworks produced by leading education organizations that address K–12

teachers' global competence development (including the Asia Society, Global Teacher Education, the Longview Foundation, NAFSA: Association of International Educators, and World Savvy). Following state-adopted professional standards for teachers—which require educators to demonstrate professional knowledge, skills, and dispositions for licensure (e.g., National Council for the Accreditation of Teacher Education [NCATE])—we delineated the 12 elements by dispositions, knowledge, and skills because globally competent teaching is part and parcel of what effective teachers are already doing.

Figure 0.2 | Elements of Globally Competent Teaching

