Re-shaping Curriculum to Foster Global Competence

presented by

2017 NCGS Conference

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Holton has a long history of inspiring girls "who will make a difference in a complex and changing world".

We aim to foster an innovative learning culture that takes into account how girls learn best, including the use of the latest technologies to achieve this goal.

We know our students’ ability to empathize, communicate effectively, and problem solve in collaboration with others will determine their success in the future.
Our Path

1. Made the case for global competence by connecting it to our mission and vision
2. Built a common language around the dimension of global competence
3. Using a unit planning template, we validated and inventoried what we were already doing to foster global competence
4. Built capacity for teachers to further integrate opportunities to develop global competence through their disciplines
5. Developed and initiated an iterative curricular “renew” process
Defining Global Competence for Holton and Making the Case

Harvard Think Tank on Global Education

Re-thinking the purpose of education and transforming the traditional classroom
What is it?

Global competence is the capacity and disposition to understand and act on issues of global significance.
A globally competent person...

can...

is able to...

enjoys...

understands...

wants...
Building A Common Language

- **Investigate the World**
  Students investigate the world beyond their immediate environment.

- **Recognize Perspectives**
  Students recognize their own and others’ perspectives.

- **Take Action**
  Students translate their ideas into appropriate action to improve conditions.

- **Communicate Ideas**
  Students communicate their ideas effectively with diverse audiences.

Understand the World through Disciplinary and Interdisciplinary Study
Why Does it Matter?
Why should we apply this lens to curriculum development?

Addressing global competence in the classroom lends increased context and relevance to content and offers students authentic opportunities to develop and practice agency.
Cultivating Global Competence Across the Curriculum
Investigate the World

Exploring issues of local, national, and global significance through a variety of disciplines.

- Students explore the way that numerical systems have evolved across civilizations and identify the how different civilizations have contributed to our common system. (Math)
- Students will read the autobiography *The Boy Who Harnessed the Wind* by William Kamkwamba to learn about his experience growing up in Malawi, Africa and his journey to bring electricity to his home and village. (Language Arts)
Recognize Diverse Perspectives

Recognize, develop, and express diverse perspectives.

- Students will describe the role of people, agencies, and corporations involved in the Flint Water Crisis and will investigate each participant’s concerns, motivations, and reactions to the crisis. (AP Environmental Science)
- Students discuss diverse ways of counting votes around the world in democratic countries to realize that different outcomes can be the result of diverse ways of counting and that a perfect voting system does not exist. (Math)
Communicate Ideas

Communicate ideas clearly and effectively to a variety of audiences.

- Students will communicate their understanding of perspective through a ceramic representation of a window into other words and an accompanying artist statement. (Ceramics)
- Students will create a public service announcement in the target language about actions a young person can take to improve the environment. (World Language)
Take Responsible Action

Translate learning into appropriate action for the promotion of sustainability, social justice, equality, and peace.

- Students write letters to Congressmen in support of HR 2408, a bill protecting Girls’ Access to Education in Vulnerable Settings. (Upper School)
- Students build solar power flashlights after exploring alternative sources of energy. (Social Studies/Design Tech.)
DIGITAL

CHALK TALK

https://tinyurl.com/y8vwcwxc

Click here to see Ideas!
Global Template

**Strategies and Resources:** How will students be able to investigate the world (local, national, global)?

**Perspectives:** How will students be able to recognize, explore, and analyze diverse perspectives?

**Communication:** How will students communicate their ideas?

**Action:** If applicable, how will students take responsible action for positive change?

**Technology:** If applicable, how will technology be used to bring the world into the classroom?

**Assessments (Products/Outcomes):** What will students produce or create to reflect their learning?

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Building Capacity
Mary Dobroth
Director of Academic Technology
Combining School-wide Initiatives

Global Education
Technology Integration
Blended Learning

HOLTON-ARMS
BLEND LEARNING LAB

HOLTON-ARMS GLOBAL EDUCATION
Harvard Think Tank on Global Education

Re-thinking the purpose of education and transforming the traditional classroom
Making LED bookmarks with visiting students from China

Skyping with a ceramics teacher in California

US girls sharing Junior Journey experiences from India with LS students
HOLTON-ARMS
BLENDED LEARNING LAB
Interactive sessions and hands-on workshops with technology
- Teachers teaching teachers
- Introduction to technology tools
- Differentiated instruction
- Global Lesson Resources
Educator and National Geographic Traveler of the Year, Diana Gross, who has spent the last several years working “to digitally connect students and teachers by bringing technology and training to underserved communities and build cultural bridges that transcend distance”.

Keynote Speaker - Diana Gross
Keynote Speaker - Diana Gross

Questions for Diana Gross

- GlobalCitizenEducate: Stereotypes of Poverty vs. Empowerment of All
- GlobalCitizenEducate: Motivating Students to See Global Issues as Pertinent
HOLTON-ARMS
BLENDED LEARNING LAB

What is it?
Global competence is the capacity and disposition to understand and act on issues of global significance.
Global Template Work

Applying the skills gained throughout the lab to address global competencies in new and innovative ways

- Group 1 - Brainstorming a lesson
- Group 2 - Upgrading a lesson
- Group 3 - Fine Tuning a lesson
We want to be an expansive and equitable community that values diversity and cultivates the desire, knowledge, and skills to adapt, to thrive, and to effect positive change in the world.
Diversity, Equity and Inclusion

Global Competence

Wellbeing

SOUL

SPIRIT

MIND

Inspiring young women to lead lives of positive influence

“If you don’t educate the whole child, how do you decide which parts to leave behind?”

-John Michael Lane
Steps in the Cycle:

**Pinpoint**  
Applying the lenses of Diversity, Wellbeing and Global Competence, develop questions to focus and guide your work.

**Research**  
Engage in professional learning (school visits—virtual or physical, students’ voices, articles, blogs, interviews, videos, etc.)

**Illustrate**  
Articulate a philosophy, ideal/aspirational outcomes, goals, effective practices

**Strategize**  
Conduct a gap analysis: how can we get from where we are to where we want to be?

**Move**  
Give it a try!
## Chosen Areas of Focus

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<th>School-Wide</th>
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Summer Curriculum Work

French Three curriculum and creating new French 3 Honors Course to Include Project Based Learning Units of Study that incorporate more authentic texts and cultural perspectives

Integration of authentic Spanish literature; short stories with diversity topics (stereotypes, identity, immigration) Will share model with other language teams in the fall

4th grade new social studies curriculum that focuses on global competencies through an inquiry-based approach. Essential questions connected to sustainable development goals.

Development of "The One Heart Program" which will connect seniors to local, national and international students reading the same book. Based on Solznenit's Speech "I am cheered by a vital awareness of world literature as of a single huge heart beating out the care and troubles of our world, albeit presented and perceived differently in each of its corners"

Development of Chinese Language and Service Club; focus on local engagement and student connection across divisions

Make the Ancient and Medieval History class more interdisciplinary by incorporating two literary texts: Virgil's Aeneid and Islamic Mystical Poetry

Incorporation of new texts: The Diary of Anne Frank and If You could be my Friend: Letters of Mervet Akram Sha'ban; Students will write in a diary to address Wellness goals by providing a method of processing anxiety and stress (personal writing)
Summer Curriculum Work

Holton/Landon Collaboration for Summer Reading book, "A Long Walk to Water"; may result in 1/2 or full day OTB curriculum Story Summary: two stories, told in alternating sections, about two eleven-year-olds in Sudan, a girl in 2008 and a boy in 1985. The girl, Nya, is fetching water from a pond that is two hours’ walk from her home: she makes two trips to the pond every day. The boy, Salva, becomes one of the "lost boys" of Sudan, Algebra 2 Research and curate curriculum that incorporates applied problem solving, and engaging online resources

8th Grade English Design an end-of-year Authentic Assessment that ties together the themes explored throughout the year; student choice and a focus on community engagement and taking action to make a difference

New Mexico Global Ed trip Reshape curriculum to prepare 8th grade for the trip by focusing on Sustainable Development Goals; Study of Anasazi, Navajo and Pueblo peoples; work towards the resolution of an issue of global significance.
Global Gathering: PEDAGOGIES AND PASSPORTS
Holton-Arms School in Bethesda, Maryland
Friday, October 20th - Saturday, October 21st
Register to Join us!

- Keynote Speaker - Dr. Rebecca Levine

- Deep Dive
  - **Curriculum by Design**: Creating Curriculum and Assessment with Global Competency at the Core
  - **Engaging All Voices**: Social Emotional Tools for Challenging Conversations in the Classroom

- Ignite Presentations
- Un-Conference Conversations
- Explore Workshops
- Tech Slam
- Networking
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Questions?

2017 NCGS Conference

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Resources

Dr. Fernando Reimers, Harvard School of Education
"Educating for Global Competency"
"An Education to Improve the World: Citizenship in the Global Public Sphere"
"Preparing Students for the Flat World"

Asia Society

About Global Education at Holton-Arms

Holton-Arms Global Competence Template

Blended Learning Lab Handout - Global Lesson Resources

Don’t forget to join us for Global Gathering 2017  Register here