Global Education to Advance and Enhance Global Citizenship

2019 California Association of Bilingual Educators
March 20-23, 2019
Long Beach, California
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Our Stories

Nicole

Born & Raised
College
Travel
Work
USC - Global Ed.D. C6

The Dream

Jamie

Born & Raised
College
Travel
Work
USC - Global Ed.D. C5

The Dream
Rate your familiarity with the following on a scale of 1-10

1 - I have never heard of this term
10 - I can instruct marvelously on this topic

Global Competence
P-21 Framework
Education for a Global Economy (EdGE)
International Baccalaureate

Poll Everywhere: https://pollev.com/nicolechavez832
Success Criteria:
Participants will articulate the importance of global education to be able to create global experiences within their K-12 classrooms.
WHY: Review
WHY does global citizenry matter?
  ● Building the Background

HOW: Shifts
HOW do we shift our instructional practices in K-12 settings?
  ● Global Awareness

WHAT: A Call to Action
WHAT does global education look like in action?
  ● A Call to Action: ?
WHY does global citizenry matter?
7,684,537,713

People on the planet
Interesting Facts and Stats
HOW do we shift our instructional practices in K-12 settings?
Global Competence: Dr. Fernando Reimers
What is Global Competence?

The California Global Education Project (CGEP) has adopted the four **domains**, or capacities, for global competence presented by CCSSO & Asia Society (2011) to foster awareness and curiosity about how the world works, which is informed by disciplinary and interdisciplinary insights. CGEP agrees that globally competent students are able to:

**Investigate the world beyond their immediate environment**, framing significant problems and conducting well-crafted and age-appropriate research.

**Recognize perspectives, others’ and their own**, articulating and explaining such perspectives thoughtfully and respectfully.

**Communicate ideas effectively with diverse audiences**, bridging geographic, linguistic, ideological, and cultural barriers.

**Take action to improve conditions**, viewing themselves as players in the world and participating reflectively.

[http://calglobaled.org/global-competence](http://calglobaled.org/global-competence)
Mark Gerzon’s Five Stages of Becoming a Global Citizen

- Citizen 1.0 – Worldview based on one’s self (egocentric)
- Citizen 2.0 – Worldview based on one’s group (ideocentric)
- Citizen 3.0 – Worldview based on one’s nation (sociocentric)
- Citizen 4.0 – Worldview based on multiple cultures (multicentric)
- Citizen 5.0 – Worldview based on the whole Earth (geocentric)
Partnership for 21st Century Skills Framework
Why does this matter in California and what are we doing about it?
Why does this matter in California and what are we doing about it?

https://www.cde.ca.gov/pd/ca/hs/educateglobalcomp.asp

**POLICY AND LEADERSHIP**
- Make global competence for all prekindergarten through grade twelve (PK–12) students a priority.
- Build professional capacity and continuous improvement for teachers and leaders of global education in California.
- Develop global education models and strategies for dissemination and implementation, particularly focused on underrepresented students.
- Develop guidelines and resources that clarify and promote global education in classrooms, schools, and districts.

**TEACHING, LEARNING, AND SCHOOLS**
- Develop guidelines for embedding global education in all content areas, programs, grade levels, and teacher/administrator credential programs.
- Engage and celebrate students, families, and communities representing diverse backgrounds who present linguistic and cultural assets and resources.
- Collaborate with business and community partners to design and support professional learning programs for teachers and administrators with a local-to-global focus.
- Increase offerings and participation in world language and dual immersion programs that focus on global competence and lead to students developing proficiency in at least two languages.

**COMMUNITY AND BUSINESS**
- Identify resources and partnerships that support global education and a globally ready workforce.

Global education provides a real-world lens and opportunities for relevant learning to build global competence for all students. Global competence, defined as the ability to understand and take action on issues that matter in the world, is an educational equalizer and is imperative in the culturally, linguistically, economically, and politically interconnected twenty-first century. As a richly diverse state with an educational system experiencing rapid change and growth, California has an unprecedented opportunity to improve students' global competencies by strengthening support of global education efforts already underway throughout the state.
Developing **Global Competency** and Literacy

To succeed in the twenty-first century, in addition to proficiency in English and subject-specific content literacy, today’s students need to develop communicative and cultural proficiency and literacy in several of the world’s languages and cultures. The ability to communicate on a wide variety of topics, in culturally appropriate ways, and in multiple target-culture settings, demonstrates how these literacies increase intercultural understanding and the effectiveness of collaborative international endeavors in today’s technologically-driven global economy. Student success in an interconnected world, their college and career readiness, and global citizenship, depend on learners’ effective use of language and cross-cultural communication skills.
“When you educate one person you can change a life, when you educate many you can change the world.”
- Shai Reshef
WHAT does global education look like in action?
UNESCO and Global Citizen Education
Early Elementary or Primary School (K-2)

Characteristics
➢ Early literacy
➢ Early socialization
➢ Conflict resolution
➢ Communication

Examples
➢ Diversity activities
➢ Games
➢ Dual Language immersion
➢ Curiosity of culture
➢ Binational project (Sister schools)
➢ Some translated words or documents (Word-of-the-Day in <another language>, posters in two or more languages, flashcards around the room)
➢ International Baccalaureate Primary Years Programme
Early Elementary or Primary School (K-2)

- **Immersion**
  - All classes are taught in a dual language setting (Spanish/English) following a 90/10 dual language model.

- **STEAM**
  - El Sol Academy's goal is for the students to enter high school with well-developed skills in science, technology, engineering, art, and mathematics.

- **Rigorous Curriculum**
  - El Sol Academy's educational focus offers a curriculum that is intellectually rich and focused.

- **Community**
  - El Sol believes that a strong sense of community and well-being is foundational to the students' ability to succeed.
Late Elementary or Primary School (3-5)

Characteristics

➢ Early literacy
➢ Early socialization
➢ Conflict resolution
➢ Communication

Examples

➢ Deeper reading and writing with culturally relevant (or exploratory) texts with authors from other countries
➢ Video conferencing
➢ Curiosity projects
➢ Navigating Google Earth
➢ Binational project (Sister schools)
➢ Some translated words or documents (Word-of-the-Day in <another language>, posters in two or more languages, flashcards around the room)
➢ International Baccalaureate Primary Years Programme
Late Elementary or Primary School (3-5)
Middle or Early Secondary School (6-8)

Characteristics
➢ Cognitive maturation
➢ Socialization increasing

Examples
➢ Deeper reading and writing with culturally relevant (or exploratory) texts with authors from other countries
➢ Video conferencing
➢ Game-based
➢ Listening to global podcasts or TED talks
➢ Invite international guests
➢ Short-term exchange or language immersion
➢ Some translated words or documents (Word-of-the-Day in another language, posters in two or more languages, flashcards around the room)
➢ International Baccalaureate Middle Years Program
Middle or Early Secondary School (6-8)

Global **Ted Talks**:
See how the rest of the world lives, organized by income (Anna Rosling Ronnlund)

Global **Podcasts**:
Hacking Hunger
## High or Late Secondary School (9-12)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Examples</th>
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<tbody>
<tr>
<td>➢ College readiness</td>
<td>➢ Deeper reading and writing with culturally relevant (or exploratory) texts with authors from other countries</td>
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<td>➢ Career preparation</td>
<td>➢ Video conferencing (virtual exchange)</td>
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<td>➢ Technology integration</td>
<td>➢ Service learning</td>
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<td>➢ Global mindedness</td>
<td>➢ <strong>Long and short-term exchange programs</strong></td>
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<td>➢ Problem solving through critical thinking</td>
<td>➢ Content-specific global podcasts or TED talks</td>
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<td>➢ Community improvement</td>
<td>➢ Partner with global companies for internships</td>
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<td>➢ Life skills</td>
<td>➢ Language immersion (locally)</td>
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<td>➢ Projects centered around the SDGs and service learning</td>
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<td>➢ Translated words or documents</td>
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<td>➢ International Baccalaureate Diploma and Career Programme</td>
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High or Late Secondary School (9-12)

Science & Math Poster Sessions

Socializing & Friendships

Opening & Closing Ceremonies

Safari Park & Beckman Conservation Lab
1. Create a Global Classroom profile at https://globaledexecs.org/participating-schools/

2. Find a global classroom partner school based on analytics of your selection (Standards, Course, Unit, Project Type).

3. Make contact with your global classroom partner and set up learning experiences.

4. Teachers and students start synchronously and asynchronously sharing and collaborating on standards-aligned learning and projects.
What will you try in your classroom or at your school?
Tools and Resources for You to Connect Students to Global Education

1. California Global Ed Institute

2. Model UN
   a. https://unausa.org/model-un/

3. International Baccalaureate

4. Oxfam
   a. https://www.oxfam.org.uk/education/get-involved

5. One World Programme
   a. http://www.oneworldeducation.org/one-world-program-0
Recommended Books
Our students have the power to change the world...

By learning about and engaging with the communities of the world.

“The cure for boredom is curiosity. There is no cure for curiosity”
- Dorothy Parker
Success Criteria:
Participants will articulate the importance of global education to be able to create global experiences within their K-12 classrooms.
Gracias, xie xie, obrigado, and thank you, CABE!
Find presentation at:  https://bit.ly/2JOJWS7

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