

2017 NCGS Conference

# **Re-shaping Curriculum to Foster Global Competence**

presented by



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Director of Global Education

**Mary Dobroth**

Director of Academic Tech

**Rachel Herlein**

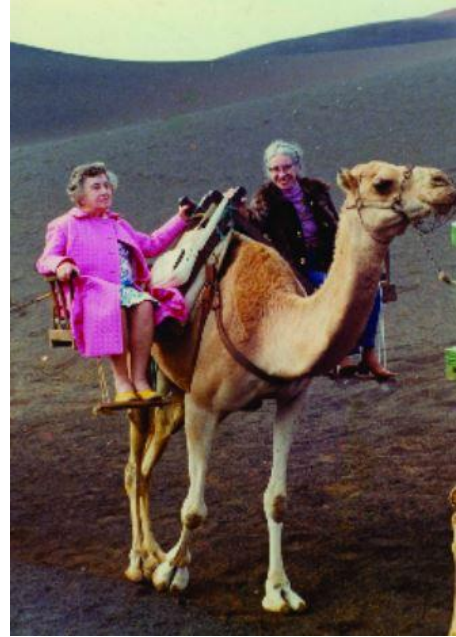
Academic Dean

# Global Education at Holton-Arms

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



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# What is it?

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





A globally competent person...

can...

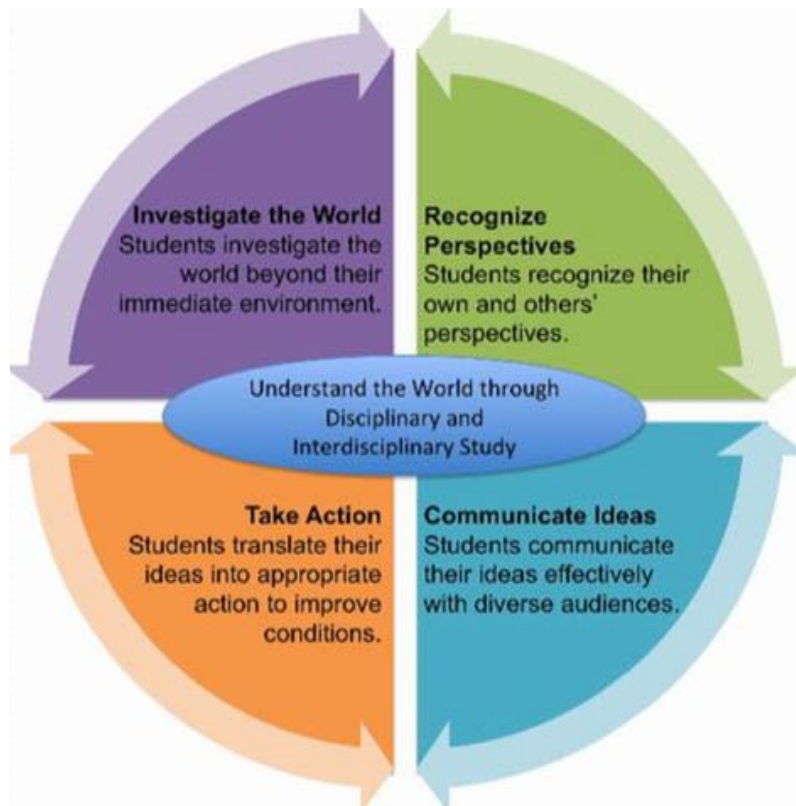
is able to...

enjoys...

understands...

wants...

# Building A Common Language



# 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**



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# 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/y8vwcwcx>

[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?



**TITLE (Unit, Lesson, Project):**

<b>Subject:</b>	<b>Grade Level:</b>
<b>Summary:</b>	
<b>Essential Questions:</b>	
<b>Strategies and Resources:</b> How will students be able to investigate the world (local, national, global)?	
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# Building Capacity





**Mary Dobroth**

**Director of Academic Technology**

# Combining School-wide Initiatives

Global Education  
Technology Integration  
Blended Learning

**HOLTON-ARMS**  
**BLENDED**  
**LEARNING LAB**



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# Harvard Think Tank on Global Education

Harvard Think Tank on Global Education

Re-thinking the purpose of education and transforming the traditional classroom



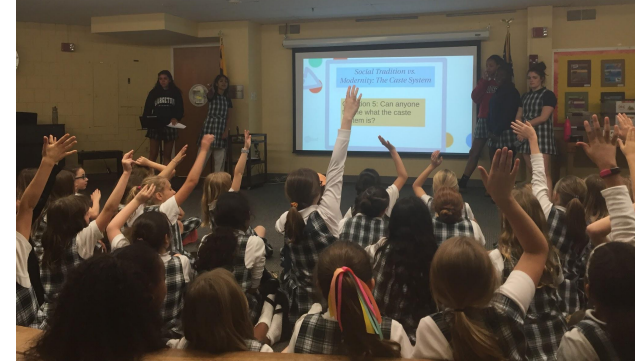
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**Making LED bookmarks with  
visiting students from China**



**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



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# Keynote Speaker - Diana Gross



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



## QUESTIONS FOR DIANA GROSS

Hi Holton Faculty! Diana is excited to be joining us at our annual Blended Learning Lab. Today's technology makes it possible for us to meaningfully connect with her in a country that is a 25-hour flight away! Please record your questions or comments below. You can feel free to share your name and role at Holton, but it's not required! Since Diana has "editing rights" to this shared document, she will be able to read and respond to our questions at a time that works for her!

### Technology/Online Resources Questions:

How can I find meaningful age appropriate online resources for fourth grade students who study global ed in their social studies program? - Laura Myers  
How much time did the Well Project take? What steps did the students take to produce the end product?  
How can I find the best online resources about Latin America? Especially on politics and history.

Hi Laura!!

There are countless resources for social studies programs for the lower grades, particularly videos that can show your students lives of other students around the world. The videos I mentioned during the keynote presentation can be found here: [https://www.youtube.com/watch?v=5711g0pH\\_p6&list=PL96273638944C8B55](https://www.youtube.com/watch?v=5711g0pH_p6&list=PL96273638944C8B55)

A framework that I am using a lot in my work are the UN Sustainable Development Goals which build upon the Millennium Development Goals. I find it useful to have a well established starting point for discussing the common issues we face as a global community. UNICEF provides resources for teaching these goals: <http://www.teachunicef.org/empowerment/age-appropriate/change-world/sustainable-development-goals>

Edutopia is a resource I have a great list of resources as well: <http://www.edupoli.org/2016/04/global-education-resources>

The World Peace Game is an extensive, project based unit: <https://www.youtube.com/watch?v=7C0y7Z8Y4D0&list=PLwCAX58rcl0s8200x6UJ5s8MYsC7d0>

I have teaching friends who feel Mystery Skype has revolutionized their classrooms. If you find me on Twitter (@DianaGross), I would be happy to introduce you to one of these educators. <https://www.youtube.com/watch?v=g3ZdMh0K457g>



GlobalCitizenEducate

Stereotypes of Poverty vs. Empowerment of All

2 hours

# Global Education



GlobalCitizenEducate

Motivating Students to See Global Issues as Pertinent

1 hour

# Global Education



# HOLTON-ARMS BLENDED LEARNING LAB



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# HOLTON-ARMS BLENDED LEARNING LAB

## 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



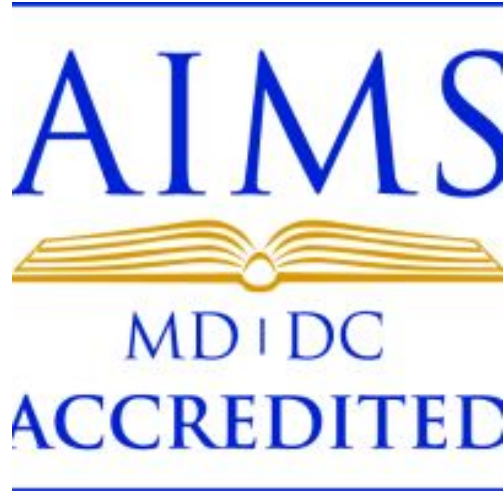
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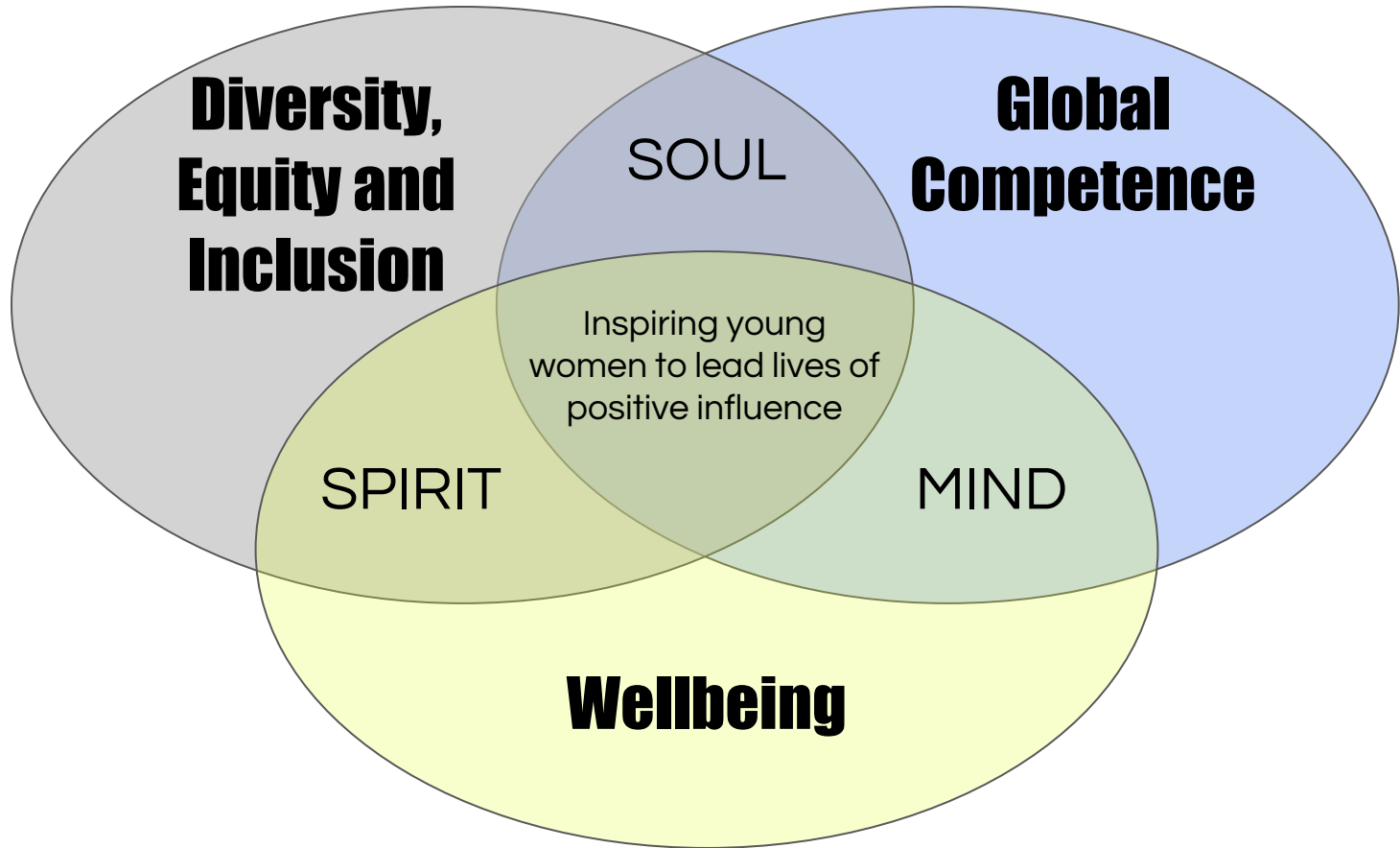


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**We want to be an expansive and equitable community that values diversity and cultivates the desire, knowledge, and skills to adapt, to thrive, and to effect positive change in the world.**





"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.)



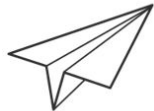
## **Illustrate**

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

Departmental	Divisional	School-Wide
Formative Assessment Student Engagement Summer Reading Coding Scope and Sequence Collaborative Learning	Classroom Environment Senior Projects Leadership Service Learning e-Portfolios Differentiated Teaching Interdisciplinary Learning	Educational Technology T.I.D.E. Wellbeing Team Program Leadership

# 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 Solzhenitsyn'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 Mervat 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
  - **Global Learning for Social Justice:** Examining Diversity, Power, Privilege and Identity.
- Ignite Presentations
- Un-Conference Conversations
- Explore Workshops
- Tech Slam
- Networking

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## Questions?

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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](#)



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