Integrating Global Education Across the Curriculum

TABS-NAIS Global Symposium
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Agenda

• Appleby College Background
• Global Education at Appleby College
• Faculty Development
• Developing Global Networks
• Progress, Challenges and Lessons Learned
Introduction to Appleby College

Our Mission

To educate and enable young men and women to become leaders of character, major contributors to, and valued representatives of their local, national and international communities.

• Founded in 1911 and located on a 60-acre campus in Oakville, Ontario, Canada 30 minutes west of Toronto.

• Appleby is a coeducational school for students in Grades 7–12.
60 – acre campus in Oakville, Ontario...
273 Boarding Students

494 Day Students

167 Grade 12 Students
248 International Students

129 Boarding Students

119 Day Students
Representing over 37 cultures and nationalities...
Creating a unique community of students...

Existing Students
As in our other cases, even educators who want to introduce global education approaches into their classrooms in Ontario face time, resource and knowledge constraints. p.81

In most schools, global education initiatives depend on the energies of individual teachers. p.81
Educating for Global Citizenship


Despite this growing interest, there has been less attention devoted to examining practices of global citizenship education within Canadian classrooms, leaving a limited understanding of how it is applied in schools.
Educating for Global Citizenship

Teaching and Learning Practices Associated with Global Citizenship Education

Global Education at Appleby College
To educate and enable young men and women to become leaders of character, major contributors to, and valued representatives of their local, national and international communities.
Integration:
Global Education Into Academics

1. General Examples:
   • Enhancement of curriculum, global perspectives
   • Class-to-class learning partnerships
   • Co-curricular program, club involvement
# Integration: Global Education Into Academics

## 2. International Service Coop Credit

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Timeline</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academically Focused Research</td>
<td>Focusses on country/region of service; student chooses to complete project from one of the following subject areas:</td>
<td>December/January April</td>
<td>15%</td>
</tr>
</tbody>
</table>
| Project                            | • Science  
• Mathematics  
• Visual & media arts  
• Physical education & health  
• World languages               |                          |           |
| International Service Project      | Evidence of:  
• Collaboration  
• Initiative  
• Work ethic  
• Leadership  
• Open-mindedness  
• Good ambassador  
• Cultural sensitivity  
• Personal growth  
• Empathy for others           | December March            | 50%       |
| Participation                      |                                                                            |                          |           |
| Global Education Self-Reflection   | Focuses on impact of service work on:  
• Self  
• Local community               | December/January April  | 10%       |
| Essay                              | Focuses on the country/continent of service project and link to specific Social Science course content | Determined by social science department | 25%       |
# Integration: Global Education Into Academics

## 3. Grade 12 Global Scholars Assignments

<table>
<thead>
<tr>
<th>Subject</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Op-Ed on local, national, international issue of interest</td>
</tr>
<tr>
<td>French</td>
<td>Opinion piece on endangered languages</td>
</tr>
<tr>
<td>German</td>
<td>Presentation on global effect of German unification</td>
</tr>
<tr>
<td>Math (Data Management)</td>
<td>Analyze a global game of chance and teach related probability concepts</td>
</tr>
<tr>
<td>Math (Calculus)</td>
<td>Comparison of Gini indices to determine income distributions in developing vs developed nations</td>
</tr>
<tr>
<td>Phys Ed</td>
<td>Video essay to communicate positive value sports play in Olympic Movement</td>
</tr>
<tr>
<td>Biology</td>
<td>Blogging assignment on global genetics biotechnology</td>
</tr>
<tr>
<td>Economics</td>
<td>Prepare a development case study on a specific developing nation</td>
</tr>
<tr>
<td>International Business</td>
<td>Devise a marketing plan for student’s product in a chosen country</td>
</tr>
</tbody>
</table>
Integration:
Global Education Into Academics

4. Global Leadership Diploma

(all imagery/video footage of Appleby College students has been removed from this presentation)
Global Leadership Diploma

Components:
• Academics
• Adventure
• Service – Local & International
• Intercultural Residential Experience

• Co-curricular Components
• Global Leadership Class
• Global Action Plan
### Upper One
- 1 French credit
- 1 Modern Languages credit
- Temagami trip (Fall)
- Duke of Ed (Bronze)
- Intercultural Residential experience (strongly recommended in U1)
- Globally-focused club (must participate in two between U1-S2)

### Upper Two
- 1 French credit
- Civics credit (CHV2O)
- World Religions credit (HRT3M)
- Temagami trip (winter)
- Modern languages credit (if applicable)
- Duke of Ed (silver)
- Intercultural Residential experience (if applicable)
- Globally-focused club (must participate in two between U1-S2)

### Senior One
- Senior level social science course
- World Issues; US History; Environment & Resource Mgmt; Race, Gender and Rights
- Continue 1 or more language credit(s)
- International service trip (Dec., March)
- Co-op credit (connected to S1 social science course and int'l service trip)
- Duke of Ed (silver/gold)
- Globally-focused club (must participate in two between U1-S2)

### Senior Two
- AC residential program
- 4U/DU language requirement completed
- Duke of Ed (gold)
- Globally-focused club (must participate in two between U1-S2)
- Global Scholars assignments (ENG4U + 2 other S2 courses)
- Enrol in S2 GLD non-credit course in September
- Global Action Plan
Global Action Plan

Students develop a “Global Action Plan” which addresses an issue that their experiences have exposed them to for which they feel strongly about and would like to engage further with beyond graduation.

Structures:

- Global Leadership Class
- Initial Proposal
- Global Action Plan Final Report
- Panel Presentation
Faculty Development
Faculty Development: Experiential Trips

1. Faculty Advisors on Outdoor Education trips
2. Summer Faculty PD
3. Global Education Trip Leaders
   • WAFA/WFR training
   • In-house curriculum development and training
   • Leader, Assistant, Trainee continuum
   • Intercultural Trip vs. International Service vs. International Trek vs. Science Field Studies
Faculty Development at Appleby College

Faculty Job Description

• Participate in an aspect of the Experiential Education Programme by being involved in and leading academic, outdoor education, international service or intercultural learning trips.

Faculty Competencies

• Demonstrate a richness in holistic learning and supports the school’s philosophy that important learning takes place inside and outside the classroom.
Faculty Wide PD

• Jennifer Klein and World Leadership School
• Globalizing the curriculum – intentionally.

Key Questions for Teachers:

Why am I drawn to bringing global issues and perspectives into my classroom? What experiences or beliefs lie behind that motivation?

What do I think global citizenship looks like, and why do I think teaching global citizenship matters?
Faculty Wide PD

What are some small, easy ways I could globalize my curriculum immediately?

Which of the global projects/ideas/organizations explored have caught my interest, and why?

What are some of the challenges at my school, when it comes to shifting school culture and prioritizing global thinking? How might I be instrumental to helping foster change?

What are some of the biggest strengths of my school and community, when it comes to global education and a shift in school culture? How can I play a role in building off of those strengths to further develop our programming?
Faculty Development

Teacher A: Science - Reflection as part of Faculty Development Program:

In Middle One science, I have continued to work on two global collaboration projects. One of the two has been vastly improved and I am very much looking forward to the start (late February). This project will be a joint project with CAC in Bogota and will be featured on the website for the “Earth Day Network”.
Faculty Development

This year: Animal Adaptations Presentation Project

After our videos are done:

• We will be sharing your presentations with the Grade 7 students at St Paul’s Collegiate School in New Zealand. They will be doing similar presentations on animals and biomes in their country to compare with ours.

• We will send questions to St. Paul’s about their projects and will answer the questions they ask us in a Global Collaboration activity.
Teacher B: English - Development Plan linking the Faculty Competencies.

Breadth of Contribution: Build on my Global awareness and Cultural knowledge to enrich Global awareness and learning experiences of the students.

What is my plan to achieve this goal?
The thought process is if I can improve my Global awareness, this can enrich the students’ knowledge and learning experience. I order to further achieve this goal, I will continue a collaboration with St. Matthew’s School in Belize in which students exchange learning material geared towards enhancing one another’s cultural knowledge.
As a teacher providing insight into another language and culture, I want to contribute to the students’ learning and success by increasing the intercultural component in my classrooms. Especially with the international students learning German via English, which was a foreign language to them, and comparing their own culture with European cultures via the North American perspective, we have an excellent forum for intercultural learning.
Faculty Development

Teacher C – Participated in the Global Education PD in Costa Rica last summer.

Introduced 4 global extensions this year as a direct result of this PD:

• Berlin Wall exercise – 3rd year German.
• Parallel stories from WWII – 2nd year German.
• “Was hast du in deiner Tasche?” (What do you have in your bag?) – 1st year German
• Mennonite storyteller – All German students.
Academic Departments

Next Steps:

• Intentional effort to spread the responsibility across all academic departments with support.

• Each Department has to take ownership for integration of Global Education into the curriculum.
Academic Departments

Questions posed to each Academic Department:

1. What are some of the global educational successes your department has seen over the last few years? What has made those experiences successful?
2. What roadblocks and challenges have you and your colleagues hit in bringing global education into your discipline?
3. Where do you see opportunities for global integrations in your department?
4. As a coach, how can Jennifer best support your department’s continued growth in global education? What do you see as your next steps, and how would you like Jennifer to support your efforts? Are there any resources or other expertise that would be helpful for the department to have access to?
Academic Departments

• Understanding and examples of experiential and global education varied widely across academic departments.

  – Franco-African drumming
  – China Town Excursion
  – Human Rights Symposium
  – Religion classes visiting church/mosque/synagogue
  – Guest instructors from community
  – Arabic outing (Restaurant)
  – Guest artists for vocal workshops/masterclasses
  – Grade 12 Physics - Video conference
Academic Departments

• Requires a commitment to refresh, renew, revisit and buy-in to ensure it is front of mind.

• PD and a comprehensive support system:
  – Faculty PD – group and individual
  – Individual meeting times with WLS and Jennifer
  – New faculty orientation year-long
  – Ongoing dialogue and contact.
  – Summer reading program.
Developing Global Networks
Round Square

Our Schools
Academic Collaborations

• Science, Anglo Colombiano, Colombia
• Arabic, King’s Academy, Jordan
• English, Paraíso High School and Elementary, Costa Rica
Science

- Partner School: Anglo Colombiano, Colombia
- Level: Grade 7
- IT Used: Wikispaces, Windows Moviemaker or QuickTime Player
- Details:
  - In collaboration for the past 2 years
  - Last year: Green Cities assignment
  - Classes made videos on Earth and Environmental science topics
  - Students were placed in groups and produced a documentary video about their chosen topic
Science cont’d.

• Sample topics:
  o Deforestation
  o Alternative energies
  o Water issues
  o Greenhouse gas emissions
  o Animal extinction

• Classes used an online communication forum and students prepared questions in advance about the other group’s country
Grey Water, Sample Video

(all imagery/video footage of Appleby College students has been removed from this presentation)
Arabic

- Partner School: King’s Academy, Jordan
- Level: 2nd year Arabic
- IT used: TIGEd (letters) and voicethread (videos), Skype
- Details:
  - Our Arabic teacher created a collaborative assignment and shared it with the Arabic teacher at King’s
  - Step 1: Letter writing (to introduce themselves, speak about hobbies and activities)
  - Step 2: Speaking about their future plans
  - Step 3: Meeting over Skype
Arabic video

(all imagery/video footage of Appleby College students has been removed from this presentation)
English

• Partnership School: Paraíso High School and Elementary, Costa Rica
• Level: Grade 7
• IT used: Book Creator (Apple)
• Details:
  o Teachers at Appleby first present a PowerPoint and explore the country/culture to promote understanding and interest amongst students
  o Students study Creation myths and then write one on their own to include in their Mythology booklet
  o They also include a Cultural heritage myth (based on their heritage) that they hear orally from their family or find online
  o As well, they include an “All About Me”, with a picture.
Host school receives Mythology booklets…

(all imagery/video footage of students has been removed from this presentation)
Progress, Challenges, Lessons Learned
Overview of Progress:

1. Experiential programs - mature
2. Outgoing trips – many, varied, well linked
3. Integration with Academics
4. Development of Global Leadership Diploma
5. Department ownership of Global Education within the Curriculum

Next steps:
1. Strategic Plan alignment
2. Increased emphasis on Project-Based Learning
Collaboration Challenges
Academic Departments: Broad Integration

Evidence that there is a real shift:

**Science Goals**: Global and Experiential Learning: continue to build on the success of the Science Expedition during March Break, develop a curriculum for a co-op course associated with this expedition.

**Visual & Performing Arts Goals**: Authentic learning experiences that are reflective of curriculum goals and our real-life situation
Academic Departments: Broad Integration

PLC Topics for 2014-2015

Exploring student's backgrounds, identities, and stories… and how this impacts their experiences at Appleby College both in and out of the classroom.

Explore innovative ways to enhance experiential learning, research how this kind of learning can elicit student success.
Academic Departments: Challenges

• Advanced Placement Curriculum
• Breadth of program
• Onboarding new faculty
• Creative Destruction
Faculty Reflections

Need to almost have connection made before school starts or else the timing of the Global exchange may be askew from your unit plans – it takes time to find, develop, discuss, and then implement these Global connection initiatives. Flexibility and adaptability are the key.

International teachers are intimidated by the resources and capability of the North American schools – deep worry that their student’s work will not be equivalent to what our students produce for their students. Often, hard to find a teacher willing to take on a Global connection for this reason.
Faculty Reflections

The whole process is very educational for me and the students are engaged. It is time consuming but brings different aspects and purpose to the German language classroom.

The materials international students receive enhances their learning experience. For example, at St. Matthew’s in Belize, a World Leadership coordinator, visited the school six months after first delivering the Middle One English mythology booklets. She described to the Appleby English teachers that one child pulled out of his school bag a mythology booklet which his teacher explained he kept with pride to look at and enjoy.
Faculty Reflections

With regards to my goal on global education, I am very pleased with the outcomes that I was able to accomplish this year. I have now implemented a number of global collaboration projects that were not only successful, but are ongoing projects and improving significantly each time they are done. My continued work in the area of international service learning has been going very well and I have learned a lot from the process.
Faculty Reflections

The one thing that I would like to work towards is some synchronous communication between students. So far (almost) everything we have done has been asynchronous and I know the students would love more direct communication. We are obviously only able to do this with school in similar time zones. Therefore, I will be looking to South America next year to try and start something.
Faculty Reflections

Ideally (it may be hard), I would like to have a partnership with a school that lasts for a longer period of the year (i.e. a 5-6 month time span) to work on something bigger and more substantial. This is hard and may never happen, but I would like to try. A 2-3 week connection on a project is great, but I think there is some real learning potential for a larger piece of work.
Faculty Buy-In

- Strong link to Mission
- Established educational value
- Focused Professional Development
- Shared ownership
- Link to Development Plans
- Recognition of efforts and time
- Differentiated pace of up-take
Questions?

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