



Globalization:

21ST Century Schools, Students, and Educators

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Global Awareness:

- ◆ Using 21st Century skills to understand and address global issues
- ◆ Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- ◆ Having the ability to utilize non-English languages as a tool for understanding other nations and cultures

History:

- ◆ New State Board Goals set a 21st Century course for education in North Carolina
 1. New standards for teachers
 2. New standards for school administrators
 3. New standards for superintendents
 4. New evaluation systems for all

Where does Globalization fit?

- ◆ The following slides will illustrate the relevance of the State Board's goals, as well as the teacher, administrator, and superintendent standards and the new evaluation instruments

State Board Mission:

- ◆ The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, **globally competitive** for work and postsecondary education and prepared for life in the 21st Century.

State Board Goals

- ◆ NC public schools will produce globally competitive students.
- ◆ NC public schools will be led by 21st Century professionals.
- ◆ NC public school students will be healthy and responsible.
- ◆ Leadership will guide innovation in NC public schools.
- ◆ NC public schools will be governed and supported by 21st Century systems.

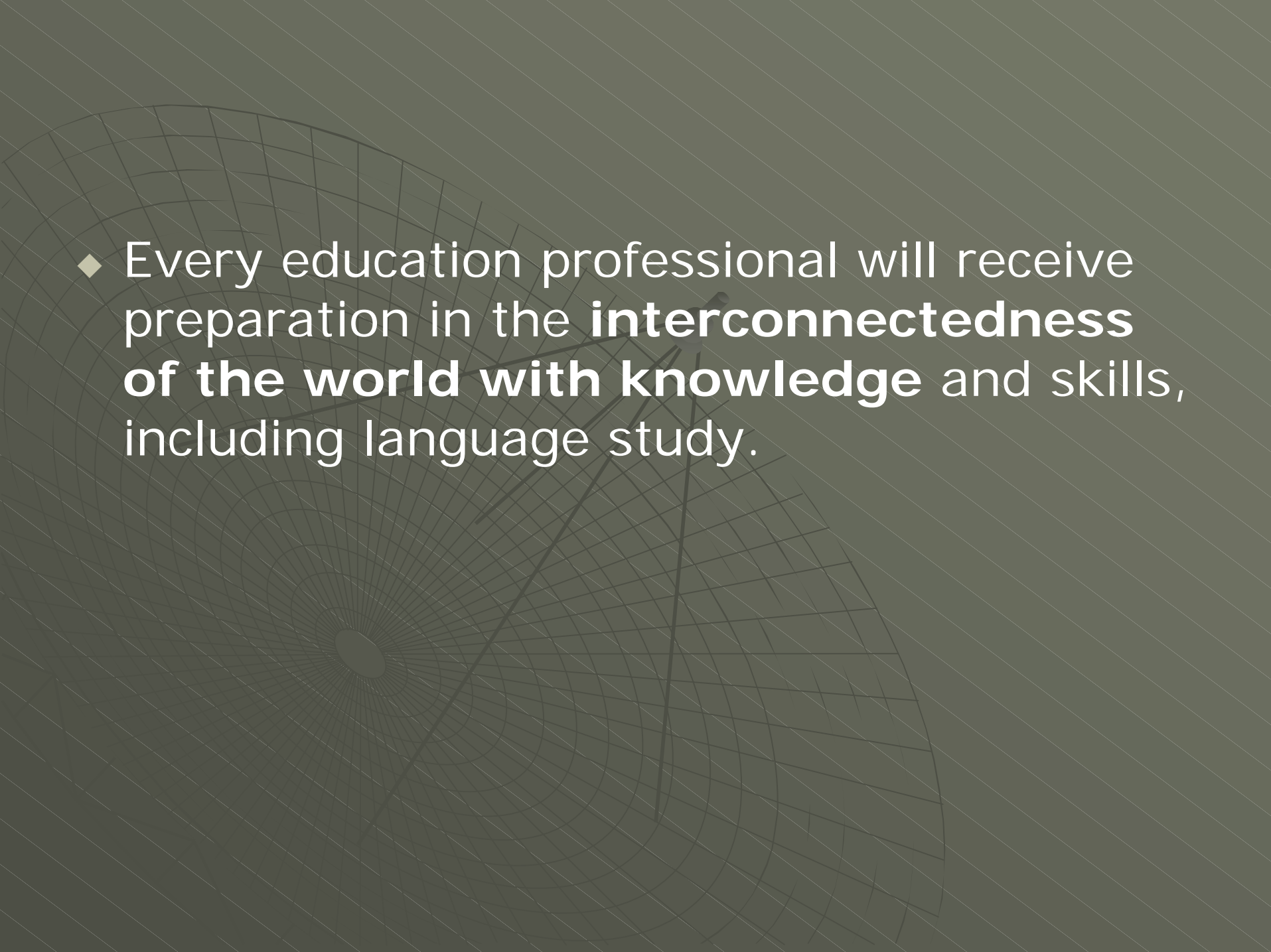
Goal 1: NC public schools will produce globally competitive students.

- ◆ Every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a **global 21st Century environment**, including a mastery of languages, appreciation of the arts, and competencies in the use of technology.

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- ◆ Every student will be enrolled in a course of study designed to prepare them to stay ahead of **international competition.**
 - ◆ Every student uses technology to access and demonstrate new knowledge and skills that will be needed as a life-long learner to be competitive in a constantly changing **international environment.**

Goal 2: NC public schools will be led by 21st Century professionals.

- ◆ Every teacher will have the skills to deliver **21st Century content** in a 21st Century context with 21st Century tools and technology that guarantee student learning.
- ◆ Every teacher and administrator will use a 21st Century assessment system to inform instruction and measure 21st Century knowledge, skills, performance, and dispositions.

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- ◆ Every education professional will receive preparation in the **interconnectedness of the world with knowledge** and skills, including language study.

Goal 3: NC public school students will be healthy and responsible.

- ◆ Every school focuses on developing strong student character, personal responsibility, and **community/world involvement**.

Goal 4: Leadership will guide innovation in NC public schools.

- ◆ School professionals will **collaborate with national and international partners to discover innovative, transformational strategies that will facilitate change, remove barriers for 21st Century learning, and understand global connections.**

Goal 5: NC public schools will be governed and supported by 21st Century systems.

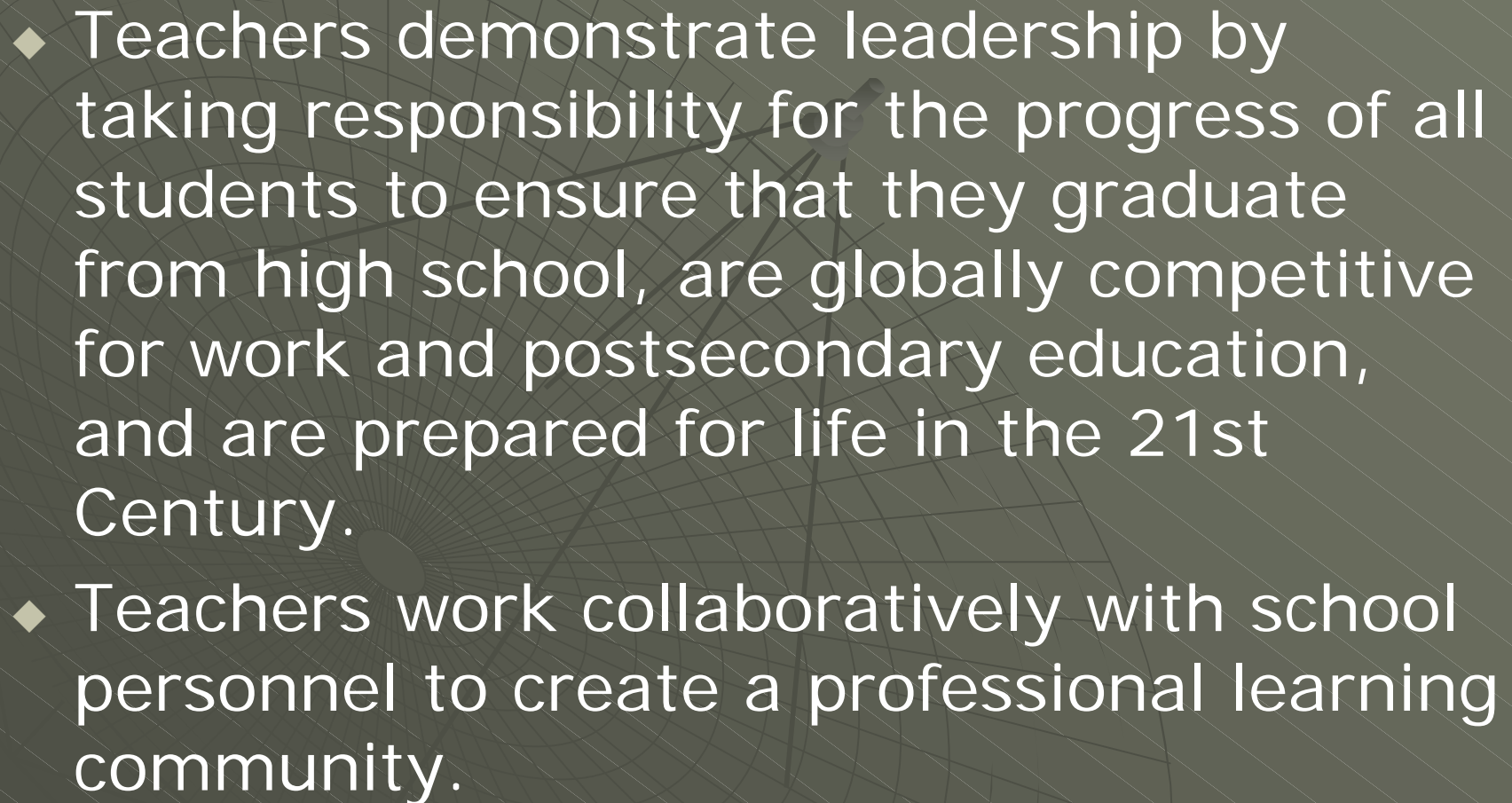
- ◆ **Twenty-first century technology and learning tools are available** and are supported by school facilities that have the capacity for 21st Century learning.

21ST Century Teaching Standards

- ◆ Teachers demonstrate leadership.
- ◆ Teachers establish a respectful environment for a diverse population of students.
- ◆ Teachers know the content they teach.
- ◆ Teachers facilitate learning for their students.
- ◆ Teachers reflect on their practice.

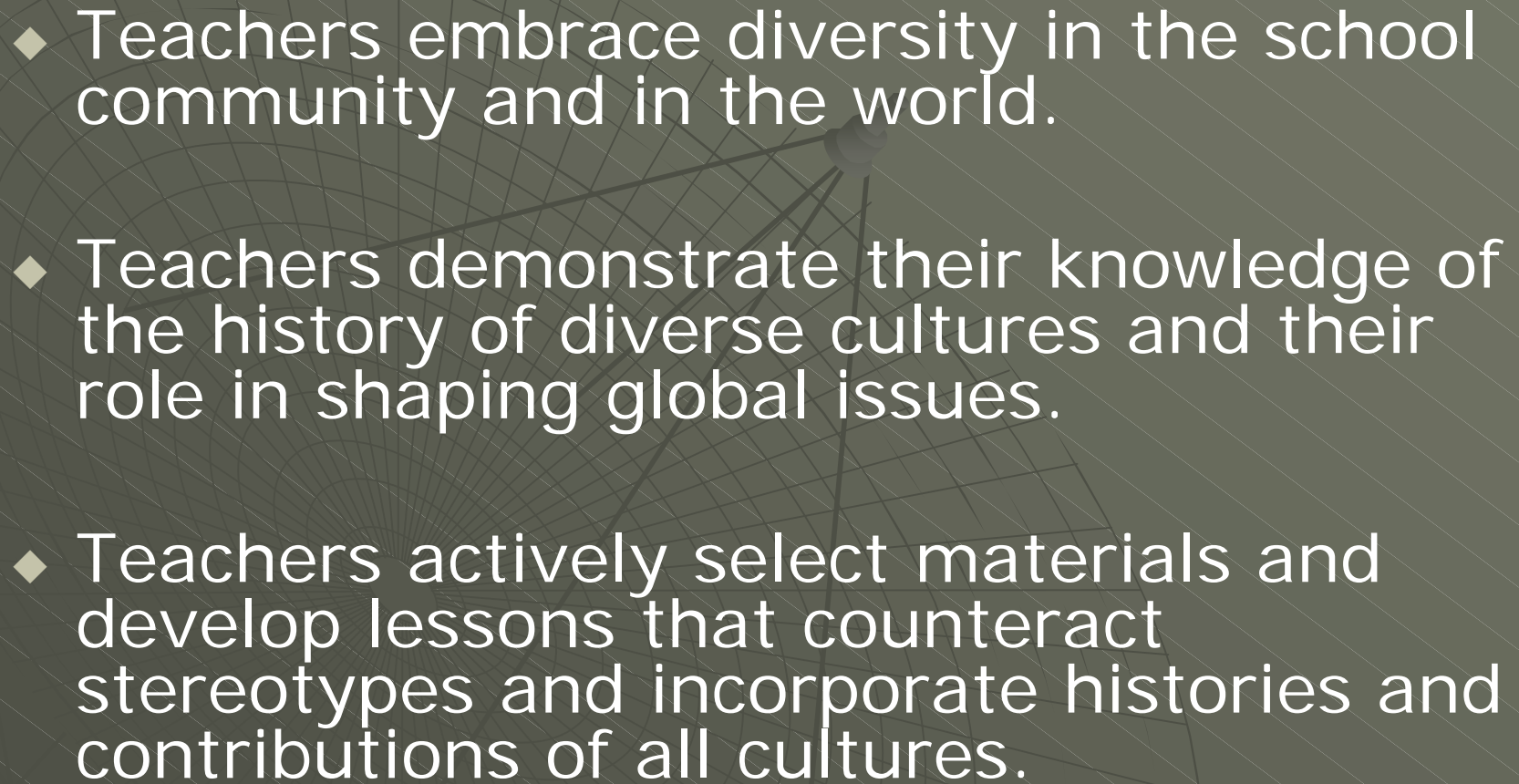


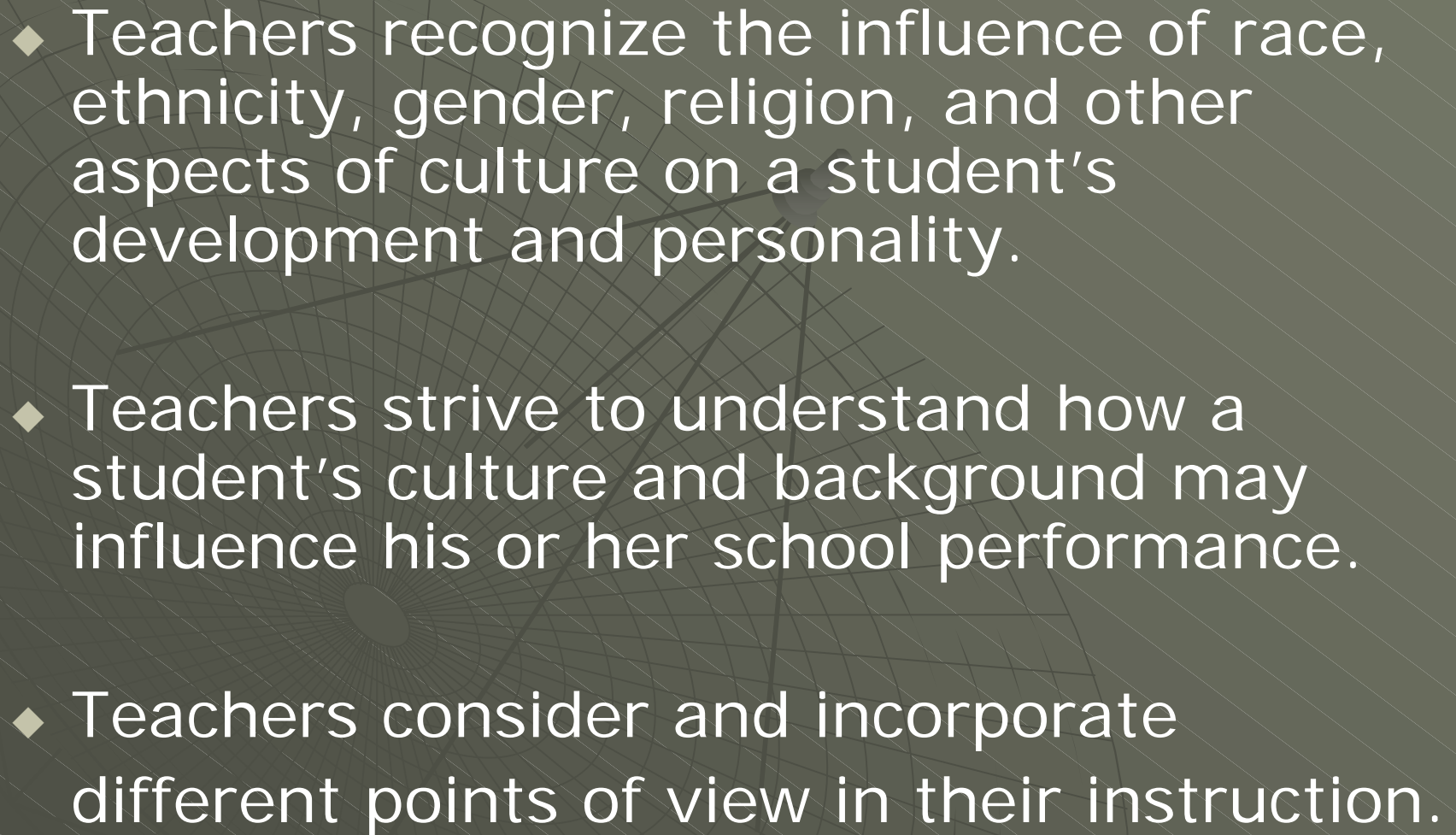
Standard 1:
Teachers demonstrate leadership.

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- ◆ Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st Century.
 - ◆ Teachers work collaboratively with school personnel to create a professional learning community.



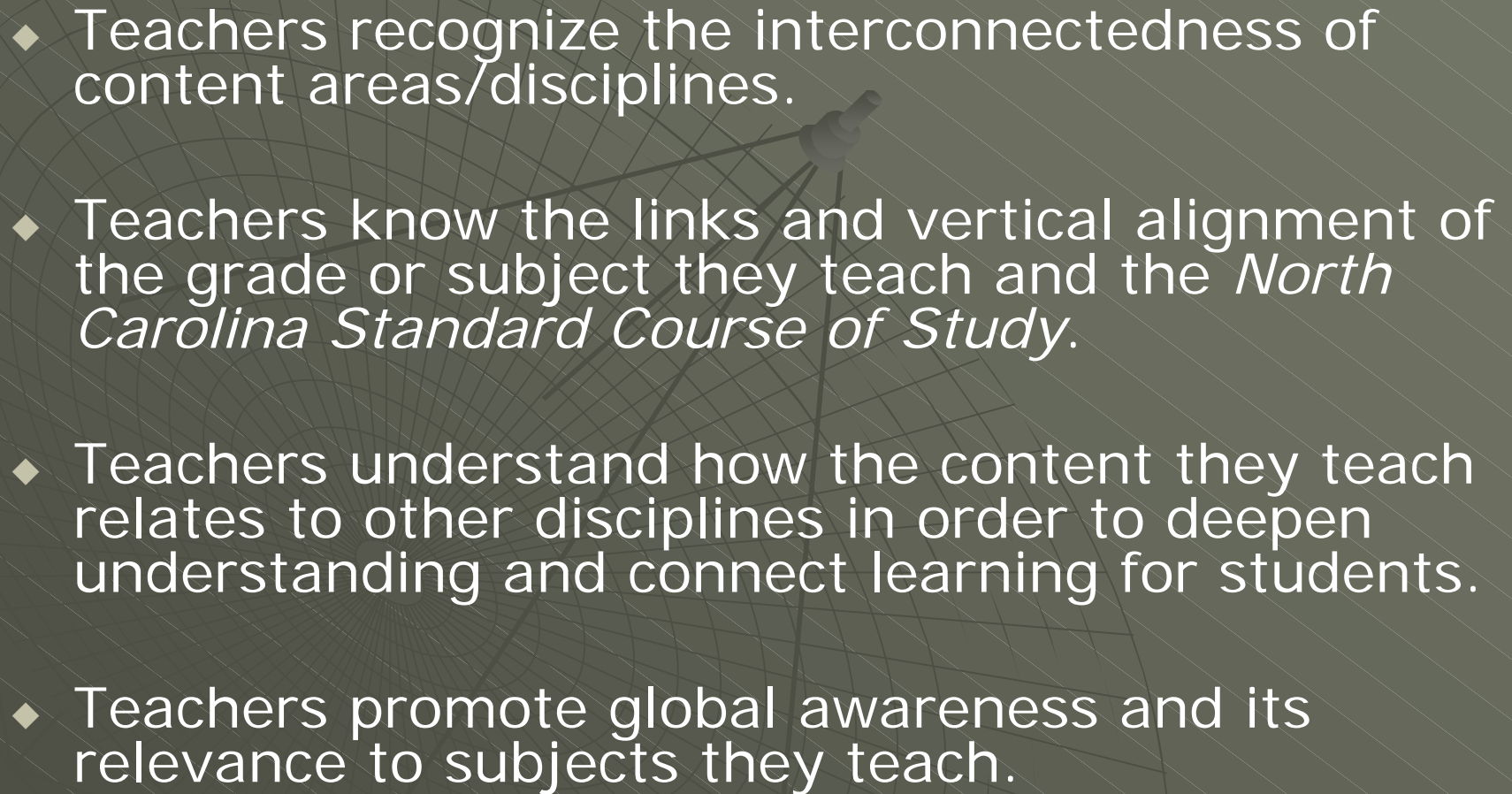
Standard 2: Teachers establish a respectful environment for a diverse population of students.

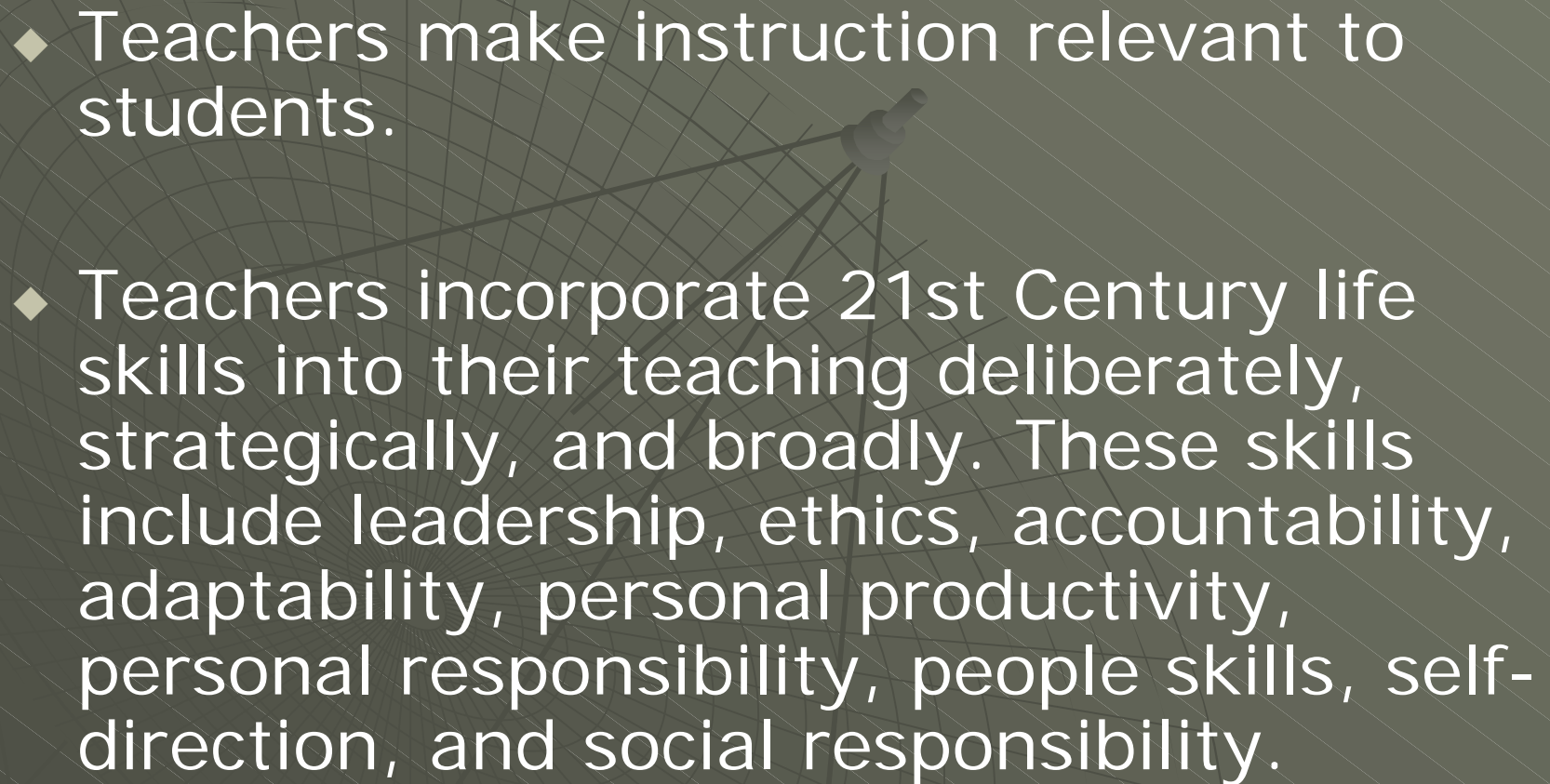
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- ◆ Teachers embrace diversity in the school community and in the world.
 - ◆ Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues.
 - ◆ Teachers actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures.

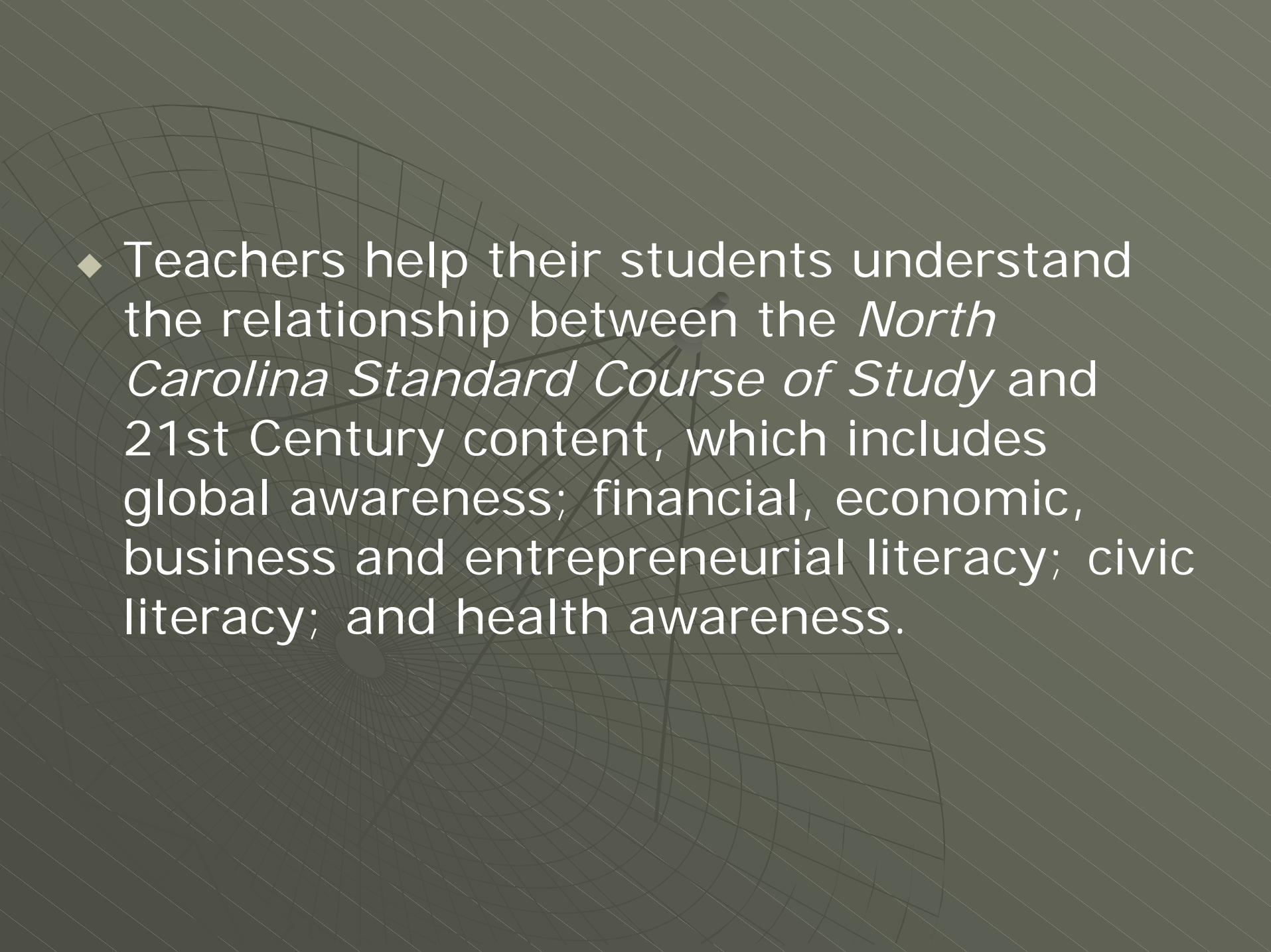
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- ◆ Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality.
 - ◆ Teachers strive to understand how a student's culture and background may influence his or her school performance.
 - ◆ Teachers consider and incorporate different points of view in their instruction.



Standard 3: Teachers know the content they teach.

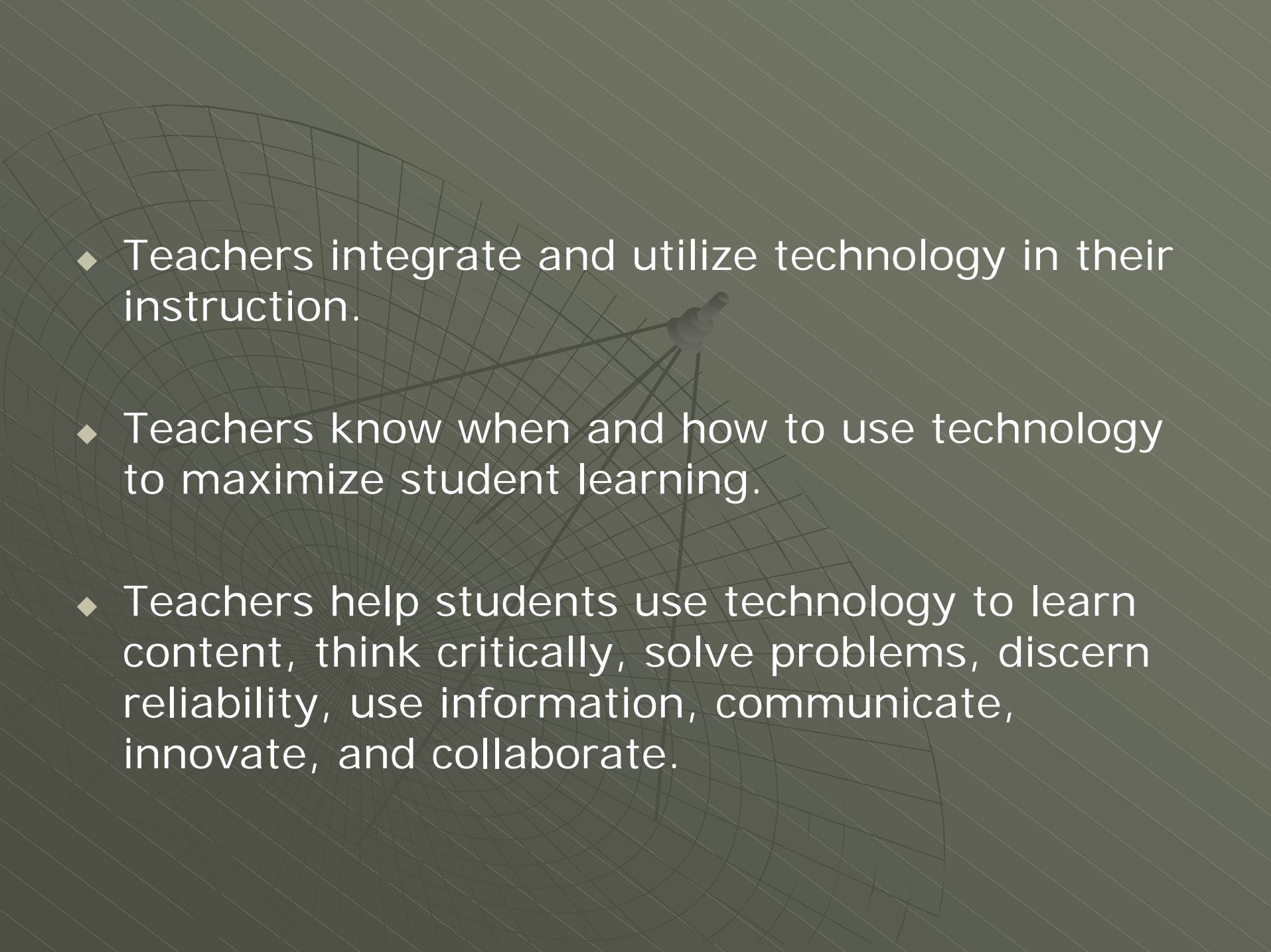
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- ◆ Teachers recognize the interconnectedness of content areas/disciplines.
 - ◆ Teachers know the links and vertical alignment of the grade or subject they teach and the *North Carolina Standard Course of Study*.
 - ◆ Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students.
 - ◆ Teachers promote global awareness and its relevance to subjects they teach.

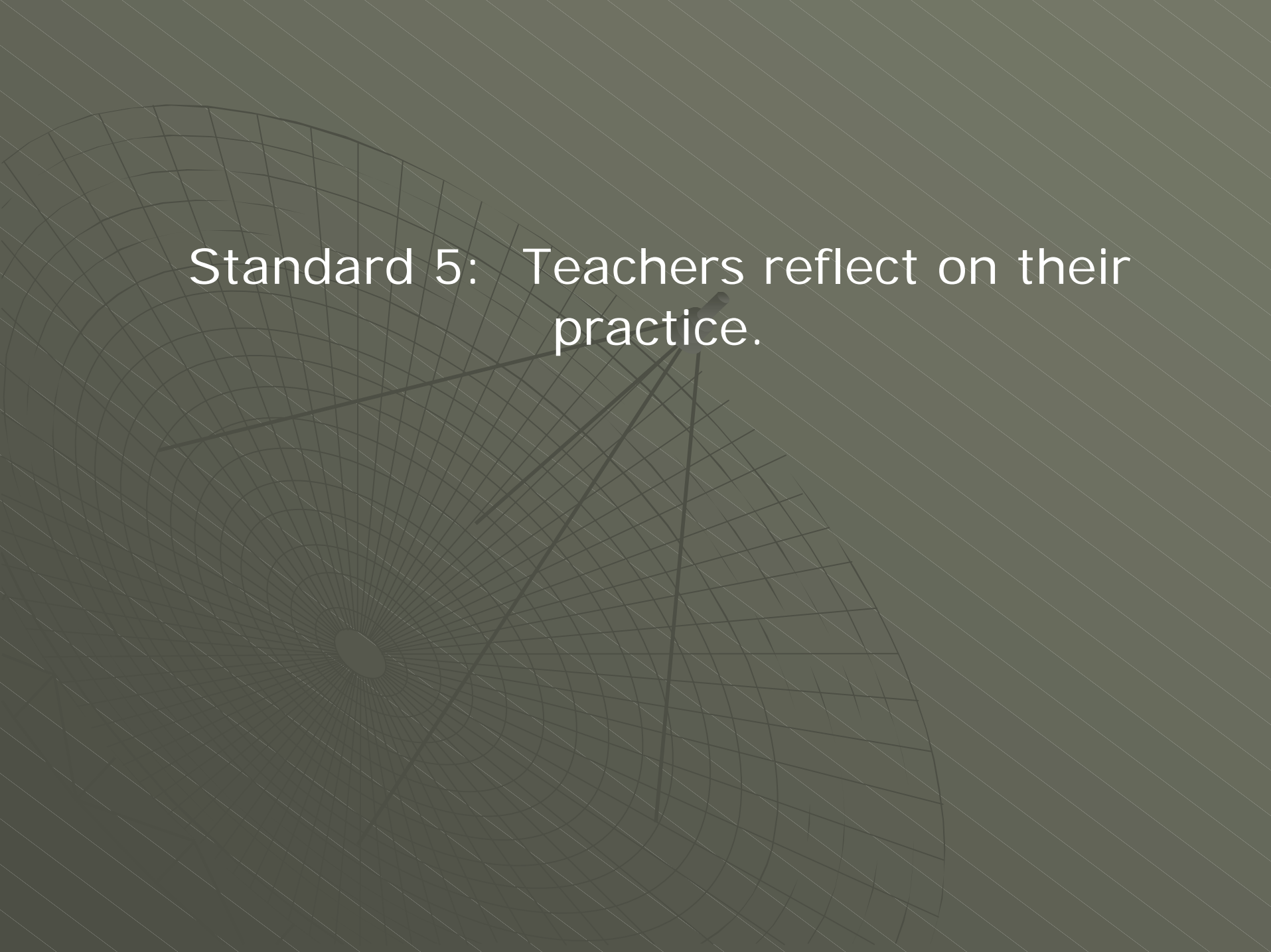
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- ◆ Teachers make instruction relevant to students.
 - ◆ Teachers incorporate 21st Century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility.

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- ◆ Teachers help their students understand the relationship between the *North Carolina Standard Course of Study* and 21st Century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

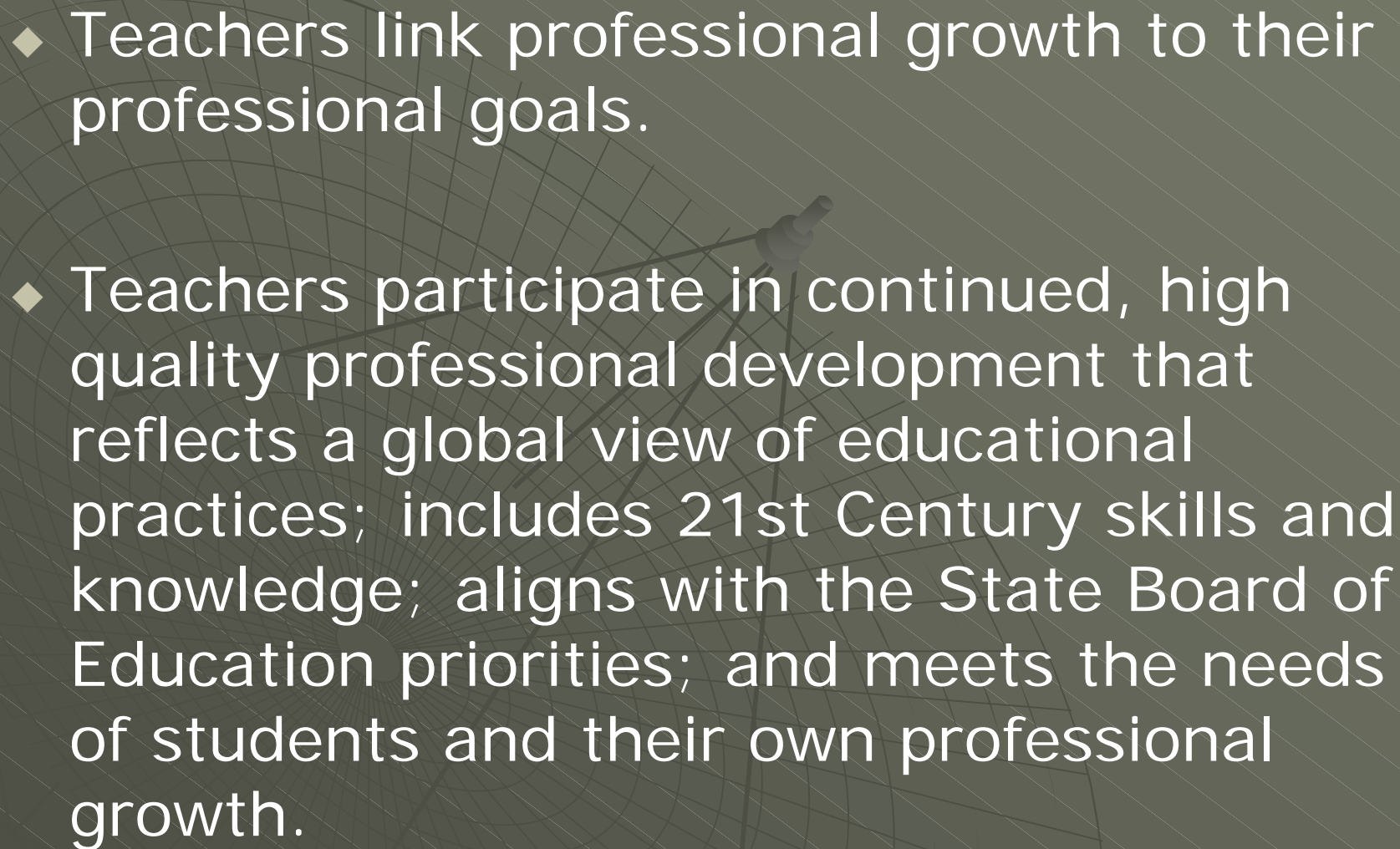


Standard 4: Teachers facilitate learning
for their students.

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- ◆ Teachers integrate and utilize technology in their instruction.
 - ◆ Teachers know when and how to use technology to maximize student learning.
 - ◆ Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.



Standard 5: Teachers reflect on their practice.

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- ◆ Teachers link professional growth to their professional goals.
 - ◆ Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st Century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

21st Century Standards for School Executives (Principals)

- ◆ Strategic Leadership
- ◆ Instructional Leadership
- ◆ Cultural Leadership
- ◆ Human Resource Leadership
- ◆ Managerial Leadership
- ◆ External Development Leadership
- ◆ Micropolitical Leadership

Standard 1: Strategic Leadership

- ◆ School executives will create conditions that result in strategically re-imagining the school's vision, mission, and goals in the 21st Century.
- ◆ Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

Standard 2: Instructional Leadership

- ◆ School executives will set high standards for the professional practice of 21st Century instruction and assessment that result in a no-nonsense accountable environment.
- ◆ The school executive must be knowledgeable of the best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work, and the sharing of this work throughout the professional community.

Standard 3: Cultural Leadership

- ◆ School executives will understand and act on the understanding of the important role a school's culture contributes to the exemplary performance of the school.
- ◆ School executives must support and value the traditions, artifacts, symbols, and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future.
- ◆ A school executive must be able to "re-culture" the school if needed to align with the school's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning, and purpose.

Standard 4: Human Resource Leadership

- ◆ School executives will ensure that the school is a professional learning community.
- ◆ School executives will ensure that processes and systems are in place that result in the recruitment, induction, support, evaluation, development, and retention of a high performing staff.

Standard 5: Managerial Leadership

- ◆ The school executive must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decisions so as to meet the 21st Century needs of every classroom. Effectively and efficiently managing the complexity of every day life is critical for staff to be able to focus its energy on improvement.

Standard 6: External Development Leadership

- ◆ A school executive will design structures and processes that result in community engagement, support, and ownership acknowledging that schools no longer reflect, but in fact build, community.

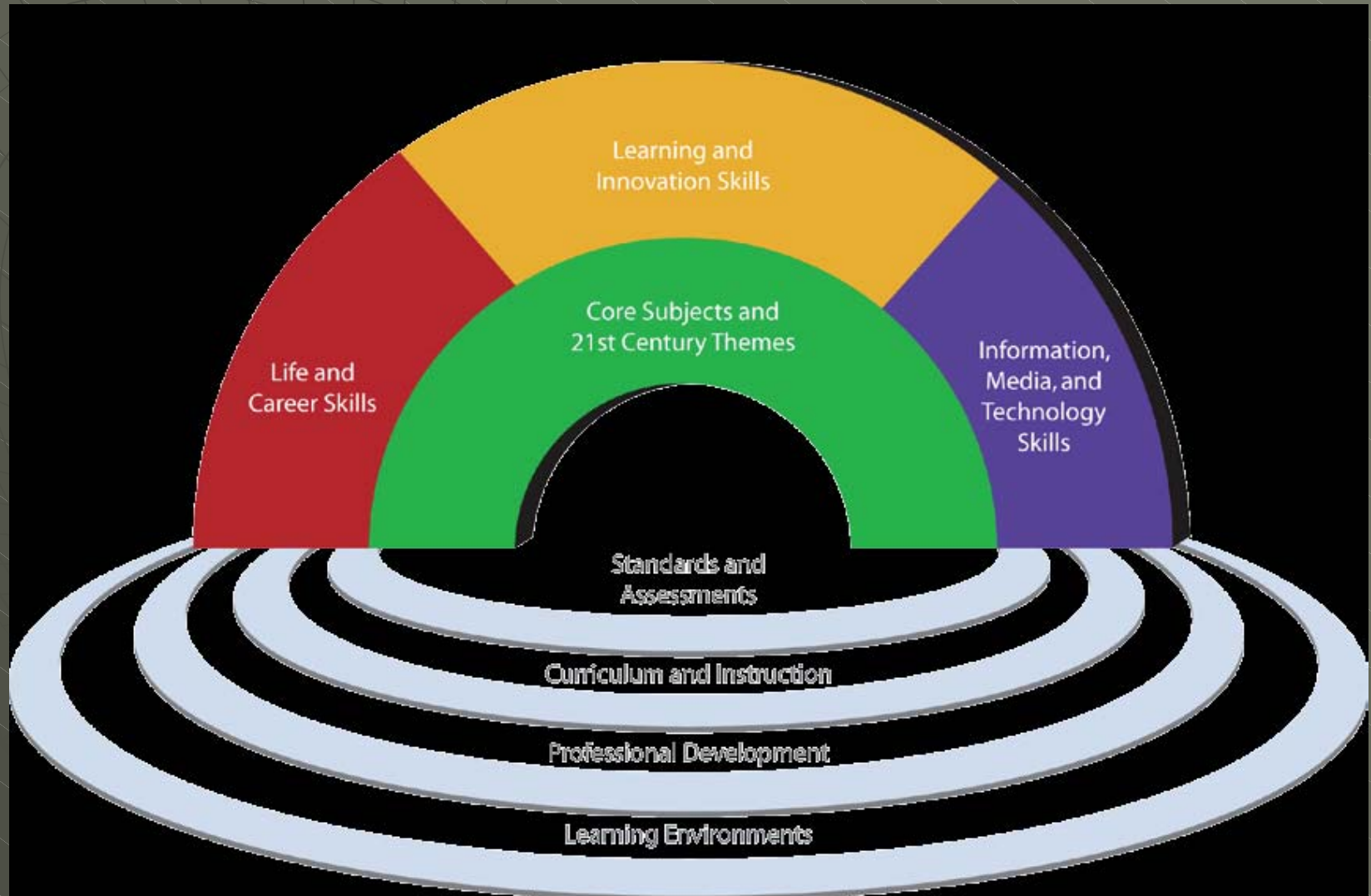
Standard 7: Micropolitical Leadership

- ◆ The school executive will build systems and relationships that utilize the staff's diversity, encourage constructive ideological conflict in order to leverage staff expertise, and encourage power and influence to realize the school's vision for success.



What does all this mean?

21st Century Skills Framework



Outcomes – Rainbow Items

These are the skills, knowledge and expertise students should master to succeed in work and life in the 21st Century

Core Subjects and 21st Century Themes:

Core Subjects:

- ◆ English, reading, language arts
- ◆ World languages
- ◆ Arts
- ◆ Mathematics
- ◆ Economics
- ◆ Science
- ◆ Geography
- ◆ History
- ◆ Government and civics

21ST Century Themes

- ◆ Global Awareness
- ◆ Financial, economic, business and entrepreneurial literacy
- ◆ Civic literacy
- ◆ Health literacy

Learning and Innovation Skills

- ◆ Creativity and Innovation
- ◆ Critical Thinking and Problem Solving
- ◆ Communication and Collaboration

Information, Media and Technology Skills:

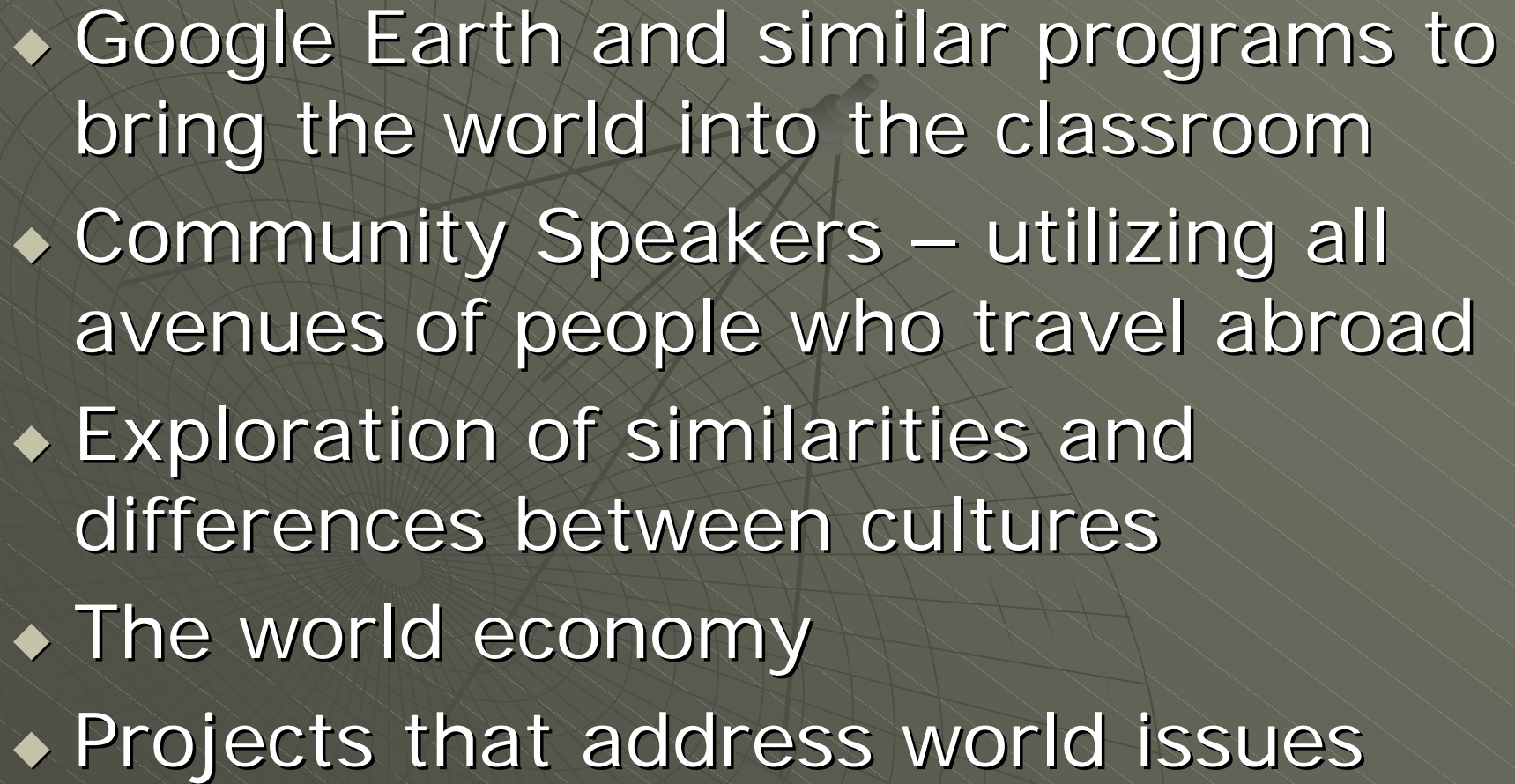
- ◆ Information Literacy
- ◆ Media Literacy
- ◆ ICT (Information, Communication and Technology) Literacy

Life and Career Skills:

- ◆ Flexibility and Adaptability
- ◆ Initiative and Self-Direction
- ◆ Social and Cross-Cultural Skills
- ◆ Productivity and Accountability
- ◆ Leadership and Responsibility

Classroom Applications:

- ◆ Cultural and/or country studies by grade levels, teams, departments or school-wide
- ◆ Integrated units that focus on global issues
- ◆ Pen Pals and E-buddies
- ◆ Visual and cultural arts celebrations from around the world
- ◆ Foods and customs

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- ◆ Google Earth and similar programs to bring the world into the classroom
 - ◆ Community Speakers – utilizing all avenues of people who travel abroad
 - ◆ Exploration of similarities and differences between cultures
 - ◆ The world economy
 - ◆ Projects that address world issues

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- ◆ The impact of weather on locations around the world
 - ◆ Bulletin boards
 - ◆ Tons of realistic opportunities – see our web link for more ideas

<http://www.alexander.k12.nc.us/>

Sample Resources

<http://www.ncintheworld.org/>

<http://www.globalawareness.com/>

<http://www.outreachworld.org/>

<http://www.unc.edu/world/>