Beyond Vocabulary: The Case for Global and Intercultural Competencies

HALT Spring Conference 2021
Natalie Lalagos, NBCT
HALT members teach many different languages
**Who is Natalie Lalagos?**

- Home= Kealakehe HS
- 9th year in Education
- Originally from the Chicago area
- Cert: K-12 Spanish, 8-12 ELA
- EAYA-Spanish NBCT
- Instructional Coach for 3 years in West Hawai’i
- Fulbright Teachers For Global Classrooms Fellow, 2020
- Currently teach Spanish 2-4

My Grandma was delighted with my official school portraits.
For Fun I . . .

- Train Brazilian Jiu-Jitsu
- Dance Hula
- Practice Improv
- Camp
- Talk to my plants
- Spend time outside
Why are we here?

- To be able to define the concept of global competence
- To leverage the opportunity of incorporating global competencies into instruction
- To have access to resources and a Global Education PLC.
We teach.

World-Readiness Standards for Learning Languages

- Interpretive
- Presentational
- Interpersonal

School & Global Communities
Lifelong Learning

Language Comparisons
Culture Comparisons

Practices
Perspective

Making Connections
Acquiring Information & Diverse Perspectives

Laura Terrill
“Even for those school-age students today who will never in adulthood leave their native shores, the future is certain to be so heavily influenced by international developments ... that they will be hugely disadvantaged by an education that has not raised their awareness of, sensitivity to, and facility with issues arising from beyond a national ‘Home’ context.

- Dr. Mary Hayden
OUR SCHOOL SYSTEM WAS DESIGNED IN 1893.

Most Likely To Succeed mltsfilm.org
Doubling of Human Knowledge

- 1900: Knowledge doubling every century
- 1945: Knowledge doubling every 25 years
- 1982: Knowledge doubling every 12-13 months
- 2020: IBM predicts knowledge doubling every 11-12 hours
Our phones can translate almost anything that they can pick up on microphones or that can be photographed or typed. **So where do we go from here?** We know technology is only going to improve. .
“We are currently preparing students for jobs that don’t yet exist . . . using technologies that haven’t yet been invented . . . in order to solve problems we don’t even know are problems yet.”

RICHARD RILEY
65 percent of today’s students will be employed in jobs that don’t exist yet.
THIS MOMENT IS AN OPPORTUNITY.
It is an opportunity to leverage our unique subject to prepare students to be globally and interculturally competent.
“Global competence is the skills, values, and behaviors that prepare young people to thrive in a more diverse, interconnected world. In a rapidly changing world, the ability to be engaged citizens and collaborative problem solvers who are ready for the workforce is essential. In the 21st century and beyond this is what all people will need. To be engaged citizens. To be prepared for jobs of the future. To be local and global problem solvers.”

-World Savvy
6. Strengthened Sense of Hawai‘i:

I am enriched by the uniqueness of this prized place. A sense of Hawai‘i is demonstrated through an appreciation for its rich history, diversity and indigenous language and culture. I am able to navigate effectively across cultures and communities and be a steward of the homeland.

a. Pronounce and understand Hawaiian everyday conversational words
b. Use Hawaiian words appropriate to their task
c. Learn the names, stories, special characteristics and the importance of places in Hawai‘i
d. Learn and apply Hawaiian traditional world view and knowledge in contemporary settings
e. Share the histories, stories, cultures and languages of Hawai‘i
f. Compare and contrast different points of views, cultures and their contributions
g. Treat Hawai‘i with pride and respect
h. Call Hawai‘i home
We must keep teaching languages

"A different language is a different vision of life."

Federico Fellini
Why Educate For Global Competence?

“The consensus is clear. The world for which we are preparing our youth is qualitatively different from the industrial world in which our public school systems were created. Over the last decades numerous reports and policy statements have emphasized the need for new skills for the 21st century. This framework for global competence responds to the demands of a changing world differently, recognizing the central role that global interdependence will play in the lives of our youth.”

-Asia Society, *Global Competence*
Four Domains of Global Competence

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

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

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

4. Take Action
   - Students translate their ideas into appropriate action to improve conditions.
Review page 1:

-Which of these competencies, if fulfilled in the classroom, could radically shift student learning and outcomes?

-How do these four components act in concert with one another?

-How are these similar and different than the 5 C’s or other approaches to teaching culture?
Potential Shifts:

Students learning about cultural practices in Spanish speaking countries such as greetings, meal times, etc.

(1) Explore “Dimensions of Culture,” and folkways and mores in home culture.
(2) Identify values related to folkways and mores in own culture.
(3) Analyze cultural practices in Spanish speaking cultures to understand values communicated. Students analyze their own reactions to cultural practices to understand biases/worldview.

Expose students to dialects and other languages spoken in regions of Spanish speaking countries (ex: Quechua, Catalan)

(1) Investigate how languages change the way you think (ex: gender, time, direction, etc.).
(2) Research an endangered language.
(3) Analyze what is lost when a language dies.
(4) Contribute to “Endangered Languages Project”
In Breakout Rooms Discuss:

- From your perspective, in what ways are the societal and environmental transformations here described affecting your students’ lives today? How will they be affected in the future?
- In your opinion, what are the key reasons for educating for global competence? What are the barriers such an education might confront?
- In your current opinion, what distinguishes a high-from a low-quality education for global competence?

-Asia Society, *Global Competence*
Exploring Resources

Asia Society Global Competencies

World Savvy Global Competency Matrix

OECD Teaching for Global Competence in a Rapidly Changing World

Elements of a Global School  Steps for Globalizing Your School

Global Education Certificates Across the US

Globally Competent Continuum For Teachers

Intercultural Competence Rubric (Association of American Colleges and Universities)
Explore Teacher Development Opportunities

Fulbright Educator Programs

National Geographic Programs

Global Education 101 Free Online Course
So what now?
Join a Global Education PLC

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- Explore resources
- Discuss ideas with peers
- Build a network of globally competent teachers