

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= Kealahou 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



FULBRIGHT
Teacher Exchanges

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?

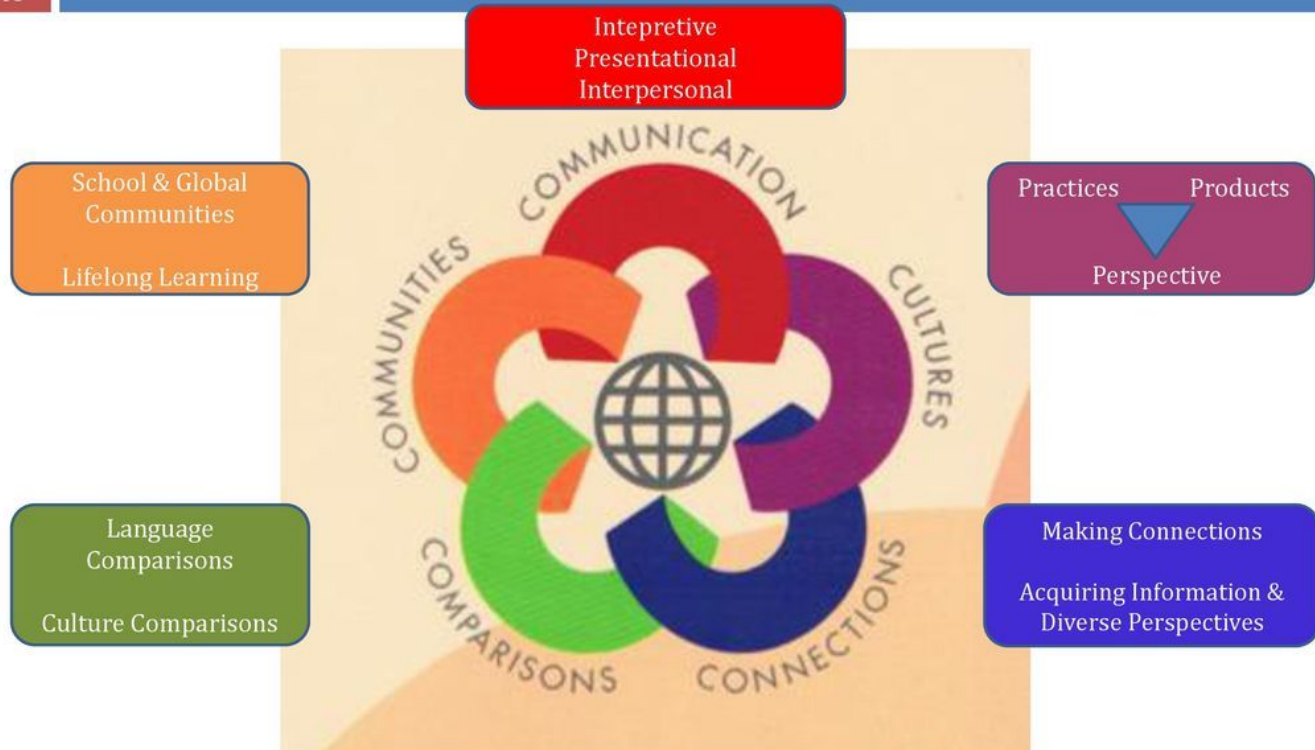
- To be able to define the concept of global competence
- To leverage the opportunity of incorporating global competencies into instruction
- To have access to resources and a Global Education PLC.



We teach...

World-Readiness Standards for Learning Languages

48



“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

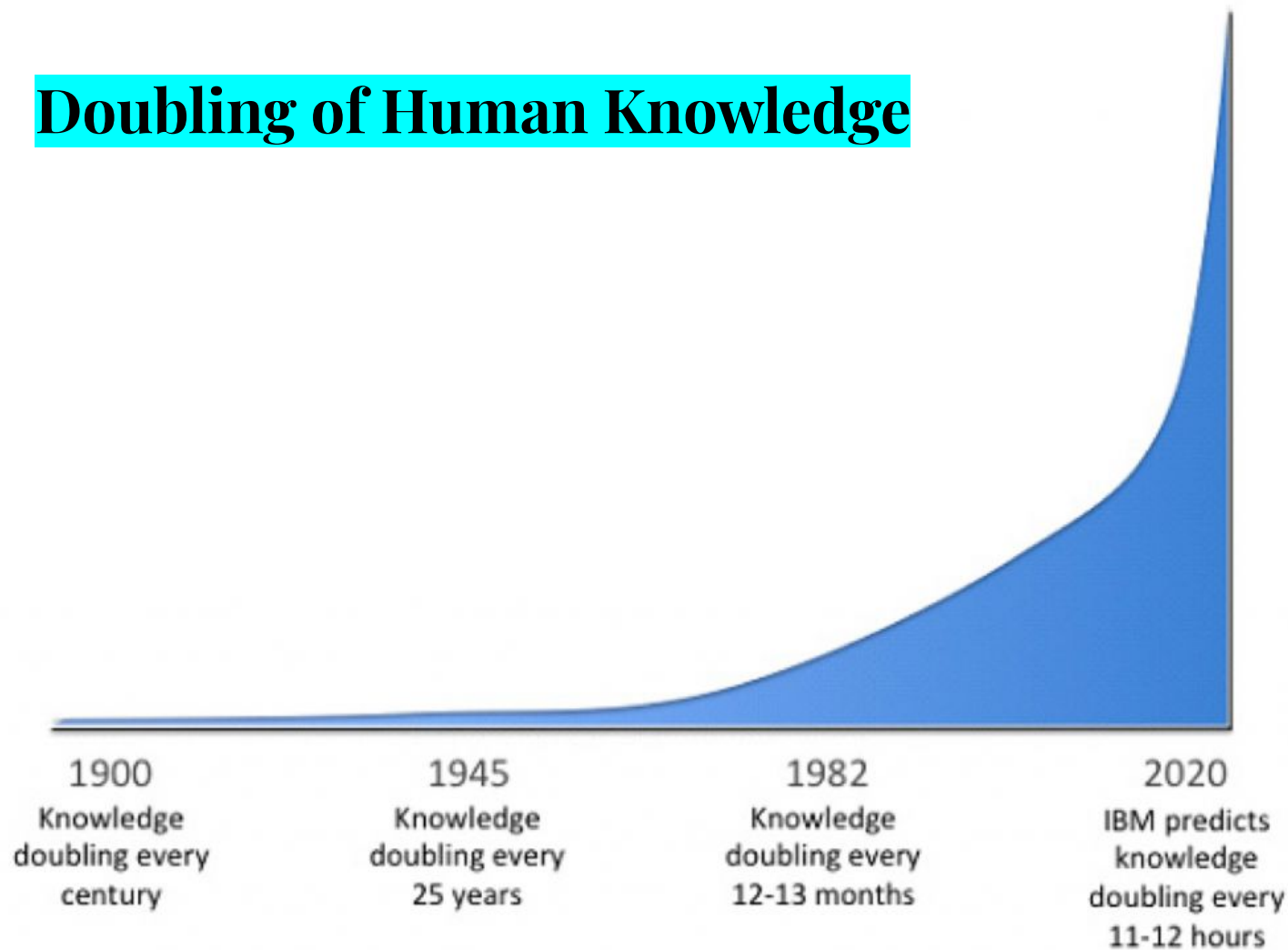
OUR SCHOOL SYSTEM WAS DESIGNED IN 1893.

Most Likely To Succeed



mltsfilm.org

Doubling of Human Knowledge



The image shows the Google Translate logo, which consists of the word "Google" in its multi-colored font followed by the word "Translate" in a blue, italicized font. The logo is slightly blurred and appears to be on a screen or a piece of paper.


Google Translate

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

A photograph of a person's hands typing on a laptop keyboard. The image is framed by a solid blue border. Overlaid on the image is white, bold, sans-serif text.

**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.”

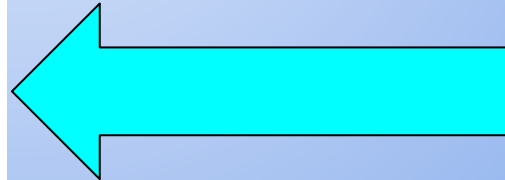
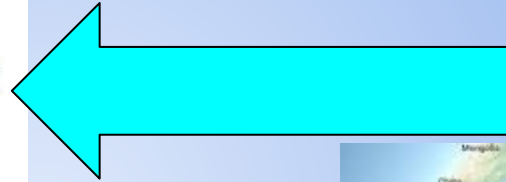
-World Savvy

Alignment with the Na Hopena A'o Framework

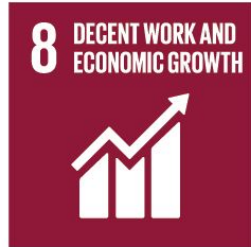
6. Strengthened Sense of Hawai'i:

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



SUSTAINABLE DEVELOPMENT GOALS



We must keep teaching languages



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*



GLOBAL COMPETENCE MATRIX FOR WORLD LANGUAGES

INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
Students investigate the world beyond their immediate environment.	Students recognize their own and others' perspectives.	Students communicate their ideas effectively with diverse audiences.	Students translate their ideas and findings into appropriate actions to improve conditions.
<p>Students:</p> <ul style="list-style-type: none"> ■ Use knowledge of language and culture to identify issues and frame researchable questions of local, regional, or global significance. ■ Use a variety of domestic and international sources, media, and experiences in the target language to identify and weigh relevant evidence to address globally significant researchable questions. ■ Analyze, integrate, and synthesize evidence, taking into account cultural and linguistic contexts, to construct coherent responses appropriate to globally significant questions. ■ Use their knowledge of language and culture to develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions about a globally significant issue. 	<p>Students:</p> <ul style="list-style-type: none"> ■ Recognize and express their own perspectives and understandings of the world, and determine how language and culture inform and shape those perspectives and understandings. ■ Examine the perspectives of other people, groups, or schools of thought and how language and culture influences those perspectives. ■ Explain how cultural and linguistic interactions influence situations, events, issues, ideas, and language, including the development of knowledge. ■ Explore and describe how different levels of language proficiency and access to knowledge, technology, and resources affect opportunities and quality of life for individuals and societies. 	<p>Students:</p> <ul style="list-style-type: none"> ■ Recognize and express how linguistically diverse people may perceive different meanings from the same words or non-verbal cues and how this impacts communication and collaboration. ■ Use the target language for interpersonal, interpretive, and presentational purposes, including appropriate verbal and nonverbal behavior and strategies, to communicate with the target culture. ■ Select and use appropriate technology and media to connect with native speakers of the target language, present information, concepts, or ideas of global significance, and/or develop creative products within the target language. ■ Reflect on how the use and knowledge of diverse languages promotes effective communication, understanding, and collaboration with and within various cultures. 	<p>Students:</p> <ul style="list-style-type: none"> ■ Use their native and studied languages and culture to identify and create opportunities for personal or collaborative action to improve conditions. ■ Use linguistic and cultural knowledge to assess options and plan actions, taking into account previous approaches, varied perspectives, and potential consequences. ■ Use their native and studied languages and cross-cultural knowledge to act, personally and collaboratively, in creative and ethical ways to contribute to sustainable improvement, and assess the impact of the action. ■ Reflect on how proficiency in more than one language contributes to their capacity to advocate for and contribute to improvement locally, regionally, or globally.

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

Email:

natalie.lalagos@k12.hi.us

- [Explore resources](#)
- Discuss ideas with peers
- Build a network of globally competent teachers

