

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.

Intercultural Competence

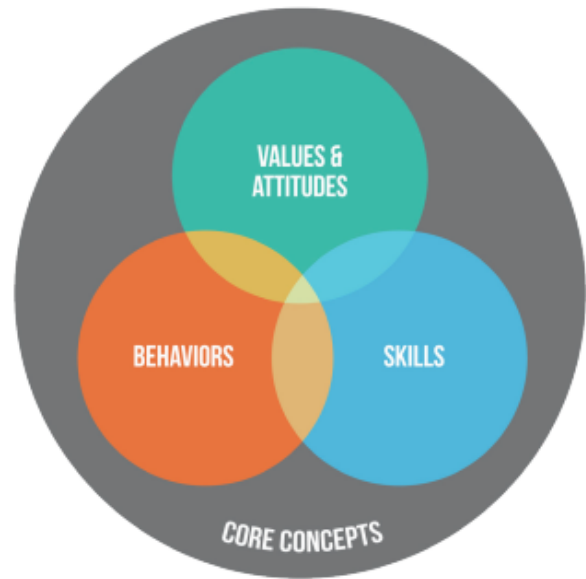
“Intercultural competence is the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions.” --Deardorff, D. K. (2006)

	Mastery	Proficient	Developing	Beginning
Knowledge: Cultural Self Awareness	Can name their own cultural biases and actively tries to adopt other ways of thinking/tries to interrupt normal ways of thinking/doing.	Recognizes own cultural rules and biases and is comfortable taking on other worldviews and ways of thinking.	Can identify their own cultural rules/norms and biases. Prefers to stick to their own cultures way of seeing/doing things.	Shows minimal to no self awareness of their own cultural biases or cultural rules/norms/ways of being.
Knowledge: Culture Specific Knowledge	Shows sophisticated and deep understanding of complex elements of a culture.	Shows solid understanding of complex elements of a culture.	Shows partial understanding of complex elements of a culture.	Shows surface level understanding of complex elements of a culture. <small>Elements: history, values, communication styles, beliefs, practices, etc.</small>
Skills: Critical Thinking and Empathy (stepping into someone else's shoes)	Can easily operate from more than their own cultural worldview and can be supportive to those who come from other cultures.	Recognizes more than one cultural worldview in interactions and can operate from other perspectives instead of just their own.	Can identify other cultural perspectives but responds in all situations with own worldview.	Does not step into another's shoes to understand their perspective-- only perceives things from their own experiences.
Skills: Verbal and Non-Verbal Communication (body language)	Is able to use their knowledge of how cultures communicate through body language and words to effectively communicate and avoid misunderstandings.	Recognizes how different cultures communicate verbally and nonverbally, and is aware of potential misunderstandings. Is able to successfully avoid misunderstandings.	Has some understanding of verbal and nonverbal communication and is aware how misunderstandings occur, but is still not able to successfully interact with others.	Has little understanding of how verbal and nonverbal communication affect conversations. Lack of understanding does not allow the person to successfully interact with others.
Attitude: Openness and Curiosity	Interacts with others from other cultures, does not judge. Asks deep questions about others and seeks out answers from multiple perspectives. OK with ambiguity/uncertainty.	Starts to initiate conversations with others, often does not judge, and sees interactions as valuable. Asks deeper questions about others	Willing to interact with other cultures, has trouble not judging, but is aware of their judgement and wants to improve. Asks surface level questions about others.	Willing to interact with other cultures, but often judges without realizing it. Doesn't show much interest in learning about others/cultures.

***Adapted by Natalie Lalagos for classroom use. Rubric language was slightly modified from original for student comprehension. Association of American Colleges and Universities. "Inquiry and Analysis VALUE Rubric." 2009. <https://www.aacu.org/value/rubrics/inquiry-analysis>

WORLD SAVVY MATRIX

Global competence is the disposition and capacity to understand and act on issues of global significance. Globally competent individuals possess and apply the following qualities, characteristics, and abilities to learn about and engage with the world. Educators who aspire to help students become globally competent must both develop these attributes in themselves and find ways to foster them in students.



CORE CONCEPTS

- World events and global issues are complex and interdependent
- One's own culture and history is key to understanding one's relationship to others
- Multiple conditions fundamentally affect diverse global forces, events, conditions, and issues
- The current world system is shaped by historical forces



BEHAVIORS

- Seeks out and applies an understanding of different perspectives to problem solving and decision making
- Forms opinions based on exploration and evidence
- Commits to the process of continuous learning and reflection
- Adopts shared responsibility and takes cooperative action
- Shares knowledge and encourages discourse
- Translates ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions
- Approaches thinking and problem solving collaboratively



VALUES & ATTITUDES

- Openness to new opportunities, ideas and ways of thinking
- Desire to engage with others
- Self-awareness about identity & culture, & sensitivity and respect for differences
- Valuing multiple perspectives
- Comfort with ambiguity & unfamiliar situations
- Reflection on context and meaning of our lives in relationship to something bigger
- Question prevailing assumptions
- Adaptability and the ability to be cognitively nimble
- Empathy
- Humility



SKILLS

- Investigates the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions that lead to further enquiry
- Recognizes, articulates, and applies an understanding of different perspectives (including his/her own)
- Selects and applies appropriate tools and strategies to communicate and collaborate effectively
- Listens actively and engages in inclusive dialogue
- Is fluent in 21st century digital technology
- Demonstrates resiliency in new situations
- Applies critical, comparative, and creative thinking and problem solving

This Global Competence matrix was created in collaboration with Teachers College, Columbia University, and the Asia Society for the Global Competence Certification Program (GCC). The GCC program is an online Master's level certificate program for

SURFACE CULTURE

Food
Language
Flags
Festivals
Fashion
Holidays

Music
Performance
Dance
Arts & crafts
Literature
Games

Communication styles & rules

Facial expressions ~ gestures ~ eye contact
personal space ~ touching ~ body language
tone of voice ~ display of emotion
conversational pattern in different social situations

Notions of

courtesy & manners ~ friendship
leadership ~ cleanliness
modesty ~ beauty

Concepts of

self ~ time ~ past & future
roles related to age, sex, class, family etc.
fairness, justice

Attitudes towards

elders ~ adolescents ~ dependents
rule ~ expectations ~ work ~ authority
cooperation vs. competition
animals ~ age ~ sin ~ death

Approaches to

religion ~ courtship ~ marriage
raising children ~ decision making
problem solving

DEEP CULTURE

Teacher Development Opportunities:

Fulbright Educator Programs

National Geographic Programs

Global Education 101 Free Online Course

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)

Want to join a virtual Global Competency PLC or contact Natalie Lalagos?

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Break Out Room Questions:

- 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

[Link to slides](#)