

Systemic Transformation with Curriculum as Key

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- Global non-profit organization
- Connecting practitioners and researchers across languages, cultures and disciplines
- 3000+ in the World Council Community worldwide
- 20+ working groups – including ICC and SDGs
- Nov 17 Global Meet Up
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www.iccglobal.org

Overview

- Frame for Transformational Change
- Enablers of Systemic Change
- Focus on Curriculum
- Getting Started



Framing Systemic Transformation: Theory of Change

Begin with the end in mind....

Where do we want to be?

What does systemic transformation look like for GCED?

How will we get there?

How will we know when we get there?

Framing Systems Transformation: Program Logic Model

- Inputs
- Activities
- Outputs
- Outcomes
- Impact



Enablers of GCED

Systemic Transformation

- Curriculum as foundational
- Teacher Training as core to transformation
- Leaders as Change Agents
- Relationships as cornerstone of transformation
- Data, Evidence, Assessment for documenting change
- Partnerships and Collaborations for sustaining systemic change

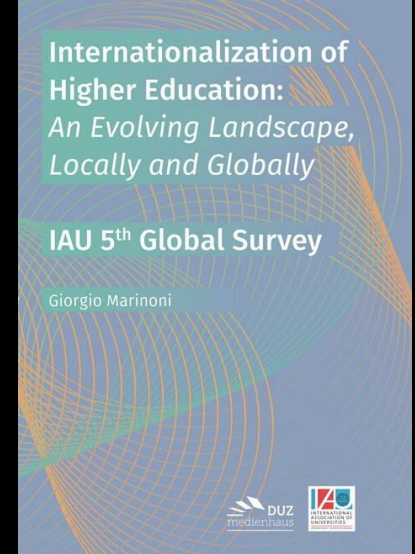
Questions to Ask

- How is our curriculum addressing GCED?
- What teacher training is regularly provided to educators on GCED/ICC?
- How are leaders supporting GCED?
- How and where are relationships being developed and nurtured with all stakeholders? (students, parents, teachers, admin)
- What data/evidence are being collected on GCED?
- Who are our partners for sustainable GCED?

Curriculum as Key to GCED Systemic Transformation

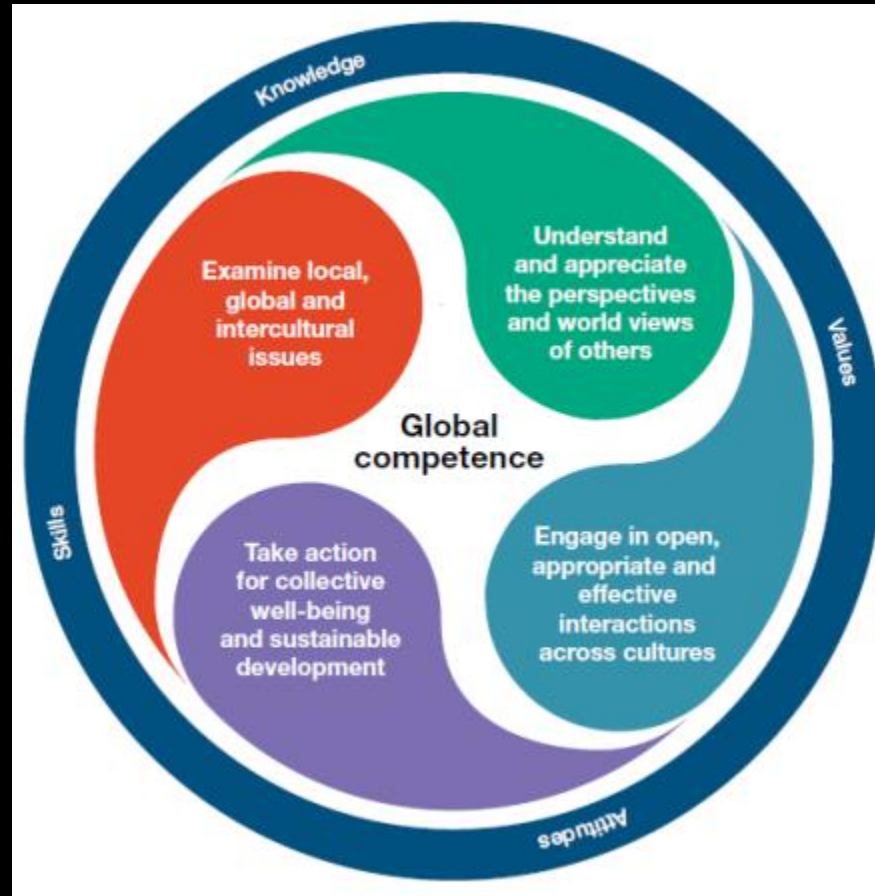
- Go beyond content > delivery matters!
- Go beyond knowledge
- Embed ICC/intercultural skills and SEL
- Integrate experiential learning (high impact practice)
- Pay attention to co-curriculum
- Partner with students in their learning
- *Assess evidence of change* in
Knowledge/skills/attitudes/values/actions

5th IAU Global Survey Highlights (2019)



- **Top 2 ICC methods:** Developing students' international perspectives, Faculty professional development (integrating ICC into teaching)
- **Internationalisation of curriculum/at home** – one of most important priorities (except in N America -1/3=not important)
- Highest % of **Institution-wide learning outcomes** related to international/global competencies- in Asia/ Pacific and Middle East

PISA Global Competence 2018



PISA Global Competence 2018

- Students in Korea (+other countries) reported greatest capacity for perspective taking and positive attitude toward immigrants
- Growth areas for students in Indonesia, Malaysia, Viet Nam – awareness and self-efficacy of global issues
- Multiple languages and learning activities increased students' global competence
- Teacher education is crucial for teachers' global competence development

Getting Started ...

Some Key Questions to Ask:

BROADLY:

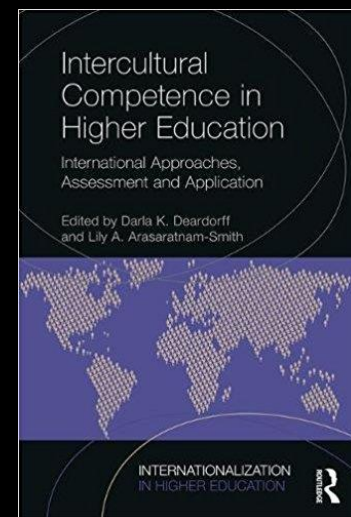
- Is the WHY clear? GCED to what end?
- Where is GCED in the school's mission?
- How are GCED terms being defined?
- What assumptions are being made about GCED?
- Are there clear GCED learning goals and outcomes?
- Where is GCED being intentionally addressed?
- Where are the leaders and champions for GCED?
- How are teachers being supported in GCED?

Key Questions for the Curriculum:

- Whose perspectives are represented?
- Which materials/examples are being used?
- Whose voices are missing?
- Whose knowledge counts?
- What/who is being privileged?
- What implicit messages are being conveyed – through the content? Through the delivery?

Some Trends in ICC/GCED

- Focus on holistic learner development including social-emotional learning (SEL)
- Use of peer learning and assessment
- View of students as partners/co-creators
- Increased use of coaching
- Long-term commitment
- Connecting GCED to real-world issues



Furthering GCED in Education means:

Utilizing a Whole-School Approach...

- Leadership
- Student and Teacher Agency
- Infrastructure & Facilities
- Climate/Environment
- Policies and Practices
- Teaching/Instruction
- Curriculum
- Co-Curriculum
- Programs
- Community connections



Some Strategies for GCED systemic transformation:

- Begin with the end in mind
- Prioritize the curriculum – GCED content and delivery
- Focus on teacher training
- Challenge assumptions and status quo
- Engage stakeholders in defining and mapping GCED
- Involve students as partners
- Embed GCED throughout the institution
- Align efforts with underlying values
- Embrace a growth mindset
- Focus on lifelong learning

Your Turn – Country Discussions

- 1) What is a GCED priority?
- 2) What are the goals of this priority?
- 3) What are key actions to take toward these goals?
- 4) What commitments can be made?

Thank You! Questions? Ideas?



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Opportunities:

World Council – Join at www.iccglobal.com

UNESCO Story Circles Project – Open

<https://www.taylorfrancis.com/books/978042>

