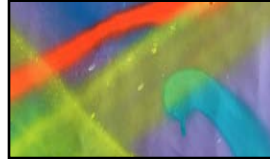




**TOWARD A GLOBAL
PEDAGOGY**



**CURRICULUM
CONNECTIONS**



**FACULTY
PERSPECTIVES**



**GLOBAL
RESOURCES**

THREAD REPORT:

GLOBAL COMPETENCY AND SOCIAL SUSTAINABILITY

GLOBAL CITIZEN



What does it mean to be Globally Competent?

According to the National Education Association, global competence “refers to the acquisition of in-depth knowledge and understanding of international issues, an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in a foreign language, and skills to function productively in an interdependent world community.” They go on to say that “this definition of global competency contains four basic elements including: international awareness, appreciation of cultural diversity, proficiency in foreign languages, and competitive skills which include the ability to apply high level thinking skills to economic, social and technological changes taking place across the globe.” http://www.nea.org/assets/docs/HE/PB28A_Global_Competence11.pdf

“What we call global education, the rest of the world calls education.” Shari Becker Albright PhD Trinity University

Toward a Globally Competent Pedagogy

The Association of International Educators convene each year to discuss the importance of developing a pedagogy that thoughtfully prepares students for global competency. Dr. Shari Becker Albright, the former executive director of the International Studies Schools Network of the Asia Society, stated that:

“ Global competence requires knowledge of other world regions, cultures, and international issues; skills in communicating in languages other than English while working in global or cross cultural environments; the ability to use information from different sources around the world; and modeling the values and perspectives of respect and concern for other cultures, peoples, and global realities.”

At AIM Academy, we provide thoughtful academic experiences where students learn about and discuss global issues that point out the similarities and differences we experience across cultures. By using the OxFam Global Competencies pictured below, faculty determine the best way to help their students think globally.



Knowledge and Understanding:	Skills:	Values and Attitudes
1. Social justice and equity, 2. Identity and diversity, 3. Globalisation and Interdependence 4. Sustainable development 5. Peace and Conflict 6. Human Rights 7. Power and governance	1. Critical and creative thinking 2. Empathy 3. Self awareness and reflection 4. Communication 5. Cooperation and conflict resolution 6. Ability to manage complexity and uncertainty 7. Informed and reflective action	1. Sense of identity and self-esteem 2. Commitment to social justice 3. Respect for people and human rights 4. Value and diversity 5. Concern for the environment and commitment to sustainable development 6. Commitment to participation and inclusion 7. Belief that people can bring about change

The following pages include examples of how AIM Academy faculty are finding ways to teach global competency concepts within their classrooms.

GLOBAL THEATER and MUSIC

Lower School Music



Cathy Mazza teaches how geography and language are connected. She has taught students to sing songs in Spanish as well as how to greet each other in several different languages.



Music and Theater at AIM are well connected to global thinking and speaking.

Middle and Upper School



Emily Bolles and Maryanne Yoshida are planning and preparing students for an authentic theater production of “The Lion King” on the AIM Academy stage. Students will learn African dance choreography as well as regional drumming patterns which will be played throughout the performance.

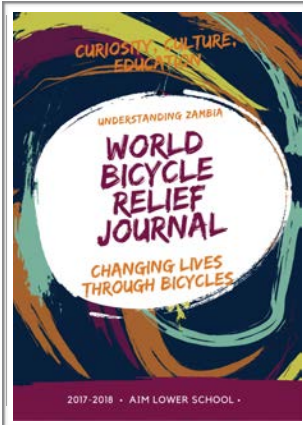


Students in the 2017/2018 Senior Seminar Program are studying Greece and will get the chance to hear a professional Greek singer when Lina Orfanos performs at AIM in the coming months.

Keep listening for the sounds of the **Global Music Project**. Playing music from around the world on a weekly basis in the cafeteria!

GLOBAL CURRICULAR CONNECTIONS

Lower School Highlights



Beginning in November, Eryn Doroshow and the Lower School Faculty team launch the World Bicycle Relief project where students learn about difficulties faced by students in simply getting to school in Zambia. Students will learn about the geography, culture and transportation of students who live there. With the announcement at Grandfriends Day, students will kick off a yearlong effort to better understand how access to education is different around the world and what it means to them as developing global citizens. Last year, students raised enough money to purchase 13 bikes for students in Africa. All are welcome to participate and find out more! <https://worldbicyclerelief.org/en/>



Middle School Highlights

THE GLOBAL CLASSROOM IS HERE

Prepare the Next Generation of Global Citizens

This Fall, AIM Academy is teaming up with Level Up Village, an educational organization that connects classrooms across continents. Beau Martin and his students are reading the book The Giver alongside students in Ghana. Each week, students record videos of themselves and send their thoughts, questions and ideas from their discussions to their partner class abroad. Students in Ghana respond and send short videos back to students at AIM so that all students get a broader understanding of what learning looks like in other places around the world while meeting new friends from Ghana.



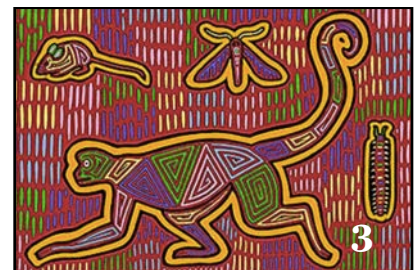
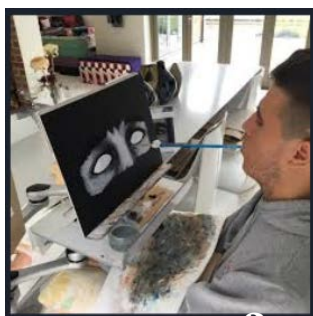
GLOBAL CURRICULAR CONNECTIONS

Upper School Highlights



Understanding Intersectionality

Several courses in the Upper School have been discussing the topics of **identity**, **intersectionality**, **ableism** and **equity**, all of which are directly connected to the goals of becoming a globally competent student. Building on last year's Intersectionality lessons, students in the 11th grade 20th Century Literature class, explored concepts of identity (upper right). Students participated in a series of lessons that asked them to explore how they identify themselves in both visible and invisible ways before making a visual representation, now hanging on the wall in the Upper School wing. The Student Diversity Leadership Course (SDLC) had similar conversations using the Identity Wheel (middle). Susan Braccia's Art Class has been researching successful international artists who have overcome a physical disability to pursue their careers. Some of these artists include Chuck Close (1) Henry Fraser (2) and the work of Willow Bascom (3)



GLOBAL CURRICULAR CONNECTIONS

Asian Studies

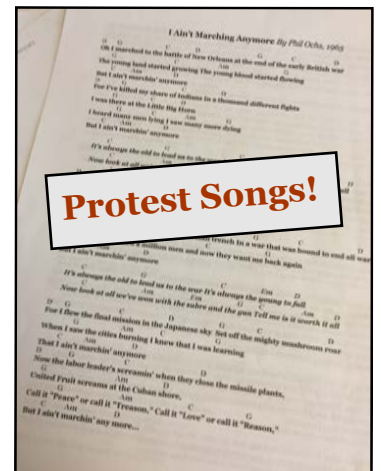


Students in Mark Brandon's Asian Studies class traveled to the Franklin Institute to study Globalization and Interdependence by focusing on the Terra Cotta Warriors of the First Emperor. After visiting the Franklin Institute, the 9th and 10th grade students traveled to the Philadelphia Museum of Art to study the Asian Art collection and learn about the history of the Chinese, Korean and Japanese culture through.



Resiliency in Literature

Students in Joe Murphy's Resiliency in Literature class discussed the impact of Protest Songs during their study of the Vietnam War. Invited musicians visited and played along



Saving Banksy Project Collaboration

In September, students in Visual Arts classes (Arts & Design, Media Arts), watched the documentary film, "Saving Banksy," about the British street artist. His work is being removed from the streets and is being sold at auctions for hundreds of thousands of dollars. Students discussed ideas of ownership and copyright issues within the art community as well as the social, economic, and political implications of street art. Art & Design students created large-scale murals using street art materials. Media students documented the mural-making process and put together social media style, text-based video newsreels.



GLOBAL CURRICULAR CONNECTIONS

Things to Think About...

"GLOBAL CITIZENSHIP EDUCATION IS ESSENTIAL FOR CREATING A WORLD WITH SUSTAINABLE PEACE - A WORLD WITHOUT POVERTY OR HUNGER AND WHERE ALL HAVE HEALTH AND EDUCATION. A WORLD WHERE WOMEN AND MEN HAVE THE SAME OPPORTUNITIES, WHERE ALL HAVE CLEAN WATER AND SANITATION, WHERE WE USE RENEWABLE ENERGIES, WHERE THERE ARE GOOD JOBS FOR ALL."

FERNANDO REIMERS

EVERYDAY,

THINK GLOBALLY

AIM ACADEMY CENTER FOR GLOBAL LEADERSHIP

GLOBAL CONVERSATIONS:

Consider holding Global Conversations within your classes.

This quote may be used as a tool to host informal or formal discussions about global topics within your classroom.

The more students are exposed to concepts that ask them to be global thinkers, the more they will see how these concepts apply to their lives and the subjects they are learning.

FACULTY PERSPECTIVES ON TRAVEL

Morocco



Joe Murphy

What does travel mean to you and why did you visit the places you did this summer?

Morocco is a progressive Muslim country. As an American, I feel it's important to bring back experiences in places like this and tell stories of the people I've met because it's too easy - especially as an adolescent - to accept Muslim culture as it is broadcast. I've never felt more welcome in a country than I did in Morocco. The chorus of my conversations with locals was simply, "A thousand times welcome. You're welcome here a thousand times."

Ghana

Eryn Doroshow

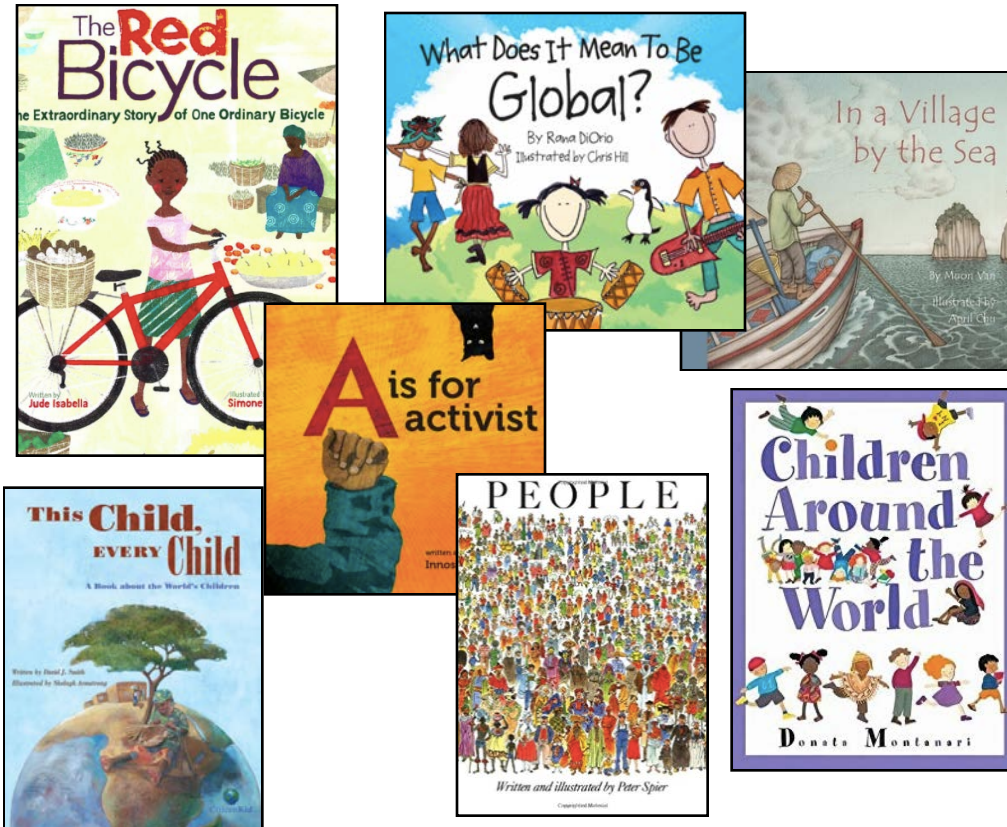
What was a moment that you felt most inspired or alive while traveling?

"Most recently, it was...going to my host family's farm and picking the local vegetables using local tools. Also, seeing my teaching used in the Ghanaian classroom without my prompting - and seeing the students and teachers naturally benefit. Sitting in the yard of my host family's home with different members of the family (ages ranging from 15-80) and having endless "real" conversations about life in both Ghana and the USA - digging passed the superficial relationships and getting to really know people. The POWER OF RELATIONSHIPS!"



GLOBAL RESOURCES

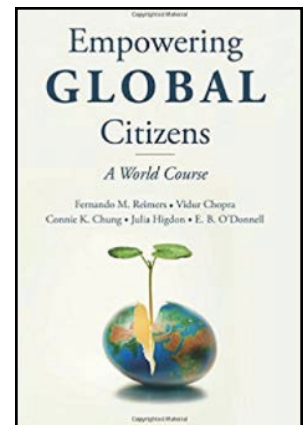
Growing the Global Library



These children's books are here for you to read, incorporate, and share with your students or children. Check in with the Global Leadership Office or Eryn Doroshow to borrow them! Let Amy Cline know if you are interested in ordering other global books for students at all levels.

Faculty Resources with a Global Focus

1. **Book:** Empowering Global Citizens: A World Course by Reimers, F., et al.
2. **Website:** Facing History and Ourselves <https://www.facinghistory.org/>
Check out this resource! Their mission is to engage students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry.
3. **Video:** TED Global: What it means to be a citizen of the World https://www.ted.com/talks/hugh_evans_what_does_it_mean_to_be_a_citizen_of_the_world
4. **Website:** UN Sustainability Goals <http://www.un.org/sustainabledevelopment/sustainable-development-goals/> On September 25th 2015, countries adopted a set of goals to end poverty, protect the planet, and ensure prosperity for all as part of a [new sustainable development agenda](#). Each goal has specific targets set for the next 15 years. Consider teaching the concepts of one of these goals.



Developing the Center for Global Leadership

Global Courses
at AIM
2017

DOMINICAN REPUBLIC
SERVICE LEARNING COURSE

STUDENT DIVERSITY
LEADERSHIP COURSE

GLOBAL ENGINEERING
WORKSHOP

HISTORY: ASIAN STUDIES

SENIOR SEMINAR: GREECE

AIM MUSIC/THEATER
PROGRAM

*Center for Global Leadership
AIM Academy*

CENTER FOR GLOBAL LEADERSHIP
AT AIM ACADEMY

BE A
GLOBAL
CITIZEN!

*Be Curious
Learn a new language
Understand geography
Study a new religion*

MINI **ESPAÑOL** Lessons Coming Soon to the Lower School

Hola	Hello	Adios	Goodbye
Buenos Dias	Good Morning	Hasta Luego	See you later
Buenas Tardes	Good Afternoon	Buenas Noches	Good Night

This is just a sampling of the many incredible initiatives taking place at AIM! Stay tuned for more! Please continue to share the wide ranging and thoughtfully engaging projects you are working on. Thank you for the work you do.

The world has need of you!