Values and Global Competencies in International School

Jeremy Williams, Head of School, Manor Hall International School, Al Ain
Outcomes for this Session

- I can differentiate between the US Context and UAE context for schools.
- I can create my own holistic definition of student success.
- I can recognize the importance of global competencies.
- I can identify ways to assess values, skills, and competencies for my students.
Gary, Indiana

https://www.youtube.com/watch?v=PHvUHVy_Lew
American Context for School Success
Turn and Talk!

Discuss the following:

- How do the UAE and US context for school success differ? How are they similar?
What do healthy org’s do?

- Vision Statement
- Mission Statement
- Values/Skills/Competencies
- **Redefining “Student” Success**
Manor Hall ESLR’s

**Skills/Competencies**
- Literacy, numeracy and technology skills
- Accessing and Analyzing Information
- Effective communication
- Being multilingual and multicultural
- Collaboration and Leadership
- Critical Thinking and Problem Solving
- Curiosity and Imagination
- Initiative and Entrepreneurialism
- Adaptability

**Values**
- Confidence
- Integrity
- Tolerance
- Responsibility
- Generosity
- Respect
Student Success- a definition

High Quality Student Work

Mastery of Knowledge and Skills

Character Development

EL Schools
Turn and Talk!

What is your definition of student success?
Character Development - What and how?

Global Competencies
Global Competencies

https://www.youtube.com/watch?v=843Pvvs1XZg
Globally Competent Learning Continuum
Scope
Globally Competent Learning Continuum

Resources to be found here:

Link
# Have to start with yourself!

Where are you on this continuum? How do you know?

## Teacher Dispositions

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Nascent</th>
<th>Beginning</th>
<th>Progressing</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Empathy and valuing multiple perspectives</td>
<td>I have not yet explored how my personal beliefs have shaped my worldview.</td>
<td>I can identify my personal beliefs and experiences and recognize how they shape my view of the world. I recognize that I might hold stereotypes.</td>
<td>I understand that my beliefs and experiences are not universally shared. I can identify the influences that shape how others and I view the world. I am willing to explore the experiences and perspectives of people who challenge my beliefs.</td>
<td>I recognize biases and limitations of my own perspective and those of others’ perspectives. I recognize how my personal beliefs influence my decisions as a teacher. I empathize by seeking to understand the perspectives of others.</td>
<td>I challenge my personal assumptions to understand viewpoints that differ from my own. I value diverse perspectives, including those that challenge my own.</td>
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## What does success look like?

| 12. Develop and use appropriate methods of inquiry to assess students' global competence development | I am not yet familiar with how to assess students' global competence development. | I am familiar with resources to assess students' global competence development. | I develop and use appropriate assessments of students' global competence development. I can provide students feedback and analyze students' global competence development. | I develop and use frequent, authentic, and differentiated assessments of students' global competence development. I can provide students with constructive feedback and analyze students' performance to inform subsequent instruction. | I guide students to evaluate their own global competence development. |

*Source: The Globally Competent Teaching Continuum was originally developed in 2014 by J. M. Cain, J. Glazier, H. Parkhouse, and A. Tichnor-Wagner at the University of North Carolina at Chapel Hill.*
Closing

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