INTERNATIONAL AND GLOBAL EDUCATION:
WHAT DOES IT MEAN TO CULTIVATE CITIZENS OF THE WORLD?

This webinar is being offered as part of the NAIS Global Ambassadors Advisory Working Group.
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As more and more schools undertake global education, it’s worth reflecting on what this endeavor means for our students, families, and faculty...

1. What are the dispositions and competencies that make students true citizens of the world?

2. What qualities do we need to possess as educators in order to cultivate these in our students?

3. What does this mean for our school communities and our school cultures?
What’s in a name?

Global education . . . international education . . . global citizenship . . . international mindset . . . global perspectives . . . international curriculum . . . global travel . . .
FRENCH AMERICAN INTERNATIONAL SCHOOL

- Accredited by French Ministry of Education, Council of International Schools, CAIS/WASC; recognized as an International Baccalaureate World School
- Bilingual curriculum PK3 to grade 8
- Bilingual Middle School culminates in the Diplôme National du Brevet. Accelerated 3rd language starts in grade 6
- International High School, grades 9-12, has two parallel tracks:
  - French Track culminating in le Bac
  - International Track culminating in an IB Diploma
French American International School Mission

Guided by the principles of academic rigor and diversity, the French American International School offers programs of study in French and English to prepare its graduates for a world in which the ability to think critically and to communicate across cultures is of paramount importance.
Key ideas, whimsically stated

1. Citizens of the world come from somewhere
2. Sharing our humanity means sharing our planet
3. Mother and other tongues matter
4. Going a long way goes a long way
5. Those who’ve come far can take you far
6. You can’t be what your curriculum isn’t
1. Citizens of the world come from somewhere: National, international, and global identity

“We are all born in the midst of communities that initially delimit our self-understanding. To know and love one’s own traditions—warts and all—is the starting point for knowing and loving others... The fundamental quest to understand and act with integrity with respect to our unique identities and shared core values is what really lies at the heart of international mindedness.”

“Daring to be Different,” Robert Harrison, International School Magazine, Spring 2014
“We require all students to relate first to their own national identity—their own language, literature, history, and cultural heritage, no matter where in the world this may be. Beyond that we ask that they identify with the corresponding traditions of others. It is not expected that they adopt alien points of view, merely that they are exposed to them and encouraged to respond intelligently.”

Roger Peel, former director, International Baccalaureate Organisation
“An international education should expose you to new and conflicting paradigms. In the end, it should make you a better listener, a better observer, and ultimately a better innovator and communicator. *Because you take no one way of living or knowing as a default, you learn to choose, to delay judgment of others and to care more freely.*”

Kurt Hahn, founder, United World Colleges, Outward Bound, Duke of Edinburgh Award
From the International Baccalaureate criteria for international schools

- Developing citizens of the world in relation to culture, language, and learning to live together
- Building and reinforcing students’ sense of identity and cultural awareness
- Fostering students’ recognition and development of universal human values
- Stimulating **curiosity and inquiry** in order to foster a spirit of discovery and enjoyment of learning
2. Sharing our humanity means sharing our planet: Environmental stewardship and global citizenship
3. Mother and other tongues matter: Language and global education

- Language as identity: Valuing mother tongue(s)
- Language as culture: Appreciating culture, history, attitudes, and traditions
- Language as a tool: Teaching languages is teaching communication
4. Going a long way goes a long way: Global travel and global education
Our global travel program: Baby steps . . .

• Kindergarten children embark on their overnight adventures age-appropriately, with a one-night camping trip that includes a high ratio of bilingual adult chaperones.

• 1st graders experience a hands-on, experiential program at a nature camp for four days at Camp Tuolumne Trails.

• 2nd graders discover a new environment during a five-day trip to the Sierra Nevada Bear Valley Lodge.

• 3rd graders expand their knowledge of California history by spending five days in the gold country studying Native American cultures at Camp Lodestar.

• 4th graders spend five days in nature at Coloma Outdoor Discovery Camp.

• 5th graders culminate their lower school bilingual education with an exchange trip to Strasbourg, France, for up to two weeks.
. . . toward global encounters

- Middle School language (Arabic, Chinese, Italian, Spanish) trips to Guatemala, Italy, Morocco, Taiwan
- Middle School language and culture exchange with France (Paris)
- High School language and culture exchange with Tahiti
- High School service trips to Laos, Malawi, and Senegal
- High School culture trips to India and Peru
- High School science trip to Ecuador (the Galapagos Islands)
Travelling to India: A student’s perspective
5. Those who've come far can take you far: International students, families, and faculty
Welcoming international students, families, and faculty to our independent schools:

- Global encounters in our classrooms; international experiences on our campuses
- Enriching our school culture and the quality of our conversation
- Understanding and meeting international sojourners’ needs is vital—students, families, and faculty members
An overlooked asset: International students and Third Culture Kids
The world’s most famous Third Culture Kid
6. You can't be what your curriculum isn’t: Global education and international curriculum

- More than food, festivals, and fun: The importance of authentic curricula
- World literature, international arts, geography, world—and non-western—history, environmentalism, current affairs
- Other options: The International Baccalaureate program, bilingual education
Putting it all together: Enacting a global school culture

The mere presence of an international or global curriculum, no matter how astutely permeated with international elements, is only a beginning. What counts is how the curriculum is enacted. International mindedness is fostered, and a global education is realized when the curriculum comes alive in the daily learning interactions between faculty and students, school and families. In other words, international mindedness and global citizenship are as much about people and values as curriculum.