Sabbatical Report
Peter Marshall

Educating Students to become Effective Citizens in a Globalised World

The dual purpose of the sabbatical leave was to;

a) explore the uses of google applications as a tool to facilitate learning both in school and in the wider global community and

b) To set up links with other schools for learners so that they can engage in collaborative and co-operative learning with other students in the global community, in particular in the Asian region.

REPORT

The Ministry of Education states that one of their priorities is that **'**every young person has the skills and qualifications to contribute to their and New Zealand's future'. We believe that our students are going to need a much more global skill set than the current school system is preparing them for.

James Banks states that "students also need to acquire the knowledge and skills required to become effective citizens in the global community". Students need to have strong connections to their own communities to be able to participate in a global environment. Banks further suggests that "students need to develop a delicate balance of cultural, national and global identifications". He believes that we need to educate the 'hearts' as well as the 'heads' of our students.

Dr Zhao believes the new conceptual age requires schools to foster creativity, empathy, imagination and the ability to use narratives. He stated that "students need to be global entrepreneurs in this new world". He explains that global entrepreneurs are culturally competent and can identify market opportunities for their strengths. The ability to understand and communicate with other cultures will play a major part in the future. He challenged us to question what we need to be effective in teaching and what knowledge and skills are worthwhile learning.

The emergence of a globalised virtual world means we need to seriously consider these concepts. We investigated how we can support our students to become skilled members of the globalised virtual world by giving them learning opportunities and enabling them to be confident in making connections with people from many different cultures.

We were challenged to define the knowledge and skills our young people need to learn to become strong, confident, productive, innovative members of our society going forward. We are aware that schools all over the world are spending huge amounts of money investing in technology but the stated outcomes are becoming more and more difficult to measure which has led in turn to a dangerous narrowing of curriculums to those which can be measured. Despite the constantly emerging innovative and creative possibilities of digital technologies, governments are increasingly strangling the very creativity which makes education exciting and engaging and returning to strict measures of traditional skills, namely reading, writing and mathematics.

Nesta, an innovation foundation in the UK, commissioned the London Knowledge Lab (LKL) and Learning Sciences Research Institute (LSRI) University of Nottingham, to analyse how technology has been used in the UK education system and present their findings about 'what worked'. They identified eight approaches to learning that improved educational outcomes; learning from experts, learning with others, learning through making, learning through exploring, learning through inquiry, learning through practicing, learning through assessment and learning in and across settings.

The report also noted that we need to continue to focus on effective learning and how the students' use of technologies can impact positively with increased successful learning outcomes. Teachers must be fully engaged and confident users of the technologies in their own learning practices.

We are fortunate that in New Zealand we have many stunning teachers and schools exploring the use of technologies to improve student outcomes.

GOOGLE Apps for Education

We chose to explore the use of Google Apps for Education in our schools. It's a flexible workspace for students. Documents can easily be shared and so students and teachers can work collaboratively anywhere, anytime. It can be used across a range of devices currently

being used in schools. Google apps is cost effective as it is hosted in the 'cloud' and includes gmail, the ability to share calendars, blog, collaborate on documents and create shared presentations. Communication across the school and home is easily achievable and shared learning opportunities have opened new possibilities for engaging learning for students and teachers.

Another attractive feature is that calendars and emails are easily synched onto our phones for increased ease of access. Google docs are used to collaborate in meetings, planning sessions and creating writing. There is still much to explore. The revision history can be used to track progress in student writing or track contributions to the document. Blogs are great for recording a learning journey, tracking progress and displaying learning achievement. It is a very good vehicle for reflection on learning for both teachers and students. Families can access both docs and blogs if they are shared. Conversely docs and blogs can be kept private and this ensures safety for our school community. It includes critical security features to keep data safe. Users are able to connect from anywhere, any time and everything is automatically saved in the cloud. Learning is not limited to "classroom time".

Both Dairy Flat School and Greenhithe School have made the decision to use 'Teacher Dashboard'. This was designed in New Zealand and "provides an instructional management layer on top of Google Apps" (hapara.com). With a Google Apps for Education account the school can manage all users and content. Teachers can view all students in their class at any time. "Teachers now have an overview of what students are doing - what documents they're working on, who they're collaborating with, and what's happening with their email account, their blogs, e-portfolio, photo albums and so on" (Kiwi Schools). Collaboration is now a simple matter of creating and sharing a document. Students and teachers can give and receive almost instant feedback and feed forward. Teacher Dashboard increases online safety as all student content can be managed and monitored closely.

Having access to UFB has increased the opportunities for school communities to explore teaching and learning possibilities in 'the cloud'.

The Globalised Virtual World

The idea of global citizenship has been debated and discussed in numerous articles and journals, however there is a growing consensus that students need to have strong connections to their own communities. It is increasingly being recognised that students need not just

knowledge of the world and other cultures but they need to develop empathy and understanding.

In his discussion on global competency William Hunter suggested that "skills such as cultural awareness, willingness to communicate, ability to develop social relationships, and ability to resolve conflicts are the core of global competence".

Schools need to focus on the bigger picture for students and their families. Success needs to be more widely interpreted to include a broader range of skills and competencies. Creativity, innovative thinking, enterprise, entrepreneurship and cultural competency should be encouraged and celebrated as worthwhile skills and knowledge.

Our students need opportunities to be connected to their own communities as well as the globalised community. The New Zealand Curriculum promotes 'Contributing and Participating' as an essential competency. Schools need to work to ensure every student has the opportunity to participate and contribute in ways that best suit them. This means we must value a wide range of skills and competencies and support students and their families to develop these.

The Social Sciences curriculum resource "Being Part of Global Communities'(Learning Media 2009) reinforces the importance of learning these skills, stating that "Exploring *being part of global communities* and the concept of *globalisation* enables students to look to the future and consider their participation in a globalised world as informed, critical, and responsible citizens"

Learning Opportunities

Key to supporting our students to becoming global citizens is having education leaders and teachers who model empathy and understanding and who are effective users of technologies for learning. Marnie Etheridge from Activboard NZ, stressed the need for high quality professional development. Teachers need to participate in the 'virtual world' to be able to share and collaborate on learning with their colleagues and students. It needs to be embedded in their (the teachers) real world. Only then can teachers support children and their families to discover, explore and understand the opportunities and possibilities. Professional development should immediately impact on teaching and learning in the classroom. Digital technologies provide the perfect platform for students and teachers to learn together. Education leaders, teachers and students should be confident to create and share their ideas.

Our schools need to provide opportunities for teachers and students to collaborate in learning. Google docs can be used for collaborative planning, meetings and professional development. Students can collaborate across classrooms, across schools and in the global learning community on learning projects. Teachers are still an awesome resource in terms of providing support, building confidence, capability and empathy, however they are not 'expert' in all things. They can no longer be regarded as the font of all knowledge – if they ever were.

Collaborating on learning projects using e-books, movies, docs and a range of conferencing applications provides teachers and students with the ability to engage in their learning independently, at their own pace and with support. This enables students and teachers to move from using games and apps to practice skills, to creating content and sharing knowledge.

Students still need competency in the so called 'traditional' skills (Reading, Writing, and Mathematics). Digital devices and the global virtual world provide more learning tools and opportunities to engage students and their teachers and families in learning.

Knowledge and Skills

Children need to learn to choose the best tool for the job whether it is a tablet, iPod, laptop, or phone. There are innumerable apps and programmes that provide a huge range of options for teachers and students. Choosing the appropriate one is a necessary skill. Evaluating and then choosing what tool to use is a vital skill for today's citizens.

Alongside this are the cyber safety skills that students need to learn. These can easily be incorporated into the key competencies of 'Managing Self' and 'Relating to Others'. They need to be able to discern the reliability of sources of information. Organising information and developing skills in critical thinking are vital for analysis, synthesis and creativity.

Resilience is also needed to manage negative feedback. We have all seen reports of the cyber 'trolls' who haunt the virtual world. Sadly, as in the real world, these people exist and our students need skills to deal with them.

Erin Millar, when discussing the success of Finnish students, referred to a brainstorming meeting of NASA engineers. They wanted to land a spacecraft on Mars. After three days of collaboration and problem solving they designed the sky-crane which detached and slowly lowered the rover – Curiosity- onto Mars before crash landing. This was something no-one

had seen or considered before. Millar's point is that innovation and transformative ideas can be about collective knowledge and collaborative problem solving as well as inventions from a single person.

Dr. Sahlberg is determined that "teaching and learning in schools should rely on the principles of active participation, social interaction and reflection" rather than the narrow top down test systems that are becoming increasingly entrenched in education systems.

To be an international citizen children need wide geographical knowledge and the ability to communicate with many individuals, groups, services and business. Skills in reading and writing and Mathematics are still important. As one teacher said – "you don't want students googling 2+2!

New technologies provide an excellent platform for creativity. Teachers and students can use a variety of formats to create and share information and narratives. Photographs, video, and blogs can be created individually or collaboratively and shared. Sharing these within a safe 'school cloud' environment allows students to comment and give feedback and feed forward, practicing empathy and finding out about creating appropriate digital footprints.

Teaching empathy leads to students being confident in exploring their imaginations and putting their ideas out for comment. In 2003 the science community thought those NASA engineers were mad. They proved them wrong.

Learning does not have to be complicated. Using imagination to explore simple everyday things and what can we do with them is fun and can involve many wacky ideas and perhaps even result in innovation – who knows?

Blogging is a wonderful tool for students to try writing for an audience. Using stories has always and still does provide a platform for learning a variety of skills. The social messages in our traditional fables, in our fairy tales and in historic works, i.e. Shakespeare, are enduring. Knowledge of these supports the creativity of new works which can be shared with schools, parents and the community.

Making Connections

It is important that we teach children ways to communicate peacefully and constructively across cultural differences. This can include teaching languages. At Dairy Flat School students in years three to eight learn Spanish and at Greenhithe School mandarin has been

included in the curriculum. However language is not the only aspect of cultural understandings in the curriculum. Students can also explore cultural foods, festivals and other parts of daily life. Making connections to students own lives is also important as it is only as they feel secure in their own cultural identity that they can truly connect to those of other people.

Celebrating and acknowledging the cultures within the school is the foundation for increasing cultural competencies for teachers and children. Exposure to other cultures is important to our students. In Auckland we are fortunate to have a number of festivals that families can participate in and enjoy.

The recent Rugby World Cup and Olympic games have been strong platforms on which to build some understandings of living in a world where countries can come together with a common focus and mutual celebration. Many schools in New Zealand held international days as part of these events.

We agree with Anne Tolley's statement that "For our young people to thrive in a globalised world, they need to be knowledgeable about Asia so as to be confident, connected, actively involved and aptly prepared for their future world". New Zealand's future is tied to the Asian region and our students need to be effective and able to create their own economic future. (Anne Tolley – opening Asia NZ Principal's Conference).

Becoming global entrepreneurs will be very necessary to the success of our nation. One in five people in the world today is Chinese and one in five is Indian. Asia has a population that is greater than 4 billion people and accounts for over 60% of the world population. "In this new world, people will need to invent a job, not find a job." (Zhao 2012) Schools must support students to become global entrepreneurs. Our students need to have the skills and abilities to form relationships with a wide range of people from a range of cultures.

Links

For our children to succeed in the world and get good jobs, they will need to be global citizens who are comfortable in Asian settings and who can ideally speak an Asian language. Setting up sister school relationships and being part of associations that promote cultural understandings is important. The Asia NZ Foundation and the Confucius Institute are two such groups that support schools.

We have connections to both associations and also used our own links to make the connections and enhance interactions for our schools. Prior to the sabbatical we were part of a group of Principals who were taken to Singapore by the Asia NZ foundation. The trip involved an intensive tour of the education facilities and business sectors in the city. We met and made valuable contacts and this experience gave us a desire to foster positive relations with the Asian community and to see this fostered in our schools.

Using a start-up grant from the Confucius Society, a Mandarin Language Assistant was able to work as a language tutor at Greenhithe School. The promotion of culture and language was very well received by the children that the school then funded the Chinese teacher for a further year to continue teaching. The aim is that in time all children would receive a language option in year 4.

This year, again courtesy of the Confucius Institute, we have a Chinese intern working across three schools for the year. She works in classrooms with New Zealand children, teaching mandarin and helping with the New Zealand curriculum. This dual purpose give the students an insight into China and yet another taster of the language. At the same time the intern is improving her English language and broadening her knowledge of living in a western society.

Greenhithe School has established a sister school relationship with Ningbo Donghu Primary School (referred to as Donghu Primary School), in Zhejiang, China. A memorandum agreement was signed. This Memorandum of understanding constitutes a special agreement between the schools to foster the goodwill on academic cooperation, resource sharing and culture exchange. We hope this will establish the platform between the two schools to promote academic curriculum and programmes for the benefit of the students and staff. We hosted a party of 10 students in February for 10 days. The students spent some time in school working in their billet's classes. They also taught song and craft activities and put on a special performance for the school. The rest of the time was spent looking around Auckland and the wider district. Students have since sent blogs to China to establish an on-going link. We hope to repeat this experience again later this year and in the future hope to send a team of students across to China.

We believe it is important for children to make these connections. For students not of Asian descent, schools are their primary source of information about the region. They need to have

a broader understanding/ knowledge of other cultures and places. They might end up working in or at least travelling to Asia. We also have an increasing number of Asian immigrants in NZ. The importance of global awareness and establishing these links will become increasingly important as time moves on.

References

Ministry of Education (2009). *Being Part of Global Communities.* Building Conceptual Understandings in the Social Sciences series . Wellington:Learning Media

Banks, J. (2003). *Educating Global Citizens in a Diverse World.* Baltimore: School of Education at John Hopkins University
http://education.jhu.edu/PD/newhorizons/strategies/topics/multicultural-education/educatingglobalcitizensinadiverseworld/

Hunter, W. (2004). *Got Global Competency?* International Educator, Vol. 13, No. 2

Banks, J. (2008). *Educating Students to be Global Citizens.* Annual Ridley Lecture at the University of Virginia http://news.virginia.edu/content/professor-james-banks-encourages-educating-students-be-global-citizens-annual-ridley-lecture

Smith, M. K. (2002) 'Globalization and the incorporation of education' *the encyclopedia of informal education*,www.infed.org/biblio/globalization.htm. Last updated: 2005

Hapara Inc (2012). *Teacher Dashboard.* hapara.com/teacher-dashboard-for-google-apps/

Stuart, C. (2011). *Collaborating, Communicating and Connecting.* NZ Principal November 2011

Luckin, R et al. (2012). Nesta: *Decoding Learning: The Proof, Promise and Potential of Digital Education.*
http://www.nesta.org.uk/areas_of_work/public_services_lab/digital_education/assets/features/decoding_learning_report

Tolley, A. (2011). Opening address to NZ Principals at the Educating For Asia Summit. Asia NZ Foundation. Wellington

Google, *Apps for Education.* www.google.com/enterprise/apps/education/benefits.html

Stuart, P. (2012).*Learning in the Cloud* http://www.kiwischools.co.nz/cloud

Zhao, Y. (2011). Address to NZ Principals at the Educating For Asia Summit. Asia NZ Foundation. Wellington

Millar, E. (2013) *How do Finnish kids excel without rote learning and standardized testing.* Canada:The Globe and Mail. http://www.3quarksdaily.com/3quarksdaily/2013/05/how-do-finnish-kids-excel-without-rote-learning-and-standardized-testing.html

Interviews

Marnie Etheridge	National Sales Manager, Activboard NZ
Paul Stuart	Kiwi Schools
Cameron Lockie	Principal, Kaipara Flats School, NZ
Gary Cain	Principal, Parnell District Schoo, NZl
Dr Xaioda Chen	Principal, Shanghai Far East School, China

Debbie Marshall and Peter Marshall 2012