

EDPC 605

Curriculum Design and Development

Critical Reading and Research Review
Vivien Stewart

Group members: Videsh & Mohammadreza

Vivien Stewart



(senior adviser, education and former vice president at Asia Society)

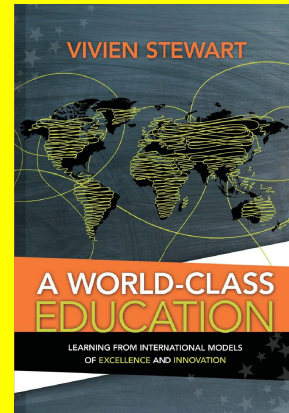
Who is Vivien Stewart?

- She is a senior advisor for education and former vice president of the Asia Society. (Responsible for its programs to promote the study of Asia and other world regions, cultures, languages, and global issues in U.S. schools and for building connections between U.S. and Asian education leaders)
- She developed a series of international benchmarking exchanges. (Share expertise between U.S. and Asian education leaders, Over the past 10 years.)
- She helped to create the National Center for Children in Poverty and the National Board for Professional Teaching Standards.
- She served as a senior policy adviser to the U.N. (Special Representative of the Secretary-General for Children and Armed Conflict, and she was a visiting scholar at Columbia University.)

Who is Vivien Stewart?

- She was previously the director of children, youth and education programs. (At the Carnegie Corporation of New York, an education philanthropy, and served as a senior policy advisor at the United Nations.)
- She received her undergraduate and graduate degrees from Oxford University.

In 2007, Vivien was awarded the Harold W. McGraw, Jr., Prize in Education. Her book *A World-Class Education: Learning from International Models of Excellence in Education* was named one of Bill Gates's "Top 10 Books for 2012."



Prize in Education

The Harold W. McGraw, Jr. Prize in Education annually recognizes outstanding individuals who have dedicated themselves to improving education in the U.S. and whose accomplishments are making a difference today. Honorees are chosen by a distinguished panel of judges made up of thoughtful and influential members of the education community.



Contributions

- **Vivien Stewart** is senior education advisor and former vice president at Asia Society, where she has been leading a national effort to prepare American students and educators for the interconnected world of the 21st century.
- She has worked with schools around the country to broaden students' educational experiences to prepare them for work and citizenship in a global age.

Contributions cont'd

- She has worked with states to adapt their policies to a global knowledge economy, and she has developed resources for teachers to use to promote global knowledge and skills.
- Stewart has also used her unique international background in education to bring together education leaders from different countries to share expertise on how to respond to the rapid transformations of globalization and the need for world-class educational systems.

A Classroom as Wide as the World

During the next 30 years, it appears science and science literacy will dominate education. Our students are going to be very interested in science, and there will be a move toward global competence, which was once the preserve of the elite students in schools and society is going to be much more widely needed, demographically diverse, vital to the innovation-driven future of your organization.

Around the world and every country is trying to change its education system to encourage students to think about the economy and that a successful economy will be innovation-driven, so students need to think about the economy.



Are U.S. Schools Really Falling Behind China?

NPR.org podcast

Cultural standards can be created. Many of the highest performing systems in the world today, many of which are in Asia - Korea, Japan, Singapore, et cetera - 25 years ago, they still had the same culture. They still valued education, but they didn't have the systems in place to deliver it.

Curriculum 21: Essential Education for a Changing World

1. Global trends
2. Implications of Global Trends
3. Globally oriented schools develop key
4. Global Learning
5. Globally oriented schools develop key
6. Going to Scale
7. The framework for Scale
8. The National Challenge

Global trends

Economics (Curriculum 21, 2010, p. 98)

Multinational corporations, are increasingly requiring their employees to work effectively with foreigners and to be able to market products around the world.

Science and technology (Curriculum 21, 2010, p. 98)

Research, a key driver of innovation, is increasingly being conducted by international teams as other countries increase scientific capacity. Therefore, the ability to work with people from different cultures and time zones at a professional level is essential.

Global trends

Security and citizenship (Curriculum 21, 2010, p. 99)

There are no boundaries when it comes to today's most pressing issues. What we do affects others, and their actions affect us. Only international cooperation can provide solutions to today's challenges. More than ever, our security is at stake.

Education (Curriculum 21, 2010, p. 99)

With the interconnected world, the pool of global talent is also growing.

Global trends

Demographics (Curriculum 21, 2010, p. 99)

The effects of globalization are also readily apparent in the communities in which we live. New immigrants from nations such as Asia and Latin America are generating regional diversity in American towns and cities that reflects the diversity of the world in general.

The Hispanic population represents 15 percent of the total U.S. population - and is expected to grow even further. The Asian population is expected to grow 213 percent over the same period, compared to a 49 percent increase in the population as a whole.

Implications of Global Trends

1. Students need to be equipped with the knowledge and skills they need to succeed in the new global era by transforming our learning systems
(Curriculum 21, 2010, p. 101)
2. In today's world, global knowledge and skills are not only available to a few specialists, but are expected of all students. (Curriculum 21, 2010, p. 101)
3. The preparation of young people for a competitive global job market and for participation in citizenship in the interconnected world of the 21st century is essential (Curriculum 21, 2010, p. 101)

Global Learning

We do not yet have an established nomenclature for the dimensions of the newly emerging field of “global competence” or “global literacy,” but it is generally agreed to include these elements (Curriculum 21, 2010, p. 102)

1. Knowledge of other world regions, cultures, economies, and global issues (Curriculum 21, 2010, p. 102)
2. Skills to communicate in languages other than English, to work in cross-cultural teams, and to assess information from different sources around the world (Curriculum 21, 2010, p. 102)
3. - Values of respect for other cultures and the disposition to engage responsibly as an actor in the global context (Curriculum 21, 2010, p. 102)
4. - Use of technology, including videoconferencing, connects Payton classrooms to their sister schools and to subject matter experts around the world (Curriculum 21, 2010, p. 102)

Globally oriented schools develop key

Over time, globally oriented schools develop key common elements (Asia Society, 2008). Typically, they do the following:

- Create a global vision and culture by revising their mission statements and graduate profiles and creating a school culture that supports internationally focused teaching and learning. A powerful way to gain clarity about an international vision for a school is to develop a profile of the graduate who will emerge from it. (Curriculum 21, 2010, p. 104)
- Develop an internationally oriented faculty by recruiting teachers with international interests and encouraging teachers to take advantage of the many professional development and study/travel opportunities offered through universities and international organizations (Curriculum 21, 2010, p. 104)

Globally oriented schools develop key

- Integrate international content into all curriculum areas, bringing a global dimension to science and language arts, as well as social studies and languages. (Curriculum 21, 2010, p. 104)

Globally oriented schools develop key

Emphasize the learning of world languages, including less commonly taught languages such as Chinese and Arabic. In a globally oriented school, the study of world languages and cultures has to have a prominent place (Curriculum 21, 2010, p. 104)

What globally oriented schools can do!

When it is integrated into courses in a globally oriented school, service-learning can also help students see the connections between their local actions and global issues.

Finally, internships in local companies or nonprofit organizations can both allow students to apply academic skills to the workplace context and give students insight into growing global interconnectedness (Curriculum 21, 2010, p. 110)

Going to Scale

For this, we will need state and national action to take these approaches to scale.

States are critical to creating internationally-oriented school systems.

State governments increasingly understand the need for an internationally competitive workforce, recognizing that they are no longer competing with the state next door but with countries around the world. (Curriculum 21, 2010, p. 109)

The framework (For Scale)

1. Redefining high school graduation requirements to include global knowledge and skills (Curriculum 21, 2010, p. 112)
2. International benchmarking of state standards. Across the globe, countries are increasing their high school and college graduation rates, increasing their achievement in math and science, and expanding students' global knowledge and skills. (Curriculum 21, 2010, p. 112)
3. Making world languages a core part of the curriculum from grades 3 through 12, focusing on proficiency rather than seat time, and harnessing technology (Curriculum 21, 2010, p. 112)
4. Increasing the capacity of educators to teach the world. Teachers who are being prepared for the learning environments of tomorrow need greater knowledge of the world. (Curriculum 21, 2010, p. 112)
5. Using technology to expand global opportunities. (Curriculum 21, 2010, p. 112)

The National Challenge

1. Providing states with incentives to benchmark their educational systems and standards against other countries (Curriculum 21, 2010, p. 112)
2. Supporting initiatives to redesign middle and high schools to raise high school graduation rates (Curriculum 21, 2010, p. 113)
3. Investing in our education leaders' and teachers' knowledge of the international dimensions (Curriculum 21, 2010, p. 113)
4. Building national capacity in world languages from kindergarten through college by offering incentives to begin learning languages in elementary school (Curriculum 21, 2010, p. 113)
5. Expanding federal programs that support the engagement of U.S. students with the rest of the world in order to better prepare our students and strengthen America's image abroad. (Curriculum 21, 2010, p. 113)

REFERENCES

A Classroom as Wide as the World Vivien Stewart. (2012, October 25). [Video]. YouTube.

<https://www.youtube.com/watch?v=rko3lUBgdjk>

Jacobs, H. H. (2010). Curriculum 21: Essential Education for a changing world. Association for Supervision & Curriculum Development.

Norris, M. (2011, January 26). Are U.S. Schools Really Falling Behind China?, NPR.

<https://www.npr.org/transcripts/133249604>

Vivien Stewart. (2021, March 4). EDC. <https://www.edc.org/vivien-stewart>

Vivien Stewart. (2015, December 8). Education Writers Association. <https://www.ewa.org/profile/vivien-stewart>

Vivien Stewart, 2007 McGraw Prize in Education Winner. (2010, September 22). [Video]. YouTube.

<https://www.youtube.com/watch?v=xxh7jCRGeBE>