Global Social Justice Education Framework for CTE Programs

Education for global competence requires "knowledge, skills, and dispositions to understand and act creatively on issues of global significance" (Asia Society). Global competence requires applying critical thinking, curiosity, and problem-solving skills to understand the world in its full complexity. Whether related to national security, economic development, or environmental sustainability, local issues are a component of broader global forces.

Social justice examines how inequality and oppression are socially constructed in every level of societal organization. At the individual level, this is reflected in an individual's attitudes and behaviors; at the institutional level through policies and practices of institutions; and at the societal level through messages of what is deemed "correct." Each level interacts with and reinforces the others. If we explore the social construction and histories of our laws, policies, and practices to recognize what has "always been done," then we can act to question and change systems that advantage some and disadvantage others.

Global social justice education challenges educators to utilize global competencies to recognize systems of injustice, and to work to create equitable learning environments for all participants. In Career and Technical Education this means:
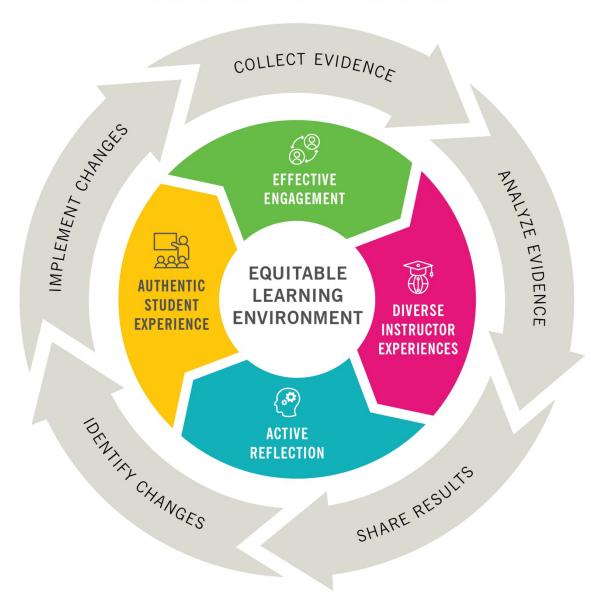
- Engaging *all* students in respectful, collaborative learning experiences that teach students to respect and value the perspectives of others, including looking to international sources for possible solutions to challenges.
- Creating a program culture and selecting curricular materials that integrate global content and reflect students' backgrounds and life experiences.
- Providing equal opportunities for participation in internationalized CTE programs, learning activities, and work-based learning.

Global social justice education is driven by reflective practitioners who ally with students to challenge systems of injustice and to create hope.

This framework serves as a model to help ensure that CTE programs are designed to value all students and to prepare them for success in our interconnected world.

GLOBAL SOCIAL JUSTICE EDUCATION
FRAMEWORK FOR CTE PROGRAMS

Dimensions of Global Social Justice

Equitable Learning Environment: Incorporates the curriculum, culture, and norms of the program and related career fields.

- Curriculum is interconnected across technical, academic, and employability skills; and explicitly addresses the development of global competence.
- Program guidelines are equitable, support each student, and are agreed upon by the entire learning community to reflect the international expectations of business and industry.
- Access to quality career counseling and advising is provided to achieve the selected program of study.

Effective Engagement: Active engagement by the entire learning community.

- Stakeholders and instructors are engaged in the program's work to educate *all* students and produce global citizens.
- Key partnerships with organizations and institutions enhance the focus on global competence based in the context of the CTE program.
- Students build upon their knowledge and experience, and their intergroup communication and interactions demonstrate equitable social relationships.
- Students have multiple opportunities to productively engage in internationalized content, including complex, inquiry-based projects; work-based learning; and CTSO involvement to support content mastery, appreciation of multiple perspectives, and the ability to take action.

Diverse Instructor Experiences: Coordinate teaching and learning processes to engage all students.

- Diverse staff are recruited, hired, and retained with up-to-date knowledge and skills for the program.
- Decisions (e.g., programmatic, curricular, placement, etc.) include the diverse perspectives of the entire learning community.
- Instructors recognize their position of power in the classroom environment and work to foster effective cross-cultural and inclusive interactions.
- Instructors are provided with relevant professional development opportunities in order to put students at the center of learning and to teach global competence.

Active Reflection: Foster personal awareness to support all students for success in a global economy.

- Reflection on instructional practices is enabled through the sharing of instructor and student work.
- Instructors and students evaluate personal awareness and biases to plan learning processes that create positive change for all students.
- Continuous focus is placed on understanding and implementing global competence for all students.

Authentic Student Experience: Progress in a program of study is free from bias, is inclusive, is nondiscriminatory, and meets or exceeds standards.

- Student knowledge, skills, and perspectives are acknowledged and validated with supportive services provided as appropriate.
- Supportive services accommodate the needs of all learners, including those with the greatest barriers to access and success.
- Learning activities provide opportunities to participate in leadership development and community service events that are relevant for students in the local community and reflect global significance.
- Career readiness incorporates the [four domains of global competence](#).
- Students graduate with applicable work-based learning experiences, ready for careers in the interconnected global economy, and prepared to work with people from diverse backgrounds.

Improvement Process for Global Social Justice

Collect Evidence
Consider program data such as the students typically recruited and retained, industry-recognized credential attainment, graduate placement and satisfaction data, student work artifacts, data from employers, CTSO participation rates, and other student learning assessment data. Is it representative of the community? Is it inclusive by gender, race, ethnicity, and special populations?

Analyze Evidence
Considering the evidence available, determine if data are reliable and valid or if anything is missing. What seems to be going well? What is lacking? Were there any surprises? In analyzing evidence, faculty should consider if their teaching practices are culturally informed and effectively differentiated to ensure equitable education for all students, including students with accommodations, students of color, English Language Learners, and students from low socioeconomic backgrounds. Are diverse perspectives considered across the curriculum? Do employability skills include the development of global competence? Do data indicate differences in enrollment, participation, completion, etc., between groups of students (based on race, socioeconomic status, ability level, and other population demographics)?

Share Results
Share program evidence with all stakeholders, including students, and solicit feedback on the results. What changes do stakeholders feel need to be made based on the evidence taken as a whole? Do students have a voice in program design? As you share these results, also consider input that stakeholders may have, based on changes in the field, the global nature of the workforce, industry trends or equipment upgrades, policy changes, and accreditation adjustments. Use these conversations to gauge what others think of the curriculum, if the program focuses on the "right" standards, and if the program is helping students become successful in postsecondary education or in the workforce.

Identify Changes
A conversation to identify modifications can start with the same stakeholder group who reviews your data, but should continue through reflection by the instructor(s) to consider if recruitment or teaching practices need to change, if lab or instructional time on particular concepts needs to be altered, or if particular student groups need additional support or interventions. Include students in the change process to ensure meaningful career opportunities are provided. Broader conversations within the local CTE community in the school or on campus should also occur if additional professional development is needed or if there are budgeting implications.

Implement Changes
Once changes have been identified, make a timeline or plan to guide their implementation. Depending on course rotations or program offerings, this may be on a semester-to-semester or year-to-year basis, or it may be ideas that need additional planning, including research, funding, student perspectives, additional stakeholder feedback, etc.