

Globally Minded Leadership: A New Approach for Leading Schools in Diverse Democracies

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Abstract Global migration, global markets, and technological advances have connected the world at an unprecedented scale and have diversified the communities with which people engage and the schools in which educators teach. This study explores the school leadership attributes that facilitate the learning of critical competencies needed to thrive in a diverse, interconnected world. Using a grounded theory approach to analyze in-depth interviews with eleven practicing school principals, ten globally minded leadership practices emerged from the data. These fell under the constructs of setting the direction, developing people, redesigning the organization, and situating globally. Findings hold implications for how educational leadership programs and professional development providers can utilize this emerging framework to cultivate globally minded leaders.

Keywords Educational leadership; School reform; Global education; Globalization

Introduction

Global migration, global markets, and technological advances have connected the world at an unprecedented scale and have diversified the communities with which people engage and the schools in which educators teach (Banks, 2017; Zhao, 2010). Education systems in pluralistic democracies must grapple with how to “hold an overarching set of shared values, ideals, and goals to which all of the citizens of a na-

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tion-state are committed” (Banks, 2008, p. 380), while simultaneously providing community members with diverse backgrounds, perspectives, and beliefs the space to maintain attachments to ethnic, religious, racial, and other identities. As Gaetane Jean-Marie, Anthony Normore, and Jeffrey Brooks (2009) argue, “Schools must prepare children and communities for participation in a multicultural, multiethnic, multi-religious, and multinational society” (p. 2). To prepare students for this world, an increasing number of government, non-governmental, and supranational organizations that influence policy—including the U.S. Department of Education (2012), the United Nations Educational, Scientific and Cultural Organization (UNESCO; 2015), and the Organisation for Economic Co-operation and Development (OECD; 2018)—have advocated for schools to focus on teaching global competence.

Global competence is the knowledge, skills, and mindsets students need to thrive as citizens in the world today and that of the future. It encompasses a combination of cognitive, social, and emotional attributes, including empathy, valuing multiple perspectives, recognizing local-global interconnectedness, understanding different cultures, an openness to and appreciation of diversity, social responsibility, critical thinking, problem solving, cross-cultural communication and collaboration skills, and agency to act on issues of local and global importance (Mansilla & Jackson, 2011; OECD, 2018; UNESCO, 2015). By developing these collective dispositions, knowledge, and skills, students are able to navigate the complexities of their own layered identities, engage in respectful dialogue and debate with those who hold different opinions, and become empowered to act in local, national, and global arenas (Banks, 2008)—all necessary skills for citizens in a functioning democracy with a diversity of political beliefs, cultures, languages, and religions, among other identity groups.

School leadership plays a key role in facilitating global competence development. School leaders directly and indirectly impact the culture of learning in schools and are a key ingredient for ensuring the deep, sustainable implementation of instructional practices that improve student outcomes (Tichnor-Wagner, Harrison, & Cohen-Vogel, 2016; Leithwood, Seashore, Anderson, & Wahlstrom, 2004; Robinson, Lloyd, & Rowe, 2008). However, to date, there are few examples of educational leadership preparation or policies that explicitly address the global aspects of twenty-first century learning (Jean-Marie et al., 2009). Furthermore, a dearth of research examines specific practices that school leaders use to cultivate global competence in students and staff (Brooks & Normore, 2010). This study takes the first step in addressing this gap in research and practice by asking: what leadership attributes do K–12 school administrators committed to cultivating global learning among students and staff display?

Global competence in school practice

Fostering global competence in students requires a pedagogical shift in how learning takes place in schools and a dispositional shift toward situating oneself, students, and community in an interconnected web of local, national, and global affiliations. Globally competent teaching practices include integrating global perspectives and topics across all grade levels and content areas; using student-centered approaches where students actively co-construct knowledge through pedagogy that engages learners with authentic audiences and addresses relevant, real-world concerns; and

intentionally connecting students to diverse people and places through facilitating international and intercultural conversations and partnerships (Boix Mansilla, 2016; Gaudelli, 2003; Merryfield, 1998; O'Connor & Zeichner, 2011; Tichnor-Wagner, Parkhouse, Glazier, & Cain, 2016). Globally competent teaching dispositions include valuing diversity and multiple perspectives; embracing the unique identities of each individual and believing that people of all races, ethnicities, immigration statuses, and national affiliation hold universal human rights; and believing that teachers and students can take responsible actions that will improve conditions in local and global communities (Banks, 2008; Merryfield, 1998; O'Connor & Zeichner, 2011).

Beyond classroom teaching, school-wide initiatives that support global competence development have also been identified (Muller, 2012; Reimers, 2017; Stewart, 2010; Wiley, 2013). These include *instructional supports* such as world language and global studies courses, language immersion programs, and globally focused extracurricular events; teacher professional development on how to integrate global competence into instruction; and opportunities for students and staff to connect globally through international exchanges, virtual collaborations, and sister school partnerships. *Structural supports* for global competence development include a school mission and vision that embeds global competence; collaborative decision-making structures; community engagement; and adequate resources devoted to global activities.

Effective leadership approaches for a globally connected world

There are a growing number of schools and districts that support global education, for example, the Global-Ready School Designation and the Global-Ready District Designation awarded by the North Carolina State Board of Education and the International Baccalaureate's authorization of IB World Schools in locations around the world. However, schools that embed global competence into their culture, curriculum, and instruction remain the exception rather than the norm. Therefore, leaders who wish to transform their schools into places of global learning require adopting leadership styles that embrace instructional change and the diversity of people and perspectives on our planet.

Transformative and distributed leadership approaches have been directly and indirectly associated with positive changes to teaching and learning (Mulford, Silins, & Leithood, 2004). Transformational leadership emphasizes changes to school culture that focus on building shared meaning and a commitment toward a common learning-centered vision among school staff and collaboratively working together to achieve that vision (Leithwood & Jantzi, 2006; Robison, Lloyd, & Rowe; 2008). Distributed, or participatory, leadership similarly emphasizes the distribution of leadership tasks across multiple groups within the school, whereby teachers, administrators, and staff participate in decision-making and improvement efforts, maintain professional autonomy, and hold mutual trust (e.g., Mulford et al., 2004; Spillane, Halverson, & Diamond, 2001; Tichnor-Wagner, Harrison, & Cain, 2016).

Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson, and Kyla Wahlstrom (2004) argued that specific leadership models are not as meaningful in understanding leadership effectiveness as compared to the practices that comprise them. They identified three sets of practices that make up the core of successful lead-

ership: 1) setting the direction by facilitating a shared school vision with clear priorities, 2) developing people through professional capacity-building activities, and 3) redesigning the organization by developing a collaborative school culture, inviting collective participation in decision-making, and forging community relationships (Leithwood et al., 2004; Leithwood & Jantzi, 2006; Louis & Marks, 1998; Mulford et al., 2004). Additionally, Christopher Day, Alma Harris, and Mark Hadfield (2000) found in a case study of twelve schools in the United Kingdom that effective school leaders exhibited these aspects of leadership along with a set of core values including respect and care for individuals in the school, fairness, integrity, and honesty in relationships with people.

Leading a globally focused school also goes beyond putting structures and norms in place for changing school cultures, teacher practices and, ultimately, student outcomes. Global migration exacerbates the social justice imperative in education, as more students are enrolling in public schools with varied legal statuses, cultural backgrounds, and linguistic abilities that may adversely impact the opportunities afforded to them for success (Banks, 2017). This is on top of inequities already present for deep-rooted cultural groups within the United States with shared histories of fighting for basic democratic rights (Banks, 2008). As such, leadership for social justice, which prioritizes equitable educational opportunities and outcomes for marginalized students, applies to globally minded leaders as well (Jean-Marie et al., 2009; Theoharis, 2007). Social justice leadership attributes include an activist orientation, self-awareness, confronting inequities that students from marginalized racial, socioeconomic, linguistic, gender, and cultural groups face, and a focus on building relationships with families and community groups (Brown, 2004; Dantley & Tillman, 2006; Theoharis, 2007).

Research has yet to specifically address leadership approaches for school leaders committed to preparing students to succeed in a pluralist, globally connected democracy. Studies on globally focused schools suggest, however, that the attributes of school administrators who lead global education efforts may reflect core components of the effective leadership practices delineated above. For example, in a study of three schools implementing global school designs, Brandon Wiley (2013) found that school principals played a key role in facilitating implementation by setting clear expectations, distributing leadership across the staff, and advocating for carrying out global initiatives, which fall under the practices of setting the direction of and redesigning the organization (Leithwood et al., 2004). In another study of 13 school administrators across four high schools implementing global initiatives, Bettina Staudt (2016) found that administrators set clear expectations by inserting global competence into mission and vision statements; developed people by investing in meaningful, ongoing professional development; and redesigned the organization by listening to and learning from teachers and school-community stakeholders, connecting with community organizations, school committees, and universities, and advocating for global learning to parents and state policymakers (Staudt, 2016). Administrators also demonstrated an appreciation for different perspectives as they sought to understand, celebrate, and collaborate with people from different cultural, religious, national, and linguistic backgrounds.

These preliminary studies suggest an alignment between best leadership practices for transforming teaching and learning and working with diverse school populations. The present study builds upon these leadership typologies by uncovering “repertoires of practices” (Leithwood et al., 2004, p. 10) and “underlying themes common to successful leadership” (Leithwood et al., 2004, p. 6) for school leaders committed to preparing students to thrive in today’s diverse, globalized world.

Methods

As globally minded leadership is an approach yet to be defined, this exploratory qualitative study sought to develop a grounded theory on leadership approaches for cultivating globally competent staff and students (Strauss & Corbin, 1994). Data sources included 11 in-depth interviews with school leaders currently teaching in two public school districts in the southeastern United States. Districts, and school leaders, were purposefully sampled as extreme cases of actively promoting global competence (Patton, 2002).

District A has a small urban core surrounded by rural townships and a large military base. The population is 75 percent White, 15 percent Black, and 10 percent Latino/a. Participants described the English-as-a-second-language population as speaking a variety of home languages including Arabic, Chinese, Farsi, French, and Spanish. District B is a high poverty rural district containing less than 20 schools. The population is 40 percent White, 55 percent Black, and four percent Latino/a, though the population of school-age Latino/a children is rapidly growing. Both districts are implementing an array of global programs and initiatives across their schools, including professional development for teachers focusing on integrating global competence into subject areas, dual immersion and world-language programs, international partnerships, and globally themed schools.

Data collection and analysis

Data was collected and analyzed in an iterative fashion using a constant comparative method to generate an original theory on the unexplored phenomenon of globally minded leadership (Corbin & Strauss, 2008). A purposeful stratified sampling procedure was used to recruit and select school principals actively implementing global initiatives from a cross-section of elementary and secondary schools (Marshall & Rossman, 2016). The final participant list included six school administrators in District A and five in District B, representing seven elementary and four secondary schools. Participants ranged from having two to 16 years of leadership experience. (See Table 1 for full participant details). The

Table 1. List of participants

Name	District	School level	Gender	Years of principal experience
Denise Madison	A	Elementary	Female	2
Gina Monroe	A	Elementary	Female	6
Haley Jackson	A	Elementary	Female	16
Jacob Johnson	A	Elementary	Male	13
Richard Adams	A	Elementary	Male	3
Brice Fillmore	A	Middle	Male	10
Hank Ash	B	Elementary	Male	4
Patricia Cedar	B	Elementary	Female	3
Georgina Birch	B	Middle	Female	7
Sarah Willow	B	Middle	Female	3
Sam Aspen	B	High	Male	2

Note: All names are pseudonyms.

variety of school levels, leadership experience, and school communities represented in the sample allowed for an examination of globally minded leadership attributes common across diverse contexts.

Participants took part in semi-structured interviews in the spring and summer of 2015. Participants were asked about school leaders' backgrounds, their definition of global education, their role in developing and implementing global initiatives at their school, the resources they used and people they communicated with to help support global initiatives, and the successes, challenges, and resistance they encountered when it came to implementation.

In vivo coding was used to cluster similar incidents into emerging codes; these codes were compared to one another and to theories and themes from the literature on transformational, distributed, and social justice leadership to generate patterns and themes (Marshall & Rossman, 2016). Initial *in vivo* codes included *shared mission and vision, supporting curriculum and instruction, supporting staff professional growth, valuing diversity, flattened leadership, resources, global connections and collaborations, and advocacy and community outreach*. Through a second iteration of analysis, final codes were refined and additional sub-codes identified. These were grouped under four themes: setting the direction, developing people, redesigning the organization, and situating glocally. The term *glocal*, used by social scientists to describe the co-existence of universalizing and particularizing trends associated with globalization (Giullianotti Robertson, 2007), reflects both an understanding that addressing local and global concerns are not mutually exclusive and an ability to move fluidly between local and global affiliations. Finally, analysis matrices were created to compare findings by districts and grade levels and discern common elements that applied across leadership contexts (Miles & Huberman, 1994).

Figure 1. Framework for globally minded leadership



Findings: Globally minded leadership approaches

Ten globally minded leadership attributes emerged from the data that were common across districts, school level, and leadership experience (see Figure 1). These fell under the four categories of setting the direction, developing people, redesigning the organization, and situating glocally. In many ways, these practices applied a global lens to established effective leadership practices (e.g., Leithwood et al., 2004) and incorporated a social justice orientation. School leaders not only melded practices associated with leading instructional reforms and teaching diverse, historically marginalized students, they also weaved in new leadership practices wherein leaders situated themselves in a local-global space by directly addressing local contexts and circumstances while simultaneously making global connections for themselves, staff, and students.

Setting the direction

Consistent with literature on effective leadership, all of the globally minded school leaders interviewed set the direction of the school by facilitating the development and enactment of a shared mission and vision that incorporated global competence. To create buy-in for a global vision, six of the leaders interviewed articulated why global competence was important for their specific school population. Rationales included making graduating students competitive for college and for careers and ensuring that their school reflected the community they served. For example, District B elementary school principal Hank Ash shared,

The vast majority of schools in our district on the new state report card received a D or F. Because of that, some teachers are saying, “Where should our focus really be?” That is why it’s been so important from the administrator standpoint to let them know this is what we need to do for our students. Not just the idea that there’s a test out there students have to pass, but making students more globally aware is what in the end is going to make them more successful when they are getting ready to apply to college.

In District A, elementary school principal Gina Monroe stated, “The international presence and our community heritage was a great foundation for globalization. Our demographics are military ... our ESL population is mostly Arabic, French, and Chinese.” Elementary school principal Haley Jackson concurred, saying, “We have our own little melting pot here ... We thought global education is a nice complement to the community that we live in.” These rationales reflect what Jeffrey Brooks and Anthony Normore (2010) define as economic literacy, using microeconomics and macroeconomics to understand the opportunities and challenges provided by a rapidly globalizing economy so that schools can best prepare their students, and cultural literacy, understanding that “people in a glocal world exist in multiple cultures simultaneously” (p. 58).

Half of participants also collectively defined the global mission and vision with staff, basing the definition off of what the school was already doing. For example, District A elementary school Richard Adams explained that his school’s global steward-

ship theme stemmed out of longstanding recycling projects and fundraisers for the United Nations International Children's Emergency Fund (UNICEF) and Heifer International, while Jacob Johnson shared that his school's global focus arose out of what the students and staff already brought to the table. He elaborated, "I have teachers on staff that are retired military, and who come from a variety of places. [A global focus] didn't add a burden to the teachers; it encompassed what we're already doing and gave us more of a direction."

Seven of the 11 school leaders solidified the school's global vision by tying it to concrete initiatives, most commonly the adoption of a global theme. As Monroe emphasized, "We wanted international to be our theme and our focus, but I knew it had to have meat behind it. You just can't say we're a global learning school. What does that really mean? It was important to me that there was substance to the program." The "substance" behind global themes varied by school. Regardless of whether leaders adopted the International Baccalaureate curricular framework, assigned a continent to each grade level that classes would explore throughout the year, instituted monthly global leadership themes that every class studied, or ran a Spanish dual-immersion program, these leaders articulated the importance of both labeling their school as "global" and showing it through daily actions.

Developing people

Globally minded school leaders also focused on learning opportunities to develop global competence in students, staff, and themselves. They supported students' global competence development by instituting curricular and instructional programs and practices identified in literature on globally competent schools, such as instituting world language and extracurricular programs and building teachers' capacity to integrate global perspectives across content areas (Muller, 2012; Stewart, 2010). They also sought to advance their own professional learning as it related to leading global schools.

Supporting students through curriculum and instruction

Every school leader interviewed pointed to at least one global learning program for students that they helped usher into the school. This included overseeing the implementation of language programs, global studies enhancement classes, and special events such as a Global Field Day, a Global Passport Night, and a Global Fest. While certain programs were specific to elementary schools (e.g., dual-language immersion programs) or secondary schools (e.g., global studies classes), there was also consistency in programs across school levels, including special events with a global focus and world language elective courses.

Providing job-embedded professional learning

Every school leader interviewed provided time and resources for staff to learn how to integrate global content and perspectives into the existing curriculum. Eight participants required staff to participate in job-embedded professional development focused on global integration, utilizing professional development modules developed by ex-

ternal organizations (e.g., Participate, International Baccalaureate). A handful of participants also sent teachers to local conferences focused on global education. Assistant principal Denise Madison shared, “Because I’ve learned so much background knowledge when I go to [conferences] ... I definitely meant that for the staff here as well.”

About half of the participants emphasized the importance of embedding global integration into existing planning time, lesson plans, and observations. As Monroe recognized, “Content integration doesn’t come naturally; it’s a lot of hard work.” Therefore, she devoted teachers’ allocated planning time over the summer to “extra time to think about how we’re going to expand global integration even further.” School leaders also provided explicit feedback on global connections when they reviewed lesson plans, conducted classroom observations, and shared examples with teachers of how they could integrate global themes into their lessons without making it “one more thing.” District B elementary school principal Patricia Cedar summarized her role in supporting teacher professional learning:

I do a Week At a Glance, and one of the pieces in it is research on [global] resources and how they can use it. I provide teachers the space to complete PD [professional development], facilitate conversations on how to implement global competence in their lesson plans through PLCs [professional learning communities] and common planning, observations, and walkthroughs, and give feedback ... Now I see the impact in their thought processes when they plan their lessons. Before, global connections [were] one of the last things they talked about. Now it’s become a component in their lesson planning and one of those first things they’re thinking about.

As this quote suggests, the blend of providing and following up on professional development led to a shift in how her staff planned instruction.

Three school leaders also noted the importance of differentiating professional learning based on teachers’ needs. Ash and Jackson acknowledged that because of teacher turnover, they worked with staff “at multiple places” to ensure new staff got the initial training they needed. Jackson explained, “There’s a few bumps in the road when you first get new personnel. It takes a tremendous amount of training, both at the school level and sending teachers out for professional development.” Consistent with research that suggests most teachers begin their careers without adequate global competence preparation (Cogan & Grossman, 2009), Cedar noted that many of her staff members were not globally connected, which impacted the type of support she gave them. She shared,

To expect teachers to go from not being global educators to all of a sudden having all of these interconnections, it’s unrealistic. Understanding where your teachers are and what level they’re at, and then identifying what resources you need to help support them, is really important. You’re going to have teachers that are more globally aware than others, and so some might need actual content support versus implementation support.

Developing self as a global leader

Half of the school leaders interviewed revealed a continuous improvement mindset when it came to their own global learning. Notably, only one principal had received any coursework or in-service training on global education, and only two had worked in schools with a global focus prior to beginning their current positions. Without a professional background in global education, school leaders displayed a mindset that was open to learning on the job.

Multiple participants were quick to offer up areas where they saw a need for improvement in how they supported teacher and student global learning, and for their own areas of growth. Sam Aspen, a novice secondary principal in District B, described his own global leadership as “building the airplane as we fly.” He elaborated:

My ability to implement was limited by my own ability to implement ... For me it was a largely managerial experience, and if there's any disservice I did my teachers, it's that my hope was I could wear the instructional leader hat in leading this.

Participants also actively sought out professional learning for themselves by, for example, attending principal training on professional development modules, participating in an online globalization course, attending conferences, and traveling abroad. Jackson shared, “I think that as adults having those opportunities to travel abroad — to have opportunity to talk to people about important global events — increases our worldview. I think that's important if we're going to be global educators and do a good job of helping our children have a global perspective.”

Because they viewed themselves and their staff as continuous learners, five participants agreed that leading schools down a global competence pathway required incremental steps, not an overnight transition. Sarah Willow admitted that at first she “tried going whole hog at the beginning of the year,” but realized that it was too much for teachers. She went on, “That's been helpful, to dial it back a little bit and then we hope to dial it up a little bit more next year.” Aspen further explained,

We're trying to make this a real experience, so we're going slow. It means knowing that you can't rush into it and push people to do things that force them to innovate too quickly because in my opinion that's not going to be deep and lasting.

Redesigning the organization

Reflective of effective leadership practices (Leithwood et al., 2004), participants also redesigned their school culture to embrace a global perspective. They included staff and community stakeholders in collective capacity building, decision-making, and communications around new global initiatives, and they realigned resources to support global learning.

Distributing leadership among staff

Reflective of a distributed leadership approach (Spillane et al., 2001), all school leaders provided teachers the autonomy to shape the global learning in their classrooms. District B middle school principal Georgina Birch articulated her role as being “more of a facilitator, helping teachers to implement some of their ideas in the classroom. I

gave them my expectations, and then they met at individual grade levels to implement their own programs.” Other comments included “teachers integrate global in different ways” and “our global program . . . gives teachers the ideas to run the gamut of things.” Four school leaders also included teachers as part of formal leadership teams that made decisions about global curriculum, instruction, and special programs.

Leaders additionally cleared the path for teachers to lead school-wide global initiatives. For example, Aspen shared how the school’s history teacher came up with the idea to implement a school-wide Global Fest, in which students partook in an inquiry-based project where they identified social problems in developing countries and devised creative solutions to those problems. Aspen explained, “A teacher-leader took ownership and helped us to design something that was relevant to everybody and got all the kids involved. We felt like it was a much better experience for everybody.” Willow shared a similar story of how her K–8 staff came together to unify the school under monthly global themes (e.g., the environment) that every classroom investigated differently, depending on grade level and teacher discretion.

[The global themes] started with the staff. We had come together at a retreat before school started and we were just brainstorming ideas. . . . It’s very much teacher led by what interests them and what they think would interest the kids. As an administrative team we felt really strongly for the decisions to be driven by the teachers in terms of what we would actually do.

Willow further shared that she wanted to distribute leadership toward students as well: “Going forward we want to integrate kids into those decisions too so they’ll have more of a voice in what the global themes they study look like.” As Willow and Aspen alluded to, giving teachers the reins to lead global initiatives led to positive learning experiences.

Reaching out to community stakeholders

School leaders also reached out to community stakeholders for support. Examples included advocating to district leaders and working with local universities to spearhead and expand upon global projects. Participants also made an explicit effort to reach out to parents, including efforts to understand their interest in global programs, educating them about the importance of global education, and inviting them to global events. For example, when Johnson introduced the Spanish dual-immersion program he surveyed the parents first, explaining that “If we didn’t even have parent support, we wouldn’t have the program because you have to believe in its value for the program to work.” As another example, Monroe acknowledged that when she experienced questions or resistance about her school’s immersion or exchange programs, “We’ve turned them into opportunities to educate [parents] about why, for example, it’s money better spent [on teacher development] to spend a week teaching in a third world country than it is to stay at the Embassy Suites.”

Realigning resources

Participants redesigned their organization by finding creative ways to provide and manage human and fiscal resources that supported global competence development.

As Monroe shared, “I understand the importance of globalization and having it as a school focus, so we automatically align all of our financial and human resources to those initiatives.” Five school leaders emphasized the importance of hiring school staff with a global commitment or global content expertise when new teaching slots opened. Brice Fillmore explained, “We were at a point of having to really commit some resources. ... We committed one teaching position to hiring a world language teacher. That came through the work of the leadership team and agreeing that we have to lose hiring another teacher position.” Additionally, four school leaders discussed the importance of allocating existing professional development time and money toward globally focused professional learning experience, and taking additional professional development burdens off teachers’ overcrowded plates.

Situating globally

Globally minded school leaders situated themselves in a glocal environment, recognizing the integration of local and global dynamics and the implications for their role as education leaders (Brooks & Normore, 2010) and connecting students’ current circumstances with broader globalization trends that might impact their future.

Confronting inequities

Seven school leaders viewed global education as a way to confront local socioeconomic inequities facing their students, embodying components of social justice leadership. Those who worked in economically disadvantaged communities believed that supporting global education initiatives would help close the opportunity gap facing their students. Jackson shared,

The majority of my children could not see beyond this neighborhood. I thought if I wanted them to move beyond, they’re going to need to have a global view of the world. ... We do have such a high number of students who are economically disadvantaged whose families may not always think about their children as going to college. When my children here go to college, having this global perspective, they are going to be able to be change agents.

Willow held a similar perspective: “The global theme was just really appealing for folks in this community because it is such a small place, and it is so challenging for our kids to have opportunities outside of [the town] for financial reasons. This would give them this opportunity to experience the world without having to leave the community.”

Beyond closing the opportunity gap, four leaders pointed to the importance of global education in empowering students with the agency to be “world changers” who could make a positive difference in their school, towns, and beyond. Willow expressed that instilling agency in students was core to her commitment to global education:

I want our kids to understand that they can be difference makers in the world. To understand that they need to understand that there

are wonderful things happening all over this world . . . and that there are challenges here in our community, in our state, and throughout the world. I want them to understand what those challenges are, how they all fit together, and what kinds of differences they can make right here in [our town] that could impact our broader world.

Appreciating local and global diversity

Eight participants viewed valuing one's own culture and cultures around the world as a vital learning outcome for students. Elementary principal Jackson shared her belief that the racial and socioeconomic diversity of her students helped provide them a global perspective, and that "you have to understand where you're from and to understand yourself before you can understand anybody else." Madison similarly provided examples of how leading global initiatives helped affirm the cultures of students within her school and led to students' broader appreciation of global diversity. She recalled an incident when a student who wore a hijab was upset about wearing it in school:

I said, "Tell me about why [your hijab] is important." She started lighting up and telling me why it's important to her culture, and I said, "Would you mind doing a presentation?" So she did this whole presentation, and all the kids wanted [a hijab]. It's just a matter of that stereotype of Arabic life versus what the real deal is. That's what gets me because you can't fail a whole people for one or two people's actions, and that tends to happen. . . . It's a matter of talking, having that communication, and building those relationships that I think is going to hopefully in the future do some good.

Aspen expressed a similar sentiment, saying, "We live in a world that we share with other people. We need to know our place in the world and that we have an appreciation for culture and diversity."

Connecting glocally

Seven participants further situated themselves in a glocal environment by proactively making connections to global educators across local and international boundaries. They varied in the extent to which they had global connections from their personal or professional lives. Some had no previous global experiences, three lived abroad for set periods of time, one participated in a summer study abroad program in college, and one married a spouse from another country. Yet regardless of prior experiences, school leaders saw a professional need to connect to the larger educational world.

Jackson, Birch, and Johnson described how they visited other school districts in their state to learn how they implemented global programs. Participants also took the initiative to find opportunities to travel to other countries to forge sister school partnerships as a way to enhance student and staff global learning. For example, Jackson traveled to Mexico for ten days on a program funded by a local nongovernmental organization, and she returned with a sister school partnership that lasted seven years. During that time, classrooms did virtual projects with one another and weekly video chats during school-wide Monday morning meetings. While Jackson

focused on virtual exchanges, Monroe set up a physical weeklong exchange for teacher professional development with a school district in Belize, which stemmed out of a partnership with a local university that sent preservice teachers there for student teaching abroad. After four years, Monroe had sent close to 20 teachers to Belize and received teachers from that same district to teach in their schools. Monroe shared, “We work really hard to make sure that [teachers are] able to develop global competence through actual real-life experience.”

Madison was the only school leader interviewed to use social media to grow and maintain a global professional learning network that allowed her to connect her staff and students to people around the world. She explained,

A lot of [global] resources are those connections I have made throughout the years. . . . We have teachers, or their spouses, who are in the military and they go to another country. We have a teacher that was on the Mexico trip with me; now she’s teaching in China. I’ll ask her, “We are talking about air quality, [can you] send me pictures?” She’ll send me pictures where everyone is wearing a mask and you can’t see in front of you. Technology has allowed me to do that. Using Twitter and connecting with experts in the field has been wonderful. . . . Facebook has been great in keeping up with all the correspondents that I have, and as they go elsewhere, they connect me to someone else.

Discussion

Findings from this study point to an initial set of “repertoires of practices” that comprise a globally minded approach to school leadership (Leithwood et al., 2004). Many of the practices that emerged add a global lens to what have been identified as effective leadership practices in prior research. Facilitating and enacting a shared mission and vision that incorporates global competence, developing people via curriculum and instruction and job-embedded professional development, and redesigning an organization by distributing leadership among staff and reaching out to community stakeholders all align with practices related to transformative and distributive leadership. Similarly, confronting inequities and appreciating diversity are consistent with social justice approaches that lead to better outcomes for students from historically marginalized communities. This suggests that, as with teaching for global competence, leading schools that cultivate global competence can be integrated into, not added onto, existing best practices for school leadership.

New practices also emerged specific to global mindedness. School leaders focused on their own development as global leaders and learners alongside students and staff, which highlighted their unique position in advocating for a reform that many had little experience with. They also educated staff and community stakeholders on why global learning mattered in their local contexts and connected to educators across district, state, and national boundaries. Both of these actions reflect school leaders’ perception of place as being locally grounded and simultaneously connected to the rest of the world. Engaging their schools with the world did not mean forgetting about the rich cultural and national heritages of their students and staff, reflective

of Banks' (2008) characterization of citizenship as being a web of local, national, and global affiliations. Furthermore, their rationales for global education and the actions they took to support it remained deeply rooted in their school contexts. In sum, globally minded leadership both incorporates the type of practices needed to lead any reform aimed at changing school culture, teaching, learning, and student outcomes *and* goes beyond those practices to actively respond to the multifaceted local and global contexts in which schools today are situated.

Implications for policy and leadership practice

As states and countries develop policies aimed at fostering global competence, they should include building school leader capacity as part of that framework, including professional development pathways or opportunities for school leaders to participate in exchange programs. This is particularly important as globalization has historically not been addressed in education leadership programs (e.g., Brooks & Normore, 2010), and few school leaders interviewed in this study had prior international experiences.

Education leadership preparation programs can use the ten globally minded leadership practices that emerged from the data as a first step for understanding the attributes that administrators need to lead relevant, effective schools in a pluralistic, globally connected democracy. The findings can serve as a framework to audit existing courses and field experiences to determine where these practices are present and lacking. For attributes that are not currently addressed, program faculty can reimagine coursework and additional learning experiences (e.g., field placements in globally focused schools, exchanges with aspiring and current school leaders in other countries) to incorporate a global lens.

Practicing administrators can also use these findings as a starting place to guide their own professional learning journey as a globally minded education leader and the practices they initiate at their school sites. Because each principal enacted these practices differently (e.g., varying in how they connected with other leaders, reached out to parents, and supported specific instructional initiatives), school administrators should recognize that there is not one predetermined way to lead a global initiative. Rather, it depends on the needs and circumstances of the school's students, staff, and broader community. In addition, school leaders varied in their level of personal and professional global experiences prior to leading global initiatives at their school. This suggests that similar to teachers committed to global competence, there is not a singular pathway toward becoming a globally competent school leader (Parkhouse, Tichnor-Wagner, Glazier, & Cain, 2016).

Directions for future research

As this was the first exploratory study of the attributes of globally minded leadership, future research can build on these findings in multiple ways. First, researchers should examine how globally minded leadership practices transfer to different educational contexts, including urban and suburban settings, other regions in the United States and around the world, and in districts with less political support for global education. Second, this study identified but did not examine the impact of these globally minded practices on changes to teacher behaviors and on student outcomes.

Therefore, an important next step is to research the efficacy of these leadership attributes as it relates to changes in teachers' globally competent practices and students' global competence development.

The emerging findings from this study are meant to spark conversation about the skill set, knowledge, and attitudes school leaders should develop and the supports leaders need to help transform educational systems to respond to the needs of a globalized, diverse democracy, and prepare students with the knowledge, skills, and mindsets needed for college, careers, and civic engagement in local, national, and global communities.

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