Good Practices in Global Competence Development within the International Baccalaureate Framework

Buenas prácticas en el desarrollo de la competencia global en el marco del bachillerato internacional

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Abstract

In a rapidly changing world, students must develop their global competence, which is the ability to understand, act and manage global and intercultural affairs. However, there is still no systematic description in the literature of how educational institutions should act to contribute to the development of this competence in their students. This study attempts to discover those organizational and teaching practices that foster an optimal climate for the development of global competence, based on a case study methodology from a center that is a reference in this field. Through qualitative research, the practices that have proven effective are identified. It is concluded that intelligent leadership that encourages both personalized learning and action-taking within a culturally diverse environment is key to global competence.
Keywords: education, global competence, leadership, school management.

Resumen

En un mundo que cambia rápidamente, los estudiantes deben desarrollar su competencia global, que es la habilidad para entender, actuar y manejar los asuntos globales e interculturales. Sin embargo, en la literatura todavía no hay una descripción sistemática de cómo deben actuar los centros educativos, para que puedan contribuir al desarrollo de esta competencia en sus alumnos. Este estudio intenta descubrir aquellas prácticas, tanto organizativas como docentes que favorecen el clima óptimo para el desarrollo de la competencia global, con base en una metodología de estudio de caso, a partir de un centro que es una referencia en este ámbito. A partir de una investigación cualitativa, se identifican las prácticas que han mostrado su eficacia. Se concluye que un liderazgo inteligente y que anime tanto el aprendizaje personalizado como la toma de acción, dentro de un entorno culturalmente diverso, es la clave para la competencia global.
Palabras clave: competencia global, educación, gestión educativa, liderazgo.

1 | INTRODUCTION

The Organization for Economic Co-operation and Development (OECD) defines global competence as the ability to comprehend and address issues with a local, global, and intercultural dimension (Boix Mansilla & Jackson, 2011, p. 13). These authors identified four dimensions within the concept of global competence: investigating the world, valuing perspectives, communicating ideas effectively and taking action.

Regarding the first dimension, globally competent students demonstrate an interest in comprehending the world around them and how it functions. They analyze the local, global, and cultural contexts.

With respect to the second dimension, globally competent students acknowledge that they have their own perceptions of the world, which others may not share, and are aware that there are different visions and perspectives.

In terms of the third dimension, globally competent students can communicate ideas effectively, both verbally and non-verbally, with diverse audiences and establish effective intercultural dialogues.

Finally, concerning the fourth dimension, globally competent students possess the necessary skills and knowledge to act collaboratively to achieve common well-being and sustainable social development and become agents of change.

2 | LITERATURE REVIEW

It is crucial to ask why global competence is essential in today's world and why education should focus on ensuring that students develop it. Bailey et al. (2022) consider it a fundamental competence for the 21st century. In the current context, several factors demand a competency profile that aligns with the challenges we face. These reasons can be summarized into three significant categories: the globalized economic environment and the fourth industrial revolution it brings, the need to maintain peaceful coexistence between individuals of different cultural origins, and the environmental challenge that requires sustainable development to protect the planet for future generations and other species.

2.1. Globalized economy, multicultural coexistence and environmental awareness:

For several decades, the world economy has undergone significant changes. The manufacturing-based industrial economy has shifted to a service-based model dominated by information, knowledge, and innovation. Globalization has intensified business concentration, with multinational companies having headquarters in different countries, employing foreign workers, and frequently selling their goods to clients in third countries. High-speed internet communication has fostered economic and business transactions, eliminating borders and trade tariffs as well as government incentives for foreign investment.

According to Andreas Schleicher (2018), ethnic and cultural clashes have been the primary source of conflicts globally since the fall of the Berlin Wall. There is an urgent need to foster peaceful and respectful coexistence in multicultural societies where members come from diverse backgrounds. Migration phenomena change the nature of societies and raise the great need to build a global community characterized by tolerance, understanding, and the search for the common good, which are the principles on which the most advanced democracies are based. Acting civically implies committing as a citizen at multiple levels, from local to global. The current outstanding interconnection blurs the boundaries between domestic affairs and global affairs (Balistreri et al., 2012).

Employers require highly adaptable workers who can quickly apply their skills and knowledge in a new environment (Ramos & Schleicher, 2016). Globally competent individuals can effectively integrate into a work team, recognize their own and others' perspectives, communicate their positions clearly, and make relevant contributions (Boix Mansilla & Jackson, 2013).

The process of globalization often leads to greater inequality, but education can help combat this trend by promoting access to high-quality training for both native and immigrant students, ensuring equal opportunities for professional development. Schools worldwide have a responsibility to prepare students for living in multicultural contexts, training them to navigate differences and complexity. Developing these skills is essential for success in a globalized world, fostering affinity, effective communication, collaboration and the ability to value diversity (Todorova et al., 2005; Boix Mansilla & Jackson, 2013).

Education must respond to these challenges by providing sufficient opportunities for students to develop an appropriate set of skills. Understanding the changing nature of labor issues is essential for those

designing the study plans, as they must respond to the labor market needs. The curriculum must include knowledge to perform a profession, as well as skills and abilities such as critical thinking, creativity, systemic thinking, capacity for lifelong learning, adaptability, resilience and more.

The International Baccalaureate (IB) is presented as a system that pays special attention to cultivating in its students the understanding and appreciation of other cultures, awareness of global issues that arouse critical thinking, and aims to provide a comprehensive humanistic education (Davy, 2011; International Baccalaureate Organization, 2019). Due to its curriculum, the learning profile of the IB community and its teaching-learning methodological approaches, it is probably the educational system that places the greatest emphasis on the development of global competence in its students, and therefore its procedures can be an example of good practices in this regard.

In the theoretical foundation, the existing need to develop global competence in students has just been justified, given the current context of globalization in which we live. Additionally, there is already a theoretical framework that defines global competence and the attributes and aspects that define globally competent students. We also have the results of the 2018 PISA evaluation, in which global competence parameters have been introduced for the first time to diagnose the degree of development among students. Therefore, we know what it means to be globally competent, and we could also say that we know to what extent students dominate this competence.

However, there is still no description in the literature of how educational centers should act to contribute to the development of this competence in their students, with the most appropriate practices that have proven their success. In this sense, Bailey et al. (2002) point out the insufficiency of examples that the theoretical framework of global competence provides regarding how centers can act to support the development of global competence in students.

2.2. Aim of study

The aim of the study is to discover the teaching and organizational practices (strategic and operational) that foster the optimal climate for global competence development. The focus is on the pedagogical and organizational efforts that a center must make to prioritize the development of global competence in its students. In other words, the study aims to provide a comprehensive and rigorous description of the center's functioning, particularly highlighting its outstanding results and

the composition of its student body, and that follows the methodology of the education system that places the greatest emphasis on the development of global competence.

Therefore, this study analyzes deeply and thoroughly an IB world school to identify and describe its best practices for developing global competence.

3 | METHOD

3.1. Approach

As the objective is to understand the mechanisms and reasons behind the development of global competence, a qualitative research modality is the most appropriate approach. Qualitative research aims to study the nature of a problem shared by individuals or groups (Creswell & Poth, 2016; Grant, 1997). Yacuzzi (2005) suggests that the case study methodology is optimal for circumstances such as those in this research. Its application is indicated when investigating a phenomenon that is not yet sufficiently described in the literature, as in this case, where the focus is on finding out the mechanisms of global competence development. The case study is the appropriate choice when attempting to understand a situation with complex relationships (Jiménez, 2012). Villareal (2007) and Eckhaus (2018) explains that the case study method is the most effective for generating theories, describing phenomena in detail, or analyzing causal relationships.

3.2. Participants

The chosen educational center is an IB world school located in a large European city. It consists of nearly 1,200 students ranging from the ages of 3 to 18, distributed across different educational stages. The school has approximately 250 students in the Primary Years Programme (PYP) and 900 students in the Middle Years Programme (MYP) and Diploma Programme (DP), with two campuses. The faculty comprises 170 professors from 29 different nationalities, and the language of instruction is English, with additional languages also being taught. With over 30 years of history, the school has extensive experience in teaching and management practices, establishing itself as a local benchmark.

More than 75 % of the students come from international families, representing 61 different nationalities, which makes it a symbol of internationality. The policies implemented in terms of coexistence,

intercultural respect and appreciation of differences have yielded excellent results, ensuring that a school of this size can serve as a model for good practices that can be applied in other contexts. The school promotes intense multicultural interaction while maintaining a peaceful atmosphere, which is highly valued by families.

3.3. Instrument and procedure

Data collection techniques employed in the study included observation, in-depth interviews, and focus groups. Multiple visits were made to the school, allowing for an extensive and comprehensive understanding of the case study context. Classroom observations, visits to sports facilities, and interactions with teachers were conducted to gather a holistic view.

Fifteen in-depth personal interviews were conducted with faculty members from the three educational stages and members of the leadership board. The interviews followed a semi-structured format, guided by a questionnaire while allowing interviewees the freedom to explore relevant aspects. On average, each interview lasted 55 minutes.

Five focus groups were organized with different groups from the educational community, including families with children in the PYP, families with children in the MYP and DP, PYP teachers, MYP and DP teachers, and two alumni. These focus groups encouraged rich interactions among participants, fostering meaningful discussions. The average duration of the focus groups was 80 minutes.

The information saturation criterion (Bolívar et al, 2001) was followed to determine data saturation. It was assessed when sufficient relevant information about the school had been gathered. Once it was determined that the newly gathered information did not provide additional insights beyond the already analyzed data, data saturation was achieved.

3.4. Analysis

For data analysis, the researchers made use of Atlas.ti software version 8.4.5. After the initial coding process, two review cycles of the coded information were conducted. The Innoglobal® model, developed by García-Beltrán (2022), was employed as the instrument for data analysis. This model combines the theoretical framework of global competence (Boix Mansilla & Jackson, 2011) with the Creative Classroom Research (CCR) model developed by Bocconi et al. (2012), which is used for school evaluation. The Innoglobal® model allows for the evaluation of school practices from a global perspective based on the conceptual foundation of global competence.

The first step in data analysis involved categorizing and tabulating the data to generate results, following Yin (2014). The data was coded in vivo using a two-level classification system based on the Innoglobal® model. The first level of coding consisted of 28 key elements, which further generated 57 codes at the second level. This coding process was carried out during the transcription of the audio recordings. The researchers worked extensively with the information obtained from all sources and created Table 1 to facilitate the coding of the interviews and analyzed documents.

Applying a qualitative data analysis approach in a case study allows for flexibility and theoretical openness, as described by Flick (2015). It enables the researcher to establish connections between the gathered information and the formulated theory, ensuring a thorough content analysis while addressing the research questions.

Table 1 | First and second level coding

First level	Second level
1. Emotional Intelligence	Empathy
	Tolerance
	Appreciation for differences
2. Interdisciplinary learning	Problem Solving
	Investigation of the world
	Weigh evidence
3. Open educational resources	Digital communication
	Information sources
4. Significative activities	Significative learning
	Student projects
	Entrepreneurial competencies
5. Use of creative evaluation formats	E-portfolio
	3-way conferences
6. Incorporation of formative assessment	Critical reflection
	Sel-evalutaion
7. Coexistence of formal and non-formal learning	Outside the classroom
	Experts in the centre
8. Exploratory learning	Critical thinking

(Continuation)

First level	Second level
9. Creative Learning	Student creativity
	Student innovation
	New centre of innovation
10. Learning through games	Gamification
	Motivation
11. Self-regulated learning	Learning to learn
	Self-regulated learning
12. Personalized learning	Individualization
	IB Student Profile
13. Peer collaboration	Consensus
	Negotiation
14. Transversal skills	Thinking routines
	Communication with different audiences
15. Individual strengths and preferences	Different source environments
	Teacher Strengths
	Promotion of individual strengths
	Teachers as models of communication
	Personal growth
16. Different learning styles	Multiple intelligences
17. Interdisciplinary thinking	Integrated knowledge
	Discussion and dialogue
	Coordination between subjects
18. Innovative and renewed services	Educational use of applications
	sustainable dining
19. Innovative schedules	Innovative schedules
20. Quality Control	Control de la calidad
21. Social inclusion and equality	Reconocimiento de perspectivas
	Equality
	Inclusion
22. Social entrepreneurship	Personal initiative
	Social sensitivity

(Continuation)

First level	Second level
23. Innovative leadership	Participation in global actions
24. Training events	International day
	Dignity day
25. Social networks	Adaptation of the curriculum to the present day
26. Real world contexts and keyplayers	Real world contexts and keyplayers
27. Reorganization of space	Pedagogical use of time
28. ICT infrastructures	ICT technologies
	Classroom resources

4 │ RESULTS

4.1. First dimension of global competence: investigating the world

The researchers found that the first dimension of global competence, which involves the ability to investigate the world beyond one's immediate environment, can be effectively taught through the use of thinking routines in the classroom. The school implemented several methodological strategies to cultivate a culture of research among students, empowering them to conduct independent investigations even outside of the school setting.

One notable testimony in this regard comes from C., a Grade 4 teacher, who shared an experience related to thinking routines.

With my Grade 4 students, I frequently use the 'See, Think, Wonder' routine, for example, when we introduce a new research unit. When we started studying the evolution of cities over time, I showed them two photographs of Beijing, one from the present day and one from 50 years ago. From there, we started our thinking routine, observing the images, thinking about what they meant, and questioning what additional information we could obtain from them. An interesting conversation began, some even denying that the two photos showed the same city. Concepts such as the population living in them, pollution, industrialization, and civil infrastructure emerged. And someone said, 'Progress!' (…) I love the dynamics that are established every

time I propose a thinking routine, because I feel that it empowers students in a way that other methodologies rarely achieve. It is a learning by discovery that fills them with curiosity to want to find out more and more, chains the concepts, and facilitates linking them with a compelling logic.

The teaching approach of the IB Organization, which emphasizes inquiry-based learning, aims to equip students with the necessary skills for independent research. This is particularly valuable in post-school contexts, where individuals face new challenges and need to acquire new knowledge and skills for their professional growth. In addition to inquiry-based teaching, the case method is also utilized, promoting student discussion and emphasizing higher-order thinking skills such as analysis, evaluation, and proposing solutions.

Within the IB framework, each of the three programs—PYP, MYP, and the DP—incorporates a major project at the end. For instance, the PYP Exhibition is an interdisciplinary project that encourages students to engage with the program's essential elements (Knowledge, Concepts, Skills, Attitudes, and Action) to undertake an action-oriented investigation or project. The Exhibition empowers students to take ownership of their learning, explore areas of interest, and develop into individuals who can make a positive impact on the world (Palmer, 2016).

Looking towards the future, the school has an ambitious project in the works—the construction and establishment of the Centre for Creativity and Innovation. This innovative learning facility will prioritize STEAM (Science, Technology, Engineering, Arts, and Mathematics) education, featuring open, flexible, and interdisciplinary learning spaces that foster creative learning in students. Spanning three floors and over 8,300 square meters, the facility will accommodate 750 students, teachers, and guests. It will include Maker Spaces, technology hubs, science labs, creative studios, and an auditorium that can be adapted as a theater space. These facilities are designed to stimulate curiosity, research, and interdisciplinary thinking in students.

Doorley and Witthoft (2012) emphasize the importance of providing students with dedicated spaces for creativity, equipped with the necessary tools and materials for creating and prototyping. These spaces can range from fully equipped facilities to modest corners, but the availability of materials (such as paper, wood, cardboard, foam) and basic tools (like staplers, glue guns, scissors, cutters, saws, drills, adhesive tape, screwdrivers) is crucial. Additionally, accessible work surfaces and open access to these spaces at any time are essential to facilitate innovation and creation.

Kampylis and Berki (2014) highlight the significance of learning spaces in stimulating creative thinking. The design of learning spaces can bring people together, encourage creative interaction and collaboration, and convey non-verbal messages about the types of activities that can take place. Factors such as room configuration, lighting, colors, furniture, and ventilation play a fundamental role in ensuring that students have positive learning experiences in these spaces.

4.2. Second dimension of global competence: recognizing diverse perspectives.

The second dimension of global competence focuses on students' ability to understand and appreciate the perspectives and worldviews of others. In this school, a personalized approach to teaching is adopted to foster this dimension. The term «personalization» is used in the sense described by Armstrong (2017), which involves the use of student-centered projects and activities that are chosen and directed by the students themselves. Authentic personalization of learning takes into account learners' preferences and encourages them to tackle real-world challenges, providing them with valuable training.

Kallick and Zmuda (2017a) describe personalized learning as a continuum that is directed at one end by the teacher and at the other end by the learner. This process encompasses various elements, including goal setting, brainstorming tasks, and evaluation. Depending on the specific situation, there are aspects in which the student takes the lead, while in other aspects, the teacher assumes greater responsibility (Kallick & Zmuda, 2017b).

The school leverages the inherent diversity within its international educational community, consisting of teachers and students from various backgrounds. This diversity becomes a valuable asset when approached correctly, as each member of the community possesses expertise in their own culture, modes of action, language, and traditions. This naturally fosters the recognition of different perspectives, creating a rich multicultural environment (Reimers et al., 2016).

Furthermore, the school benefits from the fact that many teachers and families have previous experience living abroad. This firsthand exposure to cultural and geographical differences allows them to observe and experience the varying viewpoints that arise from these factors. The contrast in perspectives between the East and the West is particularly notable, even within the IB community itself. Teachers who have lived and worked in countries like China emphasize the significant differences

in mentality and ways of life, even among different regions of Europe and North America.

As shared by A., the PYP coordinator, who has lived in several Eastern countries, these experiences highlight the striking differences in perspectives and cultural norms between various regions of the world.

In the West, we think that things have a unique solution based on our way of seeing the world, but many Eastern cultures could teach us that it is not like that, and that ethnocentrism is dangerous. These teachers point out that, frequently, there is a Western response that tends to impose itself as the only valid and accepted one, and they remind us that cultural perspectives and interpretations of reality that differ greatly from European customs may be forgotten but should be equally considered and respected. These principles should be taken into account, especially in carrying out a collaborative task, where tolerance is the key to success.

Educating individuals in the appreciation of differences, promoting empathy, and fostering tolerance is crucial for peaceful coexistence in culturally diverse societies. In today's world, where hatred, discrimination, and extremist discourses pose serious challenges to coexistence, promoting mutual understanding and intercultural competence is more important than ever (Barrett et al., 2014).

As highlighted by Mostafa (2020), many education systems aim to create open, diverse, and tolerant societies. Education plays a vital role in combating racial, ethnic, and national prejudices among children and adolescents. By educating individuals to live in an interconnected and diverse world, education can contribute to raising generations of citizens who are mindful of global and intercultural issues and are willing to take action for sustainable development and collective well-being.

Educational events such as the celebration of «International Day» provide opportunities for students to experience these concepts through playful activities that celebrate shared humanity, solidarity, and respect for diversity, encompassing various cultural identities (UNESCO, 2018). Inviting experts and individuals with diverse backgrounds to share their experiences and testimonies within the school community, as noted by Trujillo Sáez (2011), enriches the learning experience and fosters the development of a vibrant learning community where teachers and textbooks are not the sole sources of information.

The «Buddy Programme» is another initiative commonly employed in the IB and other Anglo-Saxon educational systems. It takes advantage

of the intercultural coexistence in international schools to promote the recognition of different perspectives. This practice, which emphasizes positive psychology and the support of newcomers, especially those from foreign backgrounds, plays a crucial role in their reception and integration into the school community (Wellham, 2016; Wiseman et al., 2019).

According to Dickinson, Perry, and Ledger (2020), the IB organization achieves meaningful learning for the real world and prepares students to be independent in their inquiries by developing skills that particularly benefit students with international mobility. Effective cross-cultural communication, as emphasized by Chen and Starosta (1996), is essential for thriving in an interconnected world. Students who master this aspect of global competence can understand cultural norms, interpret varying levels of formality in intercultural interactions, and adapt their behavior and communication style to meet the requirements of each situation (OECD, 2020).

4.3. Third dimension of global competence: communicating effectively

The ability to communicate effectively in intercultural contexts is highly valued by both parents and alumni of the school. According to Collier (2015), students who possess this skill foster respectful dialogue and make an effort to understand others while including everyone in the exchange. Effective communication involves clear and calm expression, even when dealing with opposing viewpoints (Teba- Fernández & El Shennawy, 2021).

Parents, in particular, emphasize the school's recognition of the key competencies that students will need in the job market and professional settings. They express that their own education was predominantly theoretical and did not adequately prepare them for real-world challenges such as public speaking and performing in front of diverse audiences.

Furthermore, alumni also highlight the school's effective communication practices. As expressed by M., a student who graduated three years ago, the school evidently prioritizes and develops strong communication skills among its students.

The emphasis on effective communication aligns with the broader recognition of the importance of this skill in intercultural contexts, where the ability to express oneself clearly and respectfully, while understanding and incorporating diverse perspectives, becomes essential for successful interactions: '*The extended essay [of the DP] prepared me for what is now a very important part of my profession, as I work for a multinational consulting firm and almost every day I have to make presentations to clients, managers and colleagues.*'

The school places a strong emphasis on developing communication skills, both in digital and interpersonal environments, recognizing the importance of effective communication in establishing fruitful collaborative relationships. Vuorikari et al., (2022) highlight the significance of communication, particularly in its digital dimension, for building successful collaborations.

Job placement and preparing students for the professional world are key priorities for the school. To provide students with real-world experience and exposure to different career options, the school organizes an annual event called «Interview Day» for Grade 11 students. During this event, students engage in simulated job interviews with prominent executives from the business world. The sessions involve the latest selection dynamics, challenging questions, and problem-solving situations. This intense training is highly valued by students and aims to familiarize them with the professional job interview process.

Effective communication entails understanding the perspectives of others and ensuring that all participants can express themselves clearly. It goes beyond oral communication, incorporating factors such as tone of voice and body language (OECD, 2020). Bialystok (2016) also emphasizes the importance of multilingualism in intercultural communication.

While cinema often portrays a future dominated by advanced humanoid robots, the reality is that there are distinct human competencies and abilities that continue to be highly valued in the labor market. Skills such as reasoning, decision-making, communication, social interaction, and project coordination are in demand and not easily replaceable by machines (World Economic Forum, 2020).

There is a connection between communicative competence and emotional intelligence, as highlighted by Fall et al., (2013) and Petrovici & Dobrescu (2014). Positive attitudes towards individuals from different cultures contribute to improved communication through increased motivation in intercultural communication (Fall et al., 2013). Intercultural communication competence is enhanced by empathy, motivation, personal experience, and enjoyment of intercultural situations, while ethnocentrism can hinder and reduce effectiveness.

Emotional intelligence focuses on the fundamental human abilities related to controlling emotions and fostering positive interactions (Fall et al., 2013). It bridges personal perspectives with social interaction, leading to effective communication and fostering meaningful relationships among individuals.

4.4. Fourth dimension of global competence: taking action

the fourth dimension of global competence focuses on taking action and encourages students to become active and responsible members of society. It is the culmination of the three previous dimensions, where students examine local and global issues, understand different perspectives, and communicate effectively across cultures, ultimately leading to taking action for collective well-being and sustainable development (OECD, 2020).

In the school's infant stage, an introductory strategy to literacy called «Senior Buddy Reading» is implemented. Upper-year students from Grade 4 and Grade 5 visit lower-grade classrooms once a week to assist younger children with their reading. Often, older siblings also participate, making it a highly anticipated and enjoyable experience for everyone involved.

This practice is based on cooperative learning and exemplifies how collaborative efforts contribute to the fourth dimension of global competence, which involves taking action. The activity fosters a sense of collaboration and responsibility as students work together to support one another's learning.

N., a preschool teacher and special needs coordinator, provides a specific example of an activity that incorporates this strategy, highlighting how it promotes cooperative learning and contributes to the development of the fourth dimension of global competence:

'We adjust the teaching methodology through inquiry for the initiation of reading and writing in our preschool students. Each of them works at a different level, according to their level of maturity and their own personal characteristics, with the common goal of gradually gaining more confidence with reading. We propose a single book for everyone, to have the same reference; for example: *Lunch for Greedy Cat*. It's one of the books I like to use because the children easily identify with the story, and they find it funny.

First, all children have taken a copy home and theoretically have at least skimmed through it. It is also very useful to have parents' comments included in each child's Reading Record (a notebook where it is noted which book they have read, the date, teacher's comments and parents' comments).

Then, in class, we work on a unit of inquiry about pets and their care. The children have shared their personal experiences with their pets and expressed their ideas on the subject.

They have also read the book in class with their Senior Buddy Reading, who reads the book aloud and helps them recognize words.

Finally, we all read the book together in class, discuss it, I ask questions, we wonder about the characters' backgrounds, possible alternative endings, etc.

I record my impressions about the evolution of my students' reading ability after each session, and especially include information regarding observations I make about those students who are still in the process of obtaining the standard we consider normal for the class level. I also adjust the reading level for each of the children, given that at this stage, they evolve very rapidly. In this aspect, I also collaborate with the other teachers in the cycle, as I act as a special needs coordinator, so other teachers inform me of analogous cases they have of students who are not yet meeting the reading and writing expectations for their educational level.

Cooperative learning has been recognized as beneficial for all students, regardless of their academic performance, according to Jorba and Sanmartí (1993). Students who face learning difficulties often feel more comfortable in smaller groups, which encourages them to express their concerns and actively participate in the learning process. On the other hand, high-achieving students play a role as learning facilitators, as they are able to explain their reasoning and consolidate their own learning through teaching others. Bloom's taxonomy (1956) supports the idea that explaining concepts to others is a higher-order skill that enhances the quality of ideas expressed.

In addition to cooperative learning, the school also emphasizes the CAS (Creativity, Action, Service) program, which is a significant component of the IB DP offered in the last two years before university. The CAS program provides students with experiential learning opportunities that go beyond their academic studies. It focuses on creativity, service, and physical activities, allowing students to engage in meaningful experiences that foster their personal and civic growth.

The CAS program extends over 18 months, equivalent to the two academic years of the IB DP. It builds upon the Service as Action experiences that students have already encountered in the MYP, typically between grades 6 and 10. The IB student profile emphasizes the importance of students being reflective, caring, and principled individuals, among other attributes. Engaging students in real-world situations outside the controlled academic environment through CAS activities helps them

develop these qualities while making a positive impact on their immediate community.

The school's approach aims to contribute to the holistic development of students by focusing not only on the curriculum and academic subjects but also on character formation and personality. The CAS program serves as a platform to foster students' integral growth, as highlighted by E., the CAS program coordinator:

> We want wonderful, sensitive, and committed people to come out of our classrooms, who are not indifferent to the discomfort of others. The best way to work on this with students is through the Service as Action program, which later becomes CAS in the DP and does create quite a few headaches for our students… but ultimately represents the best opportunity to truly learn things that are not in books. And to think that we are here to help make that happen… well, I think we are truly privileged.

You are correct that the role of leadership in student performance is often overlooked but has a significant impact. Various authors, including Fullan (2007), Leithwood et al., (2008), Wilson and Ortega (2013), and Dickinson, et al., (2020), emphasize that while teachers have the most direct impact on student performance, leadership indirectly influences it through the management and decision-making processes within a school.

Effective school leaders are responsible for managing the quality of education and shaping the educational direction of the school. They must exercise influence and support positive change by fostering a culture of learning among teachers. This can be achieved by providing conducive working conditions, promoting teacher motivation, and creating a supportive environment (Louis et al., 2010).

Even in schools with a long history of offering IB programs, leadership plays a crucial role in helping teachers understand the principles and practices of the system. This responsibility falls not only on the school's management team but also on middle managers, such as stage coordinators, who play a vital role in planning, aligning objectives, and guiding the entire staff (Day et al., 2016). It is important to consider promoting diversity and intercultural understanding within the teaching profession, as mentioned by Woodroffe (2020), as inclusivity and intercultural competence are essential aspects of education in today's diverse societies.

5 | CONCLUSIONS

The study aims to explore and describe good practices in the development of global competence, focusing on both the teaching-learning process inside the classroom and the management and leadership practices that create an ideal environment for learning.

One notable practice is the implementation of projects at the end of each stage in the IB organisation. These projects promote inquiry-based learning, which is essential for developing the first dimension of global competence. Students engage in addressing global issues, conducting independent research, reflecting on their findings, and effectively communicating their insights. This exercise enhances their agency and digital competence.

The school actively promotes diversity within its educational community, providing a natural environment for students to develop cultural awareness. Continuous exposure to diversity enables students to effortlessly acquire the second dimension of global competence, which involves recognizing and respecting different perspectives. Initiatives such as the 'Buddy Program,' educational events that celebrate differences, and involvement of external community members contribute to students' learning through experiences and examples.

The school places a strong emphasis on the maker culture, fostering STEAM vocations and nurturing students' desire to learn through hands-on experiences. Investments are made in inspiring and accessible educational spaces that provide students with the necessary materials to engage in the creative and innovative process.

Personalized learning is another key aspect of the school's approach, recognizing the unique strengths and talents of each student. Drawing on the theory of multiple intelligences, the school aims to help students reach their full potential by tailoring instruction to their individual needs and preferences.

Effective leadership plays a crucial role in inspiring both teachers and students. The school's management team acknowledges the constantly changing nature of their community and works towards fostering a shared sense of belonging and an organizational culture grounded in awareness and global understanding.

Lastly, the school actively encourages action and participation, empowering students to recognize the importance of their voice and their responsibility as responsible citizens. Through co-curricular projects,

initiatives involving social networks, and engagement with the local community, the school emphasizes the acquisition of the fourth dimension of global competence, which involves taking action for collective well-being and sustainable development.

5.1. Prospective and limitations

The main limitation of the study is that it is based on a single case study, which restricts the ability to compare and contrast the findings with other educational institutions. Without multiple cases, it is challenging to generalize the results and determine the broader applicability of the identified good practices.

Additionally, the outbreak of the COVID-19 pandemic significantly impacted the research process. Different countries had varying responses to the pandemic, with some implementing strict lockdown measures and others allowing for in-person education. The educational center in this study, located in Germany, experienced extended periods of restrictions and distance education, making it difficult to access the center and conduct field research. These limitations restricted the depth of data collection and the ability to observe the practices directly.

Due to these exceptional circumstances and time constraints, the research had to be limited to the presented study, prioritizing rigor within the available constraints. However, it is acknowledged that expanding the research in the future, with more participating centers applying the InnoGlobal® model, could provide valuable insights and enable comparisons between results across different contexts.

Author statement

Conceptualization: E.G.; methodology: E.G.; software: E.G.; validation: E.G.; formal analysis: E.G.; investigation: E.G.; resources: E.G.; data curation: E.G.; writing (original draft): E.G.; writing (review & editing): E.G.; visualization: E.G.; supervision: E.G.; project administration: E.G.; funding acquisition: E.G.

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