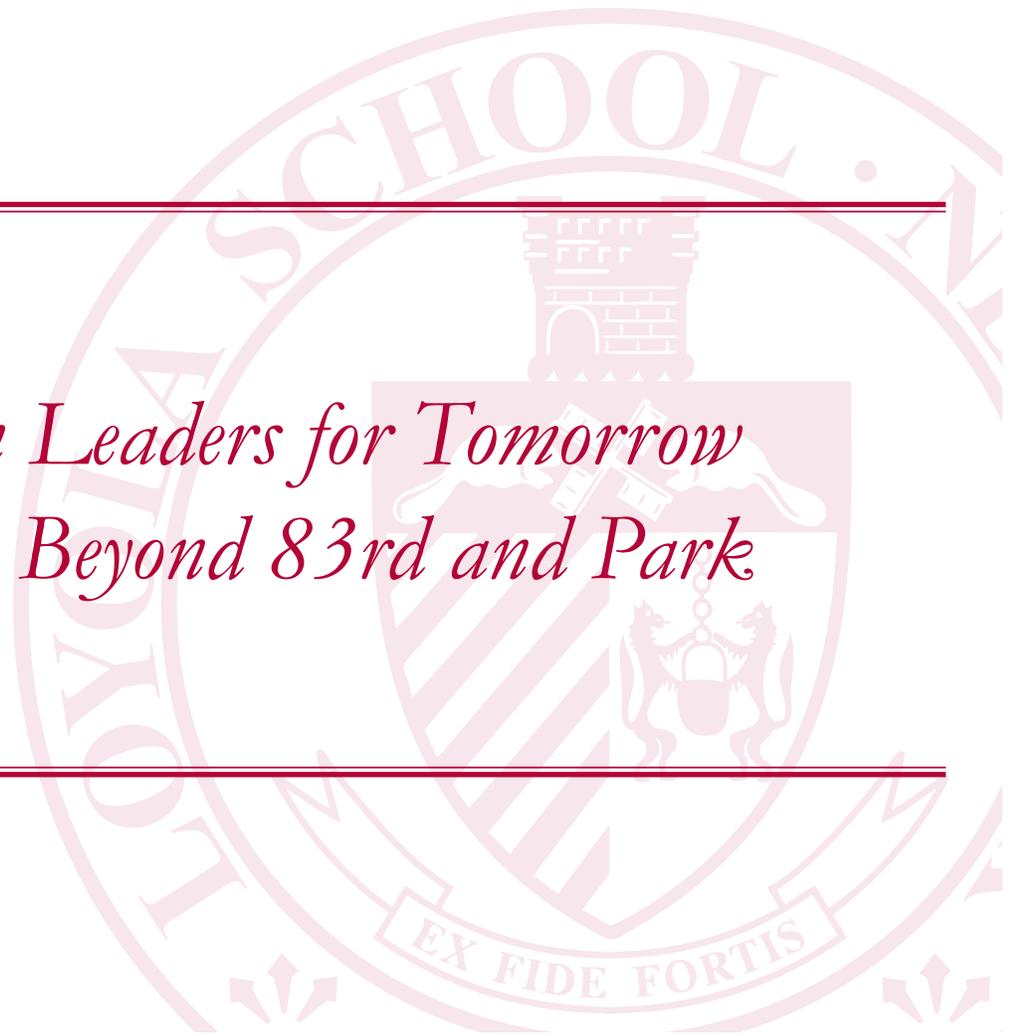




*Ignatian Leaders for Tomorrow
Looking Beyond 83rd and Park*



Loyola School Vision Statement

Loyola School, uniquely Jesuit, independent, and coeducational, is a college preparatory learning community of excellence, with a global focus, that implements 21st century educational practices and innovations, and develops well-rounded leaders of character in an Ignatian environment.

A Note from the Principal

Dear Loyola Community,

This past September, the faculty, staff and administration returned to the Loyola School eager for yet another school year with our students. Much like the students have summer reading assignments to keep their minds engaged, the adults at Loyola had an assignment too. We chose to read the book, *Creating Innovators: The Making of Young People Who Will Change the World*. The staff also had the unique opportunity to meet with the author, Expert in Residence at Harvard University's Innovation Lab, Dr. Tony Wagner, through an interactive Skype session.

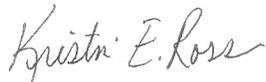
As we sat in the fourth floor Biology lab, interacting with Dr. Wagner in his office at Harvard, I could not help but be inspired by his call to craft our learning at Loyola with the aim of producing students who can think creatively and critically, who can communicate and collaborate effectively. The education we provide at Loyola must prepare our students with the 21st century skills needed to progress through the ever-changing world around us. Dr. Wagner shared that "the world doesn't care what you know. What the world cares about is what you do with what you know." This insight is explicitly linked to our Jesuit mission, where our aim has always been to educate our students to not just keep their knowledge to themselves, but to share their learning with the world around them in the service of others.

Our session with Dr. Wagner was just the start of what has evolved into a defined year of inquiry in fulfilling the vision of Loyola being a leader in global education. Since the start of the school year, our faculty community has engaged in a year of research into what it means to "Go Global" at Loyola. Working alongside Dr. Brandon Wiley, President of GlobalEdLeader and a leader in the field of Global Education, our administrative team has worked to fulfill the global vision of Loyola as set forth in the Vision Statement, as well as in our New York State Association of Independent School accreditation report and the Jesuit Province Sponsorship Review.

During this academic year, we have taken the initiative to form a new Global Committee comprised of faculty members who are eager to take the lead in this exciting endeavor. The members of the Global Committee have been charged with becoming experts in the field of Global Education, and they have embraced this charge with both energy and enthusiasm. The collaborative group has engaged with the broader faculty community on a number of professional learning days, where they sought to not only root our new global vision in our Jesuit mission, but also to bring in experts in the field to continue to learn from and inspire our work. "Going Global" has been a significant faculty endeavor throughout the entirety of this school year, and the work outlined in the pages that follow reflect the fruits of this labor.

The global work we accomplished this year is just the beginning of a very meaningful point in Loyola's educational history, where we seek to fulfill a global vision that aims to explicitly prepare our students for the world beyond East 83rd Street. These are exciting days at Loyola, and we hope you enjoy this snapshot into our first year of "Going Global."

Best regards,



Dr. Kristin E. Ross
Principal

The new context of globalization requires us to act as a universal body with a universal mission. . . it is as a world-wide community and simultaneously as a network of local communities that we seek to serve others across the world.

— Fr. Adolfo Nicolas, S.J.

Introduction

The objective of Global Education at Loyola School is to raise student awareness of the world outside of their own environment utilizing the Grad at Grad characteristics as a framework for this global focus. The emphasis on making students academically excellent, open to growth, religious, loving, and committed to doing justice provides the launching pad for the exploration of the different and diverse cultures in our ever-broadening world community. Loyola seeks to implement 21st century educational practices incorporating the arts, humanities, sciences, technology, and mathematics to develop well rounded, compassionate Ignatian leaders with a global perspective.

Loyola School must reflect an inclusive, respectful, and supportive learning environment, where diversity is seen as an asset. Through the development of students' global competence, we will prepare our graduates to be more empathetic, accepting of differences, and better prepared to navigate the interconnected world in which they will work and live. Global Learning will be part of daily life at Loyola, with the goal of moving toward full integration of the curriculum, experiences, school-wide events, and the School's climate and culture.

Profile of the Graduate at Graduation

GLOBALLY COMPETENT

A globally competent Loyola School student demonstrates empathy and a complex understanding of the world from multiple perspectives; seeking to critically understand and take action on global issues through collaboration, perseverance, and problem solving.

A Loyola student...

- Accepts responsibilities of global citizenship and makes ethical decisions that contribute to the development of a more just, peaceful, and sustainable world
- Understands how the world's people and institutions are interconnected through economic, political, technological, environmental, and social systems that operate interdependently across nations and regions
- Respects the environment; understands the issues related to climate change, the distribution of world resources, and sustainability issues
- Understands and respects other people, cultures, world religions, and economies
- Recognizes the influence of their own perspective on situations, events, issues, or phenomena
- Is literate for the 21st century; demonstrates proficiency in reading, writing, viewing, listening, and speaking in English and in one or more other world languages
- Can think critically and has the opportunity to apply critical thinking skills to real world problems
- Has had ample opportunity and can demonstrate an ability to collaborate with others in project-based learning; has had the opportunity to collaborate with individuals from different cultural backgrounds and seek out opportunities for intercultural teamwork
- Demonstrates creative and complex thinking and problem solving skills by analyzing and producing viable solutions to problems with no known or single right answer
- Demonstrates the ability to learn independently, understands how he/she learns best, and is committed to being a life-long learner
- Collaborates with others in project-based learning both locally, nationally, and internationally
- Uses digital media and technology to access and evaluate information from around the world and effectively communicate, synthesize, and create new knowledge
- Engages with different cultures/communities locally and globally through service opportunities and immersion experiences

Global Strategic Planning Goals

CURRICULUM DEVELOPMENT

Revise and develop course curriculum in all disciplines to embed global competence skills and topics

EXPERIENTIAL LEARNING

Develop out-of-school learning experiences that connect students to the world beyond Loyola

SCHOOL-WIDE EVENTS

Organize school-wide events, including guest speakers, simulations, and grade level projects, to engage students in global issues and provide common learning experiences

PARTNERSHIPS

Engage local, national, and international partners to provide learning opportunities and resources to Loyola students, with the express goal of learning more about the world

Curriculum Development

Loyola School believes that a rigorous, relevant, and timely curriculum is necessary to prepare students for the 21st century. While Loyola has traditionally offered a comprehensive curriculum, we feel it is necessary to make more explicit connections between our students and the world, as we prepare them for an increasingly interconnected workforce and community. Further, through the refinement of our curriculum, teachers will utilize research-based, student-centered, and engaging teaching practices. Using pedagogies such as project-based learning, technology integration, and interdisciplinary collaboration, we will develop even greater coherence and rigor leading to graduates who are college and career ready and globally competent.

GOAL: Revise and develop course curriculum in all disciplines to embed global competence skills and topics

ACTION STEPS:

1. Incorporate a thematic approach to teach global issues, grades 9 – 12.

Global Themes

As a means of incorporating Global into the curriculum at Loyola, the committee felt that themes for each grade level would help unify our work, provide more concrete direction, and create rich opportunities for interdisciplinary work. The Global Themes will provide us with anchors and help us more clearly see what the overall experience will be like for students at Loyola. Thematic units help educators who are working in similar curricular areas, and youth with common interests, across the world to collaborate while meeting established curricular objectives. The goal for the first year is to touch on these themes once within each course's curriculum, in an interdisciplinary unit, and with an event. This will be the base and we can continue to build over the years. The UN Sustainability Goals will help us to further develop our Global Learning Initiative.

Freshmen: Identity – Culture and Self

Students should be able to articulate how their identity and that of others is formed both by cultural influences and by a sense of oneself. Students should understand and value cultural differences, recognize and value the uniqueness of each person, and be open and welcoming to those who are different from themselves.

Sophomores: Sustainability

Students will appreciate the interconnectedness of the planet, people and prosperity, and develop an understanding of the finite nature of environmental, social, and economic resources. They will explore the damage caused by unsustainability, examine how their own actions can make a difference, and identify issues in sustainability on a local, national, and international level. Students will then investigate ways to solve these issues, learning lessons from the past, and applying them to the present in order to create a more sustainable future for all.

Juniors: Human Rights

Students will recognize the universally unconditional dignity and value of each individual human person without distinction of any kind, such as age, race, color, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status. Students will use their knowledge of the historical and current violations of human rights on local, national, and international levels to research and take steps toward building safeguards to prevent future violations.

Seniors: Taking Action – Citizenship and Advocacy

This will be the final step in assisting students to consider what they have learned by encouraging them to respond and apply their knowledge and skills from their four years at Loyola. Students will leave Loyola understanding the world around them. They will be proactive local and global citizens, prepared to make informed decisions and be ready to act on today's issues. The charge in senior year will be to not only learn and discuss social issues, but also to take action relating to a specific issue, ideally one that the student is passionate about. As the program develops, we look to implement a senior project or capstone. In addition to taking action on an issue of choice, students will also focus on civic engagement as a means to bringing about social change.

2. Embed the use of technological tools throughout the curriculum to support students' ability to research, collaborate, communicate, and create
3. Provide time for teachers to collaborate—to develop curriculum units, to evaluate student work, and to share best practices and strategies that lead to student success
4. Examine existing course offerings to determine how electives could better infuse a global perspective or expand on learning beyond the core courses
5. Incorporate summer reading relating to each grade level theme
6. Research and implement alternate forms of assessment (including formative, benchmark, and summative portfolios), in an attempt to provide students multiple opportunities to demonstrate their mastery of content knowledge, skills development, and their understanding of global issues
7. Provide teachers resources, feedback, and support to ensure their instruction incorporates student-centered, active learning strategies

There is no subject today that does not have a global dimension.

— Vivien Stewart

Experiential Learning

Loyola School believes that students learn both in and out of school every day. Due to our location in New York City, there is a wealth of learning opportunities at our front door. To this end, we hope to expand our notion of experiential learning – learning that takes places outside of the traditional classroom walls and is grounded in real-world, relevant experiences. By expanding our experiential learning activities, we hope to bring our students “to the world” and the “world to our students.” By doing so, our goal is to help students identify potential career pathways, connect with community organizations through service, and develop agency that will assist them in college and career.

GOAL: Develop out-of-school learning experiences that connect students to the world beyond Loyola

ACTION STEPS:

1. Plan and execute field trips at each grade level that emphasize one or more of the global themes
2. Identify opportunities for students to demonstrate their learning or expertise to an external audience or through partnerships with local experts in different disciplines
3. Align Christian Service assignments and Service Trips to correlate with each of the thematic areas
4. Align the Retreat program to connect back to each of the themes
5. Provide time for staff to plan these activities and find ways for students to apply their learning in the community
6. Provide opportunities for students and staff to visit different industries, nonprofit or governmental agencies to better understand the roles they play in our community and the skill sets necessary to be successful employees in those sectors
7. Enhance classroom experiences through technology including virtual field trips and exchanges, increased video conferencing capabilities, and virtual reality components in the curriculum

Knowledge today is a commodity. What the world cares about is not what you know, but what you can do with what you know.

– Tony Wagner

School-Wide Events

Loyola School has proud traditions that unite and solidify our community. Through the use of school-wide events, we hope to allow students across grade levels to communicate, collaborate, and deepen their understanding of one another and self.

GOAL: Organize school-wide events, including guest speakers, simulations, and grade level projects, to engage students in global issues and provide common learning experiences

ACTION STEPS

1. Develop school-wide activities that highlight and celebrate diversity in the school
2. Identify and invite guest speakers to the school to address one or more of the global themes each year
3. Examine our school-wide events and activities to ensure they incorporate a global focus and relate to our chosen themes
4. Non-academic departments will also incorporate global themes in their communications and events
5. Grade level teams will plan unique “anchor experiences” each year for all students in the grade level
6. A public exhibition and virtual forum to highlight interdisciplinary work will be developed

7. Provide multiple layers of support and interventions for the development of students' social-emotional development
8. Actively recruit and interview candidates for open staff positions who come from diverse backgrounds (culturally, academically, and life experiences)

By thinking that everything is black and white, we sometimes close off the way of grace and growth...

— Pope Francis

Partnerships

Loyola School has a tradition of working with outside agencies and organizations to support our students' learning experiences. Our goal is to expand those partnerships within New York City, and to national and international organizations as well. We hope to leverage these partnerships to offer us expertise on global issues, provide real-world learning experiences outside of the school, or by serving as external experts to give our students feedback and advice on their work. Partnerships will enhance the mission of the school through academics, retreats, and service.

GOAL: Engage local, national, and international partners to provide learning opportunities and resources to Loyola students, with the express goal of learning more about the world

ACTION STEPS:

1. Identify organizations locally, nationally, and internationally that may assist us, specifically utilizing the Jesuit Schools Network
2. Identify strategies and staff responsibilities to develop and maintain external partnerships
3. Provide time and a structured approach for Loyola staff member(s) to reach out to prospective partners
4. Integrate community partners into the curriculum and instruction framework of the school, either as mentors, guest instructors, or expert reviewers who provide feedback
5. Develop a program to honor and recognize community partners

To you young people I especially entrust the task of restoring solidarity to the heart of human culture... We have to learn to be on the side of the poor, not just indulge in rhetoric about the poor! Let us go out and meet them, look into their eyes and listen to them.

— Pope Francis

Expectations

1. This Global Strategic Plan will allow Loyola School to achieve the objectives detailed in its vision statement while further strengthening the Loyola School student experience.
2. The plan is a living document which will allow the School to respond to the constantly changing dynamics of secondary education.
3. Implementation of the plan has begun and will continue during the next five years, which will be characterized by planning, resource management, and assessment.
4. The committee will work with the School's leadership team to ensure that annual goals are implemented successfully and are aligned with this plan.

Go forth and set the world on fire.

– St. Ignatius Loyola

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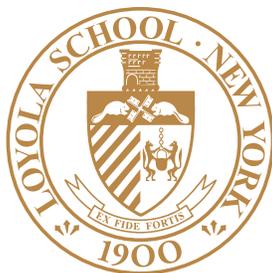
Loyola School Global Strategic Plan: Ignatian Leaders for Tomorrow; Looking Beyond 83rd and Park (2016). Loyola School, New York, NY

2015-16 Global Committee

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