



Institute of Education

**GLOBAL
SKILLS FOR
GLOBAL
TEACHERS**

PROFESSOR DOUGLAS BOURN
UCL INSTITUTE OF EDUCATION

AIMS OF PRESENTATION

- The SDGs make reference to *skills* and *training of teachers*, but as to what is meant by 'global skills for teachers' is rarely discussed or researched.
- 'Global Skills' is a concept that is referred to within a range of policy documents in recent years. Will look at the ways in which the concept is used and how it compares with terms such as '21st Century Skills' and 'Global Competencies.'
- This presentation is based on extracts from the authors forthcoming book on Global Skills, looks at ways in which the themes from the SDGs can be reflected within both the initial and in-service training of teachers.
- Will also discuss ways in which the concept of being a 'global teacher' has been interpreted.

GLOBAL SKILLS- WHAT DO WE MEAN?

- Skills and Competencies have become part of vocabulary around global learning over the past few years.
- Global Competency Frameworks and PISA test.
- Canadian initiatives on this area.
- Usage of the term '21st Century Skills'.

DEFINITIONS OF SKILLS

- The European Commission's Cedefop glossary (Cedefop, 2008) defines a skill as follows: *the ability to perform tasks and solve problem.*
- OECD (2015:34) defines skills as individual characteristics that drive at least one dimension of individual well-being and socio-economic progress (productivity), than can be measured meaningfully (measurability), and that are malleable through environmental changes and investments (malleability).
- **BUT ARE THESE DEFINITIONS RATHER NARROW, AND DO THEY RE-ENFORCE A NEO-LIBERAL AND ECONOMIC PERSPECTIVE OF SKILLS?**
- **WHERE ARE SKILLS FOR LIFE - FOR ENGAGING IN DEMOCRATIC SOCIETIES?**

FRAMEWORK FOR GLOBAL SKILLS

- An ability to see the connections between what is happening in your own community with those of people elsewhere in the world.
- Recognise what it means to live and work in a global society and the value of having a broad global outlook on the world that respects, listens to and values perspectives other than their own.
- An ability to understand the impact of global forces on one's and other people's lives and what this means in terms of a sense of place in the world.
- Understands the value of using ICT and how best to use it in a way that is self-reflective and critical and questions data and information.
- Openness to a continued process of self-reflection, critical dialogue and questioning one's own assumptions about the world.
- Ability to work with others who may well have different viewpoints and perspectives than yourself, be prepared to change one's own opinions as a result of working with others and to seek ways of working that co-operative and participatory in nature.
- Confidence, belief and willingness in wanting to seek a more just and sustainable world.

A GOOD TEACHER?

- Moore (2004:10) has suggested:
 - ‘...we need to develop our teaching through seeking better understandings of what it means to be a teacher, of the dialogic relationship between our classroom perceptions and practices and the wider social contexts within which those perceptions and practices are situated, and of possible alternatives, both to our practice and to those wider social contexts’.

WIDE SOCIAL PURPOSES

- Paulo Freire (2005) poses teachers as ‘cultural workers’ who challenge the dominant orthodoxies of ‘banking approaches to education’ and who see the construction of knowledge coming through constant reflection, debate, invention and re-invention.
- Hansen refers to teaching as a ‘moral practice’ (Hansen, 2011:4).
- Fullan (1993) states: ‘scratch a good teacher and you will find a moral purpose’ which must be combined with the ‘skills of change agency’.

GLOBAL TEACHER

In 'Developing the Global Teacher' Steiner sees this as meaning a teacher who:

- *is interested in and concerned about events and movements in the local, national and global community;*
- *actively seeks to keep informed while also maintaining a skeptical stance towards their sources of information;*
- *takes up a principled stand, and supports others who do so, against injustice and inequalities;*
- *informs themselves about environmental issues as they impact upon their own and other communities;*
- *values democratic processes as the best means for bringing about positive change, and engages in some form of social action to support their beliefs*
(Steiner, 1996: 21–2).

EXAMPLES OF FORM OF SKILLS DEVELOPMENT

They can be categorised in terms of the following:

- courses within the initial training of teachers that promote a sense of global awareness and worldmindedness;
- professional development programmes for teachers often run in partnership with NGOs;
- initiatives that are related to specific awards and forms of certification;
- skills development related to some form of international experience, be it study visit, exchange programme or volunteering.

GLOBAL SKILLS IN INITIAL TRAINING

Perspective from German academic on global skills and training of teachers :

- attitude and capability, in dealing socially with processes of individualisation and pluralisation in education;
- content and topics for dealing factually with knowledge and lack of knowledge;
- focus on development and discovery to deal temporally with certainty and uncertainty;
- grounded worldview and humanity to deal with spatial openness.

(Lang-Wojtasik (2014:8))

SPECIFIC INITIATIVES

- DICE project in Ireland.
- Ubuntu in Ireland.
- Ontario Framework for Global Competencies in Canada.
- Promoting understanding.
- ‘Diverse worldviews and perspectives in order to address political, ecological, social, and economic issues that are crucial to living in a contemporary, connected, interdependent, and sustainable world’. (Edugains, 2016).

PROFESSIONAL DEVELOPMENT OF TEACHERS

- professional development courses run by NGOs, universities or private companies;
- study abroad or international partnership initiatives (Martin and Griffiths, 2012; Liddy, 2016);
- courses that are part of broader accredited or validated programmes such as at Masters level.

GLOBAL LEARNING PROGRAMME

2013-18

- ability to communicate in and participate in discussions on development themes and topics;
- ability to question viewpoints and perspectives and to challenge stereotypes;
- ability to cooperate and work with others;
- ability to listen to, and understand and respect different voices and perspectives;
- ability to recognise that hearing different approaches might lead to questioning and re-thinking one's own perspectives, therefore to be self-reflective and self-critical and willing to change views and perspectives;
- enables learners to take forward the learning gained through their own further action.

WORLD SAVVY PROGRAMME IN USA

- investigates the world by framing questions, analysing and synthesising relevant evidence, and drawing reasonable conclusions that lead to further enquiry;
- recognises, articulates, and applies an understanding of different perspectives (including his/her own);
- selects and applies appropriate tools and strategies to communicate and collaborate effectively;
- listens actively and engages in inclusive dialogue;
- is fluent in 21st century digital technology;
- demonstrates resiliency in new situations;
- applies critical, comparative, and creative thinking and problem solving.

GLOBAL TEACHER AWARD UK

- Have increased their ability to critique the knowledge base and key concepts associated with Global Learning and how to recognise and measure progress in embedding GL across the whole school.
- Have increased confidence and understanding of how to promote informed, [active global citizenship](#).
- Be able to identify a range of [different perspectives](#) and question the assumptions behind them.
- Have enhanced their understanding of the approaches to learning which [promote critical thinking and critical literacy](#).
- Have developed practical ideas for incorporating new insights gained into their personal lives and work-related roles and be able to influence colleagues and justify [incorporating global learning in the curriculum](#).
- Understand how to use activities to [measure changes in attitudes](#) of their pupils in relation to certain global issues.

CONCLUDING THOUGHTS

- Teachers are increasingly globally mobile.
- Connections with others elsewhere in the world through partnerships.
- The promotion of a '*global outlook*' and encouragement of listening to different perspectives is a clear theme in the examples given from initial and in-service training of teachers.
- Less evidence of understanding global forces.
- Importance of support and professional development.

THANK YOU



Contact Doug Bourn on d.bourn@ucl.ac.uk

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