

Global Competence in Teacher Education in England

ADVOCACY FOR A WAY FORWARD

The current situation

The [White Paper 'Opportunity for all' published in 2022](#) (to be implemented in 2023/2024) mandates the teaching of sustainability in ITE and this will be enforced through the inspection of ITE programmes at university. However, as the White Paper does not include criteria for teaching sustainability, each university is allowed to decide how to incorporate it into its curricula. The dangers of this lack of guidelines may determine that ITE on sustainability focuses primarily on the environmental aspect and targets teachers of science subjects, leaving values/dispositions at the heart of global competence behind. If sustainability is defined by ITE institutions in a way to encompass sustainable development, then teacher training on sustainability could be done by, for example, including decolonization into the history subject.

The subject PSHE (personal social health education) includes citizenship education, although there is no evidence this includes a global citizenship component.

For what concerns Continuous Professional Development, there is no compulsory training, although there are providers such as private academies and national subject associations offering training at the local level. In addition, grouping of schools organise CPD at the end of the term and might offer programmes such as Forest Schools, where matters related to global issues such as climate change might be tackled.

The way forward

The ITE and CDP curriculum guidelines have just been modified in 2022, after an open consultation. In any event, it is challenging for universities to participate in advocacy efforts, and they rather have their voice heard through UCET, the [University's Council for the Education of Teachers](#).

It is therefore key for ITE institutions to discuss the topic of GCE within UCET and take actions at University level in the design of training courses by including GCE transversally: the government guidelines on teacher training are not highly prescriptive, and the topic of sustainability can be addressed in the wider sense of sustainable development, including global citizenship!

Now is a key moment to advocate for ensuring that GC is included in the curriculum of teacher education, as this is supported by major international institution!

We call on UCET and Universities in England to support the proposal of including a short compulsory course on Global Competence in Initial Teacher Education at all levels.

At UCET level: Raise awareness among UCET members, teacher educators within universities, about GCE, for example by establishing a GC Forum in UCET to discuss how to promote GC in teacher education in England.

At University level: Develop a kit for local schools to include Global Competence into the core curriculum framework, and how to integrate Global Competence to all courses instead of simply science and history.

When including Global Competence in Teacher Education, consider the main lessons learnt within the Global Competence in Teacher Education project:

- **Have a definition of Global Competence education.**
 - include a reference to the existing frameworks by the [Council of Europe](#) (Reference Framework for Competences for Democratic Culture, and Global Education), [UNESCO](#) (Global Citizenship Education), [OECD](#) (Global Competence).
 - Refer to the latest international initiatives in the field:
 - [Global Education by 2050 Declaration by Global Education Network Europe \(GENE\)](#) - calling on to national governments to *develop adequate structures of support for educators in Global Education, in order to incrementally bridge the gap between the willingness to integrate Global Education, and the confidence, skills, competencies and support to do so.*
 - [UN Transforming Education initiative](#) - focusing on *learning to live together and teacher being agents of change.*
- **Promote stakeholder alignment and cooperation, and more specifically cooperation between formal and non-formal education for the provision of GCE.** It is essential to build the ownership of educators at all levels and in different sectors, and ensure the cooperation between them.
- **When designing courses on Global competence for teacher education, a specific attention should be given to:**
 - Teaching multiperspectivity
 - Cultural and gender sensitive language
 - Tackling global issues in any subject of the curricula
 - Implementing a whole school approach to global competence education
 - Applying a participatory approach in the process and in the goals, intentionally directed towards transformative learning
 - Decolonising education: incorporating different cultures and world views in the curriculum, while respecting what is taught and acknowledging how much it frames the thinking of teachers, learners and society.

The Global Competence in Teacher Education project

The [Global Competence in Teacher Education](#) project developed a Training Programme to support teachers and non formal education practitioners as they learn to both become globally competent themselves and learn how to develop Global Competence of young people.

Project partners are Universities of teacher education and international non-formal education organisations expert in intercultural learning. Partners were actively involved in research, review and development of content on global competence, development and testing of learning designs on 12 different topics within the topic of Global Competence.

The training was based on Learning Designs built around the 12 competencies of the Globally Competent Learning Continuum. The Globally Competent Learning Continuum (GCLC) identifies the dispositions, knowledge, and skills that educators need to teach students from diverse backgrounds and prepare all students to thrive in a global society. The GCLC is a tool for self-reflection, used by educators wishing to reflect on their own level of global competence and to learn the characteristics included in higher levels to advance along the continuum.

These 12 competences are:

- Empathy and valuing multiple perspectives
- Commitment to promoting equity worldwide
- Understanding of global conditions and current events
- Understanding of the ways that the world is interconnected
- Experiential understanding of multiple cultures
- Understanding of intercultural communication
- Communicate in multiple languages
- Create a classroom environment that values diversity and global engagement
- Integrate learning experiences for students that promote content-aligned explorations of the world
- Facilitate intercultural and international conversations that promote active listening, critical thinking, and perspective recognition
- Develop local, national, or international partnerships that provide real world contexts for global learning opportunities
- Develop and use appropriate methods of inquiry to assess students' global competence development

The Learning Designs were piloted for the first time in autumn 2021, mostly online due to the pandemic, and in June 2022 at an in-person training co-organised by the University of Hull and the University College Leuven-Limburg, and involved:

- teacher educators
- trainee teachers from each of the university partners
- non formal educators from the AFS and EFIL networks