Currently, the training of teachers in England emphasises obtaining the required subject knowledge, often sacrificing opportunities for trainees to develop the knowledge, understanding, skills, and experience necessary for a wider perspective at a personal and professional level. There is little or no input into developing in teachers an awareness of and commitment to sustainable development and a sense of identities in society. Teacher training tends not to develop trainees knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain’s diverse society and of the local, national, European, Commonwealth and global dimensions. However, teachers are expected to provide and deliver a broad and balanced curriculum.

The Global Teacher Project, a World Studies Trust project recognises the absence of this element of teacher’s preparation and training. It aims to ensure that teacher trainers, trainee teachers and teacher mentors are equipped with the relevant knowledge, understanding, and skills to incorporate a global dimension in initial teacher training (ITT), and subsequently in primary and secondary curricula. Working with a number of higher education institutions in England, Scotland and Wales over the last four years, the project has delivered training to a target population in teacher education.

The aim of training in global education is to raise participants’ awareness of the relevance of the following concepts to their role as primary and secondary teachers and to develop their ability to incorporate key concepts into their lesson plans. The training programme uses ‘A Curriculum for Global Citizenship’ (Oxfam 1997) and ‘Learning from Experience’ (Steiner 1993) as starting frameworks.

Key concepts for developing global education in ITT and school curriculum

<table>
<thead>
<tr>
<th>Knowledge and understanding</th>
<th>Skills</th>
<th>Values and attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social justice and equity</td>
<td>Critical thinking</td>
<td>Sense of identity and self-esteem</td>
</tr>
<tr>
<td>Diversity</td>
<td>Ability to argue effectively</td>
<td>Empathy</td>
</tr>
<tr>
<td>Globalisation and interdependence</td>
<td>Ability to challenge injustice and inequalities</td>
<td>Commitment to social justice</td>
</tr>
<tr>
<td>Sustainable development</td>
<td>Respect for people and things</td>
<td>Value and respect for diversity</td>
</tr>
<tr>
<td>Peace and conflict</td>
<td>Co-operation and conflict resolution</td>
<td>Concern for the environment and commitment to sustainable development</td>
</tr>
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This quotation highlights the role teachers are expected to have in shaping the future citizens of society and is succinct in illuminating a fundamental aspect of what being a teacher is about. Educators need to possess certain, attitudes, values, experiences and skills conducive to instilling and engendering in young people relevant and appropriate knowledge, skills and attitudes for a society that is complex and rapidly changing. Educating and preparing teachers for their role in shaping the next generation is pivotal if they are to be equipped to be holistic in this role.

The Education Act 1996, section 351, reflected in the National Curriculum (DfEE/QCA 1999) requires ‘that all maintained schools provide a balanced and broadly based curriculum that promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.’

However, despite this legal requirement, the last few decades have seen a shift in teacher training requirements towards literacy and numeracy. Though there is some scope for trainers to incorporate approaches and methods which will prepare trainees to deliver a broad and balanced...
curriculum, provision in the area of global education tends to be ad hoc, reliant on the knowledge, experience, and enthusiasm of the teacher trainer(s) and dependent on the culture and ethos of the school of education.

Many of the issues within society – human rights, conflict, gender, race, health, environment, religion and development – are played out in schools. Today’s society, local and global, is complex, chaotic, fragmented, exciting, challenging, and stressful. Schools do not operate in a vacuum, cushioned from these features of society. It is fundamental that teacher trainers and stakeholders in education recognize this, so that all teachers can maximise their role in shaping future citizens.

An example of how the school curriculum can be underpinned with an approach which combines the intellectual and the spiritual, moral, social and cultural aspects of children, thus developing the global citizenship dimension in schools, is demonstrated by France Farrer (2000). Farrer details a ‘framework for living’ which has been woven into the entire ethos of a school, winning praise from inspectors and parents, and improving its league-table position. This book is the story of Neil Hawkes a senior adviser for Oxfordshire education authority and how he introduced a positive values programme to a school in Kidlington. The programme revolutionised the school, creating very positive feedback from inspectors, teachers, parents etc. This programme identifies an approach that can be adopted in the curriculum. Global education can be woven into subject areas or as stand alone local-global issues that are recognised as part of the wider and broader aspects of education.

**Subject teacher or global teacher?**

A feature of global education and its relevance to the school curriculum is that educators are not required to start from scratch and design and implement a whole new curriculum. The approach and content is transformatory and transitional. Global education aims to build on and enhance the knowledge, understanding, teaching skills and professional values and practice of teacher training provision. You can be a global educator and still be a specialist in your subject area. It is fundamental to education that teacher trainers recognize the importance of global education in developing ITT curricula and school curricula and enhancing subject specialisms. Whatever the school level or subject area, a global perspective is relevant and appropriate to ITT and school curriculum. The issues are complex and change rapidly, but in laying the foundations for training teachers, awareness needs to be developed. A global perspective is relevant to all areas of primary, secondary, and post 16 curricula.

Pike and Selby (2000), demonstrate starting points for mapping issues and themes of global education into traditional subject areas. This approach is called infusion.

The following example of how the infusion method can be applied to National Curriculum subjects highlights how a global perspective can be incorporated into a study unit in History. The letters in bold highlight global perspective concepts that can be built into lessons. In having global education as part of their training, trainee teachers are exposed to wider perspectives, thus enabling them to ‘see modestly’, thus developing ‘world aware’ people. To ‘see modestly’ means to recognise that no one ever sees the whole picture, or has the only truth. Where one stands determines what one sees and we are all limited by the perspectives of our culture, class, age and gender (Hampson and Whalen, 1991).

**Infusion method**

**Key Stage Two topic: Victorian Britain History focus with cross curricular dimensions**

Programme of study: Knowledge and understanding of events, people and changes in the past
2. Pupils should be taught
   a about characteristics features and the periods and features of societies studied, including the ideas beliefs and attitudes and experiences of men, women and children in the past – **ability to challenge injustice and inequalities (skill)**
   b about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world – **critical thinking (skill), social justice and equity (knowledge and understanding), value and respect for diversity (values and attitudes)**

The second approach advocated by Pike and Selby is an integration method. Here teachers begin with the issue or theme within global education. The teacher then identifies the traditional subjects relevant to this issue and incorporates...
programmes of study from the subject area. The letters in bold highlight the traditional subject areas into which these issues can be embedded.

**Integration method**

Key stages 1-4 topic; Water

- investigating the water cycle, the properties of water and the water content of living things (science – concern for the environment and commitment to sustainable development)
- identifying sources of fresh water on the planet and calculating the amount available for use by humans and other species (geography, mathematics)
- measuring personal and family water consumption; devising and enacting conservation measures (mathematics, science)
- appreciating art, literature and music about water and related themes (art, language, music)
- writing poetry and stories on childhood memories associated with water (language, arts)
- investigating major causes of water pollution worldwide and studying examples of seriously affected lakes, rivers and seas (geography, science)
- exploring the impact of water pollution on a particular ecosystem and the effectiveness of clean up strategies (science, social science)
- examining the link between clean water and health and identifying some examples of water-borne diseases (science)
- assessing the significance of water scarcity as a catalyst for potential conflict in regions such as the Middle East (geography, social science)

(Pike and Selby, 2000)

**Where do we start?**

Another reason why global education is not introduced to ITT curricula is because the training curriculum does not yet provide adequate time and opportunity. ITT providers need to be innovative and show the relevance and importance of global perspectives. Research has illuminated the positive effects to teacher training of pedagogy that employs cognitive and affective aspects. Pike and Selby (ibid.) highlight the learning and teaching benefits that can happen when global education techniques are employed in pedagogical terms. Global education enables teachers to employ a variety of learning styles in the classroom.

Human and material resources are also available to help develop knowledge and understanding specifically for training teachers. As part of the training process of the Global Teacher project, local development education centres or resource centres are invited to take part in the training day to make teachers and trainees aware of the many resources that are available to teachers. Many organisations and DEA members are operating within ITT to enable trainers to implement the global perspective. In moving this agenda forward, each organisation needs to recognise their role in embedding the global education dimension in the education system. Partnerships and networks need to be developed to strengthen the agenda.

**Ways forward – developing the global perspective in ITT**

ITT providers need to seriously consider what ‘qualifying to teach’ really entails in today’s rapidly changing, complex, diverse society.

‘In the end what counts most heavily is what we do with what we know; how we respond to those with whom we interact. Civility, tact, respect, a willingness to put ourselves in the situation of others, to see ourselves as kin, because they are fellow human beings, no matter the differences between us – all those qualities of mind, heart and soul are still the utter bedrock of human relationships.’ Robert Cole (1995)

What needs to take place in ITT that will ensure a global perspective is part of a trainee teachers’ experience? The following are recommendations for teacher trainers, organisations, and agencies working within ITT or the continuous professional development of teachers.

- a recognition of the value global education brings to the curriculum
- training in global education or aspects of global education
- human and material resources that embody a wider perspective
- methods, resources and experiences for handling both the cognitive and affective aspects to teacher training
- adequate time and opportunity for training on the global dimension and its relevance to ITT and school curriculum.
- the development and establishment of an entitlement to this provision in teacher training courses

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