

Globally Competent Teacher Education

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Abstract: The world has become increasingly interconnected and interdependent. Globalization has affected our economic, social, and cultural life significantly. Due to globalization people are migrating for their jobs to different parts of world and even in India we have migrants. Due to this migration the dynamics of classrooms are changing. The classrooms are becoming multicultural and diverse. These students are to be prepared for fulfilling the productive lives in the 21st century. The schools are integrating global learning across the curriculum, enabling students to gain global knowledge while learning essential 21st century skills and developing as engaged citizens. These schools are working towards preparing global citizens who are having the global skills to compete and sustain in the international world. The teacher education on the other hand is still moving with its traditional mode. We need to change with the changing times. We find a gap between the skills needed in the teachers for facing the diverse class and the skills the teacher education is providing. There is a need to bridge this gap. The teacher education programme should now move from fulfilling local needs to global needs. Teachers who have learned how to embed global perspectives and issues into their curriculum can facilitate a learning environment that encourages students to be engaged in their own education while preparing for their global future. The teachers should be ready and prepared to embrace the challenge of educating for global competence. Nowadays the teachers have lots of job opportunities available in the international market too. Teacher education institutions should equip the future teachers to be equipped with all the global skills to make them competent in the international market. This paper focuses on the role of teacher education institutions to prepare teachers of tomorrow to integrate global competence into their thinking and teaching. We need to shift our focus from local to global as today's teachers are expected to live and work in a multicultural society. The skills, knowledge, and dispositions to help students acquire the perspectives necessary for their roles in a globally interdependent world are requisite for successful teaching today. The author attempts to discuss how the Teacher Preparation for the Global Age should Look Like?

Keywords: Globalization, Integrating Global Learning across the Curriculum, Enabling Students.

1. INTRODUCTION

This is an era of globalization and in no time in history the world has been as interconnected and inter-dependent as it is today. The growth of the global economy has brought in competition and is instrumental in changing the social, economic, political landscape of the country. Globalization is the phenomenon of the 1990s. The world has shrunk into a global village relying heavily on the exchange of knowledge, ideas, information and technology. The spread of knowledge and technology is one of the vital aspects of globalization. The advancement in the field of information and communication technology has given birth to globalization. Therefore the future students are to be prepared for such world. There is a need to bring world in the classrooms. The students should have the knowledge of global issues and diverse cultures. Global competence should be developed in the future students and to do this there is a need for teacher education with global competence.

2. WHY GLOBAL COMPETENCE?

The term global competence is used here to describe a body of knowledge about world regions, cultures and global issues and the skills and dispositions to engage responsibly and effectively in a global environment.

We find that there are new educational demands for global competence in the globalised world due to some of the following changes taking place.

Global migration:

In the era of globalisation we find international migration taking place. In recent times a significant change has been witnessed in the world economic scenario. India is being seen as an emerging economic power. Many multi-nationals have begun their operations in India. Even we find many Indians moving out of India for job opportunities as many international companies are keen to exploit the resources, are attracted by the cheap labour and see India as a potential market. This has transformed the classroom profile of the schools specially those following an International curriculum. This brings change in the classroom dynamics. Earlier we used to face students belonging to different states in the class now the teacher even has to face students from different countries. The classroom has become now more diverse culturally. The schools have also realised this and we find that now many schools are coming up with international curricula. They have incorporated international curricula in their curriculum.

Changing schools:

The waves of globalization are sweeping across India and its impact can be felt on the Indian school scenario. After independence different types of schools were established in the country. They are affiliated to the Central board, the State board having a national and a state curriculum. Then there are schools following the British and American curriculum, schools affiliated to the Cambridge board, and the recent to join are International Baccalaureate schools. With this changing scenario of schools there is a need to change the teacher education. . The schools have changed a lot. The present day schools have a paradigm shift. The focus has changed from memorization of discrete facts to what students know or can do? Earlier the lessons used to focus on lower level of Bloom's Taxonomy – knowledge, comprehension and application but now the Learning is designed on upper levels of Blooms' – synthesis, analysis and evaluation (and include lower levels as curriculum is designed down from the top.) The focus has shifted from text book driven teaching to research driven. Earlier the learners used to work in isolation – classroom within four walls but now we find Active learning , Learners work collaboratively with classmates and others around the world – the Global Classroom. With this shift in the schools there is a need to bring shift in the teacher education programme also so that future teachers are well equipped to cope with this changing scenario of schools.

Changing work demands:

The work demands of teachers have also changed. The teacher should be aware of the cultural diversity and should be competent enough to give illustrations as per the students' level in the classroom. Teacher should be well equipped to deal with international curricula and international students. Apart from this there are also various avenues open for the teacher. We find that there are various openings for teacher in the international market. Apart from teaching the teacher has other career options also such as :

Entrepreneurs: teachers can be an entrepreneur . They can open up their own institution or academy

Content developer: Teacher can enter into the field of content developer. They can be freelancer in the area or can get employment in the organisation doing this job of content development. The content developer develops content in a particular area, even there are web content developers for which they need to have creativity and content knowledge apart from being technology savvy.

TLM: preparing teaching learning material is also another option available to the teachers. To make teaching learning effective, various materials can be provided like videos, films etc. Various teaching learning material can be prepared with the help of technology.

Virtual teacher: Virtual teacher is also an upcoming area in the present era. The teachers can be prepared in virtual learning. Nowadays collaboration has become very important aspect. If you are collaborating at international level, virtual classroom can be of great importance.

Consultancy: Educational consultancy is also an upcoming field nowadays. An Educational consultant is an independent consultant who helps parents/students and organizations with educational planning. They are classed as "educational, vocational, and school counsellors." Educational Consultants, however, are normally self-employed (or are part of consulting firms), while school counsellors are employed by a school. Many a times, it has been observed that people find

it difficult to zero-in upon a career as they are not aware of their actual interests and skills. In fact, even if they realize that what profession will suit them the best, they remain confused about the educational programs they should pursue.

Educational liason: Educational liason is another important field emerging nowadays. These educational liaisons do the collaboration work with the other organisations. For example if somebody wants to open a new school then these liaison officers will help you in doing all the formalities. They work as liaison officers between you and the authorities from which you need to seek permission. They will do all the paper work for the institutions.

The teacher education on the other hand is still moving with its traditional mode. We need to change with the changing times. We find a gap between the skills needed in the teachers for facing the diverse class and the skills the teacher education is providing. There is a need to bridge this gap. The teacher education programme should now move from fulfilling local needs to global needs. Teachers who have learned how to embed global perspectives and issues into their curriculum can facilitate a learning environment that encourages students to be engaged in their own education while preparing for their global future. The teachers should be ready and prepared to embrace the challenge of educating for global competence. Nowadays the teachers have lots of job opportunities available in the international market too. Teacher education institutions should equip the future teachers to be equipped with all the global skills to make them competent in the international market.

The teacher education should thus focus on preparation for global competitiveness. This global competence can be brought in by instilling set of skills which will help them in coping with global market. Their abilities needs to be enhanced in such a way that they can share ideas and communicate across different cultures appropriately.

Teacher Education for Global competence:

One of the goals that education needs to address today is to prepare global citizens who can be productive and live in any part of the world peacefully and harmoniously. These citizens of the world have to understand the meaning of global citizenship. This can only be realized if the way schools prepare the future citizens of tomorrow is changed and also the characteristic of the classrooms where this is actualized is changed. In this rapidly emerging scenario the teacher education system cannot afford to remain in its traditional confines and teacher preparation needs to change. This has serious implications for teaching and the teacher education system in India. Our student teachers therefore have to be well equipped to handle multi-ethnic and multi-cultural classrooms.

To prepare teachers having global competence which in turn will develop students with global competence, the teacher education school bring some changes in itself. Some of the suggestions are made in this paper by the author which can be integrated to bring in global competence in the future teachers.

International curricula:

We find many international schools coming up. Many schools in capital cities enrolls students from different parts of the country. Students include ambassadors' kids, foreign migrant's kids and even local kids. To meet the requirements of these international schools, the teacher education institutions have to incorporate the components which will prepare teachers for these international schools. The future teachers should be equipped with the international curricula. The teacher education should ensure that its curriculum has international relevance. They should prepare teachers which supports and respects multi cultural ethos. They should be given the knowledge of different cultures across the globe. The teachers should be aware of the different cultures so that they can give examples in such a way that these students coming from different parts of the world are able to relate to. In the Globalisation era there are various opportunities for teachers outside India also. They should be equipped with the requirements of the teachers outside India. Courses on comparative education and multicultural education should be incorporated so that when they move out of India they are aware about the education system of that particular part of the world. Knowledge of international dimensions of subject matter and a range of global issues should be part of curriculum. We need to prepare teachers to teach internationally. There is need to Integrate International, Tran cultural Perspectives across curricula. In today's globalised world it is essential to address international and global issues within the teacher education programmes irrespective of whether we have international students in our midst. These international and global issues have relevance for a multicultural society such as ours.

International learning experiences:

International learning experiences should be provided to teachers. This is not an easy task. But this can be made possible by having international tours with some of the schools abroad. If this is not possible, then visiting faculties can be invited from different parts of the country. Some collaboration can be built up wherein the institution can share experiences of

teachers from different parts of the world. Even the virtual tours and virtual classrooms can also help in this. There is a need to develop partnership with international partners of some of the study abroad campuses. Teacher education institutions must identify how experiential programs contribute to the formation of globally competent teachers.

Professional development opportunities for teachers:

The teacher education institutions should create the opportunities for professional development of their staff. They should be given incentives to develop their own global competencies. They should be encouraged to take up 'teach abroad' programs and other teacher exchange programmes. Even they should be encouraged to take up international assignments and attend various conferences at different parts of world. This will help them to gain exposure to international practices which can be later shared in the institutions.

Online Teaching:

With the changing society the role of teacher is also changing and the scope is also widened. The global teacher need not only have to face the traditional four wall classrooms but also may have to play the role of online teacher. But are the teacher training programmes equipping them with the online teaching techniques. This technique should also form the part of the teacher training programme. There are various opportunities available for online teaching. The teachers might be required to conduct virtual classrooms as this will become an important mode of networking with other institutions within and outside country. Many virtual classrooms are coming nowadays. Virtual classroom can be an independent profession also. There are various online courses going on, even the distance learning programs where virtual classroom skills are important. The teacher education should train them in conducting virtual classrooms.

Differentiated Instruction:

In the changing scenario the, dynamics of classroom is changing. The teachers are going to face students with multi cultural diversities with different needs and learning styles. For these differentiated learning styles the teachers should be equipped with differentiated teaching styles. The focus of teaching should now be more on process part rather than the product. Many of the international schools which are coming up are following multiple intelligence approach. Each student learns differently some has kinaesthetic learning and some may have spatial learning. Then the students are grouped according to their learning styles and teacher teaches them accordingly. The presence of international students in schools offers a useful insight regarding the need to adapt curricula and to adjust pedagogical styles to take multicultural and global issues in account. Intercultural and cross-cultural communication becomes more important.

Exchange Programmes:

Exchange programmes with different universities worldwide can help in increasing the international learning opportunities. The teacher education programme should be flexible. The practicum may be arranged in other parts of the countries so that the student teachers get exposure to international students as well as international culture. Such exchange programmes will help the host country aswell as the guest country as both get an opportunity to experience other cultures and school systems. The main cost here will of the travel. This amount can be distributed between the host and the guest university. Some of the amount can be given as scholarship by the institution and some can be beared by the student and the government initiatives can also be explored. A limit can be followed for accepting and sending students for exchange programmes.

Learning and teaching methods should be culturally inclusive, encouraging home and international students to engage positively with all students on the cohort and to value diversity. We should aim to provide a range of modes of learning, including, for example, individual work, group work and opportunities for off-campus learning through international student exchanges or collaborative arrangements.

International networks:

To enhance global teacher education, international networks needs to be developed. This will facilitate the possibility of collaboration and reciprocities between both the students and faculties to learn about and experience of another system of schooling. This networking will help in sharing international experiences by inviting faculties or through virtual classrooms.

3. INFORMATION, MEDIA AND TECHNOLOGY SKILLS

People in the 21st century live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills. Use Technology to Develop Global Competence

The present day classrooms have changed. Schools are using interactive boards for teaching. Students are going with tablets in the classroom. If this is the scenario then teachers should be equipped with technology skills. The ways to integrate technology in teaching. Use of video conferencing, online courses, video sharing, blogging, use of smart phones on teaching, these are important aspects nowadays. For developing the teaching learning material also technology is needed. Online courses and virtual classrooms are coming up which makes it imperative for the teacher to be equipped with technology skills.

4. CONCLUSION

For the development of any nation, development of its education system is must. This in turn depends on the quality of teachers. We know that in this globalised era there is need to develop future citizens with global competence so that they can compete in the international market. To develop global competence we need teachers who have global competence. Hence there is a need to bring change in the teacher education programme in such a way that they are able to create global citizen and thus teacher education with global competence.

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