

The Need of Global Understanding and Context: Multicultural and International Perspectives on Teacher Education

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Abstract

This paper examines the issue of lacking global context and international perspectives in the traditional teacher education program and research in the United States through literature review and content analysis. Current research based on teacher quality, professional development, and teacher education programs have developed based on the U.S. focus, while pre-service and in-service teachers are having an increasingly diverse student population in their classrooms. The lack of appropriate trainings and preparations in developing multicultural and international teaching competence will create instructional barriers between teachers and their multicultural and international students. A more specific question this study poses from the review is the following: what we are missing in teacher education by having a U.S.-focused lens in the teacher education literature.

Keywords: teacher education, comparative and international education, multicultural teacher education

1. Introduction

This paper seeks to explore the issue of a lack of international contexts and perspectives in teacher education in the U.S. On a practical level this study views this lack as a problem that could be addressed in foundations courses in teacher education programs, alongside multicultural education training and course options. Nor do this study suggests that international issues are absent from all research literature. Indeed, international issues and lenses do exist in education, though not explicitly and in any form of multiplicity within teacher education literature. Scholars of comparative education necessarily include an international lens in their work. So as there are scholars in fields such as multicultural education increasingly drawing attention toward international perspectives (Banks, 2004).

A possible contributing factor to the lack of international focus, or addressing international perspectives in teacher education is the demographics of the teacher candidate population. There is currently a lack of diversity in the teaching profession, moreover, an issue of retaining teachers of color (Achinstein, et al., 2010; Achinstein & Aguirre, 2008; Carillo, 2010). This lack of diverse representation amongst teacher candidates poses unique challenge for developing the future generation of teachers. The predominantly White, female (and domestic) demographics present in the teaching force provide challenges to multicultural and international trainings and resources in teacher education program (Gay & Kirkland, 2003).

Another issue exists in teacher education program is curricular imperatives for including global and international contexts. The English Language Arts Common Core State Standards (CCSS-ELA) are now the official standards for 48 states. In its introduction, the CCSS-ELA claim to be internationally benchmarked and aim to prepare students to live in and participate in a "globally competitive society" (p. 3). Given this global imperative, teacher education should be informed by and include a more international focus and context.

Despite this international imperative, the teacher education literature does not include sufficient international perspectives. Nevertheless, there is a lack of content and case studies from international perspectives and multicultural voices. Lambert's (1985) discussion of the teacher as dilemma manager is useful for teacher education, but neither offers nor suggests how such practices might be informed by international context.

A similar problem emerges in the literature on core practices in teacher education. While Kavanagh and McDonald (2013) acknowledge their U.S. focus, the seeking of a "common language" in teacher education and practices pose a

Teachers And Teaching International Perspectives On School Reform And Teacher Education

**Tom Are Trippestad, Anja
Swennen, Tobias Werler**



Teachers And Teaching International Perspectives On School Reform And Teacher Education:

Teachers and Teaching International Council on Education for Teaching, 1997-01-01 **School Improvement** Zijian Li, Michael Williams, 2006 School improvement is at the centre of educational reform and is perceived by many as a key to social and economic advance. It contributes to determining the personal fulfilment and career paths of individual students and consequently engages the interest of parents and community members. It is an ever present commitment of teachers and managers in schools. Policy makers and politicians at international, national and local levels devote much time and effort to their search for better schools. School improvement has also attracted the attention of researchers and scholars in many countries. They have been drawn from various disciplines and fields within the educational studies community including psychology, sociology, history, evaluation and studies in curriculum and assessment. There is now an established body of findings from studies conducted in many contexts. This book brings together leading experts drawn from many countries and several continents reflecting diverse approaches to educational policy and practice, evaluation and research. Variations between countries and between local communities within countries are highlighted. The possibilities and difficulties inherent in transferring evidence from one educational system at a number of levels to another are clearly discussed. What emerges from the cross national and cross cultural evidence are several significant threads currently under active investigation including school structure and management, classroom organisation, school leadership, teacher training and staff development, curriculum and assessment, community involvement, lifelong learning and special provision for students with special educational needs. *School Improvement International Perspectives* is written for national educational policy makers, teachers and student teachers, governing bodies and parents from various levels of schooling and university researchers and scholars.

Reform of Teacher Education in the Asia-Pacific in the New Millennium Y.C. Cheng, King Wai Chow, Magdalena Mo Ching Mok, 2007-09-29 In facing the challenges of rapid globalization, IT intensification, international competition and local demands for developments, educators, scholars and leaders in the Asia Pacific region and other parts of the world are concerned with reforms of teacher education for the future of education in the new millennium. This edited volume aims to provide a global sharing of the major trends and characteristics of the ongoing teacher education reforms in this region and the major challenges and issues raised in policy formulation and reform implementation. With a total of 14 chapters prepared by 18 scholars from nine educational systems: Australia, Canada, China, Hong Kong, India, Japan, Korea, Malaysia and United States in the Asia Pacific region, the book highlights the trends and challenges in the reform of teacher education in the region generally and in eight educational systems in particular. Most chapters directly or indirectly address the latest issues of teacher education and development at operational site and macro levels from a national or regional perspective. This volume is of interest to teachers, teacher educators, researchers, policymakers and other stakeholders in all developed and developing countries. Policy and Politics in Teacher Education John Furlong, Marilyn Cochran-Smith, Marie Brennan, 2013-09-13

During the last 20 years governments around the world have paid increasing attention to the recruitment preparation and retention of teachers Teacher supply and teacher quality have become significant policy issues taken up by policy makers at the highest levels This is because teachers are now seen by many governments as the lynch pin of educational economic and social reform This volume grew out of a recognition by the Editors of the growing significance of teacher education policy and a curiosity about international trends and differences The book brings together nine papers from leading academics around the world from the UK England and Scotland the USA Australia Singapore and Belgium plus a joint paper comparing Namibia and the USA Taken together the papers reveal the complexities and contradictions of international trends On the one hand they demonstrate that there is indeed a common direction of travel along the lines encouraged by international bodies such as the OECD At the same time however the papers also reveal important differences among countries in terms of how they are addressing common aspirations as well as some apparent contradictions within the policies of individual nations This book was based on the special issue of Teachers and Teaching Connecting Policy and Practice Michael Kompf, Pam Denicolo, 2005-06-03 Written by members of the International Study Association on Teachers and Teaching the papers in this volume were presented at an international teaching conference on the issues of theory and practice Using these contributions from experienced researchers most of whom are practising teachers this single volume is international in scope and context demonstrating differences and similarities between and within countries This detailed book is clearly split into five sections focusing on the following themes teacher education professional identity professional research and quality of teacher education teacher practice basic values ethics and cultural scaffolding higher education academic motivation discourse dissonance concerning intellectual property self studies of teacher education practice teacher development the challenge to be the best teacher the link between policy and practice personal theory and practice in tertiary development research and theory reflective practice shared democratic values teachers as researchers

The Routledge International Handbook of the Sociology of Education Michael W. Apple, Stephen J. Ball, Luis Armando Gandin, 2009-12-16 This collection brings together the work of a group of the world's leading sociologists of education to explore and address key issues and concerns within the discipline The chapters draw upon theory and research to provide state of the art accounts of contemporary educational processes global trends and changing and enduring forms of social conflict and social inequality The topics which are addressed are of international relevance and significance International Perspectives on Mathematics Teacher Education Denisse R Thompson, Christine Suurtamm, Mary Ann Huntley, 2021-09-01 Mathematics teacher education includes the mathematics content teachers need to understand ways that pedagogical approaches are developed messages about the nature of mathematics teaching and learning and interfaces between tertiary preparation and school contexts Scholars from Sweden France Malawi Singapore New Zealand Brazil the USA and Canada provide insights for the mathematics education community's understanding of how teacher educators structure develop and implement their

respective mathematics teacher education programs Several themes emerged across the chapters including varied approaches to developing culturally responsive pedagogies and or Indigenous perspectives issues and challenges in fostering partnerships and collaborations strategies for developing mathematics knowledge for teaching and preparing flexible and resourceful teachers Praise for International Perspectives on Mathematics Teacher Education International Perspectives on Mathematics Teacher Education explores different facets of mathematics teacher education in eight countries across five continents The authors and editors answer important questions and open the door to critical conversations about policies and practices related to mathematics teacher recruitment preparation and professional development among other topics Every reader will develop new perspectives as they learn how one institution is engaging with Indigenous perspectives while other countries struggle with an insufficient supply of certified teachers This book clearly demonstrates challenges constraints nuances and complexities to initiating and maintaining improvement across systems to enhance the work and spaces of mathematics teachers within different historical cultural social and political contexts This volume also generates ideas and opportunities for leaders policymakers and teacher educators to consider and learn from international colleagues about different approaches to mathematics teacher education practice and policy Undoubtedly debates about standards content and experiences in programs and accountability structures such as accreditation will continue It is clear from the insights in this volume that strengthening mathematics teacher education will require stronger collaborations frameworks policies infrastructure and investments on a global scale and it will be critical to collaborate with and learn from colleagues in international settings These conversations will require reciprocity interdependence and resilience as we pursue the ultimate goal of equipping the field of mathematics teacher education Kathryn Chval Dean College of Education Professor of Mathematics Education University of Illinois Chicago The Common European Framework of Reference Michael Byram,Lynne Parmenter,2012-06-06 The Common European Framework of Reference for Languages was published a decade ago and has been influential ever since not only in its European home but throughout the world This book traces the processes of the influence by inviting authors from universities and ministries in 11 countries to describe and explain what happened in their case There are everyday factors of curriculum development which sometimes include coincidence and happenstance and there are also traditions of resistance or acceptance of external influences in policy making Such factors have always existed in bilateral borrowing from one country to another but the CEFR is a supra national document accessible through globalised communication The book is thus not only focused on matters of language education but is also a Comparative Education case study of policy borrowing under new conditions *International Handbook of Lifelong Learning* David N. Aspin,Judith Chapman,Michael Hatton,Yukiko Sawano,2012-12-06 Recent changes in the world effected by the transformations of information technology globalisation and the move towards a knowledge economy over the last thirty years have been as radical and fundamental as the changes resulting from the invention of the wheel and the printing press

We are now living in a new age in which the demands are so complex so multifarious and so rapidly changing that the only way in which we shall be able to survive them is by committing to a process of individual communal and global learning throughout the lifespan of all of us A number of international bodies and agencies have taken cognisance of these transformations and the demands they impose upon societies and communities of the twenty first century and have developed and articulated policies intended to enable all citizens of the world in the twenty first century to face these challenges It is now a declared policy of many governments and international agencies that the only vehicle for such preparation is education education education and that preparing for the knowledge economy and the learning society of the future has to be a lifelong undertaking an investment in the future that is not restricted merely to the domain of economic advancement but also to those of social inclusion and personal growth Realising this policy makers across the international arena are grappling with the need to move from systems that emphasise education and training to the radically more unworked construct of lifelong learning In this volume the editors and authors analyse criticise and rework the ideas principles and theories underpinning policies and programs of lifelong learning re interpreting them in the light of examples of best practice found in a range of educating institutions around the world We believe that students of educational change and community development will find it useful and helpful to have available in this volumesome of the most up to date thinking on the chief concepts theories and values of increasing policy interest in lifelong learning together with a review of some significant examples of the different forms focuses and nexuses of thought and practice on this topic All this enables us to offer some policy recommendations and practical suggestions as to ways forward in the endeavour to make lifelong learning a reality for all

The Wiley Handbook of Teaching and Learning Gene E. Hall, Linda F. Quinn, Donna M. Gollnick, 2018-09-12 Provides a comprehensive reference for scholars educators stakeholders and the general public on matters influencing and directly affecting education in today s schools across the globe This enlightening handbook offers current international perspectives on the conditions in communities contemporary practices in schooling relevant research on teaching and learning and implications for the future of education It contains diverse conceptual frameworks for analyzing existing issues in education including but not limited to characteristics of today s students assessment of student learning evaluation of teachers trends in teacher education programs technological advances in content delivery the important role for school leaders and innovative instructional practices to increase student learning The Wiley Handbook of Teaching and Learning promotes new global approaches to studying the process of education demonstrates the diversity among the constituents of schooling recognizes the need for and presents a variety of approaches to teaching and learning and details exemplary practices in education Divided into four sections focused on general topics context and schooling learners and learning teachers and teaching and educators as learners and leaders and with all new essays that look at what has been what is and what could be this book is destined to inspire thoughtful contemplation from readers about what it means to

teach and learn Examines teaching learners and learning from a contemporary international perspective presenting alternative views and approaches Provides a single reference source for teachers education leaders and agency administrators Summarizes recent research and theory Offers evidence based recommendations for practice Includes essays from established and emerging U S and international scholars Each chapter includes a section encouraging readers to think ahead and imagine what education might be in the future Scholars from around the world provide a range of evidence based ideas for improving and modifying current educational practices making The Wiley Handbook of Teaching and Learning an important book for the global education community and those planning on entering into it **Concepts and Trends in**

Global Education ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.,2001 This publication addresses trends and issues in global education providing information about what global education is and how to teach it The publication emphasizes ERIC resources It offers ERIC Digests about global education and selected items from the ERIC database that exemplify different viewpoints and approaches to global education It contains a directory of key organizations and World Wide Web sites that provide teacher resources Designed as a guide for educators who want to include global education across the various subjects of the curriculum the volume is divided into four parts 1 Overview of Global and International Education 2 Institutionalizing Global Education 3 Curriculum Methods and Approaches and 4 Appendices Information about documents in the ERIC database and how to submit documents for the database is appended BT

Transforming Teacher Education Viv Ellis,Jane McNicholl,2015-02-26 Teacher education has a central role in the improvement of educational systems around the world but what do the teacher educators in universities and colleges actually do Day to day how do they support the learning and development of the thousands of new teachers we need every year And why does this matter Drawing on recent research by the authors situated in the growing international literature Transforming Teacher Education puts these questions in cultural and historical context and offers a practical answer in the form of an original agenda for the transformation of current conditions in teacher education with future designs for practice Viv Ellis and Jane McNicholl argue that the academic work of teacher education needs to be reconfigured in order to stimulate the renewal of the profession of teaching and to develop new modes of educational research that will have impact on practice as well as building the discipline of Education within the universities They offer suggestions for future designs for teacher education drawing not only on the latest research in teacher learning and development but from across the social sciences **Handbook of Research in Social Studies Education** Linda S. Levstik,Cynthia A. Tyson,2010-04-15

Introduction Linda L Levstik and Cynthia A Tyson Change and continuity in social studies curriculum Stephen J Thornton Early elementary social studies Jere Brophy and Janet Alleman What happens in social studies classrooms research on K 12 Classroom practice Linda S Levstik Knowing and doing in democratic citizenship education Walter C Parker International political socialization research Carole L Hahn and Theresa Alviar Martin Service learning Rahima Wade Controversial issues

and democratic discourse Diana Hess Diversity and citizenship education historical theoretical and philosophical issues James A Banks and Nguyen Diem Social justice and the social studies Kathy Bickmore Gender and sexuality in the social studies Margaret Smith Crocco Global education Guichun Zong Angene H Wilson and A Yao Guashiga Assessment and accountability in the social studies S G Grant and Cinthia Salinas Research on students ideas about history Keith C Barton Research on K 12 geography education Avner Segall and Robert J Helfenbein Recent research on the teaching and learning of pre collegiate economics Steven L Miller and Phillip J VanFossen Technology and social studies Kathy Owings Swan and Mark Hofer The education of social studies teachers Susan Adler The professional development of social studies teachers Stephanie van Hover

The Struggle for Teacher Education Tom Are Trippstad, Anja Swennen, Tobias Werler, 2017-04-20 Reform of teacher education is en vogue worldwide today due to the widespread belief that teacher education has the power to change traditional modes of schooling educating new teachers who will be capable of improving the knowledge standard of children and boost the economic power of nations The Struggle for Teacher Education brings together conceptual comparative and empirical studies from Australia England Finland The Netherlands Norway South Africa and South America to explore the ways in which professional education has been positioned in a reactive mode The contributors discuss how teacher education is a contested division in higher education and look at how current reform efforts may limit the potential and work of teacher education highlighting why this point needs more attention Moreover the collection reveals how teacher education s authorship on teacher professionalism may be weakened or strengthened by current reform drives and offers alternative models on how to rethink reforming teacher education

[The Global Education Movement](#) Toni Fuss Kirkwood-Tucker, 2018-01-01 The pages of this book paint a portrait of thirteen scholars and their lifelong professional accomplishments in and contributions to teaching service and research in global international education around the world Their extraordinary work contributed extensively to the development direction and growth of the global education movement in the United States initiated by James M Becker as Director of School Services for the Foreign Policy Association New York City in the 1960s These scholars were honored with the Distinguished Global Scholar Award presented by the International Assembly of the National Council for the Social Studies the largest professional organization for social studies educators in the United States Their narratives comprise an intriguing mosaic of backgrounds scholarship and contexts from which their extraordinary work blossomed in building bridges not walls among peoples and nations The publication is intended to honor the professional achievements in global international education of these scholars who have devoted their professional lives to creating a better world through their work More importantly this book exposes globally minded individuals educators scholars administrators and policymakers around the world to empowering role models from Africa Europe and the United States and opportunity to learn about the multitude of professional activities teachings partnerships exchange programs and research in which they might engage to promote a deeper understanding about the

cultural geographic economic social and technological interconnectedness of the world and its people the very purpose of global education

World Yearbook of Education 2025 Xavier Dumay,Tore Bernt Sorensen,Lynn Paine,2024-11-12 The World Yearbook of Education 2025 analyzes teacher policies and the governance of the teaching profession in the contemporary context of major societal changes and globalizing processes The first volume dedicated to an overview of globalized teacher policies and their implications for the status of the teaching profession across the world this book reflects the ambition to advance the debate on the challenges and opportunities associated with the teaching profession It recognizes that teacher policy is situated at the crossroads of three logics that have changed and become more complex due to globalization processes since the 1970s the logic of teacher policy regulation has shifted from state centric government toward pluriscalar global governance the logic of employment relations has shifted to a flexibility paradigm the logic of teacher education has shifted from the transmission of knowledge in teacher education to teachers lifelong learning In line with the objective to analyze the governance of the teaching profession in the contemporary context of major societal changes and globalizing processes this book is organized into three parts focusing on teacher policies as global governance and public policy teacher labor markets employment relations and careers and the institutional transformations in the world of work and employment and the reconfiguration of teachers work and the learning of teachers Its contributors use different methodological approaches to draw on a range of case studies and analyses of national regional and global patterns A timely and important contribution to discussions of the future of the teaching profession across the world the World Yearbook of Education 2025 is ideal reading for policymakers the professional teaching community researchers graduate students and anyone interested in education policy related areas such as public policy comparative education and sociology of education

Teacher Professional Learning Shu-Shing Lee,Bee Leng Chua,Alexius Chia,Monica Woei Ling Ong,Pamela Costes-Onishi,2025-05-29 This book provides an insider s perspective of the Singapore education system that views teacher capacity building as a key lever for quality educational experiences It describes experiences from policy conceptualisation to practice implementations of teacher learning This book includes international perspectives in the form of expert commentaries and critique where comparisons are made between Singapore s experiences and those of other education systems It also describes the complexities of teacher professional learning within and across three levels policies partnerships and schools that shape policy to practice implementations of teacher professional learning from pre service to in service teachers Together with the international scholars this book shares the lessons learnt in Singapore to encourage policy makers scholars and schools to continue thinking about how teacher professional learning can be enhanced caution against the direct transfer of practices and describe how teacher capacity building lays the foundation for the education system to stay relevant address challenges and meet students needs

Resources in Education ,2001-10

Changing Perspectives on International Education Patrick O'Meara,Howard D. Mehlinger,Roxana Ma Newman,2001 More than 40

years ago recognizing that higher education would have to take responsibility for educating Americans about other world cultures and societies Congress passed the National Defense Education Act later known as the Higher Education Act Title VI of this act has provided extensive support for foreign languages and area studies development in the nation's universities and colleges As a result millions of Americans have been able to acquire knowledge about other parts of the world Today there are new issues demands and perspectives Americans are more likely than ever to encounter different cultures business practices histories ideologies and ways of life In addition the United States is increasingly called upon to intervene or mediate in regional and local crises far beyond its borders U S educational institutions must continue to help citizens to have informed opinions about complex international problems Changing Perspectives on International Education is designed to be used by administrators and planners in U S education It covers the field of international studies as it has developed in the United States from its beginnings and accomplishments under Title VI to the current paradigmatic shifts taking place in research teaching and outreach A major section is devoted to internationalizing the curriculum of K 12 schools It concludes with a look at future trends and how they may affect international scholarship and training in the new century It also provides an extensive bibliography of international resources

Quest for World-Class Teacher Education? Jun Li, 2016-07-25 Utilizing a case study method and a Multiperspectival Approach this volume presents a pioneering in depth study about China's teacher education policy since the 1990s It critically investigates the rational dynamic and complex implementation process taking place at the micro institutional level for the transformations of teacher education institutions The book first introduces the sociopolitical and cultural background of China's teacher education system and its challenges under the condition of globalization and illustrates major national initiatives for nurturing highly qualified teachers It then explores new teachers identities in an era of enhanced professionalism uncovers the ways they reflect China's teacher education reform and distills the rationales behind these policy actions This is followed by an analytic presentation of the findings of the case study of a provincial normal university with a particular focus on such core pieces of the implementation jigsaw as policy flow the dynamism of implementation sociopolitical and cultural confluence and institutional barriers in the complex process Lastly the book unravels key recommendations and implications for policy implementation studies from the China policy case and constructs a Chinese Zhong Yong Model of policy implementation and sheds new light on policy studies of teacher education reform in particular and public policy in general which may be transferable to other sociopolitical contexts seeking to nurture world class teachers and achieve educational excellence in a global age

Unveiling the Energy of Verbal Art: An Mental Sojourn through **Teachers And Teaching International Perspectives On School Reform And Teacher Education**

In a global inundated with monitors and the cacophony of fast interaction, the profound energy and psychological resonance of verbal beauty frequently disappear in to obscurity, eclipsed by the constant barrage of noise and distractions. However, set within the musical pages of **Teachers And Teaching International Perspectives On School Reform And Teacher Education**, a interesting perform of literary elegance that pulses with organic thoughts, lies an unforgettable trip waiting to be embarked upon. Published with a virtuoso wordsmith, this enchanting opus manuals viewers on an emotional odyssey, gently exposing the latent potential and profound influence stuck within the delicate web of language. Within the heart-wrenching expanse of the evocative examination, we shall embark upon an introspective exploration of the book is key subjects, dissect their interesting writing model, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

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