



## Global Trends in Educational Policy

Global Perspectives for Teacher Education

Diane G. Gal,

### Article information:

**To cite this document:** Diane G. Gal, "Global Perspectives for Teacher Education" *In* Global Trends in Educational Policy. Published online: 08 Mar 2015; 259-287.

Permanent link to this document:

[https://doi.org/10.1016/S1479-3679\(04\)06010-4](https://doi.org/10.1016/S1479-3679(04)06010-4)

Downloaded on: 29 July 2018, At: 08:34 (PT)

References: this document contains references to 71 other documents.

To copy this document: [permissions@emeraldinsight.com](mailto:permissions@emeraldinsight.com)

The fulltext of this document has been downloaded 282 times since 2015\*

### Users who downloaded this article also downloaded:

(2005), "The World Council of Comparative Education Societies: A Preliminary History", International Perspectives on Education and Society, Vol. 6 pp. 289-307

(2005), "Mapping Paradigms and Theories in Comparative, International, and Development Education (CIDE) Research", International Perspectives on Education and Society, Vol. 6 pp. 221-258

Access to this document was granted through an Emerald subscription provided by emerald-srm:321383 []

### For Authors

If you would like to write for this, or any other Emerald publication, then please use our Emerald for Authors service information about how to choose which publication to write for and submission guidelines are available for all. Please visit [www.emeraldinsight.com/authors](http://www.emeraldinsight.com/authors) for more information.

### About Emerald [www.emeraldinsight.com](http://www.emeraldinsight.com)

Emerald is a global publisher linking research and practice to the benefit of society. The company manages a portfolio of more than 290 journals and over 2,350 books and book series volumes, as well as providing an extensive range of online products and additional customer resources and services.

Emerald is both COUNTER 4 and TRANSFER compliant. The organization is a partner of the Committee on Publication Ethics (COPE) and also works with Portico and the LOCKSS initiative for digital archive preservation.

\*Related content and download information correct at time of download.

# GLOBAL PERSPECTIVES FOR TEACHER EDUCATION

Diane G. Gal

Incorporating global perspectives into American teacher education programs has grown with some success over the past decades. (Banks, 2001b; Gutek, 1993; Merryfield, 1997; Spring, 1998) Generally, the goals of global education are to help students develop multiple perspectives, cultural consciousness, intercultural competencies, respect for human rights and dignity, and to combat prejudice and discrimination. However, there remain different conceptualizations of global education and alternate approaches to infusing it into teacher education programs (Merryfield, 1997; Tye & Tye, 1992). Despite “definitional ambiguities,” global education is viewed as useful to teachers “in guiding [students] in their 21st century journey to shape a more peaceful world.” (Kirkwood, 2001). Related, but less successfully incorporated into teacher preparation programs is consideration of how the process of globalization impacts our lives and our educational endeavors. Here, globalization is understood as a process of change in economic, political, and cultural arenas and is characterized by an increasing world-wide interconnection that is seen as alternately beneficial and harmful.

September 11, 2001 brought most Americans to a point of dramatic disorientation, not least of all about the role of teachers and the nature of their education. Prior to September 11, Americans were, like the townspeople in Goethe’s *Faust* “talking at the front gate about war and murder far behind, far away...” Now, they wonder if they are ready and able to meet the

---

**Global Trends in Educational Policy**

**International Perspectives on Education and Society, Volume 6, 259–287**

Copyright © 2005 by Elsevier Ltd.

All rights of reproduction in any form reserved

ISSN: 1479-3679/doi:10.1016/S1479-3679(04)06010-4

challenges that have hastened through their front gate. Engaging prospective teachers in considering big picture issues and how they relate to their daily lives and teaching practices is imperative. Further, the field of comparative and international education is well positioned to meet these needs for teachers in both Western industrialized and developing countries. The focus of this chapter will be on the circumstances and opportunities for incorporating discussions and practical response to issues related to globalization in teacher education programs through the revitalization of college level teacher preparation courses. Coming to grips with this issue is no less timely for countries around the world, as they are all grappling, in their own ways, with the varied impacts of globalizing forces. For example, Brazil continues to search for ways of bridging the income and education gaps between areas like Bahia and Sao Paulo. India has turned to new forms of distance learning for teachers who are motivated to serve in remote, rural areas. Poland seeks to better align its teacher preparation with European standards and expectations for a democracy. Considering the current circumstances of the United States, Brazil, India, and Poland stimulates our thinking about how different landscapes of social and educational needs still reflect similar human aspirations. While teacher education continues to be narrowly defined, expectations of teachers are growing, and they should be offered avenues to consider broader issues that impact their lives and their work. These countries offer examples of different avenues through which teachers can develop global perspectives. The United States, Brazil, and India represent democratic countries from different world regions that have large and diverse populations in terms of race, ethnicity, economic levels, and religion. Poland is ethnically and religiously quite homogenous, yet offers an interesting experience of a society in transition to democracy. With their recent acceptance into the European Union, they are poised for a change in demographics as well.

The ongoing challenge of colleges of education and professional organizations has been to agree on what prospective teachers must need to know and do in order to teach in changing, diverse communities. Their overriding concern is of how best to prepare teachers for 21st century diverse and democratic societies. However, the accepted knowledge and skills set for prospective teachers is still narrowly defined in most countries, and leaves very little room to engage in reflective discussions on individual and collective engagement with an accelerating process of globalization. It is precisely at this time, when we have been dramatically reminded of our intimate, but not particularly romantic connectedness with the world that

discussions are necessary on how to prepare motivated individuals both to teach, and to be activists in their communities.

Recent events, although tragic, represent an opportunity to find ways of coming to terms with the knowledge that is most important for school children to learn, an individual and collective identity, and the obligations to act in a democracy. More specifically, we are compelled to re-imagine our work as teachers. One important avenue to begin this process is through courses that should be offered in teacher education programs. Scholars with specializations in comparative and international education are especially well suited to bring a crucial element into the discussion: global perspectives on the nature of knowledge, different viewpoints on the nature and impact of globalization, and a critical lens on the current standards, accountability and performance model of education that dominates Western policy discourse, and is so prevalently exported to less developed societies via international aid organizations, including the IMF and World Bank.

This chapter begins by defining global education, the process of globalization and how they have been linked to the provision of teacher education. The discussion then turns to the various teacher education programs that are emerging in different countries. This is followed by consideration of the ways by which emerging theories and research in the field of comparative and international education can support and enrich these programs. Throughout, the interplay between larger processes of globalization and specific educational experiences of new teachers is discussed. This interplay takes on some urgency just now, as social and political calamities are no longer passively observed via media as they occur some place “far away.” As a result, we have come to the uncomfortable point of revisiting our deepest convictions about ourselves, about living in democracies, and about taking action in the world, both individually and collectively.

## GLOBAL EDUCATION AND GLOBALIZATION

“Global education involves (1) the study of problems and issues which cut across national boundaries and the interconnectedness of cultural, environmental, economic, political, and technological systems and (2) the cultivation of cross-cultural understanding, which includes development of the skill of “perspective-taking,” that is, being able to see life from someone else’s point of view. Global perspectives are important at every grade level, in every curricular subject area, and for all children and adults.

(Tye & Tye, 1992)

The literature generally suggests that the best way to infuse global perspectives into teacher education programs is by modeling pedagogy through the use of not just readings and lectures, but role plays, case studies, and collaborative investigation of useful resources among colleagues. Merryfield (1997) sets out methods for pedagogy for global perspectives that include exploration of self-knowledge, cross-cultural experiences and skills, perspective consciousness, values analysis, and authentic learning. Given the wide range and capacities for educating large numbers of new teachers in many countries, infusing global perspectives into otherwise technically oriented training programs is often poorly managed.

Nonetheless, the OECD characterizes teachers as “professionals, role models and community leaders,” who are asked to “manage the far reaching changes that are taking place in and outside of schools.” (OECD, 2001, p. 9). Professional organizations like the American Association of Colleges of Teacher Education have acknowledged the impact of globalization, and have commented on the need to attend to the increasing plurality of values, issues, and players in the world arena. It is hard to determine how many colleges of education are actively taking up this call to arms and incorporating global perspectives in any consistent way into their programs. However, American schools that seek accreditation with organizations like the National Council for the Accreditation of Teacher Education (NCATE, 1994) are bound to their guidelines which value and define global education as “the viewpoint that accepts the interdependency of nations and peoples and the interlinkage of political, economic, and ecological and social issues of a transnational and global nature.” (N. C. f. A. o. T. Education, 1994). According to NCATE, accredited colleges of teacher education must adjust their programs and ensure to impart appropriate knowledge and to model effective teaching (especially to students of diverse backgrounds) in order to meet the needs of our new economy, and information society.

There are plenty of studies that show that student performance in learning basic skills increases when teachers complete accredited education programs and are fully licensed. (Darling-Hammond, 1992, 2002; N. C. f. A. o. T. Education, 2001; Wenglinsky, 2000) Few would argue against prospective teachers learning both content knowledge and specific methods that have proven to get students reading, writing, and computing. However, teachers’ preparation should not preclude engagement in a dialogue about broader issues. Indeed, on the surface, it is hard to disagree with NCATE’s statement that “student learning must mean not only basic skills but also the knowledge and skills necessary to succeed as a responsible citizen and contributor to the new economy.” (N. C. f. A. o. T. Education, 2001). This, however,

leaves open to interpretation what constitutes a responsible citizen and whether the new economy is viewed as viable or desirable from any number of different perspectives.

The underlying tensions of such rhetoric may never be explored by new teachers who face multiple challenges like failing urban schools in America, poor rural villages in Brazil and India, and ideologically different generations of students in Poland. Often valued more for their willingness to adopt and unquestioningly follow rigid curriculum guidelines, discipline procedures or teaching behaviors (like drilling and following scripted dialogues or timed curriculum blocks), teachers in these settings are pressed into the service of doing what is most often antithetical to engaging in practices that are true to their own reflective convictions and philosophies of education. What these new teachers identify, through their own experiences, are difficult social and economic problems that continue to thwart their best efforts and intentions even if they are well educated and certified.

We should engage future teachers in considering what connections can be made between global perspectives in education and the conceptualization and experience of globalization both at home and around the world. Globalization is understood as an emerging pattern of interconnectedness in not only the economic realm, but in social, cultural, technological, environmental, and health arenas. These new ways of connecting and interacting shape national and local public policy agendas, including education, since it influences how we generate meaning and concepts around schooling, and the role and education of teachers. For example, Smyth and Shacklock charge that one result of globalization is that our schools increasingly serve the needs of economic growth and are less concerned with improving society.

“The role and function of education are undergoing dramatic changes in response to these economic imperatives. The notion of a broad liberal education is struggling for its very survival in a context of instrumentalism and technocratic rationality where the catchwords are ‘vocationalism,’ ‘skills formation,’ ‘privatization,’ ‘commodification,’ and ‘managerialism’.” (Smyth & Shacklock, 1998).

Indeed, prevailing policies for teacher education in Brazil focus on raising the quality and quantity of teachers’ knowledge and skills. In order to meet their immediate need for better qualified teachers, Brazil has created alternative routes to certify large numbers of teachers as quickly as possible. In addition to distance education providers and private teacher preparation institutions, broader based organizations like the Landless Workers’ Movement have stepped into the role of teacher educator. (Diniz-Pereira, 2002)

The Landless Workers' Movement provides 2,800 rural school teachers with an education that encompasses not just technical skills, but professional preparation that is linked to political and cultural activism. While teaching knowledge, skills, behavior, and attitudes necessary for teaching subjects, they link discussion and action research with bigger picture issues in an effort to help teachers identify and change local social problems. Collaborative teacher research in schools and communities can lead to important social reform in some contexts (Diniz-Pereira, 2002).

Some see the underlying assumptions and overt consequences of globalization as full of opportunities for personal economic improvement, technological advancement, and a worldwide political coming together with all boats rising. The role of education in this case is to provide appropriately educated workers to support this vision. Others see globalization as a threatening phenomena that aggravates the economic and educational marginalization of the already disenfranchised. For them, education and teachers should resist what globalization represents and must act to change the tide that only buoys the boats of the already advantaged.

On the economic level, globalization impacts employment opportunities and the goal of education gets restricted to the changing needs of the workforce, and a new information economy that feeds off a consumer mentality. On the political level, we must contend with the unnerving sense that, in the face of terrorism, a democratic nation-state's government is limited in how it can respond without fundamentally challenging the values upon which it exists. In schools, teachers' roles in explaining this while assuaging fears goes far beyond the need to pump basic facts and skills into the future workforce.

On the cultural level, general populations in many countries are rapidly becoming more diverse, and this is reflected in schools. In these settings, education plays a crucial role in forming personal and community (or civic) identities. A major thrust of schooling must be to foster respect and tolerance of other cultures, races, ethnicities, and to live together peacefully by finding common ground within differences, by developing a sense of interdependence. (Banks, 2001a). Teachers, and teacher educators by extension, are simultaneously enmeshed in the processes of globalization, while they are positioned (and morally obligated) to think and act on its effects, such that all children are engaged in meaningful and nurturing educational experiences. This is particularly poignant at a time when teachers are called upon to suspend their race to test skills and to attend to the physical and psychological needs of children directly threatened by dramatic events like

September 11 as well as more subtle shifts in local circumstances as a result of globalization.

“As experienced from below, the dominant form of globalization means a historical transformation: in the economy, of livelihoods and modes of existence; in politics, a loss in the degree of control exercised locally – for some, however, little to begin with – such that the locus of power gradually shifts in varying proportions above and below the territorial state; and in culture, a devaluation of a collectivity’s achievements or perceptions of them. This structure, in turn, may engender either accommodation or resistance. Most agents acquiesce, but others attempt to write a script that embraces macroeconomic growth processes and new technologies while linking them to social equity and reform programs.

(Mittelman, 2000)

As more people come forward to teach the most disadvantaged and disenfranchised in urban centers and remote rural villages around the world, we must ask whether they are guided to acquiesce to given circumstances, or encouraged to “write a script” based on considered, moral, and humane motivation.

## ENGAGING THOSE MOTIVATED TO TEACH

Between 1990 and 1997, the total number of teachers working in formal education sites at all levels worldwide increased from 52 million to 59 million – 2/3 of them in the developing world.<sup>1</sup> Demand for qualified teachers in the next decades will continue to increase, and this will impact teacher recruitment and education around the globe. Brazil’s major challenge will be to raise the level of qualifications among the teaching force. For example, fewer than 22% of primary teachers hold tertiary qualifications. (OECD, 2001) Similarly, in Poland, significant numbers of teachers are already working without necessary qualifications. As a result, in the last decade, Poland’s education policies have focused on in service preparation of teachers. Polish educators continue to struggle with establishing coherent content and methods for pre service and in service teacher education programs, and finding ways to coordinate the work of higher education institutions and schools (Nagy, 2000). The National Center for Education Statistics estimates that American public schools will need between 1.7 and 2.4 million new teachers by 2008–2009, mostly in poor inner cities (Hussar, 2001). For the last two decades, India has experimented with various means of training millions of teachers so that they can meet their goal of universal primary education.



Despite their different contexts, each of these countries are presently faced with the challenge of educating those who are motivated to teach. Although policy documents often express high expectations of teachers while lamenting the poor quality of teacher education programs, there has been a broad trend toward setting standards for the required knowledge, skills, and dispositions that teachers must possess in order to best serve students' needs for the 21st century. Each country offers examples of how large numbers of teachers can be both trained with technical skills, and educated to become engaged actors in their own contexts.

For more than two decades, India has been experimenting with various means of educating teachers in order to meet its goal of universal primary education. Their challenge has been to ensure their more than 4.3 million teachers are qualified to teach, especially the many disadvantaged children in remote rural areas. India anticipates significant growth in the near future with particular need for qualified elementary school teachers willing to work in these areas (Gulati, 1999). Recent national education policy has emphasized pre service and in service education and the solidification of infrastructure for education and research at national, state, and local levels. The National Council for Teacher Education was established in 1995 and is responsible for planning and assessment, and setting standards for teacher education programs and institutions. However, some autonomy and discretion for planning and managing educational services at local levels have been given to District Institutes of Education and Training.

Some of the most innovative possibilities for improving the quality and quantity of teacher education have been via distance education in India. The Indira Gandhi National Open University has collaborated to offer a comprehensive program granting a Diploma in Primary Education through distance format, incorporating "self-study print materials, audio and video programs, theoretical and activity-oriented assignment, tutorials and academic counseling, contact sessions and internships, radio and TV broadcasts and teleconferencing." (Gulati, 1999).

Since 1998, other pilot programs for in service primary teacher training using interactive technology have been underway in collaboration with the Government of India, UNESCO, and the International Telecommunication Union, providing content knowledge and models of pedagogical skills to teachers in remote areas. Although at present there is less focus on professional development in terms of engaging in discussion about the role education plays in building a sense of community among diverse cultures, languages, and traditions (Rajput & Walia, 2001) there is room for expanding the experience now that the infrastructure is in place.

There are other hopeful signs in smaller projects that involve teachers in broader discussions and in potentially planning new programs or policies relevant to their contexts in India. For example, the Global Initial Teacher Education project links teacher education institutes in India, Kenya, and England to discuss the interrelationship of “local and global social issues,” and how they are connected to their school curriculum and teaching practices (Inbaraj, Kumar, Sambili, & Scott-Bauman, 2003). Although focused on gender issues, and without practical influence on the policy level, it is a good example of how growing distance education infrastructure can serve the purpose of expanding teachers’ global perspectives. Other recent initiatives to engage teachers in collaborative research as part of their in service teacher education have been introduced through several District Institutes of Education and Training in recent years. Teachers’ response has been positive as the process involved working “with” rather than “on” or “about” them, and asked them to “probe and illuminate the complex social realities in which teaching and learning are embedded.” (Dyer & Choksi, 2002).

Brazil’s recent educational policies have been aimed at improving enrollment and retention of students, and raising the level of qualifications among the teaching force. The OECD estimates that between 58% and 78% of currently employed primary school teachers have not completed college level education (OECD, 2001). This may partly be a result of previous policy that gave elementary school teachers the option of earning degrees either at the college level, or at the secondary level with added teacher training coursework. However, this option will be phased out in the next few years.

Despite recent shifts in devolving authority over educational decision making from central to state and local levels, there is an increasing government influence over defining the standards and assessments for teachers’ knowledge and competencies. In the late 1990s, the Brazilian government confirmed the need to educate primary school teachers at higher levels and established that their education can and should continue in higher education institutions outside the regular university system. This was partially in response to the growing concern that the university programs were overly theoretical and did not meet the practical needs of teachers. In addition, the government was pressed to quickly and efficiently solve the problem of school dropouts which ultimately affected social and economic productivity. As a result, alternative routes for teacher certification were created, such as distance education options, a variety of in service certification programs, and private teacher preparation institutes.

Most of these alternatives meet the need to develop technical, or practical classroom teaching skills, but only some routes have emerged that educate more broadly, like the program developed as part of the Landless Workers' Movement. Almost 3000 teachers working in more than 1000 schools, grades 1–8 participated in the past few years. This teacher education program covered technical preparation while at the same time engaged teachers in political and cultural issues that impact their work and daily lives. While learning the skills and knowledge necessary for their daily work, teachers considered bigger picture issues in order to identify problems and avenues for change. Specifically, they learned to conduct collaborative research and create action plans for their schools and their communities (Diniz-Pereira & Emilio, 2002).

Freire's work in Sao Paulo with 33,000 teachers during the early 1990s is another promising example of creating spaces for teachers to consider global issues and how they relate to their specific contexts. As head of the Municipal Department of Education in Sao Paulo during the tenure of the Workers' Party, Freire expected teachers to actively participate in curriculum development and to collaborate with peers, students, and families – all activities that were contrary to their previous experience with directives and set curricular materials. The program activities required teachers to critically examine their own lives and work in relation to the disadvantaged families and children they served. It was a comprehensive teacher education based on experiencing, reflection, dialogue, reading, research, and curriculum development in order to “reorient teachers' attitudes and behaviors and developing new pedagogy and understanding.” (Wong, 1995). There have been reports of mixed results, largely because teachers were unaccustomed to the new expectations and lacked the required skills and dispositions to participate effectively. However, the Interdisciplinary Project and Continuing Professional Education Groups serve as promising examples of re-envisioning teachers' work.

In a similar way, the more recent initiative called the Citizen School Project in the city of Porto Alegre has been established and developed by a broad range of constituents, including educators, community members, parents, and students. Based on principles of social justice, respect, and interpersonal relationships, the work focuses on serving the underprivileged children who are most often excluded from educational opportunities due to poverty and failure. Through various activities and seminars, teachers are supported in developing new roles, responsibilities and skills in examining problems of the community within the curriculum (Gandin & Apple, 2004).

Globalization has influenced education policy in many countries with the result that schools are pressed to produce students who will be useful in the changing economic climate. As such, renewed national standards, curricula, and evaluation schemes have impacted the preparation and education of teachers in every global region. Yet, especially in large, diverse countries, national curricula and standards do not guarantee improved teaching and learning. Some argue that in Brazil, as a result of globalization and new policy initiatives, an “excluding educational project” is emerging which supports “teachers who should be creative without being critical and who are able to work in teams as long as they do not participate in collective bargaining nor promote union organization...they should be technically competent and politically less active.” (Flores & Shiroma, 2003). Yet, clearly, there are examples of teacher education programs that do not constrain prospective and in service teachers in this way.

Poland’s experience is useful to explore as an example of a post-communist transition society whose educational reforms have focused on developing democratic citizens. Poland’s challenge has been to build democratic institutions while embracing new ideologies and habits of behavior in all aspects of social and political life. Schools, universities, and colleges of education have been among the most critical institutions Poland has had to reform in the last 15 years. Although the Ministry of National Education has changed teacher certification standards, the most difficult task has been changing the characteristic, didactic ways of thinking and teaching among teachers at all levels. Most Polish teachers are solid subject specialists, but few have the knowledge or skill to incorporate content with innovative pedagogy. Complicating matters, the OECD has characterized teacher training in Poland as “very fragmented” and, although diverse in content, limited in offerings that cover curriculum development, assessment, or innovative pedagogical styles (Nagy, 1998).

Cooperation between institutions of higher education and schools remains disjointed, leading to government efforts to provide finances and support for in service training to a variety of outside organizations that are less resistant to change and oversight of government initiatives. These alternative avenues for in service training offer services more quickly, and demonstrate benefits in schools more quickly as well. One result has been an increase in foreign interest and involvement in providing assistance in creating avenues through which teacher education can incorporate discussions of broader global issues and how they relate to teachers’ work. This has been especially helpful for Poles who have had to overcome “mistrust in participation, and passivity toward conditions and events.” (Putkiewicz, 1996).

One such collaborative effort between the Polish Ministry of National Education and the Ohio State University was “The School in a Democratic Society.” This project addressed new ways of training pre service teachers as well as for training personnel on school organizational and operational issues relevant for a democracy (Hamot, 1998). A cohort of Polish educators trained with peers in the United States, and developed a draft syllabus for a sequence of college courses that would focus on the needs of their own changing context. Unit topics included consideration of teachers’ roles, the school’s connection with local communities, and the role of schools in democratic society. (Hamot, 1998) Other courses in university settings have begun to involve student teachers in educational research which can also become an avenue to “help candidates to teach as well as teachers to think independently about education.” (Putkiewicz, 1996).

New York City is a leading example of how quickly teacher shortages impact the neediest urban schools in America. Those intrepid individuals who choose to pursue teaching as a profession in a city like New York can enter the profession via traditional or alternative routes. The more traditional routes include 4-year BA programs, MA programs, and fifth year certification. Among the growing alternative routes are Teach for America and the New York City Teaching Fellows Program. In fact, there has been a recent upsurge in applicants to teach in NYC schools. For example, in a 2001 New York Times article, Abby Goodnough reported that in September of that year, 5000 mid career changers applied for teaching jobs in NYC compared with 1250 the previous year (Goodnough, 2002). By 2003, the Teaching Fellows Program would accept 2400 prospective teachers from 20,000 applicants. In general, this would seem to be good news, but what remains troubling is not just Goodnough’s reminder that economic refugees from technology and finance industries are now applying for teaching jobs in record numbers. Interest in teaching was reportedly driven by both the economic recession (and job losses) and the terrorist attacks which, according to many applicants’ essays, gave many prospective teachers pause about their lives and what they were doing. While it was clear that most of these applicants for teaching positions would meet their bottom line need for a job, and so meet their economic motivation for pursuing a teaching job, it remains unclear what they could anticipate regarding their desire to re-examine their lives and their newly adopted profession.

Teach for America’s (TFA) mission is to build a cadre of individuals who are motivated to make fundamental changes in schools and outside schools. TFA attracts bright, motivated college graduates who are willing to commit 2 years to working in a poorly performing urban school. In exchange, they

remain connected with the TFA network and engage in periodic professional development activities. The thrust is to nurture these individuals' leadership so that they can address immediate educational challenges as well as the socio-economic circumstances in which so many urban children live. A recent evaluative study indicates that 96% of 317 principals polled feel that TFA teachers were advantageous to their schools and their students. (Raymond, Fletcher, & Luque, 2001) TFA's approach to carefully choosing college graduates to move through their alternative program is unique in that they explicitly look for and nurture individuals who approach the challenges of teaching in failing urban school holistically. In other words, they work with each TFA fellow in their tasks in the classroom but also nurture each fellow's capacity to take a leadership role in addressing the broader, socio-economic circumstances of the community. Much is expected of the fellows, and their work is worth watching.

The New York City Teaching Fellows Program attracts mid-career changers who are willing to work in the city's worst performing schools, and offers them support networks and financial assistance. After an intensive pre-service program, these fellows begin teaching and studying for their Masters degree from a college of education. This 4-year-old program has attracted much interest in New York, but has not yet been closely studied. However, each fellow does become part of a cohort that pass through a traditional teacher education program at a local college (Stein, 2002). Once in such a program, they most certainly will engage in a required educational foundations course.

The thrust of foundations courses is to grapple with big picture questions about education, and relate them to the daily realities of schools. The point is to contextualize teaching and learning, and study schools as institutions. Most often, the courses take a multidisciplinary approach and explore questions of educational provision, inequality, and change. Students begin working out their own educational philosophy, and consider the ways that social context influences the form and function of education in formal school settings, and in informal settings outside schools. Optimally, it serves as a framework for understanding schools, schooling, teachers' roles, and the relationship of school to society. Students gain an understanding of how problems in education are related to larger social, economic, and political issues. The Council of Learned Societies in Education (CLSE) states that the aim of foundations courses is to engage prospective teachers in "understand[ing] and respond[ing] to the social contexts that give meaning to education itself – both in and out of schools." (Education, C. o. L. S. i 1996). They go on to explain that teachers should demonstrate a "concern for

cultural and educational consequences of present circumstances, events and conditions to respond to social issues and crises of the times.” (*Education, C. o. L. S. i.* 1996). This could be an open invitation to comparative and international education researchers, poised to meet the needs of teachers who work in a most dramatically, changing, global environment, regardless of whether they are in New York City, Bombay or Bahia.

In the past decades, foundations courses in America have taken on multicultural and global perspectives with variable commitment. To illustrate, a brief review of three popular texts for foundations courses shows the different approaches to including global perspectives, or utilizing comparative and international education research. While each text has its own strength and unique approach, there is no consistency in how they incorporate or relate global issues, much less discussions of broad processes related to globalization in the economic, political, and cultural arenas. The point is that teachers should analyze violent events like September 11, as well as the numbing problems of urban neglect or rural isolation, and situate them in a global context. In this way, they are given a space to explore the problems of schooling in context, and to reflect on how it is related to the effects globalization has not just in the economy, but in politics, culture, and other arenas. As Britzman queries, “How does teacher education come to notice that the world matters?” (Britzman, 2000).

*Exploring Education: An Introduction to Foundations of Education*, by Sadovnik, Cookson, and Semel (2001) establishes that the study of foundations of education offers students the theories and empirical insights they need to incorporate their own experiences and perspectives to enhance critical literacy. Critical literacy is understood as the “ability to connect knowledge, theory, and research evidence to the everyday experiences of teaching,” and thus, produce “reflective practitioners.” (Sadovnik et al., 2001). The editors illustrate these theories and empirical studies by using primary sources from various books and journals, in addition to their own supplementary narrative. Incorporating global perspectives is clearly not a priority. They add a reprint of Stigler and Hiebert’s (1999) TIMSS Videotape Study of 231 8th grade German, Japanese, and American math classes. This was tucked into their chapter on the structure of U.S. education, which focused on issues of governance and teacher professionalism. The point of the overall chapter is “to create a broad frame of reference that grounds the perceptions of education in their organizational and social realities.” The structure of education for the United States is reviewed and compared to structures of education in Great Britain, France, the former Soviet Union, Japan, and Germany. Their narrative justifies the inclusion of these brief

overviews as a means of comparing the relative “openness” of different school systems (are they educating mainly the elite or a broader population) and a means of glimpsing the way different countries express values through education.

McNergney and Herbert's (2001) *Foundations of Education: The Challenge of Professional Practice* offers brief comparisons between education in the United States and education in Canada, Mexico, Japan, India, U.K., Denmark, Singapore, and South Africa. Their treatment of these brief overviews goes beyond just comparing the school systems organizationally, and tries to add insights into “how others think”, and the values and issues that are pertinent to other countries. Their justification for adding a chapter entitled Global and Comparative Education is to “enhance understanding of global interdependence,” and to gain knowledge of diversity to enhance our teaching and professionalism. The authors add a review of the 1995 TIMSS study and indicate that they feel it represents a restrictive comparison, one that we must somehow move beyond to consider “activities in which we all engage that make us more alike than we are different from one another.” However, they seem to restrict their own vision by going on to say “the real challenge for American public education is to educate workers today for careers and jobs they will fill tomorrow” (McNergney & Herbert, 2001). Multicultural understanding is important, it seems, as a means of educating students to participate more effectively with such multinational pacts as NAFTA, GATT, and the EU expansion.

Kincheloe, Slattery, and Steinberg (2000) take a completely different approach to foundations of education. Rather than stating or illustrating what already is, or even providing alternative primary sources that explore the details of various contemporary educational issues, this text is rooted in philosophy. The purpose of this text is to engage students in a “metaconversation about the nature of educational theory and practice. This process involves an exciting search for a new and better way of living in our complex and often confusing global society.” (Kincheloe et al., 2000). The authors prod the student to consider how our postmodern condition is linked to elements of globalization in an adverse way, by “exaggerat[ing] the power of dominant elites.” (Kincheloe et al., 2000) The historical, political, economic, and curricular considerations of American education are reviewed in such a way that student teachers engage in a “new way of making sense of and producing knowledge” and nurturing a sense of social justice. To understand the way events are shaped and the way history flows, we must first understand the “influence of information formats.” (Kincheloe et al., 2000).



Incorporating global perspectives in foundations courses should include grappling with how the processes of globalization affect every facet of teachers' lives, and the lives of those less fortunate. Teachers should be engaged in sorting out educational policy and how it is enmeshed in social, political, and cultural environment. As envisioned in most scholarship on global perspectives, teachers must be prepared to respect and understand diverse perspectives, to teach diverse populations, and to recognize that the ways in which other countries organize their educational systems to reflect their values. But teacher education programs also need to help prospective teachers see how globalization's impact on the way we structure our lives potentially constrains the life chances and educational experiences of the disenfranchised.

It can certainly seem daunting to ask pre-service teachers to rethink the ways we organize our lives and the education of our children from a global perspective or to explore what globalization does and what we do in conjunction with this overarching process. Until recently, most prospective teachers might have thought that this is a rather useless mental exercise. Yet, since, September 11, it is, perhaps, the central and defining activity of our time, and teacher educators must find ways of incorporating such discussion into our programs.

This can be accomplished in a variety of ways. For example, TFA's alternative route to teaching may be limited to 8000 teachers nationwide. Yet, this organization is an example of redefining what a teacher is and what a teacher should be expected to do over a period of time both in schools and in communities. They expect that their college educated, alternately trained teachers explore their practice in such a way that it moves them from meeting the students' basic educational needs to meeting the broader social and economic challenges facing the children within their own communities. This approach is an example of tackling the complex problems of education starting with a vision of "writing a script" that resists the urge to conform.

At Teachers College's "Teach-In" hundreds of participants discussed not only how teachers can better help students deal with the immediate effects of September 11, but how Americans think about war, violence, and the effects of living in a "new global environment." Participants grappled over questions of how to balance civil and human rights, and how Americans envision a sense of community at this time of crisis. Appropriately, new teachers were given professional development credit for attending the workshop. Such workshops, whether considered professional development or informal discussions, provide crucial forums for self-exploration, and for building a sense of a community.

Yet, the far majority of America's future 2.4 million new teachers will first earn degrees at colleges of education. Therefore, incorporating discussion about globalization, its effects on our lives and our vision of education (among other considerations), should be a minimum requirement for foundations courses. Indeed, these courses typically explore the historical events that have shaped our education system, and the political, social, and philosophical arguments around the purpose of education. Optimally, these classes should allow for some critical examination of the conflicting viewpoints and outcomes of schooling in America. However, teacher educators must make room in such courses for the consideration of not only what is, or what has already transpired, but what might be.

On the political level, if globalization contributes to the ease with which terrorist acts are justified and carried out, teachers must grapple with this knowledge. They should be given forums to discuss their positive or negative feelings about schools' commitments and focus in times of crisis. Teachers should be asked to link the reality of the limits of democratic governments to protect its citizens, and the fears that children may still harbor for their safety. Related to this uneasy realization is the concern over giving up some civil rights for a sense of more security. Does this compromise our values as a democracy or change the way we interact in our society? These questions are not just for academics, philosophers, or social studies teachers to ponder – they are important questions for all of us.

The economic impact of globalization is most often linked to analyses of educational reform efforts. [Spring \(1998, 2004\)](#) argues that our educational system is set up to support and feed a market economy, while at the same time it is viewed as a way of solving problems like poverty that is exacerbated by an increasingly global market economy. On a more local level, teachers should be encouraged to explore how the official, seemingly common sense rhetoric for higher standards and a return to basics still translates to very different classroom and life experiences for children across the country. Some teachers in urban cities may find a position in a progressive school like Central Park East in New York City, or the Citizen School in Porto Alegre, where teachers' input and discretion on all school matters is expected. Some will find their schools rigidly enforcing drill, repetition, and scripted dialogues. The majority will work in schools that officials and the general public have deemed inadequate or failing to perform, based on national and international standardized test results. Prospective teachers must know this. They must be given an opportunity to engage in deliberating over what actions they can take to mitigate the effects of marginalizing the less fortunate even further.

McLaren and Farahmandpur (2001) suggest that prospective teachers might be asked to consider what a “working class revolutionary pedagogy” might look like in their own contexts. The aim of such pedagogy is to resist the economic effects of globalization by helping teachers and students develop critical consciousness and find strength to act in solidarity. It would “help students and workers recognize how their subjectivities and social identities are configured in ways that are structurally advantageous to the status quo.” (McLaren & Farahmandpur, 2001). Prospective teachers are asked to interpret the dynamics of our society, and to suspend belief that our capitalist society is successful due to individual input. Rather, they are asked to consider the ways in which one person is successful by virtue of privilege while another person is constrained for lack of such privilege, which is often defined by race, class, and gender. McLaren and Farahmandpur (2001) see teachers as potential activists, who should teach in ways that raise student consciousness, get them politically active, and empower them to contribute to improving social conditions.

Public perception of teacher incompetence has historically beleaguered the profession that is in the habit of unconvincingly defending itself in the face of these charges. Yet the importance of giving prospective teachers space for being reflective of their personal, cultural, national, and global identities has been recognized. It is an important part of coming to an understanding of how knowledge is constructed and contextualized. It is also an important part of thinking about how and why we do things in schools, and how it might look different. Equally important is thinking about how and why we might collectively work toward different goals that do not necessarily meet the workforce needs of a globalized market economy that leaves unexamined the circumstances in which so many poor and minority children struggle to keep up, much less excel to higher standards.

In many countries, there is evidence of programs that attempt to address the knowledge and attitudes necessary for preparing to teach in multicultural school environments, especially in under-served areas. However, they are often not part of higher education institutions whose members are slow to change expectations and practices if they differ from prevailing policy prescriptions, or the cultural expectations of the general society, or the “communities with cultural authority to impose standards on their members.” (Pickert, 2001). In today’s policy climate, education policies and professional communities like the OECD, UNESCO, NCATE, and AACTE drive teacher education programs with only a cursory nod to the value that the field of comparative and international education could offer.

“New teachers need to be ready to learn and to act on what they learn, and they need to develop a professional ethos rooted in caring about children as well as in critical perspectives on education.” (Lytle, 2000). The last is the crux of what teacher educators must animate for future teachers. Teachers should nurture students’ visions of their future and understanding of their present context, as much as their abilities in internalizing the basics.

While current education policy trends acknowledge the increasing importance of “internationalizing” higher education, they offer few specific statements on how teacher preparation programs can engage its students to this end aside from ensuring they meet rigorous new standards.

As democracies in all world regions continue to become more diverse, fostering understanding and tolerance becomes imperative. Known for his scholarship on multiculturalism, Banks (2001a) continues to call on teachers to become global citizens, and to help students find ways to make meaningful change in the world. He expects teachers to understand how knowledge is constructed and is related to their social, political, and economic contexts. In addition, he charges teachers with the task of helping students produce and use knowledge to take action. He re-envision citizenship education as multicultural citizenship education. Banks argues that in the face of growing diversity in democracies around the world, we should be helping teachers and students develop a balance of cultural, national, and global identifications. The aim is “to understand the ways in which knowledge is constructed; to become knowledge producers; and to participate in civic action to create a more humane nation and world.” (Banks, 2001a). Reflecting on one’s own sense of identity benefits Banks’ American white, middle class female teacher education students, as much as the diverse teacher education students in Porto Alegre, Sao Paulo, Warsaw, or New York City. The task of teacher education should be to assist prospective teachers to think and act in social practice.

## **A ROLE FOR COMPARATIVE AND INTERNATIONAL EDUCATION**

The field of comparative and international education has traditionally explored the theories, policies, and practices related to the interplay between schools and society in local, national, regional, and global contexts. Recent education policy initiatives in many countries, including the United States, Poland, Brazil, and India, have been influenced by research like the IEA’s

TIMSS study comparing student performance on high stakes tests. Certainly, international studies based on assessments like TIMSS has been, and should continue to be discussed and critiqued as they ultimately impact policy decisions on the form and function of our own educational system. However, other work by comparative and international education researchers should be part of this discussion as well, and it could be incorporated into the programs that prepare teachers, including: studies of alternative teaching approaches or curricular choices; studies demonstrating different perspectives on the nature of knowledge; studies presenting different viewpoints on the nature and impact of globalization; studies offering a critical lens on the current standards, assessment, and accountability model of education policy.

### ALTERNATIVE TEACHING APPROACHES OR CURRICULAR CHOICES

Explorations of alternative teaching approaches or curricular choices constitute an area of work by comparative and international education researchers that has long gained mainstream visibility. For example, the appeal of Montessori methods in early childhood education continues in many countries, and more recently, there has been an increase in interest in the Reggio Emilia approach (New, 2003; Stegelin, 2003). Both are based on theories of how children learn and how classroom interactions should reflect this knowledge. Americans have long embraced several Japanese teaching techniques, like Suzuki music, Shotokan martial arts, and Kuman math. Japanese lesson study has also captured attention as a way to improve teachers' professional development. (Curcio, 2002; Fernandez, 2002; Fernandez, Cannon, & Chokshi, 2003) Interestingly, these latter adoptions are based on a growing fascination with high achieving nations, most often as evidenced on high stakes national tests. This is clearly in evidence as we troll the globe for science and math teaching approaches and curricula choices from Singapore and China, both high achievers according to the TIMSS assessment. Work by Gregory and Clarke (2003) and Ma (1999) on, respectively, Singapore and China's mathematics curricula and teaching methods have begun to influence the way math is taught, and the way teachers of math are prepared.

The literature offers a variety of examples of how the preparation of teachers might best meet the needs of the populations they teach, in the

contexts they live and work. For example, [Stigler and Hiebert \(1999\)](#) work suggests that along with standards and assessments, Americans must focus on changing teaching itself while recognizing that it is an activity influenced by culture. Certainly, Paolo Freire's work has held out an alternative view of how education can be used as an emancipatory vehicle for the most dispossessed, in the least developed societies. However, other recent work demonstrates how teacher professional development can be enhanced through action research ([Diniz-Pereira, 1997](#)). The common view of teachers running through all this work is one of engaged intellectuals. Moreover, across different settings, there is evidence that teachers as researchers are sensitive to the importance of context and culture in planning and carrying out their work ([Maseman & Welch, 1997](#)).

## GLOBAL PERSPECTIVES ON THE NATURE OF KNOWLEDGE

Cross-cultural dialogue helps teachers develop an international understanding of contemporary world events, specifically by demonstrating how culture and context impact educational values, decisions, public policies, and practice ([Crossley & Watson, 2003](#)). Work by comparative and international educators like [Hayhoe and Pan \(2001\)](#); [Hayhoe \(1988\)](#); and [Watkins and Biggs \(1996, 2001\)](#) focus on how conceptions of knowledge itself are intimately connected to cultural and contextual influences. These studies help temper the rush to adopt methods and curricula uncritically, just as it cautions to temper the willingness to make recommendations for other countries to do the same. Research such as [Alexander \(2001\)](#) demonstrates this by comparing various aspects of primary education in English, French, Indian, Russian, and American contexts, and the descriptions vividly suggest that differing conceptions of knowledge get communicated via classroom interactions and curricular choices in a variety of ways.

Local knowledge and a commitment to culturally traditional ways of interacting and communicating values can enhance, rather than detract from academic achievement and developing global perspectives. While preparing students for standardized tests, two schools in Colombia show us how, via projects aimed at integrating knowledge and skills on sustainable community and economic development, they can also be vehicles of locally valued knowledge ([Arenas, 1999](#)). In a similar way, traditions and ways of knowing valued in the Inuit community in Canada have been integrated into

mathematics curriculum with success (Yamamura, Netser, & Qanatsiaq, 2003). Whether they work in urban or rural settings, teachers should have the opportunity to reflect on these examples, as a way of making sense of their own circumstances, and the choices they make in their schools and classrooms.

## VIEWPOINTS ON THE NATURE AND IMPACT OF GLOBALIZATION

Focusing too closely on education's role in meeting economic, human capital needs over other social needs is shortsighted. It is shortsighted to make use of TIMSS type studies exclusively to inform policy and practice, or to haphazardly adopt different curricula or teaching methods without concurrently giving due consideration to the many interpretative analyses available in comparative and educational research. Decisions about education policy and practice are optimally made by considering not only the economic environment, but the social, cultural, and religious environment unique to a particular context, and how all of these are responding to the process of globalization. This dynamic, occurring across the globe, presses us to raise the question of the role of public education and how, as a social institution and conduit for ideology, schools may either exacerbate or mitigate the tensions that arise between ethnic, cultural, and religious cleavages in different contexts.

For more than a decade, the countries of East and Central Europe have been sorting out these types of tensions, as they reoriented themselves to new social, political, and economic commitments. The former Yugoslavia stood out as the most painful transition experience. However, a study of teachers in Croatia revealed that educators, in the mid 1990s, were going through a self-evaluative process and making meaning about their work and aspirations for democracy in new ways, by considering new paradigms (Gal, 2001). Recent work by Milligan (2003) explores tensions between Muslims and Christians in the Southern Philippines, and the contradictory role of schools in both transmitting and transforming cultural values. The Philippines, just as Bosnia, India, and Israel, face challenges in providing education to diverse populations who are in open conflict over political, cultural, ethnic, and especially, religious values and loyalties. As Milligan points out, the United States has a history of grappling with this issue, most recently with conservative fundamentalist and evangelical Christians as well

as with growing numbers of immigrants representing diverse religious beliefs (Milligan, 2003).

The Caribbean's historical experience with diverse population helps them appreciate the value of being aware of "elements that differentiate" them, which helps them "read" the global and better appreciate the increasingly interdependent global community (Louisy, 2001). Yet, the impact of technology on how we define and participate in public spaces, both locally and globally, highlights the changing nature of education and global interdependence. As pointed out by Burbules (2000), schools are often referred to as "communities," yet with the broad increase in technology use, we see the concept of educational communities in a problematic way. Burbules posits that the Internet is becoming a "global community" in as much as it transmits "communication, information, culture, and goods and services around the world." However, the nature of this activity is more akin to a "meta-community" where individuals congregate and coexist, but often lack the type of cohesiveness of the traditional understanding of a community. Further, the Internet holds out the chance to be part of many different kinds of communities, and different types of interactions at varied levels of commitment. These emerging patterns of connection and interaction change the nature of engagement in community, and pushes us to consider "who is seeking to foster a sense of community, among which groups and for what purposes?" (Burbules, 2000). As educators, we must respond to this trend in a considered way, and ensure that it becomes part of the intellectual preparation of teachers who are rushing to integrate technology, as resources allow, into their classrooms.

### **CRITICAL LENS ON THE CURRENT STANDARDS, ASSESSMENT AND ACCOUNTABILITY POLICY MODELS**

It is quite clear that the United States is not alone in rapidly adopting high stakes standardized testing as a means of measuring achievement for all grades. Recent studies confirm that this trend is growing around the world (Phelps, 2000). One of the major concerns over this trend is that many countries use the tests to assess, sort, and validate future work prospects for their citizens. Noah and Eckstein (1998) compared results on national achievement tests in eight countries and showed how they can have both benefits and drawbacks. For example, in several of the countries examined



in their book, they documented differences in educational and career opportunities that result from over reliance on these measures (Noah & Eckstein, 1998).

There is a rising, if not robust trend of cautionary research on measuring achievement, and attempting to close achievement gaps between racial, ethnic, and economic groups, solely on the basis of standardized tests. Comprehensive approaches to closing these gaps are urged, including extensive support for minority and low performing schools, and parent and community support (Kober, 2001). In addition, the impact of focusing on good results on high stakes tests can have a negative impact on the diversity, creativity and freedom within the curriculum (Berlak, 2001). Comparative and international education research can offer examples of successful use of alternative assessments in determining learning outcomes of students from Israel (Dori, 2003) to Canada (Marinez-Brawley, 2000). Further, it can provide lessons from countries like England and Singapore, which have relied heavily on high stakes testing of students and teachers, and remain highly ranked on international achievement comparisons. National curricula and assessments in England and Singapore are depicted as “limited” in value, not least because they classify people and schools “according to specific, often narrow, criteria,” and convey via the curriculum a “value-laden message regarding what should be taught and assessed” (Gregory & Clarke, 2003).

Wrapped up with the discourse on achievement is the need for accountability. Recent efforts to move education from the public to the private sector hold out the promise that offering families a choice to exit an underperforming school will exert pressure on those schools to improve, while satisfying discriminating families who will let their feet do the talking. Yet, the experience with privatization of education in countries around the world has been variable. In addition to the growing research being generated on charter schools and experiments with voucher programs in the United States, many comparative and international education researchers have been reporting on the range of effects of privatization from various countries around the world, including Chile, New Zealand, South Africa, and China. (Plank & Sykes, 2003) Although privatizing education implies leaving educational access and provision open to the market and individual initiative, many countries’ private schools rely on public subsidies, like France, Argentina, and Zimbabwe. Nonetheless, moving education from the public to private realm inevitably involves reorganizing the roles and responsibilities of the state, the economy and society. Moreover, the influence of external aid organizations like the World Bank have been criticized for

inappropriately advising privatization, deregulation, and decentralization policies in environments like Latin America, where such policies clashed with local control and needs, often exacerbating inequities (Rhoten, 2000; Torres, 2002) Historically, one of the major roles of public schools has been to support social cohesion. Arguably, privatizing education would provide more choice, perhaps more efficiency or equity, but what of social cohesion?

Taken together, research in these four areas offers prospective teachers an education that values them as intellectuals, as well as skilled practitioners. Infusing work by comparative and international educators into pre service and in service courses for teachers helps them better grapple with pressing contemporary issues that impact the work they do as much as the lives they choose to lead in society.

## CONCLUDING REMARKS

Re imagining our work as teachers requires us to give consideration to the dynamics of global change and how it connects to what we do in our own backyards. Educators must engage in a dialogue that includes not only multiple perspectives, but alternative visions for action. In our current policy climate, teacher education programs may feel compelled to follow prevailing standards and expectations, but would benefit greatly if they broadened their field of vision.

Global education incorporated into alternative in service programs, schools, or foundations courses for teachers can be enhanced by work from the field of comparative and international education. Used in this way, global education can foster an understanding of what other cultures' contributions have been to improving not just a global economic environment, but a global human environment. These may be animated by different landscapes of social needs, differing in terms of what combinations of requirements their context present, but they are similar in terms of what human requirements arise across cultural, religious, ethnic, or political demarcations.

The pedagogical task ahead of teacher educators is to engage prospective teachers in thinking about how the very big picture, and their very specific smaller picture intersect. Educating teachers is ultimately a process of making meanings in this way, not just about collecting snippets of best practices or classroom management techniques. Yes, it matters that teachers can teach students reading and writing skills, but on September 11, it mattered more that teachers were able to be humane, thoughtful, and caring. What

matters more after September 11, is that we acknowledge and engage in the disorientation of our changing circumstances. Teacher education may not be able to prepare future teachers for all unforeseen events, but it can give them time and space to delve into larger existential and political questions. We need to reorient ourselves by digging deeper into the forces and events that shape our lives and the way we come to see ourselves as individual “I’s” and a collective “we,” as our world increasingly engages in processes of globalization.

## NOTES

1. See [www.ilo.org](http://www.ilo.org)

## REFERENCES

- Alexander, R. J. (2001). *Culture and pedagogy: International comparisons in primary education*. Malden, MA: Blackwell.
- Arenas, A. (1999). If we all go global, what happens to the local? In defense of a pedagogy of place. *Annual meeting of the comparative and international education society*, Toronto, Canada.
- Banks, J. A. (2001a). Citizenship education and diversity: Implications for teacher education. *Journal of Teacher Education*, 52(1), 5–16.
- Banks, J. A. (2001b). *Cultural diversity and education: Foundations, curriculum and teaching*. Boston: Allyn and Bacon.
- Berlak, H. (2001). *Academic achievement, race and reform: Six essays on understanding assessment policy, standardized achievement tests, and anti-racist alternatives*. California: EDRS.
- Britzman, D. P. (2000). Teacher education in the confusion of our times. *Journal of Teacher Education*, 51(3), 200–205.
- Burbules, N. C. (2000). Does the internet constitute a global educational community? In: N. C. Burbules & C. A. Torres (Eds), *Globalization and education: Critical perspectives*. London: Routledge.
- Crossley, M., & Watson, K. (2003). *Comparative and international research in education*. London: RoutledgeFalmer.
- Curcio, F. R. (2002). *A user's guide to Japanese lesson study: Ideas for improving mathematics teaching*. Reston, VA: National Council of Teachers of Mathematics, 39.
- Darling-Hammond, L. (1992). Teaching and knowledge: Policy issues posed by alternative certification for teachers. In: W. D. Hawley (Ed.), *The alternatives for teachers*. Washington, DC: ERIC Clearinghouse on Teacher Education.
- Darling-Hammond, L. (2002). Variation in teacher preparation: How well do different pathways prepare teachers to teach. *Journal of Teacher Education*, 53(4), 286–302.
- Diniz-Pereira, J. E. (2002). Teacher identity construction in different contexts of teacher education in Brazil. *Annual Meeting of the American Educational Research Association*, New Orleans, LA.

- Dori, Y. J. (2003). From nationwide standardized testing to school-based alternative embedded assessment in Israel: Students' performance in the matriculation 2000 project. *Journal of Research in Science Teaching*, 40(1), 34–52.
- Dyer, C., & Choksi, A. (2002). Democratizing teacher education research in India. *Comparative Education*, 38(3), 337–351.
- Education, C. o. L. S. i.* (1996). Standards for academic and professional instruction in foundations of education, educational studies, and educational policy studies, San Francisco: Caddo Gap Press for American Educational Studies Association.
- Education, N. C. f. A. o. T.* (1994). NCATE standards. Washington, DC: National Council for Accreditation of Teacher Education.
- Education, N. C. f. A. o. T.* (2001). Professional standards for the accreditation of schools, colleges and departments of education. Washington, DC: National Council for Accreditation of Teacher Education.
- Fernandez, C. (2002). Learning from Japanese approaches to professional development: The case of lesson study. *Journal of Teacher Education*, 53(5), 393–405.
- Fernandez, C., Cannon, J., & Chokshi, S. (2003). A U.S.-Japan lesson study collaboration reveals critical lenses for examining practice. *Teaching and Teacher Education*, 19(2), 171–185.
- Flores, M. A., & Shiroma, E. (2003). Teacher professionalisation and professionalism in Portugal and Brazil: What do the policy documents tell? *Journal of Education for Teaching*, 29(1), 5–18.
- Gal, D. G. (2001). Making meaning in a changing society: A study of teachers and democracy in Croatia. *Comparative and International Education*. New York: Teachers College, Columbia University.
- Gandin, L. A., & Apple, M. W. (2004). New schools, new knowledge, new teachers: Creating the citizen school in Porto Alegre, Brazil. *Teacher Education Quarterly*, 31(1), 173–198.
- Goodnough, A. (2002). *More applicants answer the call for teaching*. New York: New York Times.
- Gregory, K., & Clarke, M. (2003). High-stakes assessment in England and Singapore. *Theory into Practice*, 42(1), 66–74.
- Gulati, A. K. (1999). Country Report – India. Ensuring opportunities for the professional development of teachers. Innovation and reform in teacher education for the 21st century. In Y. Tabata & L. Griek. *The Asia-Pacific Region*. Hiroshima, Japan: United Nations Educational, Scientific and Cultural Organization. 56–65.
- Gutek, G. (1993). *American education in a global society: Internationalizing teacher education*. Prospect Heights, IL: Waveland Press.
- Hamot, G. E. (1998). A case of teacher education reform in Poland's transitional democracy: The school in a democratic society. *European Education*, 30(2), 5–24.
- Hayhoe, R. (1988). Knowledge categories and Chinese educational reform. *Interchange*, 19(3–4), 92–111.
- Hayhoe, R., & Pan, J. (Eds) (2001). *Knowledge across cultures: A contribution to dialogue among civilization*. Hong Kong: University of Hong Kong, Comparative Education Research Centre.
- Hussar, W. J. (2001). *Predicting the need for newly hired teachers in the U.S. to 2008–09*. Washington, DC: National Center for Education Statistics.
- Inbaraj, J., Kumar, S., Sambili, H., & Scott-Bauman, A. (2003). Women and citizenship in global teacher education: The global-ITE project. *Gender and Development*, 11(3), 83–93.

- Kincheloe, J. L., Slattery, P., & Steinberg, S. R. (2000). *Contextualizing teaching: introduction to education and educational foundations*. New York: Longman Press.
- Kirkwood, K. F. (2001). Our global age requires global education: Clarifying definitional ambiguities. *The Social Studies*, 10–15.
- Kober, N. (2001). It takes more than testing: Closing the achievement gap. *A report of the center on education policy*. Washington, DC: Center on Education Policy Achievement.
- Louisy, P. (2001). Globalisation and comparative education: A Caribbean perspective. *Comparative Education*, 37(4), 425–438.
- Lytle, J. H. (2000). Teacher education at the millennium: A view from the cafeteria. *Journal of Teacher Education*, 51(3), 174–179.
- Ma, L. (1999). *Knowing and teaching elementary mathematics: Teacher's understanding of fundamental mathematics in China and the United States*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Marinez-Brawley, E. (2000). Seizing alternatives: Ways of knowing, rural research and practice the helping arts. Issues affecting rural communities: *Proceedings of the international conference on rural communities and identities in the global millenium*, Nanaimo, BC Canada.
- Maseman, V., & Welch, A. (Eds) (1997). *Tradition, modernity and post modernity in comparative education*. Boston: Kluwer.
- McLaren, P., & Farahmandpur, R. (2001). Teaching against globalization and the new imperialism: Toward a revolutionary pedagogy. *Journal of Teacher Education*, 52(2), 136–150.
- McNergney, R. F., & Herbert, J. M. (2001). *Foundations of education: The challenge of professional practice*. Boston: Allyn & Bacon.
- Merryfield, M. (1997). A framework for teacher education. In: M. Merryfield, E. Jarchow & S. Pickert (Eds), *Preparing teachers to teach global perspectives: A handbook for teacher educators*. Thousand Oakes, CA: Corwin PRes.
- Milligan, J. A. (2003). Teaching between the cross and the crescent moon: Islamic identity, postcoloniality and public education in the Southern Philippines. *Comparative Education Review*, 47(4), 468–492.
- Mittelman, J. H. (2000). *The globalization syndrome: Transformation and resistance*. Princeton, NJ: Princeton University Press.
- Nagy, M. (1998). Teacher training in Central Europe: Recent developments. *European Journal of Education*, 33(4), 393–407.
- National Council for Accreditation of Teacher Education. (1994). *NCATE Standards*. Washington, DC: NCATE.
- New, R. S. (2003). Reggio Emilia: New ways to think about schooling. *Educational Leadership*, 60(7), 34–38.
- Noah, H. J., & Eckstein, M. A. (1998). The two faces of examinations. In: H. J. Noah & M. A. Eckstein (Eds), *Doing comparative education: Three decades of collaboration* (pp. 211–229). Hong Kong: University of Hong Kong.
- OECD. (2001). *Teachers for tomorrow's schools: Analysis of world education indicators*. Paris: UNESCO.
- Pereira, R. D. (1997). Teachers' in-service education: A proposal for turning teachers into teacher-researchers. In: V. Masemann & A. Welch (Eds), *Tradition, modernity and post-modernity in comparative education*. Boston: Kluwer.

- Phelps, R. P. (2000). Trends in large-scale testing outside the United States. *Educational Measurement: Issues and Practice*, 19(1), 11–21. 31 countries clear trend to add not drop testing programs.
- Pickert, S. (2001). Changing views about international activities in American teacher education programs. *Annual meeting of the comparative and international education society*, Washington, DC.
- Plank, D. N., & Sykes, G. (Eds) (2003). *Choosing choice: School choice in international perspective*. New York: Teachers College Press.
- Putkiewicz, E. (1996). Educational research and teacher education in Europe. *European Education*, 28(1), 45–54.
- Rajput, J. S., & Walia, K. (2001). Teacher education for social cohesion: The Indian context. *Prospects*, 31(3), 325–332.
- Raymond, M., Fletcher, S. H., & Luque, J. (2001). *Teach For America: An evaluation of teacher differences and student outcomes in Houston, Texas*. Stanford University: Center for Research on Education Outcomes at the Hoover Institute.
- Rhoten, D. (2000). Education decentralization in Argentina: A “global-local conditions of possibility” approach to state, market, and society change. *Journal of Education Policy*, 15(6), 593–619.
- Sadovnik, A. R., Cookson, P. W., & Semel, S. (Eds) (2001). *Exploring education: An introduction to foundations of education*. Boston: Allyn & Bacon.
- Smyth, J., & Shacklock, G. (1998). *Re-making teaching: Ideology, policy and practice*. New York: Routledge.
- Spring, J. (1998). *Education and the rise of the global economy*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Spring, J. (2004). *How educational ideologies are shaping global society*. Mahwah, NJ: Lawrence Erlbaum.
- Stegelin, D. A. (2003). Application of the Reggio Emilia approach to early childhood science curriculum. *Early Childhood Education*, 30(3), 163–169.
- Stein, J. (2002). *Evaluation of the NYCTF program as an alternative certification program*. New York.
- Stigler, J. W., & Hiebert, J. (1999). *The teaching gap: Best ideas from the world's teachers for improving education in the classroom*. New York: Simon & Schuster.
- Torres, C. A. (2002). The State, privatisation and educational policy: A critique of neo-liberalism in Latin America and some ethical and political considerations. *Comparative Education*, 38(4), 365–385.
- Tye, B. B., & Tye, K. A. (1992). *Global education: A study of school change*. Albany: SUNY Press.
- Watkins, D. A., & Biggs, J. B. (Eds) (1996). *The chinese learner: Cultural psychology and contextual influences*. Hong Kong: University of Hong Kong: Comparative Education Research Centre.
- Watkins, D. A., & Biggs, J. B. (Eds) (2001). *Teaching and the Chinese learner: psychological and pedagogical perspectives*. Hong Kong: University of Hong Kong, Comparative Education Research Centre.
- Wenglinsky, H. (2000). *How teaching matters*. Princeton, NJ: Educational Testing Service.
- Wong, P. L. (1995). Constructing a public popular education in Sao Paulo, Brazil. *Comparative Education Review*, 39(1), 120–141.
- Yamamura, B., Netser, S., & Qanatsiaq, N. (2003). Community elders, traditional knowledge, and a mathematics curriculum framework. *Education Canada*, 43(1), 44–46.

**This article has been cited by:**

1. Daniel Kirk, Diane Napier. Issues of gender, equality, education, and national development in the United Arab Emirates 301-331. [[Abstract](#)] [[Full Text](#)] [[PDF](#)] [[PDF](#)]
2. John K. Hope. K-20 Education and Globalization 24-39. [[Crossref](#)]
3. John K. Hope. K-20 Education and Globalization 795-810. [[Crossref](#)]