

# POLICIES AND PRACTICES FOR GCE IN EUROPE: RESEARCH FINDINGS FROM GLOBAL SCHOOLS

TEACHERS' EDUCATION IN GCE: EMERGING ISSUES IN A COMPARATIVE PERSPECTIVE

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# RESEARCH FRAMEWORK

## Part of 3 years research activity in Global Schools project

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### Research activity objectives:

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**GENERAL:** To analyse GCE teacher education practices in order to identify success factors, conditions for failure, promising and innovative practices and provide evidence-based policy recommendations for the development of the GCE guidelines

**PART 1:** Analyse existing educational policies, strategies, school curricula in 10 EU countries (2015)

**Part 2** To investigate in-service teacher training practices in 4 case countries (AT, CR, IE, IT) (2016-2017)

### 3 SUMMARIZING RESEARCH OUTCOMES

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- Teacher education is important not only to equip teachers with knowledge, skills and abilities required to educate pupils to GCE but also for GCE implementation in primary school. (see also SDG indicator 4.7.1)
- Key role of Values-based pedagogical approach
- NGOs Vs. the Formal Education Systems, tensions and opportunities
- Therefore, values-based teacher education can be regarded as a political action to school reform



# GCE TEACHER EDUCATION PRACTICE

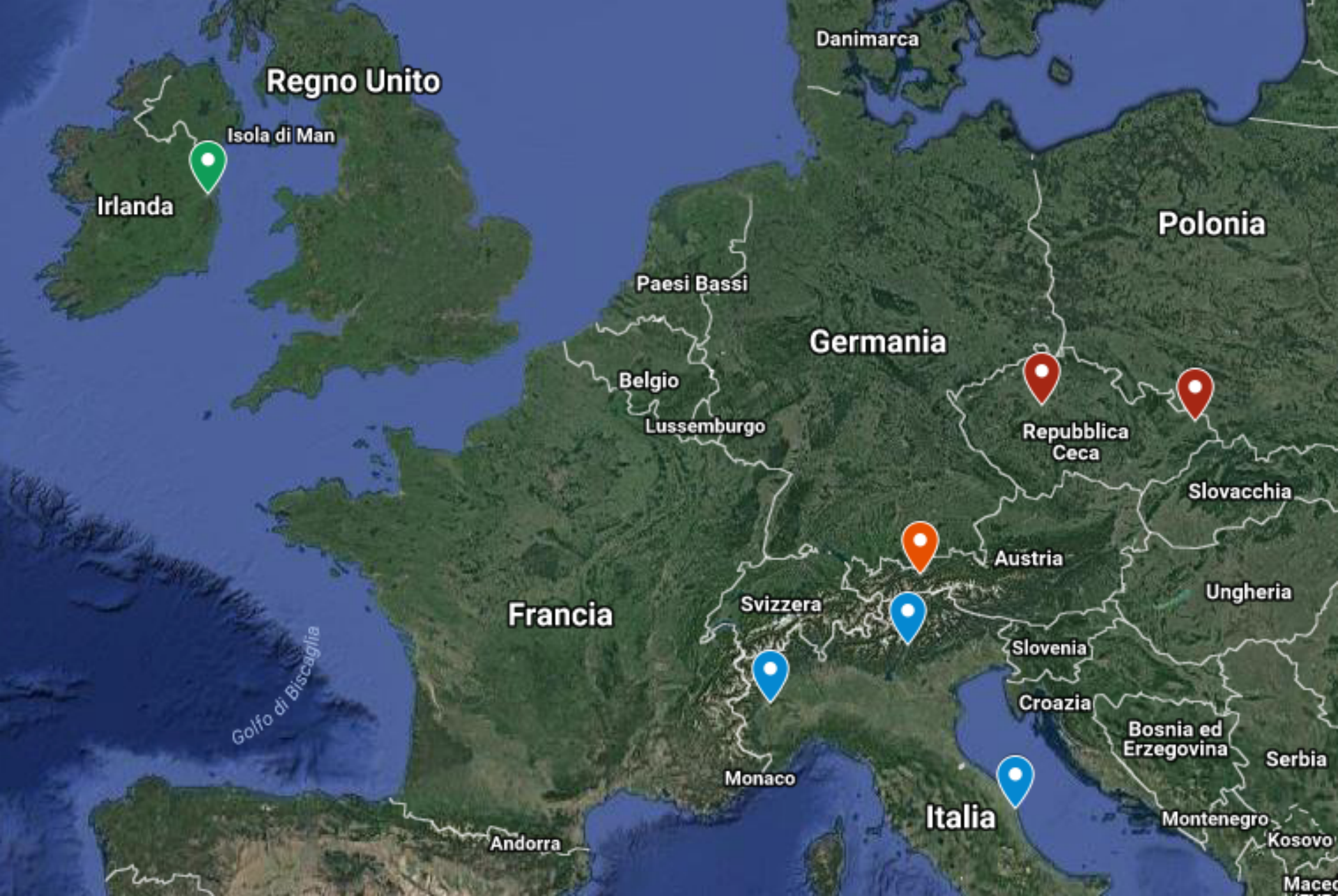
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**Units of Analysis:** 9 pioneering teachers' education courses in GCE (or related themes) in 4 EU countries (AT, CR, IE, IT).

**Method:** qualitative: a multiple-site case study design, using ethnography as methodological approach

**Research team:** Sandra Altenberger (AT), Martina Novotna (CR), Ben Mallon (IE), Carla Inguaggiato & Debora Antonucci (IT), Massimiliano Tarozzi (Principal Investigator)



# DATA COLLECTED

	<b>AT</b>	<b>CR</b>	<b>IE</b>	<b>IT</b>	<b>Total</b>
# Interviews	4	13	6	22	45
# of training & planning sessions	10	7	18	17	52
# Hours of observation	44	48	36	118	246
# words of transcripts	15865	9399	33700	65027	123991
# documents	5	13	32	70	120
# documents' pages	39	96	782	946	1863
# email exchanged		23	37	45	105
# photos	19	4	0	57	80
# questionnaires	29	57	48	66	200
# memos	6	5	8	10	29
Total	16058	9656	34676	66341	

# DATA ANALYSIS

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- Inductive analysis → codebook (main emerging themes)
- Descriptive (national case studies)

# CODEBOOK - 8 THEMES

Label	Name	Label	Name
A	Reasons to attend	E	Teaching approaches
A1	Barriers	E1	aims and goals
A2	Intrinsic Motivation	E2	trainee assessment
A3	Extrinsic Motivation	E3	classroom climate
A4	Expectations	E4	teaching methods
B	GCE Implementation in Schools	E5	pedagogical/theoretical approaches
B1	Opportunities	E6	classroom setting
B2	Threats	E7	activity
C	Contrasting cultures	F	GCE Conception
C1	Different actors in GCE training	F1	vision
C2	Trainer profile	F2	issues
C3	In methods	F3	terms to refer to GCE
C4	In contents	F4	GCE competences
C5	In ethics/politics	F5	GCE teacher profile
D	Course organization	G	GCE policy
D1	Course evaluation	G1	normative documents
D2	Information on the course	G2	recommendatory guidelines
D3	trainee profile	H	GCE values
D4	resources	H1	Ethics
D5	planning	H2	Politics
		I	Local contextual codes





# 3 CORE THEMES

		AT	CR	IE	IT	
<b>C</b>	<b>Contrasting cultures</b>	6	0		0	<b>Total</b>
C1	Different actors in GCE training	30	18	19	104	171
C2	Trainer profile	15	27	40	85	167
C3	In methods	16	19	8	52	95
C4	In contents	29	37	13	34	113
C5	In ethics/politics	8	54	9	8	79
<b>Total</b>		<b>104</b>	<b>155</b>	<b>89</b>	<b>283</b>	625
<b>E</b>	<b>Teaching approaches</b>		21			21
E1	aims and goals	66	3	27	74	104
E2	trainee assessment	21	35	37	158	230
E3	classroom climate	79	87	12	24	123
E4	teaching methods	85		5	149	154
E5	pedagogical/theoretical approaches	28	6	54	95	155
E6	classroom setting	24	7	62	9	78
E7	activity	34	14	26	74	114
<b>Total</b>		<b>337</b>	<b>173</b>	<b>223</b>	<b>583</b>	979
<b>F</b>	<b>GCE Conception</b>	37		7		44
F1	vision	42	15	193	111	361
F2	issues	134	46	84	17	348
F3	terms to refer to GCE	8	10	13	2	33
F4	GCE competences	89	23	67	34	213
F5	GCE teacher profile	37	8	89	25	162
<b>total</b>		<b>347</b>	<b>102</b>	<b>453</b>	<b>189</b>	1161

# FOCUSING ON TWO CORE THEMES

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- From codebook analysis 3 main categories emerged as more relevant:
- **GCE conceptualization**, (Dr. Carla Inguaggiato). *How is GCE conceived? What the different actors that contribute to the organization and implementation of the course had in mind.*
- **Contrasting cultures**, (Dr. Benjamin Mallon). *Different perspectives, worldviews, beliefs among stakeholders' culture by also highlighting intergroup conflicts and tensions*

# GCE CONCEPTUALIZATION:

## Common elements in GCE vision across the 4 case studies

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### **1) Interdisciplinarity**

*“Whereas when we put it into a teacher education context we try to encourage interconnectedness in every sense. So that might be between subject areas, themes, people, present and historic and present and future” (xIE-lf- 06-03.04.2017).*

**2) Change perspective in teaching:** focusing not only on skills but also in the change of attitude of students.

*“Taking a vision of teaching - transcultural learning through the epistemological review of ethnocentric knowledge and the use of didactic models geared towards constructivism and problem-posing” (IT-N-02-24.03.2016).*

### **3) Focus on GCE thematic areas**

*Basically, three categories of GCE seminars were observed – thematic, methodological and their combination. (CZ, case study, p. 2).*

## GCE CONCEPTUALIZATION: METHOD /S CONTENT

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GCE is not only focusing on some issues but also a choice for a specific typologies of teaching methods.

Adopting methodologies which are learners' centered and that are based on dialogue as key element for introducing GCE into teachers' practices.

*"First attitude of the teacher, which means to be open and reflective about the global interconnected world.*

*Secondly the global teacher need a bunch of knowledge about globalization, migration, world economy, environment and development, human rights, peace and non-violence.*

*Thirdly the didactic competence is highly important to implement the approaches and knowledge in the classroom, to build on the living environment of the children, to create a motivating and creative learning environment with participation and dialogue. ." (cf. curriculum, p.4-8, AT case study p.4).*

# GCE CONCEPTUALIZATION: TRANSFORMATIVE ROLE OF EDUCATION

GCE ideal teacher profile: critical thinking, creativity and responsibility

Word	Count	Similar Words
global	5	global
mind	4	mind
teacher	4	teacher, teachers
<b>creativity</b>	3	creative, creativity
need	3	need, needs
<b>responsibility</b>	3	responsibility, responsible
term	3	term, terms
<b>critical</b>	3	critical
look	3	look
new	3	new
think	3	think



*“...we can empower the next generation to develop the skills and attitudes that promote equality, dignity and respect in your community, society and worldwide” (xIE-D-01-29.03.2017).*

# CONTRASTING CULTURE: COMMON ACTORS

<b>Actor(s)</b>	<b>Role</b>
<b>Funding Body</b>	Provision of funding to programme organisers
<b>Government/ Local Authority Body</b>	Development of statutory requirements which shape provision of teacher education
<b>NGO</b>	Expertise in development and education
<b>Teachers/Trainees</b>	Participation – specialists in practice
<b>Teacher Educators/Trainers</b>	Design and facilitation of programmes - theory

“the logic and needs of organisations are totally different” (AT-If).

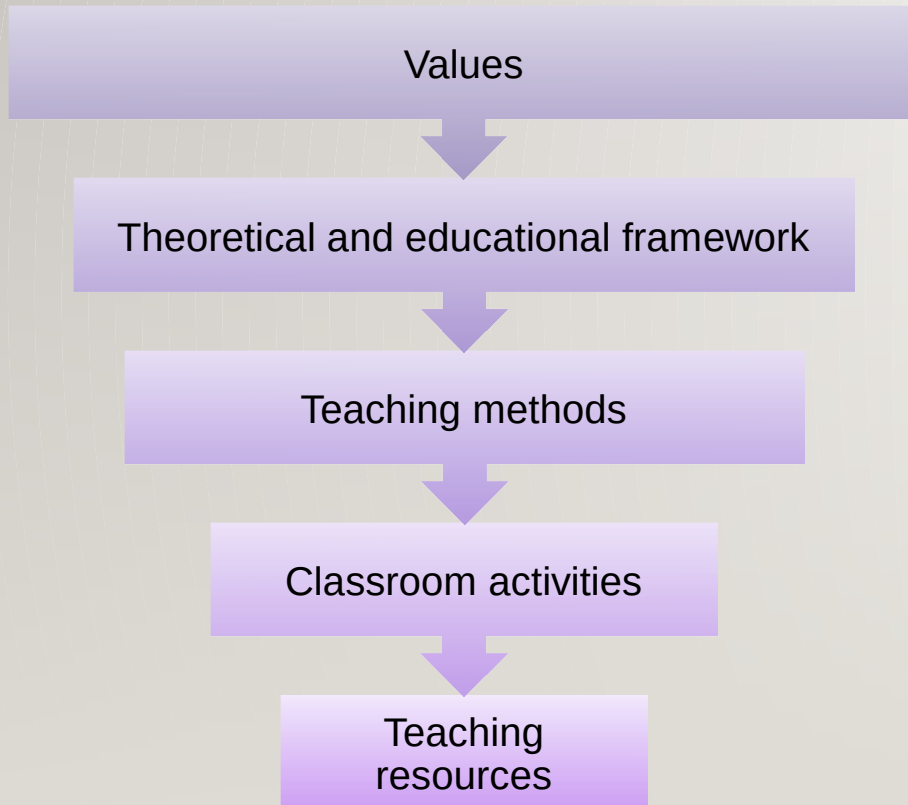
# THE ROLES OF DIFFERENT ACTORS IN GCE TEACHER EDUCATION

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- “It’s most challenging when NGOs and an official education authority work together” (AT-If-in-02-2017)
- NGOs had originally been used “to bring testimonies from Africa or Latin America but then [they] started to change and bring a more formative intervention and not only a witness from the south of the world” (IT-Ex-Fn-02-24.12.2017).
- A risk of “education programs that are not run by people who have education values or pedagogical strengths” (xIE-If-06-03.04.2017).
- Importance of bridging the gap between subject knowledge (for example, understanding of migration) and classroom practice (for example, teaching about migration in the primary classroom).

# TEACHING APPROACHES: LEVELS OF TEACHER EDUCATION PRACTICE

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Contrast between top-down models of teacher education and participatory, learner-centred approaches.



# CONTRASTING CULTURES IN COLLABORATION

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- Contrasting approaches and diverse perspectives promoted by the different actors was perceived to represent a valuable opportunity for teacher education.
- “Emphasis on development of cooperative and caring thinking...vital for GCE” (Cz-If-in-01-23.01.2017).
- “Strengthening the networking between college of education, university and NGOs would be important” (AT-If-in-01-2016)
- “The module starts with an awareness that global citizenship education cannot be the exclusive responsibility of the school but needs a network of multiple actors: associations of NGOs.” (IT-Tn-D-01-11.10.2016)

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“The main goal of the course is to transmit GCE and its fields of competences as well as GCE didactics and methods to be able to implement the dimensions of GCE in their own classroom practice”

### Pedagogical Triangle

traditional divide (content Vs. values based) is transformed into a triangle

“We do not test values that learners develop. we should train pupils to acquire the four competences and not teach them how to think”.



“Among the objectives of the course they refer to the necessity of a teacher ethos that makes them aware of their role in exercising at school solidarity and social and political participation”

# SOME ELEMENTS FOR POLICY-MAKERS AND PRACTITIONERS

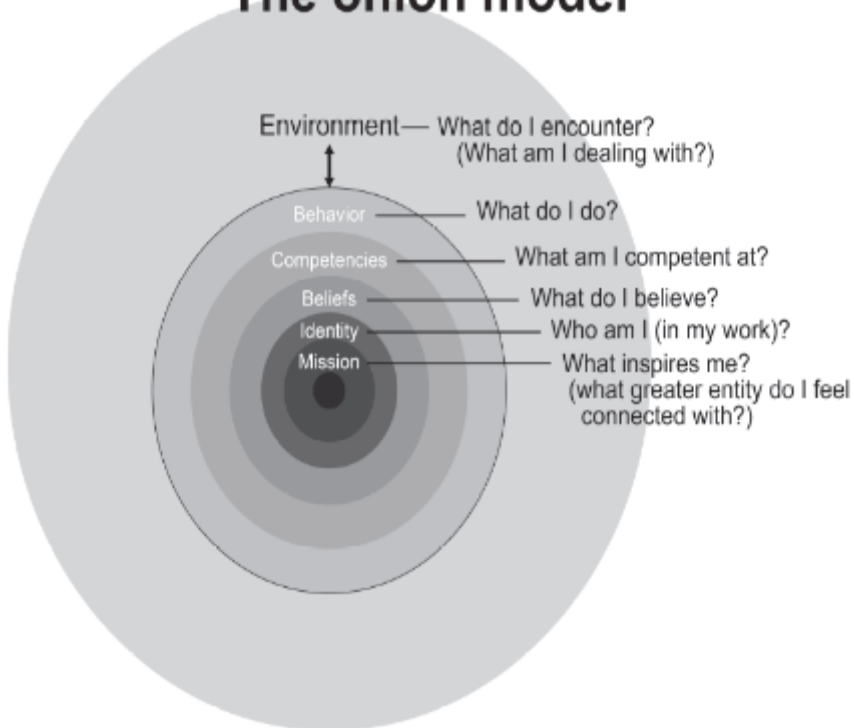
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- Teacher education is important not only to equip teachers with knowledge, skills and abilities required to educate pupils to GCE but also for GCE implementation in primary school.
- GCE implementation cannot be reduced to a top-down political process to impose prescriptive, well-structured curricula, but it is necessary to foster teacher agency as well
- **Teacher agency**, crucial for educational change and reform. Teacher education to empower teacher as agents of change
- NGOs Vs. the Formal Education Systems, tensions and opportunities
- Risks of different visions among GCE conception creates confusion in teachers.
- Contrasting cultures risks diminishing the effect on teachers' agency
- NGOs risk to overemphasize the affective and ethical dimensions and pay less attention to knowledge and competences (NGOs should not substitute teachers in class!)

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# ELEMENTS FOR POLICY-MAKERS AND PRACTITIONERS

## The onion model



- NGOs typically introduce values based approaches
- Values and beliefs have a huge impact on teacher agency
- Therefore, values-based teacher education can be regarded as a political action to school reform.