



Global Competence in Teacher Education

NEWSLETTER

Issue 1 - May 2021

Welcome!

This project began in September 2019 with COVID-19 hitting shortly after. Despite this, we've pulled together to make great progress as you'll see below. But let's start with the Why question: *Why Global Competence in Teacher Education (GCTE)?*

In a shrinking world where we increasingly face shared challenges such as climate change, the integration of newly arrived peoples through the migration crisis, the rise in nationalism, and preparing youth for life in a digitally interconnected global society where they face uncertain futures, acquiring Global Competence is increasingly important.

Our project aim is to **develop future cohorts of educators who are both Globally Competent themselves and have the skills to develop Global Competence in their students** in order to help prevent or mitigate shared challenges. Read on to see the Global Competence resources, programs, and more we're building for Teacher Educators and to change the shape of education.



Dr. Sarah-Louise Jones, Project Lead, University of Hull (UK)

Understanding the State of GCTE from Five Different Angles



During the first year of the GCTE project, we have carried out a wide range of scoping and curriculum mapping activities to foreground the rest of our work. It has been a complex and time-consuming process, made harder because of COVID-19.

However, we're pleased to report that we've completed:

- A **Systematic Literature Review** and a **Higher Education Review**, both of which have been submitted for publication in peer-reviewed journals.
- A **Policy Review** and a **Non-Formal Education Review**, both of which have been accepted as book chapters for a forthcoming volume on developing globally engaged teachers.
- A **School Review**, the findings of which will be turned into an infographic and shared on [our website](#).

Developing Globally Competent Teacher Educators

develop our own Global Competence.

Our joint work — which is taking place entirely online due to COVID19 — also forms the basis of a new network for all TEs who are interested and active in incorporating Global Competence into their teaching with trainees and in-service educators. We will share more information and opportunities for all interested TEs to join this soon. Pre-register your interest on [our website](#) or contact us.



Irma Kunnari Häme University of Applied Sciences (Finland) and

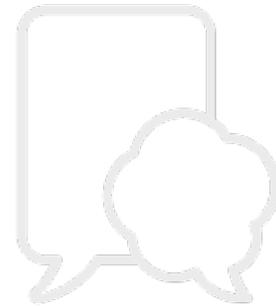


[Kirsi Korkealehto \(HAMK project contact\)](#)

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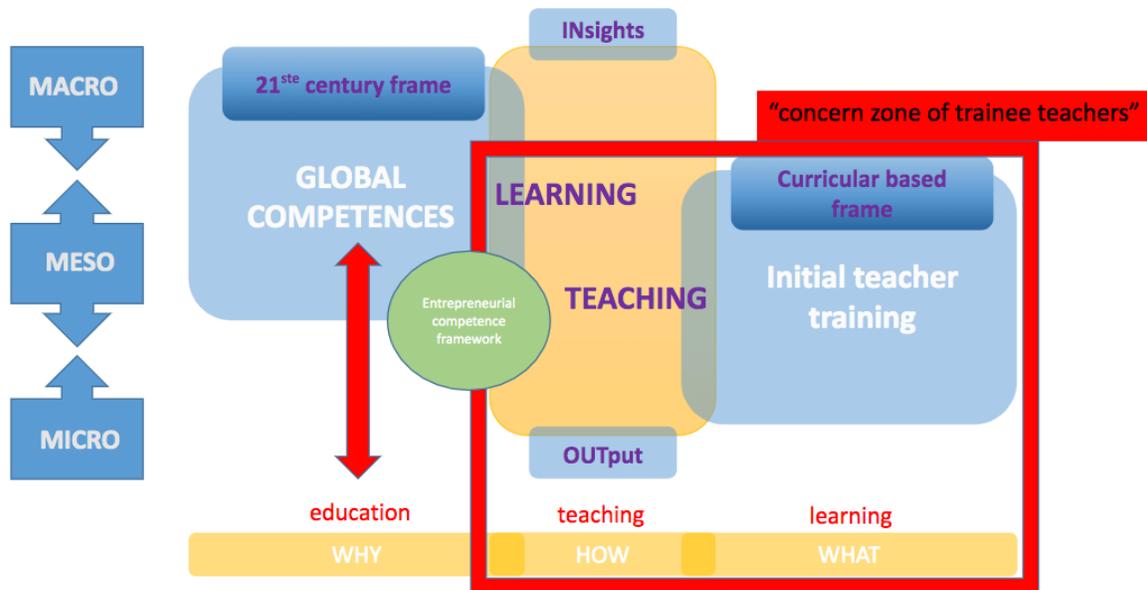
Calling all Teacher Educators!

We'd like to hear what **strategies, practices, and tools** you've found helpful for your teacher trainees to help them develop their own Global Competence and the ability to foster this in their future students. By sharing what you've found to be effective, you'll inspire others and add to a repository that may help you enhance your own practices.



Send us [your recommendations](#).

Flexible Teacher Training Programme Vision & Next Steps



Having previously designed courses related to Global Competence for diverse groups of teachers, the University College Leuven-Limburg (UCLL) team in Flanders is delighted to lead GCTE Intellectual **Output #4: Developing a new Flexible Teacher Training Programme.**

Our work is all the more relevant given the light that the COVID19 crisis shines on the state of teaching and learning worldwide. We must urgently improve how we prepare learners, teachers, and ourselves to embrace flexibility and innovation, and to work across differences to find sustainable solutions now and in the future.

We are currently in the building phase of the Training Programme. Our approach to helping Teacher Educators (TEs) and their Trainees be more Globally Competent and foster this competence in their students combines instructional strategies for active learning with global issues then weaving these into TEs' existing curricula. We are further grounded in seven pedagogical building blocks, including the OECD's PISA Global Competence Assessment Framework, Beames and Brown's four dimensions of Adventurous Learning, and the EU's Entrepreneurship Competence Framework.

Looking ahead, we envision a resulting Training Programme that features a curated selection of new and existing resources structured around the ASCD's Globally Competent Learning Continuum. For the new content, we anticipate five different level-based versions (from nascent to advanced) of 12 lesson plans being developed by UCLL

alongside our project partners. The Programme will live on an online platform that includes an e-portfolio self-assessment tool for TEs and teacher trainees to gauge their progress.

A Programme pilot will run in October 2021 using Collaborative Online International Learning (COIL) in Europe. Then, following any necessary adjustments, it will launch for TEs, educators, and learners worldwide in 2022. To learn more, register your interest on our website or contact us.



Gorik Van Helleputte, University College Leuven-Limburg (Belgium) and



[Dima Bou Mosleh \(UCLL project contact\)](#)

[Learn more](#)

Sharing with our Peers: Conference Updates

- Davide Parmigiani of the University of Genoa (Italy) shared an update on the GCTE project at the launch event of the [Erasmus+ Teacher Academies](#) that was organised by the European Commission on 18 March 2021.
- Additionally, Davide Parmigiani presented a paper entitled “Global Teacher Educators: International and intercultural perspectives from European and USA teacher education programmes” at the [Online Annual Meeting of the Association of Teacher Educators](#) in February 2021.

Did someone forward this to you? [Subscribe to our newsletter.](#)

You're invited! To learn more about this project and get involved, please contact GCTE Project Lead, [Dr. Sarah-Louise Jones](#), or register your interest on [our website](#).



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You're receiving this email because you added your name to a growing list of people interested in Global Competence in Teacher Education.

GCTE is a 3-year Erasmus+ funded project (2019-2022).

Our goal is to develop Global Competence in educators and also their skills to foster it in their students.

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