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Global teaching competencies in primary education

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ABSTRACT

Calls for global citizenship education (GCE) in primary education have been making themselves heard in recent literature in different national and international contexts. Primary school teachers must be equipped with the necessary competencies required to carry out this broader task appropriately. This article seeks to understand how experienced teachers and teacher educators look at GCE and related global teaching competencies. A global citizenship typology provides the article's theoretical frame for the investigation. This study used the Delphi method to reach consensus on a definition of GCE and what a globally competent primary school teacher should do to support the learning of diverse learners and engage them in GCE. The results show an extensive profile with foundational, facilitation, and curriculum design competencies and a definition of GCE which corresponds most with a moral and cultural global citizenship description.

KEYWORDS

Internationalisation of teaching; teacher education; global citizenship education; teaching competencies

Introduction

At this time of accelerating globalisation and internationalisation, it is most common that people come across diverse cultures in their work, social life, and schools. Many regular and international primary school classes, at least across Europe, are becoming gradually more varied in terms of language, culture and ethnicity, talents and skills (Janta and Harte 2016). Also, there is a growing consensus that it is becoming increasingly important to prepare all children to participate in this progressively globalised world (An 2014; Gaudelli 2009; Osler and Starkey 2005). As a result, attention to global citizenship education (GCE) at all levels of education is recommended by a rising number of sources (e.g. Gaudelli 2009; Myers 2006; Oxfam GB 2015; UNESCO 2014). GCE is 'a framework to equip learners for critical and active engagement with the challenges and opportunities of life in a fast-changing and interdependent world' (Oxfam GB 2015, p. 5).

Evidence suggests that children are already constructing discriminatory and prejudiced world-views from a young age (Oberman, Waldron, and Dillon 2012; Ramsey 2008). Thus, if we are indeed going to successfully prepare the youth to be world citizens, it is recommended to start with GCE in primary education.

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In 2010, Rapoport wrote that, in the US, one could rarely hear the term GCE in the US classroom (Rapoport 2010). Since then, GCE is taken up in different parts of the world as part of the United Nations Sustainable Development Goals (Pashby et al. 2020). Thereby, GCE is seen as a way to address and build upon diversity in the classroom and society, at least in Europe (Goren and Yemini 2017). It, therefore, seems that now is a good time to see how primary school teachers and educators view GCE, since their perceptions of GCE profoundly impact the outcomes thereof (Goren and Yemini 2016).

Furthermore, if GCE needs to be incorporated in primary education, teachers must be equipped with the necessary competencies required to carry out this broader task appropriately. Research into the effects of teacher education programmes to develop teachers' GCE related teacher competencies often uses a combination of literature as a basis to evaluate what student and in-service teachers should learn (e.g. Byker and Putman 2019; Guo 2014; Tichnor-Wagner et al. 2016). Whether or not these competencies correspond with what experienced teachers and teacher educators feel as the required teaching competencies in practice has not been researched yet. This research addresses this gap.

Thus, the purpose of this paper is to explore how experienced teachers and teacher educators perceive GCE and accompanying teacher competencies, and whether they can reach consensus on these items. The paper does so by a Delphi study with teachers and teacher educators who are experienced in terms of diversity and/or global citizenship (GC) in education. Previous studies with practicing teachers showed that teachers have high demands of themselves as professionals and can document professional competence for evaluation purposes (Van Der Westhuizen and Smith 2000). Further, teacher educators provide a substantial contribution to the development of student teachers into competent teachers and are, amongst other tasks, expected to assist student teachers in developing the implicit aspects of professional competence (Koster et al. 2005; Smith 2005). Their experiences and expertise will improve the current state of knowledge about what should be learned in teacher education or professional development to engage diverse learners in GCE in primary education.

Literature review

Global citizenship education

GCE is open to many different interpretations both within and across contexts (Gaudelli 2009; Tarozzi and Inguaggiato 2018). GCE, like GC itself, receives much academic criticism. Critiques of the concept often refer to its ambiguity, the naïve internationalism and to the western assumptions which are embedded in its core (Andreotti 2006).

These critiques have led to the development of various typologies, which enable scholars to identify, articulate, and assess the goals of GCE (Goren and Yemini 2017). Based on a substantive literature review, Oxley and Morris (2013) created an integrative and extensive model intended for GCE curriculum analysis, which is already used by Goren and Yemini (2017) for analysis of GCE beyond the curriculum. Their comprehensive model distinguishes between cosmopolitan and advocacy approaches types of global citizenship. The cosmopolitan type of global citizenship is comprised of four

categories. The advocacy type of global citizenship also consists of four categories. The advocacy types in the curriculum manifest themselves by a more critical, action-based approach. Cosmopolitan types encompass:

- political GC, which focuses on the changing relations between individuals, states and other polities;
- moral GC, which focuses on ideas of human rights and empathy;
- economic GC, which focuses on international development and related power relations;
- cultural GC, which focuses on symbols and cultural structures that divide or unite members of different societies.

Advocacy types are:

- social GC, which focuses on ideas such as global civil society, interconnections between people and their advocacy of the ‘people’s voice’;
- critical GC, which focuses on inequality and oppression, with a critique of social norms, through a post-colonial agenda;
- environmental GC, which focuses on changing the negative impacts of humanity on the environment for sustainable development;
- spiritual GC, which focuses on caring, loving, spiritual and emotional connections between humans (Oxley and Morris 2013, p. 306).

Oxley and Morris also indicated in their article that ‘many conceptions of GC traverse categories and combine a variety of different elements (Oxley and Morris 2013, p. 316)’. This typology can be used to analyse many detailed distinctions within a curriculum and their alignment. What is, however, missing in their typology is a ‘type’ in which there is an option to explore what does not currently appear feasible (Pashby et al. 2020). Other typologies, such as Shultz (2007) and Stein (2015), have included such an option. However, their typologies offer fewer possibilities for detailed analyses and identifying the overall strengths of all categories.

Pashby et al. (2020) provided a meta-review to map the typologies of Shultz, Stein, Oxley and Morris, and other authors. Their review mapped typologies across three main discursive orientations – neoliberal, liberal, and critical – and their interfaces. They also added critical-post critical to this mapping and provided a supplementary analysis to explore future possibilities for GCE (Pashby et al. 2020). Their social cartography of nine GCE typologies reveals that GCE is largely framed by a limited range of possibilities and provides insights in significant absences. It is, however, less applicable for the analysis of teaching competencies.

These models show that there is a plethora of definitions and approaches to GCE with several strengths and weaknesses. The typology of Oxley and Morris offers a nuanced view of multiple intentions and uses of GCE with the potential for identifying internal imbalances.

As there are currently few existing examples of post-critical GCE, particularly in mainstream Western contexts (Pashby et al. 2020), the typology of Oxley and Morris will be used in this article.

Global teaching competencies

In their extensive review of the discourses surrounding GCE, Goren and Yemini (2017) found that the research about teachers and teacher educators mainly focused on teachers' perceptions, the perceived importance and barriers for implementing GCE. Relatively few have attempted to create an overview of the necessary dispositions, knowledge and skills of teachers for GCE with the notable exceptions of the Longview Foundation (2008), Guo (2014) and Tichnor-Wagner et al. (2016).

They portrayed teacher competences for GCE as global teaching competencies. Although the Longview Foundation has not made the methods for developing their competency profile specific, Tichnor-Wagner et al. (2016) and Guo (2014) combined literature to develop an overview of global competencies. Thereby, Tichnor-Wagner and associates (2016) and the Longview Foundation (2008) made no distinction between levels of education, while Guo focused on primary and secondary education. Tichnor-Wagner et al. (2016) provided 'empathy and valuing multiple perspectives' and 'commitment to equity worldwide' as dispositions for global teaching. Guo (2014) and the Longview Foundation (2008) added 'commitment to assist students in becoming responsible global citizens'. The Longview Foundation (2008) completed the dispositions for globally competent students and teachers with 'a commitment to ethical citizenship'.

A globally competent teacher is also knowledgeable about global conditions and current events, the ways the world is interconnected and interdependent, experiential understanding of multiple cultures, and intercultural communication (Guo 2014; Longview Foundation 2008; Tichnor-Wagner et al. 2016). The Longview Foundation (2008) added knowledge of the international dimensions of their subject matter to these competencies.

Dispositions and knowledge related to global competence are the areas currently most addressed in teacher education programmes that aim to prepare teachers for global citizenship education (Tichnor-Wagner et al. 2016). In addition to these dispositions and knowledge, skills to actively incorporate GCE as a teacher are also needed. Therefore, Tichnor-Wagner et al. (2016, p. 12) described the following skills: '1) intentional integration of global topics and multiple perspectives into and across the standard curriculum; 2) ongoing authentic engagement with global issues; and 3) connecting teachers' global experiences, students' global experiences, and the curriculum'. Guo listed 'pedagogical skills to help students analyse and appreciate multiple perspectives and multicultural traditions', and 'intercultural competency and greater adaptability to the range of social and cultural norms that are faced in their classrooms' (Guo 2014, p. 4). The Longview Foundation provided similar skills.

By looking closely at these elements of global teaching competencies, there is a relatively strong focus on knowledge and dispositions. Tichnor-Wagner et al. (2016) already advocated for more attention to skills in teacher education. What a globally competent teacher actually does in the classroom could still be further explored. A way to put a stronger emphasis on teacher behaviour is provided by Dimitrov and Haque (2016). They described foundational, facilitation and curriculum design competencies for successful intercultural teaching in higher education. Thereby, the foundational competencies focus on the teacher's intercultural competence and ability to model intercultural competencies for their learners. This category includes dispositions, knowledge/awareness, and skills. The facilitation competencies build on the foundational competencies,

allowing instructors to interact with children. The curriculum design competencies include skills to create alignment between learning activities and assessments to help students achieve global learning (Dimitrov and Haque 2016). Thus in their model there is a fair amount of attention paid to what a teacher does, in their case for intercultural competent teaching for higher education.

Therefore, this research explores what a globally competent teacher in primary education does who first, supports the learning of children who are linguistically, culturally, socially or in other ways different from the teacher or each other; and second, is able to engage children effectively in GCE. While Tichnor-Wagner et al. (2016) described global teaching competencies combined for all educational levels, this does not give space to the existing differences between the levels of education. For instance, primary school teachers may feel a need to protect children from complicated or controversial topics (James 2008). Therefore, this research looks specifically at teacher competences in primary education.

Research questions

Building on theory and research in GCE, and the global teacher competencies reviewed above, this study seeks insights that can improve the development of student and in-service teachers' competencies, based on three main questions:

- (1) What defines global citizenship education for experienced primary school teachers and teacher educators?
- (2) What should a primary school teacher do to support the learning of children who are linguistically, culturally, socially or in other ways different from the teacher or each other; and engage children effectively in global citizenship education?
- (3) Are there differences between the groups of experienced teachers and teacher educators in their descriptions of and level of consensus on global citizenship education and related teacher competencies? If this is the case, how can this be explained?

Methods

Context

This research took place in a Dutch and an international primary school context. In the Netherlands, over 1.5 million children between the age of 4 and 12 attend primary education in regular or international schools (DUO 2018). Dutch primary schools must shape their education in line with the key objectives set by the government, but they can do so through different educational philosophies. In the Dutch education context, the terms 'internationalisation' and 'GCE' are often used interchangeably. In principle, every subject can include global citizenship components, but this is currently not mandatory. International schools often include GC related descriptions in their mission, but this varies amongst schools (Hayden 2011).

In addition, the Dutch context is quite multicultural with a large number of small migrant groups (Jennissen et al. 2018). As a result, 23.6% of the people living in the Netherlands had a migration background in 2019 (CBS 2019). This is however not

proportionally reflected in teacher education as about only 11% of the first-year student teachers in 2018 had a migration background (CBS 2019).

Further, teacher education in the Netherlands mostly prepares student teachers to teach in Dutch schools, but also for the international school context. There is, for instance, one international teacher education programme especially aimed at preparing students as teachers in international primary schools. Many teacher education programmes pay attention to diversity in society, internationalisation, and/or global citizenship for primary education to a greater or lesser extent throughout their programme.

Delphi

This study used a two-round Delphi method to develop consensus by two panels of experts on global teaching competencies and a definition of GCE for primary education. The Delphi method is a process for structuring anonymous communication within a group of experts to achieve consensus among group members (Linstone and Turoff 1975). With a Delphi method, 'the experts must be consulted at least twice on the same question, so that they can reconsider their answer, aided by the information they receive from the rest of the experts' (Landeta 2006, p. 468). Further, it maintains the anonymity of the participants and thereby aims to avoid the potential dominance of personality and status of the participating experts (Landeta 2006).

Instruments

Based on the results of the literature review and the research questions for this study, a short list of open questions was designed for the first round. This list was tested through a pilot and adapted for suitability. The final set of open questions (see Appendix) was sent to all the experts once their expertness was confirmed.

In the second round, the participants were asked to indicate the importance of the competencies and the elements of GCE as provided by the total group. The questions had a 5 point Likert-type scale, with answer options ranging from 1 '*Extremely important*' to 5 '*Not at all important*'. There were also blank spaces after every group of elements for participants to specify their motivation if desired. The results from the second round were used to draw up a final version of a competency profile for teachers and a definition of GCE.

Participants

This study used a multiple-step iterative approach to find and select the experts for this study. First, relevant disciplines and skills, organisations and literature were identified. As a result, the following panels of experts in the field of globally competent teachers were identified:

- (1) Teachers involved in internationalisation and/or GCE at primary schools
- (2) Teacher educators in the Netherlands involved in internationalisation and/or GCE at their teacher education programme.

Second, potential experts were identified by Nuffic (a Dutch organisation for internationalisation in education that also accredits teacher education on this topic), extended web search and/or by nomination from other experts. Third, their expertness was validated through a preliminary questionnaire. In this questionnaire, the potential experts were

asked to indicate the presence of the following characteristics of the school or education programme, and a description thereof. For teachers:

- Early foreign language education
- An internationally or global citizenship-oriented curriculum
- International exchange of children and/or staff
- A vision with a policy plan on internationalisation
- A student population with diverse backgrounds

For teacher educators:

- Study abroad and other international study experiences
- An internationally or global citizenship-oriented curriculum
- International exchange of students and/or teacher educators
- International partnerships
- Recruitment of international students
- International and intercultural extracurricular programme

In which of these activities and for how long the expert was involved was also part of this preliminary questionnaire. One had to be involved for at least two years at a school or teacher educators programme with at least two of these criteria to be considered an expert. After this step, the selected participants were invited to participate in the first round of the Delphi.

The teachers ($n = 17$) who participated in the first round worked at primary schools of which 94% had early foreign language education, 88% had an international or global citizenship oriented curriculum, 88% had a vision with a policy plan on internationalisation, 82% had a student population with diverse backgrounds and 65% participated in international exchange of children and/or staff. Their teaching experience in these conditions ranged from 2 years to over 20 years with an average of 13 years. The majority of the teachers (59%) were Dutch; the other nationalities were American (3x), British (2x) South African, and German/Ghanaian. 14 of the teachers were female, two were male and one of them did not wish to disclose gender.

The teacher educators ($n = 12$) who took part in the first round worked on teacher education programmes that all provided study abroad and other international study experiences. Further, most of the teacher education programmes participated in international partnerships (92%) and the international exchange of students and/or teacher educators (also 92%). In addition, 75% of the teacher education programme offered an international and intercultural extracurricular programme, provided an internationally or global citizenship-oriented curriculum, and recruited international students. Their experience in these conditions ranged from 3 years to over 20 years with an average of 10.8 years. Ten teacher educators were Dutch, one was German, and one was British.

In the second round, there was a dropout of 17%, resulting in 13 teachers and 11 teacher educators also taking part in round 2.

Analysis

In the first round, the answers of all participants irrespective of their panel ($n = 29$) were analysed by two researchers to reduce bias. This resulted in the additive resourcefulness of all

the participants in the study. In analysing the responses from the first round, the identical responses were firstly removed. In addition, the typology was adjusted based on the literature review. As a result, elements of a definition for GCE and a list of competencies were developed.

In the second round, the importance scores for the elements of a definition for GCE and the list of teaching competencies were analysed. This round involved mainly judgemental opinion which could differ between the panels. Therefore, the answers were analysed in two ways; for 1) the total group and 2) the separate panels. Analysis occurred using strict criteria for reaching consensus; the scores had to be:

- a median from 1 or 2 (on a five-point scale);
- an Inter Quartile Range (IQR) of 0 or 1; and
- at least 80% of the participants indicating an item was extremely important or very important.

Results

In this section, the results of the GCE definition and the categorisation of related teaching competencies are presented. The competencies reflect three categories, namely, foundational, facilitation, and curriculum design competencies (Dimitrov and Haque 2016), illustrated with the practitioners' descriptions. Next, the differences between the two groups of experts are shown.

Global citizenship education

The descriptions provided by the experts included both aims of GCE and learning activities to address/realise these intentions. All these elements showed a median between 1–2 and an IQR of 1.

According to the experts in this study, GCE aims to, first, prepare children for the future with a consensus rate of 92%. Further, between 92 and 100% of the experts stated that in this future, it is extremely or very important to awaken a responsibility for the world and thereby create a world of peace and equality, and care for their environment and the rest of the planet. To realise this, GCE intends to develop curious, open- and internationally-minded children who are aware that we are all interconnected, have the value that we are all equal, and teach children to treat people with respect. One teacher educator described GCE as '*embracing all colours, creeds, beliefs, or non-beliefs*'.

To realise these aims, teachers and teacher educators reached consensus on the learning activities provided in Table 1. Especially the ongoing exposure to all kinds of differences

Table 1. Learning activities for GCE and their level of consensus.

learning activities in which children...	% consensus
are frequently exposed to different cultures, languages, customs and perspectives	96
These differences should be found within the classroom	88
These differences should be found in the school environment	96
become aware of people's similarities	100
practice cooperation and shifting perspectives	96
develop their critical thinking skills	100
learn about who they are and their place in the world	100
positively contribute to the local and wider community	92

was mentioned by many experts in the first round. As described by one teacher, we should be *‘teaching students that there are many ways to learn and live and one way is not better than another.’*

Teaching competencies

With an indication from 83–100% of the participants that a competency was extremely important or very important, the IQR of 0 or 1 and a median between 1 and 2, our experts reached consensus on the following foundational, facilitation and curriculum design competencies to engage children in GCE and support the learning of diverse children (see [Figure 1](#)).

Foundational competencies

According to 96% of the participants, a globally competent primary school teacher can develop an awareness of one’s own cultural identities and positionality in the classroom. As described by one of the teacher educators, *‘it is essential to first and foremost explore own cultural backgrounds/ideas/prejudices. [...] In my view, there is a real danger to then underlyingly “prefer” students who act in ways that are linguistically/culturally/socially familiar, and to be subconsciously prejudiced against others.’* The competent teacher also keeps on learning about these topics as indicated by another teacher educator: *‘This teacher [...] needs to keep learning from intercultural situations, should continuously reflect on his or her own cultural identity in order to recognise differences between people and learn from these differences’.*

Further, there was 100% consensus that a competent teacher also anticipates, values, and accepts differences among learners and ways of learning; he or she creates a feeling of cultural safety and trust, as explained by one of the teachers: *‘The most important thing is to create a sense of security. The students must feel safe, linguistically, culturally, and socially. By being vulnerable as a teacher (perhaps he/she is not yet fully proficient in a language), you create a climate of recognition and acknowledgement, which creates trust.’*

Teachers are also seen as role models. According to 88–100% of the experts, they should model being active global citizens themselves, tolerant for ambiguity and try not to practice cultural superiority: *‘work with students to unpack their own background on a deeper level in order to make our schools truly equitable institutions for everyone, rather than institutions where the Western white middle class still prevails and succeeds on principle (teacher educator).’* Finally, the last foundational competency ‘having patience’ may be a very important general teaching competence according to 92% of the participants.

Facilitation competencies

In addition to these foundational competencies, the global teacher also invests in a good relationship with each child and builds a shared community in the classroom. This can be designed, for instance, by having *‘core values on display in the classroom and plan for regular, collaborative circle time to discuss the values’ (teacher educator).* This teacher can thereby recognise and predict the barriers children may face in taking part in class. Further, competent teachers see the added value of diverse children and therefore create opportunities for peer learning and interaction among children with a variety of communication styles and languages. They also monitor and support children in developing successful learning strategies.

Foundational competencies		%
1.	Develop an awareness of one's own cultural identities and positionality in the classroom	96
2.	Anticipate, value, and accept differences among learners and ways of learning: create a feeling of cultural safety and trust	100
3.	Try not to practice cultural superiority	100
4.	Keep on learning from and about other cultures	88
5.	Model active global citizenship	92
6.	Model non-judgemental approaches to exploring differences and perspective-taking in the classroom	96
7.	Model tolerance for ambiguity	88
8.	Have patience	92

Facilitation competencies		%
1.	Invest in a good relationship with each child in the class	96
2.	Build a shared community around all cultures	83
3.	Recognise and anticipate the barriers children may face in participating in class	92
4.	Create opportunities for peer learning and interaction among children with a variety of communication styles and languages	83
5.	Monitor and support children in developing successful learning strategies	92
6.	Communicate clearly to children and colleagues	100
7.	Tailor communication with the parents in regard to their backgrounds and languages	92
8.	Work collaboratively with the school community to incorporate global citizenship education across the school	92

Curriculum design competencies		%
1.	Provide opportunities for children to reflect on and gain a better understanding of their own multiple cultural and personal identities	96
2.	Incorporate content and learning resources that represent diverse perspectives, approaches and languages	88
3.	Incorporate content and learning resources about global issues, and problem solving and critical thinking skills to address these	83
4.	Incorporate current events in the world, region or city in the classroom	96
5.	Create exploratory learning activities	83
6.	Create learning activities that acknowledge, appreciate and celebrate all kinds of diversities	92
7.	Create learning activities that allow children to take an active role in the local and/or global world	83
8.	Include concrete learning outcomes related to global citizenship education	83

Figure 1. Global teaching competencies and their level of consensus.

Finally, 92–100% of the experts wrote down that a globally competent teacher should have the ability to work collaboratively and communicate with multiple audiences. Depending on the context, they should work with the school community to incorporate GCE across the school. The same goes for communication with children and their parents. For instance, one teacher educator reflected on the subject of parents bringing a child to class after a lesson had already begun:

‘closer reflection would then reveal that the parent took the start time to be a loose orientation, as his culture views time in a very different way. In my opinion, it is fine to communicate to a parent that it is a school requirement to begin on time and to have all children present at a given moment. However, the way of communicating should be led by an understanding that, in the parent’s view, this might be a quite unusual request. It also involves taking steps from both sides - teachers need to communicate their expectations with understanding and be willing to allow the parent some adjustment time without reacting with annoyance every time the parent and child arrive late.’

Curriculum design competencies

The following curriculum design competencies were added to these foundational and facilitation competencies. 96% of the experts wrote down the importance of providing opportunities for children to reflect on and gain a better understanding of their own multiple cultural and personal identities. Further, they incorporate content and learning resources that stand for diverse perspectives, approaches and languages and create learning activities that explore differences, practice perspective-taking, and acknowledge, appreciate and celebrate all kinds of diversities. In this manner, *‘children should not be bombarded by stereotypes, i.e. poor Africans/Indians etc. Acknowledge that every country has good and bad, nothing is perfect and that by engaging with people from other cultures we can all learn about and understand one another’* (teacher).

A competent teacher also incorporates current events in the world, region, or city in his or her teaching. In addition, he or she can incorporate content and learning resources about global issues *‘like diversity, child and human rights, sustainability, climate, globalisation’* (teacher educator), and problem-solving and critical thinking skills to address these.

This teacher can also create learning activities that allow children to take an active role in the local and/or global world, for instance: *‘Young children need to see the direct impact of their actions. To foster a sense of belonging to the wider or global community they need to experience the effect of their efforts to make their direct environment (school, neighbourhood, city) a better place to live in. Teachers should organise opportunities for the children to make these links in their immediate environment’* (teacher). Further, to align learning activities with assessment, globally competent teachers include concrete learning outcomes related to GCE.

Differences between teachers and teacher educators

Analysis of the level of importance scores between the two panels showed the following differences for the teacher competencies (see [Table 2](#)). According to the teachers in this research, globally competent teachers should also have knowledge about intercultural communication and language development. While many of the teacher educators (73%) also suggested that a competent teacher should have knowledge about intercultural communication, this was not the case for knowledge about language development. Only 45% of the teacher educators indicated the latter as extremely or very important.

The teachers also reached consensus on the differentiation of the teaching methods according to different strategies and approaches of learning, and/or levels of linguistic ability. Due to an IQR of 2 and a percentage of 73%, this consensus was not reached for

teacher educators. These teacher educators did reach consensus about the opinion that a competent teacher should also invite children to make connections with their home countries and their mother tongues. Many of the teachers, but not enough to reach consensus, agreed with the teacher educators on this topic.

There were also several differences between the two panels related to curriculum design competencies. The teachers reached consensus on adding the creation of 'learning activities that allow children to explore differences and practice perspective-taking' to the curriculum design competencies. At the same time, they did not reach consensus on four of the competencies (no. 2, 5, 6 and 7) which showed consensus for the whole group. This seemed the result of a small group of teachers with a different opinion as indicated by a higher IQR and 77% of the teachers indicating these competencies were extremely important or very important.

Further, the teacher educators would add two competencies (no. 3 and 4) to the list of curriculum design competencies. For one of them, 'designing assessments that recognise and validate cultural differences in writing and communication styles', there seemed to be a stronger difference between teachers and teacher educators. Only 54% of the teachers marked this designing of assessments as extremely or very important compared to 82% of the teacher educators.

Discussion

The elements of the GCE definition provided by teachers and teacher educators in this research have elements of multiple GCE typologies (see [Table 3](#)). Moral global citizenship and cultural global citizenship are most prevalent; two cosmopolitan types of the framework of Oxley and Morris. For example, the moral GC is shown by the description of GCE to awaken a responsibility for the world and thereby create a world of peace and equality and to raise awareness that we are all interconnected. Elements of cultural GC are evident from elements such as frequently exposed to different cultures, languages customs and perspectives and attention to the development of open-mindedness.

Although there are proponents of moral and cultural GC (e.g. De Ruyter and Spiecker 2008; Veugelers 2011), these cosmopolitan typologies are also critiqued for 'failing to engage substantively with structural inequalities and focusing on global relations from an individualistic or Westphalian nation-states position' (Pashby et al. 2020, p. 151). These cosmopolitan typologies could, therefore, result in a reproduction of narrow imaginaries of change and global justice (Pashby et al. 2020).

There are also some elements of three advocacy types of GCE: social GC is reflected in descriptions such as 'practice cooperation' and children 'learning about who they are and their place in the world'; Critical GC is reflected by learning activities in which children practice shifting perspectives and develop their critical thinking skills; The ambition to care for their environment and the planet shows an environmental GC perspective. The economic, political, and spiritual types of global citizenship are not part of the GCE description of the experts. This may be the result of regional differences. For instance, in the Asia-Pacific region, GCE is often framed under the economic and political models of Oxley and Morris (2013), 'meaning GCE focused on enabling students to function and compete in the global economy and understand the way states influence each other' (Goren and Yemini 2017, p. 175). This research is mostly Western/Dutch oriented. Moral

and cultural GC is a way of framing of GCE which is common in Europe (Goren and Yemini 2017).

Further, this research revealed an extensive set of teacher competencies. The most prevalent conceptions promoted in these competencies are those of cultural CG. These conceptions are supplemented with moral, social, and critical GC, while they are far less prevalent (see Table 3). The cultural CG is most prevalent in the foundational and curriculum design competencies, for instance as competent teachers anticipate, value, and accept differences, keep on learning from other cultures and also incorporate content and learning resources that represent diverse perspectives, approaches, and languages. Cultural GC is critiqued for its focus on the individual to develop their cultural competence rather than on significant, fundamental changes to the status quo' (Pashby et al. 2020). One could also say that to address these changes to the status quo, one should first be culturally competent. Because of the age of their students, primary school teachers may put this emphasis on cultural GC.

Moral GC is mainly prevalent in the examples provided, for instance: *'make our schools truly equitable institutions for everyone, rather than institutions where the Western white middle class still prevails and succeeds on principle'*. The social GC becomes prevalent through the creation of opportunities for peer learning and interaction and the competency to build a shared community around all cultures. The incorporation of global issues like 'child and human rights and critical thinking skills to address these issues' and to 'model non-judgemental and perspective-taking in the classroom' show elements of critical GCE as part of the teacher competencies. The examples provided by teachers and teacher educators also included challenging stereotyping. The other types, e.g. political, economic, environmental, and spiritual are not prevalent. An elaboration of the GCE description and the competencies into learning outcomes, learning activities, and content could potentially result in more of the GCE types described by Oxley and Morris.

The analysis also reveals a somewhat different focus between the description of GCE and the teaching competencies. While moral and cultural were both highly prevalent in the description of GCE, the global teaching competencies are mainly cultural. Elements of moral GCE in terms of strong commitment, for instance to ethical citizenship (Longview Foundation 2008) or equity worldwide (Tichnor-Wagner et al. 2016), was not made explicit in the teaching competencies. It was, however, part of the examples and it could also be the case that this is indirectly part of the competencies in their referral to GCE as a concept, for instance in the competency to 'model active global citizenship'.

Another interesting finding was that some more general teacher competencies, not directly applicable to the typology of Oxley and Morris, showed an elevated level of consensus, such as having patience and building a good relationship with every child. They seemed to be perceived as important enablers for being able to teach diverse learners GCE.

Furthermore, while knowledge played a significant role in the competencies described by the Longview Foundation (2008), Guo (2014), and Tichnor-Wagner and associates (2016), the experts in this research seem to make a shift from having knowledge about to incorporating GCE in the curriculum. For instance, they opted for 'incorporate current events in the classroom' instead of 'knowledge of global conditions and current events.' As a separate group, the teachers in this research did reach consensus on knowledge of language development and intercultural competence. However, in general, the teachers

Table 2. Differences between teachers and teacher educators.

	Teachers			Teacher educators		
	Median	IQR	%	Median	IQR	%
Foundational competencies						
1. Have knowledge about intercultural communication	2	0	85	2	2	73
2. Have knowledge about language development	2	0	85	3	1	45
Facilitation competencies						
1. Differentiate teaching methods to children's different strategies and approaches to learning	2	1	85	2	2	73
2. Differentiate teaching methods to children's level of linguistic ability	2	1	85	2	2	73
3. Invite children to make connections with their home countries and their mother tongues	1	2	77	2	1	82
Curriculum design competencies						
1. Create learning activities that allow children to explore differences and practice perspective-taking	1	1	85	2	2	73
2. Create learning activities that allow children to take an active role in the local and or global world	2	2	77	2	1	91
3. Design assessments that recognise and validate cultural differences in writing and communication styles	2	1	54	2	0	82
4. Evaluate the curriculum for underlying mono-cultural assumptions	2	2	77	2	1	82
5. Include concrete learning outcomes related to global citizenship education	2	2	77	2	1	91
6. Incorporate content and learning resources about global issues, and problem-solving and critical thinking skills to address these	1	2	77	2	1	91
7. Incorporate content and learning resources that represent diverse perspectives, approaches and languages	1	2	77	2	1	100

Table 3. Summary of analysis of GCE definition and teacher competencies using Oxley and Morris' typology.

	Definition of GCE	Teacher Competencies
Political	Mainstream 'cosmopolitan democracy' perspective: not prevalent	Mainstream 'cosmopolitan democracy' perspective: not prevalent
Moral	Focus on responsibility, strong cosmopolitan ideals: very highly prevalent	Focus on human rights and responsibilities, strong cosmopolitan ideals: fairly prevalent
Economic	Focus on international development perspectives: not prevalent	Focus on international development perspectives: not prevalent
Cultural	Strong focus on multicultural awareness-raising: very highly prevalent	Strong focus on multicultural awareness-raising: very highly prevalent
Social	Focus on ideas of global community: fairly prevalent	Focus on ideas of co-operation and inclusion: fairly prevalent
Critical	Focus on challenging stereotypes and changing perspectives regarding subaltern populations: fairly prevalent	Focus on challenging stereotypes and changing perspectives regarding subaltern populations: fairly prevalent
Environmental	Focus on managing the environment sustainably: fairly prevalent	Focus on anthropocentric concerns regarding the human condition in relation to the environment; not prevalent
Spiritual	Focus on exploring the belief systems of major religions; not prevalent	Focus on exploring the belief systems of major religions; not prevalent

and teacher educators opted for more active competencies. In line with this transition to more active forms of competency described above is the conscious role-modelling. The explicit use of role-modelling in professional development suggested by Appleyard and McLean (2011) was confirmed in this research.

Further, this research revealed several added competencies, of which some of them could be primary education specific competencies. These competencies are the tailoring of the communication with parents, the ability to differentiate teaching methods, and to work collaboratively with the school community. As parents may play a smaller role at other levels of education, communication with parents may be especially relevant for primary school teachers. The ability to differentiate and to work collaboratively with the school community may be very powerful competencies in other levels of education as well.

In comparison with the competencies described in earlier research, 'facilitating intercultural partnerships' was absent in the competencies provided by the experts in this research. Many of the remaining competencies show strong overlaps with global teaching competencies for all levels of education. The findings of this research show that they are also considered relevant for primary education.

The findings of this research further indicate that the teachers and the teacher educators agreed on the definition for GCE and for the most part about related competencies. The teacher educators did not reach consensus on differentiating teaching methods to children's different strategies, approaches to learning and level of linguistic ability. These competencies may, therefore, require more attention in teacher education as there could be a gap between what is being taught in teacher education and what is considered important in primary schools.

The differences between teachers and teacher educators became most apparent in the curriculum design competencies. Although the teacher educators reached consensus on 10 competencies, the teachers reached consensus on 5. A possible explanation for this is the Dutch teacher education context in which GCE is not standardised in the regular curriculum. To incorporate GCE into primary education requires intentional integration and

therefore multiple curriculum design competencies. Some of the teachers in this research used curricula such as the IB or IPC, which already put a strong emphasis on international mindedness. This could, from their point of view, require less intentional integration of global topics of the teacher and less of a focus on the curriculum design competencies.

Conclusion

The experts were able to reach consensus on both a definition of GCE and on a set of 24 teacher competencies to support the learning of children who are linguistically, culturally, socially or in other ways different from the teacher or each other; and engage children effectively in GCE. This shows that we went from a term you could rarely hear in the classroom (Rapoport 2010) to a mostly moral and cultural GCE description with consensus from experienced teachers and teacher educators.

Further, the image of what these experienced teachers and teacher educators view as essential to support the learning of diverse children and engage them in GCE provided several new insights to the current literature. The teachers and teacher educators underlined the need for some conditional competencies such as being patient. In addition, there is a stronger focus on actively integrating knowledge into the curriculum and role-modelling. They also added some primary specific competencies, which may or may not be also helpful in other levels of education. The strengths of these competencies lay within cultural GC, while other types of GC could probably receive additional attention.

The typology of Oxley and Morris (2013) is a useful tool to analyse the underlying philosophies of GCE in education documents. It shows into detail the foci and offers possibilities for more alignment and a broader interpretation of GCE. The fact that it did not offer space for new possibilities beyond Western/current institutions was for this data set not problematic as such ideas were not prevalent in the GCE description and the teaching competencies provided. However, as the competencies leave plenty of room for specifying the content and learning activities, teachers have possibilities to also include other types of GC and post-critical ideas. The typology of Oxley and Morris (2013) and the supplementary analysis of Pashby et al. (2020) could be a helpful starting point in that process to approach GCE beyond a modern/colonial imaginary.

In sum, the outcomes of this Delphi study could be used as a tool for reflection and guidance for teachers and teacher educators alike to be able to intend for student and in-service teachers to develop their global teaching competencies. As there are some differences in consensus for certain competencies between teachers and teacher educators, they could indicate a potential gap between what is being taught and what is needed. It will be interesting to see how this, and the specification of the content and the learning activities, corresponds with the intended learning outcomes of teacher education programmes and their learning activities and achieved learning outcomes.

Disclosure statement

No potential conflict of interest was reported by the authors.

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Appendix

- 1a. In order to support the learning of primary school pupils who are linguistically, culturally, socially or in other ways different from the teacher or from each other, what should a competent primary school teacher do?
- b. Could you give examples of this teacher behaviour?
2. How would you define global citizenship education for primary school pupils?
- 3a. In order to engage primary school pupils effectively in global citizenship education, what should a competent primary school teacher do?
- b. Could you give examples of this teacher behaviour?