The Need for Global Educators?

Their Significance in the Present Time and Implication for Quality Education

Muftahu Jibirin Salihu (Corresponding author)

School of Educational Studies, Universiti Sains Malaysia, Malaysia

E-mail: mujibsal@gmail.com

Nayel Musallam Ahamad Ramadneh

Jordan Ministry of Education, Amman, Jordan

E-mail: nayelm_r2007@yahoo.com

Abstract

Today, more than ever, globalisation is more evident and its effects are experienced by many people and many countries. This is apparent from the assumption that the future will be marked with complexity and a multitude of challenges. This is true even in the context of education. This is basically the reason on the needs for global educators who can be significantly helpful in shaping the future by establishing a learning environment which can help to increase the competencies of the students and to make them more prepared in being successful professionals in the future. This premise serves as the foundation of this paper which seeks to identify the needs for global educators and how such can be achieved, including how technology can be exploited in pursuit of such challenge for improving quality education.

Keywords: Globalization, Significance, Present, Quality, Education

1. Introduction

Today, the significance of education is being more appreciated all over the world. This is evidenced by the growing concerns to improve its provision of such service with the goal and anticipation that its students will be the future members of a globally competitive workforce, moulded and shaped by their own institution's competencies and abilities to produce world-class students. Education is currently assumed as being a stage in which students can be able to delve into the preparation towards the systems of the future. It is acknowledged that such preparation can only be made possible through the globalisation of education, therefore, the apparent need for the globalisation of educators to be able to attain such improvement in the system (Levstik & Tyson, 2008). To this extent, globalisation would mean the changing nature of different aspects of the society as brought about by the changing needs and demands. The educators are imbued with the inherent responsibility to assure that the students should receive the appropriate and the sufficient guidance which will prove to be necessary in gearing them for a challenging future. This is especially true in a knowledge-based economy, wherein the learning from school will be significant in shaping their competencies and abilities as professionals. The hope of the world, including its development and progress, will be largely dependent on the people who run the world. In the future, no one else would run this world but the children or the students of today. This makes it more apparent that they should be groomed towards being future professionals.

In the remaining sections in this paper, the author wishes to address one emerging theme in today's system of education – the need for global educators. The need for global educators, in this sense, is much like the need for the globalisation of education. With the increasing demand from the public for the improvement in the systems of education as a way of preparing the students of today for a successful career path in the future, there is also an increasing pressure from the educational institution as well as from the educators themselves, to perform at the maximum of their capacity. This is to allow them to achieve their organisational goals, and that is, in most instances, the provision of the highest quality of education to equip the students with the skills and competencies which will prepare them for the jobs they would want to undertake in the future. However, despite the apparent pressure and demand for the need for global educators, it is still a problem in many instances on how such goal can be achieved. Educators are often confronted with the problem of how they can execute the best practice towards teaching to be assured that their objectives are being met, especially in the context of the globalisation of education. In this regard, the completion of this paper will be geared towards the issues and concerns which were earlier given a brief discussion. The author will be providing a discussion of the need for the global educators, including why and how. It is expected that the discussion which will be presented throughout this paper will give light to school management and educators, regarding the questions of making their teachers and the educational system more responsive of the changing times and trends to make the students more competitive for the future. Issues such as diversity and sustainability, as the themes of the conference, will be highly applicable in the discussions which will be provided by the author in the remaining sections of this paper.

2. Global Education

Before the author can provide a significant discussion on why there is a need for global educators and how such can be achieved, it is first important to establish the context of global education. As a style of learning and means of thinking, global education serves as an encouragement for individuals to identify linkages between local and global levels to address any issue. Global education is therefore needed to adjust to the challenges which are confronting the ever-changing society. Global education is one strategy which is being employed by educational institutions so that the students can have a greater degree of understanding of the world at which they live. It is also directed towards the reduction of poverty providin high quality education helps students prepare for their future careers (Clarke & Feeny, 2007). Furthermore, the achievement of personal and community empowerment is also another goal of global education. This means that global education is also directed towards making the students more prepared to function and act in a future-oriented society, which is ideally, the situation that will confront them after their graduation and as they venture in their respective professional career paths. Lastly, in the context of global education, the students are also given the power to act and be highly influential towards the construction of their own future (Georgescu, 1997).

The remaining sections of this paper operate on the premise that global education is a goal and it can be achieved. It is indeed a realistic objective at which many activities of today's educational institutions are directed. In addition, the discussions are also working on the assumption that global education is a matter which can be managed by educators. Therefore, the need for global educators is apparent in pursuit of the goals and objectives of global education.

3. The Need for Global Educators

The need for global educators, which is essentially the theme of the entire discussion in this paper, as highlighted earlier, is a phenomenon which is brought about by the fact that teaching has become increasingly complex work in today's context. Furthermore, aside from the complexity of the job, the need for global educators is also highlighted by the fact the profession is already in crisis. Compounding the decreasing numbers who want to be in this profession, there is a need to increase the competencies and abilities of those who are already engaged in the practice (Hargreaves, 2003). Educational institutions should be wary of the fact that fewer individuals want to engage in the teaching profession. This can become a big challenge for school managers especially in a time wherein there are greater pressures to establish a better learning environment.

Furthermore, it has also been noted that the need for global educators is triggered by the assumption that there is a need for an internationally minded system of education as a demonstration of a response for pressures on active global citizenship and the emerging affluence and global consumer economy. This is reflective of the fact that global educators are vital in the production of economically active and global citizens. In the absence of competitive and skilled educators in today's educational institutions, it would also be impossible to establish an economy of the future which will succeed in terms of its

performance, for such economy will be managed by the students of today who will be the professionals of tomorrow (Hayden, Thompson, & Levy, 2007).

Furthermore, global educators will also be significant in the present time, and in the future as well, because of the understanding that there should be a partnership between the teachers and students in contextualizing and addressing problems which are also global in its context. This demonstrates the fact that there is a need for the globalisation of educators, or for global educators, basically because they are significant and instrumental in making the students understand the global issues which the world is currently confronted with and which will confront the same world in the future, when these students are already professionals and highly capable of providing solutions to such problems (Zajda, 2010).

In the infusion of global perspectives in education, with the responsibility being held upon the educators and the management of the educational institution, it has also been noted that there is a need for adequately having the students prepared for the changing world. This infusion of global perspectives is critical in the process of acquiring knowledge and education basically on the interconnectedness of the world. This makes it therefore more apparent that global educators are needed towards the pursuit of the delivery of such endeavour. Global educators are needed in order to give the students a better understanding of how the world is connected with each other and on how such interconnectedness will be largely influential towards the challenges which will confront the globe in the near future (O'Meara, Mehlinger, & Newman, 2001).

Furthermore, the need for global educators, stem from the main tasks which are expected to be carried out by universities, including: the transmission of knowledge which is assumed as technically exploitable helping the students to be able to gain increased political consciousness; and being assured that the graduates are equipped with the necessary skills and abilities which will help them to function after their graduation. In order to fulfil such tasks which are anticipated from a university, it is expected that the educators will perform in accordance with what they should demonstrate and in fulfilment of their professional obligations. In lieu of this, it should be also noted that the realization of the earlier mentioned objectives of universities will be largely dependent on the skills, competencies, and knowledge which are apparent from the teaching force of these institutions. There is a greater challenge for educators to be knowledgeable and politically aware, especially with the fast changing contemporary learning environment. This knowledge and awareness coming from the educators will be highly influential towards the pursuit of the goals at which the operations of the universities are directed (Malisa, Koetting, & Radermacher, 2007).

3.1 Making Educators Global

One of the aims specified in the earlier section of this paper is the provision of a succinct discussion on how educators can be made global to have them equipped with the necessary skills and competencies to prepare their students for a good and successful career path in the future. In this section of the paper, the author will provide some of the ways by which educators can be global to attain the earlier mentioned. This section of the paper will provide discussions on literatures which outline characteristics of global educators as well as the

recommendations of the authors on how the educational institutions of today can harness the potential of their educators towards making them global and responsive to changes in contemporary education.

From the American context, on the basis of *The Purposes of American Education Today: Conceptions of Schooling,* several notes have been provided on how it would be possible to attain globalisation of education, involving the participation of global educators as being vital towards the achievement of such. According to such document, the following are some of the considerations which can be given emphasis on making global educators: educators must be able to place an emphasis on the basic and traditional subjects which are being taught at school; the provision on   a human environment; the use and provision of modern technology to aid in the process of teaching; the provision of a pedagogy which goes along with the modern technology which will be used to aid in the process of teaching; the acknowledgement of their importance as educators; the collaboration and partnership with other educational institutions; the cultivation of a culture which will help the students to have an increased sense of optimism; the development of the aesthetic and affective domain of the students; and the inclusion of all members, specifically, the students, in an educational institution (Zajda, 2010).

It has been noted that one of the current requirements in many classroom settings, as deemed as significant by many educators, would be an approach which can trigger a higher level of integration between students and highly influential in the development of social relationships and networks. In this case, it can also be assumed that another way of being a global educator is through the promotion of a cooperative learning environment or a classroom setting in which there is a higher degree of integration between the vital parties. This is in lieu of the assumption that learning, like living, should be cooperative by nature. It has a higher level of effectiveness and efficiency provided that it is acquired and given in an environment which promotes integration and cooperation as a means of acquiring and enhancing knowledge (Isenberg & Jalongo, 2003). In this regard, the author recommends that, in being able to produce global educators to serve the needs of the students today, there is a need for the pursuit towards an environment of collaboration between students, teachers, and the school management, even other internal and external parties who will be highly influential in the quality of educational services which are provided to the students.   This is in recognition of the assumption that students can be taught more effectively under a cooperative environment. This is an environment at which interaction is more evident (Roberts, 2004).

Furthermore, the context of this paper, in observance of the being able to outline the need and how to make educators global, extends on the fact that global educators are the ones who utilize new perspectives in teaching in order to make the students adept with any changes in the society and the contemporary living environment. In this regard, another way of making teachers global is to modify the roles which they assume under the institutions in which they function. There is a need for the educators and the school management to review the methods of teaching which is used, specifically in being able to measure its efficiency and effectiveness given the current requirements from students, and the ever-changing society in general. There is a need for the teachers to change their teaching methodologies because the

traditional approaches to teaching may no longer prove to be appropriate in today's context, especially in the advent of technological changes and other paradigm shifts which have redefined today's society (Rotberg, 2010). In addition, there is also a need to highlight changing these methods basically because of greater pressures and increased expectations from the deliverables from today's educators. For instance, the teachers of today are anticipated to demonstrate ethical teaching, training for tolerance and uncertainty management, all being inclusions of effective and efficient school and classroom management. Traditionally, the teacher is only concerned with teaching the students, trying to input a variety of knowledge on their minds. Today, however, such functions have changed calling upon educators to change their roles and be more responsive of other issues which arise from the learning environment (Normore, 2008). Gone were the days wherein the appreciation for the teaching members of the schools stems only from their knowledge and technical skills. Their personal qualities are also of utmost importance. These personal qualities are now indispensable from the effective and efficient teaching performance (Rao, 2003). Lastly, the modification of the role of teachers, to me made possible as a way of making them global, can be achieved through the following: giving the educators an acceptable degree of freedom in different areas such as in the selection of the teaching methodologies which shall be employed, organisation and management of the classroom environment, and adapting to the needs of their students; provision of training on the use of new technology and equipments which can enhance the entire education process; and the provision of competitive salaries and regular programs to evaluate their performance (IIEP Newsletter, 2008).

It is also suggested as a proposal for change that teachers must be equipped with the capabilities to act as culturally-responsive pedagogists. The concept of culturally-responsive pedagogy in the field of education requires the educational institution to be culturally responsible, appropriate, and relevant, among all other things which would reflect the need for the institution to manage diversity of culture, especially among those which were evident from the students. To make teachers global, they must be able to be engaged in cultural pedagogy which will be able to help them gain a better sense of understanding on how culture can influence the behaviour of the students inside the classroom. Educators must be able to demonstrate the quality of being culturally responsive through giving an assurance that their methods of teaching transcend the traditional boundaries (Kirkwood-Tucker, 2009). Instead, it should be geared towards the establishment of a classroom environment which are characterized by being non-threatening, nurturing, and supportive. This means that the culture of the students should be taken into consideration and it should be incorporated on the discussions which will be made in the classroom (Spring, 2009). The promotion of an inclusive environment in the classroom will be specifically significant in establishing a better learning relationship between all parties who are having an interaction throughout the process of the provision and acquisition of knowledge in education. Educators must be able to maximize the learning opportunities which students are provided, to make these students more equipped for the career path which they will trudge in the near future (Carlyle, 2008).

The educators also need to become systemic reformers and members of a caring community

and environment. This is another means of making educators global to make them prepared for the future requirements of the profession and to equip their students with the necessary skills and competencies which will be needed in a highly-globalized economy Educators must be able to demonstrate the initiation towards changes in the systems and policies of the school, based on what they assume will be customized to the current times and based on what is deemed to be necessary to deal with the challenges and issues which are confronting the institution. In this regard, school-based management or a comprehensive approach towards the restructuring of educational institutions becomes critical (Irvine, 2003).

There is also a need to demonstrate the abilities and capabilities of being members of a caring community. Cultural-immersion activities are among the strategies which can be potentially employed by educational institutions to be able to see to it that their educators establish a community or an environment with caring capabilities to provide a higher quality of education to its students (Irvine, 2003).

Lastly, it is also important to take note of the fact that making the educators global requires a great deal of resources, time, and effort. In this regard, teachers would need significant support and encouragement. There is a need for the educational institutions to support the pursuit of the educators towards being global. This means that the schools should allocate the necessary financial and other resources which will be required along then conduct of improving the competencies of the educators. They should also be given the necessary moral support to be able to give them the motivation to change their traditional ways and methodologies of teaching to demonstrate a greater degree of responsiveness (UNESCO, 1998)

3.2 Embracing Technology

To make the teachers global, they must change their ways of teaching. It may not be necessary to let go of the traditional methodologies of transferring and elaborating knowledge through teaching, but it would be significant to embrace the use and execution of various technological advancements in order to enhance the teaching process and the learning experience as well, on the end of the students. This can also increase the level of being collaborative in the context of the learning environments (Mirtschin, 2010). In order to make this possible, it would be important that the teachers should be engaged in training and education programs which will help them be acquainted with such. For instance, educators must have the operational skills to be able to implement and execute different technological advancements which can aid in the process of teaching. For instance, the teachers should be taught on how to operate some technologically-advanced machines which can help the students acquire more knowledge in such a dynamic manner. The use of computer and computer software are just among the necessary education and training programs which should be given to educators in order to make them global. In addition to increasing their own knowledge on the technologies which will be used in the provision of education, it is also essential for educators to learn how to manage their students as they are immersed in a technologically-environment. In this case, the education technologies which will be used inside the classroom should not be abused, and will instead be used appropriately to attain the

goals at which such are designed (Venkataiah, 2008).

In different countries, a multitude of efforts have been executed by both private and public organisations in the pursuit towards global education, and one of such would be through educational technology. Educational technology refers to a medium of instruction which can prove to be significantly helpful in being able to achieve superior performance in education. Educational technology is directed towards the integration between people, ideas, processes, devices and equipments, and solutions to all predicaments which are highly influential in human learning. Global educators must embrace the presence of educational technology to be able to give them the ability to foster a better learning experience and make the students more prepared for the future of which they will be confronted (Venkataiah, 2008).

The worldwide disparities in the access to technological advancements which can prove to be helpful in education is one factor which can be significantly pointed out as a hindrance for educators to embrace the use of technology as a tool which can enhance the learning experience and environment. This is especially true taking into consideration the gap between the countries which are technology rich and the countries are technology poor. In this regard, it would be important, as earlier mentioned, that the necessary support should be given in order to make these technological advancements available for all educators, which in turn, can be experienced by all of their students. New information and communication technologies, though the advocates of global education, should be evenly distributed in different countries. If such is not possible, the best thing which can be done would be the gathering of the necessary support from the appropriate avenues to make these technologies available for the use of the teachers. In the absence of these technological advancements, it would be extremely hard for educators to function in accordance with the pressures and demand of the highly-globalized society (United Nations Educational, Scientific, and Cultural Organisation, 2008).

4. Conclusion

In the discussions provided in this paper, it is apparent that the identified goals for its completion have been achieved. The paper has been directed towards the identification of why there is a need for global educators at present time and how such can be achieved. As it has been mentioned, there is a need for global educators basically because of the increasing pressure from the public for a higher quality of education. In addition, there is also a higher degree of pressure on these institutions to be assured that the students are given the necessary training and education programs which can be able to increase their competency as future professionals who can address the economic and financial issues confronting the world. The need for an internationally-minded system of education is also another factor which triggers the need for global educators. In addition, the need for diversity and inclusivity is also a consideration for increasing the competencies of teachers in order to enhance the learning environment and practice. Lastly, the need for global educators is needed to create a learning environment which does not only simulate the professional context which the students will be confronted, but also a setting which can enhance the skills and competencies which can make them globally competitive.

Another significant goal of the completion of this paper, as mentioned during the introductory paragraphs would be the identification and recommendation of the means by which the educators can be global. Many stipulations have been identified earlier, but the most significant of which would be the fact that teachers and the school management must be able to embrace the use of a variety of technological advancements which will be able to make learning not only more fulfilling, but also more effective. This technology can prove to be highly significant in improving the learning process. Furthermore, there should also be promotion of diversity and inclusivity through a culturally responsive pedagogy, systemic reforms, and a caring environment.

The educational landscape is indeed changing. Because of these changes, it cannot be denied that the educational systems should be evaluated by school management and advocates of education to be assured that it is highly responsive of such paradigm shifts and that it can assure the production of a globally competitive workforce by trying to imbued the necessary professional qualities to individuals in a stage as early as what they are spending in these educational institutions. There is a need to devote significant attention to these issues. The assumption that the educators are our future can be held as valid basically because they are highly instrumental; towards moulding the individuals who will be significant in the years to come. In a highly globalized economy, a multitude of things call for change and modification, and that includes the need for making the educators more global to improve the quality of learning and teaching.

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