The world is your oyster, but where's the pearl? Getting the most out of global education

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THE REALITIES AND PERCEPTION OF INTERCONNECTEDNESS on a global scale are becoming increasingly evident owing to enhanced technology and the escalating scale of human impact on the rest of humanity and on the environment. This paper reports on a project which investigated the effectiveness of a suite of professional development sessions, of from one to two hours' duration, offered to primary and secondary teachers in Victoria, Australia, aimed at improving classroom practice in global education. The professional development was provided by a professional teachers' association, in an effort to increase the knowledge and skills of teachers with regard to global education, and to assist their students in doing the same. The study employed a combination of questionnaires, completed by participants at the conclusion of each session (n = 1326), telephone interviews with a random sample of participants (n = 40) chosen from among those who had indicated a willingness to be so interviewed, and four case studies. The study found that while participants were forthright and generous in their praise of the professional development courses in their post-session questionnaire responses, very few of them translated this into their classroom teaching in ways which could be identified. This paper aims to highlight some of the excellent classroom work which derived in part or whole from the professional development sessions, and, using some of the literature on educational change, workplace learning and transference of learning, to investigate reasons why more teachers may not have taken this up. The paper also proposes a model designed to 'value-add' to the training work which was undertaken by providers of the professional development. Many of these findings may be transferable to other inservice providers.

Background to the study

A discussion of global education presumes a familiarity with the phenomenon of globalisation. Waters (1995, p. 3) defines globalisation as 'a social process in which the constraints of geography on social and cultural arrangements recede and in which people become increasingly aware that they are receding'. The term is contested, though, and is seen to centre on the dynamics and politics of wealth and opportunity inequalities. Such an approach is commonly adopted in texts with an educational

focus (e.g. Curriculum Corporation, 2002). The causes and effects of globalisation are economic, environmental, sociocultural and political in nature (Strachan, 1998; McMillen, 1997; Merryfield, 1994).

Global education is a process which is designed to enhance students' understanding of the above processes. It should provide students with an increased understanding of environmental, political and economic causes and effects, a deeper and more critical understanding of themselves, and empathy with others. Above all it should provide them with more informed lifestyle choices, and a new enthusiasm for justice (Buchanan & Halse, 1997). The term 'global education' has been used interchangeably with other terms such as 'international education' and 'development education'. Calder and Smith (1991) point out, though, that global education transcends an awareness of what is happening in developing nations, and demands an investigation into aspects of developed countries, including poverty and injustice within these richer countries, and the dynamics of such countries which contribute to poverty in developing nations.

In many cases, it appears that previous research has taken place when a certain program or suite of skills or processes were to be developed in the classroom. Groundwater-Smith and White (1995) adopt a sociocultural approach to curriculum, and pose questions as to the priorities and silences of a school's curriculum, and the context thereof (p. 105 ff.). They see curriculum in terms of its context and its pretext (that is, its rationale), and warn against too tight a yolking of curriculum and assessment, which, they claim, does not necessarily lead to an improvement in schools. Ross cites a lack of initiatives aimed at improving practice, reporting that 'there have been few attempts to increase teacher efficacy through district-organized professional development'. As well as reporting on the findings from a professional development initiative in Australia, this paper explores some broad themes of inservice education and proposes a model for maximising its effect.

Smith, Baker and Oudeans (2001) report on three essential elements identified as assisting transfer of practice into the classroom: '...deep instructional understanding of the rationale for the changes being considered...multiple opportunities to try new instructional practices in the classroom... specific feedback about implementation during ongoing professional development activities' (p. Sugai and Bullis (1997) claim that inservice traini needs to fit the teacher's experience and teachi context. It also needs to allow for 'communicatic support and accountability' (p. 56) and to rewarded. Calderhead (1984) recommends a mc holistic approach to understanding teachers ar teaching, students and learning, and the classroo and metacognitive processes, in our attempts t better understand the factors which promote an constrain transference of learning from the profe sional development program to the classroom.

In an attempt to determine ongoing classroor practice, Ross (1994) investigated teacher an student outcomes on three occasions during ar eight-month professional development program His study derived from the theory of teache efficacy (Bandura, 1977), in which the success o educational innovations can be measured in terms of teachers' perceptions of their ability to effect a desired change, and the likelihood that the action they undertake will effect such a change. Ross found that, 'it was the *use* [italics added] of inservice knowledge, not exposure to it, that contributed to changes in teacher efficacy' (pp. 389, 390). These changes were largely attitudinal, however, and little change in teacher practice was reported. Ross cites two reasons for this: the lack of between-session opportunities for practice of related skills, and, significantly, the relatively short period of study—eight months. Gusky, in an interview with Todnem and Warner (1994, p. 63) made similar observations, noting that:

> I find two mistakes that are most common in staff development evaluation. The first is that efforts are too shallow. The second is that efforts are too brief. Regarding shallowness, staff developers are often satisfied with assessing participants' immediate reactions to a program or activity. Sometimes we consider the effects on participants' perceptions, attitudes, or beliefs.
>
> But rarely do we consider impact on professional knowledge or practice. And rarer still is any consideration of impact on students—the clients our schools are designed principally to serve. If we're serious about evaluation, we must probe deeper, consider multiple sources of information, and not be satisfied with tapping only immediate reactions to a program or effort.

While certain desired teaching approaches can be modelled during inservice sessions and then copied and monitored in the classroom, it is arguably more problematic to facilitate and monitor second-order conceptual change, such as implementing in the classroom (along with the appropriate processes and attendant outcomes, content which is not state-mandated).

Impediments to professional change in the classroom include resistance, a regression to old behaviour patterns and to minimalism. This resistance to change is exacerbated by the physical and psychological isolation of teachers in the context of an aging profession, as well as increasing workloads and a decrease in the profession's esteem (Hargreaves, 1997). Further compounding this inertia against change, professional development courses have at times adopted a deficit approach to teachers, their performance and their needs.

Another factor impacting on the effectiveness of curricular development is the issue of ownership of intended change. Hargreaves (1994, p. 186) uses the term 'contrived collegiality' to describe change in which teachers feel they have little input or power, and Au (1997) emphasises the teacher-centredness of successful change, calling teachers to reflect on their personal philosophies, choose a focus for professional development, and set related goals. Hargreaves (1994) refers to such contexts as 'collaborative cultures' (p. 192).

A further critical aspect of successful inservice provision is its transferability to the workplace context. Anderson, Reder and Simon (1996) speak of workplace learning's 'situatedness' (p. 5), a term they derive from the work of Druckman and Bjork (1994), who do not appear to use the term per se. In similar vein, Boud (1995) enumerates various conditions of transference of learning to the workplace. He observes that workplace learning is relational; social; extant independent of (and at times despite) 'formal teaching'; needs- and opportunity-based, and cultural in nature. Boud's work could be seen in terms of linking professional learning to various workplace contexts that are time-, place-, needs- and opportunity-specific, and inter- as well as intra-cultural (i.e. reflective) in nature. Boud (1995) recognises that workplace learning is not dependent on formal training, but that such training needs to critically consider the above workplace contexts. Similarly, Lave and Wenger (1991) identified the social nature of workplace learning, describing workplaces as 'communities of practitioners' and workplace learning as a progression 'toward full participation in the sociocultural practices of a community' (p. 29). It is with these considerations in mind that this study was undertaken.

Conduct of the study

Between November 1999 and February 2001, more than fifty professional development experiences were offered to teachers in Victoria. Almost 1500 preservice and practising educators participated in one or more of these sessions. These experiences were designed to raise teachers' awareness of the need to include global education in their teaching, and to provide ideas for resources, approaches and content material they might use in their everyday teaching. The majority of the experiences were short (one to two and a half hours, with an average of one and a half hours) and were designed to be practical in nature. Topics included refugees, land mines, water resources and fishing. Attendees at the professional development sessions were as follows: primary school teachers, 196 (15%); secondary school teachers, 632 (48%); preservice teachers, 457 (35%); other, 21 (2%).

Participants (n = 1326) completed questionnaires at the end of the professional development sessions they attended. These consisted of a series of Likert scale questions eliciting information on the participants' views on course content and processes, including the provision of resources, the quality of the teaching, and the potential for the sessions to assist the participants' students to increase their knowledge and understanding of various aspects of the course, such as diversity of cultures, power and wealth inequalities and so on.

Responses were analysed using SPSS (Statistical Package for the Social Sciences) software. Significant differences in mean responses between pairs of sub-groups, such as males and females and urban and rural teachers, were sought using t-tests, while ANOVAS (analyses of variance) were used to investigate differences according to age, sector (government, Catholic, independent schools) KLA (key learning area taught) and so on.

Findings and discussion

Participants generally rated the sessions that they attended very favourably. Content issues received the highest praise, with all elements generating

mean responses of 4 or higher on a 1–5 scale (1 = poor; 5 = excellent). The processes were similarly praised by the participants, with only 'opportunity for individual reflection' and 'for discussion' failing to generate means of 4 or higher (means of 3.7 and 3.9 respectively). It appears that the provision and demonstration of resources was more than adequate during the sessions, with related questions generating mean responses of 4.3 or 4.4. Facilitators also appear to have performed very well, particularly in their clarity of delivery and supportiveness, within these aspects generating responses of 4.5 each.

There were relatively few statistically significant differences in sub-cohorts' responses. Those that did manifest are tabulated below. In most cases, the differences emerged between teachers in rural locations and their Melbourne counterparts, the former rating the items more highly in each instance. In each case below, the cohort with the higher mean response is in the 'group one' column. In all cases, the value for p is less than 0.05. It needs to be kept in mind, too, that the urban and rural groups were not equal in number (urban: 669, 82.5%; rural: 142, 17.5%). Nevertheless, SPSS identified the following differences as statistically significant.

The above responses support anecdotal findings that teachers in rural areas are 'inservice-starved', and see themselves as being in need of the professional input and networking which such sessions provide. The relative absence of multicultural school populations in rural areas may have added to the difficulties in providing information and impetus for global education. ANOVAs revealed no statistically significant differences in the sub-groups, with the exception of some differences in certain age brackets. These did not appear to conform to any pattern, however. Differences in the relative size of the groups may account partly for this.

Outcomes from the inservice

Curriculum: Content

The inservice sessions contributed to a range of units of work, including refugees, urban and rural development, global warming, and water resources. Apart from teachers of VCE (Victorian Certificate of Education i.e. matriculation) classes, who attended sessions specifically designed for VCE study, teachers typically incorporated elements from the training sessions into their teaching, rather than developing discrete units of work based thereon. Significantly, too, a number of the teachers reported that they were already applying a global consciousness to their teaching prior to the inservice courses, and that the courses had contributed 'ongoingly' (in the words of one teacher) to their implementation of global issues. This teacher added that the inservice 'highlighted the need to keep that [global] focus'.

One teacher developed a unit investigating international and regional events and organisations in fields such as economics, the environment and so on. Organisations studied included the World

Table 1. Differences in sub-group responses

Item	Group one details	Group two details
Applicability of content to the classroom	Rural teachers (mean 4.4, standard deviation [SD] 0.7)	Urban teachers (mean 4.2, SD 0.9)
Supportive, open learning environment	Males (mean 4.1, SD 0.9)	Females (mean 3.9, SD 1.0)
Supportive, open learning environment	Rural (mean 4.1, SD 0.9)	Urban (mean 3.9, SD 1.0)
Helpful in summarising, consolidating ideas, issues	Rural (mean 4.1, SD 0.9)	Urban (mean 3.9, SD 0.9)
Resources well presented	Rural (mean 4.5, SD 0.7)	Urban (mean 4.3, SD 0.8)
Resources clear, concise	Rural (mean (4.8, SD 0.7)	Urban (mean4.3 SD 0.8)
Resources easy to use	Rural (mean 4.5, SD 0.7)	Urban (mean 4.3, SD 0.8)
Facilitator clear in delivery	Rural (mean 4.6, SD 0.6)	Urban (mean 4.5, SD 0.7)
Facilitator helpful, supportive	Rural (mean 4.7, SD 0.6)	Urban (mean 4.4, SD 0.8)
Facilitator used interesting, stimulating language	Rural (mean 4.5, SD 0.7)	Urban (mean 4.3, SD 0.8)
Facilitator challenged audience in a non-threatening way	Rural (mean 4.5, SD 0.7)	Urban (mean 4.3, SD 0.9)

Wildlife Fund. The teacher exchanged information with neighbouring schools, and found that the unit gave students a good 'macro' perspective on global dynamics. Another teacher developed a study of various cities, comparing 'some third world cities and their infrastructure with Melbourne'. One college of TAFE worked in collaboration with a local primary school collecting the stories of local refugee children. The college intends to publish these stories to a wider audience. One Catholic school teacher recounted that he had undertaken a case study of development using the Catholic Church as an example of a non-government organisation.

Curriculum: Approaches

Several teachers reported modelling approaches they had seen. One teacher extensively used case studies she found on websites and elsewhere. She said, 'the case studies are really the thing which gets [the students] on board because it personalises the whole issue'. One teacher used a simulation game she encountered at the inservice course. The game involves blindfolding students, who then have to walk across a field to a predetermined point on the other side, without stepping on a simulated landmine.

One of the case study participants, David (a pseudonym), who has been involved in landmine clearing in Afghanistan, used a more confronting approach than usual:

> I actually have video material of people in minefields at the time they had been blown up and the mine clearers have gone in there and videoed as they have done it. It is gruesome but I made a judgment call, and when confronted with that it's hard to say, 'I don't care'. You forget this reality TV crap. *That's* the reality.

When asked if he warned the students about the potential for the material to be distressing, he replied, 'The way I explain it to the kids is, "It's coming up. I'll warn you. If you wish to look away, do so if you feel like it might distress you. I will tell you when it's over and there are no brownie points for saying, 'I am a tough guy and saw it' " '. He added, 'Every kid knows that I didn't come back from Afghanistan the same person I was when I went away. They all know that'.

David feels that one of the beneficial outcomes of his role is 'that little bit of warmth that can be delivered by someone who has been there as opposed to someone that has read about it... the anecdotal illustrations that you can give are quite different'. As the circumstances in Afghanistan and elsewhere have changed, David has continued to provide input for the students: 'We did a fair bit-post September 11, we also did quite a bit because of the Afghan Taliban connection'.

Building on, or expanding students' experiences

One school used students' backgrounds to look at familiar phenomena from a different standpoint. One wealthy private school ('We're a laptop school.') investigated tourism from the point of view of developing countries. One teacher explained that she uses a giant wall map to illustrate and contextualise members of various ethnic groups and their cultures. She focuses on Indonesia, because of its relative proximity to Australia, and because Indonesian is the school's LOTE (language other than English). She also uses the map to demonstrate the ethnic origins of the school's student body. On the other hand, some teachers have tried to investigate situations beyond their students' usual experiences. One school has a high proportion of refugees and migrants from the former Yugoslavia, and for that reason chose to study Vietnamese refugees in Australia.

Affective changes

Many of the units of work demand responses on the part of the students. Perhaps the most powerful outcome of the training and subsequent teaching was the impact it has had on children's world views. The teacher who conducted the case studies said that they are 'the thing that hooks [the students] and then they have an understanding of the deeper global issues and more of the economics and demography surrounding the background of developing countries'. The case studies also 'make it more meaningful for these urban Australians who have absolutely no cognisance of how the other half live'. She confessed, 'I'm in the same situation. I've never ventured into developing countries myself so I am not far beyond that'.

One teacher indicated that the study of refugees had opened her students' eyes to the issue. Previously they had 'stereotyped refugees as 'no-hopers', or at best, treated them with condescension'. This teacher indicated that it was valuable for these students to see that many refugees had achieved high qualifications, respect and positions of authority in their home country.

Another teacher developed a unit investigating the global implications of international trade, the environment and privatisation. This topic was also a new experience for her students, who 'are privileged, and ski Mount Buller each weekend'.

At one primary school, a teacher organised a 'global Christmas tree' on which students hung their 'wish-gifts' to the world. One child, for example, 'did not want any animals to "go extinct"'. At another school, students undertook fundraising to provide a school library in Ghana with books, and 'bought', through sponsorship, income-generating gifts, such as a cow, for farmers in developing nations. One participating teacher developed a Year 10 unit focusing on the unequal distribution of resources in the world. In particular, she looked at water resources, and compared the Snowy River scheme and the Nile and the Yangtze rivers. Given the inequalities of assets, and the economic and environmental consequences, the students were asked to develop appropriate responses as they took on the roles of NGOs (non-government organisations) or various levels of government. Another teacher reported that the professional development programs reinforced the fact that the students are called on to be global citizens, and raised the question of which competencies they need in order to take on this global role. Modelling her approach on that of the inservice, one teacher challenged her students to take on shared responsibility for their citizenship and their learning. At one school, students undertook selling products made by landmine victims. Another participant emulated the inservice by engaging a guest speaker from the Red Cross to address her students on international treaties and landmines. Subsequent to this, she organised a debate on the topic 'Australia is a good global citizen'. One teacher, who organised a hut-building exercise, said that apart from gaining new perspectives from the experience, her Year 4 class gained skills in teamwork.

One teacher said that her children reacted negatively to the idea of Australia providing money for overseas projects and relief. She continued, 'Kids [in Australia] think the whole world lives like them'. The teacher quoted the AusAID website which states that 80 per cent of its budget is spent in Australia. She personally felt disappointed that such a small proportion filtered through to poorer economies. She has put this quote onto worksheets she has distributed to students, and at the time of the interview she was awaiting their response to statistic. Another teacher mentioned that students had expressed an interest in volu work overseas, as a result of material they studied in school.

In one of the case study schools, David, was approached to deliver seminars, had involved in landmine clearing in Afghan He also presented information in his own s This unit of work incorporated a range of i including CD-ROM and internet material. stage the class participated in a simulatior imitation mines placed randomly under stu chairs prior to the lesson. They also explo effects of landmines on children, the most cc victims, as well as social and financial impli for male and female invalids.

The lessons were very well received. In words, 'Kids relate very well to the landmir I found it absolutely astounding, with clas most people would regard here has very dif manage and very difficult to control ha absolutely captivated by the landmine issu impact on people'. In particular, he spoke

> ...9W last year. The worst class in the sch
> I took the geography component and rea
> were struggling with the traditional geog
> syllabus. So we got onto doing the lan
> study on what its world implications
> I did it as a one-off because the trad
> curriculum they were just not connectir
> and what it did create was it chang
> dynamics of the class. To get involv
> social issue that has a very human fa
> really did break the trend in the class
> got better learning outcomes as a
> we were all a little more on the same

The effect has been ongoing. As Davic 'I have most of these kids in Year 10 those things that if handled well, puts a on the teacher as well. It's not as if someone there just sort of pouring your neck. You actually get involved high level of interest is also perhap the school's demography: 'We also high Indo-Chinese population he Cambodians and so on who can very a connection'. David added that the helps students to make human con issues such as refugees, border protec and other humanitarian crises.

Elizabeth, now in Year 10, found the work on landmines 'very interesting' last year. It was enjoyable because she knew nothing about landmines beforehand. When asked how this was different from other new units of work (about which she might also have known nothing), she replied, 'Because it's a big issue'. She clarified this by saying that the issue is important. She found it interesting to compare maps of where refugees typically come from, with maps of the most heavily landmined countries, finding that there was a strong correlation. She spoke enthusiastically about the unit of work, and especially about the videos she saw.

Changes beyond the classroom

Lynette, another of the case study participants, spoke of a visit from a global educator, who addressed the whole staff. As a result of this, the staff conducted an audit on their teaching content, with a view to being more inclusive of global, and particularly regional, material.

The school wanted to address the relative 'silence' on the part of its English as a Second Language (ESL) students. The school had been holding 'International Week' each year, but felt that this was tokenistic, so replaced it with a more affirming approach incorporating positive role models from the students' backgrounds into the curriculum. Lynette said that the students 'respond incredibly well to practical examples of role models', and demonstrated a commensurate increase in self-confidence.

Lynette also noted that there has been a change in school staff attitudes in response to the professional development day, saying that other staff are more likely to ask her now about student-sensitive approaches to topics, such as the bombing of Darwin, given that there are Japanese students in the class.

The school's expertise in ICT assists a global perspective in teaching. Lynette observed, 'We have link-ups with the internet, serious link-ups, so [the students] are operating outside country boundaries all of the time'. In her own teaching, Lynette has also endeavoured to admit a variety of perspectives. She mentioned her Australian Cultural History class and its discussion of the Second World War. Her aim is to avoid making value judgments, and to allow the students to initiate and pursue lines of enquiry.

Indeed, the Australian Cultural History class has emerged in part from the influence of the inservice day: according to Lynette, it gives the students who are new to Australia an opportunity to understand better the new culture, as well as a chance for them to tell stories from their own cultures. This allows for a more 'personalised connection to places other than our own', for both those students who are new to Australia and those whose forebears have been here for several generations.

Partly in response to word-of-mouth reports about his presentation, David has spoken at a primary school, written an article for a health education association, and addressed various community clubs. At the primary school, "the kids all wrote little pieces for their school magazine. It was quite touching".

David has initiated other global education undertakings. He explained an initiative related to East Timor, in response to which students decided to make and sell red ribbons, symbolising bloodshed. The culture of the school was such that it was 'uncool' not to have a red ribbon. During the ceremony for the handover of the proceeds, a relief agency representative explained to the school what the funds would be used for, which, according to David, was a significant morale booster for the students.

David's presentation led other teachers at the school to engage in the landmine topic, with similarly enthusiastic responses from students. At one stage a staff member who had escaped the Khmer Rouge regime spoke to the students. One teacher, Robert, described his landmines teaching as 'probably the most successful unit of all that I teach'. He described the students' understanding of war as 'very Hollywood', lacking an understanding of the consequences of an impoverished child losing a limb. He went on to explain that, 'one of the things that came through with regard to landmines is the state of its insidiousness, the fact that it's a very cheap way of creating human misery'. Robert also referred to the mapping activity of comparing the geography of landmines and of refugees' origins, saying that the parallels are fascinating.

Difficulties with implementation

Time pressures

David suggested that time limitations are the greatest obstacle with regard to providing information on landmines, particularly in the light of

his existing responsibilities at school. He added, modestly, 'It's been significant for some but overall I guess fairly superficial. I guess in my view it never reached perhaps the potential that it offered'. Providing professional development out of school hours appears to be a problem for potential participants as well as for David as a presenter. Time pressure was a common theme among teachers, who spoke of their myriad responsibilities over and above classroom teaching, which limited their opportunities to attend inservices or implement them.

Several teachers pointed out that the crowded curriculum is also a challenge. Global education has to compete with issues of equal opportunity and vocational education, as well as the various subject areas. State-mandated curricula–described by Stenhouse (1984, p. 68) as an example of truth being 'defined by the state'—are a reality in the professional development equation.

Recruiting and equipping staff

Lynette observed that teachers in some faculties are more open to including a global dimension in their teaching. On the other hand, she observed that teachers of younger children do not find their students' age a barrier to pursuing global understandings in the classroom, adding that younger grades have fewer external exams and that the primary school structure lends itself more to thematic approaches than does the secondary system. Nevertheless, she noted that there is broad scope for treatment of global themes in the VCE examination. Lynette sees her school as a leader in innovative teaching, including globalisation, which has led to a problem with locating mentors. This was overcome in part by approaching a local university.

Staff turnover is another difficulty in maintaining global perspectives in teaching for the school. As Lynette said, 'We have 40–50 staff turnover a year....You can never 'let go of it''. The requirements of new staff need to be kept in balance with the needs of existing staff members. While Lynette does not feel that she is a 'voice in the wilderness', in that other staff are taking up global education, there remains the problem of maintaining interest and drive in the program. According to Lynette, 'It needs constant rejuvenation and each time you rejuvenate it you have to come up with a different angle otherwise you get the "been there and done that" '. She spoke of the importance of motivating other key players on the staff, 'especially faculty coordinators. We rely so much on faculty coordinators to drive absolutely everything, so you have to capture the faculty coordinators. So if you have some great practice expert that can point them in the right direction and feed them ideas then it will drive itself'.

As stated earlier, while some of the schools are engaged in exciting and creative work in global education, many schools do not seem to have taken up related activities. It is particularly interesting to note in the questionnaires that the statement, 'The content was applicable to the classroom' generated a high mean response of 4.3 (standard deviation 0.8). Such a response would seem to foreshadow a high level of uptake of material in the classroom subsequent to the professional development sessions, but this does not appear to have been the case. Previous research (Ross, 1994; Halse, 1996) showed that there exists a considerable time-lag between professional development and the undertaking of related techniques and content material in the classroom. This gap is partly attributable to prescribed curriculum documents being set in place a year in advance. With this in mind, some two years after the initial professional development sessions, teachers in this study were contacted regarding implementation of materials and processes in their classrooms. In order to locate 40 such teachers, more than 120 were contacted by phone. Few declined involvement per se, but some could not recall the particular inservice session. Almost all of those who chose not to be involved indicated that they had not yet implemented material from the inservice sessions. As one potential respondent said:

> I'm afraid I must be extremely frank with you and tell you that I haven't used information learnt during the course in my teaching. I was trained with AusAID as part of the geography course, and I haven't taught geography this year. I have been teaching biology and maths instead. Furthermore, my school is not yet set up for use of the internet-should be happening in the next year-and so any skills in this area have also not been relevant as yet.

Similarly, finding four 'case study' schools which felt they had undertaken substantial programs related to the inservice courses was difficult. In only

one instance was it possible to interview a student informant, to triangulate the extent of classroom practice and investigate its impact.

The professional development organisers appear to have assumed that teachers would undertake related material in their classrooms. As stated above, some schools were conducting exciting and innovative programs, as a result, partly or wholly, of the inservice input.

It could be proposed that a continuum be adopted to gauge the effectiveness of professional development on change in the classroom. This could be used as a yardstick against which to determine the quality and extent of implementation of inservice initiatives, as well as the depth of understanding thereof (Smith, Baker & Oudeans, 2001).

Little or no change	Mimicking of elements of the inservice	Conceptual synthesis of rationale, internalisation of approaches, content.

One aspect to note is that the difference between mimicking and conceptual synthesis may not be immediately obvious. Indeed, the suggestions below could be interpreted as a 'recipe' to be replicated in a superficial fashion. A prerequisite for the uptake of any of these ideas, however, is consideration of them in terms of the outcomes and purposes to be effected. The extent to which the findings from this study are transferable is open to debate, but in order to gain better 'fuel economy' from their training sessions, the organisation providing this professional development could do this in a variety of ways. All of the following presume funding implications: professional development is costly in terms of money, time and resources, but it is also an investment. It is with the above factors in mind that the following practical suggestions for inservice delivery teams are proposed.

Establishing outcomes (for participants, their peers, schools, students and communities) as a part of professional development sessions, and devising follow-up action plans for teachers to fulfil subsequent to these sessions is likely to maintain the momentum established during inservice sessions. The partnership of universities, school systems or other accrediting bodies could be sought in recognising the achievement of such goals. Such undertakings would facilitate opportunities for practising new classroom practices and providing ongoing feedback (Smith et al., 2001; Todnem & Warner, 1994). The internationalisation of programs appears to be a priority for many tertiary and secondary institutions. Other creative and productive partnerships between universities and schools are also surely possible.

Alternatively, evidence of working towards such goals in the classroom could be set by recruitment bodies, as a condition of attendance at inservice courses. Examples could include conducting an inventory of the school's 'global capital', and devising an action plan for the school based on the findings thereof, as was done in Lynette's school. As an extension of such an exercise, past or current students could be called on to devise a 'profile of a global-friendly school' with various criteria of low, medium and high levels of 'global education friendliness', in various aspects of the school. These could include curriculum (in various subject areas and grades), resources, social action, student and staff attitudes, policies and so on, as shown in the framework below. Such an approach may serve to tease out some schools' curricular priorities and silences (Groundwater-Smith & White, 1995), while providing opportunities to measure and derive satisfaction from progress through time (Bandura, 1977) and to investigate the school context of implementing 'new' practices and approaches (Anderson et al., 1996; Boud, 1995).

	Low	Medium	High
Curriculum			
Resources			
Policies			
Classroom practice			
Management practice			
Staff attitudes			
Student attitudes			
Community attitudes			

Hosting a competition for students would be another means of generating momentum in schools. Such an event would also serve in the identification of schools where best practice is occurring, and for the establishment of such schools in leadership and mentoring roles, if they so choose. The dissemination of best practice work samples would serve to inform other schools of such practices and related outcomes.

The establishment and maintenance of easily accessible networks is important in maintaining momentum in a program such as global education, in the context of multiple demands on teachers. Such networks could be established electronically, with the use of a web page as a 'bulletin board' of events, for advising of relevant websites, or for the purposes of answering peers' questions, sharing experiences and so on. While it could be that participation in such an activity is a compulsory part of attendance at an inservice session, it needs to be kept in mind that for such a system to be of real value to teachers, it must be meeting their needs and driven by them, not simply fulfilling an imposed requirement (Hargreaves, 1994).

One problem appears to be the disparity of 'global capital' held by various schools and communities. As a general rule, it emerged that schools in more multicultural communities had a higher degree of global awareness than did schools in more monocultural areas. Such a situation provides an opportunity for peer mentoring, with schools and teachers whose plans and visions are more advanced sharing their ideas with neophytes, which might be of particular value to rural and isolated schools, if virtual networks are formed. As part of this process, train-the-trainer programs could be established. Linked to this, the use of 'authentic' experiences was highly praised by a number of participants in the professional development sessions. Such experiences could include visits to museums or galleries, restaurants, or areas with highly visible non-Anglo-Saxon profiles, such as Cabramatta in Sydney or Springvale in Melbourne. Hearing from refugees is also likely to be a memorable and enlightening experience. It is worth restating here that such undertakings need to be measured against valid outcomes, to avoid tokenism. Given that travel overseas is likely to be prohibitive to sponsor, the development of a register of teachers who have travelled to various overseas destinations may prove valuable, allowing them to share their insights and resources with other teachers.

Past students could be used to mentor current students. Similarly, the identification of 'advanced' teachers to inservice others would be valuable. Mentoring could take place in formal training sessions or as part of more informal networks. Undertaking such responsibilities would need to be met with some reward, perhaps in the form o accreditation, as part of, say, a graduate certificat in professional practice.

Many of these initiatives are not necessaril highly labour-intensive, but are, once established fairly self-perpetuating. Such undertakings woul need to be supplemented with follow-up visits b guest speakers, or by personnel from related professional associations.

The videoing of guest lectures for dissemination may prove to be a valuable way of multiplying the effect of such speakers. In response to time limitations, David suggested the provision of more release from face-to-face time, or the opportunity to produce a video which could be shown to various groups of teachers, students or interested others. As he explained, while he is limited in his ability to travel and present the seminar, the, 'resource is a transportable resource, and there is no reason, given administrative changes, that resource could not go to other schools'. Similarly, in response to curricular time pressures, issues such as equal opportunity and vocation could be dealt from a global perspective. Apart from increasing time-efficiency, such an approach is more likely to satisfy the political demands of a global education (Calder & Smith, 1991; Buchanan & Halse, 1997). While rewards such as the prospect of promotion or pay increases, and 'putting it on one's CV' may provide some motivation, immediate incentives such as time in lieu or a reduction in other responsibilities may prove to be more attractive and realistic incentives for teachers.

Given the prominence accorded to literacy, professional associations could devote some time and energy to developing students' critical literacies, and teachers' skills in developing these in children, as well as using literacy as a tool for understanding the world. Such an approach may attract some funding from government bodies. As one teacher pointed out, literacy and global awareness are not mutually exclusive: 'It's okay to read a story, but what are we learning from the story? Are we choosing our stories carefully? Are they tuned to current issues?'

Conclusions

As Ross (1994, p. 392) observes, disentangling the provision of inservice from other organizational factors is likely to be complex'. In this account we have tried to avoid either over- or understating the

effects of the inservice sessions. We strongly believe, though, that there is enormous further potential for these inservice sessions. The ultimate measure of success of such endeavours, however, is their effective implementation in the classroom (Anderson et al., 1996; Boud, 1995) and ownership by teachers (Hargreaves, 1994). As suggested earlier, there is a risk that the suggestions enumerated above are simply taken on superficially as a 'grab-bag of ideas' to be mimicked in the absence of conceptual understanding of their purpose on the part of participating teachers. Just as outcomes-based education has become de rigeur in many educational contexts, so should such an approach have similar effects in maximising the effect of professional development and monitoring its effectiveness. It is to be hoped that the use of the proposed model, in the context of desired outcomes, may contribute to a more effective implementation of inservice content and practices in the classroom. Returning our thoughts to the difficult Year 9 class David spoke of is a reminder that the success of such training is of benefit not just to this world, but also to the 9Ws of this world.

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Curriculum Perspectives

Volume 24, Number 1, 2004
Edited by Colin Marsh

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