

Teacher Education for Early Childhood: Global Perspective

Bubul Deka

Assistant Professor, Department of Education, Bahona College

Email: bubuldeka5@gmail.com

Abstract:

It is a common misconception amongst teacher educators that teacher education programmes in their own nations offer candidates a wide range of options. The planning and implementation of teacher education, on the other hand, varied from one country to the next. Despite the fact that they have been guided by American theories and methods in early childhood education, they have different practises in early childhood education and teacher training programmes. Furthermore, the qualifications of early childhood education teachers vary widely between countries. Early childhood teacher education programmes have attempted to train teachers with a global perspective who can work in various nations. In today's interconnected world, where children face several problems throughout their lives, teachers who have a global perspective are more equipped to assist them in succeeding. It appears that the globalisation of early childhood education and teacher preparation in the U.S. and other nations will finally achieve relevance, respectability, recognition and wisdom. A number of countries have undertaken the educational reform of early childhood teachers. This calls for governments to increase and improve the quality of early childhood care and education. Education reform has been a hot button issue in some countries, but it has rarely received the attention it deserves. To assist children in becoming decent citizens and productive people, many of these reform efforts have stressed the need of improving children's knowledge, abilities, and perspectives. Despite the fact that advances may differ from one country to the next, the trend is clear. Countries working to develop teacher preparation programmes and deal with the demanding issues and concerns of early childhood education and teacher training are encouraging.

Keywords: Teacher preparation, Teacher qualifications, Global-minded teachers, International field experiences, Teacher education reforms,

Introduction:

For this article, we will use Pinar's autobiographical curriculum technique to examine the identity experiences of pre-service teachers in light of the high attrition rate among new teachers. In particular, we look at how future teachers connect memories of past experiences to the reasons they want to become teachers. According to the study, pre-service teachers' motivations for entering the profession include expectations about their professional identity as teachers in the future. As a result, we look at the relationship between prospective teachers' memories of "who they were" and their vision of "who they aspire to be." We take into account what these data tell about the identity expectations of pre-service teachers and the ramifications for teacher training programmes [1].

To be an educator, one must assume that one's country's teacher education programmes show the full range of available options. Each country has a different approach to planning and implementing teacher education. Educating early childhood instructors who can work in other nations is critical, and this article discusses how to do that by paying attention to other cultures, childrearing techniques, and cultural understanding. Teacher preparation programmes are encouraged to provide international field experiences by identifying and explaining the evolution of global movements. There is a discussion on the impact of quality in early childhood education and comparisons between teacher preparation programmes in different nations. Finally, educational reforms for early childhood instructors worldwide are discussed to improve their knowledge, skills, and understandings.

Preparing Globally Minded Teachers:

As a result of their language, culture, and childrearing techniques, people who are "globally minded" use an approach that takes into account how and where they were reared all over the world. To prepare future teachers, institutions of higher learning must go beyond their immediate surroundings. It is the role of early childhood teacher education programmes to help train future teachers who will be able to function effectively in a global community. Because of the rise in language and cultural diversity, prospective teachers must be prepared to work with pupils from a variety of backgrounds. Since most teacher preparation programmes fail to focus on these talents adequately, minority-world instructors presume the issues of "historically oppressed communities are attributed to shortcomings within those communities," as Rodriguez and Merryfield assert. It follows that preparing culturally sensitive or intercultural teachers is a hard task for teacher educators today, according to Smolcic and Katunich. Freire opined

that when people become accustomed to their cultural surroundings, they will naturally form opinions about the rest of the world based on those perspectives. As a result, the person "loses his [her] power to make choices and is subjected to the choices of others, to the degree that his [her] decisions are no longer his [her] own because they are based on external prescriptions". As a result, pre-service teachers from minority countries often believe that their cultural values and instructional approaches are superior to those from the majority country. The term "minority-world" refers to people from wealthier regions of the world, such as the United States, Canada, Australia, and Europe, who make up a small part of the global population. For the purposes of this discussion, we will use the phrase "majority-world," which is an alternative to the terms "third world" or "developing world." Thus, teaching candidates must have experience working with kids from these nations [2].

For pre-service teachers to transition from deficit-oriented viewpoints to culturally informed perspectives based on cultural relativism, teacher education programmes must provide an opportunity for students to interact with diverse cultures and actively engage in a range of settings. They need to be aware of the diverse cultures and languages found among the world's people. According to Burton, as a result of globalisation, beginning instructors will have to deal with social and cultural differences. To help instructors become proficient in cultural traditions, childrearing methods, and educational philosophies from worldwide countries other than their own, he says these alterations are necessary because of the variations in society. Teacher candidates can gain this experience by working abroad.

For cultural immersion and foreign field experience programmes, pre-service teachers should study abroad in diverse countries. It is through these encounters that they can better understand and appreciate various cultures. It is possible for pre-service teachers to become culturally competent and to comprehend that cultures are dynamic and adaptive rather than stagnant. Apart from that, such programmes help students understand other countries' cultural practises, allowing them to alter their perceptions of different teaching and learning situations. Pre-service teachers can learn about global issues and cultural customs by participating in teacher training programmes that include an international component. In addition, international experiences create discussion points and promote curriculum development and implementation that fosters an understanding of other global views and challenges cultural expectations of early childhood education excellence. Teachers who want to become more internationally aware must have the ability to adapt to students from all over the world.

Prepare Teachers for Culturally Diverse Students Around the World:

Childrearing techniques refer to how children are educated and cared for, and they vary widely between cultures and countries. Nevertheless, discussions about how to educate and care for young children form the core of most early childhood teacher preparation programmes at universities around the world [3].

Practices in Child Care and Education:

University teacher preparation programmes must include a space where pre-service students can bring their diverse backgrounds and personalities into the classroom. This is especially useful for future teachers who will be working in nations where childrearing is significantly different from what it is here in the US. Students' ability to become teachers is presumed to be represented by their knowledge funds, which are influenced by "historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being," and which are assumed to be valuable resources. When there is a lack of assistance to integrate them into the teacher preparation experience fully, separate knowledge might generate challenges in teacher education similarly, which impacts the quality of early childhood education and care. Students who want to become future teachers should learn how to use their cultural knowledge to become global citizens [5].

Preparation of Global-Minded Teachers Using Cultural Knowledge:

There has been a significant amount of investigation into ways to assist educators in becoming culturally responsive. These studies' findings concentrate on how to converse with people from various cultural and national backgrounds. Through global field trips, pre-service teachers can engage with and learn from people from a variety of backgrounds and languages. These experiences may help educators better grasp the cultural diversity in their classrooms and communities in the United States and provide the groundwork for helping their pupils develop the social skills they'll need to deal with global issues. Teachers-to-be in preparation programmes must learn how to work with children from a variety of socioeconomic backgrounds.

Public schools are becoming more culturally and economically diverse, which widens the gap between the population of teachers and that of their pupils. Teachers in diverse schools may also have lower expectations for pupils from low-income families and give them a curriculum that reduces the value of public school education. Teacher educators face a difficult task: preparing culturally responsive instructors who can teach in these diverse

situations. They are tackling this challenge. Pre-service teachers' experiences, attitudes, and views are major topics of research on how to promote culturally sensitive teaching. Mature pupils should be able to come up with fresh perspectives on the world and how they relate to one another. Teacher educators must give students opportunities for critical conversation and knowledge in the classroom, stimulation of their democratic and critical contribution to society, and support a more impartial world for their students to be effective teacher educators [6]. The emergence of several global movements has aided in stimulating the various experiences of students around the world.

The Development of Global Movements:

It appears that the globalisation of early childhood education and teacher preparation in the U.S. and other nations will finally achieve relevance, respectability, recognition and wisdom. Consider, for example, the implementation of IB programmes in public schools across the country, the wide acceptance of the Asia Society/Ed Steps publication Education for Global Competence: Preparing Our Youth to Engage the World, and the Longview Foundation publication Teacher Preparation for the global age of change. UNESCO, the National Association of Foreign Student Advisers (NAFSA), the Organization for Economic Co-operation and Development (OECD), the Organization for Global Teacher Education, and other well-known organisations and institutions pushed for this focus to become more widely accepted and implemented.

The Education for All Movement:

EFA is an international movement that aims to address the educational requirements of everyone (including children, youth, and adults). UNESCO is in charge of steering the movement and overseeing its global efforts to ensure equal access to education for all. The EFA report from 2007 is one of many reports produced by EFA. Countries' efforts to establish and improve early childhood care and education are described in the EFA report from 2007. Preparation for early childhood education instructors, who work with children from birth to age eight, is a topic covered in this paper. It focuses on the first EFA objective, which asks countries to improve early childhood care and education (ECCE) [7]. Some developing countries have made early childhood education a top priority because of the importance of the subject. The quality and qualifications of present ECCE employees are being improved in several nations because pre-primary teachers have substantially less training than their primary school counterparts. There is in-service training and continuing education for workers in these countries.

Education and Resources:

Early childhood education instructors in Estonia are required to complete competency-based training and ongoing professional development. This requirement was put in place in 2003. There is a preschool resource centre in every province of Morocco to help instructors stay current with educational trends and best practices. The Service Volunteered for All programme was established in 1970 with the goal of fostering the development of its members. SERVOL is a non-profit organisation in Trinidad and Tobago that works with parents, children, and adolescents to strengthen the family unit via education and aid. In a regional centre, it created a community-based programme and a nursery school with a focus on education for parents. The program's target audience is Trinidad and Tobago's three- to five-year-olds.

ECCE training and certification is provided by the Regional Training and Resources Centre (RTRC), while SERVOL in Trinidad and Tobago organises in-service instruction for other Caribbean islands. It's a two-year programme for teachers who want to work with children between the ages of three and five. A certification from the Accreditation Council of Trinidad and Tobago (ACTT) certifies completion of the training programme, which qualifies graduates for admission to a bachelor's degree programme in education. The Ministry of Education/SERVOL also awards an ECCE diploma to students who finish the programme successfully and pass the written and practical exams after two years.

Progress is being made toward EFA in other places, with universal primary education being the major objective. To be sure, there's still a long way to go before we have enough qualified early childhood educators. For segregation to be eradicated, bold measures must be implemented. Furthermore, all children, from birth onwards, must have access to comprehensive learning opportunities.

The majority of countries are deficient in early childhood educators. High-quality ECCE programmes may be ensured, however, with the help of qualified teachers. Teachers and caregivers have vastly diverse levels of education, training, and work experience. Teachers in highly developed countries can collaborate with untrained child carers and part-time volunteers. Teachers in developing countries cannot. Pre-service teaching is done by ECCE workers in developed nations who have completed a formal education programme. Many countries have policies in place to help ECCE professionals build and improve their programmes, but progress has been inconsistent and gradual.

National Association of Foreign Student Advisers:

The world's largest non-profit organisation is dedicated to international education and exchange, the National Association of Foreign Student Advisers (NAFSA). The Internationalisation of Teacher Education Colloquium was held in 2010 as part of the yearly event. It sponsored a "Global Leadership, Learning, and Change" conference in Washington, DC, in 2019. International educators and organisations supporting international education were able to attend the largest international education show, which featured outstanding informational interaction opportunities, professional development activities, and other educational exhibits. Candidates and professionals in the field of education were urged to join the world's largest professional learning and networking event.

NAFSA offers more than just conferences; it also aids in the advancement of international education and scholarship. It promotes mutual understanding and respect among people of different backgrounds and helps establish effective global leadership. A well-rounded, well-educated population can only foster global peace and stability. College and university presidents as well as faculty members are among the many international educators who teach in the United States. A peer-reviewed academic magazine sponsored by NAFSA promotes educational studies to integrate international, intercultural, and global aspects into higher education philosophy. On behalf of the Association for Studies in International Education, SAGE Publications launched the journal in 1997.

Global Teacher Education

It is the responsibility of GTE to make sure that teachers in the United States have received the training they need in order to help their pupils succeed in a globally interconnected environment. In order to assist the globalisation of teacher preparation programmes by include experts and generating and sharing research and best practices, it has affiliations with educational colleges and professional organisations. It helps people gain confidence in their own culture while also teaching them to appreciate other cultures with whom they will come into contact as they go through life's stages of personal, social, and economic interaction [8]. The complete website for teacher education around the world was launched in 2013. To launch worldwide certificate programmes, the university established the Center for Internationalizing Teacher Education (CITE). It also partnered with a number of other universities to create certifications aimed at strengthening prospective teachers' global knowledge, skills and perspectives. Some of these programmes even have labs where teachers can produce materials and courses that benefit all of their students.

The School of Education at the University of Wisconsin–Madison has designed a certificate programme for future teachers called Global Perspectives. They must complete the following general education requirements: There are 3 credits in US or European history, 3 credits in global cultures, world geography or cultural anthropology, and a 3-credit course on Education and Globalization for non-Western/non-Europeans.

The Global Educators Cohort Program was developed by the College of Education at Michigan State University and would take five years to complete (GECP). The program's advisory board aided in the development of defined learning outcomes and key techniques for their attainment. For example, you could look for relevant liberal arts courses, change teacher preparation courses, create internships both domestically and internationally, or create extracurricular activities like seminars and a mentorship programme for international students. These are all viable solutions.

As part of the World Savvy/Asia Society Partnership for Global Learning, Columbia University's Teachers College has developed a Global Competence Certificate (GCC). In order to provide transferrable credit, the programme was developed in collaboration with nonprofits and a college of education. Teaching professionals can enrol in the programme to earn either continuing education units (CEUs) or graduate credit from Teachers College. International fieldwork and collaboration groups are part of the programme delivery. To help pre-service teachers gain global competency skills through in-service training, the GCC programme can be used as a revolutionary model.

A programme to establish an undergraduate global education credential was formed by faculty from numerous universities. An undergraduate global education credential was developed through a partnership between Akron University, Kent State University, and Miami University (Ohio). The master's of arts in global education produced by the University of Akron is currently going through the approval process at colleges and universities around the country. An worldwide project for teacher candidates is also incorporated into the programme in an attempt to improve present courses.

As a result, Rutgers University is also leading an institutional partnership to construct a model for international and global content transmission, networking, professional development, curriculum design, and inclusion in NJ teacher training programmes.

GTE is a free tool for educators to help U.S. K–20 students better comprehend and prepare for the world they will be living in in the future. 103 academic institutions, 21 nations, 39 states, and the District of Columbia are represented by GTE's web presence as of February 2013, in addition to more than 70 organisations from the non-profit, governmental, and educational sectors. In many crucial areas, it has helped teachers and teacher educators participate and exchange information and resources.

Organisation for Economic Co-operation and Development Countries:

The OECD is a group of developed countries dedicated to achieving policy parity amongst their members' countries. There are currently 35 members, ranging from North and South America to Europe and Asia. Some of them are developed countries, while others are among the world's most forward-looking (e.g., Mexico, Chile, Turkey). Both countries with emerging economies (such as China, India, and Brazil) and regions with rising economies are dealt with directly by the OECD (e.g., Africa, Asia, Latin America, the Caribbean). Their common purpose remains to create a stronger, more energising, and more reasonable world.

People in OECD countries are used to getting tertiary² education and specialised training. The country of France necessitates that pre-primary school instructors complete a national certification exam. Only individuals with a three-year post-secondary diploma are eligible for this chance. Most countries require pre-primary teachers to have three years of post-secondary education before they can begin teaching. Pre-primary school instructors in Spain are required to hold a master's degree. In Spain, there is a medium amount of preparation required for kangaroos ("kangaroo," referring to nannies, paid carers in the child's household). Teachers, on the other hand, are required to hold advanced degrees. Swedish university requirements for preschool teachers have been raised to three and a half years, making them similar to those for primary school teachers in Sweden.

Caregivers in most countries don't require any official training before stepping into the role. Foster parents, house parents, nannies, and childminders, for example, are not required to undergo any training in the United Kingdom. Group child care providers on the other hand must have higher levels of training and a credential, such as those obtained from a trade school. Teachers in private schools and child care centres do not need a bachelor's degree in the OECD countries of the United States. State-funded preschools (such as public schools) require a bachelor's degree in early childhood education and a teaching certificate from teachers, but just 14 states require it. The OECD has devised the following principles to provide a challenging framework for teachers' professionalism:

In order to be adept at using various methods and, if necessary, adjusting one's approach to enhance learning, teachers must be well knowledgeable in the areas they teach. This covers methods and tactics for teaching specific information, such as lesson plans tailored to each student's learning style [9].

Teachers must have a wide range of teaching strategies at their disposal and the ability to mix them and know when and how to apply them.

Incorporating a variety of teaching methods such as whole-group instruction, guided discovery, group work, and facilitating self-study and individual discovery are all recommended. Personalised feedback should be included as well.

Teachers must have a thorough awareness of how learning occurs in general and the motivations, emotions, and extracurricular activities of each individual student.

As a result, teachers must be able to work in a highly collaborative manner with colleagues in the same organisation or from other organisations, networks of professional communities and diverse partnership arrangements that may involve mentoring instructors.

Teachers must be well-versed in technology and its application as a teaching tool in order to make the best use of digital resources in their classrooms while also keeping track of student progress through the use of information management systems.

As a result, educators must become more capable of working with others to create, lead, manage, and organise learning environments that work for all students.

Teachers who want to improve their methods must examine their own work in order to gain new insights.

These principles necessitate extensive teacher training. To change students' attitudes toward learning, several countries have implemented ground-breaking educational tools and methodologies. Modern approaches also recognise that instructors can learn from one another, even teachers from foreign nations, by collaborating. Global field experiences can help to make this kind of collaboration easier.

Providing Field Experiences in Different Countries:

Several well-known organisations and institutions have long promoted the idea of international students teaching in the United States and other countries. Educators Abroad, the University of Northern Iowa, and the Global Gateway for Teachers are a few examples. Many academics have also backed such programmes, demonstrating the importance of such training for future global educators.

Pre-service teachers must follow a planned curriculum in order to become certified by state, institution, and professional accreditation organisations. Pre-service teachers cannot take part in at least one semester of field experience abroad with this typical curriculum. Despite this, an increasing number of pre-service teachers are opting to participate in international field trips. It's because these countries welcome them as teachers that their citizens become adept at navigating life and work in culturally diverse settings. There have been studies done to back up these claims.

Quality in Early Childhood Education:

Early childhood education and care have an impact on the preparation of teachers, who must have an extensive understanding of child development and best practices in the field. A strong background in early childhood education is required of all teachers so that they may effectively apply their knowledge of child development and teach in ways that are compatible with the learning styles of very young children. If we are going to talk about effective early childhood education and care, we must look at what is universal and what is culturally distinctive. That's what Rosenthal says. While Euro-Western standards are influential, it is built on child-centred curricular methodologies and social constructivist theories of young children's learning and development to support the stance of quality. This is a problem since most teacher training programmes and child care facilities rely on NAEYC guidelines to determine what constitutes "excellent" care and instruction. Students from minority countries (i.e., the United States) participated in two international field experiences with majority-world students (i.e., Kenyans and Nepalese) in early childhood education and caredbased on the intellectual establishment of majority-world standards developmentally appropriate practises. They looked at how pre-service teachers from minority countries understood field experiences in early childhood care and education quality in countries with more developed systems (e.g., Kenya, Nepal). Contextually appropriate practise (CAP) was utilised to discover how early childhood pre-service teachers from minority world areas (such as the United States, Canada, Australia, and Europe) identify "excellent" practices. They discovered that pre-service teachers from the United States believed that by following Euro-Western principles and teachings, the quality of education in Kenya and Nepal could be "corrected," thereby perpetuating neocolonialism in the field of education. According to the researchers' theoretical framework, inherent ways of teaching young infants have been suppressed because of historical ostracism and Euro-Western demands and controls. According to Akpovo and colleagues, pre-service teachers should have the freedom to strengthen their interpretations of quality in partnership with local teaching community members in order to get their reactions, feedback, and guidance on contextually appropriate practices for children in the majority-world regions. This problem is investigated in greater depth by examining the comparative data from various countries throughout the world.

Reforms in Early Childhood Education for Teachers Around the World:

Countries all across the world have made educational reform a periodically important topic of conversation, but it has rarely been the focus of serious commitment. These reform attempts have frequently emphasised the necessity of improving children's knowledge, skills, and perspectives in order to help them become "good" citizens and "productive" adults. edTPA, which began in the fall of 2013, is one of the innovations in teacher education that the United States has participated in. To ensure that the nation's increasingly youthful and new teachers are prepared to handle all of the academic needs of pupils is a big problem for public education. Teachers must arrive on their first day in the classroom prepared to teach with the necessary abilities to help their students learn. Accordingly, Stanford University and the AACTE collaborated to develop and disseminate the Teacher Performance Assessment, which was originally called edTPA. Teacher preparation programmes will now have access to a multiple-measure assessment system aligned with national and state standards, such as Common Core State Standards³ and the Interstate Teacher Assessment and Support Consortium. It oversees curriculum and practises developed to ensure that new teachers can successfully teach all children and raise student achievement. Other countries haven't gone through the same process of change-making.

Teachers and teacher education programmes are frequently cited as a difficulty in current educational reform conversations in a number of nations, with the recommendation to increase teacher professionalism and teacher education as a solution. Thanks to professionalisation, teachers and teacher training programmes in Korea have improved in quality, stature, and authority since the 1980s. Professionalism in Korea's educational system was thus centred on teacher education and teacher unionisation.

Researchers in comparative and international education has confirmed that educational reform principles are being shifted internationally from basic to marginal countries, such as Korea and the US. It is crucial to understand the ideology of cultural, economic, and political globalisation because it describes how educational ideas, structures, and practices have converged (vs diverged) to some degree. Yeom and Ginsburg looked at educational reform in Korea and the US from the perspective of teachers and teacher education programmes to see if there was any cross-pollination between the two countries' concepts of professionalism. Both Korean and American writings appeared to embody elements of the functionalist (or trait theory) idea of professionalism, but the Korean documents concentrated on teachers' worries about power and autonomy, according to the research. Korea appears to have acquired U.S. concepts, structures and practises related to the two countries' influence.

Conclusion:

For an early childhood education centre to be successful, it must have excellent teachers. Teacher preparation programmes play a significant role in the calibre of the educators they produce. As teacher education programmes in the United States and elsewhere develop, so do programmes for young children. This does not mean that teacher education programmes do not have an impact on child development. Internationally, there is a growing push to improve the quality of early childhood teacher preparation programmes. Despite the fact that advances may differ from one country to the next, the trend is clear. Seeing countries worldwide working together to enhance early childhood teacher preparation programmes and deal with the demanding problems and myriad concerns of early childhood education and early childhood teacher training is heartening.

References:

1. Malewski, E., Sharma, S., & Phillion, J. (2012). How international field experiences promote cross-cultural awareness in pre-service teachers through experiential learning: Findings from a five year collective case study. *Teachers College Record*, 114 (8), 1–44.
2. Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 31(2), 132–141.
3. Moss, P. (2000). *Workforce issues in early childhood education and care*. Paper presented at the Consultative Meeting on International Developments in Early Childhood Education and Care, May 11–12, New York.
4. Dantas, M. L. (2007). Building teacher competency to work with diverse learners in the context of international education. *Teacher Education Quarterly*, 34, 75–94.
5. DeVillar, R., & Jiang, B. (2012). From student teaching abroad to teaching in the U.S. classroom: Effects of global education on local instructional practices. *Teacher Education Quarterly*, 39(3), 7–24.
6. Burton, S. L. (2011). Perspective consciousness and cultural relevancy: Partnership considerations for the re-conceptualisation of music teacher preparation. *Arts Education Policy Review*, 112, 122–129.
7. Ackerman, D. J. (2006). [The costs of being a child care teacher: Revisiting the problem of low wages](#). *Educational Policy*, 20(1), 85–112.
8. Adair, J., Tobin, J., & Arzubaga, A. (2012). The dilemma of cultural responsiveness and professionalisation: Listening closer to immigrant teachers who teach children of recent immigrants. *Teachers College Record*, 114(12), 1–37.
9. Akpovo, S. M. (2017). [Uncovering cultural assumptions: Using a critical incident technique during an international student-teaching field experience](#). *Contemporary Issues in Early Childhood*, 1–17.