Teacher Professional Development for Global Education: From an in-Service Teacher’s Perspective

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Abstract

Due to the great impact of the globalization on the whole world, the cultivation of global competence has been successively taken into account in many countries. Thus, preparing quality teachers for global/international education within a teacher professional development or teacher education program has become a great concern. In Taiwan, though the “White Paper on International Education for Secondary Schools and Primary Schools” has been proposed since 2011, little discussion about how a globally competent teacher develops his or her teacher profession for global education. Therefore, the present study aims to investigate an expert globally competent teacher’s professional development for global/international education through several pivotal questions: 1. what makes a globally competent teacher? 2. How is a globally competent teacher’s profession for global/international education developed? 3. What is the status quo of cultivating global competence in Taiwan’s educational internationalization from an expert globally competent teacher’s perspective? 4. What can be encompassed more in the teacher professional development or teacher education program for global education in Taiwan? Relevant data will be collected through semi-structured interviews for a global/international education teacher trainer who teaches English as well as promotes international education in a secondary school. The finding, conclusion and discussion (including related professional knowledge, competence and skills) are expected to be a reference to teacher education program for global competence.

Key Words: teacher professional development, teacher education, global competence, international education

JEL Classification: