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"My classroom is a bigger place": Examining the Impact of a Professional Development Course on the Global Perspective of Experienced Teachers
"Ma salle de classe est un plus grand endroit ": Examen de l'impact d'un cours de développement professionnel sur la perspective globale des enseignants expérimentés.

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Abstract
How do experienced teachers develop a global perspective through a professional development course and how can this perspective impact classroom practice? These are the two key questions which this paper examines. We utilize Guskey's (2002) model of teacher change as a framework for understanding the results of a study involving experienced teachers who took a professional development course which had a focus on global education. The participants engaged in a number of activities four months after the completion of the course to explore how the course had impacted their classroom teaching practice. Common themes were identified through participant reflective papers and questionnaire-responses which gave insight into what the participants felt were key aspects of learning in the enhancement of their global perspective. The paper provides an opportunity to consider Guskey's (2002) model for teacher change, particularly the sequence with which teacher attitudes and beliefs change. As well, we discuss how teachers' commitment to global citizenship can be shaped and how this might impact classroom practice.

Resumé
Comment les enseignants expérimentés développent-ils une perspective globale à partir d'un cours de développement professionnel et comment cette perspective peut-elle avoir un impact sur leur pratique en salle de classe ？ Ceux sont les deux questions clés que ce document examine. Nous utilisons le modèle de Guskey (2002) sur le changement de l'enseignant comme cadre afin de comprendre les résultats d'une étude impliquant des enseignants expérimentés ayant suivi un cours de développement professionnel dont l'accent était mis sur l'éducation mondiale. Les participants ont pris part à une série d'activités quatre mois après avoir complété le cours afin d'explorer la manière dont ce cours a eu un impact sur leur pratique d'enseignement en salle de classe. Des thèmes communs ont été identifiés à partir des papiers de réflexion des participants et des questionnaires-réponses qui ont donné un aperçu de ce que les participants croient être les principaux aspects de l'apprentissage dans l'amélioration de leur perspective globale. Cet article fournit l'occasion d'étudier le modèle de Guskey (2002) sur le changement de l'enseignant, notamment la séquence dans laquelle les attitudes et croyances de l'enseignant changent. En outre, nous discutons comment l'engagement des enseignants à la citoyenneté mondiale peut être façonné et comment ceci pourrait avoir un impact dans la pratique en salle de classe.

Introduction

Teachers increasingly teach in classrooms which represent the global village. Not only are classrooms diverse representations of the broader world, but teachers are concurrently encouraged to help their students develop a global perspective and become global citizens. School boards are regularly promoting concepts such as global citizenship and international education. Although terms such as global citizenship and global education are often loosely defined and conceptualized (Eidoo et al., 2011), there is little doubt that teachers must consider both the local realities of their classroom and a broader understanding of the world. This intersection of the global and local ("glocal" – see Brooks & Normore, 2010) provides an opportunity for teachers to support their students in engaging both the local and global community. However, teachers may have a strong sense of their local contexts but may lack a global awareness (Kirby & Crawford, 2012), or have limited understanding of how to engage in global education (Mundy & Manion, 2008).

In order for teachers to be able to help their students develop a global perspective, they too must engage in activities to help shape their global imagination and understanding. Teachers do this, among other means, through their own reading, travel, and participation in initiatives which have an international focus. This paper examines how teachers' commitment to a global perspective in their teaching can be shaped and informed by a professional development course. Specifically, we examine the impact of a professional development course on the development of a global perspective for teachers and how this type of experience might translate into changed practice in the classroom. We do this within a framework of teacher change developed by Guskey (2002) which considers how teachers' attitudes and beliefs are formed and impact on practice. Guskey's model focuses on the sequence of change within teachers after they have experienced a professional development in-service experience. According to Guskey (2002), "significant change in teachers' attitudes and beliefs occurs primarily after they gain evidence of improvements in student learning" (p. 383). In contrast, the results of our study suggest that a teacher's global perspective and belief in global education can be formed directly as a result of participating in professional development activities.

Professional development activities have been under significant scrutiny in recent years as traditional, one-day, externally-driven professional learning activities have not seen significant impact on practice (Darling-Hammond, Chung Wei, Andree, Richardson, & Orphanos, 2009). This paper considers the effect of a week-long course, selected by the participants (i.e. not determined by the school system or administration), on the development of a global perspective in teachers and the impact on practice. Specifically, the research question, which is the focus of this paper, is: Can a professional development course support the commitment to, and belief in, teaching with a global perspective? Since a current focus in education is to develop a more global disposition within teachers, this paper considers whether this can be accomplished through a professional development course. Related to this is the question of whether a professional development course can immediately lead to a change in teachers' attitudes and beliefs. This question thus tests Guskey's (2002) model for teacher change which suggests that change in teachers' beliefs and attitudes takes place after teachers have witnessed a change in student learning outcomes.

Literature Review

For the purposes of this paper, we define in-service and experienced teachers as teachers who have completed initial teacher training and are employed as teachers in a classroom. There is

significant literature which delves into the distinctions between global perspective building, global citizenship, global education, global engagement, and international education (Davies, Evans, & Reid, 2005; Reimer & McLean, 2009). Each of these terms refers to the concept of developing a critical understanding of the world and its interconnectedness (Tye, 2003). For further consideration, Mundy and Manion (2008) provide an excellent overview of ideals and concepts of global education. As well, Andreotti's (2006) work further challenges a crtitical approach to global education, one often missing in Canadian classrooms (Mundy & Manion, 2008). In this paper, we have chosen to use the phrase *global perspective building* because it insinuates a process and not necessarily an end product. We recognize that global perspective building is more than just developing an awareness of the world but is a transformative experience which takes place over time (Hanson, 2010).

There has been extensive examination of teacher professional development and teacher change in the literature. For example, there is recognition that teacher belief has a significant influence on teaching practice in the classroom (Ball, 2009; Desimone, Porter, Garet, Yoon, & Birman, 2002; Haney, Lumpe, Czemiak, & Egan, 2002; Ingvarson, Meiers, & Beavis, 2005). The work of Darling-Hammond et al. (2009) helps to contextualize the challenges of teacher belief, its formation, and transformation. Frequently, teachers engage in professional development activities to help develop new teaching dispositions and practices. Yet, many professional development activities are ineffective because they do not provide opportunity for job-embedded, long-term, supportive types of activities (Darling-Hammond et al., 2009). For professional development activities to have a positive impact on classroom practice, particularly with encouraging a social justice oriented teacher-citizen, they must provide challenging and relevant activities (Hill, 2009; Westheimer and Kahne, 2004).

As the theoretical framework for this paper, we specifically consider Guskey's (2002) model of teacher change. Guskey has written extensively on how professional development activities intersect with teacher attitudes and beliefs (see, for example, Guskey, 1985, 1986). Guskey (2002) suggests that the three goals of professional development activities are: changes in classroom practice, changes in teacher beliefs and attitudes, and changes in student learning outcomes. Of interest to this research study is Guskey's (2002) model of teacher change which indicates that teachers' attitudes and beliefs are changed through a complex and sequential process. In this process, teacher attitudes and beliefs change not directly and immediately following a professional development activity but later, after changed classroom practices and student learning outcomes have been implemented and realized (see Figure 1).

Figure 1: A Model of Teacher Change (Guskey, 2002)

Professional Development
↓
Change in Teachers' Classroom Practices
↓
Change in Student Learning Outcomes
↓
Change in Teachers' Beliefs and Attitudes
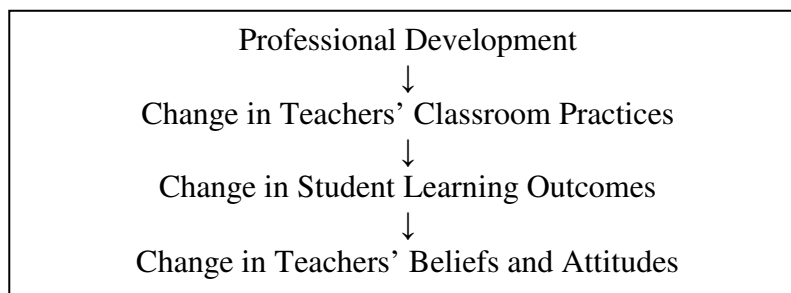
Our hypothesis is that teaching attitudes and beliefs, at least related to the value of teaching with and from a global perspective, can change directly and immediately as a result of professional development activities. We suggest that teachers do not have to see a change in student outcomes to value and incorporate a professional development focus. In other words, professional development activities can lead directly to a change in teachers' attitudes and beliefs (see Figure 2).

Figure 2: A Revised Model of Teacher Change

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Professional Development
            ↓
Change in Teachers' Beliefs and Attitudes
            ↓
Change in Teachers' Classroom Practices
```
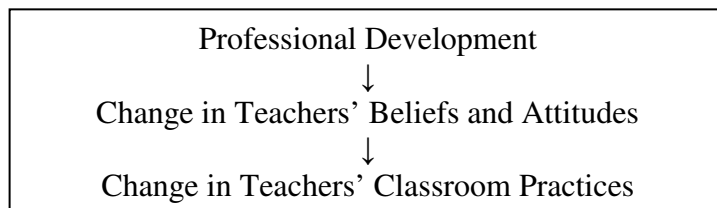
What would motivate teachers to engage in professional development related to global perspective building? The motivation might come partly from the fact that teachers are increasingly teaching in diverse classrooms. As well, there are curricular expectations regarding global education and global citizenship in many jursidctions. As illustrated by Mundy and Manion (2008), educational jurisdictions across Canada incorporate aspects of global citizenship in curriculum documents. In Ontario, Canada, where our study is situated, there are numerous curriculum expectations related to global citizenship under the "Canada and World Connections" strand of the elementary Social Studies curriculum (Ontario Ministry of Education, 2004). A criticism of curriculum expectations related to global citizenship is that these expectations contribute to "soft" and token displays of global education, such as adding a lesson about a foreign country or recognizing cultural diversity through multicultural celebrations (Andreotti, 2006). Instead, educators are encouraged to adopt a more critical approach which leads to reflection, transformation, and social action (Andreotti, 2006; Banks, 1998).

We know very little about what motivates teachers to engage in professional development around global perspective building although research by Mundy and Manion (2008) and Larsen and Faden (2008) provides some insights into the barriers educators face. These barriers may include poorly conceptualized ideas of global citizenship or a reliance on sources of information for global education, such as non-governmental organizations, which may not always provide a critical approach. As well, some work has been done in this area regarding the experiences of pre-service teachers (Reimer & McLean, 2009; McLean, Cook, & Crowe, 2008). Further, the differences in global education perspectives between elementary and secondary teachers have been examined (Horsley, Newell, & Stubbs, 2005). In the study which informed this paper, we do not distinguish between elementary and secondary school teachers, nor do we examine how subject specialists such as teachers of mathematics or history conceptualize global education. Instead, this paper considers if a global perspective can be developed within experienced teachers across a range of divions and teaching subject disciplines through professional development activities and how this might translate into changed teaching practice.

Methodology
Since 2005, the authors have taught a professional development course related to developing a global understanding of education for in-service teachers in Ontario, Canada. The course is delivered in an intensive format, every day, four hours per day, over a one week time period (20

hour course in total) in a university setting in southern Ontario. The course was designed at the time that a new Social Studies curriculum guideline was released in Ontario (Ontario Ministry of Education, 2004). One of the key strands in the new curriculum guideline was "Canada and World Connections" and the professional development course was developed to provide support for teachers in their implementation of the curriculum. Examples of topics in the curriculum include "Feature of communities around the world" (grade 2) and "Canada's links to the world" (grade 6). To support the critical examination of these topics, the professional development course has a focus on education in the developing world and includes an examination of education in specific countries such as Guatemala, Haiti, Ghana, Thailand, and India. The course is taught completely face-to-face and includes sessions led by educators who have taught in the countries being examined. Readings support the examination of country-specific educational contexts (e.g. Dei, 2005) and also include more general topics in education in the developing world (e.g. Glewwe & Kremer, 2006; Tooley, 2009). Ample time is provided to consider a criticial view of how education has evolved within these contexts by considering colonial and neo-colonial relationships. Beyond the class discussions, lectures, and readings, students engage in the course by completing a review of a children's book situated in the developing world and by writing multiple reflective papers. As a result of teaching the course, and receiving positive feed-back from course participants regarding how the course had impacted participants' attitudes and classroom practice, we were prompted to further examine how a professional development course could impact teachers' beliefs and attitudes.

A qualitative research framework was utilized to study the impact of the professional development course on teacher attitudes. Eight course participants agreed to participate in the research study. The participants taught in both the elementary and secondary school divisions and had between two and fifteen years of teaching experience each. There were six female and two male participants and they all taught in schools located in southern Ontario. There were three key aspects to the study. First, a culminating assignment for the course was the completion of a final reflection paper which outlined the areas the participants identified as key learning aspects and ways in which their teaching beliefs and attitudes had been impacted. We examined these papers as part of a document analysis to identify key themes and learning outcomes regarding teacher beliefs and attitudes. Second, four months after the course was completed, participants completed a questionnaire regarding how the course had impacted their teaching practice. Third, after completing the questionnaire, participants were asked to review their culminating reflection paper and contribute additional comments to extend the learning they had identified four months earlier. Common qualitative research methods were employed, including receiving university research ethics approval, member checking, and ensuring the anonymity and confidentiality of participants (Merriam, 1998). All three data sets were analyzed for themes and commonalities. The authors utilized a key word approach to identify themes emerging from the data (Creswell, 1998). Through this content analysis, we considered the surface, manifest content as well as the latent, underlining meaning (Wallen & Fraenkel, 2001).

Results
The participants in the study identified a number of key themes, salient topics, and teaching methodologies which were particularly effective in developing a global perspective. The participants in the study also presented insights into how their beliefs and attitudes, as well as their teaching practices, had been impacted by the course.

We were interested in knowing why teachers would choose to take a course that had a focus on global awareness. This interest was piqued because the teachers were not required to take the course as part of a school initiative or directive. Participants indicated two key reasons why they had chosen to take the course: scheduling and interest. The participants indicated that the scheduling of the course (two weeks after they had completed teaching in June) provided them with an opportune time to take a course. All eight participants indicated that it was not just the convenient timing which compelled them to enroll in the course but the topic of the course as well, as articulated by Sally, "The subject of the course was very interesting and the timing of it worked well with my schedule." However, six of the eight participants also noted that, although interested in the course subject area, the topic (education in the developing world) was not one that any of them felt very aware of. As John stated, "It was an interesting topic that I had not given too much thought to in the past." The participants did not consider themselves active, global teachers before taking the course. They were, however, willingly and actively wanting to know more about what education could be like in a global context.

Participants shared ways in which the course had helped shape their global perspective. For example, all of the participants identified the importance of seeking answers to why global relationships occur as they do. The participants noted the importance of asking questions and not relying on superficial or stereotypical assumptions about cultures. As well, all of participants noted the importance of attempting to shift the way they examined the world from a western-oriented model to one which examined education from the lens of people in other areas of the world. For example, Irma wrote in her reflective paper that she wanted to transition from approaching, "…another culture thinking 'what can I bring to it?' Think more: how can this culture change the way I think about the world, education, and that particular culture." Similarly, Igmar commented that, "I learned that even though the world is one big community...everyone is still an immigrant!"

All of the participants indicated that the images they often associated with the developing world are not always complete or accurate depictions of life in those countries. The participants acknowledged that sometimes teachers perpetuate a "we-them" mentality with "we" representing the knowledge-centered, "superior" north and "them" representing uneducated, impoverished masses in the south. As Sally articulated in her reflection paper:

> The images that our students associate most commonly with the developing world are images of poverty, children with bloated bellies, war, and barren land. These images do little to cultivate an attitude of respect. How do I dispel any notion of cultural superiority and validate indigenous knowledge? What resources and methods should I use in my classroom to bring a more balanced view, to nurture a climate of respect?

The idea of providing students with a more balanced perspective of life in the various regions of the world was summarized well by Irma who stated that what she learned in the course was the importance of providing "… a broader perspective and a sharper pair of eyes with which to view the world."

Although it seemed that the participants learned some significant aspects of global education in the course, we also questioned the depth of some of this learning. While six participants recognized that the "we-they" distinction was a false dichotomy, two others continued to use language which made us wonder to what degree attitudes had changed. An example is provided in the reflection paper of one participant who wrote, "This course opened my eyes to the REAL need for educated professional teachers to become involved in educating people overseas" (capitalization in original response). The participant seems to be indicating that "we" are the

educated professionals who need to help "them", those (uneducated) people in countries far away.

This insinuation was mirrored in the comments of another participant, Jennifer, who stated:

> The biggest aspect [of learning] I went home with was how many different areas in the world have a poor education system. What I mean with this is that so many developing countries need people like us to go there and help with the organization and bettering of education systems.

Again, the sense that other countries need "people like us" is tantamount to indicating that "we" have the knowledge and expertise that "they" need and cannot provide themselves. In a course that provided opportunities to see what was being done to promote and provide education in other countries, often in very creative and innovative ways, we had hoped that the participants would have a greater realization of the importance of localized knowledge creation and ways of knowing.

All of the participants in the course self-reported that their teaching practice had been altered by the course and each participant shared examples of how the course had a significant impact on their teaching. As Igmar stated, "I have been recommending the course to all of my teaching colleagues. It has, by far, been [the] most impacting in my teaching career." Generally, the responses of participants regarding the impact on practice fell into two broad categories. First, all of the teachers indicated that they were now more intentional in being knowledgeable about global events and about world cultures. For example, Irma indicated, "[I am] more aware of what life is like for other people and more apt to pass that awareness onto my students."

Second, six of the participants stated that they wanted to help their students gain an appreciation for the benefits of living in Canada. For example, Milan stated, "[I want to have] more of a direct approach to educating students about our abundant blessings, and also a desire to see my students be more appreciative and proactive." Participants' responses which related to being more intentional regarding teaching about the world and about our "place" in the world mirrors our focus on "glocal" perspective building, recognizing the inter-connectedness of place (Brooks & Normore, 2010). All of the participants indicated that the focal areas in the course, such as completing an in-depth study of an educational system in another country or spending time in understanding historical and economic contexts were helpful in re-shaping their teaching perspectives and attitudes. They also indicated that having frank, open conversations about personal biases helped them recognize that these often remain hidden and latent. Participants stated that writing a reflective paper also gave them opportunity for considering past practices and next steps.

Four months after completing the course, participants had the opportunity to reflect on their learning. Each of the participant shared a number of specific examples of what they were doing in their current classrooms as illustration of the changes in their teaching practice. These self-reported accounts reflect a continuum of change, symbolic of Banks' (1998) spectrum from additive types of activities to transformative ones. For example, some of the changes would indicate additive or contributive approaches to global or multicultural education. These changes are important, but limited in their long-term effectiveness in shaping global perspectives. Examples included encouraging child sponsorship, being involved in "more compassion projects", and having speakers visit the class who work (or have worked) in the developing world. Three of the teachers did indicate that they had incorporated more global-related novel studies into their classes, such as Deborah Ellis' *The Breadwinner* (2001). Again, we welcome

these types of opportunities which teachers are providing and believe that they do have some impact on developing global perspectives within students.

Beyond these examples of additive-type activities, we were pleased that each of the participants shared illustrations of what we would consider critical and transformative activities (i.e. a change of perspective and behaviour – see Hanson, 2010). All of the teachers indicated that asking more questions in their classrooms, especially why-type questions, had been impressed upon them in the course. They saw this as valuable because students needed to have modeled for them the type of inquiry and analysis which occur as a result of why questions. Why-questions reflect a more critical than soft examination of global perspectives (Andreotti, 2006). The participants also stated that "dialogue, dialogue, dialogue" was a renewed part of their teaching belief for their classes. They indicated that they had (re)learned the importance of not just "pushing through" the curriculum but stopping to ask questions and engaging their students in conversations about significant issues of justice. As Milan commented, discussions in her own classroom had been enriched based on "all the differences we encounter just in a classroom." Participants indicated that the asking of questions and promoting of discussions had been prompted through their participation in the course and had led to changed practice in their school classrooms.

Lastly, each of the participants discussed ways in which they had tried to enrich the curriculum to provide a more global perspective. Although this is not always easy, the teachers indicated that they had a renewed sense of purpose in doing this. One participant, Jennifer, commented that making curricular and cross-curricular connections had its challenges, for example, "Integrating knowledge of the world into Social Studies is a relatively easy connection, but I would like to improve my inclusion of it into other curricular areas." It is our hope that this awareness of the importance of global, cross-curricular connection-making will lead to further changes in teacher and student global perspective development.

Discussion

The participants in the research study provide opportunity for us to consider how a professional development course might lead to an enriched global perspective for teachers and their students. Although the focus here is in relationship to our specific course, we suggest ways to support global perspective building in other professional development contexts. In this discussion section, we consider three themes that emerged and which deserve further consideration. We also reflect on how the participants experienced a change in their teaching attitude and beliefs.

Professional Development Leading to Teacher Change

At a foundational level, teachers need to be provided with the opportunity to consider the world in which they live and teach. Participants in this study commented how the time and space provided to consider education in the global context while in the professional development course helped them become aware of the challenges which surround the issue. This demonstrates the need for reflective and relevant professional development (Darling-Hammond et al., 2009; Hill, 2009). Careful and critical reflection upon significant professional development experiences is fundamentally important to teacher growth (Breyfogle, 2005; Llinares & Krainer, 2006). The course provided participants with a mechanism to consider that they could be part of the effort to raise awareness around education in the global context.

Further, the participants in this study articulated ways in which their attitudes and beliefs had changed and expressed commitment to developing a global perspective. One course participant,

Irma, stated, "Through this course I have moved from the denial that it is not my problem to the awareness that I can make a difference." This "difference-making" is what we hope teachers can support in their students, but this must begin with a change in one's own attitude and a growing awareness of the global context within which we teach.

Teachers, and by extension schools and school boards, must be purposeful in understanding what we mean by global and international education. It is clear from the work of Mundy and Manion (2008) in their research of school boards from across Canada that this is not often the case. This also means being aware of ways we might support learning and action around global citizenship. Being intentional comes through careful planning and not isolated or sporadic program development (Knapp, 2003; Westheimer & Kahne, 2004). If developing global citizens and global understanding are truly goals of school systems, then we must be much more active in supporting teachers and students in this journey. This is easier for teachers who choose to engage in a professional development course on global perspective building. For schools and school systems, it is important to convey the value of global perspective building and to provide guides to active and critical global citizenship (Andreotti, 2006; Larsen & Faden, 2008).

A one week course which helps in-service teachers consider global perspective building is not the ideal way to lead to transformed and socially active lives. Research supports the need for job-embedded, sustained, intensive, and collaborative learning (Darling-Hammond et al., 2009). We would suggest that a course on global education is a good starting point but would be made more effective by providing regular opportunities for participants to consider global citizenship throughout the year, in their schools, and while working with their colleagues (Penuel, Fishman, Yamaguchi, & Gallagher, 2007).

Global Education as Transformation
The teachers who participated in the research project have demonstrated a similar spectrum to that developed by Banks (1998) regarding multicultural education. Global awareness is not just about "food, festivals, and famous people" (an additive type of multicultural education) or about a teaching unit on life in another country (contributions approach). Banks (1998) suggests that we need to move to more transformative and social action oriented aspects of living and being. Similarly, Andreotti (2006) suggests a critical global education where, "Action is always a choice of the individual after a careful analysis of the context of intervention, of different views, of power relations (especially the position of who is intervening) and of short and long term (positive and negative) implications of goals and strategies" (p. 50). We recognize that the brevity of the professional development course may not support a significant depth of understanding related to power relationships involved in global inequities but we noted that many of the participants were asking the types of questions which indicated that they are moving in that direction. Participants articulated the importance of asking penetrating questions which might not have easy answers. They also expressed a commitment to engaging their students in activities and events which lead to change in local and global contexts. Both of these are examples of the type of transformative and social action approaches that Banks (1998) and Andreotti (2006) argue for.

The professional development course which the teachers took demonstrated, at least in a limited manner, the trajectory through which we experience transformation. Often we consider an issue with some reluctance, but through learning and reflection, we adjust our perspectives and see the value in the ideal. Eventually, the change in our belief leads to an active involvement in working for change (Ball, 2009). We have witnessed this same process within the participants

in the course: From deciding on the course based on scheduling needs and some interest, to grappling with some of the realities of education in the broader world, to considering how this might be enacted in their lives and in their classrooms, to actually being part of the change. As such, we see a different process than Guskey (2002): The participants in this study experienced a change in their teaching attitudes and beliefs which led to a change in teaching practice. This contrasts with Guskey's model of teacher change which is a process of professional development leading to change in classroom practices which leads to changes in student learning outcomes which then leads to a change in teachers' beliefs and attitudes.

We recognize that change is a complex process and is influenced by many factors. We do not account for all of these variables in this study but do provide an opportunity to consider the trajectory by which a change in beliefs and attitudes may occur in teachers. In some ways, the participants represent the work of Volf (1996): Moving from mere tolerance of the concept (in this case, global perspective building) to embracing and leading the necessary change, both in belief systems and in practice. Although this project is limited in that we did not examine the change in student outcomes (i.e. did the change in teacher beliefs lead to change in student beliefs?), we do see that a change in teacher beliefs occurred as a result of the professional development activity. It is also important to recognize that in jurisdictions such as Ontario, a significant emphasis has been placed on supporting literacy and numeracy skills in children. This focus, paralleled by an emphasis on standardized assessment such as those overseen at the grades 3, 6, 9, and 10 levels by the Ontario Education Quality and Accountability Office (EQAO), often limits the amount of attention that teachers give to other curricular areas (Sider, 2004). As a result, supporting global perspective building in students can be viewed as a low priority by some teachers. Teachers who participated in this study, and who reflected on this challenge, committed to ensuring that they addressed literacy and numeracy expectations while also integrating and addressing global perspective building.

Reflection and Review as Key Aspects of Teacher Change
Research supports the importance of on-going learning and reflection for teachers' professional development, with follow-up activities and interactions (Desimone, 2009). The opportunity that participants in this research project had to return to their reflection papers and to the topics of the professional development course provided them with the agency to review their commitment to global perspective building. In a sense, this reflects Andreotti's (2006) call for critical global citizenship education:

> ... critical literacy is not about 'unveiling' the 'truth' for the learners, but about providing the space for them to reflect on their context and their own and others' epistemological and ontological assumptions: how we came to think/be/feel/act the way we do and the implications of our systems of belief in local/global terms in relation to power, social relationships and the distribution of labour and resources (p. 50).

This type of on-going professional development activity, where initial learning leads to a shift in beliefs and attitudes, requires careful planning. By providing regular opportunities to review key aspects of learning, schools can ensure that changes in teaching belief and attitude are not lost due to the "tyranny of the urgent" which so many teachers experience in their classrooms. In a sense, it is akin to the scaffolding children require and which we discuss in programs of professional education. On-going reflection, discussions, and activities will support the development of global citizenship dispositions and practices.

We do not dispute Guskey's (2002) assertion that changes in teachers' attitude and beliefs occur in a sequential manner as a result of changes in classroom practice and student learning

outcomes, *for some teachers.* However, we do question whether this process accurately describes most teacher's experience with professional development. Based on the experiences of teachers who participated in this study, it is clear that teachers can experience a change in beliefs directly as a result of engaging in a professional development activity. Further, we posit that ongoing reflection and review around an area of professional development (in this case, global perspective building) will work to support and solidify changes in teacher attitude and beliefs.

We are left hopeful that professional development activities which aim to support a critical global perspective in teachers have much potential. Professional development courses on global education, such as the one which prompted this study, need to provide explicit opportunity to examine cultural and historical contexts and relationships. Instructors also need to provide time for reflection and contemplation. As Andreotti (2006) states, "This approach tries to promote change without telling learners what they should think or do, by creating spaces where they are safe to analyse and experiment with other forms of seeing/thinking and being/relating to one another." (p. 51). Based on the responses of the participants in this study, the course we have taught will be strengthened by providing more opportunity for course participants to question, to reflect, to dialogue, and to change.

Conclusion

A limitation of this research project is that it relies on teacher self-reporting which can be problematic since we do not know if the teachers' perception of change is accurate. Even if we assume that the teachers have self-reported accurately, we still do not know if the changes they have made in their classes have led to a change in students' global perspectives. Further research needs to be done to consider this question and to consider the impact of professional development activities on student attitudes and dispositions (Guskey & Yoon, 2009).

We cannot build global perspective without first becoming aware of the strengths and weaknesses of our current practices. Teachers grapple everyday with diversity and equity issues and learning how to deal with them forms a strong foundation for embracing a global perspective. Our participants demonstrated that they were in various stages of this process and if one were to consider Banks' model of multicultural education (1998), one could place our teacher participants in stages that range from making contributions to the transformative stage where the teacher is a facilitator of learning opportunities for students to explore multiple perspectives.

Guskey (2002) suggests that changes in teachers' beliefs take place over time, usually as a result of repeated positive experiences with new practices. Although our study was only conducted over a four month period, and longitudinal examination would provide clearer evidence of this, the study does indicate that teacher beliefs can be impacted in the short term and even before new teaching practices are implemented. We would encourage further research in this area since Guskey (2002) has provided a good starting point for consideration of how teachers' attitudes and beliefs are formed and changed, particularly in the area of global education. We see our study as an important contribution to a better understanding of the process of teacher change.

This research study is also important because it builds on the work that has been done regarding global perspective building in experienced teachers (Mundy & Manion, 2008) and pre-service teachers (Horsley et al., 2005; Reimer & Mclean, 2009). It furthers this work by considering how awareness and transformative action can be stimulated in teachers. As well, it adds to the work that has been done on teacher change in the specific area of global awareness,

an area not readily explored (Ball, 2009; Horsley et al., 2005). Further work will explore how this transformative change within the teacher might lead to an impact on students since we know that by providing focused, relevant professional development experiences for teachers, even with new concepts and in new settings, iterative change can take place (Stein, Smith, & Silver, 1999). Central to this is the question of what this type of classroom might look like. This study has demonstrated that, beyond relevant contextual learning, providing time and space for reflection and dialogue is important to developing a critical global perspective. As a result, we would propose that this then is a key to what transformative global education entails: providing opportunity for reflection and engagement. How a teacher can provide this type of time and space in the midst of a busy curriculum is indeed a practical challenge that teachers regularly face (Larsen & Faden, 2008; Mundy & Manion, 2008).

Another key aspect we look forward to investigating is the role of the principal in this global perspective building process. At the highest point of engagement with learning about global perspectives - where students are active learners and transformed into social action – it is critical that the principal support, model, encourage, and advocate for teachers' initiatives through the provision of funds and access to resources. As global education becomes increasingly a priority for schools and school systems, supporting the development of global perspectives in teachers will also become increasingly necessary and the key support lies with school leaders.

There is extensive literature on the effectiveness of professional development and how it impacts teacher beliefs. More focus now needs to be given to how these areas intersect with how global perspective building takes place in teachers and how it can be nurtured so that teacher practices can reflect the global village in which we live.

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