

‘Worldmindedness’ and Development Education: A Teacher Voice

Martina Heuberger

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Abstract

This research demonstrates that a teacher's 'worldmindedness' influences both the significance teachers give development education teaching in the classroom and the idea of the future they are preparing the children for. It also highlights the current challenges that worldmindedness brings to primary school teachers in an inner-city, multicultural setting. The changing relationship between the local and the global has implications for the realities of both the children's and the teachers' ideas of community and also for their personal ideas of the future. With no official guidance on how to address these complex issues in school, there is much inconsistency amongst teachers' practice. This research suggests that guidance and training, through continued professional development, is necessary to amend this and to create a more consistent idea of what development education in the 21st century should look like.

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1 Introduction

In this rapidly changing and increasingly interconnected world, the role of the teacher is essential in helping children understand the altered ideas of identity and community. Development education (DE) allows for teachers to explore this in the classroom, however, there is much disparity amongst its practice. This is partly due to the lack of formal guidance on its implementation, but also, as this research demonstrates, due to individual teachers' 'worldmindedness'.

A teacher's personal relationship with the world is complex and affected by life experiences as well as exposure to difference. It shapes ideas of future and feelings of responsibility that inevitably affect their teaching of global issues. To be able to understand how to improve and create consistency in DE teaching, a deeper understanding of teachers' relationships to the world is essential.

The aim of this paper is to investigate how and why teachers teach about DE issues, and how this is related to their 'worldmindedness'. I am looking to understand what motivates teachers to be interested in DE, and on a more fundamental level, what it is that makes people engage with the wider world. If the world is said to be getting 'smaller' why is it that some people do not feel connected with it? To what extent can a child's school experience affect this? These questions, along with Brown (2011) and Hunt's (2012) work inspired this research.

This research will explore the concept of individual teachers' worldmindedness (as defined by Kirkwood-Tucker et al, 2011) and how it affects their teaching of DE-related issues. This will be done by exploring teachers' attitudes to worldmindedness, by understanding what their connections to the world are and what has helped shape them; looking at how teachers incorporate worldmindedness into their teaching to identify if there are any barriers to this; and establishing why teachers incorporate worldmindedness into their practice in order to understand their motivations for this.

With this research I am heeding the call for more empirical research to be done around DE practice in schools, particularly in those where DE is not a priority. I am hoping to see to what extent some of the theories arising in the academic DE discourse are happening in practice in schools (Merryfield 1998; Marshall 2011).

Teaching entails making decisions informed by knowledge and understanding of the unique contexts within which teachers are working, as well as by their education values and beliefs (Mahony, 2006: 5).

Having been a teacher, I feel that I have the ability to understand teachers' contexts, and the point of this study is to obtain greater understanding of teachers' values and beliefs. Research has been carried out around teachers and their interest and motivation in the world (see: Hicks and Holden, 1995, 2007; Brown, 2011; Hunt, 2012), however I feel that within the DE discourse primary school teachers are underrepresented. Often it seems that the focus of the research is more on teachers' practice and less emphasis is placed on

teachers' personal motivations or perceptions. To be able to understand how to engage more teachers with these issues, this insight into their perceptions is crucial. Similarly approaching the research by seeing what teachers are already doing, as Hunt (2012) and Brown (2011) have done, allows for a clearer picture of what current DE practice looks like. I am aiming to give teachers a 'voice' with this research and to contribute to the growing number of studies that aim to build on what is already happening within the classroom.

This study starts with a literature review. I then provide a methodology and findings from the data collection. I finish with discussion and conclusion.

2 Conceptual and Policy Background

In this chapter, background information on the various conceptual frameworks and policies are examined.

2.1 Development Education and Global Learning

Development education (DE) as a subject is notoriously difficult to categorise or classify due to its constant evolution and its interpretation/use in various countries mainly in Europe but also, in North America, Japan, Australia and New Zealand. It materialised in the 1970s as a response to world events in the 1960s, which resulted in governments and Non Governmental Organisations (NGOs) wanting to raise awareness of, and educate the general public about, world poverty (Osler, 1994). In its early stages, DE was seen as ‘a vehicle for some form of personal and social transformation’ (Bourn, 2012: 255) and these initial aims remain at its core today. It can therefore be described as an area that promotes and supports educational practices that encourage engagement with the wider world and development–related issues. DE aims to address and educate children about social justice, sustainability, inequality and environmental issues with the hope of encouraging agency to create a more equal and sustainable world. Due to its international use, it is often also referred to as global learning (GL), the global dimension and global citizenship education. Throughout this paper I will therefore refer to DE/GL as I believe that for practitioners GL is a more relevant term, however in my mind GL is part of the larger, overarching DE field.

2.2 Development Education and Primary Education

DE/GL is not currently a mandatory part of the primary school curriculum, however there are various ways schools can incorporate it. The need for an international outlook was highlighted in recent years by the Cambridge Review (Alexander, 2010), as well as the government–commissioned Rose Review (2009). Both emphasised a need for a global dimension in what was to be the new primary school curriculum. Research by Hicks and Holden (1995, 2007) also found that primary school children were keen to learn about DE/GL–related issues.

However, the role of DE/GL since the 2010 election has been diminished in the national curriculum. Currently, it is up to individual schools to determine if, and how, to incorporate DE/GL into their curriculum. As a result, and as Hunt’s (2012) recent report on GL in primary schools found ‘the extent to which schools and individuals within schools engage with global learning varies’ (Hunt, 2012: 16). The way in which a school incorporates DE/GL is often related to whether DE/GL is part of a whole school approach, whether it’s part of the

school ethos, or whether it is left up to individuals in individual departments to organise within the school.

2.3 Worldmindedness and the Primary School Teacher

A teacher's relationship with the world undoubtedly affects and influences their teaching. For global teaching this is crucial as it can help shape children's attitudes to global issues and the world. Kirkwood-Tucker et al (2011) investigate this in their research in five public universities in Florida, and this research project is inspired by their findings. They used the term worldmindedness to explore undergraduate primary and secondary teachers' relationships with the wider world. They define worldmindedness as:

a worldview in which one sees oneself as a member of the world community with a responsibility toward the other members of that community (Kirkwood-Tucker et al, 2011: 7).

It is this definition of worldmindedness that I used in this research. This idea of worldmindedness grew out of a very specific North American context, as Kirkwood-Tucker et al (2011) and Merryfield's (1998) research was based there. This study, however, explores worldmindedness in the context of English primary education, and its methodology reflects this context.

Much of the literature around worldmindedness is found within the discourse of cosmopolitanism, which explores the impact of globalisation and interdependence on the cosmopolitan identity of the individual. Hansen (2008, 2011) and Osler and Starkey (2003) research this from an educational point of view. Within schools this area of learning is often referred to as global learning or global citizenship education. Hansen (2008, 2011), who has written extensively on teachers' relationships with the world from within this field, argues that practitioners should:

attempt to fuse the moral and the ethical – that is to say, to merge the cultivations of self (ethics) in its humane relation with others and the world (the moral) (Hansen, 2011: 90).

Hansen is right to emphasise the importance of ethics and morals, however this neglects a critical perspective. As globalisation theorists such as Stromquist and Monkman (2000), Bloom (2004) and Burbles and Torres (2000) argue, the skills required for children to succeed in the world today have changed from industry-based skills to knowledge-based ones. A fundamental part of this knowledge should be the ability to see and understand information critically and to use this critical understanding to advocate and facilitate change.

To understand the relationship between worldmindedness and the teacher, an insight into teachers' roles is essential. In a country, such as England, where the division of responsibilities between teachers and parents is blurred

(Alexander, 2010), and at a time when the world is becoming more interconnected, this role is a complex one. Mahony (2006) explains that:

teachers have to make technical and normative judgments which should require them to reflect on their educational ideals about what is educationally worthwhile, what it means to be an educated person and what counts as the 'good life' and 'good society' (Mahony, 2006: 5).

Often, the political pressure and emphasis on academic attainment, creates difficulties for teachers' 'professional commitment to developing the 'whole child' (Alexander, 2010: 452). Developing children's social and emotional skills is considered equally important by many practitioners and often spoken of as a central part of a teacher's role in helping children become 'good' citizens (Alexander, 2010). A teacher's relationship with the world undoubtedly affects and influences their teaching. For global teaching this is crucial as it can help shape children's attitudes to global issues and the world.

3 Methodology

This chapter explains how the research was organised and carried out.

3.1 Research Design

The research aimed to answer three research questions:

1. What are teachers' attitudes to worldmindedness?
2. How do teachers incorporate this worldmindedness into their teaching?
3. Why do teachers incorporate worldmindedness into their practice?

As I was interested in individual teachers' perceptions of their relationship with the world, I carried out an exploratory, qualitative study.

Data was collected from one school. The school chosen is a school that I had previously worked at, and at the time of research was working at part time, which meant that I was carrying out what Robson considers 'insider research' (Robson, 2011). This had two advantages, namely that it allowed for the facilitation of access and more importantly yielded better data. Having developed good relationships with the interviewees through work and having been part of their work life experience, I felt it would create an atmosphere in which the interviewee could 'feel secure to talk freely' (Cohen et al, 2011: 422). This is crucial as my aim was to give as accurate an account as possible of teachers' views. Being familiar with their situation and environment also meant that I would be able to probe and clarify answers more accurately, therefore gaining depth in the replies.

I carried out individual, semi-structured interviews with the six participants as this allowed me to gain an understanding of 'the world from the subject's points of view, [and] to unfold the meaning of their experiences' (Kvale and Brinkmann, 2009: 1). The semi-structured interview questions had been developed through the analysis of two pilot interviews as well as Brown's (2011) research.

All the interviews were conducted at the school in the individual teachers' classrooms as this allowed me to study them in 'their natural settings' (Denzin and Lincoln, 2008: 4). With permission from the participants, the interviews were recorded and later transcribed. Initial impressions directly affected the subsequent interviews, and also feature in my data analysis.

In terms of analysing data, Urquhart (2013) suggests three stages of inductive coding (open, selective and theoretical) to be used to analyse interviews. It stipulates careful analysis of every line of each interview whilst jointly interpreting the data to start forming potential theories. Unlike most methods of data collection and analysis, Glaser and Straus (1967) recommend jointly collecting, coding and analysing the data to help inform what to collect next.

Taking this on board, each interview was openly coded afterwards and some of the themes that emerged from it were then incorporated into following interviews to see if they could become selective codes.

3.2 Limitations

This small scale study aims to contribute to the DE discourse by gaining insight into how a teacher's individual relationship with the world affects their teaching of DE. Using such a small sample size, means that generalisations cannot be made, however it does allow for in-depth contextualisation. Time permitting, the study would have benefited from triangulation methods that could have included lesson observations or further interviews with the participants. Equally it would have been interesting to contrast these findings with a school in which DE is part of the curriculum. A multi-method approach might also have been useful, with a focus group being a good example. This might have generated richer data in that it would have allowed participants to examine their contrasting views.

3.3 Case Study School

I chose the school for my research because it is one that I feel reflects the effects of rapid global change on a school in an urban setting. Its mixed intake and high levels of student mobility is the result of the increase in global migration, and its teachers are a good representation of the variety of individuals that teaching in England currently attracts. The school works hard to implement up to date learning strategies and received official recognition of its competence in their most recent Ofsted inspection, where they were awarded 'outstanding'.

The school services an area of high social deprivation, has a high percentage of its intake on free schools meals (60%) and high percentage of children who have English as an additional language (83%) (DFE, 2012). It has an incredibly high mobility rate, with children joining and leaving all through the year, which is partly because many of the children are members of asylum seeking or refugee families. It is a larger than average two-form entry primary school with nearly 500 pupils. According to its latest Ofsted report (2011), thirty seven different languages are spoken and twenty-six different heritages are represented. This abundance of different cultures is a reflection of the current reality of schools in multicultural urban settings. Since many children come to this school with low achievement levels and since the majority of them have English as an additional language, the school prioritises the core subjects (Literacy, Maths and Science). DE/GL therefore is not officially part of the school curriculum, however the most recent Ofsted report (2011) does mention some of the broader aspects of DE/GL. It states for example that the children have a developed understanding of their community and space in the world and further mentions that the spiritual, moral and social side of the school strongly generates wonder and interest in the environment around them

(Ofsted 2011). An effort is made to celebrate calendar events such as Refugee Week, Sustainability Days, and World Book Week, however this is not officially organised so teachers are able to do this how they please and are encouraged to find their own resources. Having worked at the school before I am aware that individual teachers do engage with certain DE/GL-related themes in their own ways and in their own time, but they do not label it as DE/GL. In terms of my research, using a school where DE/GL is currently not prioritised will hopefully allow for a greater understanding of some of the barriers that DE/GL faces in the current English education context.

3.4 Teachers

The teachers I interviewed consisted of five female and one male teacher, teaching years 3–6 (henceforth referred to as T1–6). The age range of the teachers was between 24 and 45, however most were in their mid to late twenties. All of the teachers, bar one were within their first five years of teaching. I thought that years of experience would influence their responses, however found no evidence of this.

The following sections discuss data from the six semi-structured interviews taken with individual teachers and refer to the research questions.

4 Teachers' Attitudes to Worldmindedness

The participants were asked to describe their worldmindedness after having been read the Kirkwood-Tucker et al. (2011) definition. They were then asked what had influenced their worldmindedness and whether or not it had changed. The variations in the responses to this question demonstrate the complex nature of an individual's relationships with the world. The responses were incredibly diverse and it appeared that their attitudes towards worldmindedness depended very much on their own background and experiences of other cultures.

Different Interpretations / Definitions of Worldmindedness

One of the fundamental objectives of this initial question was to see to what extent, on a purely personal level (not a professional one), the participants could relate to the term worldmindedness as 'a worldview in which one sees oneself as a member of the world community with a responsibility toward the other members of that community' (Kirkwood-Tucker et al, 2011: 7). The respondents showed that they could relate to it in three different ways as shown in the table below:

Table 1: The extent to which teachers related to the idea of worldmindedness

	T1	T2	T3	T4	T5	T6
Fully subscribed			√			√
Partly subscribed		√		√		
Didn't subscribe	√				√	

T3 and T6 both said they felt part of the world community and felt a sense of responsibility towards others in that community. T2 and T4 said they felt part of the world community but felt more of a sense of responsibility towards themselves rather than towards other members of the world community. T1 and T5 did not feel part of the world community and therefore did not feel a sense of responsibility towards others within the world community.

Each respondent elaborated on their sense of responsibility in a different way:

- T1 felt a responsibility to people in their immediate surroundings.
- T2 felt responsibility had to do with showing respect to other people.
- T3 felt a responsibility towards others in the world.

- T4 felt the responsibility was with themselves, in terms of leaving a positive impression.
- T5 felt the responsibility was with themselves, in terms of keeping more informed.
- T6 felt a responsibility towards the world and their community.

These fundamental positions influenced the focus, and shape of how they then proceeded to speak about their own ideas of worldmindedness.

T3, T4 and T5 spoke about what worldmindedness meant to them as individuals. T4 described worldmindedness as creating 'rounded individuals' and T3, T5 and T6 described that it made them feel a responsibility to be informed of current events. T2 and T4 focused more on what values worldmindedness could teach, for example T2 mentioned 'respect and helping others'. In contrast T1 and T6 spoke about what worldmindedness lacked, both feeling that it didn't allow for a feeling of responsibility towards their community or immediate environment.

The variation in all these responses highlights the difficulty in verbalising and defining relationships with the world. This was most evident in T1's responses. They didn't consider themselves a very worldminded person, as they felt a much stronger connection to their immediate environment, however the things that they 'loved' about their immediate environment were its ethnic and cultural diversity, things which other participants used as justifications for feeling connected to the world. These different interpretations of worldmindedness highlight how multifaceted an individual's connections to the world are.

Upbringing

All participants were quick to mention how different aspects of their upbringing had influenced and shaped their attitude towards worldmindedness as shown in Table 2.

Table 2: What aspect of their upbringing affected teachers' worldmindedness

	T1	T2	T3	T4	T5	T6
Mixed heritage		√	√			√
Social class	√					
Parental/family influence	√		√	√	√	√

As can be seen, family/parental influence was mentioned by nearly all participants, but this was often not in isolation as it was often referred to together with heritage or social class.

T4 for example spoke of the benefits of having adoptive grandparents that were completely different from their immediate family and attributed their global outlook to that experience. In contrast T1 spoke of the difficulties of having grandparents with a more conservative view of cultural difference even though they could understand the influence social class had had on this. Both teachers voiced the struggle of having opposing views to the more traditional/conservative views of some close family members. They both said it made them doubt, or question, their own relationship with world.

T6 mentioned being taught to be open minded from an early age, in order to be able to understand the persecution that people in their home country had experienced.

T2 and T3 mentioned that their mixed backgrounds made them understand and feel more connected to other cultures and places. T3 attributed their interest in, and responsibility towards, the world to their family's interest in journalism and politics.

Other Life Experiences

Other factors that participants attributed to influencing their attitudes towards worldmindedness had to do with experiences or other people in the participant's lives.

Table 3: Other life experiences that influenced worldmindedness

	T1	T2	T3	T4	T5	T6
Travel	√	√	√	√		√
Meeting people from other cultures		√	√	√		√
School experience		√		√		√
Lived abroad			√			
Having children					√	
Friends/family abroad		√	√		√	√

Table 3 shows travel featured in many of the respondents' replies and indeed much emphasis was placed on the geography of where they had, or had not been, in terms of how this affected their connection to the world. It seemed that the more experience the individual had of different or contrasting cultures,

the more connected to the world they felt. T1 for example mentioned that despite having been to two contrasting countries, the majority of their travel had been to 'modern countries' and therefore their connection was more with their country of residence. In contrast T2, T3 and T6 mentioned how their passion for, and interest in, travel had strengthened their world community feeling. Closely linked to this, and with the same effects, was the participants' exposure to people from other cultures. All participants had clearly been exposed to other cultures within London and all spoke of the enrichment this brought to their lives, however none of them attributed this to having an effect on their worldmindedness. It seemed that exposure to people from other cultures whilst abroad was what impacted their worldmindedness.

Having friends or family abroad affected participants in different ways. T5 mentioned that it was through social networking that their friends abroad often drew their attention to interesting articles that made them 'think a little bit more'. Similarly T6 mentioned that having their family abroad was part of the reason why they felt more connected to their heritage country rather than their country of birth.

Some participants mentioned the influence of their school experience. T2 for example stated that a particular primary school teacher had generated their interest in politics and T6 mentioned how their PGCE specialism in Geography had influenced their worldmindedness.

T5 mentioned how becoming a parent had increased their interest in the world and gave the future of the planet more importance. Similar results about the influences of background and exposure to other cultures were also found in Merryfield (1998), Brown (2003) and Kirkwood-Tucker et al (2011).

Can worldmindedness change?

Surprisingly only one of the teachers felt that their attitudes towards worldmindedness had changed over time. T2 spoke how their worldmindedness had changed as they got older and experienced other cultures. All other teachers however implied that it was not something fluid and that experiences and attitudes formed in childhood 'stay with you' (T6). This indicates that for these teachers worldmindedness is something innate that is shaped whilst growing up and is not necessarily influenced by the workplace or globalisation.

5 How Worldmindedness is Incorporated into Teaching

All teachers had examples of how their worldmindedness was incorporated into their teaching. It was done either through links in the curriculum, discussions related to world events or as a response to interests or needs from the children.

Despite time and curriculum restrictions, all teachers were able to find ways to create discussions around DE/GL-related issues, with half of them actively dedicating time each week to it. This was also found in Mahony's (2006) work on teachers' roles, where 'a number of examples were provided of teachers responding imaginatively to try to reconcile the conflicts between the performative demands of monitoring systems and what they felt to be in their students' interests' (Mahony, 2006: 5). The main reasons given for this were: students' engagement with and enjoyment of these discussions, which is supported by research findings (Hicks, 2007) that suggests children want to learn about global issues. The other reason given was the change in the teacher/student relationship it created. T2, T3, and T4 spoke about this time as a time when the teacher/student relationship was completely equal, and emphasised that this was important in gaining children's trust and helping them develop their questioning and debating skills. This resonates with one of the fundamental critical pedagogy ideas based on Freire's (1996) 'problem posing' approach, 'in which both teachers and pupils have something to teach and learn' (Brown, 2011: 25). When asked about useful resources the participants struggled to mention many, and T6 stated that 'a bit of direction towards some resources' would be useful.

6 Why Teachers Incorporate Worldmindedness into their Teaching

Teachers explored why and how they incorporated worldmindedness into their teaching.

Their Role as Teacher

Research indicates that most primary school teachers are 'intrinsically motivated to support all aspects of children's development, not solely the academic' (Alexander, 2010: 451). This was reflected in the responses the teachers gave regarding how they saw their role as teachers. All participants referred to feeling a certain responsibility towards giving their students the skills and understanding to be good citizens. These skills included things like the ability to empathise, question, express themselves and the ability to debate. They also spoke of helping children with self-empowerment through teaching them how to become independent and critical thinkers. Every teacher mentioned that their main motivation for discussing global issues was because they wanted to raise awareness of difference and cultural diversity and to give the children other perspectives, as many believed they were not getting this at home. Furthermore T1 and T5 mentioned that by doing this, it allowed them to remind the students about the privileges they had living in the UK and to reflect on their ideas and sense of entitlement.

What Type of Learning?

Another reason for the difference in why, and how, teachers incorporate their worldmindedness into their teaching is because of how the teachers classified this type of learning/knowledge. All the teachers associated GL with the emotional and social side of the learning rather than with the academic knowledge-based side. They therefore seemed to base DE/GL learning on skills to be learnt only, not necessarily on knowledge that had to be acquired. They further pointed out that giving children social and emotional skills was as equally important a part of their role as giving children the academic knowledge necessary to complete primary school. All had the aim of wanting to create 'good people/citizens' and seemed to associate much of this with the teaching of DE/GL that they did. The fact at the time of research the school was not partaking in any school awards or involved in a school link could have influenced the teachers' ideas of what DE/GL is. As Hunt (2012) found, DE/GL is often ill-defined, which might mean it is difficult for teachers to implement if no award scheme or linking programme is in place. In contrast to this however, it could be that the participants associated DE/GL with a responsibility of care. This could then be related to the research of Vogt (2002) around primary school teachers and care. That said, various globalisation theorists (Stromquist and Monkman, 2000; Bloom, 2004; Burbles and Torres, 2000) would argue that, of equal importance to the social and emotional skills necessary for DE/GL, is the knowledge to be able to make sense of and understand our more interconnected and global world.

7 Discussion

The analysis of the responses to the three research questions not only found that a teacher's worldmindedness greatly influences their teaching of DE/GL, but also draws attention to some of the challenges that worldmindedness brings to being a primary school teacher in a rapidly changing world. These challenges open up new discussions and need to be taken into account for further research.

Conceptions of Worldmindedness

The varied interpretations, by all of the six subjects, of the term worldmindedness highlight one of the complexities in researching perceptions of worldmindedness. An effort had been made to use a simple definition, however it was still interpreted very differently, suggesting the ambiguity of the terms within the definition. It shows that even when one is aware of global issues and lives in a multi-cultural microcosm such as London, it does not necessarily entail that an individual feels a part of the 'world community' and conceptions of worldmindedness can seem alienating and overwhelming. This is a reminder that 'being closer (to multiculturalism and globalisation) does not necessarily mean that improved understanding or a sense of world community is inevitable' (Becker, 1979: 35). Similar confusion about terminology was also evidenced by Merryfield (1998), Hunt (2012) and Brown (2011) in their research on DE/GL. Perhaps it is time to create clear and definitive definitions for the terminology used in DE/GL so as to avoid making assumptions about collective understanding of terms such as 'world community'.

Professional Perspectives (local vs global)

Other terminology that proved ambiguous was the idea of the 'local' and 'global'. Hicks (2007: 4) argues that 'local and global have become two sides of the same coin' as all events that happen globally have some sort of impact locally. Usually teachers use the local context to help children relate the idea to a more global setting. However, in this school, due to many of the children being refugees and many coming from abroad, the 'local' context is not necessarily the immediate local environment. Some of the examples given show that to contextualise DE/GL issues, sometimes teachers in this school have to use the global to help children understand the local. This can prove difficult as a teacher's personal relationship with and experience of the world will influence their ability to understand a child's interpretation of their world, and where the child is starting from.

Resources, Confidence and Controversy

Despite the challenges that worldmindedness can bring, and in a time where political guidance on DE/GL is absent, it was really encouraging to find consistency within the examples individuals gave of actual practice. This correlates with Mahony's (2006) findings around teachers not being the 'passive victims of policy, stripped of any capacity to act independently' (Mahony, 2006: 5). All teachers however did mention that a lack of awareness of resources as

well as time were barriers to the teaching of DE/GL. This is unfortunate as all participants were engaged and seemed confident with some of the more challenging DE/GL-related issues. Unlike Holden's (2007) and Hunt's (2012) studies, none of the participants mentioned controversial issues being a barrier to their teaching of DE/GL. This shows that even without resources, or guidance, teachers' fundamental aim of wanting to give children the skills to be good citizens/adults remains a vital part of their role, and a critical perspective seems to be embedded in this.

Identifying and Orienting in the Global Community

The changing world reality also influenced teachers' personal lives, or 'lived-realities' and in turn this influenced their ideas of the future, which for DE/GL is particularly significant. Globalisation theorists and even the Cambridge Primary Review (Alexander, 2010), reason that it is impossible to deny that the world is becoming more global, this research demonstrates however, that even when living in a city, and working in a profession, both clearly affected by globalisation, this does not necessarily correlate with teachers being able to adopt a global outlook on the future. It would seem therefore that until there is clear, official structure as to what DE/GL should be exactly, it is up to individual teachers to interpret and incorporate it into their practice.

8 Conclusion and Recommendations

The aim of this research was to gain a better understanding of teachers' individual relationships with the world and how this affected their teaching. My overall findings underline the impact of upbringing on motivation and awareness of worldmindedness. To be able to generate a theory out of the data analysis, a summary of the key points was made:

- Individuals' connections with the world are complex and difficult to verbalise.
- Teachers' worldmindedness was heavily influenced by their upbringing.
- The level of worldmindedness influenced the ease/motivation with which teachers incorporate DE/GL-related themes into their teaching.
- The responsibility the teachers felt towards giving children skills to be good citizens was influenced by their worldmindedness.
- Teachers' worldmindedness affected their ideas of the future for the children in terms of it being a global one or not.
- All teachers included DE/GL-related issues in their teaching despite curriculum and time restrictions.
- All teachers were using elements of critical pedagogy (even if they were not aware that this is what it is called) through their development of critical thinking skills.
- DE/GL was seen in terms of the social and emotional skills it taught children, not the academic knowledge it required.

The aim of the research was to identify how a teacher's worldmindedness affects their teaching of DE/GL. From this analysis therefore I have come to the conclusion that the worldmindedness of a teacher affects the degree and extent of DE/GL teaching particularly in terms of how they think of the future of the children and their role within that.

I make a small number of recommendations from the project.

For Schools

The challenges identified in this paper can be addressed through continued professional development (CPD) for teachers. Primarily this would help clarify the ambiguous terminology around worldmindedness, development education and global learning, furthermore it would allow for specific training and resource sharing. There are currently two programmes that offer this. Both have evolved out of empirical research and the close collaboration of various agencies in the DE field. The Global Learning Programme (GLP) is 'a national network of like-minded schools, committed to equipping their students to succeed in a globalised world by helping them to deliver effective teaching and learning about international development and global issues' (GLP, 2013). UNICEF's Rights Respecting Schools Award 'seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and

develop every child's talents and abilities to their full potential' (UNICEF, 2009: 1). The strength of both of these programmes is that they offer support and guidance for schools. Fundamental to the programmes is the need for a whole school approach led by an individual, but supported by the management and rest of the team, so that the programme can be embedded across the whole school. They offer CPD opportunities and both come with extensive training for teachers. The GLP's focus on networking is an exciting development and will benefit all DE/GL practitioners. Joining these programmes would mean that schools would no longer have to rely on motivated individuals and would create a consistent and long term approach.

For Researchers

Further empirical research could be done into what it is that allows people to create a connection to the world particularly, in a multicultural urban setting. A distinct focus should be placed on gaining a better understanding of how and why certain people feel no connection to the world. Does being surrounded by different cultures create a connection to the world or does the setting of where these contrasting cultures are met matter? This could be extended by also exploring teachers' ideas of the future and communities as they are closely linked to teachers' connection to the world. This would lead to a better understanding of the motivations and significance teachers place on DE/GL.

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About the Global Learning Programme (GLP)

The GLP is a ground-breaking programme which is creating a national network of like-minded schools, committed to equipping their students to make a positive contribution to a globalised world by helping their teachers to deliver effective teaching and learning about development and global issues at Key Stages 2 and 3.

The Innovation Fund is a GLP initiative to support research by school-based educators on a global learning theme. Its purpose is to encourage small-scale research to promote innovation in global learning, inform best practice and build capacity at school level. All Innovation Fund studies are practitioner-led, with research support provided as necessary by the Development Education Research Centre, Institute of Education (IOE). For further information go to www.glp-e.org.uk and search under Research.

About DERC

The Development Education Research Centre (DERC) at the Institute of Education, University of London is a leading research centre for the study of development education and global learning. The centre was established in 2006 to act as the hub for knowledge generation, new thinking and quality output on development education. It is responsible for organising a range of events and conferences, conducting research and consultancy, running a Masters degree course on development education, supervising a team of doctoral students and producing a range of reports, academic articles on books. DERC leads the Research and Evaluation workstream on the Global Learning Programme. The Centre is also responsible for editing the International Journal of Development Education and Global Learning, published by [IOE Press](http://ioe.ac.uk). For more information about DERC go to: www.ioe.ac.uk/derc

The Institute of Education is the UK's leading centre for studies in education and related disciplines. Its staff of pre-eminent scholars and talented students make up an intellectually-rich learning community. A member of the 1994 Group of 19 leading research intensive UK universities, the Institute is the only college of the University of London dedicated entirely to education and related areas of social science.