

Exploring Modern Teaching Competencies for a Globalized Education System

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Abstract

As the global education environment is continuously evolving at a fast pace, educators have to acquire and perfect a variety of skills that are beyond the traditional pedagogical content knowledge. This paper identifies the essential teaching skills worldwide in the 21st century, and it is based on recent international research and theoretical concepts. The scope of the study is mainly concerned with the following aspects: the digital and technological literacy of teachers, their adaptability to diversity and globalization in pedagogy, their capabilities in facilitating 21st century learning, their cultural and inclusive awareness, and the role of teacher professional development in a changing era. This paper refers to the relevant research, identifies the difficulties and the influence of the environment, and provides the implications for teacher education, policy, and practice. The results emphasize that successful teaching in the 21st century requires a comprehensive set of interconnected skills that include technological fluency, critical and reflective practice, intercultural competence, collaborative and facilitative roles, and an orientation towards lifelong professional learning. The article finishes with suggestions on teacher preparation and professional development that would enable them to meet the challenges of the global classroom in the twenty-first century.

Keywords: Teaching skills, modern era, global perspective, teacher education, 21st century skills, digital competence, cultural responsiveness.

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1. Introduction

Education systems worldwide are undergoing major changes due to technological advancement, globalization, increased cultural diversity, changing labor markets, and the evolving needs of students. As a result, the role of the teacher has become much more complicated. Teachers today are not just those who pass on knowledge; they are learning facilitators, experience creators, mentors for different types of learners, and co-learners in technology-mediated environments. Therefore, the necessary skills for teachers ought to change as well. This article explores the skills required of teachers in the contemporary era from a global perspective, identifies the main drivers of change, reviews various teacher competence frameworks, and considers how teacher training and professional development can respond. The reasons for adopting a global perspective are: firstly, issues and challenges in education, such as digital divides, migration, multilingual classrooms, and global citizenship, that affect all countries. Secondly, the comparative research helps to find those competencies that emerge across the globe, thus providing insights into the common requirements and the contextual differences related to the adaptations. Tirri (2021) emphasizes that teacher education should consider the cognitive, social, and moral aspects in international contexts [1]. Moreover, the Organization for Economic Co-operation and Development (OECD), among others, points out that "global competence" is necessary for learners, and thus teachers' tasks become more demanding [2]. So, the main objective of this study is to collate the current research findings on the skills teachers need to be successful in modern, globalized, technology-rich educational settings, to recognize key skill clusters, to identify challenges in their development, and to suggest implications for policy and practice [3]. The following sections include a literature review, methodological considerations (reviewing research as an approach), discussion and analysis, implications, and conclusion.

2. Literature Review

This part of the work first focuses on the theme of teaching skills in a modern world and discusses the following aspects: (1) the changing context of teaching; (2) digital and technological competences; (3) pedagogical adaptability, inclusion and diversity; (4) 21st century learning and global competence; (5) teacher professional learning and reflective practice.

2.1. Changing Context of Teaching

The teaching profession has undergone radical changes in the last several years due to globalization, digitalization, demographic shifts, and new educational paradigms [4]. Teacher education should not only harmonize the diverse national priorities and contexts but also prepare teachers to effect change at various levels [5]. The book provides a comprehensive teacher training program in the continents of Asia, Africa, Europe, and the Americas, reflecting different but mutually convergent demands in



teacher competence. These expectations include preparing teachers to navigate through policy reforms, inclusion requirements, and new pedagogical roles.

2.2. Digital and Technological Competences

With the ever-growing digital technologies and online teaching methods, teachers have to be skilled at digital literacy, technology-enhanced pedagogy, and the ability to create and manage blended and hybrid learning environments. To integrate computational thinking and digital tools into education, the study suggested that in different countries, teachers need to use tools in different departments and for various age groups and subjects. At the same time, Education 5.0 as a concept puts more emphasis on student-centric environments facilitated by technologies such as AI and VR/AR, thus hinting that teachers' skills should even include these when becoming advantageous teachers. So, teachers are obligated not simply to get technology but to pedagogically integrate it into correspondence, access, and learning.

2.3. Pedagogical Adaptability, Inclusion, and Diversity

The classrooms of the present times are mixed—culturally, linguistically, socially, and with varying learner needs. Therefore, the teachers have to be skilled in culturally responsive pedagogy, differentiated instruction, inclusive practices, and flexible classroom design. Rigney (2023) proposes that culturally responsive pedagogies have to interact with super-diversity, decoloniality, social justice, and global perspectives in teaching practice [6]. In addition, research reveals that teachers have to get used to more and more diverse learners and also implement endorsed strategies to ensure that there is no discrimination among learners. One example is a review of teaching strategies for diverse learners that embraced differentiated instruction, project-based tasks, inclusive assessment, and technology integration as approaches that work well.

2.4. 21st Century Learning and Global Competence

Worldwide, the framework of 21st century skills encompassing critical thinking, collaboration, communication, creativity, digital literacy, and lifelong learning has been at the core of the educational goals. The study of special education teachers in Pakistan by Manzoor, Hameed & Khan (2022) revealed that collaborative, communication, creativity, and self-direction skills are more commonly practiced than some other 21st century skills [7]. Besides, OECD characterizes global competence as a composition of four overlapping dimensions: exploring the world far beyond one's close surroundings; understanding others' points of view; effectively sharing ideas with different people; and, finally, acting for common welfare and sustainability. These expectations require teachers to help students develop these abilities; therefore, teachers need to demonstrate, support, and evaluate such skills.

2.5. Teacher Professional Learning and Reflective Practice



In line with the multi-layered and variable demand, teachers have to constantly undergo professional development and also engage in reflective practice. Tirri (2021) points out that teacher education should nurture “the whole personality” of the teacher, comprising not only the cognitive, social, but also the moral aspects, and also prepare them for lifelong learning in a not-so-predictable world. Nithyanantham, Paul Mony & Hasan (2019) mention that present-day educators have to be self-creators of curriculum and designers of learning that is contextually responsive; hence, reflective dispositions and adaptability are their necessary traits [6].

3. Methodological Considerations

The methodology focuses on the processes of systematic retrieval, critical appraisal, and synthesis of recent peer-reviewed articles, books, and policy reports that discuss the acquisition of teaching skills in the global era. The authors of the paper have identified the most essential literature through databases and publishers such as Springer, Routledge, and MDPI by utilizing search phrases like "teaching skills in the modern era," "competencies of 21st century teachers," "teacher education in a global context," and "global digital skills for teaching." The inclusion criteria stressed the importance of the quality of the works (mostly after 2018), a global or multi-country perspective, and relevance to teacher competencies instead of student outcomes only. Methodological limitations include potential publication bias, differences in national contexts that make it difficult to generalize, and the gap between verbalized competencies and actual classroom practice. However, by triangulating from a wide range of sources, the review identifies thematic clusters of teaching skills that are applicable globally.

Through an examination and synthesis of the literature, the authors have identified learning skill clusters that form the basis of teachers' competencies in the modern era. Besides these core clusters, they also mention crossing themes and challenges.

3.1. Key Skill Clusters

The number of major clusters of teaching skills found in the literature has reached five:

3.1.1. Technological and Digital Pedagogical Competence

Educators are expected to have such abilities as choosing and employing digital means of instruction, creating blended/hybrid learning environments, encouraging students in digital literacy, and making necessary adjustments to newly emerging technological innovations (e.g., AI, VR). The literature suggests that while the integration of technology refers to the usage of tools, it is in fact necessary to coordinate them with the pedagogy, the needs of the learner, and the principle of equity (De Oliveira et al., 2025) [8]. Besides that, the Education 5.0 paradigm emphasizes the role of technologies as the enablers of personalized, adaptive, and experiential learning-style thereby laying out new demands for teachers' skill sets (Ahmad et al., 2023) [9]. This cluster of



technologies implies that teachers need to acquire certain skills in areas such as: achieving digital fluency, designing instruction for online/hybrid contexts, making data-informed decisions, facilitating learner creation of digital artifacts, managing online collaboration, and ensuring digital equity. Sustainably, global teachers may, for example, face infrastructural constraints such as a lack of connectivity or hardware, thus making the skill of resourcing and being able to adapt still necessary.

3.1.2. Facilitative and Adaptive Pedagogy for Diverse Learners

Teachers of today are required to transform their role from a “sage on the stage” to that of a facilitator, guide, mentor, and designer of learning environments. As part of this, they can differentiate instruction, provide support for higher-order thinking, and introduce inquiry, project-based, and collaborative methods, while also adjusting for variable learner needs. Research reveals that through the use of problem-based learning, inquiry-based learning, collaborative group work, and argument mapping, learners’ critical thinking is improved. Culturally responsive teaching, multilingualism, and inclusive practices are among the issues the teacher in diverse classrooms internationally has to deal with (Rigney, 2023). Therefore, the list of teacher skills consists of: pedagogical flexibility, learner variation awareness, inclusive curriculum and assessment design capability, and socio-cultural context sensitivity.

3.1.3. Global and Intercultural Competence

Teachers need to acquire the ability to make their students tackle global issues, recognize multiple viewpoints, communicate with different cultures, and practice sustainability and social justice. The OECD global competence framework's main point is that teachers are responsible for equipping students for future living and working in culturally diverse and interdependent societies. Teacher education researchers are also very vocal about critical global citizenship being the most important preparatory element for pre-service teachers, especially when they deal with complicated concepts. Some of the skills from this category are: a comprehensive understanding of other cultures, encouraging international cooperation and cross-cultural interaction (e.g., virtual exchange), global issues-based teaching methods, and a socially conscious and ethically responsible attitude.

3.1.4. 21st Century Learner-centered Skills

It is important for teachers to have these skills and to promote them in students. Studies carried out in different countries show that teachers in special education settings are increasingly engaging in practices that help them develop communication, creativity, collaboration, and self-direction skills. Moreover, curricula should be designed in such a way that critical thinking and problem-solving skills are introduced from the very beginning. Therefore, teachers need skills such as: inventing activities that encourage critical thinking and creativity, providing guidance for collaborative work, encouraging self-regulation and metacognitive reflection, and gauging not only content but also process and skill development.



3.1.5. Reflective, Adaptive Professional Practice and Lifelong Learning

In the face of continuous change, teachers must never stop learning, reflecting on their work, collaborating with colleagues, getting involved in professional networks, and iterating their pedagogy. According to Tirri (2021), teacher education ought to cater to cognitive, social, and moral aspects and prepare teachers to become lifelong learners themselves. Nithyanantham et al. (2019) state that teachers of the 21st century should take the initiative in curriculum creation and be able to adjust to ever-changing surroundings [10]. The skills to mention here are: reflective practice, peer coaching/collaboration, research-informed pedagogy, change adaptability, and digital professional learning (e.g., online communities of practice).

3.2. Cross-cutting Themes and Challenges

Several themes cut across these clusters:

3.2.1. Equity and Access

Many international settings suffer from the digital gap, lack of resources, and social inequalities, which in turn make it difficult for teachers to implement modern skills. The research by Siddique, Amanat & Saleem (2024) in Pakistan revealed that though learning skills were part of the curriculum, teacher training, resources, and the environment were limiting factors in practical implementation [11].

The capability of teachers to deliver advanced skills is largely influenced by a supportive policy, school management, continuous professional development, and a conducive institutional culture. Broughan, Steventon & Clouder (2018) highlight the global problems of measurement and governance in "teaching excellence" [12].

The definition of "effective teaching" is different depending on the culture, schooling traditions, policy regimes, and student populations. So, a single solution cannot cater to all.

3.2.2. Training and preparation gaps

A lot of teacher education programs and professional development initiatives for teachers, which are conducted by teacher education institutions, have still remained faithful to traditional paradigms that might not be enough to foster digital, global, or metacognitive competencies. Tirri (2021) and other scholars emphasize that the "whole teacher" has to be developed. The pace of change is fast, and there is uncertainty as well: The technology keeps evolving at a rapid rate, global problems are changing, and society's expectations of education are also changing quite fast; therefore, teacher skills should be a set of dynamic skills rather than static ones.

3.2.3. Situating Skills from a Global Perspective



The above clusters, from a worldwide viewpoint, depict the common requirements—the context, however, still matters. To illustrate, the problem of a country with plenty of resources may be to find ways to effectively utilize AI/VR for personalized learning, whereas in a country with limited resources, the problem could be facilitating access to basic digital materials and training teachers. "Global era" teacher training, therefore, should not only pinpoint the universals of the skill sets but also create provisions for local adaptation (Pushpanadham, 2020). The comparative studies (e.g., on tech usage in 12 world regions) indicate that while teachers globally encounter the same general problems, such as getting ready for distance learning and handling online collaboration, they still have quite different sets of conditions in terms of infrastructure, language, culture, and policy. Therefore, when we look at modern teaching skills from an international standpoint, it becomes essential to acknowledge at the same time the universally shared core competences (digital-pedagogical, inclusive-adaptive, global/intercultural, 21st century learner-skills, professional reflexivity) and the modalities that depend on the context (the ways these competences are implemented in classrooms in Africa vs Asia vs Europe, in urban vs rural, in multilingual vs monolingual settings). The effective teacher skill development should incorporate both aspects.

4. Core Teaching Skills in the Modern Era

4.1 Pedagogical Design and Instructional Skills

4.1.1 Designing Active-Learning Environments

Asking learners to be co-builders of knowledge is the kind of teaching that is effective and up to date, whereby students get engaged via project-based, inquiry-based, and experiential methods. The retention, motivation, and transferable skills of students are significantly improved by active learning (Melero-Fuentes, 2025) [13].

4.1.2 Integrating Technology into Pedagogy

The use of digital tools makes it possible for learning to take place in a collaborative manner using platforms, multimedia content, and adaptive learning systems. According to Niazullah (2020), modern teachers employ a mixture of high and low-tech strategies to cater to the needs of different learners. Yet, the technology must be intertwined with pedagogy for a definite purpose rather than just being functional.

4.1.3 Differentiation and personalized Instruction

Teachers are responsible for making the right adjustments in the teaching method so that it meets the needs, pace, and learning preferences of different students. Differentiation is a process that involves diagnostic assessment, taking advantage of the flexibility of content, and adopting varied modes of representation. Basak (2018)



discovered that the most efficient teachers make use of ICT and tailor-made materials to achieve the learning goals of their students.

4.1.4 Assessment for Learning

Formative assessment and regular feedback loops contribute to learners' self-regulation and development. Today, educators use analytics and digital dashboards to keep track of learning progress; thus, they have replaced one-time testing with continuous evaluation.

4.2 Digital Literacy and Pedagogical Flexibility

4.2.1 Digital and Media Competence

Educators face the challenge of running online classes, deciding on digital material, and helping pupils become media-literate. The COVID-19 epidemic served as proof that teachers skilled in digital pedagogy were able to keep the students engaged and achieving even when there were interruptions (Reychav et al., 2023).

4.2.2 Agility and Adaptability

One of the main features of a professional nowadays is pedagogical agility, or simply the capability to vary methods, technologies, and interactions. Instructional staff are required to be flexible enough to move from one teaching mode to another i.e., online, hybrid, or face-to-face, without breaking the flow of learning.

4.3 Interpersonal and Socio-Emotional Skills

4.3.1 Communication and Collaboration

The work of a teacher in the 21st century is not limited to giving lessons but also includes coaching, teamwork, and community engagement. Good communication creates trust and facilitates collaborative learning (Ray & Sikdar, 2023).

4.3.2 Emotional Intelligence and Student Well-Being

Educators are still expected to be the emotional support of students in the ever-changing world. Through empathizing and being emotionally aware, they foster learners' psychological safety and motivation.

4.3.3 Inclusive Classroom Management

Nowadays involves methods that are preventive and relation-building in nature rather than being based on discipline. Indonesian research indicates that modern teachers have different types of strategies for classroom management, both preventive and



repressive, that are applicable in tech-equipped environments (Yuliana & Putra, 2023) [14].

4.4 Higher-Order Cognitive and Facilitation Skills

4.4.1 Promoting Critical Thinking and Problem-Solving

One of the main roles of a teacher is to support students in the processes of inquiry, questioning, and argumentation. Alam et al. (2023) claim that certain instructional methods like Socratic questioning, case studies, and debates are very effective in elevating students' critical-thinking abilities [15].

4.4.2 Fostering Creativity and Innovation

Creativity is one of the major skills for the 21st century that has been recognized by the world. Educators are responsible for preparing open-ended assignments that would stimulate students' experimental and creative nature (Teach Educator, 2024) [16].

4.4.3 Supporting Metacognition and Lifelong Learning

As a part of the process "learning how to learn," students need help from teachers in developing self-reflection, setting personal goals, and self-assessment. Meanwhile, instructors must also keep up with professional development throughout their careers (Reychav et al., 2023) [17].

4.5 Professional, Ethical, and Reflective Practice

4.5.1 Reflective and Research-Informed Practice

Reflection is the core of teaching when teachers evaluate their own activities, evidence, and results; it leads to the educators' ability to be more flexible and creative. The continuous professional development (CPD) program should put the main focus on reflection and peer mentoring.

4.5.2 Ethical and Culturally Responsive Pedagogy

Teachers of today are expected to practice the principles of fairness, inclusion, and respect for the cultural differences of others. They do this by making students aware that they are global citizens who live in a world that requires sustainability, digital ethics, and social justice.

4.5.3 Leadership and Collaboration Beyond the Classroom

On top of that, the role of educators as leaders in the institution, curriculum innovators, and change agents is becoming more and more prominent. Collaborative leadership allows a school to implement innovations and make progress there.

5. Challenges in Developing Modern Teaching Skills



5.1 Technological and Infrastructure Barriers

Even today, the problem of the digital divide is a major barrier to the development of education in low-resource areas. Lack of access to devices, a stable internet connection, and training are the reasons for teachers' difficulties (Basak, 2018) [18].

5.2 Insufficient Preparation and Outdated Training Models

Teacher-education curricula mostly advocate for traditional pedagogical methods and overlook digital and inclusive skills. If there are no reforms, the graduates will be unready to meet the new challenges of schools (Ray & Sikdar, 2023) [19].

5.3 Resistance to Change

Several educators regard the innovation as something that is not only risky but also adds to their burden. The momentum of institutions and the culture of being assessment-driven drives the activity of testing to foster further developments.

5.4 Time and Workload Pressures

The time that is necessary to always adapt oneself to changes, handle technology, and engage in professional learning is rarely there, and it is usually the case that the workload is not reduced accordingly.

5.5 Managing Diversity and Inclusion

The requirement of the learners who come from different backgrounds within digital or hybrid settings can be met only if teachers are provided with the strategies of differentiation that will not overwhelm them if they have no support.

5.6 Rapid Change and Uncertainty

The speed with which technology develops puts educators in a position where they have to constantly learn new things. According to Niazullah (2020), teaching is “a perpetual learning profession,” and it requires the teacher to be resilient and open [20].

6. Implications for Teacher Education, Policy, and Practice

The analysis leads to the following implications:

6.1 For Teacher Education

- a. The preservice teacher programs should be focused on the explicit development of five clusters of skills that have been identified. This requires the integration of*



digital pedagogies, global or intercultural education, inclusive or differentiated instruction, and metacognitive or reflective practice into curricula.

- b. Experiential learning and internships must familiarize teacher-candidates with diverse and tech-advanced settings. The use of virtual exchange, cross-cultural collaborations, and blended learning practicum is encouraged.*
- c. Teacher education needs to move beyond the training of discrete skills and focus on the creation of adaptive, reflective professionals who can handle change and uncertainty.*
- d. Regular professional development should not only be the initiative of schools and systems but also be deeply ingrained in them, rather than simply being a series of temporary workshops. Activities such as peer coaching, collaborative inquiry groups, and micro-learning modules, especially when conducted online, are effective.*
- e. The teacher education system may benefit from global collaborations and cross-national exchanges that facilitate the sharing of common frameworks for teaching skills as well as help adjust these skills for different contexts.*

6.2 For Policy and School Leadership

- a. Policy layers should not only describe teaching skills required in the modern context (digital, global, inclusive, 21st century) but also allocate resources accordingly. An example of such a framework is the OECD Global Competence Framework.*
- b. There is a need for investment in the various areas of the infrastructure (digital access, connectivity, devices) to enable teachers to use digital pedagogical skills, especially in those areas that are poorly equipped.*
- c. It is the duty of school leaders to build a culture of innovation and continuous improvement. This culture should provide teachers with the opportunity to try out, reflect, share their thoughts, and use technology.*
- d. Assessment mechanisms ought to be geared towards acknowledging and rewarding those teacher practices that are in line with contemporary skill sets, i.e., beyond traditional test scores.*
- e. Equity aspects should be at the core of the measures taken: The policies ought to grant access to professional development for modern teaching to all teachers, regardless of their countries or regions.*

6.3 For Classroom Practice



- a. *Technology is something that teachers can use in a hybrid or blended set-up model. Through technology, teachers can personalize learning, facilitate collaboration, as well as support students in content creation.*
- b. *Learning Instructional designs should focus more on inquiry, project-based learning, collaborative problem-solving, and engagement with global issues rather than mere rote learning. The evidence is that these strategies help critical thinking.*
- c. *Teachers should differentiate their instruction as well as provide support for diverse learners—linguistic, cultural, and cognitive and at the same time demonstrate inclusive and culturally responsive pedagogy.*
- d. *By embedding global competence in their lessons, teachers will be helping the students to develop skills like perspective-taking, intercultural communication, and getting involved in sustainable initiatives.*
- e. *One of the ways teachers can develop students' metacognitive and self-regulation skills is through reflection, setting goals, peer-assessment, and the continuous learning process.*
- f. *Also, teachers should reflect on their practice, seek feedback, collaborate with colleagues, and keep themselves updated with the new technologies and global issues, in which they have to be continuous learners.*

7. Discussion

The teaching profession is at a crossroads. As Clark has noted, in a world where "information is seemingly infinite", the "teacher's value moves away from mere knowledge delivery to that of designing, mediating, and humanizing learning experiences". Across the different environments, a review of the studies suggests that there are major changes that most agree on: the use of technology, focus on collaboration and critical thinking, and the teacher's new role as facilitator and mentor. But still, the global shift towards modern education is far from being complete. Those who live in the higher-income areas are moving quickly, while those who live in the low-resource areas are having difficulties with infrastructure and training. The good news, though, is that borders notwithstanding, there are possibilities for the fast-paced world to create partnerships in a like-minded way, such as open educational resources, global MOOCs, and international teacher networks can be beneficial to all.

8. Conclusion

The educational environment of today, which is modern, globalized, and technology-driven, puts the teacher in a more complex and demanding position than ever



before. The paper has discussed the skills that teachers need to have in the modern era when thinking globally and came up with five major clusters: technological and digital pedagogical competence; facilitative or adaptive pedagogy for diverse learners; global and intercultural competence; 21st century learner-centered skills (critical thinking, creativity, collaboration, etc.); and reflective, adaptive professional practice and lifelong learning. A good example of the interconnection of these skills is to think about the facilitation of global competence in learners, which in most cases relies on the use of digital tools, inclusive pedagogy, collaborative environments, and teacher reflection. From a worldwide point of view, it is highlighted that the core competence clusters are largely similar in different countries, but the development and implementation of these competencies have to be sensitive to the local context. There are still issues that keep the progress back – especially fairness in access, teacher training, institutional support, infrastructure, and cultural and policy background. To make teachers ready for the next era, teacher education programs have to change, policies have to be in line with new skill requirements, school leadership has to create and maintain an environment of support, and teachers themselves have to continuously develop professionally. In brief, currently effective teaching in schools involves less of the teachers' subject-matter expertise and more of a holistic combination of pedagogical, technological, intercultural, metacognitive, and professional skills. Providing teachers with these skills is the key if education systems worldwide are to be able to respond to the challenges of an uncertain, interdependent, and fast-changing world.



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