

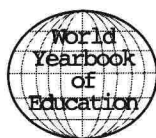
WORLD YEARBOOK
OF EDUCATION

2002

TEACHER --- EDUCATION

DILEMMAS AND PROSPECTS

EDITED BY
ELWYN THOMAS



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Series Editors' foreword

Teacher education lies behind education as a whole. It is crucial to the success of the enterprise and yet we still do not do it well, as many of the chapters in this year's *World Yearbook of Education* reveal. Indeed, the *World Yearbooks* have had several previous volumes on the topic, indicating both its importance and its constantly changing nature.

Globalization and the demands of the knowledge economy would imply that a common model is developing to position teachers to deal effectively and efficiently with these new social forces. However, as the four sections of this *Yearbook* indicate, there is much still to debate and much innovative theory and practice on which to report.

The themes of state control and cultural reproduction are central to any understanding of teacher education. Increasingly, states are understanding the importance of teacher education to their patterns of control and reproduction. With this understanding has come increased state involvement.

Anyone seeking to find out about what is happening globally in relation to teacher education will find in this volume, as we did, a great deal of interesting and diverse information on this important topic.

David Coulby and Crispin Jones
Series Editors

Preface: Dilemmas and prospects unravelled – an overview

Dilemmas are about situations in which choices have to be made between two or more alternatives, both of which may have an element of doubt or even undesirability about them. Prospects, on the other hand, have a more underlying positive connotation, and are about expectations and something favourable to look forward to in the future. When these two words are discussed in the context of education, and particularly teacher education, there is little doubt that both are to be found aplenty in the past and recent literature. In choosing these words to be part of the title of the present *Yearbook of Education* as a guide for the contributors to the volume, the author of this overview was mindful of the fact that professionals from all sectors of education and throughout the world are, and have been, facing dilemmas for many years. Some dilemmas have been tougher to resolve than others and, as the reader will discover from the various contributions in this volume, in most countries the development of teacher education is facing many tough and varying types of dilemmas.

As an antidote to the ethos of ‘the problematic’, by surveying the future of teacher education from the standpoint that ‘things will hopefully get better’, the formulation of sets of expectations and aspirations under the rubric of future prospects provides an opportunity for educators to supply some realistic strategies to help solve at least some of the dilemmas they identify. The reader will find that many of the 29 contributors to this book have identified dilemmas that are of common concern across national and regional boundaries. This is not surprising as the pace of globalization and the greater role of information communication technology (ICT) informs more of the public. On the other hand some dilemmas appear to be country-specific.

However, whether these dilemmas have universal or particularistic characteristics, the need for mapping out the prospects for the future of teacher education to meet such dilemmas is clearly a priority. In some cases, it is more difficult to spell out precise prescriptions for resolving dilemmas than it is for others. For example, training teachers to meet the problem of combating HIV/AIDS through education is clearly a much more difficult task than planning more classrooms and providing extra teaching materials. The contributors have reflected such disparities in their proposals and strategies

for change. Gauging the prospects of success of projects to improve class teaching or teacher training depends on many factors. These would include a thorough knowledge of the workings of socio-cultural contexts, understanding the nuances of political control, the commitment, expertise and competency of significant personnel involved in the projects, the possible effects of external events and the role of international aid agencies. These and other factors emerge in the various chapters, as authors aim to link the dilemmas they raise with realistic and valid propositions to meet the challenges inherent in many dilemmas concerning the future improvement of teacher education.

Why four themes?

To assist in unravelling the dilemmas facing teacher education and the prospects for their resolution, four themes were selected, not only to make the compilation of this volume a more manageable task, but to consider from an international perspective key issues facing teacher educators and education policy makers that will ultimately affect children's opportunities to learn and develop their potential. There are areas of inevitable overlap between the four themes discussed, as all focus on the common aim of developing sound, effective and creative teacher educators. This can only be achieved if teachers and their trainers are given support and trust that enhances their development as professionals. Each of the four themes will be discussed below with reference to the contributions made to this volume.

Control of teacher education by the state with reference to schools and higher education

This theme provides different dilemmas and prospects for both teachers and teacher educators. For instance, too much government influence strikes at the heart of professional autonomy and the role of training institutions to do their job effectively. This issue was elaborated upon comparatively, and with reference to the United Kingdom in particular, by Robert Cowen in his chapter. Teresa Davis writing about Argentina and Evie Zambeta on Greece underlined the gradual changes that marked the evolution of more openness by government towards teacher professionalism, and a move away from the authoritarianism of the past.

A more relaxed interest and commitment on the part of government means a lack of direction and responsibility for the social and economic development of the nation, and a possible erosion of national and cultural identity. Kim and Kim, writing about developments in South Korea, see the need for a balance to be struck between the interests of the state and the professional autonomy of teachers. Gopinathan and Sharpe discuss the close collaboration between the

state and teacher education in Singapore, which has resulted in a highly competent and dynamic system of teacher education; this collaboration has certainly contributed to both economic success and a cohesive society. Balancing the control of teacher education by the state with the demands of teacher educators, teachers, parents and the wider community is indeed a dilemma of major concern. While all governments are ultimately responsible for the education and training of teachers, a balance between control and a trust in teacher professionalism should be forged between the policy makers and the professionals in which schools, higher education and ultimately the state would be the beneficiaries.

Change and reform in teacher education

Change and reform in teacher education is not a new subject, for it has been written about in much of the teacher education literature previously. However, globalization has brought with it immense social, political, cultural, economic and technological change, which already impinges on the lives of people throughout the world.

How successfully schools, colleges and universities prepare students to meet these changes depends on developing new patterns of teacher training, as discussed by Molly Lee in her chapter on Malaysian teacher education. In Malaysia, new patterns involving twinning institutions with those from countries like Australia and the United Kingdom reflect a need to upgrade the quality of lecturers and school teachers. Luciola Santos writing about reform of the Brazilian teacher education system also refers to the development of closer links between teacher training institutions and universities for the purposes of upgrading teachers and thereby improving their professionalism.

Both Lee and Santos also discuss approaches to fostering new learning and teaching styles that need to be developed within existing socio-cultural contexts. However, Santos is cautious about the help that organizations such as the World Bank offer to reform teacher education, as they overemphasize modernization and economic factors at the expense of local needs of teachers and pupils. Shin'ichi Suzuki, discussing developments within Japanese teacher education, also describes the need to improve teacher and teacher educator effectiveness. He refers to the reform of the training curriculum to embrace ICT, provide more enlightened forms of assessment and better opportunities for researching key educational issues concerning the future of Japanese education.

Ideas for the reform of teacher education can also be directed towards changing former training patterns that were tied to undemocratic and authoritarian government control. For instance, Relebohile Moletsane, writing about recent changes in South African teacher education, makes a strong point that restructuring teacher training without reconceptualization is insufficient. Without reconceptualization, social reconstruction of teacher

education suffers, and with it the empowerment of students and staff alike to participate fully in decisions affecting teacher professionalism. Janusz Tomiak writing about reform and reassessment of teacher education in post-communist Poland also raises the need for greater openness on the part of government, to encourage teacher educators to develop new approaches to learning and teaching.

Teachers and teacher educators in South Africa and Poland are devising new ways by which they can reconcile differences between a former austere educational authoritarianism, and a recently introduced open form of teaching and learning. There is also a need for such countries to be exposed to new ideas and methods that have originated from research and development in the West, and to which hitherto they had little or no access. Furthermore, in order that these countries can develop their own research capacity, reform of the university postgraduate curriculum for education researchers would mean that innovative strategies can be developed to investigate local problems, researched *by* local researchers.

So far, the contributions to this theme have examined reforms and innovations covering areas such as new patterns of training, teacher upgrading and developing more relevant curricula to meet changes in the context of social and political change. In some of the chapters, new modes of teacher assessment and stronger links affecting training institutions and universities, between countries and within them, have also figured. However, how reforms may be implemented according to a set of principles that could assist the reform process is an area that has so far received little attention.

In their chapter, Marvin Wideen, Peter Grimmett and Ian Andrews from Canada's Simon Fraser University discuss their original framework to deal with a set of five dilemmas associated with educational reform in Jamaica, and Trinidad and Tobago, which included changes to teacher education in these small island states. The framework they put forward goes some way to help translate 'ideas into action'. The authors also examined the role of outsiders in planning and implementing a particular reform in a cultural context different from their own. This leads us to a discussion of the next theme, which relates specifically to the cultural context of teacher education.

Cultural perspectives and the education of teachers

While reform, change and innovation have become a feature of past attempts to improve the delivery of education worldwide, a constant criticism expressed by those who try to implement the ideas (mainly the teachers) is that failure of reform can be equated with an ignorance of the socio-cultural context of a particular country or region. These criticisms have been directed towards the development of curricula that do not meet sufficiently the needs, expectations and aspirations of local communities. For instance, subject content and methods of its delivery are often ineffective, irrelevant and

impractical. This also applies to the teaching of immigrants and minority groups and the related role of language in these situations.

The chapter written by Felix Etxeberria of Spain makes a strong case for a training curriculum that addresses the issues of cultural diversity and development of minority languages, to meet the needs of immigrant pupils and other minorities. For him, the development of pedagogy as an intercultural tool in the training of teachers would be a major step in maintaining the cultural identity of the minority, while enriching Spanish cultural diversity as a whole. The chapter by George L Iber, Norma Martin Goonen and Richard Moreno from the United States also deals with the cultural context surrounding the teaching of immigrants and minority groups in the state of Florida. They examined the various challenges facing non-English speakers. The quantitative and qualitative data that they collected from schoolchildren and their teachers exposed that many problems were both linguistically and culturally resulting in poor educational achievement. The authors suggest that the training curriculum should cater for better opportunities for English for speakers of other languages (ESOL) and exposure to courses about understanding cultural diversity.

Sassia Ghedjghoudj from Algeria, in her chapter about Algerian teacher education, also discusses the need for a teacher education curriculum that will address cultural issues, especially those relating to modernity and traditionalism in the context of religion, and the Arabic and Berber languages. She makes a strong plea for relevance in both subject content and teaching methodologies, so that a proper melding of modernity and traditionalism can be achieved. This will hopefully produce a more culture-sensitive teaching profession.

The need for pedagogies that are culture-sensitive, which can be combined with other pedagogical models when necessary, is the basis of the argument put forward by Elwyn Thomas in his chapter about the prospects for a culture-sensitive teacher education. It would be the task of teacher educators under these circumstances to develop teaching strategies for their trainees, so that they could meet the cultural needs of pupils in multicultural classrooms. The chapter written by Tanzanian-born Ladislaus M Semali, now living in the United States, continues along a similar theme, of making pedagogies and school curricula in countries like Tanzania more culturally relevant. However, he emphasizes the value of indigenous knowledges and pedagogies, which have in most cases been ignored in the pursuit of Western knowledge. He makes the case for the legitimization of indigenous pedagogies to be part of the training curriculum, as it would provide teachers who would be more in tune with their African culture and so provide relevance to schooling in Tanzania.

Finally, cultural perspectives influencing teacher education are not confined only to the classroom. A number of authors whose works were not specifically included under this theme also observed that cultural influences extend to school management styles, power relationships within training organizations,

relationships between school and community, and between training institutions and government. The role of external agents such as international consultants comes in for particular criticism, in their apparent insensitivity to local norms, modes of discourse and culture-specific forms of decision making. A thorough knowledge of socio-cultural contexts together with an awareness of the cultural intricacies of the way governments operate would provide a much healthier base from which change and innovation can take root. More important, however, is that research about the cultural bases underpinning teacher education would go some way in ensuring the sustainability of new and worthwhile ideas for improving teacher quality.

Training challenges for teachers and teacher educators: ongoing projects

Chapters that have been included under this theme examine the dilemmas and consequent training challenges for teachers and teacher educators in a number of ongoing projects in teacher education. The projects include multi-grade teaching in the Caribbean, preparation for HIV/AIDS teaching in Africa, a project on teacher education democratization in the Gambia, training teachers for urban settings in North America, so-called borderless education as a consequence of ICT in higher education in the United Kingdom, restructuring Indian teacher education for improving the quality of both rural and urban teachers and, finally, the role of reflective methods in training Israeli teachers.

All the ongoing projects underline the need for training that is on the job, relevant and integral to the wider role of teachers in the community. The notion of partnership in its various guises is a sub-theme that runs through many of the projects discussed, because it has become a key concept in meeting the challenges of effective teacher training in many countries.

In Chris Berry's chapter about multigrade teaching in the Caribbean, he discusses his experience of training teachers for this type of teaching. He argues that, while multigrade teaching may be seen as an alternative to monograde teaching in countries where there are teacher shortages, it also has several overarching advantages, which include developing teachers who are competent at curriculum design, who use more imaginative assessment procedures and are better at class management. These advantages emerge because the multigrade situation imposes quite stringent demands on teachers. Therefore, the training for this type of teaching will need to reflect how trainees meet such demands by developing effective instructional and organizational skills.

The chapter by Roy Carr-Hill deals exclusively with the problems of training teachers to confront the challenge of HIV/AIDS education. He argues that existing content and methodologies used in the training curriculum require a different approach. He advocates the use of new materials and

content, and an emphasis on how to communicate with children and adolescents on the topic of AIDS. A key requirement is that teachers need to be trained to have the right attitudes before they tackle the task of teaching about the danger of HIV / AIDS.

The increasing concerns for the respect of human rights and discrimination against gender and sexual orientation, and the need for a greater degree of openness and democratization amongst teachers and teacher educators have also emerged as issues in teacher education in several countries. The chapter by Lynn Davies from Birmingham, UK on the democratization of teacher education refers to a unique project in this field, in which she and her colleagues are developing materials and methods to involve Gambian teacher trainees in citizenship education. The project emphasizes the need for local participation, and takes seriously the importance of socio-cultural contexts in developing this type of training.

The problems of training teachers who can accommodate the special needs of urban and rural schools, while not entirely a new issue, remain a cause for concern for education professionals in many parts of the world. The chapter by Ken Howey and Linda Post from the United States describes the development of a prototype mixed partnership in teacher preparation for high-need urban schools in their part of the United States. This ongoing and longest-running teacher education study in the United States is called UNITE (Urban Network to Improve Teacher Education), and sets out to recruit, prepare and retain teachers by learning about the problems of urban schooling on the job, and in the framework of an inter-organizational support system. Urban issues also emerged for Vijay Raina in his chapter about teacher education in India but, unlike the mainly urban-focused work of Howey and Post, Raina examines the urban and rural divide and its implications for quality teacher education. He describes the prospects of the current restructuring of teacher education, which attempts to address such disparities as the urban-rural contrasts in schooling. The role of special institutes to upgrade teachers for primary and secondary schools in India is already part of ongoing measures designed to meet the challenges that Raina identifies.

The chapter by Anita Pincas from the United Kingdom discusses an ongoing project in the use of ICT. Pincas argues that ICT is having a marked effect on traditional approaches to teaching and learning in higher education, including teacher training. She raises the intriguing notion of a 'borderless education' at the tertiary level, which entails a rethinking of the way knowledge and skills are sourced and subsequently used by students through computer screens. Knowledge taught in conventional higher education institutions need not only come from the university teacher any more. The impact of ICT has already affected the interaction between the university teacher and his or her student, so that the university lecturer is less of an instructor and more of a facilitator and mentor.

Finally, the chapter by Tikva Zohar from Israel deals with the changing face of teacher education in her country, with reference to a country-wide, ongoing internship programme. In the context of this programme, Zohar discusses her research on reflective techniques in teacher preparation. She shows that, by improving the quality of teachers through intensive fieldwork that employs reflective techniques, the professional prospects for a more sensitive and yet effective teaching force will be realized in the not-too-distant future.

In summary, the prospects discussed by contributors to this theme give hope and encouragement to those who seek change for the sake of improved educational practice, and the development of a more reflective teaching force.

The emergence of common issues

A chapter-by-chapter analysis by the author of common issues relating to teacher education that transcend national boundaries indicated that a number of areas emerged as current concerns in developing teacher education in the various countries that appeared in this volume. The issues of *socio-cultural context* to teacher education and the need for a *training curriculum that is relevant* and practical figured highly with many authors. Both issues were discussed mainly under the themes of reform, cultural perspectives on teacher education and ongoing programmes for teacher education improvement. In many instances these two issues were seen as being related, as a lack of knowledge of the social and cultural context of a society by the planners of reform inevitably invites criticisms of irrelevance and insensitivity towards the educational needs of that society, leading ultimately to reform failure.

The subject of developing *appropriate pedagogies* to make teaching and learning more effective, and the implication these would have for training was also an issue of common concern. It was pointed out that, from both a cultural viewpoint and that of the growing influence of ICT, teaching and learning styles will have to change to meet the demands of learners, whether they are in higher education or in schools. Accompanying the issue of developing pedagogical skills, several authors raised the issue of *developing reflective techniques* as part of pre-service and in-service education, while still maintaining the need to give trainees a sound technicist training as well. Issues such as the *changing nature of knowledge* and a *meaningful link between theory and practice* were also perceived by some authors as part of the wider debate about training teachers to be effective, up to date and relevant in times of rapid change.

The issues of *professionalization* and *the role of universities* involved in the process were also discussed widely by many authors. The essential role of universities in upgrading the quality of teacher education was seen as crucial to the future of sound teacher professionalism, especially in countries like Argentina and Singapore, where there has been a concerted effort to link

teacher education more closely to the tertiary sector. Closely related to the role of universities in teacher training is the issue of *partnership*. This subject emerged with considerable frequency, the main focus being on links between training institutions and schools.

However, other forms of partnership such as involving schools, community and training institution, between institutions / faculties of teacher training and those training doctors and engineers, and more equitable partnerships with government were also discussed. The issue of *government control of teacher education*, which was seen as integral to the notion of partnership and the need for change and reform, was discussed from mainly two opposing viewpoints. In countries such as Korea, Japan and Singapore, a softer and more positive view is taken of government control, as it is closely bound with economic success and national identity, issues that are close to the heart of policy makers in these countries. This is in contrast to countries like the United Kingdom and the United States where government intervention is viewed by professionals with much scepticism and in some cases with open hostility.

Finally, the *historical and political context* that forms the background to many changes and reforms in teacher education in all countries was another issue that emerged. In the case of Poland, the communist past had coloured many of the rigid approaches to teacher training. In countries like Malaysia, South Africa, Tanzania and the Gambia, colonial and neo-colonial influences still affect, to some extent, existing structures and processes of the education system and, by implication, teacher education. However, modernization and globalization have meant that such narrow influences have become weakened over the years, although both positive as well as negative features of the past still continue to be recognized by these countries.

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