

TEACHER EDUCATION
Perspectives and Comments

第1辑

教师教育

研究与评论

主 编 徐 辉

副主编 楼世洲 舒志定



ZHEJIANG UNIVERSITY PRESS
浙江大学出版社

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目 录

前言	(1)
----	-------

主题研讨

The Use of Professional Development School for Developing Student-Teachers' Professional Competencies Mohammad Ali (5)
Elementary Teacher Education: Issues and Concerns	..... S.K. Gandhe (19)

教师教育新视野

21 世纪教师教育面临的双重背景与发展机遇	..... 包国庆 (41)
基于教师专业发展的教师教育实践模式	..... 蔡宝来 (51)
教师教育转型期的几点思考	..... 刘忠华, 唐如前, 欧小松 (64)
论生命视角下的教师教育	..... 官瑞娜 (72)
教师专业发展之行动研究	..... 陈柏华 (79)
我国教师专业伦理的建构模式与理念基础	..... 徐廷福 (90)
英语教师专业化发展: 内容与策略	..... 付安权 (98)
从基础教育新课程看高师教育课程设置的缺失	..... 胡庆芳 (106)
改革教育见习的思考与实践	..... 郭保中 (115)

师资培训策略

走向师本: 新课程背景下的师训范式转换	..... 潘 涌 (125)
校本培训项目制构建教师专业发展平台	..... 刘堤仿 (136)
教师培训困境的原因探析	..... 陈雨亭 (145)
将英特尔®未来教育理念和方法运用于高师教学	..... 王大根 (154)

一线教师研究报告

渗透人文关怀,增进师生沟通

——中学师生沟通策略之我见…………… 吴志河(169)

怎样的班主任才是优秀的小学班主任

——对四位乡村小学班主任的访谈…………… 方 青(187)

教育日记与教师专业成长的实现…………… 方 果(195)

教育热点研究综述

2005 年国内教育期刊教师专业化研究述评…………… 李金磊(207)

2005 年国内主要教育期刊对教育公平的研究…………… 胡燕琴(215)

2005 年《全球教育展望》关于知识与课程观转型研究新进展

…………… 朱旭梅(223)

2005 年国内主要教育期刊自由教育思想研究综述…………… 周应中(232)

近期国内主要期刊关于教育理论与实践关系研究概述…………… 朱旭梅(241)

近期国内主要期刊关于生命关怀教育研究综述…………… 牟 宇(249)

近年来我国教师文化研究探析…………… 丁晓龙(256)

前 言

加强教师教育工作,提升教师教育质量,是实现教育健康有序发展的关键。在新的社会政治、文化、经济条件下,研究并花大力气抓好教师教育工作,是实施“科教兴省”战略的基础性工程,是贯彻科学发展观、促进人的全面发展的重要举措,是新时期构建和谐社会的必然要求。

浙江省高等学校师资培训中心(简称浙江高培中心)隶属浙江省教育厅,依托浙江师范大学,系全国高校师训体系一级组织,成立于1987年5月。培训中心具有从事高校师资培训的组织管理、理论研究、信息交流及咨询服务职能,现已成为浙江省高校师资培训的主要基地;同时,还承担着全省教师进修院校、职业技术学院、中小学骨干教师的培训任务,为浙江省教师教育的重要阵地与资源中心。

浙江高培中心自成立至今,坚持“质量是生命”的培训理念和“立足高师,面向社会”的工作方针,从浙江实际出发,实施职能整体强化的战略,各项工作呈现了良好的发展态势,并形成了鲜明的工作特色和优势。师训方面,为适应教师教育发展的需要,从成立之初以短训班为主,发展为多层次、多形式的培训格局。主要有:授予硕士研究生学位的高校教师学位班(思想政治教育专业)、工程硕士班(车辆工程专业)以及在职人员以研究生毕业同等学力在职申请硕士学位班等;高层次个性化的高级访问和专题研修班;面向全国招收国内访问学者及省内进修学者;举办专题性的高级研讨班;举办教育经济与管理专业的博士层次高级研修班;开辟中外合作办学渠道,以适应教育国际化需要。例如与澳大利亚伊迪斯·科文大学合作培养教育硕士(教育管理);举行每年一期的英特尔未来教育师资培训,获得英特尔公司授予的结业证书;利用高校优势师资资源与学术信息,开展中小学骨干教师高级访问学者项目;建立教师发展学校,拓展校本培训的新途径。在这些培训形式中,尤其是“培训点—研究班”培训模式为高培中心首创,并取得了令人称道的学术成果。1993年以来,高培中心陆续在新安江(千岛湖)、舟山(普陀山)、嘉兴(南湖)等地设立了暑期教师培训基地。1999年,中心被教育部

人事司评为“全国高等学校师资培训中心网络先进单位”。

为适应教师教育改革与发展需要,浙江省高校师资培训中心努力加强教师教育的理论研究,以通过理论研究提升管理水平。1992年12月,中心成立了全国第一个师资培训研究室。至今已承担国家、省、校级科研课题30余项,出版《师资培训新论——多视角研究》等多部教师教育研究著作,累计发表论文百余篇,并多次获奖。浙江中心积极开展师资队伍建设的调研活动,共进行了10次全省规模的高校(高师)师资队伍调研活动,完成调研报告9份,其中2份研究报告获得省级奖励,不少相关建议被上级教育部门采纳。1993年2月,经浙江省新闻出版局批准,创办了《师资培训研究》杂志(季刊),杂志出版以来受到了好评,不少论文被《教育文摘周报》、《高教文摘》等摘要转载,产生了较好的学术影响。

为了进一步深化教师教育研究工作,为教师专业成长提供理论讨论的平台,浙江省高校师资培训中心决定在总结《师资培训研究》办刊经验的基础上创办《教师教育与评论》学术集刊。《教师教育与评论》学术集刊针对教师教育转型新背景,侧重教师专业发展研究与教师教育政策分析,致力于从精、深、实的视角分析与评述教师教育,在多元文化、跨文化语境下思考和探讨教师教育问题,突出对教师教育思考的深刻性。

《教师教育与评论》主要设置主题研讨、教师专业视野中的教师教育、教师的教育信念与专业标准、师资培育策略、一线教师研究报告、外国教师教育、教育热点综述等栏目,发表国内外教师教育研究及与教师教育有关研究成果,追求多学科多视角研究风格,体现思想性、综合性、批评性、开放性的学术品质,为教师教育研究构建对话空间。

《教师教育与评论》学术集刊从2005年下半年征稿以来,得到了海内外教师教育理论研究学者的支持。没有他们的支持,本期集刊的顺利出版是不可能的。我们也热切期盼有更多的学者关心本集刊,从理论与实践的双重维度研讨教师专业发展的新话题,提升我国教师教育的研究层次和水平。



主 题 研 讨

The Use of Professional Development School for Developing Student-Teachers' Professional Competencies

Mohammad Ali

Abstract: Teaching practice in every teacher education institution is intended to develop the student-teachers' professional competencies. This is undertaken either by using regular school or using Professional Development School (PDS). According to the related concept, the professional competencies that need to be developed consist of three major components, i.e., those related to the cognitive aspects, teaching skills, and personal traits. This study was mainly aimed at examining the effectiveness of the use of PDS in teaching practice, at Indonesia University of Education, for developing the student-teachers' professional competencies, particularly related to the cognitive aspects, teaching skills, and personal traits. The study employed a quasi-experimental design of a non-random posttest control group; and data analysis employed statistical methods of ANOVA and MANOVA. The results were showing that the use of PDS in teaching practice is effective for developing some aspects of the student-teachers' professional competencies, particularly those related to the teaching skills and personal traits. However, there was not enough evidence to conclude that this was significantly effective for developing the competencies related to the cognitive aspects, such as knowledge and understanding.

Key words: Development of Student-Teachers' Professionalism

Introduction

Professional Development Schools (PDS) are the schools that collaborate with a certain Institution for Higher Teacher Education or Lembaga Pendidikan Tenaga Kependidikan (LPTK), for being involved as the places for teaching practice. In Indonesia, there are numbers of LPTKs. Among them is

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the Indonesia University of Education (IUE) located in the city of Bandung, West Java, Indonesia. This study was conducted at IUE, as a preliminary one, in regard to developing a national mode of teaching practice that should be conducted by every student-teacher in every LPTK.

The use of PDS as the places for improving the student-teachers' professionalism in teaching practices, has different characteristics from that of the other modes of teaching practice. The former is undertaken in some schools that collaborate with a teacher higher education institution and the latter is undertaken in a microteaching laboratory. The main characteristics of the use of PDS are in the promotion of partnership collaboration pattern. The partnership pattern in the use of PDSs is reflected in the collaborative attempts between the university and the schools in improving the teacher qualification such as in planning, implementing an evaluating the process of the teaching practice; and in recruiting the schools' teachers involved as the temporary instructor of the university (Goodlad, 1995).

Actually, this concept has emerged since the late nineteenth century (Clark, 1988), but its application has been intensively promoted by the Holmes Group founded by 23 Deans of Schools of Education and 30 Instructors from the prominent universities in the United States. This endeavor has been stimulated by the main concern of the group that is to solve problems related to the low quality of teachers' provision in the US (The Holmes Group, 1986).

In Indonesia, attempts in improving the quality of teacher education, pre-service as well as in-service training, have been continuously made. In the pre-service training, University of Education which has an authority to provide education for student-teachers has also continuously developed its program in order to produce professional teachers. One of the important programs for improving the quality of student-teachers is teaching practice through the Field Experience Program (FEP).

Ideally the implementation of FEP is through the partnership between university and schools. In reality, however, the realization of the partnership concept still faces some problems. To minimize these problems, some efforts have been made and one of them is by using PDS and promoting the status of

the teachers as the temporary university instructors. This study examined whether the use of PDS in the teaching practice is effective to develop the professional competencies of the student-teachers.

Theoretical Framework

Promoting a partnership between a university of education and schools through the application of the PDS in teaching practice is important, because the attempts to improve the student-teachers' professionalism should be seriously considered. The prerequisite for becoming a teacher is eminent. In several countries professional teachers are those who have been fully certified in teaching. The certificate is only given to those who have accomplished a master's degree in education. The degree is gained after holding a bachelor's degree majoring in education or any other field of study. In this program, the courses consist of the advancement of the previous field studies. In addition, the program also includes teaching and learning courses as well as handling maladjusted learners, and guided teaching practices in a whole year program (The Holmes Group, 1995).

In the Western European countries, Japan, Australia, and some states of the US, teacher education is at the same level as a bachelor's degree program. Whereas in Indonesia, the minimum prerequisite for becoming a teacher is holding Diploma 2 for Primary School teachers and a bachelor's degree for Junior School's and Senior High School's. According to the most recent regulations, i. e. The Government Regulation number 19/2005 in the very near every Indonesian teacher has to meet the minimum qualification, i. e. , holding a bachelor degree in a relevant field, and has to be certified by an accredited university of education that is mandated by the government to undertake a teacher certification program.

Some Experts in the field of teacher education have different views in looking into the substance of professional competencies that should be possessed by the teachers. These competencies, however, can be classified into three different major aspects. i. e. , competencies related to knowledge and understanding (cognitive aspects), skills in undertaking teaching and instruction (teaching skills aspects), and behavioral performance in

undertaking personal and social relationships (personality traits aspects). When these competencies are intensively trained, such as through teaching practice, they expected to become the professional characteristics of either a teacher or a student-teacher.

As an institution of higher teacher education that is mandated by the government to carry out a pre-service teacher training, the educational process in the institution should conform to the curriculum. The curriculum contents are grouped into three groups of courses namely the basic education-related courses, the teaching-learning process-related courses, and major field of study courses. All of the courses are aimed at developing the teacher professional competencies with the biggest portion is related to the cognitive aspect. The field experience program or teaching practice is mainly aimed at developing the skills in applying the related theories in the actual activities and is expected to develop the aspects of teaching skill and personality.

Conventionally, the implementation of teaching practice has been done by sending the every student-teacher to a regular school to be fully trained by an appointed school teacher in a whole semester. The university instructor monitors and supervises the implementation of the teaching practice program at the school. It is indicated that the intensity and involvement of the instructor in the program are still low. This poor intensity has been caused by the lack of collaboration between the teacher and university instructor.

The ideal teaching practices in providing professional prospective teachers should involve intensive partnership and collaboration between the university instructors and the school teachers (in this case they are called as the field instructors). Through this collaboration pattern both instructors can adapt and create their roles in order to give greater opportunities to carry out collegially each other's reflection and thinking (Johnston and Thomas, 1997). Such preferable situation can be done by using schools that are specially designed for this reason, so the student-teachers can be intensively directed to apply the educational theories and concepts that they have already learned. The idea of using the specific schools designed for the teaching practice can be accomplished in the use of PDS.

PDS is defined "... as site of exemplary practice in which school and

university/faculty collaborate to improve teaching-learning activities and to develop the profession of all involved" (Ali and Sukmana, 1995). Like in a hospital where the candidates of medical doctor practice their knowledge and skills, in PDS every one involved in the FEP practices every aspect of the educational professional competencies under the supervision of the university instructors and the field instructors or teachers. The field instructors are the school teachers who are appointed as advisors by promoting their status as temporary university instructors. All of the instructors collaborate in advising, guiding, and directing the student-teachers in developing their professionalism. In many aspects, the collaborative pattern can be described as a medical faculty with teaching hospital, i. e., the hospitals where the candidates of doctor undertake training and experiencing their medical practices (Murray, 1995; Kennedy, 1992; and Hasan, 1997).

According to Hasan et. al. (1999), the schools assigned as the places for doing the teaching practice are like teaching hospitals in educating the doctors is not an absurd one. If they becomes a doctor and has done mal-practices because he had inadequate training in the hospital, then the patient will take the risks from their mistakes. If a doctor gives a wrong treatment it would be fatal because it can cause a death in the patient. An educational practitioner who has wrongly done the teaching practices will misinterpret his professional competencies that will in turn give effects to the society, especially the students. This wrong interpretation will destroy not only one student, but also 40 students in a class or may be one whole generation. Because it is hard to be detected, the cause of the mistakes will appear later in a long time and will give serious impact to the society. In a case of a doctor's mal-practice, the one who has been threatened is only one patient, but in a case of a teacher's the society will all be threatened, because the result of education will live long in the society. Therefore, it is important to seek a model of teaching practice that make the provision of professional teachers be done intensively, so the cases described above can be avoided.

The partnership between the university of education and the schools in implementing the teaching practices in the use of PDS concept is based on the understanding that the betterment in the teaching quality is influenced by both

the quality of teachers' educational background and the quality of their schools as their work places (Firestone and Pennell, 1993; Furqon and Kardiawarman, 1997). Both university and the schools have perceived two main things, i. e., differences and tension. The development of PDS has confessed those differences and tension between the university and the schools, but they can be seriously handled and managed through dialogue. The use of PDS gives significant benefit to both of them. The university will benefit from the improvement of the professionalism of the student-teachers, whereas the schools will benefit from improving the professionalism of the teachers involved in the practices (field instructors). By improving the teachers' professionalism, the quality of the student-teachers will also be improving. According to Darling and Goodwin "the induction mission of the school ought to warrant that those working with new teachers are themselves examples of good teaching; that the experiences of the new teachers will be structured to explicitly address the understandings they are expected to acquire; and that some means for assessing the progress of new teachers is used" (Darling and Goodwin, 1993).

The collaboration between the university and the schools in teaching practices covers before, during, and after the implementation of teaching practices either done in the university or in the schools. In pre-teaching practice activity, both university and field instructors design the treatment planning they will give to the student-teachers. In whilst-teaching practice activity, both university and field instructors collegially collaborate and make the planning come into action, and if they find misleading problems they will work hand in hand to solve them. In post-teaching practice activity, they both evaluate and follow up the results of evaluation through considering the improvement of the planning for the next teaching practices. In PDS, the field instructors have the same rights and responsibility as the university instructors do. The counselors as well as supervisors have the same rights and responsibility as the ones who can give consultation to both field-instructors and university instructors, and will cooperatively coordinate the implementation of teaching practice in the related PDS.

Method of Study

This study was conducted in Indonesia University of Education as a part of the Indonesian Higher Teacher Education project. The study employed a quasi-experimental. The study involved 8 schools (4 Junior High Schools and 4 Senior High Schools) that were divided into two groups. Two Junior High Schools (JHS) and two Senior High Schools (SHS) were assigned as the experimental group and the rest of the schools were assigned as the control group. The number of subjects involved in the study was 44 IUE students who were undertaking the teaching practice or FEP in education in those schools, 18 field instructors, and 18 university instructors.

Data was collected through measuring the post-test, and observing the student-teachers during undertaking the teaching practice. The instrument used in this study was in the form of rating scale regarded to measure the knowledge and understanding aspects (Form KPG-PP), and to measure the personality traits aspect (Form KPG-KP) that have been distributed to the participants. An observation guide (Form KPG-KS) was also used to measure the teaching performance. The instruments were constructed based on the survey results to the student teachers, the field and the university instructors, and the JHS and SHS students, regarding the personality traits and expectation of the professional teachers according to their perception.

The content validity of the instrument was judged by the related experts, whereas the validity of the questionnaires was examined by using the correlation analyses between the score of each item and the total score. The result indicated that the rating scale has 11 items out of 44 items that have low validity index (these have been revised) whereas the other 33 items have a favorable validity index. For the observation guide, the validity was examined by correlating scores rated by a couple of observers in every session of observation. The Pearson correlation has shown $r = 0.634$ in the significant level of 0.99. For the personality traits rating scale, from the 75 items: 62 (68.67%) have $r \geq 0.20$ validity, and 13 (17.33%) items have validity < 0.20 (have been revised). Whereas the reliability related to the internal consistency was analyzed by using Cronbach Alpha formula. Form KPG - KP

with = 0.8353, Form KPG-PP with = 0.6871 and Observation Guide with = 0.7121. The data was analyzed by using the statistical methods of One-way Analysis of Variance (ANOVA) and Multivariate Analysis of Variance (MANOVA).

Results

The results of the study related to the effect of using PDS in the teaching practices to the development of professional competencies of the student-teachers were made based on the result of data analysis by comparing the competencies of the control and experimental groups. The professional competencies of the student-teachers consist of three components: knowledge and understanding (cognitive aspect), personality traits, and teaching skill. The result of the study was presented in reference to the grouping of the competencies.

The knowledge and understanding aspects include the knowledge of general education owned by the student-teachers, the teaching-learning activities (planning, implementing, and evaluation stages), and the characteristics of the students' development. The average total score of the experimental group in this aspect was 136.6842 with the standard deviation of 6.272, and standard error of 1.439; whereas the control group was 135.0526 with the standard deviation of 7.390 and the standard error of 1.695.

These statistical scores show that they are substantially indifferent in the scores of both groups. This evidence was supported by the comparison of result analysis, using the One-way ANOVA, between the experimental and control groups. The analysis result has shown that at $\alpha = 0.05$ both the groups are not significantly different, as has been shown by the F value = 0.09, with significant level of Sig. = 0.766. This result means that the effect of teaching practice by using PDS to the development of professional competencies of the student-teachers in the knowledge and understanding aspects was not significant.

The professional competencies related to personal traits comprise five characteristics: a) ethics and moral in daily activities and in the workplace; b) discipline, ethos of work, independency; c) emotional stability and