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Teacher Education and Professionalism for a New Millennium: Opportunities and Contradictions in a Risk Society

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Secretary General's Message

Codifying teaching standards is often seen as an essential task in raising the quality of teaching and school renewal. It is essential also for recruitment, initial teacher education and inservice courses, registration, promotion and dismissal of teachers. However the setting of standards for good teaching must be made in full understanding of the scope of teachers' work, their careers and their individuality which is the keystone of a true professional. Brock analysed criteria from several countries in 1989 and developed a schema of seven elements as a basis for establishing competence in professional teaching standards.

Effective teachers according to Brock should have a mastery of the subjects they teach and should be expert in the art and science of teaching, accomplished in assessing and reporting learning outcomes, manage classrooms in exemplary ways, be committed to their students' holistic development, reflective practitioners who embody the qualities of educated persons and citizens, and leaders of learning communities.

Three other qualities are worth consideration when trying to define the essential characteristics of the good teacher. Caldwell (1997, p.2) explored the concept of synchronicity adapted from Carl Jung by Jaworski. He defines synchronicity as 'a meaningful coincidence of two or more events (ideas or actions) where something other than the probability of chance is involved'. The phenomenon applies to deeply personal experiences as well as collectivities such as schools. Teachers who possess the attitudes and skills associated with synchronicity will be able to create new realities. Schools of the future will face unrelenting pressure for restructuring learning and teaching in which synchonicity will be the hallmark of the successful teacher.

Connell (1985 and 1996) claims that effective teaching is characterised by 'benign excess'. He describes this as 'improvisation that goes beyond the boundaries—an enthusiasm or concern, a capacity to judge the right moment, which sparks a learning process, inspires a pupil, or communicates a love for knowledge and a respect for the learner. This (benign exess) is something given by the teacher. We recognise it when it happens; but being an excess we cannot easily define it in job descriptions, nor account for it in budgets. The interest it serves is not the teacher's (what one is paid for). The interest is the learner's; and behind the learner, the society's collective interest in the new generation learning well. Good teaching thus involves a gift relation.'

Finally, good teachers are held to be ethical practitioners. They have a well developed moral code characterised by easily recognised qualities such as tolerance, fairness, common sense, respect for diversity, kindness, truthfulness

and honesty, a concern for world environments and appreciation for cultural differences and aesthetic values.

Congratulations to the authors and editors for another valuable issue of JISTE. I urge ISTE members to respond to the invitation to submit manuscripts of articles, reviews of books and news of publications by ISTE members to the editors.

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Warren Halloway

Editors' Message

This issue of JISTE is dedicated to John (Jack) C. Carr, a long time member of ISTE. Included in this issue is a dedication to Jack written by Janet Powney. The keynote address Jack presented at the ninth International Seminar in Prague follows. The content of his presentation, shared eleven years ago, is still apropos today

The Journal of the International Society continues the practice of how we can learn from the experiences of others who work in different parts of the world, yet share a common goal of preparing teachers to teach our children. With Volume 3, Number 1, we began the practice of inviting the convener or someone designated by the convener, to write an article pertaining to the country in which the seminar will

be held. This year the designated author of the first article is by Linda Valli, from the United States. The second article is another invited article by one of our keynote speakers from the seminar in Canterbury, Gerald Grace from England. The remaining three articles are from Rebecca Lam and Atara Sivan, Hong Kong; Anna Hugo, South Africa, and Sybil Wilson, Canada.

In this issue Carolyn Krentz reviews a videotape which was produced by LeOra Cordis and Kathleen Manning. The new book section lists two new recent publications by Mary Kay Rummel and Elizabeth Quintero.

JISTE is your journal. We, the editors, continue to be part of an exciting enterprise that provides a forum through which you may share and learn from others. However, we cannot provide this service without your help. Please share your articles, reviews, and recent publications. Without your contributions, JISTE can not exist.

We thank all that have submitted items for possible publication. We offer a special thank you to our reviewers who provide the editors assistance in deciding what article to publish and offering valuable suggestions to the authors to help them improve their articles.

George A. Churukian
Corey R. Lock
Craig Kissock

Dedication to John (Jack) C. Carr

It may seem appropriate that Jack Carr died in Baltimore, not that far from Harpers Ferry where the first ISTE seminar on American soil took place in 1983. Seventeen years later the seminar (again hosted by the University of Maryland.) returns to Annapolis, close to Baltimore, but with one of its original members missing.

Formally, John (Jack) Carr was professor emeritus of education at the University of Maryland since 1987. From 1979 he had been closely associated with arts education programmes at the Kennedy Center, Washington, the place of his memorial service on 12 February this year. Author and editor of some eight books on education, pedagogy and drama, he was also a theatre columnist for various newspapers, sending in contributions from whichever part of the world he happened to see good drama. On one ten-day visit to London, he managed to see thirteen stage shows.

Less formally, Jack was such fun, a lively and sensitive spirit who believed that laughter kept you healthy. He was a brilliant teacher and was repeatedly invited to run inservice programmes across the USA as well as in Europe and the Far East (as we say in our country). His great wit and humour enhanced rather than detracted from his serious interests - essentially education and the expressive arts.

As we see in his keynote address to the Prague seminar printed in this issue of our journal, he was confident of the efficacy of inservice education. Like any of us, he did not always get it right. In this address, he suggested that the 1990s would bring an easing of restrictive professional environments. In practice, at least in New Zealand, Australia and parts of Europe there has been an increase in centralisation and control over professionals.

Parts of the Prague address contribute to his own obituary: intellectually curious: knowledgeable in his chosen fields; a wide repetoire of pedagogic skills - provocative, informative, a good listener and presenter; professional collaborator, and demonstrably a part of the multicultural international educational community.

Jack only fell short in the sixth characteristic of effective teachers: new technologies. He gave up computers and email early on in their development. He preferred snail mail and when in a really modern mood would even deploy the fax machine. But the technologies he predicted in 1989 are already here; unfortunately they have yet to be used effectively in supporting most students' learning.

ISTE has lost a member who had immense commitment to learning through good teaching.

Janet Powney

Editors' Note: Janet Powney is currently Senior Researcher (Programme Manager) of the Scottish Council for Research in Education Edinburgh, Scotland. Janet was actively involved in ISTE since the first International Seminar for Teacher Education in Danbury Park, England. At the third seminar in Harpers Ferry, Janet, with Jacki Proctor, presented one of the keynote addresses. Janet has participated in over half of the seminars and organized a number of the final events. She and Jack were noted for their celebrated performances on the last night of several of the seminars.

Choices and Consequences: In-service Education for the 1990s

John C. Carr

Futurologists predict that by the end of the twenty-first century, schooling will have little resemblance to the fork it takes today. While it is impossible for us to know how schools will be different in a hundred years, it is clear that rapidly-changing technology and dramatic realignments in the social order will shape the transformation that occurs.

Because we cannot know the future, we are ill prepared to make the choices that face us in preservice and inservice education of teachers. What new capabilities will technology provide? In what ways will societies reorganize themselves? What roles will teachers play in the education process? Although Marshall McLuhan was speaking about the broader issues of the electronic age, he could well have been speaking about the tasks of teacher educators in these turbulent times. "We're driving faster and faster into the future," he said, "trying to steer by using only the rear-view mirror."

The respected host and convener of the 9th International Seminar in Teacher Education, Professor Svatopluk Petracek, has wisely chosen for us the theme "New developments in the training of educational personnel and information and research needs in the field of in-service education for the 1990s, with particular attention to the cultural aspects of training." Professor Petracek understands well the relationship between in-service education and the vitality of our schools and he has properly focused our attention on that relationship in the next decade, for it is then that he will make choices whose consequences will be felt in the new century. We have, in the 1990s, an opportunity to act in such a way that new generations may drive into their futures seeing ahead as well as behind.

I believe we can do that only by attending to central issues--philosophical as well as social and technological. If we are to make wise choices, we must turn away from the frequently atomistic concerns of the old system and turn, instead, toward those of new kind and intention. I believe we must reexamine the purposes and practices of schooling, asking ourselves in what ways they enable young people to grapple with the universal questions: who am I? Where am I going? What is the meaning of life?

Since the 1950s, major efforts to establish in-service education as an integral part of the professional experience have taken hold. While some of us must continue to secure its place, it is heartening to read in the literature of the last few years reports that confirm its value: in China and India (Educational Innovation and Information, September-December, 1987), in Sierra Leone,

Tongo and Chile (Educational Innovation and Information, March-June, 1987), in Czechoslovakia (Cerná, 1987), in the Soviet Union (Tsvetkova, 1988), in Taiwan, Denmark, Sweden, England, Austria, and Canada (Bolam, 1980), in the United States (Daresh, 1987), and in Australia (Thomson, 1988), to name a few. Through colleagues and travel I know that in-service education plays an increasingly important role in West Germany, Egypt, Finland, Portugal, Greece, and The Netherlands.

Good for us! In a relatively short period of time we have established the efficacy of in-service education and have demonstrated that educators can be fully professional only when they are engaged, as Abraham Maslow phrased it, in "being and becoming."

One teacher educator has observed that "The age of professional development from a broad cultural perspective has begun" (Lambert, 1988). The signs are evident: there is an easing of restrictive professional environments; educators of every kind are working together as they have not before; new curriculum is emerging that students and teachers care about; there is a renewal of teacher commitment.

The time is right, then, for us to "address the issues that can liberate professionals and enable them to redesign schools" Lambert, 1988). In that spirit, I would like to share with you some remarks that a mixture of observation, prediction, and hope. I believe that the needs of what I will call the "new in-service education" can be expressed in six proposals. I suggest that the new in-service education must affirm that

1. Effective teachers are those who are life enhancing individuals, worthy of emulation.

2. Effective teachers are those who are intellectually curious and who possess a high degree of knowledge about what they teach.

3. Effective teachers are those who possess a repertoire of pedagogical skills which enable them to work with many kinds of students.

How are these first three ideas new? They deal, I think, as Ezra Pound said in another content, with "news that remains news." They are time-honored, but they require continuing reexamination. Their newness resides in their power to regenerate.

The remaining three categories embrace ideas whose time is upon us. I propose that the new in-service education must assure that

4. Effective teachers are those who are proficient in professional

collaboration.

5. Effective teachers are those who help students in being responsible citizens of a multicultural, international community.

6. Effective teachers are those who use the new technologies to professional advantage.

Let me explore each of these proposals with you.

The new in-service education must affirm that effective teachers are those who are life enhancing individuals, worthy of emulation.

Teachers are not mere conveyors of information. Nor are they simply managers of routine, not supervisors of measurable behavior. The Torah tells us that "a man should honor his teacher more than his father, for while the father gives life to the body the teacher gives life to the soul." One writer tells us that teaching is "an act of wisdom" (Buchamann, 1988) and another reminds us that without an understanding of the affective relationship between teacher and student "no method [of teaching], either old or new, will do...[the teacher] any good" (Plotnieks, et al, 1988).

Arguing that the message of the great thinkers of eastern and western culture remains valid in our time, theologian-philosopher Martin Buber observed that "education worthy of its name is essentially education of character."

In my view, those who, despite protests to the contrary, have undermined those aspects of teaching, which cannot be measured empirically, have perpetrated considerable nonsense in the name of teacher education in the last twenty years. The dismissal of what one writer called "the mystique of the 'great teacher'", on the grounds that great teachers are an impediment to understanding effective teaching (Keller, 1968), heralded a period of perversity in which creative, charismatic, and intellectually gifted teachers have been told to follow formulas that not so much resemble teaching as numbing exercises in mediocrity.

Teaching is as much about emotions and moral considerations (Best, 1988; Greenberg, H., 1969; Benninga, 1988) as anything else and to ignore them is to leave a vacuum in young people that will be filled all-too-quickly by the self-centered, acquisitive, and cynical philosophy of popular culture. The chancellor of one of America's largest school systems observes that "teachers may well be the most important adults in the lives of your children" (Green, 1988). Those children seek genuineness, acceptance, and trust in, and from, their teachers (Rogers, 1983) as they attempt to identify who and what they will

become.

Teacher educators must reassure teachers in-service that feelings and morality are integral to the process of teaching and learning so that they accept with humility, but confidence, their opportunity to enhance the lives of students. We will do well to bear in mind the observations of Yale University's late, distinguished Professor Henri Peyre who said, "When we teach, we teach what we are, not really what we know and not always what we think."

The new in-service education must affirm that effective teachers are those who are intellectually curious and who possess a high degree of knowledge about what they teach.

To be a teacher in these times is never to know enough. The phrase "information explosion" is well taken as a reminder that advances in the fields of knowledge increase now at almost exponential rates. Data and perceptions become obsolete, requiring us to reassess a world we though we knew.

In the Soviet Union, Kolenikov argues the need for teachers to continue academic study (Kolenikov, 1988), while in the United States, the controversial Holmes group (Holmes Group, 1986) of American colleges and universities seeking reform of teacher education makes the same point. I join those who believe that teachers in the 1990s, and beyond, will not be effective unless they possess strong backgrounds in the liberal arts and in the specialties of their teaching. It is not coincidental that the liberal arts--history, literature, the fine arts, philosophy, and languages--intend to be life enhancing and to lead us in identifying those worthy of emulation.

I believe that we need to enlarge our conceptions of in-service education beyond its current pedagogical focus. We may or may not, ourselves guide teachers in further academic study, but we can support them in that study as liaisons and facilitators.

Provisions, which encourage, or require, teachers to continue academic study already exist. Dr. Marie Cerná, Head of the Organizing Committee of this seminar, reports a Czechoslovakian model in which the second stage of long-range in-service education updates teachers "knowledge in subject areas" and philosophy, as well as in psychology and pedagogy (Cerná, 1987).

In Canada, The United Kingdom, and the United States, well defined programs, supported by government, institutional, and foundation monies, allow teachers to renew teaching licenses and to obtain advanced degrees. Held on campuses, or in schools themselves, those programs permit teachers to study in the evening, on weekends, in summer sessions, or on sabbatical leaves. Specialized institutes provide concentrated study with scholars in many

academic fields, with artists, and with scientists.

Part of the way in which we can assure that teachers will continue academic study is to reward it. Among the rewards can be encouragement to publish in academic journals as well as in those of pedagogy, to make presentations at academic and public forums, and to participate in academic meetings and conferences. Teachers should also be encouraged to teach one another about subject matter as well as about the process of teaching and learning. In-service education that combines subject matter and pedagogy produces results of high quality, as many have found (DiTosto, 1988; Voeller, 1989).

The new in-service education must affirm that effective teachers are those who possess a repertoire of pedagogical skills which enable them to work with many kinds of students.

In the last two decades, educational researchers have produced unprecedented amounts of data that attempt to verify traditional practices, investigate the social phenomena of schools, and to test theories and hypotheses about the psychology of learning. Research on what is called "effective teaching" abounds. Large numbers of studies now exist, some of them behavioristically persuasive, that offer educators directions concerning planning, organization, presentation, and management. It is now a truism that it is as important to excel in pedagogy as in academic knowledge.

As diverse populations assert themselves intra- and inter culturally, more and more teachers are expected to cope successfully with student constituencies that include those with physical and intellectual handicaps, with those from immigrant families, with those who are emotionally damaged by war, and with those confronting such problems as pregnancy and abortion, AIDS, suicide, alcohol and drug addiction, and family disintegration.

While we take for granted the importance of using valid research in pedagogical decisions, I hope that in the 1990s we will enlarge the pool of research from which we draw. In addition to those areas traditionally associated with education, let us look closely at studies in anthropology, languages, the arts, public health and medicine, history, philosophy, and political science.

While it is important for teachers and teacher educators to use the results of research, it is equally as important to use the results of research; it is equally as important to use those results wisely. The myth of the ideal teacher continues to distract individuals from perfecting their own unique capabilities. That myth is encouraged by the mandating of packaged approaches to teaching (Garman and Hazi, 1988) and by administrative and supervisory behavior that fosters the

mindless adoption of the research of others to the detriment of one's personal experience, intuition, and measured emotional response (Graman and Haxi, 1988; Best, 1988).

In the 1990s we must convince greater numbers of teachers of the importance of performing their own research. In circumstances where teachers identify issues of concern and conduct research about those issues the benefits are clear for both them and their students (Greenberg, J., 1988).

The literature on "effective teaching" is marked by calls for teachers to develop the practice of self-analysis and reflection (Cruickshank, 1981; Yinger and Clark, 1981; Arends, 1988). While those practices can hardly be called new (Jersild, 1955), they are not yet well understood or used in any systematic way by teachers (Elbaz, 1988).

In-service education in the 1990s, and beyond, may also be well served by the increasing number of studies of teachers' thinking processes. These hold considerable promise for helping teachers see how they make choices and how those choices produce inevitable consequences (Clark, 1988; Angulo, 1988).

The new in-service education must affirm that effective teachers are those who are proficient in professional collaboration.

As early as 1967, Passow (1967) argued for reward of teacher initiative, for teacher consultation in the operation of schools, and for collaborative efforts on the part of teachers in in-service education. Since the early 1970s teacher involvement in the decisions of school governance (Yarger, Howey, and Joyce, 1980), curriculum writing, and peer cooperation has grown at a steady pace. A 1986 international survey reported that increasingly the pivotal role of the teacher in the total educational process is being recognized (Hopkins, 1986), although in many school districts in the United States teachers report they are thinking about leaving the profession because they "are still not considered partners in the decision-making process" (Futrell, 1988).

"Evidence is growing," according to one researcher, "that good teaching requires a school organization that draws faculty into a community of practices and supports that communal life" (Bryk, 1988). Recent literature reports a variety of collaborative efforts on the part of teachers. The range of discussion about team coaching (Showers, 1983), collaborative action (Oldroyd and Tiller, 1987), teacher empowerment (Maeroff, 1988), the collaborative school (Smith, 1987), and the "pedagogy of collaboration" (Lysenkova, et al, 1988) is extensive. That discussion testifies to the importance and potential of active involvement by teachers in policy and administrative decisions, curriculum writing, peer teaching, and peer supervision and review.

Some researchers believe that collaboration is the ideal way in which teachers can engage in their own research. "Education," one writer believes, "needs improved links between researchers, educators, and policy makers to see that decisions are based on meaningful data, not the ideology of the moment" (Slavin, 1987). Many argue in this regard that because effective teachers know their students better than anyone else, the "need to be at the fore in choosing, implementing, and adopting...[curriculum and strategies] as their judgment and skill...are required to make [them] effectively theirs" (Slavin, 1987).

Others mention that "...one of the essential purposes...[of in-service education] must be to establish, maintain, and enhance the teacher's commitment to his own education" (Taylor, 1980). Important in achieving this is the recognition of teachers' unique abilities as adult learners (Griffin, 1983; Hopkins, 1986), abilities, which include a willingness to work cooperatively to solve life-centered problems (Lindeman and Knowles, 1984).

In the 1990s we will probably hear more calls for consideration of "career ladders' (National Commission on Excellence in Teaching, 1983), a system for enhancing teacher status through hierarchies based on experiences and expertise, and requiring collaboration of a high degree. In addition to other proposals for building competence, enthusiasm, and confidence in teachers, we will also hear, I think, increasing arguments for collaborative ways in which teachers can work to solve personal and family problems (Burke, 1984). And we will hear, as well, demands for greater involvement of parents (Fiske, 1989; Lieberman and Miller, 1984) in the decisions of schooling. Those will, of course, require still new ways of working cooperatively and collaboratively.

Whatever form the new in-service education takes, it will surely embrace many kinds of collaborative efforts. As one writer suggested, "linkages" (Burke, 1984) of extraordinary variety will become central to all aspects of improved education.

The new in-service education must affirm that effective teachers are those who help students in being responsible citizens of a multicultural, international community.

Members of the International Seminar in Teacher Education are among the fortunate of educators who have the opportunity to meet regularly with colleagues from other nations. Although there is an increasing awareness of "others" and of the need for cooperation among peoples, little has been done to enable educators or student to explore issues of international concern or to meet and work with people from other societies.

Limited exchange arrangements for small numbers of teachers and students

exist. Travel, usually conducted during holidays, and of a tourist nature, allows some students and teachers to have contact with cultures other than their own. Efforts such as Peach Child, a theatrical collaboration, bring together young people from throughout the international community to solve problems of peaceful co-existence and cooperation. Some pioneering efforts have been made that are concerned with peach education and global ecology. Otherwise, the educational community has done little else to foster understanding and appreciation of people beyond national borders.

As technology proliferates that, on the one hand, allows us to draw closer together and, on the other hand, to threaten one another's existence, it will become imperative that schooling provide knowledge about other societies, just as it will be imperative to provide the tools of language and diplomacy that can ensure harmony rather than discord.

Teacher educators have an unusual opportunity to provide leadership in this endeavor by encouraging and supporting in-service education that promotes responsible citizenship in the multicultural, international community. We can do this, in part, by supporting the development of appropriate curriculum; as with academic knowledge, we may or may not provide instruction ourselves, but we can serve as liaisons and facilitators who help teachers in their efforts to know about the larger world.

The new in-service education must affirm that effective teachers are those who use the new technologies to professional advantage.

The pace at which the new technologies are creating change in many aspects of daily life is staggering. A recent summary that considers technological implications for schools contains the following points:

- "The amount of information in the world is doubling every two years" (Lanz,).
- The goal of current researchers is to increase by a hundred fold the ability of personal computers which already can obey millions of instructions per second.
- Increasingly, computers will be connected to other computers, producing networks of astonishing capabilities.
- New interface technologies have almost limitless potential for education. "The integration of full-motion video, computer disks...voice recognition, touch screens, writing tablets with electronic pencils, high-resolution color images...will transform...the teaching process" (Lewis, 1989).

Already there are efforts to create national data systems, and plans exist for international systems, as well. "Walls are becoming...irrelevant as teachers incorporate technology into the educational process" (Lewis, 1989).

The use of the new technologies as part of teaching is attractive for many reasons. In addition to their potential for summoning almost-literally the world of knowledge and for placing students in interactive relationships with a host of circumstances, the new technologies can relieve teachers of such routine aspects of teaching as drill, review, tutoring, and many of the onerous management details attendant upon school organizations.

Importantly, students can have opportunities to work independently and collaboratively.

Challenges to the new in-service education relative to the new technologies are multiple. First of all, "Teachers must have permanent access to the practices, to institutions and enterprises to inform themselves about the latest developments in the fields of technology" (Kolesnikov). Teachers must be sophisticated about the software available and they must learn how to create programs.

With all the advantages the new technologies offer, we must be skeptical about the degree to which any technology can be said to educate. As we contemplate the promise and the reality of machinery in education, we should consider whether or not we could be appropriately replaced by a machine. If we can be, we should be.

These proposals for the in-service education of teachers have fallen naturally into two groups. The first group calls for recommitment to what teaching has always been about; the second group recognizes that teaching in the 1990s, and beyond, must accommodate a changing world.

Both my proposals and their tone have made clear, I hope, that while I champion the need to investigate the process of teaching, and embrace the vitality of change, I am convinced that teaching is rooted not only in the impulse for survival but in aspiration of transcendence. I admire, therefore, a persuasive essay about innovative in-service teachers in which E. I. Tsvetkova argues that teaching that is more than mechanistic must be marked "by a proud romanticism, by creativity...[and] by humanity" (Tsvetkova).

Earlier, I referred to the dismissal of the "mystique of the 'great teacher'". I believe that dismissal has served to promote satisfaction with teaching that concerns itself only with technical proficiency. By failing to study greatness--in order to aspire to it--we have enshrined mere competence.

As you may know, the dismissal of the great teacher appeared in an article

under the arrogant title "Goodbye, Teacher...." As we convene this seminar to consider the choices and consequences of in-service education the 1990s, I invite you to join me in redressing a long-standing wrong: Welcome back, Teacher! How may we work together to improve education? How may we help one another as we aspire to greatness in this most worthy of professions?

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John (Jack) C. Carr was professor Emeritus at the University of Maryland in College Park, Maryland. This keynote address was given on March 30, 1989 at 7:00 PM in the Hotel International during the opening session of the 9th International Seminar in Teacher Education in Prague, Czechoslovakia (now the Czech Republic) held from March 30 to April 5, 1989.

Preparing Caring, Competent Teachers for Urban Schools*

Linda Valli

Foreword

In this paper on teacher education in the United States, Linda Valli has given us a review of issues and current research through an appropriately critical lens. Dr. Valli provides an overview of many of the current issues affecting teacher education in the U.S., along with extensive examples from current research and expert commentary. However, she provides this overview through an analytical perspective, which challenges simplistic notions and solutions to complex problems, and she reminds us that good intentions can fail to achieve goals if we ignore the social, political, economic, and related policy contexts in which our work occurs.

The specific focus of Dr. Valli's paper is the challenge presented to teacher education in the U.S. by our urban centers particularly, and by the inequities that persist in much of our education system and policies generally. While the concerns for improved teacher quality, better preservice and inservice teacher education programs, and school reform to help all children pervade current program initiatives and research and development efforts, underlying socio-political realities may undermine noble aims. This critical look fits well with the ISTE 2000 theme: Teacher Education in a New Millennium: Linking Local Action with Global Perspectives. Indeed, the issues and challenges Dr. Valli raises are global in scope. She recommends local action for the U.S., and she invites our international audience to consider implications and relevance for global venues.

James Greenberg

Current education reform proposals in the United States agree on one thing: the need to put a qualified teacher in every classroom so that all children receive a good education. This message is put forth most directly by the National Commission on Teaching and America's Future (NCTAF): "A caring, competent, and qualified teacher for every child is the most important ingredient in education reform and, we believe, the most frequently overlooked" (NCTAF, 1996, p.3). Research supports the centrality of teaching in school reform efforts. In a comprehensive review of the research, Hawley & Rosenholtz (1984) concluded that teachers consistently have a greater impact on student performance than other factors such as the instructional program. This analysis is supported by more recent studies. Researchers have found that investments in teacher learning have a much greater impact on student

achievement than lowering the pupil/teacher ratio (Greenwald, Hedges & Laine, 1996); controlling on student background characteristics, teacher qualifications explain more than 90% of student variance on measures of mathematics and reading achievement (Armour-Thomas, Clay, Domanico, Bruno & Allen, 1989); and the combined impact of teacher qualifications and class size account for mor of the variance in student achievement than do poverty, race, and parental education (Ferguson & Ladd, 1996);

The implications for teacher education are obvious. If the quality of teachin matters more than we realized, then the preparation and retention of *high quality* teachers for *all* students is of utmost importance. But the simplicity of the phrase "qualified teachers" can lead to ill-conceived and counterproductive reform strategies. It has spawned quick fixes such as the requirement of subject matter majors, teacher testing, and either extended or alternative programs that are polic reactions rather than policy solutions.

The inclusionary term "all students" is equally problematic. Children who have been placed most at risk of school failure because of poverty, language, anc skin color can get lost in the generic *all.* Because their out-of-school educational experiences are less valued by and less culturally consistent with the educational reward structure, they need good teachers the most. Yet poor children of color continue to be assigned the least qualified and least effective teachers (Ferguson, 1991; NCTAF, 1997; Sanders & Rivers, 1996). The phrase "all students" can als promote a color-blind, assimilationist reform strategy that makes school success difficult for cultural and linguistic minority groups. The assimilationist strategy for equal opportunity is one of access: providing the same kind of schooling to a students. The strategy does not account for the possibility that the schooling that works for children in the U.S. mainstream might be confusing, limiting, or even hostile to particular groups. Culturally responsive pedagogy has no currency in this agenda.

So although the provision of a caring, competent teacher for every student sounds like a worthy goal, it can lead to simplistic approaches to teacher education and an orientation to teaching that continues to serve the most privileged. This article explores more promising teacher education reform efforts than those often proposed as solutions. I argue that pedagogical content knowledge is more critical in determining teaching quality than subject matter knowledge in itself; that performance assessments are a better way of

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*For a more comprehensive treatment of these issues, see Valli, L "Teacher Education in the United States: Facing the Urban, Diversity Challenge. In A. Scc (Ed.) Tomorrow's *Teachers: International and Critical Perspectives on Teacher Education.* Christchurch, New Zealand: Canterbury University Press, 2000.

determining who is prepared for licensure than current teacher tests; that extension of teacher learning and support through induction programs is a more sensible use of resources than simply extending program duration; and that, rather than prepare teachers for *all* students, teacher education programs should concentrate efforts and resources on recruiting and preparing teachers for poor, urban schools.

Teacher Knowledge

Everyone would agree that teachers need to know the subject matter they teach. Lack of subject matter knowledge has, in fact, been a persistent criticism of teachers, especially elementary education teachers who must cover a comprehensive curriculum: "These teachers are certified to teach all things to all children. But few of them know much about anything, because they are required to know a little of everything. No wonder so many pupils arrive in high school so weak in so many subjects" (Holmes Group, 1986, p. 14). Concern about "thin understanding of subject matter" also underlies the attention given to teaching out of field. This problem is most severe in math and science courses and in schools with high proportions of low-income and minority students (Ingersoll, 1996). Having an out-of-field teacher appears to have real consequences for students. States that rank highest on the National Assessment of Educational Progress (NAEP) examinations of mathematics and reading have relatively few out-of-field teachers. By contrast, states that rank considerably lower "have many fewer teachers who hold certification plus a major in their field. . .and large numbers of teachers teaching with less than a minor" (NCTAF, 1997, p. 29).

Statistical correlations between various indicators of teachers' subject matter knowledge and student achievement provide further evidence of the importance of subject matter knowledge (Ferguson & Ladd, 1996; Goldhaber & Brewer, 1997; Linn & Baker, 1998; Rowan, Chiang & Miller, 1997). Such findings, however, are too easily pulled out of context and misinterpreted in the policy arena. Findings about the significance of having a major or minor in one's teaching field, for instance, are inappropriately generalized beyond secondary education teachers. What should be the appropriate subject matter major for elementary school teachers who teach multiple subjects? How do "teaching quality" measures such as levels of education or having an in-field major compare to other variables, such as "full licensure" which includes professional preparation?

A comprehensive study of learning to teach sheds more light on this aspect of teaching quality. Longitudinal data on over 700 teachers and teacher candidates indicates that

Majoring in an academic subject in college does not guarantee that

> teachers have the kind of subject matter knowledge they need for teaching. Teachers who majored in the subject they were teaching often were not more able than other teachers to explain fundamental concepts in their discipline. (NCRTE, p. i)

This finding is corroborated by a review of related studies. Darling-Hammond, Wise and Klein (1995) found "positive relationships between education coursework and teacher performance" that were "stronger and more consistent than those between subject-matter knowledge and classroom performance" (p. 24). The NCRTE researchers offer two explanations: (1) like K-12 courses, college courses present content as laundry lists of facts; students remain unsure of meaning, significance or connections, and (2) there is little alignment in the content of college courses prospective teachers take and what is taught in K-12 schools. Teachers need explicit disciplinary focus, but few positive results can be expected by merely requiring teachers to major in an academic subject. Studying subject matter in relation to subject matter pedagogy helps teachers be more effective. Teacher education programs that emphasize the underlying nature of the subject matter and not simply the memorization of a set of discrete facts, more often result in knowledgeable, dynamic teachers with transformed dispositions and understandings of subject matter and pedagogy (NCRTE, 1991).

Teacher Assessment

Not surprisingly, calls for improving teaching quality by requiring a subject matter major go hand in hand with the teacher testing movement. In an attempt to assure the public that only qualified teachers are licensed to teach, most states now mandate teacher tests (Darling-Hammond, Wise & Klein, 1995). But using traditional forms of teacher testing as a way of ensuring that every child has a competent, caring teacher is problematic on two counts: they were not designed to have predictive validity and they have discriminatory consequences.

Teacher tests offer little information about actual classroom performance (predictive validity). These paper and pencil tests tend to correlate with one another, but not with teaching performance. The weakest ones, tests of general knowledge, have been called games of "trivial pursuit." Pedagogical, or professional, knowledge tests have similar problems, even though their name implies a closer relationship to actual teaching. Test items are often poorly specified and drawn from a narrow range of psychometric and behavioristic theories (Darling-Hammond, Wise & Klein, 1995, p. 51). The sole exceptions to this predictive validity problem are carefully constructed tests of subject matter knowledge and verbal ability (Quirk, Witten & Wineberg, 1973). Some type of standardized assessment of these two qualities seems reasonable. But since verbal scores on all standardized tests highly correlate with one another,

there is little need to subject teacher candidates with high SAT/ACT scores to the expense of yet another measure of their verbal skill.

In addition to their lack of predictive validity, teacher tests adversely affect minority candidates, who fail at disproportionate rates. The vast majority of these rejections have been, what statisticians call, false negatives: they reject candidates who would have been competent teachers more often than they license the incompetent. "These results indicate clearly that current teacher tests, and the manner in which cut-scores are being set on them, are differentiating among candidates far more strongly on the basis of race than they are on the basis of teacher quality" (Haney, Madaus & Kreitzer, 1987, p. 227). So in addition to inadequate indicators of teaching competence, teacher tests are discriminatory: they have a persistent, negative effect on ethnic minority candidates. African American and Hispanic candidates have a lower pass rate on both admission and certification examinations than white candidates.

In contrast to paper-and-pencil tests are performance assessments, which support the notion that teachers ought to be assessed on their demonstrated mastery of teaching skills. Rather than assessing (and licensing) teachers on accumulated hours of coursework or scores on multiple choice tests, performance-based assessments target the depth of teachers' knowledge, skills, and dispositions through contextualized demonstrations of competence. Unlike traditional teacher tests, these assessments embody a complex view of teaching practice. They have the power, not merely to judge, but to improve teaching performance and teacher education programs and have greater potential for predictive validity. Performance assessments can be simulations, videotapes, self-analyses, or observations of actual teaching. While concerns about the content, administration, and discriminatory effects of teacher tests have brought litigation and threats of class action (Bradley, 1998; Haney et al., 1987), performance assessments generally have had a positive reception. Teachers who attempt National Board certification report improvement in their classroom teaching such as enhanced ability to assess student learning and evaluate their own actions (Athanases, 1994). Teacher candidates are better able to engage in professional dialogue and to use theory and standards to inform their pracice (Bliss & Mazur, 1997).

Teacher Support

Another idea for improving the quality of teaching is to require teaching candidates to complete an "extended" program. Reform groups that set the terms for the initial debate for teacher education in the 1980s recommended the abolition of the undergraduate education major and the concentration of teacher education at the graduate level (Carnegie Forum, 1986; Holmes Group, 1986).

But two recent studies found exemplary models of both four-year undergraduate and extended programs (NCRTE, 1991; NCTAF, 1997). The important variable is not the length of the program, but rather program commitment to helping teacher candidates integrate different kinds of knowledge. The professional preparation of teachers seems to be most powerful when it is integrated *with* subject matter preparation and extended *into* the first years of teaching.

Beginning teachers would be well served by continued support into the first years of teaching through strong induction programs. Unlike traditional notions of extended programs, thoughtfully designed induction programs have the potential for addressing retention rates and context-specific learning needs. Beginning teachers need to be carefully inducted into the complexities of teaching--especially in large urban schools where teaching is generally most difficult and beginning teachers have the least support. If continuous opportunity to learn is a need of experienced teachers, it is a particularly strong need of novices (Feiman-Nemser & Remillard, 1996). But because of union contracts and seniority traditions, long-tenured teachers have their pick of "the best" schools, classrooms, students and assignments. New teachers find themselves in the most challenging situations: in classrooms with high percentages of children below grade level, living in poverty and speaking English as a second language; in schools with inadequate supplies and facilities; and in overly bureaucratized, under-performing school systems that are being threatened with state takeover. Without strong induction programs, beginning teachers flounder. Many who would become good teachers with the right kind of induction support become discouraged and leave. Or they stay, but develop restricted and custodial modes of teaching (Lawson, 1992).

What then, is a strong induction program? Like all good professional development (Hawley & Valli, 1999), good induction should be sustained, collaborative, and focused on the real problems of practice. Good induction programs help beginners not only manage stress and establish routines, but elaborate their ideas about what good teaching, learning and assessment means. By relating the learning-to-teach research to research on the needs of beginning teachers, Huling-Austin (1992) arrived at several recommendations for induction and mentoring programs:

- Limit the number of preparations and non-teaching demands
- Match teacher strengths and areas of preparation to assignments
- Provide collegial support through mentors and cohort groups
- Provide opportunities to observe and be observed by other teachers

- Prepare mentor teachers to frame meaningful conversations about teaching and learning

- Evaluate beginning teachers differently than experienced teachers.

Urban Commitment

Attending to teachers' pedagogical content knowledge, using performance-based assessments, and creating strong induction programs are better strategies for obtaining, and retaining, quality teachers than commonly proposed policies such as subject matter majors, teacher tests, or extended programs. However, none of these strategies will address the needs of the majority of poor students of color without a concentrated effort to recruit and prepare teachers specifically for urban schools. Unfortunately, many of the "great city" districts pay less than neighboring school districts, offer fewer incentives and supports, and have ineffective hiring processes. While these problems must be addressed, teacher education programs and institutions of higher education can also do more to prepare teachers for high-poverty urban settings.

A panel of teacher education researchers recently proposed a set of design principles for multicultural teacher education (Zeichner, Grant, Gay, Gillette, Valli, & Villegas, 1998). The panel argued that a comprehensive redesign of teacher education can positively impact the readiness of teacher candidates to teach in urban settings. But to accomplish this, the redesign must embrace reform in the institutional and personnel, as well as the curricular arenas. The principles within these categories are designed to overcome two related obstacles: teacher candidates' lack of motivation and feelings of inadequacy to teach in poor, urban schools. Their chances of success would be greatly improved if the reforms were part of a comprehensive urban renewal effort.

Institutional and Programmatic Principles: The premise of this set of principles is that courses and programs do not function in isolation. Without a broader institutional commitment and orientation to diversity, programs with a multicultural or urban focus are likely to have little impact on teacher candidates (Price & Valli, 1998). At an historic, first Joint Forum of the U.S. Department of Education and the U.S. Department of Housing and Urban Development, a noted historian and academic administrator, Ira Harkavy (1998), made a similar point. Tracing the link between community building and educational reform to Dewey's writings on the school and society, he asked rhetorically why universities should view collaboration with urban schools and communities as a categorical imperative. His answer: "Because they will be better able to fulfill their primary mission of advancing and transmitting knowledge for a democratic society" (p. 5). What originally distinguished the American university from its European counterparts was the bold claim that the university existed, not for the life of the mind, but for democracy itself. City

schools, especially those in blighted urban areas, have to be not only sites for study, but sites for action. Within this frame of reference, a commitment to urban communities, to multicultural education, and to teacher education need to be the responsibility of the entire university.

Personnel Principles: This category of principles attends to the recruitment of culturally diverse teacher candidates and teacher educators. It recommends expanding both hiring and admission criteria to include "personal characteristics of candidates that are related to their potential success in working with culturally diverse learners" (Zeichner et al., 1998, p. 165). Problems in attracting such candidates are staggering. Teacher educators themselves have little experience in diverse, urban settings and many candidates choose not to teach at all rather than apply to an urban district (Villegas & Clewell, 1998). Universities and teacher education programs need to use a three-pronged approach to address this problem. First, they must help candidates overcome the fear and inexperience that make such teaching assignments unimaginable (Valli, 1996). Second, they must attract non-traditional students who are more willing to teach in urban settings. Promising strategies are recruiting urban residents, paraprofessionals, substitutes, career-changers and emergency certified teachers, and developing a pipeline and incentives to bring middle-school, high-school and community-college students into teacher education programs (Curry, 1997; Villegas & Clewell, 1998). Third, higher education must commit to recruiting high achieving candidates of color and assisting those who did not have the opportunity to develop adequate knowledge and literacy skills.

Curriculum Principles: This category situates a multicultural, urban focus within each component of the teacher education curriculum: general education, specialty studies, and professional studies. It emphasizes the need for teachers to develop strong bonds with students, parents and community; communicate high expectations to all students; engage in culturally congruent and empowering pedagogy; and analyze situations that obstruct more just and equitable educational opportunities. Although research indicates that teachers who don't share their students' cultural backgrounds can be successful, they must have a personal and professional role image that is intimately bound up with their students and cultural community (Ladson-Billings, 1994). Carefully guided school and community experiences that explore sociocultural diversity are an important component of this preparation (Zeichner et al., 1998). Culturally responsive teachers connect academic knowledge with out-of-school cultural experiences, model problem solving, scaffold instruction, and make dialogue a central feature of teaching and learning (Brookhart & Rusnak, 1993; Knapp & Associates, 1995). Because of the difficulty in altering deep-seated stereotypes and beliefs, teacher education programs must screen out candidates who persist in having minimal expectations of poor, urban students.

Conclusion

In recent years the rhetoric of improving the quality of teaching for all students has shaped educational debates in the United States. I have argued that, as it relates to teacher preparation, this rhetoric inadvertently can give rise to less than adequate, and sometimes harmful, policy and practice. Instead of focusing on the complexities involved in developing motivation and capacity to teach in high-poverty, urban settings, simplistic policies are offered that have little chance of improving the education of urban children. As noted by Richard Riley, the U.S. Secretary of Education, "Our nation's neediest communities--those with high rates of poverty and, all too often, large minority populations--suffer most from shortages of qualified teachers . . .. Novice teachers, often lacking mentoring, sufficient support, and manageable workloads as they begin their careers, are forced to sink or swim in their schools and classrooms" (1998, p. 21-22). This article has offered a framework for interpreting the phrase "high quality teachers for all children" in ways that can be responsive to those communities. The framework is meant to be relevant, not only to U.S. educators, but to educators and policy makers in other countries, who struggle with issues of educational excellence and equality.

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Teacher Education and Professionalism: Technical Competence Is Not Enough: Why Teacher Education Needs To Be More Comprehensive*

Gerald Grace

> Education can have a crucial role in creating tomorrow's optimism in the context of today's pessimism. (Bernstein, 1996, p 5).

Introduction

In this paper I argue against current trends which threaten to technicise teacher preparation limiting it to 'teacher training' in specific competences and I argue for a more liberal and catholic conception of teacher preparation which emphasises a comprehensive and inclusive notion of teacher education as a life-long and continuing process of professional formation and development.

The Teacher's Role and Professional Formation

Teacher's role.

The teacher's role in all societies consists of a collection of professional competences, attributes and dispositions and pedagogic commitments whose purpose is to assist the development of a nation's culture by improving the quality of educational services offered and by helping to stimulate the personal, intellectual, spiritual, moral, creative and physical development of all citizens.

The teacher's role is at the centre of the life of a nation, its cultural and intellectual life, its political and democratic life and its life in relation to other nations and in the patterning of international relations.

The teacher's role has many responsibilities because the teacher's work, along with the influence of parents, helps to shape and form the quality of national life, the quality of the people within it, the nation's status and respect

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*Editors Note: This paper is a summary of the major points presented by Dr. Grace's keynote address at the 19th Annual Seminar of the International Society for Teacher Education, hosted by the Department of Education and Community Studies, University of East London and held at the University of Kent, Canterbury England.

in the world and the quality of its relations with the wider world. It is a demanding and heavy responsibility and because of this it requires, at an ideal level, the following characteristics:

- a wide and comprehensive range of teacher competences, that is a high level of professional quality,
- an appropriate and supportive work environment, that is a relative degree of professional autonomy,
- explicit and material support from government and other political agencies and from the community in general, that is appropriate levels of social respect, salary and working conditions, and
- a recognition among teachers that they must be accountable to the community for the quality of the education provided and should see themselves as workers for the public good.

Teacher role competences for the future society

Teacher role competences for the future society may be summarised into six sector competences:

Sector 1: Technical pedagogical competences consist of the following components:

- Knowledge competence: a mastery of subject content appropriate to the level of the student.
- Skill competence: a mastery of specific skills relevant to the subject
- Organizational competence: a capacity to plan and enact stimulating teaching and learning situations.
- Presentational competence: a capacity to present material with clarity, interest and involvement of the learner
- Language competence: good command of language as the medium for education.
- Information technology: a command of computer technology and of its application in education.

- Assessment competences: a mastery of appropriate measures for judging the effectiveness of teaching and learning.

Sector 2: Human relations competences consist of the following components:

- Authority competences: a capacity to elicit the respect of the students and to give leadership without domination.

- Interpersonal skill competences: a sensitivity to the dynamics of classroom life and an understanding of the personal and social sensitivities of students.

- Collegial competences: the capacity to work in team situations and harmoniously and supportively with other teachers.

Sector 3: Spiritual and moral education competences

Historically, these competences have always been regarded as important in all types of school in England, primary and secondary, private, state and religious foundation schools (for example, Anglican, Roman Catholic, Jewish, and Methodist). The intention has been that schooling should help to form 'good people' with an awareness of the spiritual and moral dimensions of human life. Whether English schools have been successful in actually producing 'good people' is a very difficult question to answer!

The extent to which these competences are expected of all teachers varies with the type of school. In general, it can be said that all teachers are expected to be moral educators as well as academic educators. All teachers in schools of religious foundation are expected to be spiritual educators and some teachers in state schools have special responsibility for spiritual development. The competences expected are:

- Moral education competences: the capacity to discuss with students different conceptions of morality, the good life and differences between 'right' and 'wrong.'

- Spiritual awareness competences: an understanding of a range of different conceptions of the spiritual life and an ability to discuss these with students.

- Spiritual teaching competences: a capacity to explain the teachings of a specific religious community and to relate these to the overall work of the school.

Sector 4: Democratic and civic education competences consist of the following

components:

- Citizenship education competences: the capacity to explain the duties and responsibilities of citizenship in a modern, democratic state.

- Equal opportunities competences: the capacity to develop a culture of respect for all persons with no discrimination based upon class, race, gender, religion, age, disability.

- Political and economic literacy competences: an ability to explain (without indoctrination) a range of political and economic systems and the ways in which they operate.

- Applied democratic competences: the ability to organise practical situations in which the students can be democratically involved in the life of a school and in which their voice can be heard.

Sector 5: International awareness competences

These competences, already important, will become more important in the 21st Century because of the effects of globalization of cultural and political development, economic and social relations and means of communication and travel. The teacher's competences for the future society will include:

- international language competences: a command of one of the international languages.

- international knowledge competences: some in-depth knowledge of other cultures and societies and of their educational systems.

- maintaining national cultures: for example, Korean cultural values awareness:* the ability to maintain a distinctive Korean cultural identity in the face of the globalization of culture.

Sector 6: Theoretical self-evaluation and research competences

In a number of societies there is an attempt to confine the professional education of teachers to basic Sector 1 competences. Teachers for the future society need to have the full range of competences and those in Sector 6 are very important. Teachers must have theoretical knowledge to inform, guide and give larger meaning to the classroom work they perform. Teachers must have

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*This lecture was first given at a KFTA Conference in November 1997.

the capacity to self-evaluate the quality of their work and not merely submit to external state inspection. Teachers must have the capacity to research their own institutions and leading issues in education so that research does not remain the province of external 'experts.'

The Korean Federation of Teacher Associations (KFTA) research project entitled 'Study on the Optimum Welfare of Elementary and Secondary School Teachers' (1996) is a good example of teacher initiated research into school conditions in Korea. I was very surprised to read that out of the 400 schools involved, 93 per cent had no school libraries (KFTA News, Vol 9, p 7). For the future society, school libraries and information technology resources will be essential.

Professionalization

The key characteristics of the ideal-type of professionalization may be summed up as:

- providing a service of quality for the individual, the community and the society with a sense of commitment ('vocation') to the public good.
- an extended and high quality process of professional education and formation to ensure mastery of knowledge, skills and dispositions.
- an education which always relates theory to practice.
- a working culture of relative autonomy in the practice of professional competences.
- a process of continuing professional development and up-dating of knowledge and skills.
- a high measure of self-regulation and self-governance of the professional group, represented by a Professional Council and the existence of a Code of Professional Ethics.
- a culture of social respect/honour, with appropriate economic rewards as a sign of the valuing of the activity by the wider society

Historically, professionalization is always the outcome of a struggle and of negotiations between aspirant professional groups and state and political agencies. In those struggles the unity of the professional group and its relations with the wider society are crucial factors.

The challenges of the 21st Century will make greater demands upon all

professions and in particular upon teachers. Professionalization for the future society will require:

- the selection of high quality candidates for the profession.
- longer periods of professional education closely integrated with practical professional experience in schools.
- professional working conditions which will retain high quality professionals, for example, 'master teachers' in the occupational group.
- provision of continuing professional development (CPD) for all teachers and special programmes for leadership development.
- strong and united teacher unions and professional associations to maximise the 'political power of influence'for the benefit of the education servlce.

Pre-service Education

Pre-service education for teachers for the future society must be long enough to give beginning teachers a strong foundation in the competences of Sectors 1 to 3 and an introduction to the competences of Sectors 4 to 6.

Pre-service education courses should be closely integrated with the work of universities and higher education institutions and also with the work of primary/elementary and secondary schools and should result in a first degree graduate qualification, for example, BEd, BAEd, or a postgraduate qualification eg Diploma in Education.

The emphasis in pre-service courses must be on meeting the challenges of the future society as well as upon meeting the needs of present society. There must be a future orientation in the courses as well as a present orientation.

In-service Education/Continuing Professional Development (CPD)

CPD for experienced teachers should involve greater concentration on the competences of Sectors 4 to 6 and where appropriate should involve study and practice visits to other societies. The phenomenon of globalization should be closely studied and its educational implications considered.

CPD education courses for the future society should involve advanced programmes of academic and professional study leading to qualifications such as MA(Education). MA(Leadership and Management in Education), EdD(Taught Doctoral Programme), PhD(research thesis). Such courses should

be available by modular and part-time study and by distance learning methods.

Teachers should have a career entitlement, after a number of years of service (5-7 years) to a period of full-time CPD or research leave to update their knowledge and skills. This might be salaried leave or subsidised leave (50/50) according to local policy.

The teaching profession for the future society must demonstrate that it is a learning profession also, continually up-grading the quality and range of its knowledge, skills and awareness.

Policy tasks for the improvement of teacher competences

The policy tasks have been indicated in earlier sections of this paper. Among these, responses to globalization are particularly important for the future of education.

The achievement of the policy tasks will require:

- a commitment from the government and political agencies to the improvement of teacher competences by providing the resources to support high quality initial and continuing teacher education.

- strong and united teacher unions and associations, working with the community to ensure the attractiveness of the teaching profession to quality candidates and the ability of the profession to retain experienced quality members by appropriate rewards, recognition and promotions.

Case studies from the United Kingdom related to this topic

The years of Conservative governments in the UK (1979-1997) provide an example of what should not be done to assist the development of teacher competences. At the political level, the UK demonstrates the bad consequences of confrontation with the teaching profession and excessive domination of its autonomy. This has resulted in a lowering of morale and in recruitment problems at all levels within the profession.

At an educational and professional level, the programmes of the University of London, Institute of Education and of other major teacher education institutions show that it is still possible to provide high quality courses for the development of teacher competences even in difficult circumstances.

There are currently high expectations of Mr Blair's 'New Labour' government which has declared its commitment to 'education, education, education' as the top priority for preparing Britain for the challenges of the

future society. Whether these expectations will be fulfilled remains to be seen!

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Teacher Education: The Case of Drug Education in Hong Kong

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Atara Sivan

The present paper reviews drug education in Hong Kong and describes a project on drug education undertaken in one of the postgraduate teacher education courses in Hong Kong. The project comprised two phases, the orientation for the introduction, development, and implementation of teaching kits across different disciplines and student teachers giving feedback on the effectiveness of the project through questionnaires and semi-structured interviews. Results showed that the project has contributed to the enhancement of knowledge and development of skills of preventive drug education in schools, implying the need for adopting more real life case studies to better train student teachers in their practical application of drug education.

Introduction

The prevalence of drug abuse has aroused public concern in Hong Kong since the late fifties, leading to determined missions of collaborative fights against narcotics. Drug policy in Hong Kong has primarily been concerned with treatment, rehabilitation, and prevention of heroin addiction (Action Committee Against Narcotics (ACAN), 1997; Cheung & Ch'ien, 1996, 1997). In recent years, there has been an increase in the popularity of psychoactive drugs such as cough medicines, cannabis, and amphetamines (Cheung & Ch'ien, 1996; Narcotics Division of the Government Secretariat, Hong Kong, 1991, 1993).

Drug education, as a preventive measure against drug abuse in Hong Kong, has been implemented in Hong Kong by government and non-government agencies since the seventies. Many of these initiatives have been mainly targeted on primary and secondary school students. It is only recently that preventive training has been provided for teachers. In the light of their unique roles as socializing agents and educators for children and adolescents, it is necessary to train teachers in drug education.

Drawing on the multi-faceted approach towards drug education in general, the present paper reviews drug education in Hong Kong and describes a project undertaken in one of the teacher education programs in Hong Kong for training teachers in this area. It depicts the aims and methodology of the project and presents the student teachers' feedback. Results are discussed in the light of the aims of teacher education as well as the growing need for drug education in Hong Kong.

A Multi-faceted Approach in Drug Education

Overall, there is a consensus that a multi-faceted approach is needed for effective implementation of preventive drug education. Five models are generally adopted in the field of prevention of drug addiction: 1) the moral principles model; 2) the scare model; 3) the factual knowledge model; 4) the affective-education model; and 5) the health promotion model (Gossop & Grant, 1990).

There are strengths and limitations in each of these models. In essence, the moral principles model seems effective at times of widespread religious revival, or when people share altruistic common pursuits. The scare model is often limited as it may scare some adolescents before they attempt any illicit drug, and not those who have already started. The factual knowledge model presents information without provoking an emotional and defensive rejection response, making potential users more cautious about the risks involved and reducing the harmful effects of drugs. So far, its efficacy has remained unknown. The affective-education model provides techniques of correcting some predisposing personal deficiencies in self-esteem, personal values, interpersonal relationship, and coping skills. It is argued that such personal inadequacies are not easy to change, and more intensive clinical work is needed. Last, but not the least, the health promotion model promotes the development of alternative habits (for example, physical exercise, healthy lifestyles, and sound work patterns), substituting the time devoted to drug use and preventing behavior liable to have adverse impact on health. This seems to be helpful to those who are receptive to it and capable of caring for their own health (Chen, 1997; Gossop & Grant, 1990).

Drug Education in Hong Kong

Similar to Malaysia (Singh, 1997), Thailand (Tanskul, 1997), and Australia (Slattery, 1996, 1997), Hong Kong has been concerned with the problem of drug abuse. Attempts have been made to prevent and control drug abuse through different channels including school, family, and community. Most of these initiatives have adopted a multi-faceted approach especially those related to moral principles, factual knowledge, affective education and health promotion.

Drug education in schools has been initiated since the seventies, with extra-curricular talks offered by the Action Committee Against Narcotics (ACAN). Gradually this team collaborated with the Education Department to reach out to primary and secondary schools, technical institutes, and to some parents in secondary schools. Moreover, the ACAN worked with the Social Welfare Department to conduct talks to the inmates in Boys' and Girls' Homes, and offered talks to juvenile residents in a halfway house run by the

Correctional Services Department (Chen, 1997). Since 1993, drug education has been integrated into the formal school curriculum, including health education, human biology, chemistry, social studies, economic and public affairs, religious studies, and liberal studies, extending from Primary Six to the Advanced Supplementary Level. Furthermore, the Education Department also provides training for teachers through in-service courses, seminars, workshops, and curriculum support materials including curriculum guides and teaching packages (ACAN, 1997). Meanwhile, there is still a gap between curricular and extra-curricular teaching. To supplement this, the Education Department offers teaching kits, teaching resource centers, training courses, holiday camps, and educational films (Chen, 1997).

Preventive drug education has also been carried out by non-government agencies, for example, the Community Drug Advisory Council (CDAC) and the Life Education Activity Program (LEAP). These organizations have reached schoolteachers, social workers, youth workers, general practitioners, and volunteers.

Integrating Drug Education into Teacher Education Program in Hong Kong

The present project was conducted in the Postgraduate Diploma in Education (PgD in Ed) Course in the Department of Education Studies at the Hong Kong Baptist University (HKBU). This is a two-year part-time course, which aims to provide degree holders with professional education for teaching in secondary schools. The philosophy of the course lies in the multi-professional roles of a teacher which can be identified as: 1) a social and autonomous individual; 2) a facilitator of learning; 3) an educational innovator; and 4) a professional educator (HKBU Course Document for the PgD in Ed Course, 1993). In order to develop in students the personal qualities and attitudes and the functional knowledge related to the above roles, the course offers several foundation subjects and a wide range of electives. Collaboration with outside bodies in the community is also encouraged so as to widen students' knowledge and understanding of general issues, which go beyond their specializing teaching subjects. This project has ben undertaken in collaboration with the Community Drug Advisory Council (CDAC), which has been developing drug education programs for implementation with schools. A series of workshops was developed and conducted by the instructors of the PgD in Ed Course together with the CDAC staff.

The project had four main aims as follows: 1) to familiarize student teachers with existing teaching kits on drug education; 2) to enhance the development of student teachers' skills in using various methodologies in preventive drug education in schools; 3) to develop their abilities to critically observe drug education activities demonstrated in different disciplines; and 4)

to train them to apply the above knowledge and skills in their own teaching.

Project plan and methodology. The project comprised two phases to first provide basic drug education, then train up student teachers to develop educational resources for conducting preventive drug education in schools. The two phases which spread over the two years of the PgD in Ed Course of study involved the same cohort of fifty-eight students.

In Phase One, undertaken as part of the subject Social Foundation of Education, the content covered basic drug education, including types of drugs used, possible indicators of drug use, general causes of substance abuse and its consequences, as well as attitudes of family members, teachers and community towards drug abusers. Possible intervention and preventive drug education were introduced in terms of experiential learning, open discussion and life skills training. The content was presented using interactive and active learning approaches.

Phase Two, undertaken as part of the subject Curriculum Studies, consisted of two parts. The first part provided follow-up training on preventive drug education through the conduct of workshops in which teaching models and teaching kits were introduced to the student teachers. During this process, student teachers got acquainted with a variety of methodologies used in drug education. Student teachers were guided to look at drug education from a curriculum perspective and examine it in connection with the various key components in the curriculum process. They were also guided to view drug education as a part of the school curriculum and understand how it is and can be connected with different school subjects. The approaches adopted in the workshop focused on class interaction, mind mapping, creativity, and analytic discussions (CDAC Workshop Teaching Kit, 1998). The second part was implemented as a group project assignment. The special theme on school preventive drug education, which is authentic and purposeful, directs students to plan or modify their curricular and/or extra-curricular teaching in various subjects. Apart from getting immediate feedback from instructors and trainers from the CDAC, these student teachers also received comments from their fellow students through peer assessment.

Both qualitative and quantitative research approaches were used to solicit respondents' opinions about the effectiveness of this project. Data were collected through questionnaire and follow-up interviews. The questionnaire comprised 10 Likert-scaled questions, rating from strongly disagree (1) to strongly agree (5), and two open-ended questions relating to the respondents opinions about (a) their willingness in sharing their learning experience with their colleagues and (b) the integration of drug education in the curriculum. The return rate was about 60%. Data were analyzed by using the SPSS package for quantitative analysis and the NUDIST package for the open-ended

questions. All student teachers of the Postgraduate Diploma in Education (PgD in Ed) Course were invited to participate in the follow-up interviews, and ultimately, thirteen interviews were conducted. All data derived from the questionnaire survey and the interviews were analyzed and discussed as follows.

Analysis of project results. According to the quantitative data, respondents generally showed a positive feedback on the drug education workshops. Most of the students (80%) indicated the contribution of the drug education workshops to their knowledge and understanding of drug abuse and of preventive drug education in schools. They further stated that the workshops enhanced their knowledge of teaching kits on drug education and contributed to the development of their skills in preventive drug education. In addition, the majority of the students indicated that the workshops could develop their abilities to critically observe drug education activities demonstrated in different disciplines; they also showed that they would share their learning experience of drug education with their colleagues in school. More than half of the students (66%) suggested that their school should integrate drug education in the curriculum.

The qualitative data provided more in-depth details of students' reactions to the workshops. Respondents showed the strengths of the drug education workshops in terms of their enhancement of knowledge, development of skills, and changes in attitudes:

> It is good to introduce drug education. During the workshops, we learn more about the knowledge of drug education and its application in our curriculum.
>
> It helped me to be aware of the importance of drug education.
>
> It is well prepared. The information is detailed enough to enrich our knowledge.
>
> I have changed my attitudes towards drug abuse, since I knew more about drug education.

They also highlighted the practicability of the workshops and their enhancement of students' ability in handling drug abuse cases:

> It is valuable to introduce drug education. We can use the teaching kits designed by ourselves.
>
> The drug education workshops are inspiring and informative. They provide practical use in secondary schools.

> I could talk about the adverse impact of taking drugs during counseling. The workshops also helped me to identify whether the students are taking drugs or not.

The main suggestion offered by students to better improve the workshops was to introduce and discuss real life case studies from local context. Students thought that this would enhance their acquisition of skills and techniques in handling drug abuse cases in schools. One student even suggested that a new elective subject on the topic of drug education be offered, which would involve case studies:

> Actually I don't know how to handle a real life case. I could only learn a basic concept about drug education. So, I recommend that there will be an elective course about drug education and put more emphasis on techniques such as: more discussion, role play and case presentation on video.

Through in-depth interviews, respondents shared their opinions on drug abuse and drug education in secondary schools, their own experience in the workplace and their self-perceived attitudinal change subsequent to participation of these workshops. In general, drug abuse was not a serious problem among the schools the interviewees served. Half of them did not encounter or hear from their colleagues about drug-related cases in school. One-third of them knew that there were a few drug-related cases in the past. When asked about their methods in handling these cases, some put forth the methods practiced in their schools. These include: a) counseling and advice; b) referral to another schoolteacher or social worker; c) inform parents; and d) punishment. When asked about their views towards the ways of handling in their schools, one raised a special remark:

> ...punishment could not help much for that student. What we need is to give them proper guidance or advice.

Another respondent pointed out the limitation within his school:

> The social worker and the counselor could not give counseling immediately. Sometimes, these drug abuse cases were left behind for one or two months.

Almost all respondents said that drug education was offered in their school the year before. Generally, the way of conducting drug education in school was mainly limited to seminars by guest speakers. A couple of interviewees said that drug education was being conducted in the form of drama and the corresponding feedback from their students was quite good. Another respondent reported that his school had organized a Drug Education Week.

Regarding integration of drug education into the secondary school curriculum, the majority of the interviewees expressed some sort of difficulties. Some of them claimed that the teaching schedule was very tight in school, and they did not have time to introduce drug education during the lesson. Some did not know how to relate drug education to the subject matter. For instance, one of them said:

> I think the relationship between drug education and the Chinese Language subject is not strong. Moreover, most of the time, the teaching schedule is so tight that we do not have time to introduce it.

Other barriers include inadequate drug knowledge, no such need, inadequate drug education resources, and not responsible for the integration task. Students' reactions to the workshops were overall positive, but some still thought that their knowledge about drugs and ways in handling drug abuse cases was limited. Nevertheless, more than half of the students believed that they would be more active in dealing with drug abuse cases in school after attending the workshops.

Concluding Remarks

The present paper has described the integration of drug education into a teacher education program with the aim of training student teachers to develop and use drug education kits and to ultimately integrate their skills and knowledge of drug education into their teaching. Student teachers' feedback was found to be positive and encouraging. Their comments indicated the usefulness and importance of such workshops in terms of their development of knowledge and skills necessary for coping with drug-related issues. The project further illustrates how student teachers can be facilitated in their learning process, which in turn enhances their fulfillment of their multi-professional roles. On a macro level, the project has shown further success by the subsequent endorsement of a grant allocation by the Hong Kong Drug Beats Fund to further disseminate drug education in teacher education programs.

Results of the project indicate the importance of integrating drug education into the teacher education program in a way that is strongly linked with the aims and content of the program. As illustrated in the present project, drug education was integrated into two subjects, one dealing with social issues and the other with curriculum. Indeed, drug education is a social issue, and developing teaching kits on drug education relates directly to curriculum development and integration. Hence, there may be high prospects of drug education becoming a permanent feature of the teacher education program. The high relevancy and the ability to successfully integrate it into the Postgraduate Diploma in Education Course as well as the positive feedback of students will ensure its sustenance.

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Special Needs in Education in South Africa as Advocated by the NCSNET/NCESS Report: The Influence of Social Problems and Challenges for Teachers

Anna J. Hugo

In the 1997 Report on Special Needs in Education in South Africa it is envisaged that the barriers to learning and training which many learners experience, should be addressed. Ten barriers to learning and training were identified. Certain of the social problems prevailing the South African society could be addressed, if what is presently advocated on special needs, is applied.

Introduction

The social problems, which face the post-apartheid South Africa, seem to be growing daily. One way to curb the South African social dilemma is to address it at school level thus preparing a future generation to combat social problems. All teachers are, however, not equipped to respond to the diversity of needs within the learner population. 'Issues that teachers are inadequately prepared to deal with include learners with HIV/AIDS, teenage pregnancy, learners with long-term physical health problems, learners abusing substances, street children, and learners traumatised by violence' (Department of Education, 1997a, p. 42). Teachers should, therefore, be informed and trained to act as agents who can bring about positive changes in an at-risk society.

Certain of the social problems prevailing in the South African society, which is predominantly a Third World society with pockets of First World expertise, could be addressed, if what is presently advocated on special education needs is applied. In the new interpretation of special needs in education many of the special needs in the South African school system are seen as evolving from social problems. The new approach to special needs education is discussed in the report *Quality Education for All: Overcoming Barriers to Learning and Development* by the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Education Support Services (NCESS) (Department of Education, 1997a). This document formed the core of the Green Paper (Department of Education, 1999).

In the new legislation on special needs in education, overcoming barriers to learning and training makes provision for quality education. Thus, the focus is placed on learners' potential rather than emphasising their differentness and disabilities. Special needs education is now seen as a much broader concept

because it does not only include intrinsic factors causing barriers to learning, but it also includes learners who experience barriers to learning because of extrinsic factors. The NCSNET/NCESS Report devotes much attention to learners who have barriers to learning and training because of extrinsic factors, which are usually the result of social problems. It is, for instance, mentioned that special attention should be given to the education of the growing number of street children, which conservatively numbered ten thousand in 1997 (Department of Education, 1997a, p. 31).

Ten critical factors which could cause barriers to learning and development

The following ten critical factors, which could cause barriers to learning and development, are included in the Report of NCSET and NCESS and are also addressed in the Green Paper. These factors are separated for the sake of discussion, but all of them contribute to form a holistic perspective of the state of the art concerning special needs in education in South Africa. When reading through the description of these barriers it is evident that many of the barriers are caused by social problems.

Socio-economic barriers

Poverty and underdevelopment such as experienced by many people in South Africa limit access to basic services, including educational resources. These barriers have a negative impact on the social and emotional development of many learners. Barriers could be exacerbated by inequalities arising from discrimination on grounds such as race, gender, and disabilities. Conditions within the social, cultural, economic and political environment, in which the learners live, may also impact negatively on learners' social and emotional well being. This places learners at risk of learning breakdowns.

An estimated four million children in South Africa live in poverty. This alone causes an enormous barrier to learning in the South African society. Economy and social circumstances go hand in hand and therefore the social circumstances, under which many young learners live, have a negative impact on their development. The latest police figures show, for instance, a sad and sorry picture of the increase of violence and abuse against children. During 1998 33,827 crimes against children younger than 18 were recorded by the police across the country. It is said that these children are often from the poorer sections of the population. It should be mentioned on a more positive note that notice of motion in the National Assembly calling for action to halt child rape and abuse has been given (Horrific figures . . ., 1999, March 16, p. 3).

If children receive no support in their home environments, they have to get

support from the school system. It is, therefore, imperative that teachers should be trained to know what to do when crimes are committed against children.

Negative attitudes to difference

Negative and harmful attitudes towards differences in the composition of the South African society remain barriers to learning and development. Discriminatory attitudes held by teachers, other educators, parents often lead to the labelling of learners which affect their abilities to participate actively and equally in the learning process.

In the post-apartheid South Africa multicultural education has been incorporated into most of the teacher training programmes. All schools in South Africa are now open for any learners irrespective of race. There have been many reports of racial conflicts in schools in South Africa in the media. There are, however, also many success stories. One such story is the secondary school in Groblersdal, which is a small farming community. Three years ago one school in Groblersdal, which up to then only had white learners, was forced to take in black learners. Various incidents of conflict were reported. During March this year the member of the Provincial Executive Council responsible for education visited the school and congratulated the community with the wonderful changes, which had occurred at the school. He reported that it was eventually the parents and the governing body of the school in Groblersdal who became the crux for the solving of racial problems at the school (Ben Viljoen . . ., 1999, March 17, p. 3).

It is envisaged that in the new South African school dispensation a co-ordinator of special needs in education at a school should be a person who always co-operates with the parents and members of the school community. Such a co-ordinator could also play a role in breaking down negative attitudes prevailing in the South African society and the training of members of staff in various schools.

Inflexible curriculum

Inflexible curricula cannot meet the needs of diverse learners. The South African school system, up to now, had not always made provision for flexibility in the curricula. This resulted in learners becoming excluded from teaching and the learning process.

In the NCSNET/NCESS Report curriculum statements were made to the Ministry of Education requesting that the full range of diverse needs of the learner population should be met. The National Qualifications Framework (Republic of South Africa, 1995, p. 2) was introduced in South Africa with the idea to promote the integration of education and training. Multiple entry and

exit points will be offered to all learners in future. Accumulation and portability of learning credits at the pace set by learners will be possible. New and integrated curricula, which will offer a flexible mix of learning programmes meeting the needs of all learners, are envisaged. Thus one of the barriers to learning and training could be addressed.

Language and communication

When one considers the eleven official languages, as well as Sign language as the twelfth language, one can understand that language and communication could be a barrier to learning and development in South Africa. Most of the learners in South Africa learn through the medium of a language, which is not their first language. Sometimes teachers do not have adequate demand over the language in which they are teaching which usually is English. Many parents are also not fluent in the language of instruction of their children.

Many learners in South Africa are educated through the medium of a language, which is not their first language. For many learners the medium of instruction becomes a barrier to learning and training. Every effort should therefore be made to ensure that language support is available to those learners who require it, especially those learners who study through the medium of English as a second language.

The language, which is chosen as the medium of instruction in a school, can also cause a barrier to learning and development for learners with physical handicaps. A disability like deafness could for instance become a barrier if hearing people cannot use Sign Language or if an interpreter is not available. In the NCSNET/NCESS Report it is stated that the South African Sign Language should be available as a medium of teaching and learning. The University of South Africa (a major distance education institution with an enrolment of 112 000+ for 1999) in collaboration with the Society for the Deaf in South Africa presently allows for example deaf students to take Sign Language as first language. Deaf students, who are planning to teach in schools for the deaf, can also, enroll for teacher training courses.

Inaccessible and unsafe built environment

Physically inaccessible and unsafe learning environments can prevent learners from having access to sites of learning.

Most public schools in South Africa are not barrier-free environments and therefore this aspect needs urgent attention. In the questionnaire completed by students enrolled for the Higher Education Diploma of the University of South Africa, not one person indicated that the schools where they did their teaching

practice had barrier-free access for learners with physical disabilities. The lack of funds is often mentioned as the reason for the lack of barrier-free environments. The National Environmental Accessibility Programme has, however, calculated that it generally does not add more than 0,2% to the overall cost of development, if accessibility should be incorporated into the original town and building planning (Department of Education, 1997 p. 91).

It is therefore envisaged in the Green Paper that barrier-free sites of learning should be developed. These sites should be accessible in terms of buildings and grounds, as well as in terms of curricula, assessment, support systems, medium of instruction, and communication. Thus all learners would have the right and opportunity to attend the schools of their choice and in the communities where they are living.

Inappropriate and inadequate provision of support

Inadequate and inappropriate provision of school support services leads to learning breakdown. When a problem in the system is for instance assessed as a 'deficit' in the learner, the support, which is provided, may become a barrier.

According to the NCSNET/NCESS Report, the role of the support services should change from assessing and assisting only one learner at a time, to supporting teachers to deal with special needs in education in schools. Initial teacher training and in-service teacher training should therefore prepare teachers to teach and assess a diversity of learners. Teachers to determine the barriers to learning which learners might have could at the same time use the assessment procedures. It is envisaged that in future the Education Support Services should only become involved in the assessment and support of learners if the school does not succeed in its support.

Inadequate policy and legislation

Policy and legislation should provide for and recognise different learning needs. Vulnerable learners should be supported against learning breakdown and exclusion from training.

South Africa has many excellent laws in which the needs and the rights of individuals are protected. In the South African Constitution Section 9 (3)(1996) it is, for instance, stated that the state may not discriminate directly or indirectly against anyone on one or more grounds including 'race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language, and birth. The author is of the opinion that one of the problems is the fact that the laws are not enforced properly. Another problem is the fact that not all teachers in South Africa are

well informed about the laws describing the rights and protection of the learners in their classes.

Lack of parental recognition and involvement

The active involvement of parents in the teaching and learning process is essential to learning and development. If parents are not involved and recognised in the learning process, it may cause a barrier to learning.

The family home is a child's first school. Delors (1996) states that when the family environment is deficient, it is up to the school to ensure that each child's potential is realised. When children have special needs that cannot be diagnosed or met exclusively in the family environment, it is the responsibility of schools to provide the professional help and guidance to ensure that the talents of young learners with learning difficulties or with physical handicaps do not go waste. The establishment of partnerships with parents is essential task facing all teachers in South Africa in order to make a success of the inclusive approach to learning and development.

Impairment

Disabilities may prevent learners to gain access to the curriculum. Sometimes impairment may prevent a learner from engaging continuously in structures learning and this may become a barrier to learning and development.

In the past provision was made in special schools for learners with physical disabilities, learners suffering from serious chronic diseases, those who have serious learning or intellectual disabilities and those with serious behavioural problems. It was estimated that in 1997 there were 274 special schools in South Africa out of a total of 27 864 schools (Department of Education, 1997b). It is thus a small percentage of learners who experience barriers to learning as a result of disabilities who received appropriate education in specialised context. These learners had, however, certain problems as a result of being placed in special schools. A problem experienced by many of these learners was the fact that they had to stay in hostels because there were no special schools in the vicinity of their homes. They forfeited everyday contact with their families and close friends, as well as their communities with the result that quite often they lacked ordinary interpersonal social skills.

Under the new dispensation special schools in which learners with severe disabilities are taught, will continue to exist and these schools will eventually act as resource and training centres for teachers from other schools. These schools will be able to address the need for knowledge about disabilities such as epilepsy, hearing problems, visual problems, cerebral palsy and other

physical disabilities. This necessitates pre-service and in-service teacher training.

Nature and extent of human resource development

When teachers are not appropriately trained to deal with the diversity within the learner population and the diversity in needs of their pupils, effective learning for all learners cannot be facilitated. Support services could also be inadequate and inappropriate if support personnel are not well trained.

The Report of NCSNET/NCESS indicates that many South African educators are ill equipped and lack the necessary confidence to address diversity in their classrooms. It is envisaged that educators should provide quality education, which acknowledges and accommodates diversity and promotes social inclusion in their classes. The different needs of learners, for example different learning styles and difference in learning pace, should be accommodated for in the learning-teaching situation. It is therefore envisaged in the NCSNET/NCESS Report that all pre-service and in-service educators should be trained in lifeskill education, as well as issues of inclusive teaching and accommodation of diversity in education.

Conclusion

The teaching community noticed with gratitude that professional development for educators are strongly advocated in the Report *Norms and Standards for Educators* (Department of Education, 1998). Various forms of in-service training could help educators to become better informed concerning special needs in education and the factors causing barriers to learning and development. Well-informed teachers are the persons who could help to address the special needs of learners in their schools, as well as some of the social problems in the South African society. Often a teacher is the only and the last person who could and should make a difference in the life of a learner with special needs who also lives in an at-risk society.

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Developing the Enquiry Teacher

Sybil E. Wilson

This paper makes a case for teaching the preservice teacher to do classroom research in order to begin the process of developing the enquiring teacher that is a requisite for having an ethos of inquiry in schools

Introduction

Bule and his associates (1994) have extracted, from 15 years of research, a set of five broad principles of professional development. They are:

- Effective professional development is school based.
- Effective professional development uses coaching and other follow-up procedures.
- Effective professional development is collaborative
- Effective professional development is embedded in the daily lives of teachers, providing for continuous growth.
- Effective professional development focuses on student learning and is evaluated at least in part on that basis.

These principles are intended to guide continuous learning for practicing teachers for they are developed with the belief that effective professional development is school based and is intended for school improvement. In this brief paper I wish to expand on one of these principles to show that it is a useful guide for preservice teachers as well, for they can begin early to develop the attitude of continuous learning.

The Principle

Effective professional development is embedded in the daily lives of teachers, providing for continuous growth. Bule and his associates appeal to school administrators and supervisors to provide the conditions in school for teachers to continue learning. First is to adopt a commitment to professional development by providing resources and time during the school day and year for a variety of learning opportunities for teachers. Then administrators are invited to work with teachers to develop an ethos of enquiry in which both are encouraged to examine their own practice: learning about management and

working relationships, teacher and student evaluation, subject matter, instructional methods, etc; questioning what they learn in light of their own experience and thinking deeply about school improvement. Such an ethos provides the environment within which teachers can engage in their own search for answers to questions about their students' learning and their own teaching. This simply means that teachers "engage in systematic enquiry with the purpose of understanding and improving their practice" (Hopkins, p.9).

We (teacher educators) emphasize in preservice teacher education programs, however short or long the program, that becoming a teacher is a career-long process and that we can only begin them on that path. We can prepare them to enter and help them participate in developing a school ethos of enquiry by encouraging the attitude of enquiry and providing opportunities for them to learn the skills for doing classroom research. What follows is an illustration of doing just that with a group of high school preservice teacher candidates.

The Study Project

This project, as part of an instructional methods course, requires preservice teachers to work with one student or a small group of high school students for at least 20 hours toward improving students' learning. The objective is to offer the kind of assistance over 8-10 weeks that will enable the student to make some progress with his/her school work. This objective is within the broader purpose of developing the enquiring teacher, therefore the preservice teacher (PT) works through a situated enquiry process :

Observe — identify – focus - plan — deliver – evaluate - report.

The PT observes in the classroom and with the help of the associate teacher (AT) identifies a student (or several students) who needs some kind of help. From conversations with the AT, other professionals in the school and in the Faculty of Education, the PT determines a specific focus for working with the student, limiting the work to what is manageable and likely to yield results within a period of 8-10 weeks. An example is helping a student to overcome anxiety in preparation for a test. In collaboration with the AT or other support services in the school, for example a resource teacher, a plan is set up for working with the student during school hours and strategies for implementing the plan are devised. While the plan is systematic, actual delivery is sometimes haphazard, usually because of low student motivation to persist or change in the student's personal or class timetable, for example, after two or three sessions the student does not show up for a meeting. There might be any of several reasons for this (disinterest, peer pressure, working hours, home problems). Precious time is lost while the PT finds the student, replans meeting times and encourages the student to be consistent in meeting. The PT is asked

to keep a detailed log of what is done during this process and this should include the frustrations along the way. Sometimes it means abandoning the first plan and starting over with a new student and a different plan. Directions are given for the log. It should include tabulation of date, task, place, time on task, people involved, help provided to the student(s), skills, and resources used. A second level of the entry is a record of content of each meeting and reflection on the action taken. Out of this reflection should emerge an idea or topic for research. The emphasis is always on providing the kind of assistance that may enable the studens to progress with school work. A most direct evaluation of the outcomes of the process is usually highly observable: a change in the quality of the student's classroom work, attendance in classes improves, marks on test improves and the student passes a test (perhaps for the first time in that particular class), work habits change for the better, student grows in confidence and sometimes hope. While in some cases these results may be temporary because of the short time (20 hours) that the PT devotes to the task with the student, usually there are enough signs of change to let the PT know that it is indeed possible to make a difference, to help students change their attitude to learning and their performance on learning tasks. This is what goes on at the classroom level and in the school.

While working with the student(s) the PT is examining the problem in order to provide the best help and also to isolate an aspect of the problem for in depth study. This is done in consultation with a Faculty Advisor at the university, by searching the literature, by drawing upon course materials, by examining school records, by conversations with the AT and other school personnel. The intention is that this kind of search and research will provide directions for action with the student(s). However this does not always work as intended; sometimes the in school time with the student(s) is finished before a focus for research is determined. Still the completed work remains grounded in the experience of working with the student(s) for that remains the source of the issue that is investigated. Requirements for the finished product are: clear description of the specific problem or issue contextualised within the school, a careful and intelligent review of the literature dealing with the issue, suggestions of wys to address the issue or deal with the problem, incorporation of material from the log describing how the issue was explored or attempts to deal with the student's difficulty, conclusions about the experience and implications for classroom teaching.

So at the personal professional level the PT is learning basic investigative skills of research: searching, reviewing and using the professional and research literature, locating and using primary and secondary data, collecting data through different means (observation, interview, self report, students' records, test scores), recording data, organizing and making sense of that data, using the research to inform decisions while working with the student, preparing a research report, connecting theory and results of investigation with daily

classroom practice. When teacher ities work with students in this way (tutoring, coaching, counseling, giving homework support), they come to see the connection of those activities to improving students' learning and to improving their own teaching (Champ, 1995).

In summary there are three stages to the project: identifying a student or students to help, providing help systematically and keeping a record of what and how that is done, and completing a research paper based on a specific aspect of the project. There are also three outcomes of the exercise, this early engagement with systematic enquiry: helping a student or group of students with their school work; acquiring skills in doing classroom research, and seeing the value of classroom research in supporting teaching. The hope is that this experience will translate into an attitude of enquiry that they will take with them into their career.

Reflections

The preservice teachers do not always engage with this exercise with great enthusiasm; however by the end of the project, when they have prepared their finished product, they express appreciation for the experience. They come to realise the powerful tool that they have acquired for looking at their classroom and for working with their students. They talk about the new respect that they have for their Associate teachers, who seem to them, to effortlessly integrate students with difficulties in the class. They express heightened appreciation of the patience and skills of the resource teachers who support the regular classroom teachers in the school. They make connections between knowledge gained from different courses in their program - courses are no longer isolated and autonomous units. They have a broader view of the task of teaching that goes much beyond instruction.

Through the experience of the project described above preservice teachers begin to develop the attitude of enquiry into their practice, an attitude that is necessary for continuing professional growth. Such an experience is indeed different from taking inservice courses or attending workshops and conferences. It is introducing the teacher at an early stage to professional study that is self initiated and therefore emancipatory, for teachers are freed from dependence on "the work of academic researchers who aspire to a position of detached objectivity" (Groundwater-Smith, 257). Such are the teachers who will create and maintain an ethos of enquiry in schools as Bule's principle invites. It recognises and validates teachers early in their career as having "the capacity, under appropriate conditions, to undertake valid and reliable enquiries into all aspects of their working lives" (Nias, p.2) and begins to give them the analytic and methodological skills to undertake systematic enquiry. In the example above, it is intentional that their enquiries should lead to action, for the point is to see that teaching is not just doing by using a set of technical

skills; it is "behaviour that involves active, persistent, and careful consideration of any belief or practice in light of the grounds that support it and the further consequences to which it leads...; it involves a way of meeting and responding to problems" (Grant and Zeichner in Taylor and Runte, 56).

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Video Review

Cordis, L. and Manning, K. What is Experiential Learning? Experiential Teaching? Here's Help. Sequim, Washington: Loudon Manning Enterprises.

Experiential learning and teaching are considered important components of effective early childhood education. Active learning environments have long been advocated as essential in promoting the development of young children. Curriculum guidelines for young children often suggest appropriate activities that are grounded in experiential learning theory. However, teachers who want to implement an experiential learning approach need more than a collection of ideas to be successful. They need real life examples of what experiential learning and teaching looks like in action. And what better way to illustrate teaching and learning through experience than through a set of videos that captures children learning in naturalistic settings?

LeOra Cordis and Kathleen Manning, two innovative teacher educators, have produced a set of two videotapes that focus on the critical components of experiential learning and teaching. The set contains one video focusing on children and how they learn experientially; the other video depicts early childhood teachers demonstrating experiential teaching. Each video is about 18 minutes long with interesting narrative, appealing visual images and clear videotext A Guide for Leaders describes the content of the videos, provides suggestions for use, and includes the narration.

These videos reveal how children's learning classroom experiences and the teacher's role are intertwined. Three Canadian classrooms with experienced teachers show us how experiential learning and teaching looks and feels on a daily basis. The producers emphasize that the teachers and children followed normal routines and schedules, lending to the sense that this way of learning and teaching can be part of the regular school setting. The three classes consist of a kindergarten, a grade one-two combination and a third grade. Each of the three experienced teachers have degrees in early childhood education and use experiential teaching as their preferred instructional approach.

The first video, *Experiential Learning in Early Schooling* defines and describes the elements of experiential learning. The narrative is well coordinated with the visual images of children actually demonstrating each element. Teacher involvement in the learning process is included and would certainly help beginning teachers to understand their role in the environment and in their interaction with children. Dialogue between children and with the teacher is easy to follow.

A First Look at Experiential Teaching, the second video, continues with

the same high quality in the visual, narrative, and dialogue aspects. However, the focus changes to the teacher's role in designing environments to enhance children's learning through active learning. Experiential teaching is presented as a complex act integrating three components: the teacher's understanding of the importance of classroom and curriculum organization, ongoing evaluation of both processes and products and flexibility of instructional approaches.

The visual portrayals of each component are drawn from the same classroom settings used in the Experiential Learning in Early Schooling video. The visuals, combined with the voice message, clearly demonstrate the teacher role. Indeed, the viewer will be encouraged by the way the developers have built upon what they know about the strengths of successful teachers of young children. The knowledge, skills and attitudes that teachers bring to teaching are acknowledged as essential in implementing experiential learning and teaching.

Perhaps the most appealing aspect of these videos is the vignettes of children actively engaged in their learning experiences. Their dialogue, and at times, their "thinking out loud" lend authenticity to the videos. As a viewer I wondered if there were other wonderful scenes from these classrooms that might have been used to add variety and difference between the two videos to overcome some of the repetition in the scenes.

"Teacher talk" while kept to a minimum, is used as a means of extending children's learning. I particularly liked the use of written script that helps focus our attention on the points that are emphasized in the narration. The inclusion of a short guide for each video will certainly assist educators in preparing to use the videos effectively.

Overall, these videos are welcome additions to ~e professional development resources that teacher educators, school personnel and school trustees have for supporting professional growth among preservice and inservice teachers, administrators and other groups.

The videos are available from: Loudon Manning Enterprises, PO Box 1498, Sequim, Washington 98382. Telephone: 360/683-1905.

Reviewer

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Recent Publications by ISTE authors

Quintero, E., and Rummel, M. K. (1997). *American Voices: Webs of Diversity*. Duluth, Minnesota: The University of Minnesota.

Freire's problem-posing format of listening, dialogue, and action, combined with selected works of literature create this unique book. The text is designed to harness students' social imaginations as they explore their own perceptions of diversity and how the world works for those who are different from them. The combination of literature and the personal experiences of the students produce a class that is different each time because the interactions spring from the students themselves.

Rummel, M. K., and Quintero, E. (1997). *Teachers' reading/teachers' lives.* Albany, New York: SUNY Press.

By merging autobiographical and theoretical modes of discourse this book invites educators into a conversation that focuses on becoming more "effective authors" of their own lives as a way of being more in touch with the lives of students. Because Teachers' Reading/Teachers' Lives provides space for teachers to inventory - for innovative pedagogical tools - their own lives, their own reading, their own teaching, it is a valuable and important contribution.

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Willis, Jacalyn Giacalone, McMillan-Brown, & Greenberg, James D. Engaging

Urban Teachers in Science. 24-31, Issue 1.

Book Review: Miller, J.R.(1996). *Shinwauk's Vision.* Toronto: University of Toronto Press. Reviewed by Smith, Douglas. 66, Issue 1.

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Articles submitted to JISTE must be written in English, following manuscript guidelines (see below) and will be anonymously reviewed by referees. Each article must pass the review process to be accepted for publication. The editors will notify the senior author of the manuscript if it does not meet submission requirements.

Articles are judged for (a) significance to the field of teacher education from a global perspective, (b) comprehensiveness of the literature review, (c) clarity of presentation, and (d) adequacy of evidence for conclusions. Research manuscripts are also evaluated for adequacy of the rationale and appropriateness of the design and analysis. Scholarly relevance is crucial. Be sure to evaluate your information.

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Kissock, C. (1988). *Curriculum planning for social studies teaching: A cross cultural approach.* London: The Macmillan Press, Ltd.

Journal Article:

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Article or Chapter in an Edited Book

Churukian, G. & Lock, C. (1997). The nature of Teacher education. In B. Jeans (Ed.). *Issues in teacher Education, Volume 2* (pp. 114-126). Victoria, Australia: Felicitas Academic Press.

Unpublished Paper:

Lock, C. R. & Churukian, G. A. (1996, February). *Teacher educators in other countries: Some comparisons with teacher educators in the United States.* Paper presented at the 76th Conference of the Association of Teacher Educators. St. Louis.

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Electronic references should have an address permitting retrieval.

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Manuscripts, editorial correspondence, address changes, membership information, and questions should be directed to:

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January 2001 (Volume 5, Number 1)
Deadline for Submission: September 1, 2000
Theme: Teacher Education in a New Millennium: Linking Local Action With Global Perspectives

May 2001 (Volume 5, Number 2)
Deadline for Submission: December 1, 2000
Theme: Non-thematic. Interested members of ISTE may contribute manuscripts related to any important topic in teacher education.

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Interested members of ISTE may submit reviews of books or other media created by ISTE members. Reviews may be no longer than one Journal page.

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