Journal of the International Society for Teacher Education

The Future of Teacher Education and Professional Development

Volume 12, Issue 1, 2008

JISTE is an official, refereed publication of ISTE. The goal of ISTE is to publish six to eight articles in each issue. Using the Seminar theme, articles in the first issue of each volume are based on papers presented at the previous seminar. Articles in the second issue are non-thematic. Points of view and opinions are those of the individual authors and are not necessarily those of ISTE. Published manuscripts are the property of JISTE. Permission to reproduce must be requested from the editor.

JISTE is issued twice yearly by the International Society for Teacher Education. The subscription price of $US75.00 is included in the annual membership fee. Additional copies of the journal may be purchased for $US25.00. Institutional subscription to JISTE is $US50.00 per year. To obtain additional or institutional copies email Johan Borup, jrb@ucsj.dk

JOURNAL OF THE INTERNATIONAL SOCIETY FOR TEACHER EDUCATION
Volume 12, Number 1, 2008

From the Editor

Last June (2007), the Stirling Institute of Education welcomed ISTE participants to the University and to Scotland for their annual Seminar. In this issue of JISTE, the Head of the Institute, Professor Edwards, shares some information about the Institute and some insight into their approach to teacher education, whereby teaching and research are integrated; teachers are engaged with research early in their career; and research activities of varied types, from theoretical to practice-based, sustain a dynamic partnership between the Institute, the teaching profession and the education authorities in Scotland. From his examination of models of partnership in initial teacher education and in continuing professional development programmes in a number of English speaking countries, Professor Smith, who was a keynoter at this Seminar, notes the associated strengths and challenges of different models of partnership. It seems that the desire is for partnerships that are true collaboration and that this trend is an international direction for the future of teacher education and professional development. That was the theme of the Stirling Seminar. Anyone who is studying partnerships in the delivery of teacher education programmes, is working in a partner relationship, or is contemplating moving in that direction, will recognise the models and challenges that Professor Smith identifies, and will find his research sources helpful. The question for teacher educators and for the teaching profession is, stronger partnership and more collaboration in the future of teacher education, to what end?

All of the other papers in this issue provide some responses to that question, although that may not be the authors' intent. From their research with serving teachers in different contexts and countries, Professors

Choi, Malik, Ho and Kao may respond, to better develop instructional competencies of teachers in all levels of the education system, primary to postsecondary. From her research with teacher candidates, Professor Hughes is likely to say, to engage teachers in using the current technology to further their thinking reflexively about their work. This too is a competency, essential to teachers' continued professional development for a future teaching and learning environment that will be dominated by technology. Professor Schou's response would move us completely away from the competency paradigm which, she would argue, feeds the present global trend of comparative school testing. She would have all partners in the educational enterprise engage in resisting the present internationally developing test trend (tests of specific and somewhat narrow subject matter) by re-examining the wider purposes of education for the development of the whole person. These two dissimilar paradigms – developing competencies to improve performance on tests and expanding capacities to enable individual growth and communal participation – have different implications for how schools are organised, curriculum is developed and implemented, and teachers understand, value and live their role as professionals.

Whatever your interest in teacher education, you will find in this journal issue, stimulus to enquire, be curious, doubt and rethink. Connect with your chosen author and begin to dialogue about their work and yours and about the Future of Teacher Education and Professional Development.

CONGRATULATIONS to the Stirling Institute of Education as they celebrate their 40th !

Sybil Wilson (Canada)

From the Secretary General

Meeting the educational demands of a changing 21st century society is a challenge to teacher education. Perhaps in our globalised world there are demands that are universal and this universality provides some common ground for teacher education's response to change across the world. One educational demand that is universal is high quality teaching.

Teacher education's response is high quality teaching practice that is achieved when academic knowledge is combined with professional knowledge and competencies within foundational education and curriculum theory. Students obtain better results when teachers are able to combine their knowledge of specific academic subject matter with relevant methodology of the specific field and consider the abilities of the students. But there seems to be more demanded of the teacher and hence of teacher education.

How is it possible to prepare teachers to meet the high expectations of the profession and the demands of our changing society? How can novice teachers be prepared so they are able to function effectively as agents of educational change? How do teachers bridge the ideal world of teacher education and the unpredictability of everyday life in schools? What works? There are no easy answers to these questions.

I find it intriguing that the articles in this issue of JISTE point to similarities between educational practices in different countries and describes the use of mixed methods in order to perceive dilemmas and basic questions in education that persist at all levels of the various education systems.

I encourage teacher educators to share the articles published in JISTE with their students. It is one way of introducing beginning teachers early to research based knowledge; inviting them to reflect critically on research – process and results - with a view to grounding their own future practice; and mentoring them into linking educational research with professional knowledge and teaching practice.

I look forward to the forthcoming issues of JISTE for furthering our understanding of teacher education across the world and in different settings.

Lotte Rahbek Schou

The Stirling Institute of Education – Forty Years Young

Richard Edwards

A brief description of the Stirling Institute of Education, reviewing briefly its founding principles, which continue to guide its teacher education programming forty years later. One principle is the centrality of research in all educational programmes engaging academics, policy makers, practitioners and students, thus making research integral to the culture of the institution and relevant to educational decision making in Scotland and elsewhere.

Establishing the Institute

The University of Stirling is celebrating its fortieth anniversary this year, 2008. The Stirling Institute of Education (www.ioe.stir.ac.uk) was one of the inaugural departments when the University opened its doors in 1968. At that time the Institute had three members of staff. It was and remains the only Education department established in Scotland as solely a University department, with the associated commitment to research-led teaching that this entails.

Reflecting certain assumptions about teaching and teacher preparation at the time, the department positioned schools as "laboratories" within which experimentation was to be encouraged. This commitment to experimentation was reflected in the teacher education programme that was established. Stirling provided an undergraduate concurrent programme for aspiring teachers in secondary schools. This meant that students were able to study for a degree in their chosen subject plus a diploma in Education, enabling them to teach in secondary schools in an integrated way. In addition, micro-teaching was introduced. Micro-teaching sessions involved student teachers being filmed teaching a small group of pupils in a university classroom. Student teachers and their lecturers then discussed the film as part of the formative development of their teaching skills. Students were also taught by both University staff and practicing teachers. These basic elements, cumulatively enhanced, continue to this day.

The commitment to experimentation, or what today we might call innovation or creativity, which marked the Institute from its inception, remains strong today. Over the years, the size of the department and with that, the diversity of provision for teachers, has grown extensively. In addition to education programmes for secondary school teachers, we also provide teacher education for lecturers in further education colleges and for teachers of English as a Second Language. In September, 2008 we will be introducing a new undergraduate programme for teachers in primary schools. We also provide continuing professional development and doctoral support for teachers and lecturers at all levels in the Education system as part of our commitment to lifelong learning. We may no longer speak of schools as laboratories but the commitment to creativity and research-led teaching continues.

The Stirling Institute's aims for research are:
- to influence educational thinking nationally and internationally through fundamental research;
- to make the educational culture of Scotland more research-based by individuals engaging with research at all levels of the

system, from national policy making to teaching and learning in classrooms;

• to enhance the research capacity of the Scottish teaching profession and educational researchers throughout Scotland.

Within this framework the research strategy encompasses a wide range of research activities that include: research aimed at developing theory; research aimed at developing methods; strategic research into educational policies and practices; and applied research on specific problems identified by end-users such as the Scottish Government, the Scottish Qualifications Authority and Local Authorities. Developing the capacity of teachers for conducting practitioner research is a central feature of all professional courses. The Institute attempts to achieve a balance between teaching and research; and between pure, strategic, applied and practice-based research. The impact is evidenced by the range of important books and papers in leading academic journals and by the shaping of educational policies by our applied research in areas such as early years' education, lifelong learning, inclusion and apprenticeships.

Research in the Stirling Institute is organised into three "clusters", coordination and leadership for which is provided by Professors. Research in the clusters is not solely focused on schooling, thereby giving the research culture of the Stirling Institute a distinctive lifelong dimension, like its teaching programmes. Learning precedes schools and continues throughout life. Ideas are everywhere.

The Research Clusters
A brief description of each of the three research clusters follows.

Contexts of Learning
Research in this cluster investigates the social, cultural and institutional contexts of learning. It interprets learning as a form of participation in these contexts and emphasises the mutual shaping of the contexts and the individuals and groups who participate in them. Theoretical perspectives in this cluster draw on a range of social science and humanities disciplines including cultural theory, institutional theory, actor network theory, activity theory, practice theory and dynamic systems theory. The contexts of learning explored within this cluster include: discourses; the life course; pre-school provision; primary and secondary classrooms; further and higher education institutions; industrial workplaces; organisations as sites for learning; apprenticeship; production concepts; qualifications frameworks; the natural environment; the professions; globalisation and government policies.

Inclusion and Social Capital
This cluster group is concerned with issues of access, equity and inclusion across the lifespan, and encompasses school, further education and higher education sectors as well as non-formal and informal sites of learning. Research undertaken within this group focuses on the processes of policy formation and implementation and has a particular interest in the experiences of marginalised and under-represented groups. The researchers draw upon, and contribute to theories of social capital, participation, and inclusive education.

Communication, Learning and Interaction
The communication, learning and interaction cluster takes a broadly sociocultural approach to educational research, informed by fields such as psychology, sociology, philosophy, linguistics, literary theory and human-

computer interaction. Cluster members research ways of communicating and knowing in different domains, pedagogy as interaction, and the ways in which learning is shaped by, and shapes learners in a range of settings. The group is interested in exploring practices and in the formation and implementation of policy relating to communication and interaction in educational contexts. Research focuses on: communication through language and other semiotic systems; literacy as social practices; language education and linguistic diversity; interactions with people, technologies and organisations.

Research and Teaching

There is a considerable degree of synergy within the Stirling Institute between teaching and research. In the majority of programmes, efforts are made to ensure that teaching is research-led and staff present findings from their own current and recent research projects. We seek to develop programmes that are:

- Distinctive - placing inquiry at their heart;
- High quality - drawing on latest pedagogical research and improved technology;
- Credible - developed with stakeholders and involving practicing teachers in the teaching of programmes;
- Flexible – offering programmes on campus, off campus, fully and partly online.

Much of our teaching is guided implicitly by the Scottish National Priorities for Education in Scotland (2003), which are:

Achievement and Attainment: to raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results;

Framework for Learning: to support and develop the skills of teachers, the self discipline of pupils and to enhance school environments so that they are conducive to teaching and learning;

Inclusion and Equality: to promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages;

Values and Citizenship: to work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society and to teach them the duties and responsibilities of citizenship in a democratic society;

Learning for Life: to equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition.

Enhancing quality is central to the approach to learning and teaching in the department. As an Education department we expect to model a diversity of pedagogic practices to a high standard. These are assessed through student feedback, external examiner feedback, peer review, and through our involvement with programmes elsewhere, which provide a benchmarking activity.

For a relatively small Education department, we are engaged in a diverse range of activities that seeks to engage students and stakeholders in teaching and research. Maintaining the vitality of the department, while ensuring the highest quality of what we do, remains an ongoing challenge, which itself involves learning for us as well as those we teach. In this sense, we continue with the commitment to experimentation

and creativity which shaped our formation
forty years ago.

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Richard Edwards is Head of The Stirling Institute of Education and Professor of Education. He has researched and written extensively in the areas of adult education and lifelong learning, exploring both policy and pedagogy from a broadly poststructuralist position. Recent projects include Literacies for Learning in Further Education (co-directed with Roz Ivanic at Lancaster University) and Curriculum-making in School and College (with Mark Priestley in The Stirling Institute). Recent books include R. Usher and R. Edwards (2007) Lifelong Learning - Signs, Discourses, Practices, Dordrecht: Springer and R. Edwards and R. Usher (2008) Globalisation and Pedagogy, (2nd edition),London: Routledge.
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Partnership between Universities and the Profession - Perspectives from Scotland and Beyond

Ian Smith

Drawing on recent research by a team from the University of Paisley, the paper reviews Scottish initial teacher education (ITE) partnerships from perspectives within and beyond Scotland. These perspectives include comparisons with the other parts of the United Kingdom, and with selected English speaking overseas systems. In the context of these comparisons, it is suggested that Scottish ITE partnership needs to move forward from outdated duplication models to more innovative models, preferably collaborative. The paper identifies potential in new "community of enquiry" approaches currently being developed for other aspects of partnership between Scottish universities and the school teaching profession and suggests a number of issues to be addressed if such approaches are to be applied to ITE partnership.

The Overall Context for Partnership in Scottish Teacher Education

Partnership in Scottish teacher education is based upon the relationships between the seven main Scottish University providers of teacher education (Aberdeen, Dundee, Edinburgh, Glasgow, Paisley, Stirling, and Strathclyde) and a range of other stakeholders. These include the Scottish Executive (now Scottish Government) and the General Teaching Council for Scotland (GTCS) at the national level, and Scotland's 32 education authorities at the local level. The main emphasis in this paper is on the partnership between universities and the Scottish school teaching profession as a whole, the c.50,000 teachers in Scotland's schools, any of whom in theory may become involved in the teacher education process, for example, by supporting student teachers on school placements. The profession has important collective representation through Scotland's dominant professional association for teachers, the Educational Institute of Scotland (EIS), and through the GTCS itself. The majority of the Council (GTCS) members are elected teachers.

Partnership between the Universities and the profession involves the teacher education continuum from Initial Teacher Education (ITE) through Induction (in Scotland, the first year of teaching immediately after ITE) to Continuing Professional Development (CPD). This paper will focus on the partner relationship between the Universities and the profession regarding ITE, this being the stage at which all student teachers must undertake programs delivered in partnership between the Universities, Local Education Authorities and teachers in schools. In contrast, there is no formal requirement for a university role in the Induction year, although university staff may be involved in related professional development for the school staff, when they support and assess Induction teachers in their progress towards the GTCS Standard for Full Registration. Within CPD the Universities are involved as providers of Chartered Teacher programmes and programmes for the Scottish Qualification for Headship (SQH). However, there are other possible pathways to achieving the Standard for Chartered Teacher and the Standard for Headship. University credit-bearing CPD more generally is not compulsory for Scottish schoolteachers (although engagement with a broader definition of CPD is a contractual requirement (Bryce & Humes 2006, esp.

Ch.104 & 103; Menter, Brisard & Smith, 2006b esp. Ch. 2).

Recent Research Relevant to Partnership in Scotland
The main section of this paper is based upon research carried out by a research team then working at the University of Paisley, Scotland. The team comprised Estelle Brisard of the University of Paisley, Ian Menter (then at the University of Paisley) currently now at the University of Glasgow, and Ian Smith at the University of Paisley. Of particular relevance for this paper, are two funded research projects done by the team and described below.

1. *Models of Partnership in Programmes of Initial Teacher Education: A Literature Review (GTCS, 2003-2004).*
This project was externally funded by the General Teaching Council Scotland (GTCS) between 2003 and 2004, and led to the publication of the report, "Models of Partnership in Programmes of Initial Teacher Education" (Brisard, Menter and Smith, 2005). The GTCS project involved a systematic literature review of recent policy and provision on partnership in ITE in the United Kingdom inclusive of Scotland, England, Northern Ireland and Wales and in selected English speaking overseas systems (Australia, New Zealand and the United States). The aim of the project was to inform and make recommendations for GTCS policy on ITE partnership within Scotland.

2. *Convergence or Divergence: Initial Teacher Education - Policy & Practice in Scotland and England (University of Paisley, 2002-2004.)*
This project was funded internally by the University of Paisley's Research Committee between 2002 and 2004. It was a major investigation of ITE policy and provision in

Scotland and England, aimed at discussing whether ITE approaches between the two systems have more similarities or differences. To what extent do the systems converge or diverge? The research data were collected from extensive interviews of key policy-makers in Scotland and England; comprehensive fieldwork among a range of ITE providers in both countries that included interviews with higher education staff, partner school staff and students; and observation of teaching situations within ITE programmes. Partnership within ITE was a key theme for investigation during the research and is the subject of a specific chapter in the research team's book that grew out of the project, "Models of Partnership in Programmes of Teacher Education" (Minter, Brissard and Smith, 2006b). In addition to these two main publications, the research team has published several articles thereby sharing the research findings from both projects (Brisard, Menter and Smith, 2006; Smith, Brisard and Menter, 2006a; Smith, Brisard & Menter, 2006b; Menter, Brisard and Smith 2006a; Brisard, Menter and Smith, 2007). The first three of these articles are of particular relevance to partnership in initial teacher education.

"Home International" Perspectives on Partnership
When reflecting from research on how ITE partnership in Scotland might be taken forward most appropriately, relevant perspectives have been identified both from within the UK and from the wider international context. Following Raffe et al (1999), the perspectives from within the UK is here identified as "home international" perspectives. In contrast to certain barriers to innovation on partnership within Scotland (Smith, Brisard & Menter, 2006a), it can be argued that the English ITE system has taken forward significantly, the general

debate about models of partnership in ITE. John Furlong et al. (2000) have identified a typology of partnership arrangements in England which suggests four key models of partnership: Higher Education Institution (HEI)-based integration (duplication) model (Pre-1992); Complementary (separatist) model (Mid-1990s); HEI-led model (Mid to Late 1990s); and Collaborative model (Aspiration from late 1980s/early 1990s). An explanation of each of these four models follows.

1. *HEI-based/integration model*
In this model of partnership, Higher Education Institution (HEI) staff seeks to integrate the students' training experience in college or university with the world of the school. Higher Education (HE) tutors present campus based sessions which are highly oriented to practical preparation for the student teachers' placement teaching and includes HE tutors explicitly modelling school classroom teaching in their campus teaching approaches. The HEI-based model in Scotland was described by Margot Cameron-Jones as duplication (Cameron-Jones & O'Hara 1993). In using this term, Cameron-Jones was emphasising that the roles and responsibilities assumed by HE tutors overlapped with those which could be assumed by teachers in partner schools. For example, HE tutors would spend much time visiting schools in order to assess the classroom practice of student teachers, when partner school staff was also being asked to do the same thing on an ongoing basis during student teaching placements.

2. *Complementary (separatist) model*
This model of partnership looks to establish a clear separation of distinctive roles and responsibilities for HEI staff and school staff. For example, the duplication of roles between HE staff and partner school staff in relation to the assessment of students'

classroom teaching would be removed. Partner school staff would assume more formal responsibility for this assessment while HE staff would make school visits for "troubleshooting" or "moderating" assessment of student teachers, or perhaps make no visits. Within campus-based delivery, HE staff would give greater emphasis to the explicit delivery of theoretical and research perspectives on teaching while partner school staff would focus on the more practical preparation aspects.

3. *HEI-led model*
In this model of partnership, school staff agree formally to accept specified roles and obligations while the HEI provides overall leadership for both HEI-delivered and school delivered elements of programmes. The HEI is reinvigorating this overall leadership role to ensure coherent and comprehensive planning of the relationship between campus delivered and school delivered elements of courses. This leadership would tend to function through the use of a relatively small strategy group covering the HEI's overall partnership. HEI motivation for this approach would include the desire to sustain a clear role for higher education within ITE through providing broad reflection on practice informed by theory and research.

4. *Collaborative model*
In this model of partnership, the aim is to encourage student teachers to engage in reflective practice by drawing upon the different forms of professional knowledge contributed by HEI staff and school staff, both seen as equally legitimate and necessary for the professional teacher to function successfully. The HEI staff brings to the partnership "research and theory based knowledge and perspectives;" the partner school staff brings "situated

knowledge of teaching and schooling and practical perspectives" (McIntyre 1997, p.5). This model requires regular opportunities for HEI and school staff to meet for small group planning of programmes and for collaborative work and discussion in schools. However, such collaboration would involve wider and more ongoing contacts with a broader range of school staff, in contrast to the more restricted contacts with smaller strategic planning groups involved in the HEI-led model.

In considering the Scottish position on partnership within ITE, such Home International perspectives suggest that the Scottish system is still largely locked in the HEI-based (duplication) model. It has not been possible even to move into a clear acceptance of specified roles and responsibilities, distinctive between HEIs and schools, as required in the complementary or HEI-led models. Adopting fully collaborative models remains only an aspiration in Scotland. In fuller analyses elsewhere (Smith, Brisard and Menter, 2006a; Menter, Brisard and Smith, 2006b, esp. Ch. 4) the Scottish failure to move beyond duplication models of partnership has been explained in terms of the Scottish school teaching profession's reluctance to assume formalised, enhanced roles and responsibilities within ITE partnership, and the Scottish government giving low priority to resolving such fundamental issues of partnership. Such analyses have also noted that both of these positions could also be interpreted as indicating a greater respect for the role of universities within ITE among Scottish schoolteachers and government ministers, when compared to their English counterparts.

Wider International Perspectives on Partnership
Wider international perspectives on partnership in initial teacher education also raise challenging questions about the limitations in current Scottish approaches to partnership. Perspectives drawn from approaches to partnership in Australia are particularly informative and stimulating. A range of Australian approaches has been surveyed by the Commonwealth of Australia Department of Education, Science and Training (Chapman et al, 2003). A particularly interesting Australian case of innovative approaches is described by Judyth Sachs (2003). These sources present a strong emphasis in Australia on: the importance of moving from instrumentalist models of partnership to collaborative working relationships; the role of practice based partnership, in which teachers, student teachers and teacher educators work together on solving practical problems within the schools; and the vision of activist teacher education as advising/identifying issues and problems, spreading ideas, providing alternative perspectives, and evaluating programmes (Sachs, pp. 69-71). Across Australia there are many interesting examples of innovative partnership approaches that explore these themes.

A particularly well-developed example of practice based partnership is the Knowledge Building Community (KBC) model of the University of Wollongong (Kiggins & Ferry, 1999; Kiggins, 2002). This entails the following features:

• The formation of a learning community of student teachers, mentor teachers and teacher educators working together as "learning partners" in the authentic context of schools;

• Opportunities for collaborative inquiry, curriculum development and investigative teaching practice;

• A refocus of teacher education delivery from a campus-based-lecture-tutorial model to a problem-based-learning-within-the-school-site model;

• The use of computer mediated communication (CMC);

• The HEI-based part of the programme developing problems to support school-based learning;

• Teacher education students within the school being seen as teaching associates and educational researchers who gather data to help themselves solve specific problems;

• Partner school staff acting as guides about their profession and the culture of the school.

This particular model of ITE first appeared as a pilot that was designed from 1997, implemented from 1999, and is now widely quoted in Australia as an example of innovative partnership (ACDE, 2002). Against this example, current approaches to partnership within Scottish ITE must be depicted as failing to engage with more imaginative applications of collaboration.

"Community of Enquiry" Developments in Scotland
Despite the shortcomings of current models of ITE partnership in Scotland against innovative international comparisons, there are some recent partnership developments which may provide an encouraging point of reference. For example, significant efforts are being made to develop "communities of enquiry" which involve partnerships between the higher education community,

professional partners in schools and Local Education Authorities. Perhaps the best example of this approach can be found with the Applied Educational Research Scheme (AERS) and specifically its Learners, Learning and Teaching Network.[1] AERS is an important five-year Scottish programme funded by the Scottish Executive (now the Scottish Government) Education Department and the Scottish Funding Council (the funding body for Scottish further and higher education). The programme is led by the Universities of Edinburgh, Stirling, and Strathclyde. This consortium of universities is tasked with developing research networks linking not only academics from all Scottish universities, but also other stakeholders interested in research, such as schoolteachers and Local Education Authority officials. The aims of AERS include: to improve the infrastructure of educational research across Scottish HE institutions; to enhance its capability to support the country's long-term educational needs; and to carry out research projects on topics relevant to the National Priorities in school education, grouped under three themes: Learners, Learning and Teaching; School Management and Governance; Schools and Social Capital .

The AERS seeks to achieve its aims through the activities of Thematic Research Networks. These function both as collaborative research teams and network advisory groups. All relevant stakeholders are welcome to participate in the Networks, which use innovative, online communication tools. The activities of the Networks can be illustrated most appropriately by reference to The Learners, Learning and Teachers Network, and particularly to Project One within this Network, "Frameworks for fostering and evaluating communities of enquiry in learning and teaching." This is a

four-year project (2004- 2008), with the aim, "to examine the central concept of the community of enquiry construed both as a model of evidence based continuing professional development for teachers and also as a mechanism for the enhancement of school learning" (www.aers.org.uk).

Communities of enquiry hosted by the Learners, Learning and Teaching Network include: 22 collaborative research teams; 10 policy groups (e.g. on Schools and Mental Health, Assessment is for Learning); four study/enquiry groups (e.g. a secondary school site exploring citizenship issues; another school site dealing with bullying issues); seven teacher groups (e.g. one for Science teachers, another for Home Economics teachers). Such a project provides reason for optimism in suggesting that the type of partnership between university staff and other stakeholders within these communities of enquiry begins to resemble the type of activities associated with collaborative teacher education partnership in innovative international models, such as those from Australia mentioned above.

Challenges of Partnership in Scotland
Perhaps the challenges for Scottish University providers of ITE in taking partnership forward with the teaching profession can be captured by posing questions around the following issues:

1. Research perspectives suggest that Scotland needs to progress further from duplication models of ITE partnership towards collaborative models, or at least complementary or HEI-led models in the short term. Therefore as a starting point, can the Universities and other stakeholders agree that Scotland is still significantly trapped in an outmoded duplication model of partnership, and must move forward from

this? In a balanced defence of Scottish approaches to partnership, it must be remembered that Scotland has not adopted English models of school centred and employment based routes in ITE, e.g. SCITTs (School-Centred Initial Teacher Training) and GTPs (Graduate Teacher Programmes), with their threats to consistency of quality, the nature of professional knowledge, and the role of higher education in ITE (Menter, Brisard and Smith, 2006b). It is appropriate to celebrate the innovative Scottish partnership models developed for CPD (both Chartered Teacher programmes and SQH programmes) and the community of enquiry models being developed for AERS.

2. There are resource issues that underlay readiness for and questions around collaborative approaches to partnership that cannot be ignored. Are Scottish stakeholders ready to invest resources in collaboration projects? Is a fully developed collaborative model of partnership (such as the Australian practice based models) an appropriate general alternative for the Scottish ITE system? Do stakeholders currently feel secure about moving beyond a pilot approach in the short term?

3. If stakeholders have concerns about taking the collaborative model as the general next step for the Scottish system, what has to be done in Scotland to achieve the less radical development of complementary or HEI-led models of partnership? Such a move would still strengthen the current Scottish ITE partnership between Universities and the profession.

4. Discussion may be moving from "partnership" to "community", but this requires reflection upon the extent to which more imaginative community of enquiry approaches can be applied to the

"universal" ITE aspect of the relationship between universities and the profession, involving as it does each session, several thousand students and the teachers who support them. Are such approaches more appropriate to the "opt-in" aspects of the relationship, such as specific CPD programmes undertaken by 'volunteer' enthusiastic teachers? There is also the longer-term related debate on whether Master's level CPD should be a universal requirement for all Scottish schoolteachers. Another significant area for deliberation is the relationship between community of enquiry approaches and the debate about "collegiality" and "positional authority" in schools. One possible effect of community of enquiry approaches is to empower unpromoted staff in achieving a discourse which may challenge the views of promoted staff with positional authority. This possibility raises potentially complex issues for the profession and its professional associations (which represent both unpromoted and promoted staff), and for stakeholders in central and local governments. Universities must judge where they wish to position their partnership activities relative to embracing an activist

professional ethic or recognising the constraints of managerialist structures. To what extent will forms of partnership be determined ultimately by the views of all relevant stakeholders on the balance between the development of an activist form of collegiality and the retention of a managerialist hierarchy?

A fruitful area for future research in Scotland is to explore further both the conceptual relationship between community of enquiry approaches and collaborative models of partnership, and also the impact of any development of such approaches and models on the relationship between collegiality and positional authority within the working structures of the Scottish school-teaching profession. Such issues and questions may very well be germane to developments in teacher education in other countries.

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[1]This section of the paper is informed by summary information on aspects of AERS and its Networks provided by Professor Donald Christie, University of Strathclyde, Scotland.

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Glossary

ACDE   Australia Council of Deans of Education
AERS   Applied Educational Research Scheme
CMC   Computer Mediated Communication
CPD   Continuing Professional Development
EIS   Educational Institute of Scotland
GTCS   General Teaching Council of Scotland
GTP   Graduate Teacher Programme
HE   Higher Education
HEI   Higher Education Institution
ITE   Initial Teacher Education
KBC   Knowledge Building Community
SCITT   School Centred Initial Teacher Training
SQH   Scottish Qualification for Headship

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Secondary School Principals' Expectations of
Beginning Teachers in Hong Kong

Tat Heung Choi

Against the background of structural and curriculum reforms in Hong Kong, this article highlights the qualities and performance that 40 principals and senior teachers in secondary schools expect of beginning teachers. The data, collected through semi-structured interviews, identified an incongruity with the expectations of novice teachers wherein, despite their inexperience, they are presumed to be able to function effectively as agents of change for major education reforms. The data point to the need for induction and continuing professional development opportunities for beginning teachers if they are to meet the high expectations that their employers have of them.

Introduction

In keeping with global educational development, Hong Kong has given high priority to raising the quality of education through fundamental reforms at the turn of the 21st century (Mok & Chan, 2002). To support the reform measures, the government has placed due emphasis on enhancing the quality and professionalism of frontline education workers, through the provision of training and support (e.g. knowledge and skills in curriculum development, teaching and learning, assessment and school based curriculum development) as well as through the formulation of appropriate professional standards for teachers. Among the tasks ahead, the Advisory Committee on Teacher Education and Qualifications and providers of teacher education programmes are concerned with "enhancing support for new teachers and actively exploring the feasibility of establishing a mentorship scheme [and] strengthening pre-service and in-service teacher education in support of the implementation of the education reforms" (Education Commission, 2002, p. 19).

However, precise ideas of how to support initial teacher education in general and beginning teachers in particular remain vague to teacher educators. What has been reportedly clear is that there is increase in teacher stress and burnout in coping with school demands and educational change (Chan, 1998; Ho et al., 2003; Wong & Cheuk, 1998). As suggested by Ho et al. (2003, pp. 41-42), "how teachers cognitively construe the working environment could substantially influence occupational stress above and beyond the actual working environment." The different dimensions of the profession which teachers must comprehend and navigate early in their work and therefore should be part of their professional learning, are many and varied: emotional, relational, structural, material, cognitive, ethical or temporal (Curwen et al., 2007). Therefore it is important that beginning teachers, who generally lack experience, acquire early a realistic understanding of these dimensions to their work and what is expected of them by way of teacher qualities, competence and performance from a school perspective.

There have been research studies of differential early professional learning in relation to job satisfaction (Boreham, 2005), identity (Atkinson, 2004), pedagogical competence (McNally et al., 2005), perception of fate (Forrester & Draper, 2004), and organisational boundaries and

partnership arrangements (Edwards & Mutton, 2007). However, there is a lack of contemporary literature on school employers' expectations of beginning teachers in the planning of initial teacher education. This is a serious neglect in view of the relevance of school-based practice (Edwards & Mutton, 2007) in decentralised education systems in Hong Kong and elsewhere. With this neglect in mind, this paper draws on evidence gathered from secondary school principals, who had responsibility for practicum as part of partnership arrangements with universities (Choi et al., 2004). The purpose of the enquiry was to obtain a useful description of secondary school principals' priorities, expectations or concerns in recruiting neophyte teachers, and to evaluate the traditional conceptions of professionalism – knowledge, skills and attitude – in times of change. The findings will enable providers of teacher education programmes to better understand school employers' needs and expectations, and to support beginning teachers through their Induction year and beyond.

The Context
The place of the investigation is Hong Kong which has had a period of economic expansion. During this time the teaching profession was unattractive in financial terms. This situation was documented in the Education Commission's fifth report (1992), which raised concerns then about how the teaching profession could continue to attract and retain people of high quality, and how to strengthen the teaching force in terms of subject specialisation and professional training. The nature of these concerns was then highlighted by an official survey of secondary schools (Education Department, 1996), which recorded that whereas 90% of some subjects – history, biology, chemistry and geography – were taught by subject

specialists, this percentage fell to 68, 66 and 55 respectively for the core subjects of mathematics, English and Chinese. This shortage of core subject teachers was made worse by the further recognition of how few of these core subject teachers were teacher-trained, 87% for Chinese and 77% for mathematics compared to only 56% for English.

Later figures (Education and Manpower Bureau, 2002) reflected another stage in this economic cycle, the impact of an economic recession that made the teaching profession financially more attractive. Taking advantage of this recession, the government committed to enhancing teachers' language proficiency through mandatory benchmark examinations, and upgrading serving teachers' subject knowledge through the provision of professional training. Over the recent years, the number of secondary teachers who were subject specialists and were teacher trained has increased steadily. The latest statistics from the Education and Manpower Bureau (2006) show a large majority of core subject teachers at secondary level being subject-trained (91.7% for Chinese, 90.9% for English, and 78.9% for mathematics), as well as teachertrained (92.1% for Chinese, 90.2% for English, and 91.9% for mathematics).

Concurrently, the government, through its Education and Manpower Bureau (2001), moved to introduce both structural and curriculum reforms. The structural reforms involved defining schools by their language of instruction, increasing mixed ability teaching by reducing the academic ability bands from five to three, introducing school-based management, and reducing secondary schooling by one year so as to make room for four-year university studies. Curriculum reforms included school wide adjustments to a new examination system (combining two

public examinations into one, to be taken in the last year of secondary schooling), and the merging of non-core academic subjects (e.g. history, geography, science and technology) into liberal studies, emphasising interdisciplinary critical thinking in preparation for higher education.

From this brief and summary overview, it is possible to appreciate a growing educational incongruity in Hong Kong. In times of change, serving teachers might not necessarily benefit from their accumulated classroom experience; while beginning teachers, who are equipped with the latest knowledge and skills, are likely to be perceived as "agents of change," charged with implementing reforms, despite having had only minimal classroom experience. This incongruity suggests that a discussion of school employers' expectations of beginning teachers may be timely.

The Investigation
The present study falls into the paradigm of qualitative research, as it attempts to understand how school employers construct relevant expectations of teacher employees and perceive beginning teachers' paramount reality in a given social world in times of change. With an aim to explore what are expected of beginning teachers against the background of education reforms described above, data were collected from 37 secondary school principals and three senior teachers (in lieu of available principals of their schools), through semi-structured and standard interviews. The informants were chosen because they were responsible for employing teachers and therefore were considered best able to illuminate the research concern. The 40 secondary schools were sampled from the total population of 160 partnership schools with Hong Kong Baptist University, using stratified random sampling (Cohen & Manion, 2000). The resulting sample consisted of 28 Chinese-medium (less academically able/lower-band in general) schools and 12 English-medium (more academically able/higher-band in general) schools in keeping with the proportion of such schools in Hong Kong, and broadly representative of its secondary school system.

The reported interviews focused primarily on the principals' expectations of beginning teachers in terms of their qualities and performance, in relation to the vision and mission of their schools, as well as the current education reforms. Other issues on the prospects of university-school partnerships in relation to teacher education practicum were also addressed in the interviews and have been discussed elsewhere (Choi et al., 2004). Each interview was conducted by two of the four project team members in Cantonese within an hour. The audio-recorded interviews were translated from Cantonese to English and analysed in terms of identifying emerging topics: values and attitudes; generic skills and knowledge; agents of change. Quantitative occurrence of the emergent topics – noted both in terms of overall and then category distribution – guided the reported findings. What is needed is the point of the response relative to the object of study, that is, secondary school principals' expectations of beginning teachers in times of change. Although for this purpose, the finer details of translation may not be crucial, it is useful to include translations of actual responses and instances of cultural variance, interspersed with quotations from relevant literature, so that the reader can see how and why the conclusions are reached. The quotations of particular interviewees were selected because their words capture the nature of teacher professionalism.

Beginning Teachers and Professionalism
According to Furlong et al. (2000, p. 6), "changes in the nature of knowledge, autonomy and responsibility can alter the nature of teacher professionalism itself." Despite the introduction of the structural and curriculum reforms in Hong Kong over the past years, the traditional conceptions of professionalism – knowledge, skills and attitude – still have wide currency within the sample of school informants (Chincotta, 1992; Furlong et al., 2000; Hoyle & John, 1995; Whitty, 1997). Traditional perceptions in all schools keep alive a belief that beginning teachers can and should be fully trained prior to employment, and so the essence of professionalism spread throughout the principals' expectations of initial teacher education; for example, they said that the providers of teacher education programmes should be concerned with the development of teacher professionalism, in terms of the acquisition of professional attitude, as well as professional knowledge and skills. The school informants attached great importance to the moral standards and attitudes (responsibility) of teachers and their mastery of knowledge and skills, which are recognisably the traits of professionalism.

Values and Attitudes
Ethical humanism – with its emphasis on a humanistic and rational outlook – has been a distinctive feature of Chinese culture dating back to Confucius' times. As Wong (2002, p. 132) puts it, "Confucius' pragmatic attitude towards life and his emphasis on learning has had tremendous influence on the minds of the Chinese who have subsequently become known for the emphasis and value placed on education." This traditional Chinese value of education, with its emphasis on the moral aspect of learning, is reflected in the public respect accorded to teachers who, in return, are expected to be exemplary models for their formative pupils. Such expectation is rooted in a belief that "the school in an Eastern society is the church, the last fortress of moral ethic," as a principal put it. Accordingly, in recruiting teachers,

> We would look at the whole profile (personality) of each candidate; and the major criterion is the attitude of teachers, who must not view teaching as merely a job, but should understand their commitment in guiding and re-shaping their pupils.

The school principals interviewed showed enormous concern about the centrality of attitudes in recruiting teachers who will implement the schools' commitment to guide and re-shape young learners. Teaching requires life-long learning and commitment; so those beginning teachers who see themselves more as wage-earners would certainly find life difficult in the field. Professional attitudes are also associated with self-discipline, clarity of purpose and self-improvement. As usefully elaborated by a senior teacher,

> Self-discipline is the awareness of the rules and strict compliance to them. And one needs to be goal oriented to make things work; unfortunately, many new teachers these days behave as if they never know what they want to do, but just to get a job. The willingness to seek improvement is also important to avoid being phased out in times of change.

There is clearly a strong association held between self-improvement and educational change in terms of implementing current education reforms. However, can beginning teachers be adequately prepared for the level of accountability, time and effort expected of them, both in terms of their psychological

awareness and their actual ability to cope with the work demands? For school principals, the answer is affirmative, through initial teacher education. Teacher educators should ensure that would-be teachers clearly understand their prospective role as teachers. Notably, there is no mention of developing teaching competence through induction or continuing professional development for beginning teachers.

Generic Skills and Knowledge
While the difficulties in keeping up with the reforms are deeply appreciated by school principals, they expect beginning teachers to be fully equipped with relevant knowledge and skills so as to fulfil the requirements of the society, the school and their subjects. Apart from enthusiasm and a good understanding of education policies and new teaching ideas, other expectations of beginning teachers are associated with their capacity to integrate generic skills (communication, critical thinking, creativity, collaboration, information technology, numeracy, problem-solving, self-management and study skills) into different key learning areas (Curriculum Development Council, 2001). Within the new curriculum framework, the development of generic skills is considered fundamental in acquiring, constructing and applying knowledge in new contexts. Principals expect that beginning teachers be able to demonstrate development of generic skills across key learning areas, as well as effectively transmit knowledge as they account for learner differences.

> Naturally we try to adhere to individual skills in allocating work, but the current education reforms, for instance, clearly suggest that the barriers between subjects be broken, and that pupils' generic skills be fostered ... It appears that graduates often lack the insight on

making more advanced knowledge applicable and perceivable at a more elementary stage; and this is something that we should work on for improvement.

Variations among school principals' expectations of teachers' subject knowledge and pedagogic skills are noted as reflecting contextual variables, such as each school's academic banding. Principals in higher-band schools reported being more concerned with subject competence and academic background in recruiting teachers, for example,

> The first thing we look into a pile of applications is examination results [subject competence], in particularly for teachers of A-level classes. The next thing is the applicants' alma maters – from which secondary schools and universities they come. Next comes relevant work experience; and for fresh graduates, we would look at their past achievements, as well as the characters and capabilities shown on their resumes. Performance in an interview is another channel from which we get to know more about their subject knowledge and characters.

The emphasis on teacher knowledge can be attributed to the fact that higher-band pupils belong to the top 33% (20% before the reduction of five academic ability bands to three) of the whole pupil population. By contrast, principals in lower-band schools reported more emphasis on the pedagogic competence of teachers compared to subject knowledge.

> With the obvious polarisation among the pupil population in Hong Kong, we need teachers who possess the will to deal with the majority [of learners], who

struggle at a lower level. Our mission is enabling pupils to learn happily and preventing them from being discouraged from learning.

Teachers in lower-band schools are expected to be able to motivate pupils to learn, to manage classroom discipline, and to accommodate learner differences under the new banding system since September 2000. These criteria are however, less emphasised by higher-band schools, which are more strongly oriented to academic achievement rather than disciplinary and learning issues. For beginning teachers – who cannot predict during their training which school band will employ them – to attain this spread of performance expectations may seem daunting if not impractical.

Agents of Change
Beginning teachers facing this daunting, if not impractical, set of school principals' expectations have one more reported expectation to meet, that of being responsive to change in accordance with the on-going education reforms and with new dimensions of teacher professionalism. For school principals, it is essential that teachers develop a sense of urgency as well as a high level of adaptability to changes, and be in line with the education reforms. As suggested by an interviewee,

> We moved too slowly in the past – and now, we have to take extra strides to endure the increasing demands and rapid changes, which have made life harder. If beginning teachers in this age have a broader vision and greater compatibility, they would be better able to accommodate and appreciate others. Such qualities help to avoid internal clashes and make life easier in a tense working environment.

Beginning teachers' major personal qualities in response to changing needs include an awareness of crisis, adaptability, and broadened vision. For neophytes, beginning teaching is more than a test of their level of confidence in areas of professional practice (e.g. curriculum knowledge, assessment techniques, differentiated teaching, etc); it is also a challenge to their emotional maturity (range and intensity of feelings), relational skills and adeptness in social interactions (Curwen et al., 2007). In addition to assuming such managerial personae, they are expected to be endowed with a spirit of self-sacrifice with a view to coping with the incessant work demands and relentless examination pressure: "We would like to have teachers who are active and willing to accept challenges and sacrifice private time … to come back to the school at weekends to conduct drills and exercises."

Such all-round expectations of beginning teachers clearly overlook the temporal dimension of early professional learning (Curwen et al., 2007), that is, the impact of time as it relates to novice teachers' competence to meet the pupils' needs for teaching and learning amid other administrative duties. Considering all such work demands, it is little wonder that teaching might not be perceived as a welcoming profession for beginning teachers, who are insufficiently advised to safeguard their life outside work.

Summary and Implications
There was a general social and political will to expand and improve the quality of teacher education in Hong Kong, as in other national educational contexts in the 1990s (Lucas, 1997; Sultana, 2002; Morris and Williamson,, 2000). With this as a background, this paper addressed the lack of a school perspective in planning initial

teacher education programmes. As aptly emphasised by an informant,

> I think it is not just mine, but everybody's expectation that you [providers of teacher education programmes] can provide a service that meets the needs of the schools and society. The problem is – what do schools need? That is what you should ascertain.

Such a broadening of the investigation into school employers' expectations of beginning teachers marks the orientation of the exploration. Drawing together the reported views indicates at least some of the qualities that are expected of beginning teachers at the secondary level. These qualities reflect something of the traditional conceptions of professionalism, as well as the school informants' perceptions of the on-going education reforms. In brief, according to the 40 school principals and senior teachers, beginning teachers should be fully immersed in the principles of reforms, and well-equipped with the necessary knowledge, skills and attitudes to successfully navigate the road to change. On the note of traditional conceptions of professional work, however, none of these school employers ascribed a degree of autonomy (freedom in making professional decisions) to beginning teachers. Nowhere in the interviews did this surface among their expectations. Little wonder then, that novice teachers tend to feel constrained by their peripheral participation in implementing reform measures.

One of the "centre-periphery" problems of education reforms and policy implementation is frontline teachers' resistance to innovation or lack of readiness for change. As for beginning teachers, it is not difficult to appreciate their murky reality

facing the overwhelming if not unreasonable set of expectations. As suggested by Curwen et al. (2007), the major influences on new teachers' perception of their welcome to the profession are: the structure of the Induction system, relationships within the school setting, and formal and informal support systems for neophytes. Notably, the interviewed school employers seemed to be more concerned with newly recruited teachers' competence in coping with individual work contexts than in providing early professional learning opportunities through induction and continuing professional development. While schools may count on beginning teachers' contribution to innovation for the difficult enterprise of implementing educational change, it is necessary for classroom practitioners to keep some personal time for other life-enhancing activities while growing through their professional practice. Overwork will make teachers more vulnerable to poor health, and lead to terrible depression and anxiety. A teacher, whether experienced or novice, must dread such conditions. Beginning teaching can be an enjoyable challenge; but the need for induction (Lazovsky & Reichenberg, 2006) is certainly one of the many issues awaiting exploration, for not everything that the teacher needs to know can be learned at the stage of initial teacher preparation.

What might slightly complicate newly recruited teachers' perception of their welcome to the profession is their level of fit to individual school contexts. It will be remembered that student teachers cannot predict during their training which school band will employ them; but there are variations among school employers' expectations of beginning teachers' subject knowledge and pedagogic skills in relation to the academic abilities of their pupils. In the light of this uncertainty, it would seem

important for providers of teacher education programmes to broaden the school experience (practicum) of trainee teachers prior to their assuming longer-term employment; and to nurture professionally qualified teachers through flexible educational experiences that will help them keep up with "rapid change and increased expectations of differentiating to meet individual learner needs" (Draper, 2007, p. 1).

The general consensus that teachers are the most important factor in raising educational achievement reminds us that teacher education should be given top priority in education policy agendas. In moving forward, what remains clear is first, that within the context of Hong Kong, there is an educational incongruity in school employers' expectations of beginning teachers and, secondly, that this incongruity must be addressed if the current education reforms are to achieve their declared aims of providing a quality education, and if Hong Kong is to continue to merit the reputation of being one of the world's best school systems (Barber & Mourshed, 2007).

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Teacher Competency and Students' Achievement

Ra'ana Malik

The paper reports on a study of 800 secondary students and 200 teachers that explored the relationship between teacher competencies and students' achievement. Observation of 33 teacher competencies, grouped into six categories, was correlated with students' 2006 examination scores in all subjects taken that year. Cognitive and pedagogical competencies in combination with other competencies emerged as the best overall predictor of improved student achievement The social and personal competencies of teachers also need due emphasis, to instil values and attitudes among students to help them become responsible members of the society.

Introduction

Teachers play an important role in shaping the future of individuals as well as of entire generations; hence the quality of teaching in schools is critical. Research continues to demonstrate the dramatic effects that teachers can have on the learning outcomes and lives of students. In fact, studies have shown that teacher quality is the most important educational input predicting student achievement. (Darling- Hammond, 2000a, 2000b; Ferguson, 1998; Ferguson and Womack, 1993; Goldhaber, 2003; Hanushek, 1992; Jain, 2004; Lu, 2005; Misra, 2002; Monk, 1994; Perveen and Qadri, 1982; Qaisarani, 1989). Therefore, a highly trained teaching force is a key to the development of a responsive and effective system of education. The high level of competencies and skills required of a teacher is in turn dependent on a high quality of teacher educators (Mirza, Hammed and Iqbal, 1995). Teacher effectiveness is measured in terms of the teacher's behaviour in the class and other professional settings and in terms of changes in students that are attributable to the teachers' help. Measurement of effectiveness in the classroom demands the specification of teacher competencies.

Competence refers to being well qualified to perform an activity, task or job function. *Competency* is the particular skill set in order to perform a specific task or in a given role. Competencies required for a teacher include: willingness to devote life to education; showing affection to students; working diligently; mastery of subject matter; level of education; content knowledge; teacher licensure/certification; years of teaching experience; management of class time; classroom management; maintaining students' interests; commitment to students and learning; planning curriculum; cheerful personality; cordial relationships with parents and colleagues and community; providing enrichment and special attention to weak students; maintenance of students' progress records; specific pedagogical skills as questioning, presentation skills, clarifying of concepts, creativity, planning lessons, integrating new and previous information, communication skills, giving positive feedback to students, using teaching technology and assessing students regularly. (Darling–Hammond, 2000b; Gilchrist, Dutton and Wrinkle, 1985; Goldhaber and Brewer, 2000; Government of Punjab, 1999; Greenwald, Hedges and Laine, 1996; Hanushek, 1992; Iqbal, 1996; Jain, 2004; Monk, 1994; Shah and Sultana, 2000).

While researchers tend to agree that teacher quality is an important determining factor in influencing student outcomes, there is little consensus about which of the many specific

teacher competencies has influence on students' outcomes. The specificity tends to be shrouded in more general attributes such as teachers' credentials, so there is research that is focused on finding out the relationship between teachers' credentials and students' achievement. In order to measure teacher competency and its impact on students' achievement it is necessary to assess what teachers are actually doing in the classroom, not simply check their credentials.

Purpose and Research Questions
The purpose of the study was to investigate the relationship between the competencies of secondary school teachers in Lahore district and students' achievement as measured by students' final secondary school grades. More specifically, answers to the following research questions were sought:
1. Is there a relationship between overall teacher competencies and students' achievement at the secondary level?
2. Is there a relationship between six groups of teacher competencies - personal, social, cognitive, pedagogical, communication and evaluation - and students' achievement by subjects at the secondary level?
3. Which of the teacher competencies are the best predictors of students' achievement by subjects at the secondary level?

Measures
The scores that students obtained on the Board of Secondary School Examination of 2006 were used as the measure of students' achievement. Scores included students' results in all subjects offered at the secondary level, Urdu (grammar, prose and poetry), English (grammar, prose and poetry), Islamiyat (religious education), Social Studies, Mathematics, Physics, Chemistry and Biology. Assessment of

teacher competence was done using an observation schedule (Appendix I). Through a review of related literature, 33 competencies were identified. These were grouped into six categories: personal, social, cognitive, pedagogical, communicative, and evaluative. The classroom practices by the teacher were observed on a five-point scale with a range from one (unsatisfactory) to five (superior). The teacher was observed on each of the 33 competencies. The reliability coefficient of the observation schedule was found to be .852.

Sample
The sample of the study consisted of 800 public secondary school students and 200 teachers. Twenty public secondary schools, balanced according to gender (10 male and 10 female), were randomly selected from the Lahore district. From each school, ten teachers were selected teaching one subject each, thus comprising a total of 200 teachers. The test scores of 40 secondary students from each school, randomly selected, were taken of all the ten subjects offered at the secondary school level.

Data Collection
The teachers were told that the observation of their classes would not affect their school record. They were requested to teach their classes in the routine manner for forty five minutes. The same lesson was given to each respective subject teacher to teach in the class in each selected school. The researcher observed the performance of the teacher on a pre-developed observation schedule (Appendix I).

Results
The overall teacher competency was a composite score determined from the average of six groups of competencies. Pearson Product Moment Correlation was calculated to determine the direction and

strength or magnitude of the two variables at the same time, i.e. overall teacher competency, on average, and students' mean achievement in each subject. The results indicated that students' achievement in only three subjects, Urdu (prose and poetry), English (prose and poetry) and Islamiyat (religious education) was not significantly correlated (r -.137, p=.175; r =.05, p =.622; & r =.158, p =.116, respectively) with overall teachers' competencies, whilst in the remaining seven subjects, students' achievement was significantly correlated with the overall teacher competencies score. Further, students' achievement in Urdu (prose and poetry and grammar,) English

(grammar) and physics were shown to be negatively correlated with overall teacher competencies; however, English (grammar) and physics were significantly correlated. The overall analysis showed that moderate association was found with mathematics, chemistry and biology; whereas for the remaining subjects, low association emerged between overall teacher competencies and students' achievement. Interestingly, in all the pure sciences- biology, chemistry and physics - students' achievement was found to be significantly correlated with overall teacher competencies not only at .05 alpha level but also at .01 alpha level.

Table 1. Correlations Between Students' Mean Achievement Scores by Subjects and Teacher Competence

Group of Teacher Competencies	Pearson Correlation Coefficient									
	English (Prose & Poetry)	English (Grammar)	Urdu (Prose & Poetry)	Urdu (Grammar)	Islamiyat	Social Studies	Mathematics	Physics	Chemistry	Biology
Personal	-.172	-.215*	-.359***	.192	-.126	.095	.572**	-.231*	.492**	.109
Social	.110	-.221*	-.276***	-.288**	.226*	.393**	-.486**	-.169	.542**	.130
Cognitive	.201*	.528**	.282***	.397**	-.055	-.160	.341**	.554**	.292**	.459**
Pedagogical	.039	.225*	.023*	.484**	.455**	.231*	.381**	.195	.295**	.255*
Communication	-.040	.065	-.364**	.429**	.231*	-.170	.276**	.269**	.786**	.077
Evaluation	.390**	.141	.206*	.143	-.293**	.191	.154	.236*	.101	.377**
Overall Teacher Competence	**.05**	**-.244***	**-.137**	**-.263****	**.158**	**.229***	**.554****	**-.279****	**.471****	**.314****

* p < 0.05; ** p <0.01; *** p <0.00

Best Overall Predictor Model by Subjects
Table 2 below shows the estimates of beta coefficients used for predictive power in the best overall predictor model for students' achievement by subjects. The coefficients in the different variable models reflect the high degree of association between combinations of competencies. It was necessary to include all variables (negative and positive) to provide the best predictive model; however, the negative coefficients caused by these high correlations should not be interpreted detrimentally. "Even a negative correlation does not rule out the possibility of a positive direct causative relationship" (Glass and Hopkins, 1996, p. 140).

Stepwise selection results showed the best overall significant predictor of students' improvement in English (prose and poetry) to be a combination of evaluation and personal and cognitive competencies. Regression coefficients for evaluation (b =.556, p=.000*) and cognitive competency (b=.605, p=.000*) indicated that for every unit increase in the teacher competencies in the evaluation category, the students' achievement in English (prose and poetry) was predicted to increase by .605 units and for every unit increase in teachers' cognitive competencies, the students' achievement was expected to increase by .556 units. Personal competencies (b =.940, p =.000*) were found to be negative predictors of students' achievement in English (prose and poetry). The best overall significant predictors of students' achievement for the other remaining nine subjects defined by different combination of competencies are presented in Table 2.

Conclusions and Discussion
The results of the study showed different combinations of teacher competencies required to improve overall students' achievement. Hence, it provides support for the belief that teacher competency, and therefore effectiveness in the classroom is related to raising student achievement. This exploratory study, which examined only possibilities, did not attempt to show cause and effect. Cognitive competencies which include mastery of subject matter, awareness of educational policy, identifying students' performance outcomes for planned lessons, and referring additional reading material for clarification of ideas and concepts were ranked as number one (Figure 1). These competencies emerged as best overall predictor in combination with other competencies for improved students' achievement in five of ten subjects, English (prose, poetry and grammar), Urdu (prose, poetry and grammar) and biology.

Cognitive competencies emerged as most influential in the teaching of languages particularly. The pedagogical competencies emerged as another high predictor for improved students' achievement. These competencies were shown as a more positive predictor in the teaching of pure sciences-mathematics, physics, and chemistry - than in the social sciences.

Table 2. Best Overall Predictor Model by Subject

Subject	Beta Estimate	t Value	P Values of Variables
English (prose & poetry)			
Evaluation	.566	6.396	.000*
Personal	-.940	8.246	.000*
Cognitive	.605	5.273	.000*
English (Grammar)			
Evaluation	.364	4.440	.000*
Personal	.352	3.015	.003*
Cognitive	.938	8.111	.000*
Urdu (prose & poetry)			
Personal	-.398	-3.585	.001*
Cognitive	1.133	12.849	.000*
Social	-.793	-6.025	.000*
Urdu (Grammar)			
Evaluation	-.621	-19.033	.000*
Personal	1.492	27.104	.000*
Cognitive	.933	22.410	.000*
Communication	.242	8.351	.000*
Social	-1.242	-17.034	.000*
Pedagogical	.151	2.430	.017*
Islamiyat			
Personal	.843	9.077	.000*
Communication	-.238	-3.045	.003*
Pedagogical	-.905	-9.986	.000*
Social Studies			
Personal	-.919	-5.894	.000*
Social	1.181	7.579	.000*
Mathematics			
Personal	-1.157	-7.120	.000*
Social	.762	4.222	.000*
Pedagogical	.606	6.269	.000*
Physics			
Cognitive	-1.185	-10.393	.000*
Social	.928	7.177	.000*
Pedagogical	.259	3.019	.003*
Chemistry			
Evaluation	.235	4.808	.000*
	.866	17.999	.000*
Communication	.848	11.630	.000*
Social	1.027	12.143	.000*
Pedagogical			
Biology			
Personal	-.517	-4.171	.000*
Cognitive	.843	6.803	.000*

Figure 1: Most Influential Teacher Competencies in Raising Students' Achievement
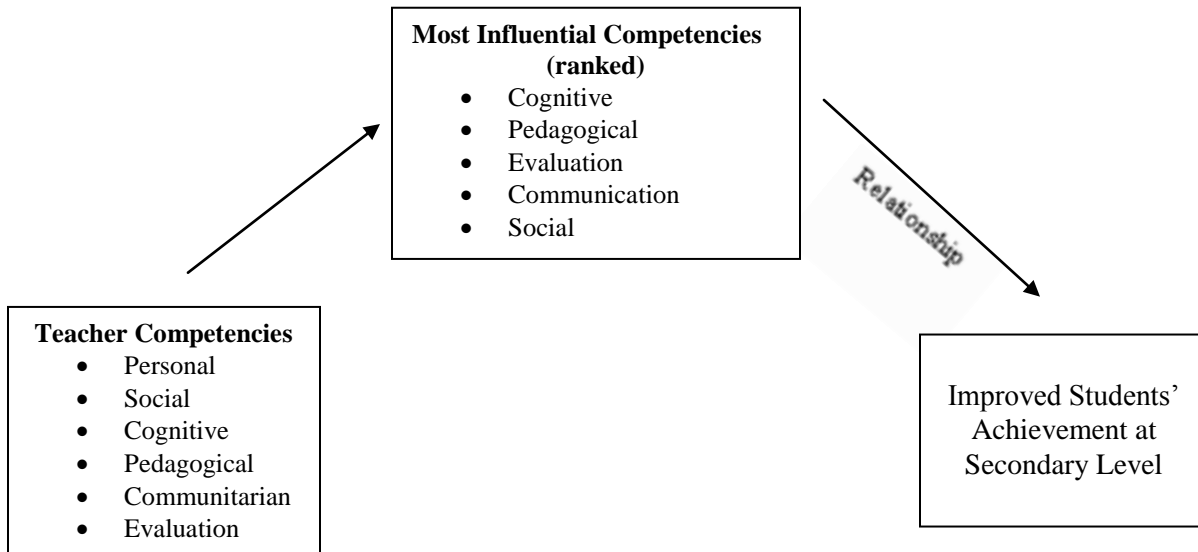
Next to the pedagogical competencies were the competencies in evaluation - testing and examinations. In combination with other competencies, tests and examinations appeared as the best overall positive predictor for student's achievement in English (prose, poetry, and grammar) and chemistry, whereas they were shown as negative predictor for students' achievement in Urdu (grammar). The results showed that communication skills emerged in combination with other competencies for only three of ten subjects. However, among the three, these competencies were found to be a positive predictor for students' achievement in two subjects, Urdu (grammar) and chemistry. Social competencies emerged to be the best predictor for improved students' achievement in six out of eight subjects. They emerged as a positive predictor in four subjects and a negative predictor in two subjects. The social competencies category includes cordial relations with colleagues, administrators, parents, community and students. It requires developing confidence, responsibility among students, appropriate

social behaviour and integrity, giving students extra time and listening to their problems. Interestingly, social competencies were found to be improving students' achievement more in pure sciences than social sciences. Personal competencies were shown as the best significant predictor of students' improvement in eight out of ten subjects. However, they appeared as positive predictor for improved students' achievement in English and Urdu (grammar) and Islamiyat, whilst for the remaining five subjects, English and Urdu (prose and poetry), social studies, mathematics and biology, personal competencies were found to be negative predictor for students' improved achievement.

The results of the study indicate that for the teaching of languages, cognitive competencies are the most important, followed by the personal, pedagogical and social competencies. Hence, secondary school language teachers must be encouraged to focus on these competencies. Less number of competencies was found to be playing a significant role in the teaching

of Social Studies and Islamiyat (religious education). Personal competencies were shown as positive predictor for improved students' achievement in Islamiyat. This supports what is known, that, while learning Islamiyat (religious education) the students take the teacher as a role model. Knowing this, the teachers of Islamiyat should give special attention to their own behaviour and conduct. In the pure sciences, pedagogical and social competencies were found to be playing a significant role in three out of four subjects, mathematics, physics and chemistry. There is a need to strengthen the teacher education curriculum at the secondary level so that instruction is focused on developing teachers who are effective in pedagogical and social competencies for teaching pure sciences.

Concluding Comments

The findings of the study suggest that secondary school teachers should be given intensive training in managing the pedagogical and practical classroom situation, specifically in class management techniques, group differentiation, preparation and conduct of tests and examinations, use of available indigenous material such as teaching kits, systematic presentation and review of daily lessons.

Moreover, the social and personal needs of students require due emphasis, in order to instil such values and attitudes as will help them become responsible citizens. Substantial evidence from prior reform efforts indicates that changes in course taking, curriculum content, testing, or text books make little difference if teachers do not know how to use these tools well and how to diagnose their students' learning needs (Darling–Hammond, 2000b). The recommendations in this study are limited by the exploratory nature of the investigation and therefore apply only to the sample in the context of the study. Further studies are needed to validate and expand upon these findings. Still recommendations based on the results of this study are offered in the hope that changes will occur in the system of schools in the study sample in order to provide teacher preparation practices aimed at improving the teachers' cognitive, pedagogical and evaluative competencies. There is also information that can be taken from the study to assist teachers and administrators as they work with limited resources in a very challenging and stressful profession with the aim of continuous overall improvement in students' achievement.

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Appendix I. Teacher's Competency and Students' Achievement

Sr. No	Competencies	Superior	Above Standard	Standard	Below Standard	Unsatisfactory
	Personal					
1	Dressed properly					
2	Punctual and regular					
3	Initiative and take extra duties					
4	Work for overall school					
5	Design personal professional development plan for our improvement					
	Social					
6	Support school personal in the continuous school improvement process.					
7	Develop cordial relations with colleagues, open to accept ideas					
8	Act as a mentor and listen to students' problems.					
9	Regular contact with parents					
10	Promote student responsibility, appropriate social behaviour, integrity, and honesty through learning activities.					
11	Cordial relations with community.					
	Cognitive					
12	Subject matter knowledge					
13	Awareness of current development in the subject.					
14	Identifies students performance outcomes for planned lessons					
15	Accesses and interprets information from multiple sources.					
	Pedagogical					
16	Arranges and manages physical environments.					
17	Uses learning time effectively.					
18	Uses technology in lesson and material preparation.					
19	Relate teaching to children's direct experience.					
20	Provide opportunities for students to learn higher-order thinking skills					
21	Uses new methods, approaches, devices and techniques.					
22	Review of acquired knowledge to link new knowledge and ideas.					
23	Varies activities to accommodate different students learning needs, development al levels					
24	Provide feedback and reinforcement to students.					
25	Encourages classroom participation and discussion.					
26	Remedial enrichment and special attention to week students.					
	Communicative					
27	Provide opportunities for peer learning.					
28	Support individual and group inquiry in the classroom.					
29	Give home task and provide feedback.					
30	Varies communication (both verbal and non-verbal) according to nature and needs of students.					
31	Encourage students in positive and supportive manner.					
	Evaluative					
32.	Maintains observational ad anecdotal records to monitor students' development.					
33	Inform parents of their children's progress.					

The Implication of Instructional Design Practice for University Faculty's

Professional Development in Taiwan

Li-An Ho

and

Hsun-Fung Kitty Kao

A quantitative study presents findings from a survey of 174 faculty members at a comprehensive university in Taipei, showing that, among the five stages of the instructional design process (analysis, design, development, implementation and evaluation) university teachers are more focused on analysis, design and development of instruction. The data also suggest that university teachers place an emphasis on content analysis, instruction implementation, and summative evaluation of instruction and that they are less concerned with pre-instruction preparation and formative evaluation. Some of the findings are consistent with studies that examined the instructional design practice of elementary school teachers. Suggestions are made for action in higher education institutions to support faculty in becoming more skilled in instructional design and hence improve the quality of teaching in the university.

Research background

An effective teacher should have a well-prepared instructional design before instruction. This instructional design is a guiding tool that helps teachers gain in-depth understanding of the instructional context and so facilitates teachers managing their teaching. During instruction, teachers are required to effectively and efficiently manage time, resources and methods; control factors that affect learning; and coordinate instructional activities. In other words, teachers must adjust instructional pace and methods to maximise learning outcomes. Instructional design models aim to support teachers to achieve this goal.

Instructional design models help teachers organise instructional content and sequences in a more coherent and logical way. Consequently, instructional activities become more dynamic and effective; students tend to demonstrate positive learning attitudes, better learning habits, or gain higher achievements (Kemp, Morrison, & Ross, 1994). However, it is unknown to what extent instructional design models and principles are accepted, adopted or applied by university faculty in Taiwan. In addition, among various types of instructional design models, which kinds are suitable for today's university teaching? Are university teachers well trained to use instructional design models in planning?

Taiwan's higher education has changed from elitism to massification of education in an era of universal education (Yang, 2002). According to the Ministry of Education (2005a), among the high school graduates who took the 2006 college entrance examinations, there were 89,991 students (89.05%) who were admitted to a university. However, this large number enrolled in university does not necessarily mean the quality of higher education is satisfactory. In fact, it is learned that, with the increase in the university student population and the number of higher education institutions, university faculty have been challenged with research, publications and promotion and this has affected the quality of teaching (Ministry of Education, 2005b). Teaching is one of the major tasks of university faculty. In fact, Taiwan's "Law for Teachers" indicates that teachers at all levels have the

obligation to further advance their knowledge and skills in not only their fields of study but also their instructional literacy (Ministry of Education, 2002). However, unlike current in-service teachers in K-12, university faculties do not need to learn to teach by participating in teacher education programmes that would help them improve their teaching skills. So it is essential to learn how university faculties prepare for teaching in a systematic way. The study aims to examine and understand how higher education teachers perceive their own professional performance through the lens of instructional design and to uncover how personal background is related to university teachers' instructional design practice.

Related Literature
Among the many instructional design models that can be used for planning instruction in different teaching and learning contexts are those by Dick & Carey (1990), Morrison, Ross and Kemp (2001), Smith & Ragan (1999), and Heinich, Molenda & Russell (2002). Some, like the Dick and Carey model, provide general guidance for the instructional design process; whereas some are most suited for use in particular settings, e.g. the Gerlach and Ely model (Gerlach & Ely, 1971). The Kemp, Morrison and Ross model (Kemp et. al., 1994) is a good choice for supporting traditional classroom instruction.

However, there are few reported studies on the actual practice of using instructional design models for teaching in Taiwan's educational settings, so there is little local literature to inform practice. Hou (2002) conducted a research in which she proposed an instructional design model based on constructivist theory in the Web environment. This model aimed to support teachers' instructional design in an information technology and Internet technology combined learning environment.

Using this model as a foundation, she constructed a Web-based Instructional Design Environment, WIDE, for teachers. WIDE was tested by six junior high school teachers in Taipei area. However, the research was focused on the application of constructivist teaching strategies in instructional design rather than the instructional design process itself. Li (2000) developed an action-reflective instructional design model. He tested this model with 41 students in a teacher education programme for one semester. However, his research focused on the effectiveness of such model in designing course materials in one specific content domain, social science learning.

Most of the studies in the Taiwan context have been done in the elementary school setting. Wu's (2004) study revealed the relationship between teachers' curriculum design competence and teacher efficacy in Taipei's elementary schools. Hsu (2003) tried to uncover teachers' curriculum design competence in Kaoshiung City, Kaoshiung County and Pingtung County. Both studies focused on a broader scope of curriculum design, whereas Ho and Kao (2006) focused more specifically on the actual practice of instructional design. Lin (2000) tried to gain insights of how teachers design integrated curriculum on the process level as well as the cognitive level. Her research was an in-depth discovery journey using qualitative research methods with two cases (teachers) in an elementary school. Ho (2005) studied elementary school teachers in Tamshui area and found that these teachers' most frequently performed instructional design tasks were those of implementation, whereas the least frequently performed were those of development. A similar study, conducted in the Taipei district showed that elementary school teachers in Taipei city spent most time in the implementation phase of the instructional design process and the least in the evaluation phase. Findings also

suggested that personal factors, such as gender, educational level, job position, and instructional design experience impacted the actual practice of instructional design (Ho et al, 2006; Ho and Kao, 2006).

Methodology

This is a quantitative study and uses a survey questionnaire to collect data. The purpose of the questionnaire was to help us understand how university teachers use instructional design. To do this, a survey questionnaire was developed using the literature in the field of instructional design (Heinich, Molenda & Russell, 2002; Smith & Ragan, 2005; Kemp, Morrison, & Ross, 1994; Sheng et al., 2003), and piloted with 28 university instructors. There were two parts to the questionnaire. The first part collected background information about the participants, including: educational level, training in instructional design, gender, job position or rank, academic department, age, years of teaching experience and teaching excellence awards received.

Part two of the questionnaire had 56 instructional design related items, which were categorised into five main instructional design phases: analysis (18 items), design (13 items), development (14 items), implementation (7 items), and evaluation (11 items). Each of the five phases was further refined through tasks:

1. Analysis phase had five major analytical tasks: needs analysis, identifying instructional objectives, conducting environmental analysis, content analysis, and learner analysis.

2. Design phase had three major tasks: writing learning objectives, selecting instructional strategy and methods, and student evaluation methods.

3. Development phase had four major developmental tasks: developing student evaluations, selecting or developing instructional material based on results from content analysis, selecting or developing instructional material based on selected instructional strategies and methods, and selecting or developing instructional material based on results from learner analysis.

4. Implementation phase consisted of two major tasks: preparation before instruction and actual activities during instruction.

5. Evaluation phase had two major tasks: formative and summative evaluation.

This section of the questionnaire with 56 items was structured to assess the frequency of use of each instructional task. The subjects were asked to check the appropriate box on a five-point Likert scale based on their self-perceived daily practice of instructional design.

The Pilot Testing

The site for the study was a comprehensive university in Tamsui, Taipei County. The total number of the faculty members at Tamkang University is 727 (525 male and 202 female). For pilot testing the questionnaire 30 surveys were randomly distributed to the faculty members in June 2006. Of these, 28 were returned, giving a valid return rate of 93% for the pilot. Before the questionnaire was distributed, it was reviewed, revised, and finally approved by five instructional design experts for its content validity. The experts included two instructional designers and three senior university teachers from different position status or rank (professor, associate professor, assistant professor, and instructor). The purpose of the expert review was to check the consistency between the questions and the construct of the research; the appropriateness and clarity of the questions; and the appropriateness of the sequence, organisation, structure, logic, etc.

of the questions. The experts were asked to make suggestions to improve the instrument. Cronbach's alpha (Coefficient α) was used to measure the internal consistency of the survey questionnaire. DeVellis (1991) advised that a Coefficient α should be at least .65. A Coefficient α between .7 and .9 is a very good indicator for reliability. The pilot test showed the coefficients were .876 for analysis, .904 for design, .932 for development, .759 for implementation, and .867 for evaluation. The alpha coefficient was .963 for the combined scales for the instructional design practice.

The Formal Testing
Between September 22, 2006 and October 31, 2006 the refined questionnaire was distributed to a total of 676 faculty members teaching at Tamkang University. This included all faculty members except the 28 who did the pilot and 23 foreign instructors who had language difficulties. From this total 191 were returned; 174 questionnaires were valid for analysis; thus there was a valid return rate of 26%. From the background information that these 174 participants provided, they can be described as 64.4% male (112) and 35.6% female (62). It was a relatively young group of scholars, 10.9% being less than 35 years old, 44.3% in the 36-45 age range, 31.0% in the 46-55 age group and the rest above 55 years. It follows that the larger percentage (67.8%) had twenty or less years of teaching experience. Almost one-half of the participants (42.0%) held an associate professorship at Tamkang University; few (6.9%) were instructors; the others were at the rank of assistant professor (30.5%) or

professor (20.6%). The majority of the participants held a Ph.D. degree (78.2%); the others had a Master's degree (17.2%) or a Bachelor's degree (4.6%). More than 60 percent of them never had instructional design or related training and only 26.9% had received any kind of teaching excellence or related awards. They came from all academic departments in the university.

Like the pilot test, the refined version of the questionnaire had high internal consistency. Cronbach's alpha (Coefficient α), used to measure this attribute, showed coefficients of .890 for analysis, .906 for design, .929 for development, .813 for implementation, and .886 for evaluation. The alpha coefficient was .967 for the combined scales for the instructional design practice. Descriptive statistical methods, t-test, one-way ANOVA, and Pearson correlation analysis methods were used for data analysis.

Data analysis and discussion
The results of the research showed that:
1. The university teachers had a high level of self-perceived instructional design practice. Table 1 shows the average point for analytical and design tasks is 4.08; 3.96 for developmental tasks; 3.87 for implementation tasks; and 3.86 for the evaluation tasks.
2. The university teachers tended to emphasise the Analysis and Design phases of the instructional design process, whereas they often times paid less attention to the Evaluation phase of instructional design (Table 1).

Table 1. ID Process: Overall Analysis

Dimensions	Factors	Average	Standard deviation	Factor priority	Phase priority
Analysis	needs analysis	3.82	0.62	14	
	identifying instructional objectives	4.08	0.63	6	
	conducting environmental analysis	4.04	0.69	7	1
	content analysis	4.42	0.54	1	
	learner analysis	3.95	0.63	11	
Design	writing learning objectives	3.86	0.68	13	
	selecting instructional strategy and methods	4.17	0.56	5	1
	selecting student evaluation methods	4.22	0.66	4	
Development	developing student evaluations	4.03	0.82	10	
	selecting or developing instructional material based on results from content analysis	4.02	0.68	8	
	selecting or developing instructional material based on selected instructional strategies and methods	3.95	0.71	9	3
	selecting or developing instructional material based on results from learner analysis	3.88	0.70	12	
Implementation	preparation before instructions	3.58	0.74	16	
	actual activities during instructions	4.26	0.60	2	4
Evaluation	formative	3.72	0.63	15	
	summative evaluation	4.22	0.64	3	5

3. Among the instructional design processes the three least performed tasks were needs analysis, formative evaluation, and preparation before instruction.

4. In the Analysis phase, content analysis was the most frequently performed task.

5. In the Design phase, selecting student evaluation methods and selecting instructional strategy and methods were the two most frequently performed tasks.

6. In the Development phase, developing student evaluations was the most frequently performed task. As for production of instructional material, the university teachers preferred to employ existing materials rather than produce new ones.

7. In the Implementation phase, actual activities during instructions were the most frequent task.

8. In the Evaluation phase, summative evaluation was the most frequently performed task, whereas formative evaluation was often overlooked by university teachers.

9. The study found that university teachers' personal backgrounds, such as training in instructional design, gender, job position type (rank), academic department, age, year of teaching, and experience of receiving teaching excellence awards significantly influenced their instructional design practice. Table 2 presents a summary which shows the results of the effects of personal background on instructional design (ID) practice.

10. Individual teacher's background demonstrated significant impact on four phases of the design process - analysis design, implementation, and evaluation, but no influence on the development phase.

11. The five phases of instructional design practice show strong correlation between one another ($p<.001$, Table 3). However, some other studies found counterpoints which express different voices on the influences of teachers' personal background on instructional design (Table 4).

Table 2. The Effect of Personal Background on ID Practice: A Summary Table

	Analysis	Design	Development	Implementation	Evaluation
Highest degree	ns	ns	ns	ns	ns
Training in instructional design	ns	Yes > No	ns	ns	Yes > No
Gender	Male > Female	ns	ns	Male > Female	ns
Job position type	Associate Prof. > Assistant Prof. Prof. > Assistant Prof.	ns	ns	ns	Associate Prof. > Instructor
Academic department	ns	Humanities & Art > Social Science	ns	ns	Humanities & Art > Social Science
Age	>55 > 26~35 > 550> 36~45	ns	ns	ns	ns
Years of teaching experience	15~20 > < 5 > 20> <5	ns	ns	ns	ns
Experience of receiving teaching excellence awards	Yes > No	Yes > No	ns	ns	Yes > No

ns = no significance

The findings of the present study corroborate as well as disconfirm the findings of some similar studies that have been done outside of Hong Kong (Table 4).

This study apparently supports the following arguments that have been made by other researchers:

- Years of teaching influences teachers' instructional design (Neal et al., 1983).
- Training positively affects instructional design practice (Martin, 1990; Klein, 1991; Reiser & Mory, 1991; Reiser, 1994; Ho, 2005; Young et al., 1998).

- Educational background significantly affects instructional design practice (Darwazeh, 1995; Young et al., 1998).
- Gender and position type (rank) are also influencing factors of instructional design (Young et al., 1998).

Table 3. Pearson Correlations between ID Phases Pairly

	Analysis	Design	Development	Implementation	Evaluation
Analysis	- -				.684***
		.77***	.548***	.674***	（.47）
		（.60）	（.30）	（.45）	
		- -			
Design			.683***	.702***	.761***
			（.47）	（.49）	（.58）
Development			- -	.512***	.643***
				（.26）	（.41）
Implementation				- -	.726***
					（.53）
Evaluation					- -

*** $p < .001$, , （R^2）
Correlation coefficient < .400: low correlation; .400 <Correlation coefficient <.700: moderate correlation coefficient >.700: high correlation

Table 4. Findings Compared to Existing Literature

Personal factor / Reference	Years of teaching experience	Training in instructional design	Highest education	Gender	Position type	Age	Teaching excellence awarded	Academic department
Neal et al.(1983）	V							
Martin (1990)		V						
Klein (1991)		V						
Raiser & Mory (1991)		V						
Reiser (1994)		V						
Branch (1994)	X			X		X		
Darwazeh (1995)			V					
Ho (2005)	X	V						
Young et al. (1998)		V	V	V	V		X	
Present study	V	V	X	V	V	V	V	V

V= study found such factor significantly affected instructional design
X= study found such factor did not affect instructional design
No mark = study did not investigate the effect of such personal factor

A point of comparison in the local Taiwan context is that, while university faculty focused intensively on the analytical and design tasks of instructional design,

elementary school teachers spent most of their energy on the implementation phase of the instructional design process (Ho, Kuo, Tsai, and Kuo, 2006; Ho and Kao, 2006). However, both university faculty and urban elementary school teachers somewhat neglected evaluation (Ho & Kao, 2006).

Conclusion and Implications
Based on the findings of this research, the following suggestions are made.

That administrators at higher education institutions:

- Begin to promote the importance of implementing instructional design in order to enhance the quality of teaching.

- Continue the current implementation of summative evaluation mechanism so that the results can reinforce or challenge the methods of teaching selected.

- Reduce the time teaching faculty spend on administrative work so they have more time for teaching.

- Elevate the importance of teaching so it is seen to be as important as research.

That the teacher supporting centre at higher education institutions:

- Strengthen the training of instructional design internally.

- Set up an online resource in order to help and encourage faculty to share their instructional plans and materials.

That faculty members at higher education institutions be encouraged to:

- Master the skills of instructional design;

- Participate in related training events aimed at improving instructional design skills;

- Discuss and share instructional experience with senior colleagues informally

and periodically as ways to improve their instructional skills.

Zhang (2007) points out that as higher education transforms from elite education to massification education, more attention should be paid to four issues during the massification process: how to understand the prime cause of the expansion of higher education; how to reinforce liberal education; how to balance the relationship between equality and excellence; and how to harmonise the relationship between the university, the government and the market. All these are based on what is believed to be the ultimate goal of universities and the purpose of higher education. If the ultimate mission of the modern university is to inspire students and to cultivate and support their development as rational individuals, then university faculty must see themselves as being on the front line of endeavours that are aimed at student development. It is essential that university faculty realise the importance of their roles in higher education as not only the dissemination of subject matter knowledge but also the support of students through sound instruction. Support systems that nurture the professional development of faculty as effective teachers are needed in higher education.

One support source ought to be teacher education units (College, Faculty, Department, and Institute) that are located in universities. But unfortunately, as the literature documents (Tinsley & Hardy, n.d.), a general disregard for teacher educators as professionals has become a part of the academic culture at many institutions of higher learning. However there is an opportunity for teacher educators, as members of the university community, to enhance their professional identity and practice by expanding their roles to support their academic colleagues in the university.

One way to do this is to be facilitators and mentors for university faculty who wish to improve their teaching skills and their practice of instructional design processes.

Although the generalisability of the results of this study is limited by its single research method and relatively small sample size, the findings have cogency given that they are similar to the results of other studies. Still the findings can be strengthened by further studies on the instructional design process and practice at all levels of the education system. Further quantitative studies should consider incorporating incentives to encourage a higher return rate of questionnaires; qualitative studies would obtain more in-depth data.

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Exploring E-portfolios and Web logs as Learning Narratives in a Community of new Teachers

Julie Hughes

Drawing upon student narratives, the author explores the extent to which a Post Graduate Certificate in Education (PGCE) teaching community at the University of Wolverhampton in the United Kingdom (UK), developed an approach to the process and product of e-portfolio which optimised the concrete outcomes required by external professional bodies, while harnessing the technology's potential for promoting collaboration and discursive reflection.

Introduction

This article will consider the narratives of reflective practitioners within an evolving community of practice (Lave and Wenger 1991, Wenger 2005) of pre-service teachers utilising the blogging tool within an e-portfolio system. This case study will offer a "reading" of their use of an educational web log as a transformational and empowering learning space. Blogs, private web pages most commonly used as online journals, as web communication tools, and community landscapes are well established. However, their use as a learning space within professional programmes such as teacher education within the United Kingdom (UK) is under-examined, under-theorised and it may be argued under-used. This article will contribute to this debate by considering how a reflective community might be created, fostered, and exploited to support transitions within Higher Education (HE) and into the professional workplace.

Much of the current work around electronic portfolios in the UK has developed from the work of users of more traditional paper portfolios in programmes such as teacher education and the health related professions. Many e-portfolio systems place heavy emphasis upon the product of e-portfolio; that is, the summative digital record of competencies and achievements in a portfolio for assessment of learning, rather than upon the e-portfolio's potential dialogic

role in supporting and developing the processes for learning and reflection upon learning.

This paper, drawing upon student narratives (Karim-Akhtar et al, 2006), explores the extent to which a Post-Graduate Certificate in Education (PGCE) teaching community at the University of Wolverhampton in the UK, developed an approach to the process and product of e-portfolio which optimised the concrete outcomes required by external professional bodies, while harnessing the technology's potential for promoting collaboration and discursive reflection. It is hoped that this research will contribute to developing a vocabulary, a philosophy, a theory and a practice of supporting creative e-portfolio digital literacy.

Context

The PGCE is a one-year, full-time professional teacher education programme in England supported by a government bursary. Teacher education for the post-compulsory sector in the UK has long been committed to and driven by government standards and agencies such as, FENTO (Further Education National Teaching Organisation), LLUK (Lifelong Learning UK) and SVUK (Standards Verification UK), in promoting and embedding reflective practice and action planning within portfolios to evidence professional development. In England, student teachers

are required to assemble and submit two portfolios substantiating their development as teachers. I have recently introduced e-portfolio to my third cohort of new teachers and community blogging to my second cohort. Therefore this work, situated within teacher education, is interestingly positioned to engage reflexively with the shift from more traditional assessment mechanisms and philosophies to consider new and exciting learning, teaching and assessment landscapes such as those offered by an electronic portfolio.

Situating Portfolios and Digital Literacy

In the UK, vocational and professional programmes have utilised the portfolio structure as a learning, assessment and presentation tool for several decades. It is not incidental that the function of portfolios often begins from the assumption that it is an organisational rather than a learning system. Answering the question, what are portfolios for, Baume (2001, p.6) listed: filing, learning, assessment, and presentation for employment. Later he (2003, p.4) identified the function of a developmental portfolio as, "a compost heap….something refined over time, enriched by addition, reduction and turning over." He saw the benefit for the student of the paper format portfolio as a valuable formative collation activity in which feedback from colleagues and tutors plays a major part. In 2003 Baume could only envisage an electronic portfolio as a repository allowing greater storage and access opportunities within virtual and managed learning environments.

E-portfolio in Higher Education, as technological product and as teaching and learning process, can be seen in part, as emerging from these initiatives and strategies. However, the traditional ring-bound, paper-based "teaching practice portfolio" may be viewed as a static

assessment product, whose shelf life is limited and of little relevance to the new or recently qualified teacher, following its compilation. In comparison, a use of the e-portfolio with an emphasis upon a dialogue community and its potential for reflexive patchwork writing (Winter et al, 1999) which builds in small stages over time, offers us the opportunity to explore the e-portfolio as a social practice and situated literacy (Street, 1995). This may contribute in more creative ways to personal and professional development. This research narrative usefully situates itself within Baume's (2003) compost heap metaphor, as the writing of the narrative of the e-portfolio in use grows, and is enriched by additions from its community of users (Lave & Wenger, 1991, p.29) whose "situated learning activities" provided the rich and complex data for this study.

Lave and Wenger's (1991) work has been hugely influential on discourses and theories in the field of learning at work or professional learning. Their focus upon *learning* (for this read *reflection* also) and legitimate peripheral participation as a social activity, hold resonances of Freire's (1972) critique of the prevalent "banking model" of education whose tutor centred monologic addressivity and performance driven cultures created learners as "useful human capital." Lave and Wenger's argument (1991, p.35), as well as Wenger's later work (1998) develop into a rich analysis of community participation as, "situated learning… in which learning is not merely situated in practice – as if it were some independently reifiable process that just happened to be located somewhere; learning is an integral part of generative social practice in the lived-in world."

Belonging and becoming are intrinsic to this approach for the development of reflective

and reflexive practices among becoming teachers as I have discussed in earlier research (Hughes 2005, Hulme and Hughes 2006). Lave and Wenger (1991, p.36) view change and complexity as "part of actors' learning trajectory, developing identities and forms of membership" which deny univocal centres and linear skill acquisition. Participation in the community "is intended to do justice to the diversity of relations involved…peripherality, when it is enabled, suggests an opening, a way of gaining access" (Lave & Wenger, 1991, pp.36-37).

A cumulative participatory approach to writing within a blog tool in an e-portfolio system offers unlimited peer and tutor "talkback" (Lillis, 2001) spaces as opposed to institutional summative feedback "spaces for telling." E-portfolio/blog dialogue is not a one-off; its discursive features are forward looking and exploratory, and it may be argued that the reflective digital literacy and practices that it supports are a more appropriate preparation and socialisation for teaching in the post-compulsory sector in the UK.

Drawing upon New Literacy Studies (NLS) (Gee, 1991, Street, 1995), a critical approach to literacy in theory and practice allows us to consider *literacy* as social practices rather than as a set of discrete skills to be acquired. This approach problematises the notion of literacy and what counts as literacy at any one time, in any one place. NLS recognises power relations and the struggles between what are considered dominant, marginal, and resistant literacy. This model views multiple literacies as embedded in their social and epistemological contexts and practices. Therefore, "engaging with literacy is always a social act even from the outset" (Street, 2003, p.78).

The emergence of Academic Literacy pedagogy, developed from NLS, was concurrent with the movement from elite to a mass system of Higher Education in the UK (Ivanic and Lea, 2006). The notions of literacy as proficiency or as deficit to be filled, are contested by an Academic Literacy approach which "challenges the assumption - implicit in the skills and socialisation approaches - that it is the students who are in deficit and need to learn to adapt to the university" (Lillis, 2006, p.30). The focus instead falls upon the need for the institution itself to examine its taken-for-granted practices, values and roles (Ganobcsik-Williams, 2006). The expansion of HE, questions about the status of knowledge, and the increasing use of ICT are destabilising assumptions about the construction of knowledge and ownership in universities. Increasingly, collaborative models of learning and teaching further challenge these long-held assumptions (Ivanic and Lea, 2006) and allow us to consider the development of digital or e-literacy as dialogues of participation. This article will explore these claims in relation to one group of new teachers and their use of an e-portfolio blog within a UK Higher Education context.

E-Portfolio in Higher Education – the UK Context

The dual drivers of providing a more personalised learning experience and engaging with new technologies as teaching and learning tools, provided the arena for the interest in and development of e-portfolios within the UK Higher Education context (Dearing, 1997). Personal development planning (PDP), a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development (QAA, 2000), was projected

to help HE students become "more effective, independent, confident and self-directed learners…[who] understand how they are learning and relate their learning to a wider context … improve their general skills for study and career management … articulate their personal goals, and evaluate progress towards their achievement…"

The compulsory requirement for evidence of PDP from September 2005, in combination with an intense period of emphasis upon e-learning as the latest panacea for all learning needs in educational strategy and policy, drove forward the Higher Education Funding Council for England's (HEFCE) *Strategy for e-learning* (2005) and the Department for Education and Skills' (DfES) vision in *Harnessing Technology* (2005) of "a personal online learning space" for all learners at all levels.

A wider discussion of the possibilities of electronic portfolios and their role in PDP was growing. The White Paper, *The Future of Higher Education* (DfES, 2003), explicitly named the benefit of e-portfolios to university admissions offices as they could offer a comprehensive picture of the abilities and experience of school leavers. The Burgess Report (Universities UK, 2004) envisaged that all HE students should have an electronic personal portfolio in the medium term; "perhaps by 2008, the UK higher education sector should aim to work towards a more detailed, electronic portfolio model" (p.22). The Tomlinson Group's DfES *Final Report of the Working Group on 14-19 Reform* (2004) identified the need for transferable transcripts and the *14-19 Education and Skills White Paper* (2005) called for closer links between educational providers and the workplace utilising e-learning. The emphasis within these documents is upon the repository and summative presentation roles of the

electronic portfolio. Technology within these discourses has simply replaced the paper collation and ring binder file.

Richardson and Ward's (2005, p. 34) review of current software applications within the UK identified the "high level of representation of support for PDP" within e-portfolio products as e-portfolio has evolved from PDP practice. However, the thrust of the recommendations still concern technological issues such as inter-operability, usability, compliance, and data protection rather than the learning and teaching experience, despite the recognition that "e-portfolio has become a buzz word associated with reflective practice" (ibid, p.11). In a recent report, Richardson and Ward (2005, p.4) acknowledge that within their own review of e-portfolio products, "the terms e-portfolio, PDP and Progress Files are used interchangeably." This collapsing of process and product is not uncommon.

The University of Wolverhampton's Response

The University's response to the PDP agenda and recommendations of the Dearing Report was to adopt a more holistic view and to undertake a project to design and develop a custom-built e-portfolio. The Pebble PAD pilot followed a brief that it should provide a portal to aid student access to a variety of diverse experiences, documents and texts and that it should have a "funk" interface to encourage interaction (Sutherland, 2004). This notion of an engaging design led to the use of Macromedia Flash for the user interface. Sutherland's (the e-portfolio project director at the university) defence of this system above off-the–shelf software packages was its potential for "asset" sharing and commentary, "for telling myriad stories to

diverse audiences…where the audience is by invitation only."

The system has generic input or asset types loosely grouped as: experience, action plan, thought, achievement, ability, web log and web folio, which are visually displayed as pebbles in the flash movie screen. Upon "entering" the pebble and choosing an activity, the student is guided through the recording and writing of the event. Each asset asks that the student reflect upon the experience. These assets are private to the student within their own repository space until they choose to share with others. For assessment and presentation purposes the web folio template acts as a digital ring binder, which brings together the assets selected for assessment. The design of the e-portfolio allows for future additions and revisions and for multiple share options; any assets may be exported following a programme of study. An asset may be shared with view only permissions, comment, copy, collaborate or cascade options. The system assures privacy through user defined permissions including publication for and to different audiences.

Becoming Reflective, Becoming Teacher, Becoming E-portfolio Learner
Pebble PAD was introduced to my PGCE tutor group of 12 students in September 2005 at Induction. I had also used the system the previous year, as part of a University pilot and I was aware of some of the pitfalls of embedding a new technology in a content-heavy professional programme. As new teachers are required to evidence development in their reflective practice through a weekly journal and through their portfolios, I was very keen to experiment with the new blogging tool within the e-portfolio system in order to test its capacity for process writing and collaborative pedagogies. It was important to establish

baselines and to encourage the development of the reflective writing community through activity and asset sharing. The group was introduced to blogging writing activities as a component of their personal and professional development unit.

The e-portfolio blog was a messy and entangled teaching, learning and writing space, which offered the possibility for telling multiple stories if a supportive community were prepared to grow. As teaching mentor and a relatively new user of the blog technology, I was also in flux and translation during the period of "narrative data gathering." For many individuals within a reflective community this fluidity and lack of fixed points of reference could be interpreted as a threat, and so change management was a key concern. To further complicate the research, the fluid nature of the e-portfolio blog was operating within an, at times, rigid performance culture of deadlines. This required a cautious approach to the introduction of community blogging as student teachers were simultaneously creating e-portfolios for assessment. Earlier (e) mentoring experiences (Hughes 2005, Hulme and Hughes 2006) had proved successful where a dialogue community was embedded within the professional programme.

Salmon's (2005) e-moderator model was a useful starting point for developing the conditions for reflective dialogue within the blog. However, it was vital to establish blogging and e-portfolio construction as a "norm" from the beginning, with higher levels of interactivity than Salmon's model suggests. Stage one was established through the sharing of individual blogs with the tutor for the first six weeks of the programme. After six weeks a community blog was created to support the second stage online community building and sharing of critical

incidents. This model built upon established individual blogging with the tutor and the sharing of critical incidents with the tutor group in the classroom. All students were given collaborate permissions for the blog to further engender a sense of community and reciprocity rather than replicate a more traditional tutor and individually owned blog.

For reciprocal dialogue a community must be fostered if it does not already contain the conditions to form naturally as Wenger (1998) suggests. The participants of this intended blog dialogue were mutually engaged, it may be argued, because of the nature of their programme of study. However, what emerges from their patches of dialogue is evidence of the early stages of community maintenance through diversity and a shared repertoire within a gated academic community. It is important at this point to stress the tensions inherent in the use of an e-portfolio blog. This was not a "neutral" open-source technology. It was instead gated; access was granted by academic license, membership of the university community, and invitation to participate through the sharing of the blog asset. Any consideration of the use of blogging as education landscape must engage with the constituency of the membership, access, and the dynamic relationship between this process writing and the summative end product. So, this was not "a proper blog," which as Rak (2005, p.157) identifies, "relies on the conceit (however transparent) that the blogger is who s/he says s/he is, and that the events described actually happened to her or him personally." Although authorship within this educational blog was explicit, identities were shifting as this paper will illustrate.

The shared practice of *becoming* teacher and *becoming* a reflective writer connected this evolving community despite its complex diversity. In fact, its complexity may be viewed as a manifestation of the negotiations, which will go on to shape and inform the practices of the community. The shared "vulnerability" surrounding the practice of teaching within the group became a practice and pursuit in itself. It was important to manage this stage carefully to enable fluid movement through stages two and three of Salmon's model, while supporting the new teachers in their own classroom practices. The discourse of survival is not unusual in new teachers' written reflections as their first year is often characterised by the language of crisis and survival. What is interesting is the identified role of the technology to support the survival of becoming teachers. The use of a blog allowed the movement away from text-based reflections alone and supported the incorporation of images, audio clips and video clips. This was an exciting development. In community blogging early in the academic year (November 2005), the focus, quite understandably, was upon how to manage the considerable demands of the PGCE course. Students initially offered practical strategies and tips, perceiving the space as a notice board and dissemination tool. However, this very quickly developed into a space with the potential for peer learning, as evidenced from the students' entries. (All text is as it appears in the informal blogging spaces.)

Subject: Beginning to share
Posted by*: Jennifer W on Wednesday, November 23, 2005 6:40 PM

Hi everyone
I don't mind sharing my journals with everyone. Hopefully if everyone else starts sharing theres (*sic)* then experiences can be shared and learnt from!
Jenny

Subject: Beginning to share
Posted by: Emma P on Wednesday, November 23, 2005 7:32 PM

HiJen,
I'm happy to share my journals also, my poor spelling should be amusing if nothing else!
Emma

Subject: wowee
Posted by: Julie Hughes on Wednesday, November 23, 2005 8:10 PM

such a lot of chat already
netiquette no 1 - spelling/grammar/punctuation etc doesn't matter here in this journal space - think about this as a talk space - do you stop and censor yourself before you talk? Try to think through your fingers - just let it flow
Messy is good (I promise)
julie

I was keen, as e-mentor, to encourage the group to harness their earlier e-literacy (MSN/texting) and to view this space as conversational and informal in tone. Once given permission to think through the fingers, the group began to share their reflections upon themselves as becoming teachers and their experiences of teaching in a deep and incredibly meaningful manner. Incorporating poetry such as Stevie Smith's, (1957) *Not Waving but Drowning* to stimulate reflection, prompted further reflections upon the group blog as a community tool and brought a vibrancy and creativity to the reflective processes.

Subject: Afternoon everyone!
Posted by: Mark M on Sunday, December 04, 2005 1:46 PM

Julie liked the poem....I'm treading water with two kids in each arm and a wife sitting on my shoulders! I'm slowly sinking...cough cough splutter splutter ! drowning here some one throw me a line, ohhhh nearly forgot about our pooch and a dogs lead in my mouth. (I even think about the poor dog)

Another metaphor just popped into my head ......we are all on this boat and its slowly sinking, everyone of the group is in this boat and we are all frantically bailing out the water with our hands. Some are a little more proficient then (*sic*) others and have buckets (you know who

you are) and others are getting soaked, using whatever means at our disposal to get this water out of the boat! (deep stuff) burning candles at both ends. Anyway I am at the bow of this boat looking at the horizon wondering if we will all survive this! do I dive in and swim for it or would my chances be better staying with the group (who are all really nice people by the way) If we work together and bail out this water...things can only get better.

Mark was a key "weaver" (Feenberg 1989 in Salmon 2004, p. 42) in this growing community whose honesty and humour often served to link the community in ever deeper ways. His community eagerly seized upon his reference to metaphors and the boat blog was named HMS Hardwork. Mark's call for a line/lifeboat was to his community and not simply to me as his tutor/mentor. This was a turning point and allowed the group to establish and experiment with different relationships and online identities.

In pursuing an examination of what it meant, in a metaphorical sense, to be a becoming teacher in this learning landscape, the group was asked to create and share their visual metaphors for teaching and learning with each other while they were on block placement in their colleges. Similarly, Muzi's kite metaphor articulated that, as student teacher, he often felt that the journey was prey to shifts in wind speed and temperatures resulting in feelings of both vulnerability and excitement. Tess uploaded photos from her mobile phone of a basket of kittens, perceived as a jigsaw, and a tree which stood in the garden of the house where she was born, now demolished. The fascinating juxtaposition of the helpless kittens and the rooted tree tradition offered a reading of becoming teacher as both vulnerable yet evolving. The kittens were a representation of the group and the basket was their group blog. Speaking to her group, Tess stated that,

…to the lecturers we all appear the same - helpless, confused and vulnerable. It is only when we start to leave the safety zone and comfort of each other that we show our true potential.

Others were less happy to even imagine relinquishing the group at this point. Emma, responding to Liander's roller coaster metaphor was,

…sitting right next to you on the rollercoaster. I hope you don't mind me sharing the ride. I'll be the one with my eyes shut (I always do) I think you are so right about the ups and downs of this journey. Fear and excitement mixed together that's how I see rollercoasters and this course. The good thing about rollercoasters is you are not alone on them, you are with people who are screaming, cheering, crying and laughing with you.

Seamus drew strength from his blog community as he had previously "swum with sharks." Despite being "by nature a loner" who felt at the beginning of the PGCE that, "everyone was speaking a different language," he had found the "flow" of the blog to be supportive as it was "easier than going it alone." Without the shared blog, this exploration of the power of the community on the journey to becoming a teacher would be lost. However, not all of the blog community were as comfortable with representing their development in a visual form. Mandy felt overwhelmed with the quality of the metaphors and reflection shared, as if the available metaphor pool had

been used up and she didn't feel able to respond in the same way. This was later resolved in the writing of metaphor and pen portraits whereby the community pointed out that, metaphorical language and examples that Mandy was drawing on, were in fact highly reflective.

Perceptions were still clearly mixed within the group but it is evident from the examples used that the role of the community and reciprocity were growing. Salmon (2005, p. vii) has identified a "new generation of teachers and trainers" required for the messier world of online learning. In Salmon's terms, e-moderators and their student groups must be prepared for time lags, journeying and assemblage – for discontinuity. He (2005, p.81) identifies that the most successful online teachers are "those gypsy scholars" working in a portfolio way, and those who have experienced and seen the benefits of leading and constructing knowledge within virtual learning groups." This teacher positioning of "being in the swim," of flux and fluidity, is an important metaphor and methodology for online socialisation as the group and I were becoming a community through a mutuality of engagement (Wenger, 1998) where the "netiquette" of engagement was organically forming. Through first semester earlier asset sharing, models of interaction and expectation were emerging as a community practice that would grow in strength during the course of the PGCE and in fact would continue post qualification into their teaching roles.

In the second semester of the PGCE the participatory narratives were becoming determined by and within this group of reflective writers, suggesting the building of a sustainable reflexive community independent of me or the institution. This community offered the possibility of sustained critique, reflective practices, support and networking beyond the realms of the PGCE. In the decentring of teacher addressivity to a community model, the patchwork writing process allowed re-inscription and multiple narrative spaces for resistance, sustained by and through this new technology.

The Mentor's Role in Further Developing the Dialogic Approach
At this point my e-mentoring role was balancing the modeling of "problem posing" without orchestrating. This was facilitated through responding to and reflecting upon the emerging unresolved predominantly classroom problems presented as critical incidents through journal sharing on the blog. However I was aware at this stage that I needed to sometimes pull back from the talk space, lurk and wait for the group. As Ellsworth (1989) warns, we must be aware of the rationalist assumptions that underpin many of our dialogues with our students and avoid simplistic claims of "equality" in dialogue. The acceptance of the illusion of equality is both dangerous and reinforcing of conventional power relations. The teaching of (reflective) literacy as a disembodied and de-contextualised skill further reinforces the divide between the word and the world. In teacher education programmes reflective literacies are often developed through solitary activity and submitted summatively for assessment at the end of a module. A dialogic approach to developing reflection and reflective writing in new teachers, it is hoped, will encourage all new teachers to enter their profession as de-constructors and re-inscribers of text. However, to support this, the e-mentor must resist the urge to dominate the talk space and instead attempt to engage the bloggers in sustained reflection and reflective talkback to each other. Figure 1 illustrates the levels of blog activity which peaked in March 2006 with 312 blog comments.

Figure 1. Blog Posts Over the Year November 2005 – November 2006
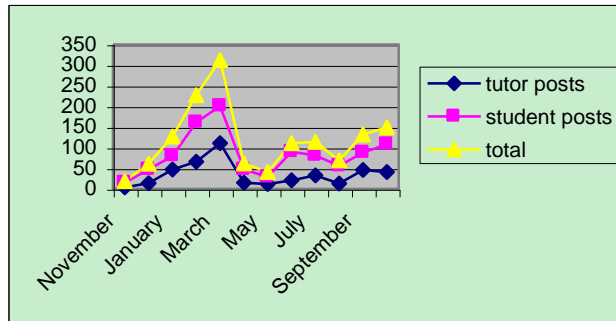
Building on the use of poetry and metaphor as reflective prompts, art, music and further literary references were posted by members of the group for reflection. In January, the group began to make references and links to song lyrics that reflected how they felt as they began their first block placement. The ratio of tutor to student posts grew from 47: 80 in January, when I was aware that I had to do more of the online prompting, cajoling and questioning, to 66:161 in February. This pattern suggests that this mode of educational blogging works best when embedded and supportive of face-to-face classroom sessions rather than as a replacement. When geographically distant from each other and the University, the community was at its most strained and least interactive. Upon the commencement of semester two in February the group blog exploded with activity

To offer further context, the lowest blog activity occurred at the formal end of the PGCE in June 2006 and then immediately picked up again post-qualification. It is interesting to consider the period of the second semester (February to May), to explore how the blogging community was utilising the space as reflective practitioners negotiating the shifts from student teacher to qualified teacher status. In February, 2006, the group was commissioned by ESCalate, the Higher Education Academy Subject Centre for education, to write an account of their e-portfolio experiences (Karim-Akhtar *et al,* 2006). The writers used the blogging space to share their feelings about their development as teachers and as writers. As a starting point, all students who wished to contribute were asked to write and post 50 words on how blogging and the e-portfolio had supported their development. Liander led the posts with,

Subject: Re: Escalate
Posted by: Liander T on Thursday, February 16, 2006 10:00 PM

Informative, friendly, inspiring, soul searching, challenging, comforting, experiential and supportive describes what the E-portfolio has meant to me whilst at University and throughout my maternity leave. Being able to share my thoughts, fears and apprehensions even at 3am, has demanded and enabled me to develop my own reflective practice and value my peers' perceptions and beliefs.

For Jenny, "it is somewhere I can turn to at any time of day or night and find like-minded people to share with." Tess: "speaking form the view of a dyslexic student the E-portfolio has given me the chance to express the way I think and feel, without the feeling of being left behind because of my lack of understanding."

Yesaine, despite her early fears found it to be "very useful, friendly and very inspirational. Now i cannot get enough of it!!" Khalid also explored the shift from a fear of the technology to a growing confidence in its role as a vital support tool.

Subject: Re: Escalate
Posted by: Khalid M on Thursday, February 23, 2006 9:32 AM

As a self confessed novice in the use of IT, the prospect of using the E - portfolio frightened the hell out of me. However, several months of use, and a portfolio full of both, positive and negative experiences on the PGCE I am glad that I was required to use this facility. Feeling a lot more comfortable with the package, I have increasingly used it not just as a form of information storage but as a means of expressing and sharing my personal thoughts with other "bloggers" in my group.

Mark, commenting on the fact that this tutor group was exploiting the e-portfolio more than any other, stated that, "I don't know how the others have survived, it has made the journey that little easier to follow." Emma identified it as, "one stop shop for me, it is a communication lifeline to my peers, an electronic filing cabinet of my resources and a record of my overall journey, all at the click of a mouse, so cool!" For Seamus too, the e-portfolio journey was a reflection on his, "mental stretch, my anxiety any disappointments, achievements and reflections. It gives me a great feeling of achievement to see my professional development in the e-portfolio." Mandy's comment powerfully sums up the potential of this technology in an educational setting:

Reflection is difficult at the best of times, but by making my thoughts public in this environment I feel safe from ridicule and criticism. Sharing my experiences with others and sharing their experiences helps me look at problems from different viewpoints, and this has in turn helped me to develop the way I reflect.

Two students were nominated from within the group to weave together the strands. The piece of community writing that emerged from these blog activities further emphasises how this technology might support new writing processes to challenge traditional essayist norms. As a space for becoming teachers, the e-portfolio blog "was to be one of the few constants in the following months of roller coaster change that we experienced, becoming a picture frame of our thoughts and experiences." The student teachers also identified that "without the e-portfolio and the dialogue with peers and tutor the journey to becoming reflective writers would have been much harder and definitely much lonelier." (Karim-Akhtar et al, 2006)

Some Wider Implications
The burgeoning e-agenda for HE in the UK, currently driven in part by the PDP agenda as Richardson and Ward (2005) identify, fails to problematise the tensions inherent in the concept of reflective practice and reflective literacy. PDP and e-portfolio have become entangled, I would argue, quite

unproblematically. Reflection, as literacy act, is recorded as simply one more stage in the systematic review that students are expected to evidence as part of their Progress File and Personal Development Planning. It could be argued that portfolios of any media have encouraged reflection as competency as part of a vocational qualification. However, the danger is that current "personalisation of learning" agenda is driven by the collection and presentation of hard evidence such as diagnostic testing and on-course tracking coupled with ongoing self-assessment/review/reflection.

Reflection, or its interchangeable more value-neutral partner term, "review", poses interesting questions for HE practitioners and students. Clegg (2004, p.293) suggests that the term "review" may be a more palatable and transferable term and activity in disciplines; what is unsaid here is academic disciplines, where, "reflection may suggest a discourse with which practitioners are not comfortable." This taming of reflection is suggestive of a "normalising practice …and mode of training of the self" (Clegg, 1999, p.172).

As Clegg (2004, p.292) identifies, the aim then of reflection and the writing of reflective narratives, in this context, is less about personal development and more about fulfilling institutional and government goals as reflection is "enshrined….and now expected to form part of every student's analytical learning-to-learn armoury." Ecclestone (1996) has argued for a much clearer and more transparent discussion of the values and interpretations that underpin reflection and reflective writing. Sub-sequently, Clegg (1999) has suggested that much of the prevalent reflective practice literature has treated and rendered the individual as an isolated subject without acknowledging the diversity and impact of gender, class, racialised or disciplinary locations.

Within these fierce debates, the challenge for the teacher educator is to navigate and encourage critically engaged reflective writing, being mindful of the "gap" as Bolton (2001, p. xvi) warns. Similarly, Winter et al (1999, p.193) maintain that reflective practice has a pivotal role to play in redressing the "devaluation, deskilling and alienation" endured by the caring and teaching professions.

Operative to Artist -Creative and Critical Reflection
Reflection is not, by definition, critical…reflection becomes critical when it has two distinctive purposes. The first is to understand how considerations of power undergird, frame and distort educational processes and interactions. The second is to question assumptions and practices that make our teaching lives easier but actually work against our own best long-term interests (Brookfield, 1995, p. 8).

As identified within this research narrative, reflection upon professional practice is a difficult and dangerously contested activity. Encouraging critical reflective writing within pre-service teachers is, as Bolton (2001, p. xiii) identifies, "only effectively undertaken and understood by becoming immersed in doing it rather than reading about it or following instructions." Herein lies the dilemma for the critical educator; for students new to reflection will often ask for guidance, advice and prompts. Am I reflecting yet? is a common question in both verbal and written interactions; yet as Bolton identifies, reflection is not a "mastery" technique but is instead a messy and complex political and social activity. Freire (1972, p.55) called for a liberating political process where, "authentic reflection

considers neither abstract man nor the world without men, but men in their relations with the world." Much of the criticism against theories of reflection can be aimed at their apolitical de-contextualised view of reflection as Morrison (1995, p.82) argues, "The notion of reflective practice has lost the sharpness of meaning since becoming popularised in the last ten years. It has become unclear what constitutes reflective practice."

Ecclestone (1996), drawing upon Carr (1985, 1995), argues that reflective writing can be critical, practical, emancipatory or technical, but that reflective discourses have tended to focus upon reflection as technical enquiry. She also warns of the danger of viewing reflection as an end, rather than a means in itself and argues that, "reflection can tacitly belie the different ideologies which underpin reflective practice" (1996, p.150). Writing later with Gupta and Greaves (2001, p.137), they identify that "the process of writing down reflections about experience and sharing those written reflections with others, helps to improve the quality of reflection and avoids single loop reflection. They conclude that, "if individual portfolios are shared within a community of practice, and if a debate is generated about individual experiences, then this can lead to developing a body of practical knowedge" (2001, p.141).

What emerges from these critical readings of reflection as process is the vital role of community. Eraut's (1994, p.56) discussion of the generation of professional knowledge stresses its under-exploited nature,

> There is no tradition of engaging in such behaviour in most professional work contexts; and the knowledge development receives little attention in an action-oriented environment.

Moreover, communication between practitioners is such that only a small proportion of the newly created knowledge gets diffused or disseminated. Thus there is no cumulative development of knowledge over time; the wheel is reinvented many times over.

Reflection as "professional knowledge" generated within a blogging community can offer exciting contestations of accepted norms. As multiple layers of dialogue challenge traditional hierarchies, the roles of mentor, ,tutor, peer and student are blurred. Professional knowledge may be seen as actively under construction and under reflexive review. Bolton's (2001, p.32) foundations for a "through the looking glass model" of reflection are, "certain uncertainty, serious playfulness and unquestioning questioning." This model stresses the contingent and dynamic nature of professional reflection, which must be driven by process rather than mapped as product. Bolton (2001, p.33) carefully identifies that community members "may need time and gentle encouragement towards gaining the confidence required to create their own structure of appropriate and stretching enquiry."

The blogging research suggests that the e-portfolio experience can engage new teachers in "stretching enquiry" and acculturate them into the expectation that their teaching life will be about change and challenge, about learning and adopting new technologies. Research undertaken with the past two cohorts suggests that adopting an e-portfolio as a dialogic learning and teaching tool and as a forum for creative multimedia expression, may provide a powerful learning landscape for the development of reflective practitioners and their reflective literacy. The stories generated within this

environment suggest to us that the community element of the learning and the ongoing construction and questioning of professional knowledge and identities are keys. Both cohorts demonstrated knowingness in their community roles and an acknowledgment of the shift from student teacher to teacher. The research suggests that being an e-portfolio learner not only supports transitions and identity shifts but also creates a predisposition to the continuation of engaged and meaningful reflective practice.

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International Comparison Testing as a Challenge to the Teacher's Role

Lotte Rahbek Schou

The Danish education system shares in the larger Scandinavian approach to education which is rooted in the humanism of the seventeenth century. Arguments are presented to show that this rich tradition of education is in danger of being destroyed by the new cult of international testing comparisons that has given rise to a test-and-evaluation culture in schools with implications for significant changes in the role of the teacher. This is a world wide trend that is more political and economical than educational and ought to be strongly resisted by teachers and teacher educators. One strategy of resistance that is proposed is to revisit the question of the aim of education, examining it through the lens of the humanist philosophers and social scientists.

Introduction

Increasingly, international comparative studies have influenced education across the world. It is now clear that many governments have introduced measures to assess schools as well as individual students through repeated national testing, report cards on every child and transparency of the national results. One consequence of such practices in Denmark has been an attack on the role of the traditional classroom teacher. According to leading politicians and policy makers, the teacher must now become a specialist teacher similar to those found in other countries. This has significant implications for teacher education where the objective is supposed to be a new teacher education project that the government prepares as the final assault on the classroom teacher's autonomy. What are the consequences of this shift for the teacher and for teacher education, and how should teacher educators respond? Such are the issues and questions explored in the following sections.

What is at Stake for Public Education? Reflections on the Situation

Time, place and individuality of person have for a long time coloured the viewpoints on school and education in Denmark; but because of international comparison testing and globalisation, the relevance of the years spent in school as well as time, place and individuality of person are seen as of diminishing importance. Educational planning of how we equip the next generation, considering these factors of time, place and person must be coordinated with the challenges of globalisation. However it is increasingly hard to detect where, in the various systems of educational planning, the person to be educated is valued in any way other than to feed the machinery of globalisation.

When it comes to important questions and decisions on educational policy and administration in different countries, the locus of such planning activities has shifted from ministries like Ministries for Culture, Church and Education to ministries like the Ministries for Industry and Finances. In Denmark it is even more prominently and centrally located in the Prime Minister's department where overall strategies for education have been planned since 2002. One could applaud this centrality if indeed schooling today were considered as it once was, an area of enlightenment of the common man and of educating a rather small official class for the state's internal use. But in today's age of globalisation when education is having an increasing importance for national competitiveness in the world, schooling is becoming the

decisive factor for attracting investment capital in a global market. According to a Danish high official, education is too important to be entrusted to the Ministry of Education. Education is indeed important; but not in quite the same way as, nor for the sole reasons that Ministries of Labour or Industry or Finances use education and schooling. These branches of government, nourished by present neo-conservative and neo-liberal ideologies and clothed in the "necessity of globalisation," see education as a public service (which it is) to be organised like a private business and placed within the same competitive parameters as business enterprises. As business runs on investment and profitability, so must education. What is needed to operationalise such a business model of education are economic guidance, evaluation of measurable results, and dynamic detailed management.

Indeed, education is a public service. Indeed, education is a nation's investment in its people; in some countries it may consume as much as 40% of the annual national revenue. But the important question is how the money is spent. Having a limited budget means today that increasing investment in say, bio- and nano-technology requires diminishing the investment in humanities and cultural studies. Another look into this investment paradigm in educational planning today reveals that when the school curriculum is revised in response to the present trends of globalisation and international comparative testing, more school time is given to such subjects as science and mathematics. Since the length of the school day and the school year are legally regulated in the public system, curriculum time is taken from other subjects such as cultural studies, languages or the arts.

Let us, for the moment, reflect on the notion of profits influencing the thinking about schools and the planning of education. The Danish Minister of Education has expressed his view on the role of globalisation thus: "Indeed, it [globalisation] is the reason for it all, because globalisation implies that easy jobs disappear to Eastern Europe and Asia. When they are able to produce cheaper we have to produce better. ... And therefore it is problematic if 20% of young people only get lower secondary education. It will become a catastrophe if still half of the quickly growing number of young immigrants can only become greengrocers, pizza bakers and taxi drivers. It will end in a disaster if we don't improve" (Haarder, 2005, p.35, translated). It is clear that Haarder, in this citation, puts the horse of economy before the cart of education. Nothing is wrong with economy thinking in itself. Such thinking is absolutely necessary for good government. And it is useful and necessary in many relations, for instance, where you are dealing with production and sale of nails and screws. Is it, however, necessary and reasonable for governments to operate the educational sector by the paradigm of economic profitability? Might it become counterproductive? What happens in a country or a state that is exclusively thought of as a wealth-producing machine in the global market when the market atomises and divides?

Since the end of the seventeenth century school philosophy has been dominated by a general view of the child as a plant wherein every cell and every organ work together to form a unit. The child should be viewed as having an independent perspective on life. If this is the basic view of the child that we seek, how can educational planning, operating from a business model of economy management and a perspective of education as primarily instrumental, support

such a view? By following the business model in education we lose the overall perspective on life of the primacy of the individual that educational thinking, since the seventeenth century, has tried to defend in battles against religious and state authorities. We also forget why we want products to be produced, ultimately for the good life of the individual.

The neo-conservative policy of strict economy management of education leads, on the one hand, to a fear of not being good enough and a fear of ending up in the black pot of globalisation. On the other hand, such a policy is also driven by a strange low caloric growth optimism according to which we all are going to benefit if only we would surrender to the blessing of detail economy management. We will all achieve the best school system and the best university in the world, the best in anything and everything. Therefore, quality in education is the mantra. But if we fall into the neo-conservative trap we will only be able, metaphorically, to offer nails and screws. Actually, we will transform our schools and education into "best" test and evaluation factories. The broader and fuller life perspective of the individual will be missing.

Quality education, which neo-conservatism champions cannot be really opposed. Everyone wants a quality education for his or her child and governments take pride in it as a banner of their country, state or community. The neo-conservative ideology boasts another point that is very difficult for scholars to argue. It stresses that the educational thinking from the seventeenth century has an authoritarian character; that the idea of the whole man is a dangerous thought. Camouflaged as humanism it easily leads to cultivation of romanticism and elitism. An antidote to this, which is shared by the neo-liberal technocrat, is the instrumentalism of the market – economy thinking – that divides the useful from the romantic, the concrete from the unclear, the measurable from the fuzzy, and the accessible from the elite. The market thinking incorporates the notion of man as *homo economicus,* who competes outwardly and therefore makes plans, manages and inwardly keeps things in order. But the neo-conservative ideology favours further a special perspective, that of the manager, the book-keeper, the bureaucrat, the competitive individual. But is there not something wrong in claiming that the perspective of economic instrumentalism should be the only true or possible perspective on life, only because it is the perspective that the market mechanism will offer us? Perhaps that is all it can offer us.

As scholars and educators, it is our responsibility to confront such ideology with alternatives. We can re-open a humanistic-oriented value debate that emphasises the notion of the whole person and the idea of the good life. The notion cannot be explained away by the inevitableness of globalisation, business competitiveness and management paternalism. In Scandinavia, we used to refer to our model of society - and other persons have admired it in wonder - as a model where it has been possible to bring hard economical and soft non-economical considerations into harmony. The Scandinavian example might serve as an inspiration for changing the present global direction; but we have to hurry before it is too late. The instrumentalism of education, of teaching and of learning, has arrived - also in Denmark. One way in which this is affected is through the details of standardised measurement and evaluation in schools.

The New Wave of Test and Evaluation in Denmark

In the spring of 2004 an OECD (Organisation for Economic Cooperation and Development) review on the Danish school system was released (Directorate for Education, 2004). That event marked the beginning of an epidemic of evaluation endeavours in Denmark. Today legislation prescribes evaluation within areas of the education system that, a few years ago, in our wildest dreams; we would never have thought would become the object of evaluation. One example in this context is the folk high schools, the former standard-bearers of a proud Danish tradition of public enlightenment. The Danish Folk High School is often connected with the Danish cleric and scholar N.F.S. Grundtvig who, around 1830, formulated his idea of "the school for life," that he contrasted to "the school for death;" that is the authoritarian, externally determined and instrumentalised school (Bugge, 1965). His "school for life" ideas have been honoured in the Danish Folk High School for 170 years. Today we have about 100 Folk High Schools across the country. However, it is now almost impossible to sustain the tenets and ideals of these schools given system demands that are made in the sacred name of tests and evaluation. Teachers must now document in great detail their educational activities for up to a year. To do otherwise is seen as poor management and is counterproductive for the country. This development is driven by the business model of education, not the nurturing models of the seventeenth century and later.

Today, Danish schools and Danish universities are being rigorously tested as in all the OECD countries and other countries in the world. This means that everything is measured and weighed; in other words, everything concerning education and learning should be evidence-based. An important precondition is that everything can be recorded on the same generic form across the educational system and that people in general realise the importance of these forms. Therefore, the student - from preschool to university - is diverted from being a participant in a *Bildung* project (shaping project) where the teacher functions as a guide and a supervisor and a supporter of the child on its way towards new horizons, to becoming a customer in a shop where the teacher's teaching and the student's learning are measured and weighed in units. Otherwise, the individual child does not know where it is "placed" according to proficiency scores and progress charts.

Evaluation and measurement in quantitative units is important for politicians and policy makers who should guarantee that Denmark's GNP (gross national product) can be increased and that people in Denmark will have a decent and adequate future. The politicians and bureaucrats must have the means by which to compare the performance of the Danish school with similar performances in other countries. Therefore, they argue, it is important that they lead education in the right direction through a detail management-oriented system. This approach of government will spread slowly until it is seen as natural, necessary and inevitable. As all opposition gradually disappears it becomes the way. This gradual shift is an example of what the American organisational researcher, James March, has called "protected discourse" (March & Olsen, 1989), whereby you are protected by certain words that automatically evoke the deepest respect and recognition for what you do. Now teaching is no longer an act of spontaneity for relationship building. There must now be "outcomes" (specific products); criteria must be established for

assessing the attainment of the outcomes and we can "rank" test-takers according to their achievement of the outcomes and make evidence-based plans using their scores. Education can be given a "quality lift" (Recall the neo-conservatives emphasis on quality education). But what does this quality lift consist of that which is measurable, transferable and comparable. But then, life and living relationships have disappeared from school and the classrooms, as we knew them. The school is no longer shaping the personality. What we have learned from Fichte (1971), Kant (1803/2004), Schiller (1794/1967) and Humboldt (1984) has become old-fashioned; likewise what we have learned from Locke (1693/1909-1914), Rousseau (1752/1991), Pestalozzi (1912), Fröbel (1826/2005) and Dewey (1916/1966). Vocational qualifications have replaced the *Bildung* ideals of the Enlightenment.

At present we talk much about "raising standards" and "increasing results". This may seem reasonable and even preferable to allowing educators to cherish laissez faire principles like those espoused in A. S. Neill's *Summerhill* (1963). But how do we define academic content within the new test-and-evaluation culture? Most importantly, the academic content must be something that can be assessed and measured to "raise standards". It is essential to test as fairly and effectively as possible. What you ask students should be quantifiable, be automatically calculated and should lead to a measurable result. In this system, is there a danger that knowledge degenerates into a form of Trivial Pursuit or different TV quiz programmes? Will open and inquiring subjects lose value and eventually a place in the school's curriculum? Will there still be a place in the curriculum and opportunities in the school day for activities that develop such humanitarian values as: pleasure in

working, satisfaction of everyday life altogether, self-confidence, social flexibility, independence and interdependence, democratic disposition, critical understanding, curiosity to know, freedom to doubt, and the inclination to study the underlying explanations and principles of life?

Reactions and Resistance
Teacher resistance against modern management tools in the world of education is widespread and well-known, especially in England where resistance has been notable. Political response is widespread and well-known also. Either the teaching profession is accused of ignorance, laziness and childish unwillingness to establish a reasonable evaluation culture, or the teachers are being gently stroked with fur and softly praised for their hard work as reforms are being quietly slipped into the system and underplayed. But the teacher counters by not implementing them.

Peter Mortimer's cryptic remark concerning the Danish teaching profession in an OECD review of the Danish basic school system is rather significant, "The establishment of a new evaluation culture will be difficult" (Directorate for Education 2004, p.57). The basis for this assessment is, of course, Mortimer's recognition of the particularly great distance from the concept of teaching and education that is deeply embedded in the Danish Folk School to the new changes "which must be carried through for other initiatives to be implemented effectively and the standards to be enhanced" (p.61).

International child-centred currents in the last century provided the climate for the creation of a rather special vision for the school in the Danish world of education around the relationship between teacher and student, the syllabus, the teaching style in

the classroom and the teacher's competence to organise curriculum and instruction. The critical emancipatory and experiential pedagogy from Germany has played a major role in forming how the teacher understands the teaching task and the teacher role. The role of the teacher is still conceived of as a midwife, recognising the experiential capacities of the child and leading him/her to an autonomous life. This means that the Danish teacher, even today, in many ways, nourished by Grundtvig's concept of "the school for life," is seeing himself/herself as a kind of inspired therapist rather than an ordinary worker in a curriculum factory. This means that the preferred subjects in the teacher education programme have been studies like behavioural disorders in the child, school weariness, the hidden curriculum and the establishment of an intellectual fellowship in the class rather than the common school subjects. And it means that the Danish teacher, even today, has felt a certain mission and pride in his/her work. A major factor in supporting this attitude is the fact that we have always adhered strongly to the class teacher's role according to which a teacher stays with the same class group as the group moves through successive grades. This gives the teacher a high degree of responsibility for the social atmosphere in the class. The humanity, the "softness" of the Danish teacher and the will to negotiate patiently with the children about everything has always been an object of amazement for foreigners. Visitors have been surprised by how large a role feelings play in the Danish school where teachers indiscernibly guide the children along the desirable path. As they have been admired for this, so have Danish teachers received criticism over the years; but nevertheless, they have always been surrounded by a basic trust of the public. For a long period of time we in Denmark have been certain of having not only the most expensive school system in the world, but also the best.

Unfortunately for teachers and the teaching profession in Denmark, this situation has changed dramatically during the first years of the new management and evaluation programme. Along with the advance of the neo-conservative ideas in the Danish Folk School, we have seen a pronounced downward slide in people's attitudes toward the profession and teaching methods. Since the time of the first international reviews in the 1990s, Denmark has consistently ranked poorly on the PISA (Programme for International Student Assessment) tests. This has troubled the public, whose attitude has shifted from respect for the teacher and pride in the education system to criticism and dissatisfaction. This public frame of mind supports the neo-conservatives' agenda. They can claim success on four fronts:

1. They have seduced people to overlook the fact that the international school subject surveys are embedded in an educational concept that is far from the Danish concept of education as such has been developed and implemented in Danish schools over the years.
2. They have weakened the authority of teachers' arguments whenever teachers tried to criticize the instrumental premises of the international surveys.
3. They have accused the teachers of incompetence, laziness, dishonesty, and even worse.
4. They have challenged the independence that the teachers have had concerning syllabus and teaching method and through political adjustment, they have denuded teachers of such responsibilities.

These are calculated steps in the erosion of teacher's professionalism. Furthermore,

teacher training has been changed towards a strengthening of the specialist subject teacher. Manifest and detailed curricula have been externally prepared for each school subject; then tests follow logically. This leads to a drastic devaluation of the teacher's role. Teachers have never been well paid; but they were professionalised by having responsibility and opportunities for independent action guided by high standards and ideals. It seems that this era is past. From being a judicious blend of educational philosopher and skilled practitioner responsible for syllabus as well as teaching method, the teacher is now degraded to counter jumper and errand boy or girl working in the big teaching factory run by politicians, governmental and municipal officials and educational experts. One impact of this shift is a noticeable reduction in the number of teacher aspirants seeking study places at teacher training colleges.

There is apathy among the public to the neo-conservative reforms; but there is resistance among the teachers, some politicians, researchers, academics, students and people in general, who value knowledge and learning as more personal and developmental than instrumental for the system. They see the current emphasis on testing as contrary to what the Scandinavian education system has traditionally represented and promoted. In Norway where national tests were introduced in 2004, the Norwegian students' organisation called for a boycott of the tests. They complained that the Ministry had published the test scores on the Internet without first seeking anyone's permission. They referred to the United Nation Children's Rights Charter from 1989 (U.N. General Assembly) saying that children - individuals below 18 years of age - have a right to be heard in matters that have a reference to them. In Denmark, the Minister of Education rarely misses an

opportunity to express his dedication to Danish educational values and the inheritance from Grundtvig. But at the same time he welcomes the new reforms and supports the testing movement, for he has determined that tests and other sorts of assessment occupy quite an imperceptible part of daily life in schools. He concludes that the teachers are over-reacting (Ravn, 2006).

What worries many teachers about the tests is not the time used in administering and doing them; but rather that the test-and-assessment culture represents a significant shift away from the soft values in school. The teachers argue and fear that the new test culture will suppress the older values of compassion and cooperation and lead to an atmosphere of competition and self-centredness among the students. All teachers believe this to be to a weakening of the democratic element in school, an element mentioned prominently in the preamble to the Danish Education Act Undervisningsministeriet, 2006). They fear that the whole test-and-assessment system is weakening and undermining the liberal educational element, the *Bildung* ambitions in schools as we have known them and lived them. They fear that respect and concern for the whole person, as it is defined by its critical capacity, its autonomy and its curiosity in confronting life, loses ground to a more instrumentalist view of existence.

That such fears are not just phantoms is indicated by changes in the new preamble of the Danish Folk School Act in 2005 and 2006 (Undervisningsministeriet 2006). The new points unambiguously put a damper on both the democratic education element and the liberal education element in school. Instead of "… **building on** intellectual liberty, equality and democracy..." life in schools only has to be "... **influenced by**

intellectual liberty, equality and democracy...” Instead of “... **furthering** a many-sided acquisition of knowledge, working methods and forms of expression which contribute to the comprehensive personal development of the student ...”, the teacher now only has to “**bring** knowledge and skills to the student which prepares them for further education and furthers the comprehensive development of the student” (Schou, 2006, p.50; translation). Even though these modifications may seem minor, they unmistakably alter the liberal education and intellectual foundation of schooling in Denmark.

American Experiences with Tests and Evaluations
In the USA the test-and-evaluation culture has been *modus operandi* of schools for more than ten years, and so substantial test results are now available for scholarly critique and popular discussion. What is happening in the United States can give us some indication of the likely trend of a similar reform in Denmark, although its implementation in the USA is more extreme than in Denmark. In the USA, economic sanctions and rewards are linked to test scores. It is the so-called accountability strategy that amounts to holding schools responsible by labelling some schools as failing if they do not meet specified criteria. The *No Child Left Behind Act* of 2001 (Public Law 202) has radicalized this accountability by inflating the importance of objectives and comparable goals-oriented planning and by favouring educational research projects that are, by type, experimentally controlled comparisons in accordance with goals based on fixed standards. Such type of research is intended to illuminate and bring sense to the phrase “the students benefit from teaching.”
Preliminary American research findings have shown that tests combined with fixed

goals is an ineffective tool for raising the standards of knowledge and skills in school-aged students (Nichols & Berliner, 2007). But this, nevertheless, is the main goal of the reform. It has been shown that testing leads to competition among schools and students, but there is no consistent documentation showing improvements in knowledge and skills, as a result of testing. African Americans and Spanish speaking and Native students are still situated far behind White and Asian students. Tests create a downward pressure in the system and can lead to corruption. Students can cheat to pass the tests, and teachers and administrators can cheat to help students pass the tests. Some students are excluded from participation in the tests in order not to skew the results for the school. The number of students dropping out of schools is increasing. The curriculum content is narrowing because teachers only teach topics reflected on the tests. School subjects less affected by the tests such as art, history, social studies, geography and music are of lower priority on the timetable and in the budget. Teachers are losing their dedication and sense of commitment to teaching and are seeking other jobs.

A Danish Response to the Impact of Testing in the U.S.A
In Denmark the test supporters welcome testing as an adequate means of ridding the system of a socially unbalanced recruiting pattern to higher education. But the reports from the USA do not support this as a consequence of the test-and-evaluation culture. Danish leaders argue that the kind of cheating reported in the USA cannot take place in Denmark because the Danish test system is closed, in that, students’ test responses are written immediately into a huge data base, and the scores are computed automatically. On the other hand, it probably means that tests will focus increasingly on examining fingertip knowledge and

problem-solving skills in preference to unguarded questioning and interpretation, and hermeneutical understanding and principled reasoning in open contexts. Students in Danish schools in the future will have to be more focused on strategic thinking than on non-strategic, socially oriented and justifiable ethical modes of argumentation. They will have to think in more non-reflective, calculating and compliant ways rather than being autonomous, non-conforming, exploratory and candid. Students will have to adopt a lifestyle that is characterised by a "natural" gap between a working life dominated by alienating duty and distress and a leisure life dominated by harmless entertainment. The delicate connection between feeling and action will be diminished. The time of reflection and *Bildung* will terminate.

What is to be done?

The British educational philosopher, Richard S. Peters (1973, p. 243) once commented on the aim of education like this: "Education is something desirable in itself ... Asking about the aim of education is thus a way of getting people to understand and direct their attention to what is worth while getting." This defines education as a non-instrumental activity. The retired German social philosopher, Jürgen Habermas (1989) has emphasised the importance of being in the life world and not getting caught up in the system; that is, not being dominated by instrumental thinking. Now is the time for educators to reflect on this question, what is the aim or purpose of education? The question is basically an ethical one. What is the justification of formal education? Assuming it can be justified, is the purpose then to expose the students to an instrumentally organised, externally defined curriculum in a test-and-evaluation culture? Can this be justified? Ought this to be justified? Or should education rather take place in an internally motivated, locally based context? And if so, are there then, any basic principles, major needs and universal values that are binding ought for every student?

Peters and Habermas are among many philosophers, psychologists and social scientists who have, in the spirit of the Enlightenment, reflected on such questions. Educators in the Academy and in schools are now invited, even required, to follow their example and think through the same questions, in order to convincingly critique the excesses of extremist ideologies, in an effort to renew and strengthen a truly humanistic and democratic basis for education, and in order to maintain the autonomy of the teacher as a professional.

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Book Reviews and Recent Publications by ISTE Members

Lewis, Patrick (2007). *How we think, but not in schools: A storied Approach to Teaching*. Rotterdam, Netherlands: Sense Publishers. p.138. (ISBN90-8790-055-4)

Beware! Reading this book, readers may find themselves yearning to go out and listen more carefully to children and just spend more time with them. In *How we think, but not in schools,,* Patrick Lewis provides a   careful and thought provoking examination of the place story should/must play in schools and education are to be meaningful (especially those in Kindergarten through grade six).   He roots his position persuasively in both the day to day and the literacy/academic world. Even so, it is the opportunity to visit with Terry and Cory, to re-experience Baba Yoga and come to know *my aunt, the tailor* that are evocative beyond the reading of the book. After all, Patrick Lewis is a skilled story teller clothed in academic robes. This author's sense of crafting language is never lost even when engaged with accountability and testing, a subject of long standing debate. Even here, the author is able to re-vitalize by reminding readers of the human face of such national enterprises.

Of particular interest to the international community, this book reminds readers that children come to school skilled in oracy and that it is these skills that could and can facilitate transitions to reading and literacy. There is in this work a promise that working with children, listening to them, engaging in dialogue, assisting them to use the skills they bring to school in becoming literate will mean they have a more successful school experience. This promise is not just evident in the argumentation but in the children's and author's interactions shared. For those who care about children and that they experience schools and learning as affirming, this book prompts making story a bigger part of curriculum and of day to day school life not leaving it at the school's front doors.
Donna Patterson, University of Regina

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Articles should move beyond description to present inquiry and critical analysis and provoke discussion.

Articles pertaining to a particular country or world area should be authored by a teacher educator from that country or world area.

If English is the author's second or third language, manuscripts accepted for publication will be edited to improve clarity, to conform to style, to correct grammar, and to fit available space. Submission of the article is considered permission to edit the article.

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- All text should be double-spaced, with margins 1 inch all around (2.5 cm), left justified only.

- Paragraphs should be indented five spaces and separated by a space.

- Tables, Figures, and Charts should be kept to a minimum (no more than 4 per article) and each sized to fit on a page 8.5 x 5.5 inches (20 x 14 cm).

- Abstract should be limited to 100 - 150 words.

- The cover page shall include the following information: Title of the manuscript; name of author or authors, institution, complete mailing address, business and home phone numbers, FAX number, and e-mail address: Brief biographical sketch, background and areas of specialisation not to exceed 30 words per author.

- Writing and editorial style shall follow directions in the *Publication Manual of the American Psychological Association* (5th ed., 2001.). References MUST follow the APA style Manual. Information on the use of APA style may be obtained through the ISTE web site at http://teachernet.hkbu.edu.hk

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