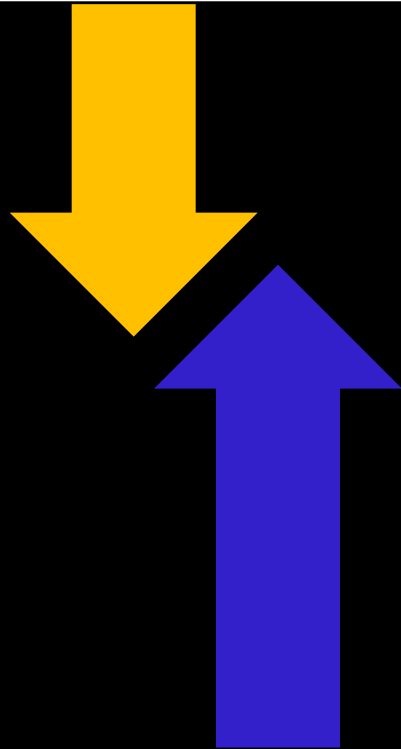**Marilyn Cochran-Smith**

*Cawthorne Professor
of Teacher Education*
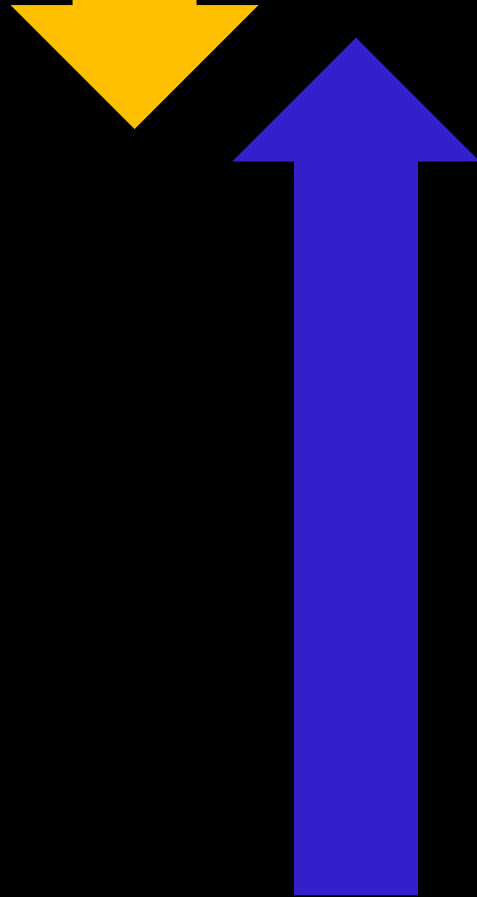Lynch School of Education
Boston College
USA

**Global Trends and Challenges in
Teacher Education
and
The Place of Teacher Inquiry**

Academy for Leadership in Teacher Education
International Webinar Series for
Exemplary Scholarship
and Knowledge Exchange.

Faculty of Education
University of Hong Kong
October 15, 2020

Global Trends and Challenges in Teacher Education
and
The Place of Teacher Inquiry

Global trends and challenges in teacher education

Teacher inquiry and teacher professionalism

Global Trends and Challenges in Teacher Education

- unparalleled attention to quality of education systems

- high expectations for teachers (and students)

- boost teacher quality → improve initial teacher education → improve student outcomes

"Turns" in teacher education

- turns:
  changing directions, shifts in thinking, or movements toward and away
  from ideas and institutions

- turns cut across countries, cultures, policy/governance systems

- but play out differently

Teacher education's shifting landscape:
5 turns

- the policy turn

- the accountability turn

- the practice turn

- the university turn

- the equity turn

the policy turn: implementing the "right" teacher quality policies to ensure school outcomes and economic health

- TE is a *policy problem* for state/federal policymakers: teachers as greatest problem and best solution

- Which structures and arrangements will have a positive impact?

	TRENDS IN TEACHER EDUCATION (assumptions/underlying ideas)	TEACHER INQUIRY/ PROFESSIONALISM (assumptions/underlying ideas)
policy turn		
accountability turn		
practice turn		
university turn		
equity turn		

	TRENDS IN TEACHER EDUCATION (assumptions/underlying ideas)	TEACHER INQUIRY/ PROFESSIONALISM (assumptions/underlying ideas)
policy turn	Teacher quality is a policy problem Linear relationship: policy → practice → outcomes	
accountability turn		
practice turn		
university turn		
equity turn		

the accountability turn: emergence of multiple TE accountability systems & schemes focused on outcomes

- 1990s "era of standards" ⟶ 2000s era of accountability

- Similarities, but also great differences

(i.e., TE programs are being held accountable for the achievement
    of the eventual students of program graduates)

	TRENDS IN TEACHER EDUCATION (assumptions/underlying ideas)	TEACHER INQUIRY/ PROFESSIONALISM (assumptions/underlying ideas)
policy turn	Teacher quality is a policy problem Linear relationship: policy → practice → outcomes	
accountability turn		
practice turn		
university turn		
equity turn		

	TRENDS IN TEACHER EDUCATION (assumptions/underlying ideas)	TEACHER INQUIRY/ PROFESSIONALISM (assumptions/underlying ideas)
policy turn	Teacher quality is a policy problem Linear relationship: policy → practice → outcomes	
accountability turn	External accountability drives reform of T/TE Key outcome of T/TE is measured student achievement	
practice turn		
university turn		
equity turn		

the practice turn: **increasing emphasis on clinical and/or practice-based experiences in ITE**

- Universities don't produce effective new teachers because of a "theory-practice gap"

- New teachers are left on their own to figure it all out

- Solving the problem of enactment

	TRENDS IN TEACHER EDUCATION (assumptions/underlying ideas)	TEACHER INQUIRY/ PROFESSIONALISM (assumptions/underlying ideas)
policy turn	Teacher quality is a policy problem Linear relationship: policy → practice → outcomes	
accountability turn	External accountability drives reform of T/TE Key outcome of T/TE is measured student achievement	
practice turn		
university turn		
equity turn		

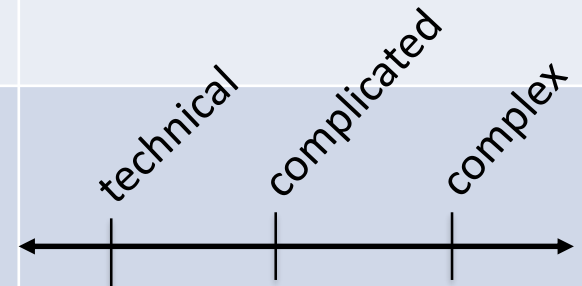|	**TRENDS IN TEACHER EDUCATION** (assumptions/underlying ideas)	**TEACHER INQUIRY/ PROFESSIONALISM** (assumptions/underlying ideas)
policy turn	Teacher quality is a policy problem Linear relationship: policy → practice → outcomes	
accountability turn	External accountability drives reform of T/TE Key outcome of T/TE is measured student achievement	
practice turn	Practice is a collection of techni- cal (or complicated) moves that can be decontextualized from classrooms and communities	technical complicated complex
university turn		
equity turn		

the university turn: increased focus on university (and research) as the proper location for preservice teacher education and the way to improve it

(much less prevalent: turn away from the university)

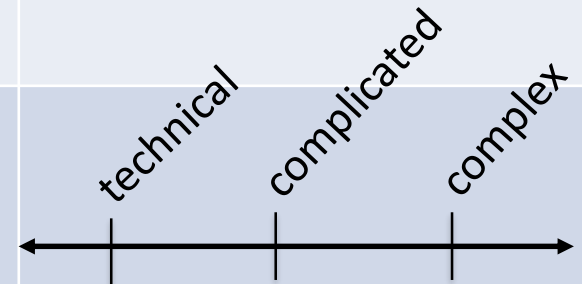|	TRENDS IN TEACHER EDUCATION (assumptions/underlying ideas)	TEACHER INQUIRY/ PROFESSIONALISM (assumptions/underlying ideas)
policy turn	Teacher quality is a policy problem Linear relationship: policy → practice → outcomes	
accountability turn	External accountability drives reform of T/TE Key outcome of T/TE is measured student achievement	
practice turn	Practice is a collection of techni-cal (or complicated) moves that can be decontextualized from classrooms and communities	technical ⟶ complicated ⟶ complex
university turn		
equity turn		

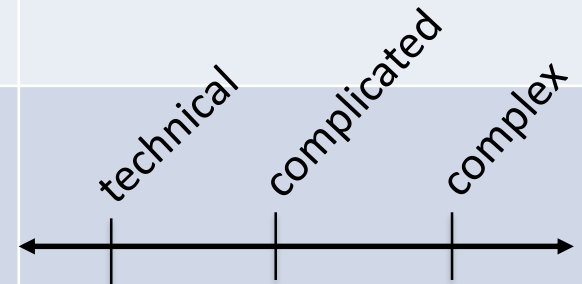|	TRENDS IN TEACHER EDUCATION (assumptions/underlying ideas)	TEACHER INQUIRY/ PROFESSIONALISM (assumptions/underlying ideas)
policy turn	Teacher quality is a policy problem Linear relationship: policy → practice → outcomes	
accountability turn	External accountability drives reform of T/TE Key outcome of T/TE is measured student achievement	
practice turn	Practice is a collection of techni-cal (or complicated) moves that can be decontextualized from classrooms and communities	technical complicated complex ←——|————|————|——→
university turn	Teachers are receivers, users, implementors of university-generated knowledge/evidence Knowledge-**for**-practice	
equity turn		

the equity turn: growing emphasis on equity as the aim of teacher education reforms

- All students (including those not well served by the systems) need access to teacher quality

- Teachers must know how to teach "all students" to world-class standards

- Different underlying ideas about equity, justice, and what causes/cures inequity

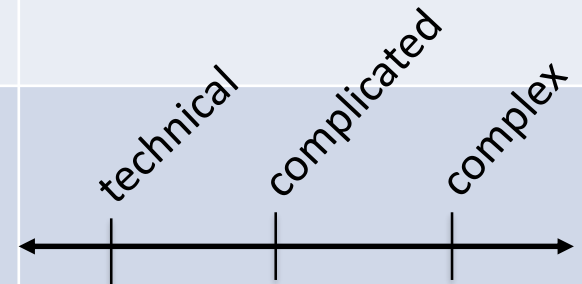|	TRENDS IN TEACHER EDUCATION (assumptions/underlying ideas)	TEACHER INQUIRY/ PROFESSIONALISM (assumptions/underlying ideas)
policy turn	Teacher quality is a policy problem Linear relationship: policy → practice →outcomes	
accountability turn	External accountability drives reform of T/TE Key outcome of T/TE is measured student achievement	
practice turn	Practice is a collection of technical (or complicated) moves that can be decontextualized from classrooms and communities	technical complicated complex
university turn	Teachers are receivers, users, implementors of university-generated knowledge/evidence Knowledge-**for**-practice	
equity turn		

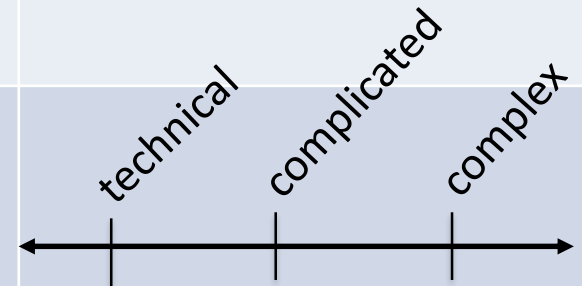|	**TRENDS IN TEACHER EDUCATION** (assumptions/underlying ideas)	**TEACHER INQUIRY/ PROFESSIONALISM** (assumptions/underlying ideas)
policy turn	Teacher quality is a policy problem Linear relationship: policy → practice →outcomes	
accountability turn	External accountability drives reform of T/TE Key outcome of T/TE is measured student achievement	
practice turn	Practice is a collection of techni-cal (or complicated) moves that can be decontextualized from classrooms and communities	technical complicated complex
university turn	Teachers are receivers, users, implementors of university-generated knowledge/evidence Knowledge-**for**-practice	
equity turn	Equal (same) access to teacher quality for all students will eliminate inequity Thin equity	

Teacher education's shifting landscape:
5 turns

- the policy turn

- the accountability turn

- the practice turn

- the university turn

- the equity turn

Global trends and challenges in teacher education

Teacher inquiry and teacher professionalism

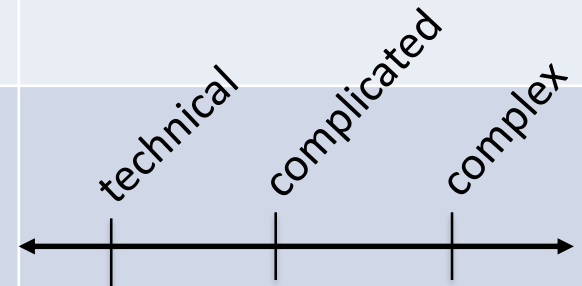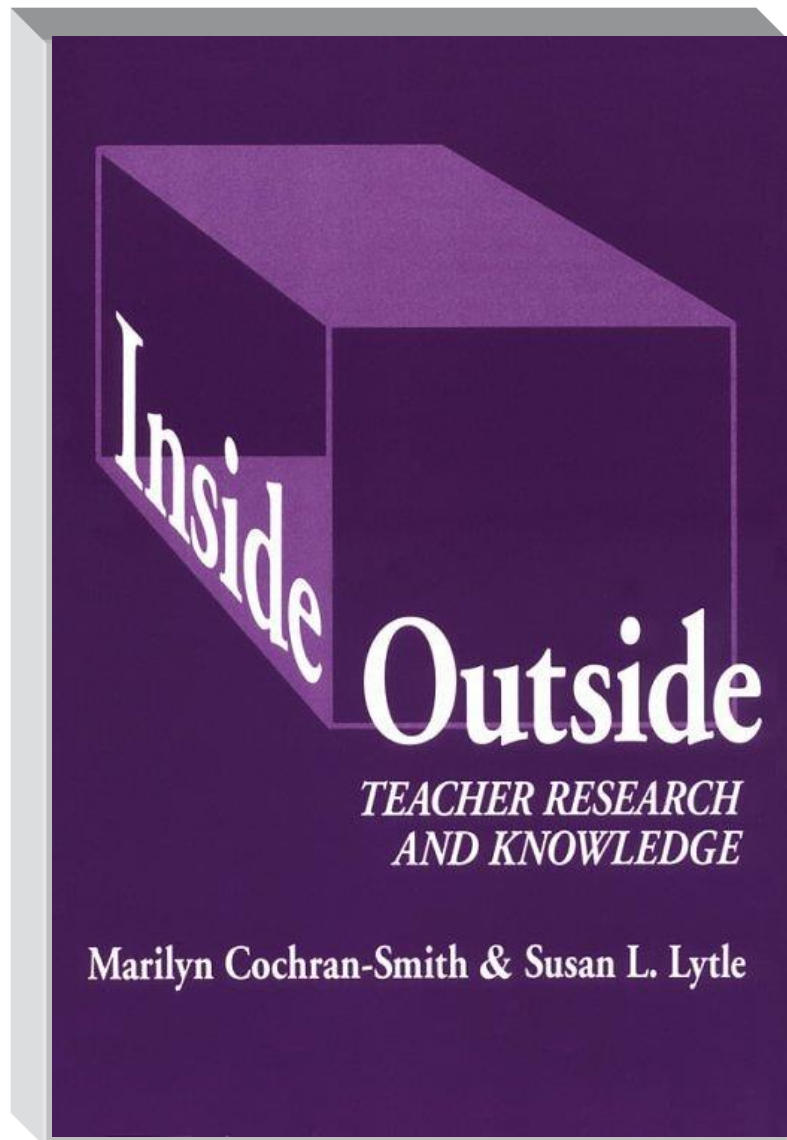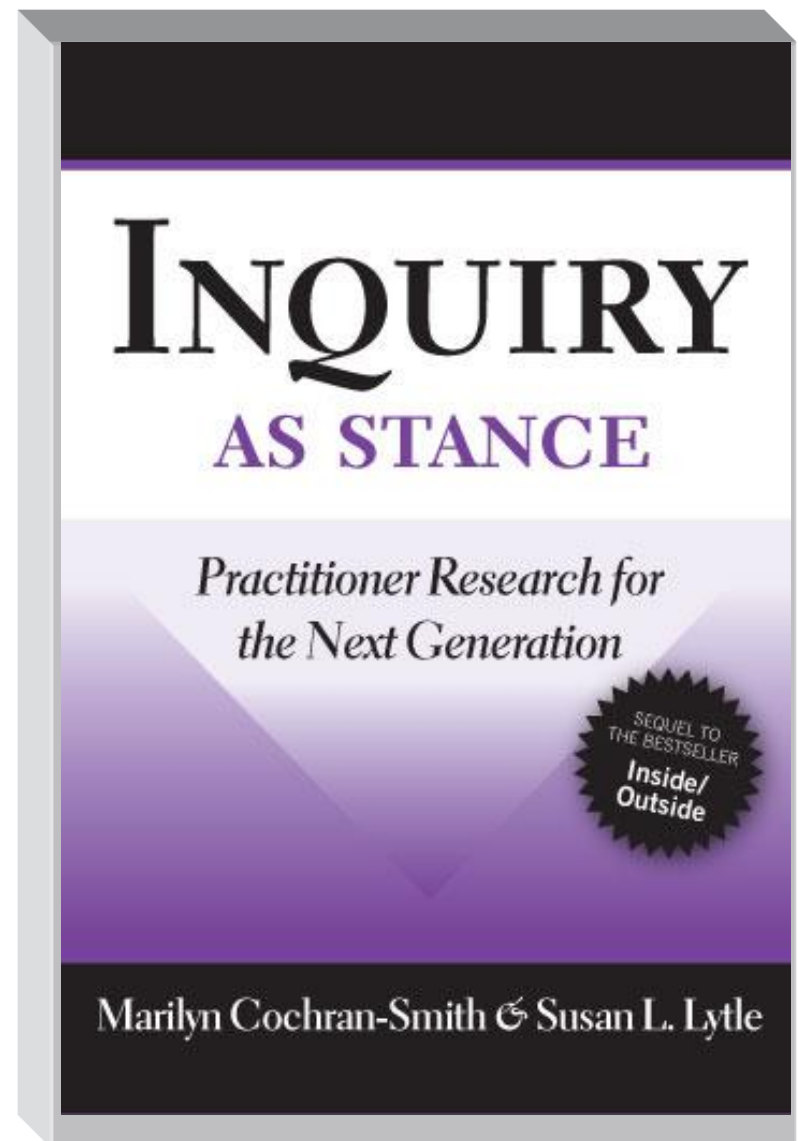|	TRENDS IN TEACHER EDUCATION (assumptions/underlying ideas)	TEACHER INQUIRY/ PROFESSIONALISM (assumptions/underlying ideas)
policy turn	Teacher quality is a policy problem Linear relationship: policy → practice → outcomes	
accountability turn	External accountability drives reform of T/TE Key outcome of T/TE is measured student achievement	
practice turn	Practice is a collection of techni-cal (or complicated) moves that can be decontextualized from classrooms and communities	technical complicated complex ←——|————|————|——→
university turn	Teachers are receivers, users, implementors of university-generated knowledge/evidence Knowledge-**for**-practice	
equity turn	Equal (same) access to teacher quality for all students will eliminate inequity Thin equity	

Inside Outside
TEACHER RESEARCH
AND KNOWLEDGE

Marilyn Cochran-Smith & Susan L. Lytle

INQUIRY
AS STANCE

Practitioner Research for
the Next Generation

SEQUEL TO
THE BESTSELLER
Inside/
Outside

Marilyn Cochran-Smith & Susan L. Lytle

1993   2009

Teacher Inquiry as a "stance"

Inquiry as:
- perspectival and conceptual
- a world view
- a critical habit of mind
- a dynamic and fluid way of knowing and being in the world of educational practice
- carries across professional careers
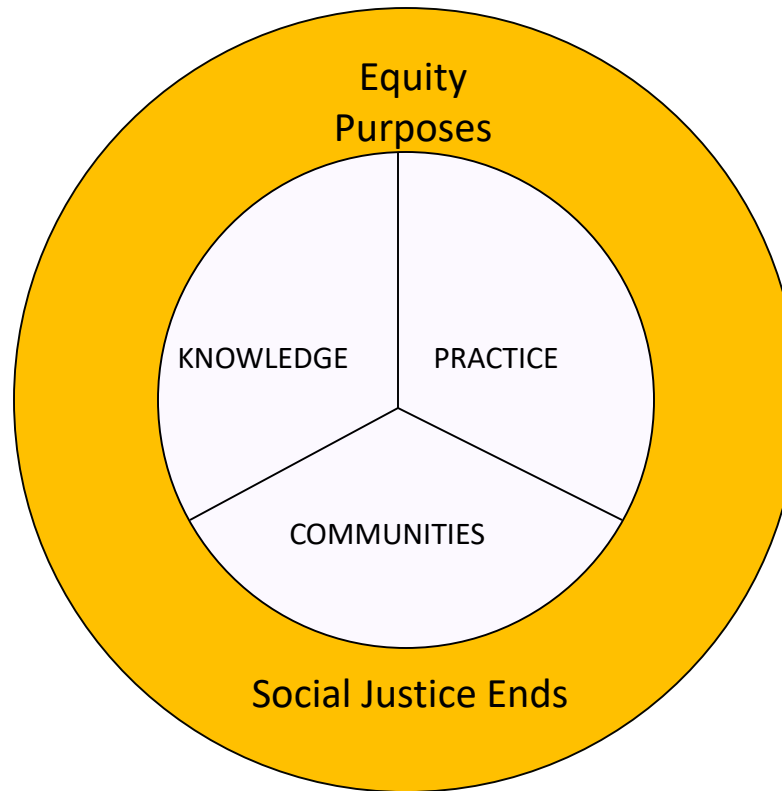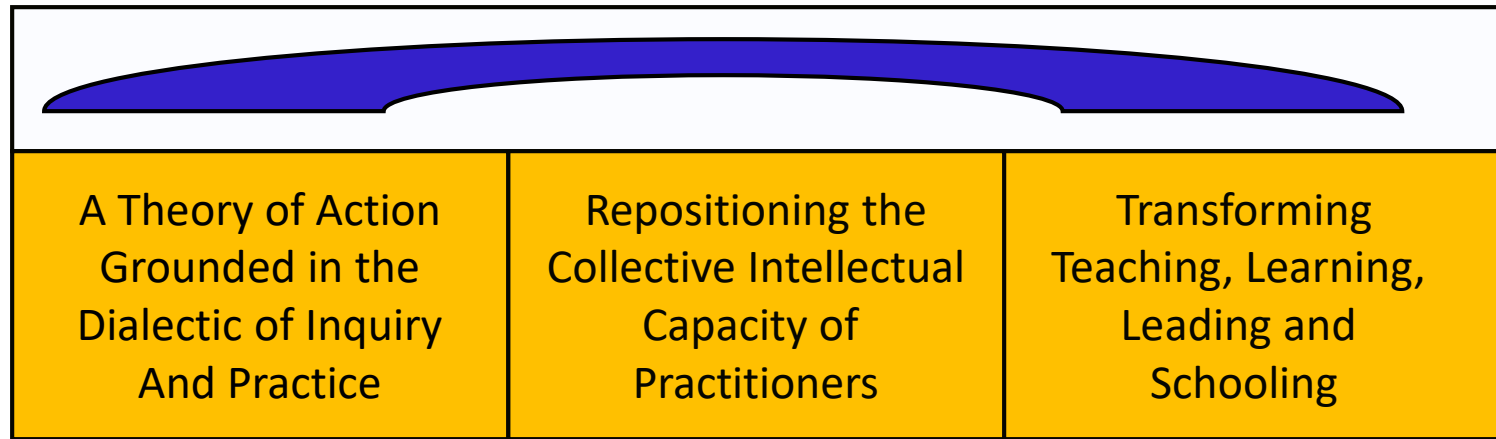- carries across educational settings
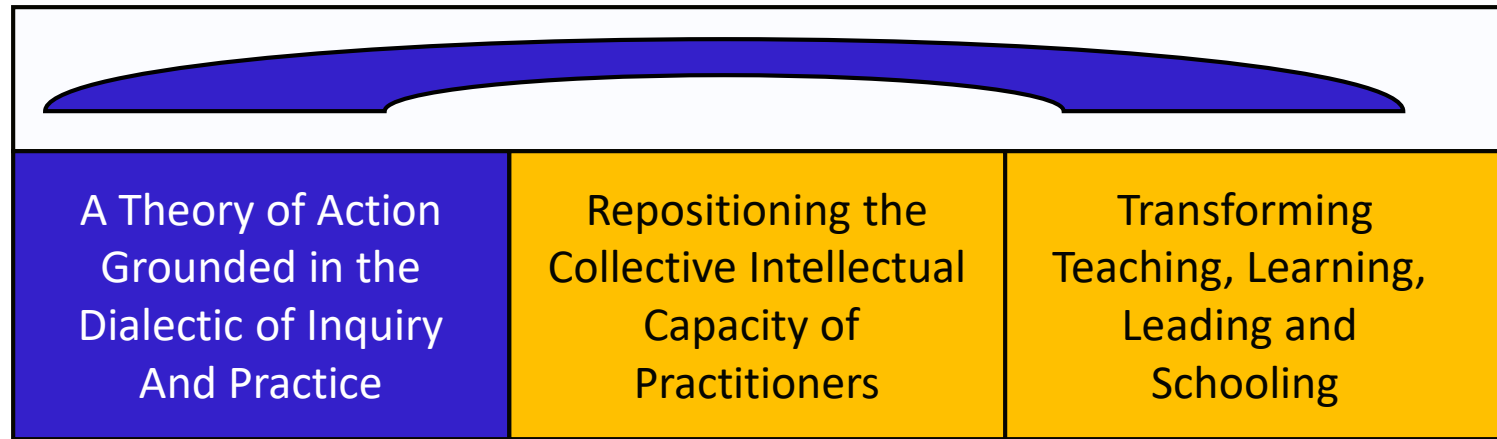
In contrast with inquiry as:

project

problem solving method

set of steps

INQUIRY AS STANCE
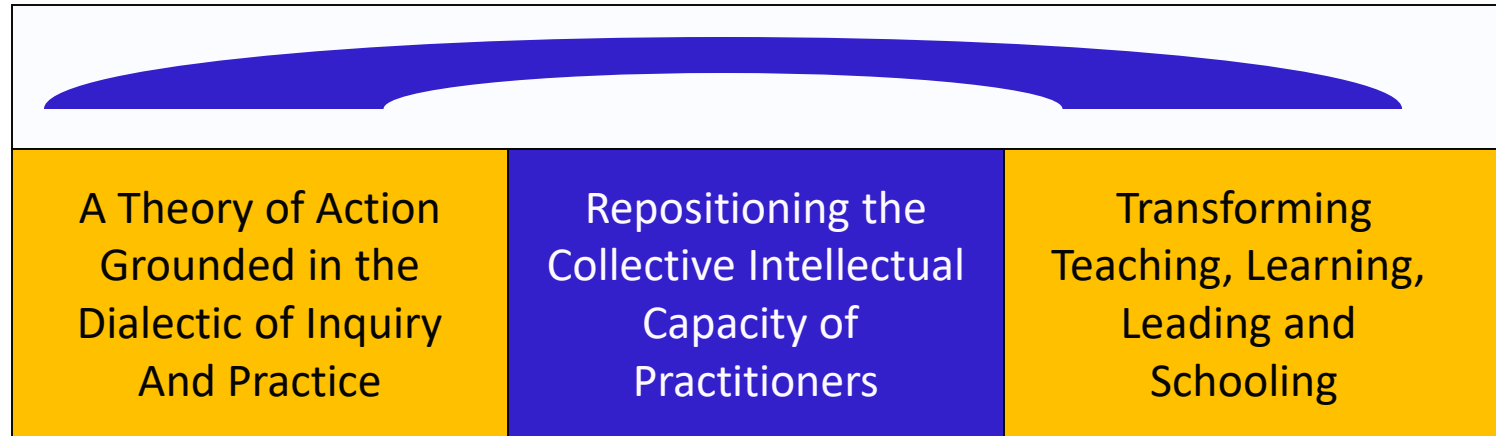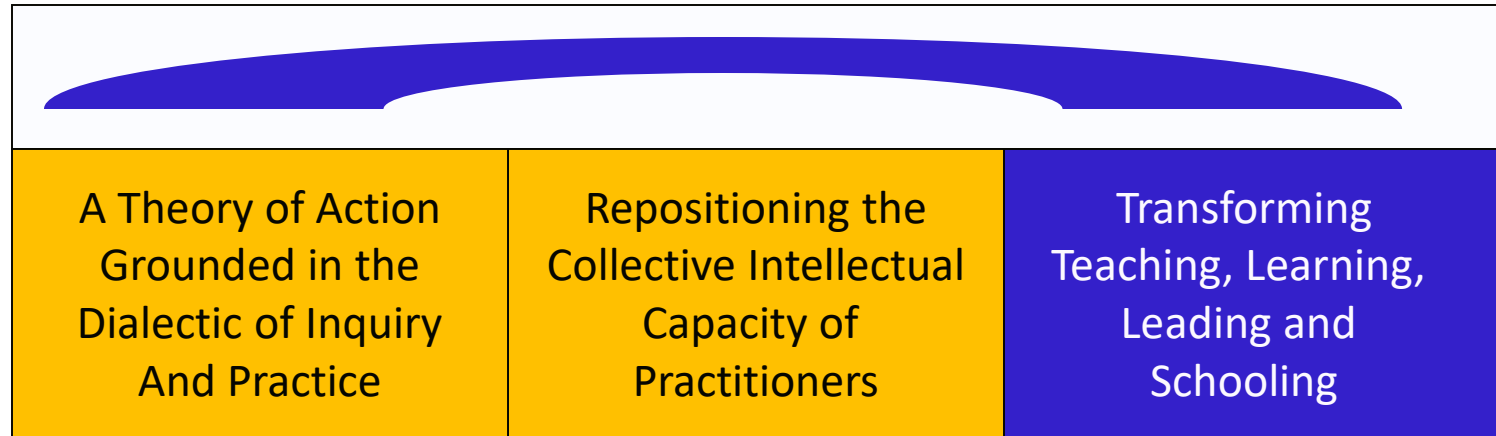
A Theory of Action Grounded in the Dialectic of Inquiry And Practice	Repositioning the Collective Intellectual Capacity of Practitioners	Transforming Teaching, Learning, Leading and Schooling

Equity
Purposes

KNOWLEDGE   PRACTICE

COMMUNITIES

Social Justice Ends

INQUIRY AS STANCE

A Theory of Action Grounded in the Dialectic of Inquiry And Practice	Repositioning the Collective Intellectual Capacity of Practitioners	Transforming Teaching, Learning, Leading and Schooling

Equity
Purposes

KNOWLEDGE | PRACTICE

COMMUNITIES

Social Justice Ends

INQUIRY AS STANCE

A Theory of Action Grounded in the Dialectic of Inquiry And Practice	Repositioning the Collective Intellectual Capacity of Practitioners	Transforming Teaching, Learning, Leading and Schooling

Equity Purposes

KNOWLEDGE

PRACTICE

COMMUNITIES

Social Justice Ends

INQUIRY AS STANCE

A Theory of Action Grounded in the Dialectic of Inquiry And Practice	Repositioning the Collective Intellectual Capacity of Practitioners	Transforming Teaching, Learning, Leading and Schooling

Equity Purposes

KNOWLEDGE

PRACTICE

COMMUNITIES

Social Justice Ends

INQUIRY AS STANCE

A Theory of Action Grounded in the Dialectic of Inquiry And Practice	Repositioning the Collective Intellectual Capacity of Practitioners	Transforming Teaching, Learning, Leading and Schooling

Equity
Purposes

KNOWLEDGE

PRACTICE

COMMUNITIES

Social Justice Ends

INQUIRY AS STANCE

A Theory of Action Grounded in the Dialectic of Inquiry And Practice	Repositioning the Collective Intellectual Capacity of Practitioners	Transforming Teaching, Learning, Leading and Schooling

Equity
Purposes

KNOWLEDGE

PRACTICE

COMMUNITIES

Social Justice Ends

INQUIRY AS STANCE

A Theory of Action Grounded in the Dialectic of Inquiry And Practice	Repositioning the Collective Intellectual Capacity of Practitioners	Transforming Teaching, Learning, Leading and Schooling

Equity Purposes

KNOWLEDGE   PRACTICE

COMMUNITIES

Social Justice Ends

INQUIRY AS STANCE

A Theory of Action Grounded in the Dialectic of Inquiry And Practice	Repositioning the Collective Intellectual Capacity of Practitioners	Transforming Teaching, Learning, Leading and Schooling

Equity Purposes

KNOWLEDGE

PRACTICE

COMMUNITIES

Social Justice Ends

	TRENDS IN TEACHER EDUCATION (assumptions/underlying ideas)	TEACHER INQUIRY/ PROFESSIONALISM (assumptions/underlying ideas)
policy turn	Teacher quality is a policy problem Linear relationship: policy → practice →outcomes	
accountability turn	External accountability drives reform of T/TE Key outcome of T/TE is measured student achievement	
practice turn	Practice is a collection of technical (or complicated) moves that can be decontextualized from classrooms and communities	
university turn	Teachers are receivers, users, implementors of university-generated knowledge/evidence Knowledge-**for**-practice	
equity turn	Equal (same) access to teacher quality for all students will eliminate inequity Thin equity	

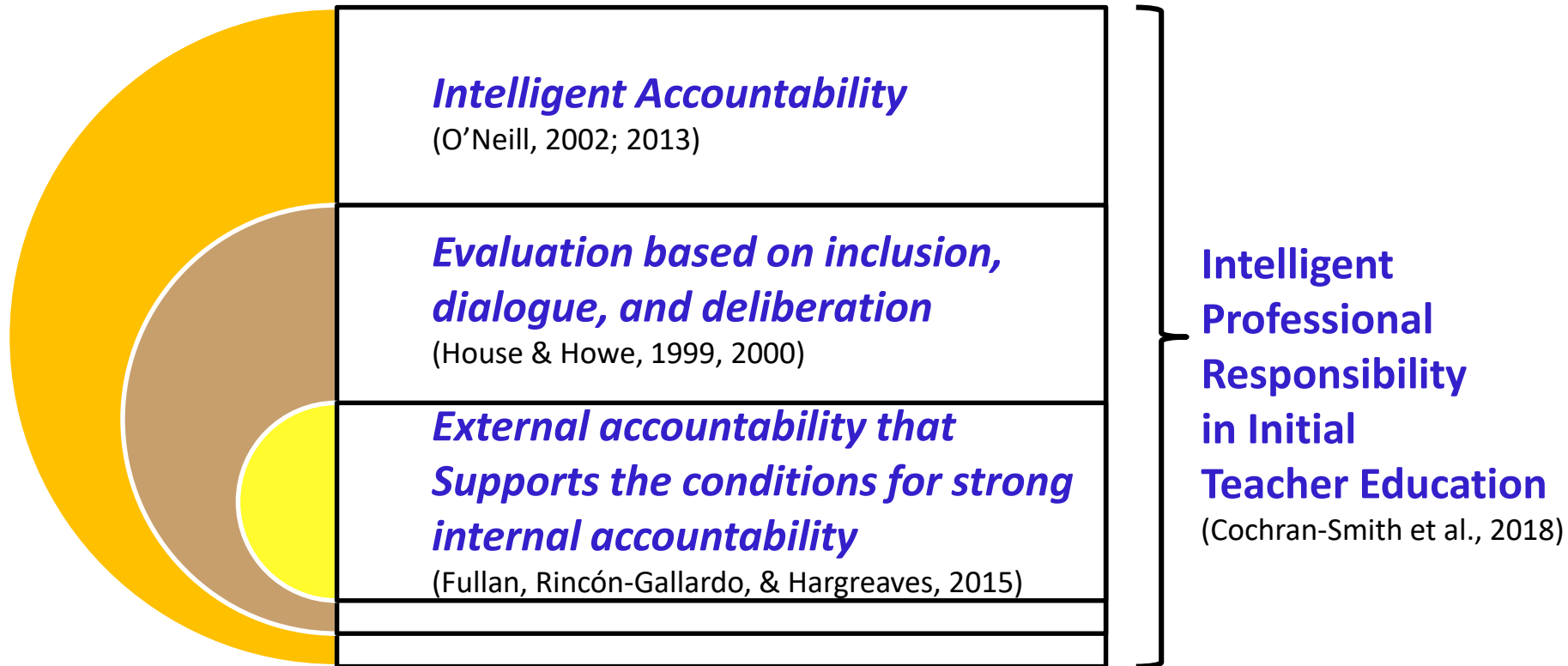|	TRENDS IN TEACHER EDUCATION (assumptions/underlying ideas)	TEACHER INQUIRY/ PROFESSIONALISM (assumptions/underlying ideas)
policy turn	Teacher quality is a policy problem Linear relationship: policy → practice →outcomes	Teacher quality is a policy and a political problem Power relationships: values, ideals, public/private interests
accountability turn	External accountability drives reform of T/TE Key outcome of T/TE is measured student achievement	
practice turn	Practice is a collection of technical (or complicated) moves that can be decontextualized from classrooms and communities	
university turn	Teachers are receivers, users, implementors of university-generated knowledge/evidence Knowledge-**for**-practice	
equity turn	Equal (same) access to teacher quality for all students will eliminate inequity Thin equity	

	TRENDS IN TEACHER EDUCATION (assumptions/underlying ideas)	**TEACHER INQUIRY/ PROFESSIONALISM** (assumptions/underlying ideas)
policy turn	Teacher quality is a policy problem Linear relationship: policy → practice →outcomes	Teacher quality is a policy <u>and</u> a political problem Power relationships: values, ideals, public/private interests
accountability turn	External accountability drives reform of T/TE Key outcome of T/TE is measured student achievement	Intelligent professional responsibility for students' learning and life chances Heightened professionalism
practice turn	Practice is a collection of techni-cal (or complicated) moves that can be decontextualized from classrooms and communities	
university turn	Teachers are receivers, users, implementors of university-generated knowledge/evidence Knowledge-**for**-practice	
equity turn	Equal (same) access to teacher quality for all students will eliminate inequity Thin equity	

INTELLIGENT PROFESSIONAL RESPONSIBILITY

Intelligent Accountability
(O'Neill, 2002; 2013)

Evaluation based on inclusion, dialogue, and deliberation
(House & Howe, 1999, 2000)

External accountability that Supports the conditions for strong internal accountability
(Fullan, Rincón-Gallardo, & Hargreaves, 2015)

Intelligent Professional Responsibility in Initial Teacher Education
(Cochran-Smith et al., 2018)

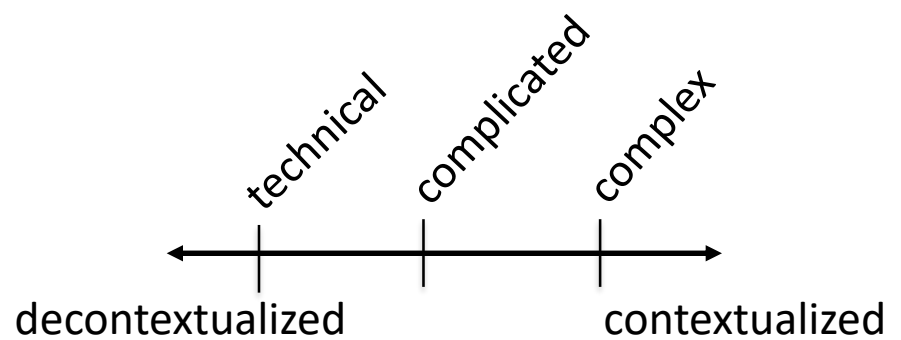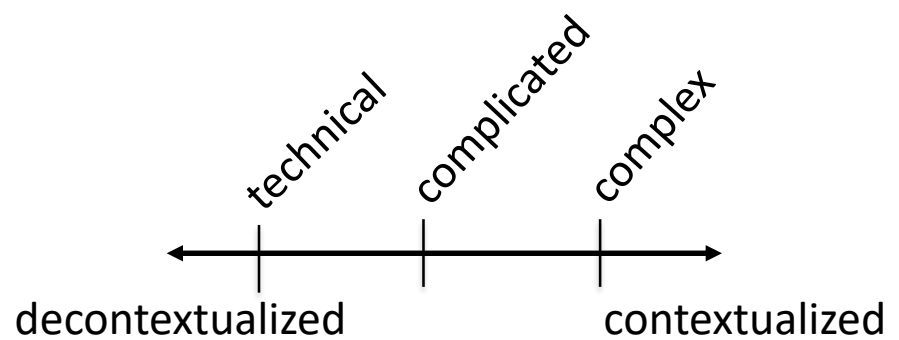|	TRENDS IN TEACHER EDUCATION (assumptions/underlying ideas)	TEACHER INQUIRY/ PROFESSIONALISM (assumptions/underlying ideas)
policy turn	Teacher quality is a policy problem Linear relationship: policy → practice →outcomes	Teacher quality is a policy <u>and</u> a political problem Power relationships: values, ideals, public/private interests
accountability turn	External accountability drives reform of T/TE Key outcome of T/TE is measured student achievement	Intelligent professional responsibility for students' learning and life chances Heightened professionalism
practice turn	Practice is a collection of technical (or complicated) moves that can be decontextualized from classrooms and communities	
university turn	Teachers are receivers, users, implementors of university-generated knowledge/evidence Knowledge-**for**-practice	
equity turn	Equal (same) access to teacher quality for all students will eliminate inequity Thin equity	

	TRENDS IN TEACHER EDUCATION (assumptions/underlying ideas)	**TEACHER INQUIRY/ PROFESSIONALISM** (assumptions/underlying ideas)
policy turn	Teacher quality is a policy problem Linear relationship: policy → practice →outcomes	Teacher quality is a policy and a political problem Power relationships: values, ideals, public/private interests
accountability turn	External accountability drives reform of T/TE Key outcome of T/TE is measured student achievement	Intelligent professional responsibility for students' learning and life chances Heightened professionalism
practice turn	Practice is a collection of technical (or complicated) moves that can be decontextualized from classrooms and communities	Practice is more than what teachers do Practice is always complex and deeply contextualized
university turn	Teachers are receivers, users, implementors of university-generated knowledge/evidence Knowledge-**for**-practice	
equity turn	Equal (same) access to teacher quality for all students will eliminate inequity Thin equity	

PRACTICE

technical | complicated | complex

← decontextualized ——————————— contextualized →

complicated things	complex things
• multiple parts • can be accurately and fully analyzed individually and apart from one another • predictable relation-ships • examples: jumbo jets, CD players	

PRACTICE

technical   complicated   complex

decontextualized ←——————————→ contextualized

complicated things

- multiple parts
- can be accurately and fully analyzed individually and apart from one another
- predictable relation-ships
- examples: jumbo jets, ipads, rocket engines

complex things

- emphasis on wholes
- parts interact
- non-linear relation-ships
- intricate feedback loops
- relationships not fully predictable
- examples: brain, bacteria, ecological systems, social systems

	TRENDS IN TEACHER EDUCATION (assumptions/underlying ideas)	TEACHER INQUIRY/ PROFESSIONALISM (assumptions/underlying ideas)
policy turn	Teacher quality is a policy problem Linear relationship: policy → practice →outcomes	Teacher quality is a policy and a political problem Power relationships: values, ideals, public/private interests
accountability turn	External accountability drives reform of T/TE Key outcome of T/TE is measured student achievement	Intelligent professional responsibility for students' learning and life chances Heightened professionalism
practice turn	Practice is a collection of technical (or complicated) moves that can be decontextualized from classrooms and communities	Practice is more than what teachers do Practice is always complex and deeply contextualized
university turn	Teachers are receivers, users, implementors of university-generated knowledge/evidence Knowledge-**for**-practice	
equity turn	Equal (same) access to teacher quality for all students will eliminate inequity Thin equity	

	TRENDS IN TEACHER EDUCATION (assumptions/underlying ideas)	TEACHER INQUIRY/ PROFESSIONALISM (assumptions/underlying ideas)
policy turn	Teacher quality is a policy problem Linear relationship: policy → practice →outcomes	Teacher quality is a policy <u>and</u> a political problem Power relationships: values, ideals, public/private interests
accountability turn	External accountability drives reform of T/TE Key outcome of T/TE is measured student achievement	Intelligent professional responsibility for students' learning and life chances Heightened professionalism
practice turn	Practice is a collection of techni-cal (or complicated) moves that can be decontextualized from classrooms and communities	Practice is more than what teachers do Practice is always complex and deeply contextualized
university turn	Teachers are receivers, users, implementors of university-generated knowledge/evidence Knowledge-**for**-practice	Teachers are generators of knowledge, useful in local and sometimes larger contexts Knowledge-**of**-practice
equity turn	Equal (same) access to teacher quality for all students will eliminate inequity Thin equity	

|	TRENDS IN TEACHER EDUCATION (assumptions/underlying ideas)	TEACHER INQUIRY/ PROFESSIONALISM (assumptions/underlying ideas)
policy turn	Teacher quality is a policy problem Linear relationship: policy → practice →outcomes	Teacher quality is a policy <u>and</u> a political problem Power relationships: values, ideals, public/private interests
accountability turn	External accountability drives reform of T/TE Key outcome of T/TE is measured student achievement	Intelligent professional responsibility for students' learning and life chances Heightened professionalism
practice turn	Practice is a collection of technical (or complicated) moves that can be decontextualized from classrooms and communities	Practice is more than what teachers do Practice is always complex and deeply contextualized
university turn	Teachers are receivers, users, implementors of university-generated knowledge/evidence Knowledge-**for**-practice	Teachers are generators of knowledge, useful in local and sometimes larger contexts Knowledge-**of**-practice
equity turn	Equal (same) access to teacher quality for all students will eliminate inequity Thin equity	Eliminating inequity requires changing the structures that produce/reproduce inequity Strong equity

STRONG EQUITY

- Redistribution
- Recognition
- Representation
- Reframing
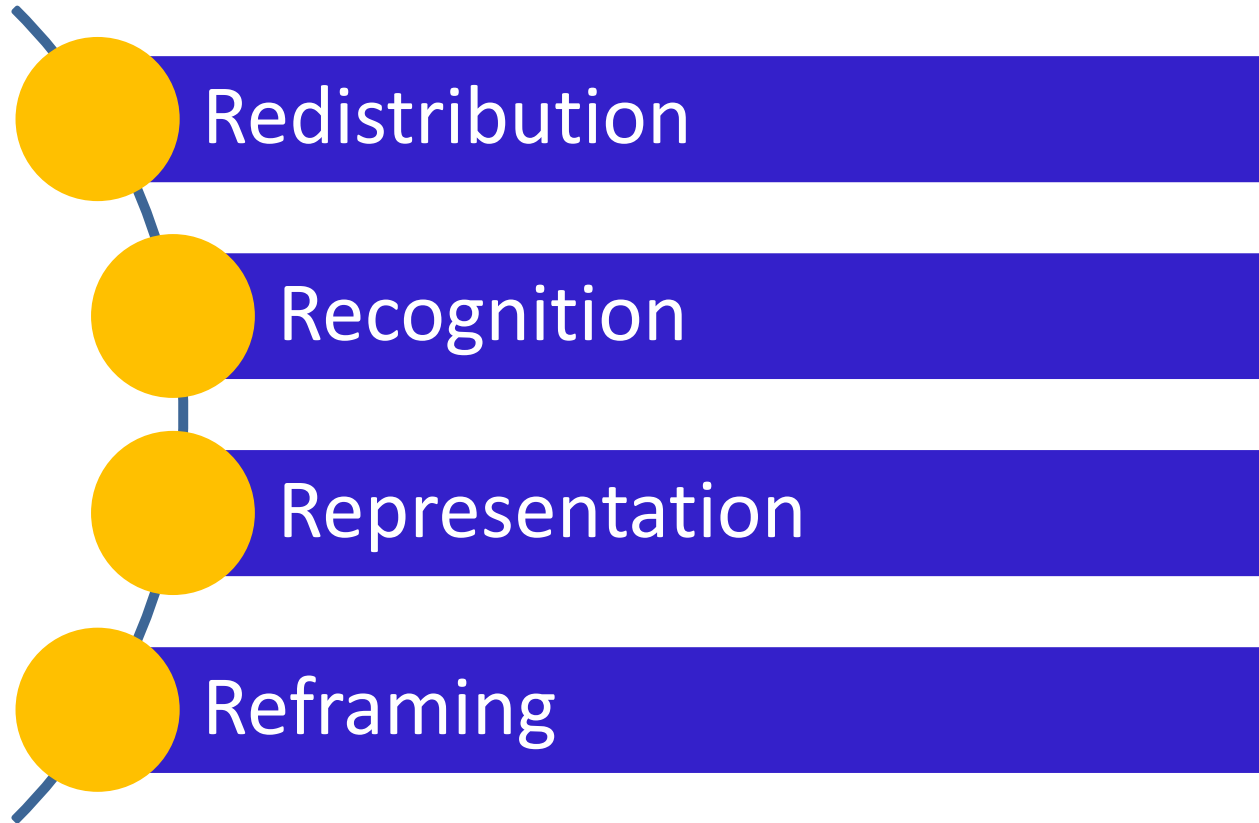
(Draws from: Cochran-Smith, 2010; Cochran-Smith et al., 2018; Fraser, 2009; Fraser & Honneth, 2003)

Global trends and challenges in teacher education

Teacher inquiry and teacher professionalism
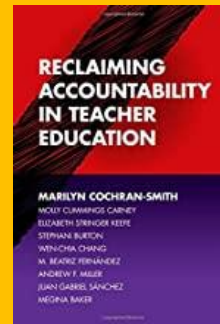
CONTACT ME:
Marilyn Cochran-Smith
Lynch School of Education and
Human Development
Boston College
cochrans@bc.edu
marilyncochransmith.com

WINNER:
2020 AACTE
BEST BOOK AWARD

2019 AERA/Division K
DISTINGUISHED RESEARCH
AWARD