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?
<table>
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|  | 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)
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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
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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)
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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
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Knowledge-for-practice                                                                                                                                                                               |
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Thin equity |
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TRENDS IN TEACHER EDUCATION
(assumptions/underlying ideas)

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TEACHER INQUIRY/PROFESSIONALISM
(assumptions/underlying ideas)
Inside Outside
TEACHER RESEARCH AND KNOWLEDGE
Marilyn Cochran-Smith & Susan L. Lytle

Inquiry AS STANCE
Practitioner Research for the Next Generation
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

INQUIRY AS STANCE

Equity Purposes

Knowledge

Practice

Communities

Social Justice Ends
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KNOWLEDGE
PRACTICE
COMMUNITIES
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#### INQUIRY AS STANCE

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#### Social Justice Ends

#### COMMUNITIES

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PRACTICE

COMMUNITIES

Social Justice Ends
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| *(assumptions/underlying ideas)* |
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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)
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- multiple parts
- can be accurately and fully analyzed individually and apart from one another
- predictable relationships
- examples: jumbo jets, CD players

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**complicated things**

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

**complex things**

- emphasis on wholes
- parts interact
- non-linear relationships
- intricate feedback loops
- relationships not fully predictable
- examples: brain, bacteria, ecological systems, social systems
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Thin equity | Eliminating inequity requires changing the structures that produce/reproduce inequity  
Strong equity |
Redistribution
Recognition
Representation
Reframing

(Draws from: Cochran-Smith, 2010; Cochran-Smith et al., 2018; Fraser, 2009; Fraser & Honneth, 2003)
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CONTACT ME:
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Boston College
cochrans@bc.edu
marilyncochran smith.com

WINNER:
2020 AACTE BEST BOOK AWARD

2019 AERA/Division K DISTINGUISHED RESEARCH AWARD