

The 1st Global Teacher Education Summit
How to Prepare Teachers in the 21st Century: The Dialogue between the East and the West

Center for Teacher Education Research Faculty of Education, Beijing Normal University
Beijing, China
October 28-31, 2011

Sub-theme 4: Teacher Education: Who will prepare teachers for the 21st Century

Individual Paper Presentation

**Teaching and teacher education possibilities:
Pathways, Partnerships & Pedagogy**

Contact details:

Associate Professor R. E. (Bobby) Harreveld
Building 33, Room 2.37
Central Queensland University
Rockhampton, Qld
Australia
Email: b.harreveld@cqu.edu.au
Tel: +61 7 49 232391

Abstract

Teacher educators who embrace both globalization and localization by internationalizing partnerships among providers will position teachers well for the challenges of teaching in the 21st century. Teaching is a profession controlled at local and national levels in all countries throughout the world. Within these top-down policy settings, teacher educators are positioned in the interstitial spaces between the schools in which teachers work and the institutions that credential their learning about teaching. Zhu and Han's (2006) analysis of the reconstruction of teacher education in contemporary China highlights the diversity of teacher education discourse as it moves to a post-*shifan* era in which dilemmas remain for professional teacher education in a "social context in which national curriculum standards and textbooks are prescribed, and student test scores are highly emphasized" and a policy context of "national curriculum standards for teacher education and national curriculum standards for elementary and secondary education" (p. 73). Similar discursive dissonances are to be found in Australian teacher education as it struggles to find its place as a profession within the panoply of competing education agenda at all levels of governance and among all key stakeholders.

While the teacher education profession responds to such challenges from national, local/regional and institutional perspectives, a consideration of alternative pathways and partnerships is vital at a time when international economic cooperation and inter-cultural communication is facilitated through transnational investments of governments and industries. There is ample evidence that teacher education faculties in universities and employing authorities have supported a range of alternative pathways into teaching (Darling-Hammond, 2006; Grossman & McDonald, 2008; Zeichner, 2010); and educational partnerships (Cardini, 2006; Edwards & Mutton, 2007; Furlong, McNamara, Campbell, Howson, & Lewis, 2008). In what ways could teacher education respond to the changes occurring in all phases of compulsory

education, but especially the senior secondary schooling years, which are so crucial for young people's transitions into the globalized 21st century world?

This paper reports on an unconventional packaging of teacher training through alternative pathways, academic and vocational partnerships undertaken at an Australian university (Harreveld & Danaher, 2004). Findings from Australian Research Council funded research into brokering socio-economically aligned learning and work in senior secondary schooling (Harreveld & Singh, 2009) confirm the potential for such teaching partnerships pathways programs to produce knowledge workers for a 21st century teaching profession. In an era of high stakes testing, reforms to early, middle and senior phases of compulsory education, and public accountability for the outcomes from senior secondary schooling, teacher education programs are at risk of servility to single-track, short-term dictates of standards-based certification authorities and national curriculum frameworks.

Teacher education in this context could usefully challenge school-centric conceptions of education which do not provide adequate critical accounts of innovations in large-scale reforms, and significant advances in transitioning young people from schooling into further education, training and work which are achieved when teachers and policy makers broker safe, legal and responsible integrations of opportunities for all students. The paper speculates on the possibilities for internationalizing such pathways and partnerships through welcoming the global cultural flows of technology, capital, labour and knowledge in the manufacture of local meanings (Appadurai, 2010) about teacher education and invites debate for putting this knowledge into action.

Key words: teacher education, pathways and partnerships, Australia

Acknowledgement

The work reported here was supported by a research grant from the Australian Research Council Linkage Project (LP0777022).

References

- Appadurai, A. (2010), How histories make geographies: Circulation and context in a global perspective. *Transcultural Studies*. 1: 4-13.
- Cardini, A. (2006). An analysis of the rhetoric and practice of educational partnerships in the UK: An arena of complexities, tensions and power. *Journal of Education Policy*, 21(4), 393-415.
- Darling-Hammond, L. (2006, May/June). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57(3), 300-314.
- Edwards, A., & Mutton, T. (2007, September). Looking forward: Rethinking professional learning through partnership arrangements in Initial Teacher Education. *Oxford Review of Education*, 33(4), 503-519.
- Furlong, J., McNamara, O., Campbell, A., Howson, J., & Lewis, S. (2008). Partnership, policy and politics: Initial teacher education in England under New Labour. *Teachers in Teaching: Theory and Practice*, 14(4), 307-318.
- Grossman, P., & McDonald, M. (2008, March). Back to the future: Directions for research in teaching and teacher education. *American Educational Research Journal*, 45(1), 184-205.

- Harreveld, R. E., & Danaher, P. A. (2004, November). Innovation in open and distance learning and teacher education: The case of pre-service secondary vocational education and training at an Australian regional university. *Journal of Open Learning and Teacher Education*, 1(1), 1-13.
- Harreveld, R., & Singh, M. J. (2009). Contextualising learning at the education-training-work interface. *Education+Training*, 51(2): 92-107.
- Zeichner, K. (2010, January/February). Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. *Journal of Teacher Education*, 61(1-2), 89-99.
- Zhu, X., & Han, X. (2006). Reconstruction of the teacher education system in China. *International Education Journal*, 2006, 7(1), 66-73.