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General Editorial

Carol Mutch, PhD, Education Review Office, New Zealand

This issue of *Pacific Asian Education* focuses on reports from the Pacific Circle Consortium's *Teacher Education for the Future* project, which is described in more detail below by the Guest Editor, Associate Professor Lindsey Conner of the University of Canterbury. Dr Conner and her colleagues have been exploring the issue of how future teachers are prepared and how teachers are prepared for the future in their respective countries. My thanks to Dr Conner for collating, arranging reviews and preparing the featured papers for publication.

This brief general editorial gives me the opportunity to thank the many people who make the *Pacific-Asian Education* journal possible – members of the Pacific Circle Consortium, the Executive Committee, authors, reviewers, editorial assistants and the Editorial Board. In particular, I want to acknowledge Emeritus Professor Neil Baumgart, formerly of the University of Western Sydney. Professor Baumgart has tendered his resignation from the Editorial Board due to ill health and I have accepted this with regret but with best wishes for the challenges that lie ahead for him. Professor Baumgart has been Chair of the Pacific Circle Consortium, Editor of *Pacific-Asian Education*, recipient of the organisation's prestigious Peter Brice Award, a stalwart member of the organisation and a good friend and mentor to many Pacific Circle members.

Carol Mutch
General Editor
December, 2008

Guest Editorial

Lindsey Conner, PhD, University of Canterbury, New Zealand

Teacher Education for the Future Project: Special Issue

During this time of active change in education, teacher education is under the spotlight internationally with calls to review both the content and delivery models to accommodate the needs of future learners. This special issue of *Pacific Asian Education* is a collection of research projects that formed subsets of a larger *Teacher Education for the Future* project, (supported by the Pacific Circle Consortium) and that represent the findings from phase two of this project. The issue explores what is important for initial teacher education by considering the aims and intentions of those most closely involved. Our research has initiated thinking about what ought to be focused on within programmes and promoted critical discussion about this in our various institutions, as part of wider changes and developments in initial teacher education. In this regard, the findings from each country provide complementary information for institutions and governments to consider.

The first phase of the project began in 2005 (Conner & Greene, 2006) and was carried out in six different countries. This phase involved focus group interviews with teacher educators, teachers, and in some countries, student teachers, to determine the areas of interest for teacher education in the future. The key themes to emerge from this stage were incorporated into the second stage. The project co-ordinators in each country had input into developing the second-phase focus and the research tools used.

The second phase, reported in this special issue, involved administering a questionnaire to students in initial teacher education programmes, teachers in schools and teacher educators. The questionnaire was separated into two parts: the first part considered the aims and purposes of education and the implications of these aims and purposes for initial teacher education programmes; the second part explored the knowledge and values worth teaching and how educational systems could promote learning through the types of pedagogies used.

This project has deliberately taken a futures approach by asking participants to predict and extrapolate what they would like education to provide in the future, as part of a process that helps to create the future. This is in contrast to other approaches, such as those comparing student achievement through a cross-cultural comparison of teachers and teacher education (Tatto, 2006).

It is important to emphasise that the educational contexts vary considerably between the studies. Each set of authors has described their context (and characteristics of the participants) to provide background information about their respective education systems, so that the results can be interpreted in terms of what participants in the various nations actually mean when they claim to value particular educational aims and purposes. These interpretations are culturally embedded and relate to what people in different countries believe are the attributes of the 'ideal person' and, by extension, the 'ideal teacher'. Further, educational reform has to deal with uncertainty as there is not much technical evidence as to what kinds of changes will 'work' to improve education in each country.

Just as important as these contextual differences, and how these differences contribute to ongoing educational development, are the similarities in drivers of educational reform in different countries. As the findings unfold in this issue, it is somewhat surprising to see the degree of overlap and similarity amongst the countries and educational systems represented. Perhaps this is an indicator of the degree to which education is converging globally. However, we are also seeking indications of alternative ways to solve similar issues.

In contrast, discussion about each country's context revealed that terms such as "inclusion" and "sustainability" appear to mean quite different things in Australia, New Zealand and the United States of America. This has implications for the interpretation of the ranked responses, since direct comparisons depend upon participants having similar understandings of the items. We acknowledge this as a limitation of any cross-country comparison. Another example of a limitation is where participant groups within each study appear to be expressing support for similar items, but this may be masking different interpretations and practice. For example, in the paper from Southern Oregon, teachers and student teachers expressed a need to increase students' motivation to learn, but did not delve deeper into the causes of lack of motivation (lack of interest, or lack of ability, or others) or ask what could be done to improve the situation.

Studies about the future of teacher education could be considered problematic, especially if they attempt to anticipate the preparation of students (teachers in training) for specific, predicted problems, issues and opportunities. This predicted future, or problem guessing, is difficult to accomplish accurately. In contrast, the researchers in this project take the view that the future is something we can create, rather than something that can be predicted. Therefore, teachers and teacher educators ought to focus on aims and values and how they might align teaching and learning to those values in order to adapt and respond to the dynamic nature of the future. That is, what do we want and how will we create it? Survey participants in each country have commented that identifying their own aims and purposes of education, and reflecting on how they enact these in the classroom, has enabled them to re-examine their practice in light of their stated purposes. As reported in the King *et al.* paper, participants

indicated that this personal reflection was illuminating, validating, or, in some cases, challenging.

There is an underlying assumption that teaching effectiveness and success in classrooms relate to the educational philosophies, content and emphases of the preparation that teachers receive. There is also an assumption that within the *Teacher Education for the Future* project, each country was able to incorporate the ideas provided by the various stakeholders involved in this study, and that any new initiatives will not be thwarted by national policies or constraints implicit in how organizations and accreditation bodies operate. It would be naïvely optimistic to assume that the findings from the studies reported in this issue will drive future programmes. However, we do know that many comments are based on known trends, such as the increase in student diversity in New Zealand schools (Conner *et al.* paper) and how this must be considered if the education system is to respond to the range of learner needs. In contrast, the paper by Watson indicates that the teachers in an Islamic setting wanted to conform to Australian cultural norms. In his paper, Watson aligns the rankings of purposes for education and focus for teacher education programmes given by participants, to Townsend's Pillars of Education: *education for survival, understanding our place in the world, understanding community and understanding our personal responsibility.*

Beliefs about teaching underpin what teaching approaches are deemed to be effective. These could range from effective teaching as encompassing critical reflection and the use of extensive professional discretion throughout teaching processes, to teaching as a much more procedural and preset activity, where teachers are expected to deliver a prescribed curriculum with set standards that students need to achieve. In reality, most education systems probably function somewhere between these extremes in recognizing that both 'technical preparation', involving knowledge and skills for complying with standardized curricula, and professional preparation that includes discretion and pedagogical decision-making, are important. Given the rapid changes regarding what knowledge is and how it can be used (Gilbert, 2005), and the importance of students being able to access new knowledge as a learning skill, the professional preparation approach is more likely to help prepare teachers for communicating ways to access, utilize and learn unfamiliar knowledge. This idea is highlighted in the paper by Power where teachers in an initial teacher education programme in Australia were involved in an initiative to support school students' inquiries (accessing new knowledge) and were asked to consider how their roles as teachers aligned with the aims and goals of education through this process.

This collection of papers represents snapshots of four different contexts and is intended to provide a basis for further discussion about what is important in initial teacher education programmes and therefore what should be included in them. These papers have also raised other potentially fruitful questions such as:

1. How can we negotiate our way through the opportunities and constraints inherent in a university-based environment that has to meet the requirements of external agents and changes in the education system?
2. How do we decide on what we value in terms of components of programmes that will promote and enhance the aims of education?
3. How do we model pedagogical processes that align with future education priorities?
4. How do teachers reconcile the differences between their core beliefs and what they are able to achieve in practice?
5. How do we actively address social justice in the classroom, the school, community, or a teacher preparation programmes?
6. Is critical thinking viewed as an abstract intellectual skill or as adopting a critical stance toward current conditions?

7. Is critical thinking regarded as a developmental phenomenon or is it contextual and therefore amenable to teaching and modelling?
8. How does technical competence with ICT support better teaching?

The next phase of this multi-national study will probably include a comparative international literature review of innovations and initiatives in teacher education that are successful in improving teaching in order to improve student outcomes in specific contexts (a double influence). Several countries have also indicated their wish to develop longitudinal studies with their initial teacher education students and to pursue their own areas of focus for informing on-going review of initial teacher education programmes.

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Lindsey Conner
Guest Editor
December, 2008

Supporting purpose-driven teaching in Southern Oregon, USA: A Teacher Education for the Future Project

John King, Steve Thorpe, Roni Adams, Younghee M. Kim, Amy Belcastro & William L. Greene, Southern Oregon University

Abstract

Originating in 2005, the Teacher Education for the Future project, a PCC-sanctioned special research study, brings together diverse perspectives and critical thinking on the role of education and teacher preparation for the future. This paper presents recent findings and new directions emerging from the context of Southern Oregon, USA. It describes commonalities and differences among the perceptions of student teachers, practicing teachers, and teacher educators regarding the aims and purposes of education, how they implement those aims within their teaching practice, and what factors either support or constrain their ability to do so. The authors will discuss ways in which the project has served as an impetus for critical and core reflection among participants and how this, in turn, indicates new directions for developing the relationship between institutions of teacher education and practicing teachers and for interjecting a futurist orientation into current educational discourse and practice.

Purpose-Driven Teaching in the United States

The Teacher Education for the Future (TEF) project is founded on the premise that teacher preparation programs will need to evolve in order to respond to educational challenges and changes in society arising from a period of unprecedented globalization in the 21st century. In the United States, this phenomenon, fueled by international comparisons of student performance and the persistence of achievement disparities between ethnic and economic groups, has spurred heightened concern regarding the degree to which the nation's schools are preparing students to compete successfully in the increasingly global marketplace (National Center for Education and the Economy, 2007). Political and educational responses have largely centered upon increasing the accountability of educational systems through more stringent and pervasive assessment and heightened control over resources, curriculum, and educational decision-making.

These changes have greatly impacted the day-to-day reality of teaching and learning at all levels of schooling. In many instances, teachers find that their role has been reduced to that of a technical functionary charged with delivering predetermined curriculum and transmitting facts necessary to pass exit examinations (Conley, 2007). Responding to this trend, some educators assert the need for teachers to reconnect with their own internal beliefs, purposes, and core qualities (Korthagen & Vasalos, 2008) and reclaim their roles as transformative intellectuals (Giroux, 2004). Within this context, the School of Education faculty at Southern Oregon University (SOU) has come to regard the TEF project as an opportunity to both learn about educators' core beliefs regarding the aims and purposes of education, and to support them in aligning their teaching practice with those beliefs.

Methods

Over the course of two years, an internationally developed survey was administered to 179 participating student teachers, practicing teachers, and teacher educators in the state of Oregon, USA. Participants were asked to rank order five items that most closely aligned with their personal beliefs from one list of 29 aims and purposes of education, and to rank order five items from another list of 24 areas to emphasize in the preparation of future teachers. Each list was compiled as a result of interviews with, and surveys of, educators and policy

makers from eight nations. Participants were also asked to complete narrative responses explaining how they implemented their stated purposes within the classroom, what obstacles and supports they encountered in attempting to do so, and how teacher education programs could best prepare future teachers to promote the goals they identified.

Participants included 119 student teachers enrolled in the Masters of Arts in Teaching (MAT) program at SOU, 50 practicing teachers either serving as mentors to MAT student teachers or enrolled in online courses as part of a continuing licensure/MEd. program, and 10 teacher educators serving as faculty at institutions of higher education in the state of Oregon. For students enrolled in MAT or MEd. courses, the survey was completed as a course assignment, although inclusion of their results in this research study was voluntary. For mentor teachers and teacher educators, participation was voluntary.

Numerical responses were weighted to reflect the strength of respondents' preferences: items rated number one were awarded a weight of 5, items rated number two a weight of 4, and so on. Results were then analyzed to identify common preferences among each participant group. Narrative responses were analyzed to exemplify the range of meanings ascribed to similar items and to identify common themes emerging within each participant group.

Findings

Survey responses ranking participants' top five aims and purposes of education are reported in Table 1.

Table 1. Aims and purposes of education

| Rank | Student Teachers n=119 | Practicing Teachers n=50 | Teacher Educators n=10 | Overall n=179 |
|------|---|---|---|---|
| 1 | (i) Discover and facilitate the realization of each student's human potential | (f) Prepare students to be rational problem-solvers and decision-makers | (g) Prepare students to be critical thinkers | (g) Prepare students to be critical thinkers |
| 2 | (g) Prepare students to be critical thinkers | (d) Help students acquire academic knowledge and skills | (d) Help students acquire academic knowledge and skills | (f) Prepare students to be rational problem-solvers and decision-makers |
| 3 | (f) Prepare students to be rational problem-solvers and decision-makers | (e) Increase students' motivation to learn | (i) Discover and facilitate the realization of each student's human potential | (d) Help students acquire academic knowledge and skills |
| 4 | (d) Help students acquire academic knowledge and skills | (g) Prepare students to be critical thinkers | (f) Prepare students to be rational problem-solvers and decision-makers | (i) Discover and facilitate the realization of each student's human potential |
| 5 | (e) Increase students' motivation to learn | (n) Prepare students to be productive members of society | (o) Develop students' respect for the beliefs and values of others | (e) Increase students' motivation to learn |

All groups included items (g), (f), and (d) among the five most valued aims and purposes. Salient differences among groups included:

- (i) was valued less by practicing teachers than by other groups,
- (g) was valued slightly less by practicing teachers,
- (f) was valued slightly more by practicing teachers, and
- (e) was valued less by teacher educators.

By contrast, the aims and purposes rated least valued by all participants were:

- (c) Promote material well-being (selected by 0 participants),
- (aa) Prepare students to take a role in solving political and religious conflicts (1),
- (h) Promote students' sense of competitiveness (1),
- (t) Promote spiritual development of students (1), and
- (s) Preserve cultural heritage (5).

Survey responses ranking participants' top five areas to emphasize in teacher education are reported in Table 2.

Table 2. Areas to Emphasize in the Future

| Rank | Student Teachers n=119 | Practicing Teachers n=40 | Teacher Educators n=10 | Overall n=169 |
|------|---|---|---|---|
| 1 | (h) Encourage a sense of community and belonging in the school/classroom | (h) Encourage a sense of community and belonging in the school/classroom | (r) Promote equity and opportunity for all students | (h) Encourage a sense of community and belonging in the school/classroom |
| 2 | (a) Establish a balance between academic and non-academic needs of students | (a) Establish a balance between academic and non-academic needs of students | (v) Be better prepared for teaching critical thinking | (a) Establish a balance between academic and non-academic needs of students |
| 3 | (n) Instill respect, tolerance, and empathy for other cultures | (d) Employ student-centered approaches | (e) Establish collaborative and creative interactions among teachers | (d) Employ student-centered approaches |
| 4 | (d) Employ student-centered approaches | (l) Respond to technological change | (a) Establish a balance between academic and non-academic needs of students | (n) Instill respect, tolerance, and empathy for other cultures |
| 5 | (r) Promote equity and opportunity for all students | (k) Adapt or change instructional strategies and delivery modes | (d) Employ student-centered approaches | (r) Promote equity and opportunity for all students |

All groups identified items (a) and (d) among the five most important areas to emphasize in the future. Salient differences included:

- (h) was valued less by teacher educators than by other groups,
- (r), (v), and (e) were valued more by teacher educators,

(n) was valued more by student teachers, and (l) and (k) were valued more by practicing teachers.

Among all participants, the areas of lowest priority were:

- (q) Uphold universal human rights while respecting local cultural practices (selected by 3 participants),
- (s) Promote survival skills for planetary citizenship (4),
- (p) Address controversial issues while maintaining neutrality (8),
- (c) Address the discrepancy between personal ideals and teaching practice (8), and
- (u) Adapt to changing economic, social, and political environments (11).

Implementation within the Classroom

Participants outlined a range of approaches when asked to describe how they implemented their stated aims and purposes within the classroom. They frequently opted to structure their narrative response by distinguishing between practices that furthered students' socio-emotional development and those aimed at promoting intellectual growth. Discussing how they encourage a sense of community and belonging in the classroom, or promote equity and opportunity for all students, participants explained that:

Students have a difficult time achieving success without realizing their own personal human potential. My goal is to help each student I teach reach their human potential. I want to know what their strengths are and how they can be used to manifest their dreams and desires. (C.A.)

Acknowledging students at the level they are at and working towards progress not expecting them to perform according to where the state says that they should be. (S.K.)

I support the realization of each students human potential by employing a democratic and holistic approach to education. I treat students respectfully and compassionately and I acknowledge their individuality. (M.W.)

Allowing for student choice, fostering inquiry and classroom discussion, and using real life examples were presented as common strategies for promoting critical thinking, problem solving, academic learning, and increasing student motivation:

I plan lessons around student-led activities so they have choice and personal responsibility for their own learning. Small group discussion, final projects, and self-evaluation are methods I use to promote problem solving and decision-making. (L.N.)

I believe that I promote critical thinking by asking LOTS of questions of my students that force them to reflect upon their own knowledge and to try to see how that knowledge fits into a grand scheme. (R.K.)

I present students with choices so that they too can practice problem-solving/decision-making skills in a safe and low-risk environment. (L.H.)

The following statements indicate that many participants viewed promoting personal development and academic growth as two closely related goals:

Being able to develop a relationship of respect with this student and find out what was important in his 13 year old life was the perfect motivation for my developing a lesson that might reach most of the students. Becoming

involved in things that are important to your students, offering a safe place to learn, while engaging them in the appropriate subject matter, I believe, can motivate your students and help them to discover their true potential in this world. (T.M.)

I try to spend time with students getting to know them and helping them, because not only does it help them, but it also helps me to be able to teach them. (T.B.)

If one gets to know one's students, the teacher will recognize their individual strengths and human potential which I have found to be fundamental in creating a climate for learning and increasing the individual's motivation to learn. Only after we connect with our students as individual learners can we effectively teach. (E.O.)

Participants also described promoting democratic citizenship through service learning, discussing controversial issues, and deliberating about solutions to widespread problems in our society. For example:

Being in a project-based learning environment has assisted me in preparing students to be productive and active citizens. I am constantly looking at learning through a lens of relevance to real-life and I tend to develop and implement projects which will engage students in the community, nation, or world. (R.K.)

I want my students to grow up as members of a global community. Not only do they need to respect other cultures and perspectives, but they need to take part in creating a better world. I can help them do these things by letting them discover their identity and realize their potential and by teaching them how to solve problems and make decisions. (J.B.)

Others described pursuing goals ranging from preparing students to enter the workforce, teaching morality, and compensating for perceived deficits in students' home or community upbringing:

Students need to realize that in society a high school diploma is crucial for finding a job. (S.G.)

My heart still feels passionate that students need to learn morality. My teaching reflects this because we discuss poems and quotes which spark conversations about ethical and moral issues. (N.H.)

For many children today, school is the only positive environment in which they are given skills for life which reach far beyond 'book smart' skills. Children who have grown up thinking drug-addicted parents and bouncing from home to home is 'normal' must learn to make positive decisions that will give them a chance in the future. (S.S.)

Supports and Constraints

When participants discussed the factors that either supported or constrained their ability to implement their stated purposes within their teaching practice, they identified personal, cultural, and institutional influences. Personal characteristics rated highly among both constraints and sources of support. On the one hand, some respondents described lacking confidence, skill, experience, or feeling discouraged due to a failure to achieve their lofty goals. "Self doubt is the largest and certainly the most present obstacle to personal success".

Others reported drawing considerable strength from their own determination, strength of philosophy, reflective practice, and trusting in their own competence when faced with challenges and made statements similar to this one: "I have always been an optimist and this personality trait keeps me going".

Respondents also cited obstacles and supports that related to both the culture of the school where they worked and of students' families. When cited by student teachers, familial culture was most often viewed as an obstacle to be overcome such as when *students don't value an education, when a family is so dysfunctional a child can't imagine a successful life*, or because the *world view of the [surrounding] community* was at odds with their own. As one respondent commented:

Many parents have neither the time or desire to assist their children in developing a solid education. Their lack of enthusiasm for the educational process is, in my opinion, one of the most difficult obstacles a teacher must overcome.

Less frequently, students' families and cultural backgrounds were regarded as a resource to be tapped in promoting student learning:

Teachers need to be more sensitive to parents and involve them as an integral part of their child's education.... If students are to succeed in the future, teachers must adopt a less condescending posture with the parents, instead creating firm alliances with them. Parents are the students' first teachers after all. (E.U.)

I feel strongly about engaging the support of parents and reaching out to communities. Schools need this support and to get it teachers need to develop interpersonal relationship skills. Isolation creates distrust for the professional credibility and performance of teachers. (L.N.)

Obstacles associated with the school culture stemmed from a lack of support or active resistance from colleagues or administrators, the absence of a group of teachers working together to *share their knowledge, ideas and experiences*, a lack of support for student decision-making within the school, and a perception of low expectations for students. Conversely, where participants felt that they experienced a sense of community and shared a guiding philosophy with colleagues, cooperating teachers, and supervisors, these relationships were identified as powerful sources of strength and support. This was particularly true for student teachers who spoke of the encouragement they drew from *realizing that other teachers feel the same way* and from supervisors who exhibited a *graciousness of acceptance and allowed room for growth through trial and error*. The importance of learning to establish collegial relationships was seen as a key to sustained success and fulfillment in the profession:

I think the program helps to prepare us for the collaboration and interaction with other teachers/students because classes and student teaching are organized and set up in a way that we always share thoughts, ideas, and activities and support each other academically, emotionally, and spiritually. We see from the beginning of our teaching career how important it is to stay in close contact with other teachers because we can serve each other as a source of support. (S.S.)

Having a network of people who share my philosophy about education will help me tremendously as I try to implement what I believe into a school that may or may not support these goals.... As we all leave the safety blanket of

the university and enter our own classrooms next year, we will discover it is hard to juxtapose our ideals and the realities we see. We can encourage and support one another to make the decisions that we feel are most important for our students. (J.B.)

Bureaucratic control over curriculum and assessment were frequently cited as obstacles to implementing their aims and purposes within the classroom. Several participants expressed frustration over experiencing pressure associated with state-mandated testing, scripted curriculum, and feeling *confined as to what I'm allowed to teach*. The institution of schooling was regarded as a powerful constraint when standing in opposition to an individual teacher's own values as indicated by the respondent's comment below:

Often the institution surrounding the classroom is too rigid and bureaucratic to support a really holistic and liberating education. Standardized testing, the sedentary nature of sitting in a desk to learn, school-wide discipline programs based in behaviorism, and even little things like fluorescent lighting and no windows in the classroom can make school oppressive. (M.W.)

Priorities for the Future

Participants offered a number of suggestions for what teacher education programs should emphasize in the future. Recognizing that *teachers of tomorrow will find classrooms of increasing cultural and ethnic diversity as a result of globalization*, many expressed the belief that teachers should learn more about other cultures, both locally and globally. Some comments included suggestions that programs should teach more about the culture of poverty, violence, and conditions in third world countries and inner-cities.

Responses indicated a tension between the need to prepare teachers to succeed within present systems and structures and a desire to prepare them to transform those conditions in ways that are more aligned with their values and commitments. Both teacher educators and cooperating teachers expressed a desire to empower students and teachers alike to take action in combating urgent problems on both a local and global level:

We need to promote more active citizens, both in local communities and in the world. Students need to be empowered to take action to promote social change and ecological preservation. Teachers need to be prepared (and interested) to teach students the skills they need to make change in their world.... Teachers also need to exert a stronger voice in educational change and reform. We know there are problems with our system, but teachers are afraid if they stand up and let their voices be heard, they will put their jobs at jeopardy. We should all stand united and speak up for the changes that need to be made. (J.B.)

I feel that on a global scale humanity is facing a crisis in respect to the environment, issues of social justice, and the evolution of human consciousness. Teachers should be prepared to address this crisis head on, and get students thinking and acting. Education should be a springboard for activism. (M.W.)

This sentiment was tempered for some by the perception that such a stance might lead to frustration, ineffectiveness, and marginalization:

We may be 'agents of change,' but overwhelmingly many I have talked to feel that what we are being taught and what is actually happening in the

schools are at opposite ends of the spectrum. Teachers should be prepared for reality, not our ideals of what we would like to happen. (L.S.)

Other recommended emphases included having student teachers spend more time in the field in order to: develop strategies to differentiate instruction and meet the needs of an increasingly diverse student population; have more practice communicating with parents and families; and assist teachers in recognizing and manifesting their own core qualities by immersing them into the profession. Students were often shocked at the amount of differentiation that was needed in classrooms to support all students at different levels. Reflection by teachers on their own core beliefs was considered to be fundamental.

Teacher identity is the most important factor because what a teacher believes to be true about their self and teaching others cannot be taught in a teacher education program. I believe self perception can be nurtured and the best in the person can be brought to the forefront. (S.S.)

Discussion

The survey results provided in this study give some clarity regarding the perceptions of current educators but also raise a number of questions regarding the meaning they ascribe to particular items and what implications they hold for the practice of teacher educators. Educators in the state of Oregon exhibited shared commitment to preparing students to be critical thinkers, rational problem-solvers and decision-makers, and helping students acquire academic knowledge and skills. They likewise agreed on the need to prepare future teachers to establish a balance between academic and non-academic needs of students and to employ student-centered approaches. These priorities held true for all participant groups and also remained stable from year one to year two of the study.

In other areas, student teachers, practicing teachers, and teacher educators appeared to place different value upon certain items. In some cases, however, apparent discrepancies may be the result of participants using different concept labels to refer to essentially the same construct. Practicing teachers, for example, placed a lesser value upon item (g) Prepare students to be critical thinkers, than either student teachers or teacher educators, but also placed greater value on item (f) Prepare students to be rational problem-solvers and decision-makers. Given that respondents typically combined discussion of these two items in their narrative responses, it is quite likely that they view the two as closely related and the apparent discrepancy masks a general area of consensus. The same may also be true regarding teacher educators' apparent lack of concern for item (h) Encourage a sense of community and belonging in the school/classroom. Both student teachers and practicing teachers identified this as the highest priority in the preparation of future teachers and so its absence from teacher educators' top five priorities is conspicuous. However, teacher educators themselves rated item (r) Promote equity and opportunity for all students, as most important, while the other groups rated it significantly lower. Again, because narrative responses did not distinguish clearly between these two items, it may be that participant groups are simply using different terminology to refer to the same construct. This may, in part, result from the ambiguity inherent within certain survey items. Their different responses, however, may also indicate a slight variation in how they frame the issue of equity and inclusion, with student and practicing teachers being more focused on the immediacy of the classroom and teacher educators upon broader societal manifestations.

Where apparent discrepancies do, in fact, represent real differences in values among groups, questions arise concerning the reason for different priorities and how these in turn might impact the collaborative relationship between those groups. For example, teacher educators' discounting item (e) Increase students' motivation to learn, relative to student teachers and

practicing teachers, may support and reinforce the ivory tower stereotype in which university faculty are considered disconnected from the immediate daily realities of classroom teachers. Similarly, practicing teachers' discounting of item (i) Discover and facilitate the realization of each student's human potential, may indicate a process of institutional acculturation in which they come to develop a more instrumental focus on the immediate instructional task. Validating such interpretations, through focus group interviews or some other means, is an important next step because crafting effective responses depends upon accurate diagnosis of which (or if) discrepancies indicate problems in practice or communication between groups. For example, teacher educators may find their current practices either validated or called into question by student teachers' prioritizing item (n) Instil respect, tolerance, and empathy for other cultures, depending on whether student teachers are expressing support for that value (akin to item (r) Promote equity and opportunity for all students) or are giving voice to feeling unprepared to meet the challenges of increasingly diverse classrooms.

Even where participant groups appear to be expressing support for similar items, this apparent consensus may serve to mask a diversity of meaning and practice. Expressing concern for increasing students' motivation to learn, for example, raises but does not answer the question of why teachers believe students are not motivated, what can be done to improve the situation, and whose responsibility it is to motivate students in the first place? Other potentially fruitful questions raised by the survey to date include:

1. Is critical thinking viewed as an abstract intellectual skill or as adopting a critical stance toward current conditions? Is it regarded as a developmental phenomenon or as situational and therefore amenable to teaching and modelling?
2. Beyond paying lip service to the term, what does "social justice" look like in the classroom, the school, community, or a teacher preparation program?
3. What can be done when we discover that our core beliefs do not align with what we think, feel, and want about our practice (or the practices going on around us)?
4. What difference does being *tech savvy* have to do with one's ability to be a better teacher? How would that actually look in the classroom?

Though narrative responses provide some indication of how participants are interpreting these issues, the portrait that is emerging of teaching in Southern Oregon is both diverse and complex. What implications these findings hold for teacher education are, likewise, nascent and still evolving. What is clear, however, is that participation in the TEF survey has itself served as an impetus for critical and core reflection among respondents. Identifying one's own personal aims and purposes of education and reflecting upon the ways in which these manifest in concrete terms within the classroom has assisted educators at all levels in re-examining their practice in light of their stated purposes. Participants have indicated that they found this experience illuminating, validating, or, in some cases, challenging. For example, one participant commented: "What do I find most important and what character traits do I want to instill in my students? After reading the survey I realized what my students really needed was not necessarily what I found most important." (S.S.)

In light of such responses, School of Education faculty members at SOU have begun to integrate the survey into their teacher education curriculum. We are now committed to implementing the survey with each cohort of pre-service teachers in our teacher education programs. This may allow teacher educators to incorporate the survey results in a summative fashion by asking student teachers at the end of their pre-service tenure to provide evidence of how they put their stated purposes into practice or how those purposes evolved during the course of their learning to become teachers. Faculty have also developed a longitudinal protocol for re-establishing contact with program alumni two years into their teaching practice to investigate whether their initial beliefs about the aims of education evolve over that time and if obstacles and supports vary at different stages of their career development. In addition,

faculty have implemented a *New Teacher Support Group* in which recent graduates of the MAT program meet monthly to share the challenges of their first year teaching experiences using the core reflection model (Korthagen & Vasalos, 2008).

Teacher educators at SOU have already begun to re-examine current teaching practices and implement curricular changes to address explicitly areas the respondents in the survey felt should be emphasized in teacher education for the future. For example, instructors teaching a course on diversity placed greater emphasis on content and strategies for promoting equity and social justice in K-12 classrooms. In an effort to determine whether the course met those goals, the professors began and ended the course with a writing exercise asking “How will you as a teacher develop, implement and sustain a commitment to social justice within your teaching practice?” At the beginning of the course, although most students claimed to have positive attitudes and the desire to teach about other cultures and embrace individual differences, few had examined their own prejudices and privileges or realized the complexities of the challenges facing them. For many students the class was a new opportunity, in an academic setting, to confront and discuss systemic inequalities and injustice. The more explicit attention given to these issues within this course led some students to deepen their awareness and commitment, expand, and even personalize their understanding of social justice. By the conclusion of the course, one student expressed her burgeoning commitment as follows:

To really embrace those who are different and oppressed, we must actively work to create a safe environment. We must use tools that build bridges of tolerance. I have learned that what really creates distance and prejudice is a lack of understanding. I now realize that my role as a teacher goes far beyond disseminating the canon of knowledge popular in our schools. My real job is to create a place where students feel safe, a place where children can come to terms with the chaotic world they must face, a place where they can gain the tools they will need to continue to fight intolerance.....Creating an environment of social justice certainly takes more than a desire to do so, it takes a serious commitment. For me, this commitment will be embodied in my willingness to be a lifelong learner. (A.G.)

The data garnered relative to the obstacles and supports teachers encounter in translating stated ideals into practice will provide guidance to teacher educators seeking to develop structures capable of supporting and sustaining purpose-driven teaching. The need for such structures is made clear by participants in this survey following consideration of relational and institutional factors in promoting or inhibiting their ability to implement their stated ideals within the classroom. Particularly for those confronted with the prospect of teaching within institutions whose cultures inhibit or actively suppress the implementation of teachers’ core beliefs, the task of sustaining purpose-driven teaching can be an arduous and lonely and teachers may succumb to their institution’s culture. Whether by developing new models for emerging teachers, such as support groups, self-study projects, core reflection circles, or by instituting existing models such as critical friends (Dunne, 2000), communities of practice (Wenger, 1998), or professional learning communities (Hord, 1997), a clear challenge for teacher educators in Southern Oregon is to do more to keep classroom teachers attuned to their core purposes once they leave the supportive context of their pre-service programs.

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Where now for teacher education? Stakeholder views of the aims of education and initial teacher education programmes in New Zealand

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Abstract

Initial teacher education (ITE) programmes must take into account much more than just the current school curricula; they must also prepare student teachers for entry into a teaching environment that is likely to be very different from whence they came. At the same time, funding constraints, quality standards and potentially opposed stakeholder expectations provide an ongoing challenge.

The New Zealand school system is undergoing major change as it introduces a new national curriculum focussed on outcomes. This new curriculum requires schools to design and review their own curricula within the framework of national philosophy and guidelines rather than according to prescriptions relating to the subjects that make up the curriculum. New Ministry of Education initiatives targeting senior students and Māori (indigenous) and Pasifika (Pacific Island) students require teachers to keep what is best for the student at the forefront of their teaching and decision-making. ITE programmes must ensure these considerations are evident in their overarching philosophy, course structure and practice.

Teacher education programmes at the University of Canterbury are currently under review. As part of this process, we used the international Teacher Education for the Future project to help us identify aspects of the programmes needing attention. We asked stakeholders (teachers, student teachers and teacher educators) to rank the aims of education and their preferred future focus for ITE programmes. This paper reports the findings and discusses their implication for the design and facilitation of the university's ITE courses.

Introduction

At the end of 2007 the New Zealand Ministry of Education released a new curriculum for schooling in New Zealand. Schools are now required to design and review their own curricula in line with the national philosophy and guidelines of this document. The new curriculum does not prescribe content for subjects that make up the curriculum. Instead, schools derive their own content and teaching programmes according to the needs of their students at each level. The curriculum also shows a shift in attention towards student learning as the primary concern. Alongside its release of the new curriculum, the Ministry of Education has developed several initiatives that target senior students and Māori and Pasifika students and focus on teaching with individual students' needs in mind. Teacher education programmes must ensure these student-centred considerations are evident in their overarching philosophy, course structure and practice.

Teacher education programmes at the University of Canterbury are currently under review. As part of this process, we used the Teacher Education for the Future Project to help us identify aspects of the programmes needing attention. (For a description of this project, see Method below.) We asked stakeholders (teachers, student teachers and teacher educators) to rank the aims of education and their preferred future focus for initial teacher education (ITE)

programmes. This paper reports the findings of this study and discusses the implications of these for the design and facilitation of the university's ITE courses.

Before doing this, however, we outline the New Zealand context and describe the current Ministry initiatives that need to be taken into account when reviewing ITE programmes. We also discuss the degree of professional choice that is characteristic of education in New Zealand for early childhood and school settings.

The research process for the project reported here used a futures approach in that it indicated possible focus ideas for participants and asked them to rank their top 10 ideas. This approach required participants to consider their present experience, likely educational challenges and changes, and how these could, and should, be taken into account during implementation of ITE programmes. A limitation of using a futures approach is that we can make predictions and recommendations based only on the participants' perceptions. However, in our discussion we attempt to align these perceptions with current Ministry initiatives and selected literature and to propose some recommendations for consideration in the final section.

The New Zealand context

The nature of schools and schooling

Throughout their careers, New Zealand teachers often find themselves teaching in several very different schooling contexts, such as co-educational, single-sex, private, bilingual, and rural or urban. In New Zealand, individual schools are self-managing: they develop their own mission statements and have their own governing body (board of trustees). The board of trustees is responsible for hiring staff, funding resources and determining how the curriculum will be delivered. Each school can therefore emphasise slightly different goals if they consider these are important for their students.

New Zealand schools tend to have a very high degree of diversity among the learners within a single class (Ministry of Education, 2000). Meeting the needs of individuals within a class has therefore been a focus of the education system for the last six years or so. Considering that the population is becoming more diverse as a result of immigration, one of the key issues for teaching in New Zealand schools in the future will be determining how best to meet the needs of individual learners, many of whom come from (and may still live in) different cultural environments. Pre-service teacher educators are required by the New Zealand Teachers' Council (NZTC) to provide a sufficient range of content and experiences to prepare teachers for these often very different employment situations.

There has also been a call for teachers in New Zealand to be more aware of the holistic, interactive and inductive nature of teaching (Grainger, 2003). Grainger's call implies that teachers of the future need to be conversant with content, be aware of a range of possible pedagogies, and know when it is appropriate to use particular teaching and learning strategies. It also implies that teachers need to be flexible when teaching—that they need to be able to adapt and change throughout a lesson depending on the responses and interest of their students or depending on the availability of resources. Moreover, teachers need to clarify, for their students, ideas that are not well understood or create additional opportunities and experiences to reinforce learning. These notions are consistent with ideas that have been emerging internationally over the last decade or so. In summary, these ideas hold that teaching is a personal profession which is complex, unpredictable, and dynamic (Fitzsimons & Fenwick, 1997), and that the teacher therefore needs to have the skills to respond to the unique set of circumstances he or she encounters each day in the classroom.

Social and cultural influences, such as immigration, also affect teaching and learning. The cultural diversity of students in New Zealand schools has been increasing steadily as people have emigrated from Asian-Pacific and European countries to New Zealand. We also have an

education system that promotes mainstreaming of special education needs students. The development of relationship skills and understanding of identity are critical in a multi-cultural society. Thus, student-centred learning methods are likely to become more prevalent, especially given the increasing emphasis on learners enhancing their skills and knowledge through collaborations with others. There is also an identified need (Ministry of Education, 2000) to help learners develop skills in controlling their own learning and their skills of memorization and elaboration. These methods align with greater self-awareness and reflection, as ways to help learners become more autonomous, more self-directed and to think critically about what they are being taught and are learning (Conner, 2003; Gunstone & Northfield, 1994).

Current teacher education programmes in New Zealand

ITE in New Zealand, at the present time, provides curriculum knowledge, subject-matter knowledge, pedagogical content knowledge, and knowledge of child development. It also includes, to varying degrees, aspects of psychology and sociology alongside professional practice experience. These aspects tend to be driven by government-produced curriculum documents for early childhood education and compulsory schooling that, as mentioned above, are overviews of the government's vision for education, as well as compendiums of the values driving the vision and of the key competencies and learning areas featured in curriculum programmes. The documents do not indicate how teachers should teach nor do they provide an indication of the extent to which different aspects should be emphasised. There are national resource bank assessments for different curriculum areas at multiple levels, but the national standard assessments for qualifications (i.e., those that contribute to the National Certificates in Educational Achievement) apply only to Years 11, 12, and 13. For details, please see www.ncea.govt.nz.

School resources

A huge array of text and online resources has also been produced to support schooling, particularly by the government publisher of school-based resources, Learning Media, as well as by independent publishers. Teaching and learning in New Zealand schools is, therefore, guided by a range of support materials, created by the Ministry of Education, as well as many resources created by teachers and private enterprise. There are no set national textbooks for any subject. Teachers choose what resources they want to use and it is up to the schools to use their resource funding to support what teachers want. Teachers thus have considerable professional freedom to select resources appropriate for their students and the lessons that they themselves design for their classes. While teachers see this freedom as empowering, it also requires considerable effort and sound professional judgment on their part as to what is appropriate. Part of the role of ITE is to enable student teachers to become familiar with the existing curricula, possible pedagogies and the wide range of resources they can access.

Lesson planning

The expected roles of teachers in New Zealand include designing and implementing teaching and learning activities in response to what their students already know and can do. This requires teachers to evaluate prior knowledge and skills, and from there provide students with opportunities to experience appropriate tasks that will extend their learning. Increasingly, students are also being given the opportunity to reflect on how they learn and what they need to do to improve their learning (Claxton, 2002; Conner, 2005). As Gilbert (2005, p. 212) observes when commenting on knowledge acquisition in New Zealand schools:

We no longer need the knowledge, skills and dispositions our schools are set up to provide ... Schools are no longer people's main source of knowledge, and teachers are not the important authority figures they once were. Teachers, like many other professional groups, are now service providers (and it is now common for the consumers of these services to question their quality).

In New Zealand, teachers are expected to be flexible by designing and adapting lessons that are appropriate for their students, rather than reproducing lessons that have been prescribed (designed by someone else) or following a set sequence based on commonly accepted pre-designed programmes. This requires teachers in New Zealand to plan carefully and be prepared to modify their plans even during a lesson. The key idea is that teachers are expected to plan their own lessons in terms of relevance, content and skills that are appropriate for the students in their classes. In general the teaching and learning experiences are interactive, with students contributing and sharing their ideas amongst themselves, in small groups, as much as or more than with the teacher. There is a shift towards communities of learners as described by Stoll, Fink, and Earl (2003).

The mode of delivering ITE in New Zealand tends to model the teaching and learning processes described above, by providing small group, interactive experiences for student teachers. Where possible, in course work, links are made between appropriate pedagogies and learning theories. Critical reflection on the teaching and learning processes is integrated throughout all courses. As Stoll et al. (2003) maintain, teachers increasingly perceive themselves as life-long learners. They observe that: “Teachers can play a critical role in creating schools for learning as a move towards their preferred futures. How? By being consummate learners themselves” (p. 75).

Curricular considerations

New Zealand’s revised national curriculum, released by the Ministry of Education in 2007, is to be implemented in schools by 2010. As previously mentioned, rather than prescribing content and what teachers and schools must “deliver”, the curriculum focuses on *learning* outcomes and provides the underlying philosophy, guidelines and framework within which schools can creatively and actively design and review their own curricula. Specifically, the Ministry document provides a vision, overarching values, key competencies and learning areas. The philosophy and competencies are integrally bound with multiple dimensions associated with learning, such as fostering a disposition to learn, meta-learning, empowering students to become experts on their own learning, and embedding learning in rich learning contexts. Teachers are seen as *promoters* of learning (Conner, 2004) rather than *transmitters* of knowledge. This fundamental emphasis in the curriculum has implications for the content and delivery of ITE programmes, and those of us involved in teacher education programmes at the University of Canterbury are not alone in having to review pre-service education programmes so that they accommodate, model and assist these changing notions of teaching and learning.

In reviewing our qualifications and courses, we have to take account not only of the revised curriculum document but also of Ministry of Education initiatives and other parameters that are influencing, and will continue to influence, development of an ideal programme. These “other parameters” include external agency requirements, such as those stipulated by the NZTC, the expectations of stakeholders, such as early childhood educators and school principals, and university-related factors (e.g., funding, time, staff expertise).

Ministry of Education initiatives

The following three Ministry initiatives have been developed to address specific student issues in New Zealand schools. Students in ITE programmes need to be aware of these initiatives and of how these influence the development of in-school programmes.

- *Schools Plus*: This 2008 initiative is being developed in the light of relatively low retention rates of New Zealanders in education up to the age of 18 years. It advocates an inter-agency approach whereby each student has an individual education plan that can be flexibly implemented in a variety of institutions and employment situations. Full implementation of *Schools Plus* is expected to occur between 2011 and 2013.

- *Ka Hikitia (2008–2012)*: The Ministry launched this five-year strategy in response to the relatively low retention and achievement rates of Māori in New Zealand schools. It focuses on research-based evidence of successful strategies that enhance the achievement of Māori. It also specifies the principles of inclusion, aspirations for the success of Māori in education, and the acceptance by New Zealand society that Māori may want to be educated as Māori.
- *The Pasifika Education Plan, 2006–2010*: This provides strategic direction for coordinating all policies that aim to improve educational outcomes for Pasifika peoples. The plan's success relies on Pasifika families and communities, education services, and government working together.

The New Zealand Teachers' Council

The New Zealand Teachers' Council (NZTC, 2005) has high expectations for ITE programmes. These are apparent in its prescribed requirements for teaching practices as well as in the standards the council expects graduates to meet. The NZTC, in association with the New Zealand Ministry of Education, also determines the entry-level qualifications for students enrolling into teacher qualifications.

Stakeholders

In conversations and in more formal settings, principals and practising teachers frequently express their expectations that student teachers will have high levels of initial competence in both class management and curriculum delivery, perhaps forgetting their own basic competencies, fears and misgivings when they first started teaching. In addition, the expectations of some stakeholders can be at odds with the expectations of others. Schools generally require beginning teachers to be equipped to teach a range of curriculum areas, whereas student teachers may prefer to limit their options to their areas of strength. Early childhood centres and schools limit the number of student teachers on teaching practice at any one time, whereas our teacher educator colleagues prefer to see more student teachers in the one location because this approach offers greater effectiveness in regard to student support and advice (pers. com.).

Everyone has been taught at some stage in their lives, and this enables them to add their own comments on, and expectations of, how modern teaching professionals should be prepared. Comments tend to reflect a nostalgic and simplistic view of schools as they once were and to which many would like to see a return, rather than the much more complex environment that teachers face now. Politicians, too, are not above using populist educational strategies and comment to court voters or attack opposing political parties, especially in election years.

There is an assumption that effective ITE will solve many of the issues regarding the quality of teachers and education in general. While ITE provides opportunities to enable change in teachers, teaching, and education in general, there are many other forces that limit the degree of possible change (Fullan, 2007), such as teacher efficacy, teacher educators' professional development, and other organisational constraints, particularly those within the university.

Constraints within the university

The merging of colleges of education with universities has meant a loss of the autonomy that the colleges once had. Within the university environment, there are competing demands on faculty for teaching and research outputs. The drive for increasing research outputs through New Zealand's Performance Based Research Funding (PBRF) scheme that the Tertiary Education Commission uses to determine (in part) funding of tertiary institutions, is reducing the time staff can spend on course renewal, innovative teaching and in face-to-face sessions with students. As well, universities are facing financial constraints in some teacher education qualifications due to declining enrolments and the costs associated with placing students in centres and schools throughout New Zealand on teaching practices.

In bringing about the transformation of teacher education required to prepare teachers to meet the demands of the 21st century, we need to consider carefully what changes will have the most immediate results. What is really valued? How can we best portray this to student teachers? How can we inspire teacher development? How can we respond to educational changes and initiatives or assist educational change? And how can all of these be implemented within the constraints of decreasing student/educator contact time and larger class sizes?

Currently, those of us developing teacher education programmes at the University of Canterbury are considering what structures, content, skills and dispositions contribute to developing excellence in teaching, and whether these align with systemic changes in teaching in early childhood centres and primary and secondary schools and fit within our organisational constraints. If we can identify what excellence in teaching involves, we are more likely to aim for and focus on, those areas that truly make a difference. As Hattie (2003) points out, teachers can, of course, have a huge influence on school student learning. He goes on to say:

We need to ensure that this greatest influence is optimized to have powerful and sensationally positive effects on the learner. Teachers can and usually do have positive effects, but they must have *exceptional effects*. We need to direct attention to higher quality teaching, and higher expectations that students can meet appropriate challenges (Hattie, 2003, p. 3, emphasis ours).

In order to implement the intentions of the Ministry of Education through the range of initiatives above, it will not be enough for us to provide programmes that help teachers shift the ways they behave, or the ways they think. Rather, we will need to help them shift the ways they *know*—to effect what various commentators refer to as an “epistemological shift” (see, for example, Davis, Sumara, & Luce-Kapler, 2008; Gilbert, 2005). This change includes considering knowledge not as a commodity but for what the knowledge can enable such as critical evaluation and creative thinking to make new connections. Accomplishing this aim also means shifting teachers’ perceptions about how to promote active learning (engaged thinking) and how to develop relationships with learners that impact on all other areas, including the way teachers perceive themselves. In short, ITE must prepare new teachers for developing different ways of knowing.

Research Questions

A number of questions relative to the nature and content of ITE programmes emerge from the above considerations. What shifts in programmes are necessary so that our future teachers can understand and meet the needs of students within 21st century educational and societal contexts? What kinds of pedagogical processes might help with this shift? What are the limitations, challenges and/or issues arising out of efforts designed to foster these pedagogical processes in our teacher education programmes and to implement them in our schools? These questions underpinned construction of the questionnaire used in this study to survey various teacher education stakeholders about what the aims of education in New Zealand should be and, therefore, what forthcoming ITE programmes should include.

Method

Survey respondents were drawn from students studying towards the University of Canterbury Graduate Diploma in Teaching and Learning courses, from ITE tutors at the University of Canterbury, and teachers at seven high schools throughout the South Island of New Zealand who mentor students during their teaching practices in their schools. All together, 104 people agreed to take part in the survey. They included 23 teachers, 10 teacher educators, and 71

student teachers. Pre-service teacher educators are required by the NZTC to provide a sufficient range of content and experiences to prepare teachers for often very different employment situations. Ten high schools were invited to participate in the survey; each school was provided with 10 copies of the questionnaire, and these were distributed to the staff who had volunteered to complete them. These respondents represented a cross-section of high school staff in terms of age and gender. Student teachers were enrolled in the one-year secondary Graduate Diploma programme. These students were given the questionnaire in class time and invited to complete it. Sixty per cent of those who responded were male. The median age was 28 years. A copy was distributed to all the secondary teacher education tutors (25) and 10 of them completed and returned it.

Data collection, which involved administering questionnaires, was carried out in April and May 2007. Ethical approval was obtained for this study from the university's College of Education. The questionnaire was made up of 53 items that focused on the aims of education and future focuses for teacher education. These items were drawn from the first phase of the multinational Teacher Education for the Future Project (Conner & Greene, 2006). During this phase, participant researchers developed survey items based on factors considered important by those participating in focus group sessions conducted in seven different countries (Australia, Fiji, Korea, Latvia, New Zealand, Samoa and the United States of America). The items were tagged alphabetically as indicated in the results in Table 1.

Respondents were asked to rank order, from a list of 29 aims and purposes of education and 24 areas of potential emphasis in ITE, the 10 items for each list that most closely aligned with their personal beliefs. Participants were also asked to write comments in response to questions about how they implemented their stated beliefs regarding the purposes of education within their classrooms, what obstacles and supports they encountered, and how teacher education programmes could assist future teachers incorporate their preferred objectives.

When analysing the data, we weighted the numerical responses to reflect the participants' rankings. Thus, the items that participants ranked number one were awarded a weight of five, items ranked number two were given a weighting of four, and so on. The items with the highest totals established the highest ranked items for participant groups and for participants overall. We clustered the participants' comments according to themes related to each question and then summarized these under more broadly based themes.

Results and Discussion

Aims of education

Table 1 presents, for each stakeholder group, the five items from the 28 possible aims and purposes of education in the questionnaire that were accorded top ranking. As can be seen from the table, the three groups all rated (d), (i) and (f) in their top five items for the aims and purposes of education. Teacher educators were the only ones to rate (b) *Secure in students the skills for independent living*, while teachers were the only ones to rate (n) *Prepare students to be productive members of society*. Only student teachers rated (e) *Increase students' motivation to learn* amongst their top five items.

Table 1. Stakeholders' top-ranked aims and purposes of education

| Item Rank | Teachers (N = 23) | Teacher Educators (N = 10) | Student Teachers (N = 71) |
|-----------|--|--|---|
| 1 | (d) Help students acquire academic skills. | (d) Help students acquire academic skills. | (e) Increase students' motivation to learn. |

| | | | |
|---|--|---|--|
| 2 | (g) Prepare students to be critical thinkers. | (i) Discover/facilitate the realisation of each student's human potential. | (g) Prepare students to be critical thinkers. |
| 3 | (i) Discover/facilitate the realisation of each student's human potential. | (o) Develop students' respect for the values and beliefs of others. | (d) Help students acquire academic skills. |
| 4 | (f) Prepare students to be rational problem solvers and rational thinkers. | (f) Prepare students to be rational problem solvers and rational thinkers. (b) Secure in students the skills for independent living. | (f) Prepare students to be rational problem solvers and rational thinkers. |
| 5 | (n) Prepare students to be productive members of society. | | (i) Discover/facilitate the realisation of each student's human potential. |

Teacher education of the future

The sets of five items on the future focus of teacher education accorded top ranking by the respective stakeholder groups are set out in Table 2. All groups rated (d), (k) and (v) amongst their top five items. Teachers were the only ones who included (i) *respond to technical changes* and (a) *establish a balance between academic and non-academic needs of student* amongst their top five items.

Table 2. Stakeholders' top-ranked items regarding the future focus for ITE

| Item Rank | Teachers (N = 23) | Teacher Educators (N = 10) | Student Teachers (N = 71) |
|-----------|--|---|--|
| 1 | (d) Employ student-centred approaches. | (v) Be better prepared for teaching critical thinking. | (d) Employ student-centred approaches. |
| 2 | (k) Adapt or change instructional strategies and delivery modes. | (d) Employ student-centred approaches. | (v) Be better prepared for teaching critical thinking. |
| 3 | (v) Be better prepared for teaching critical thinking. | (r) Promote equity and opportunity for all students. | (h) Encourage a sense of community and belonging in the classroom. |
| 4 | (i) Respond to technical changes. | (n) Instil respect, tolerance and empathy for other cultures. (h) Encourage a sense of community and belonging in the classroom. | (k) Adapt or change instructional strategies and delivery modes. |
| 5 | (a) Establish a balance between academic and non-academic needs of students. | | (r) Promote equity and opportunity for all students. |

The rankings of items for both categories (aims and purposes of education and future focus of ITE) indicated that stakeholders were placing a high priority on critical thinking. Student teachers and teachers ranked *prepare students to be critical thinkers* second relative to the "aims and purposes of education". *Better prepared for teaching critical thinking* was ranked

second by student teachers, first by teacher educators and third by teachers in regard to “teacher education for the future”. These results align closely with the spirit and intent of New Zealand education policy and curriculum development, which place a high emphasis on independent and life-long learning. “Thinking” is one of the key competencies of the New Zealand Curriculum (Ministry of Education, 2007).

However, under the “aims and purposes of education”, teachers and teacher educators ranked *help students acquire academic skills* first, while student teachers ranked it third. When considering “teacher education for the future”, teachers gave fifth-place ranking to *establish a balance between academic and non-academic needs of students*. These results are telling given that New Zealand’s assessment framework has presumably removed the distinctions that previously existed between academic and non-academic courses. It is also interesting within the context of new understandings about knowledge (Gilbert, 2005).

The student teachers and teacher educators tended to place a higher priority than the teachers on social values (*encourage a sense of community and belonging in the classroom; promote equity and opportunity for all students; instil respect, tolerance and empathy for other cultures*). The teachers tended to place greater emphasis on focused approaches to teaching.

Despite the impact of technology on teaching and learning that has taken place over recent years, and the ongoing emphasis on this in the New Zealand Curriculum (Ministry of Education, 2007), *respond to technological changes* was ranked fourth by teachers but was not ranked in the top five by either teacher educators or students.

Overall, the rankings indicated a very clear commitment from all three groups in both questionnaires to meeting the needs of students. This acknowledgement reflects the advocacy of the ministerial initiatives (above), which emphasize the importance of meeting the needs of individual students rather than the collective needs of society as a whole.

Participants’ comments

The small size of the teacher educator participant group (10) meant that it was often difficult to find more than two similar comments from within this group. As such, the themes set down for this group could change markedly with bigger sample sizes. Similarly, because the student teachers and the teacher educators were drawn from just one institution, their views may reflect the views of that institution rather than the views of a wider participant group. Care should obviously be taken in extrapolating these findings to teacher education in general.

The aims of education

Across the three groups, the most common comments regarding the aims of education were *students needing to have respect for others, students having the ability to listen and communicate well, and teachers being able to meet students’ individual needs*. Several student teachers commented on the need for students to have a better appreciation for art, culture and music; however, the drama/music/art background of the responding students may have influenced such comments. Teacher educators emphasised the need to link learning to authentic practices in the real world while teachers considered the ability to communicate with others as important.

Alignment of teaching practice with beliefs about the aims of education

Most students seemed to be generally supportive of the idea that they could action their beliefs in the classroom. Their comments also showed a close match between their own beliefs and their practice in the classroom while on practicums. These comments from two of the students are typical.

My teaching practice reflects my strongest belief in that if you can help students develop self-confidence, understanding and appreciation of others

(and other cultures), these will help them become more productive members of society.

I strongly believe in student motivation so that they are engaged in the learning emotionally. By including a lot of class discussion and questioning, letting them know and feel that they are in a safe environment to talk about feelings and share their opinions, I want to empower them so that they can learn independently.

Only two students gave slightly negative comments in this regard. One mentioned that the somewhat formulaic action to take with students deemed unproductive classroom members—warnings and then sit outside the deputy principal's office—appeared to be at odds with her desire to engage on a personal level. The other said that because she had experienced only one teaching practice section, she had had little opportunity to put some of her beliefs into action. She particularly emphasised her perceived inability to incorporate spirituality into the art curriculum of the school.

The teachers identified the importance in their practice of developing critical thinking skills. Having respect for one another and developing positive relationships was a common theme in their comments on alignment of personal beliefs and practice. For example:

I believe students need to be able to relate to one another so that they are prepared to be positive members of our society. Values and cultural sensitivity are crucial with global sustainability.

At the heart of everything is an understanding that students learn best from each other in a learning environment carefully nurtured by a supportive, engaging, interested teacher.

Other common examples of belief aligning with practice related to collaboration, tolerance and courtesy, and problem-solving. The teacher educators' responses reflected those of the teachers in that critical thinking skills were seen as fundamental to preparing student teachers for the classroom. However, preparing students to continue to develop and grow throughout their career so that they would become productive members of society, was a more prevalent response.

We are educating our students about all the needs of young people, physical, social, mental and emotional. I believe that students need holistic wellbeing if they are to meet their academic potential and live positively and productively in society as constructive citizens.

We must give our students a passion for learning, the ability to ask the difficult questions and a sense of inquiry.

Although the majority of teaching is geared towards course learning outcomes, other values such as being a positive member of society and reaching their own potential is more often implicitly taught or caught through an interest in the teaching profession.

I work to make connections for my students to their experiences and then build on these to make further connections with values and world issues so that will, I hope, promote critical thinking and provoke responses to things students may or may not have considered.

Teacher education for the future

Only 14 respondents from across the three groups commented on this matter. No common themes emerged in relation to these comments. The only teacher educator to comment thought that creative thinking should be addressed: “We have no idea what kind of world we are preparing young people for, but the more creative they are, the more likely they will be able to adapt.” The teachers’ responses varied. They included such ideas as future education programmes needing to provide guidance on managing students’ behaviours and student teachers needing to gain a sound understanding of pedagogy in order to understand that there are different ways to teach other than the way they were taught themselves.

Alignment of teaching practice with teaching practice needs of future teachers

All respondents indicated (implicitly if not explicitly) that there was a close match between their own practices and those needed in the future. A small number of teachers indicated that they used a constructivist approach along with a variety of other teaching strategies to meet their students’ individual needs. No common theme came through from the small number of teacher educators. Fewer than half of the student teachers responded to this question. Most of those who did respond commented on the need for students to be allowed to “fit in” in the classroom and for the need to provide an environment where all students could participate freely. Two students mentioned the need for students to be equipped with technology skills. Of the few examples of how these needs might be actioned in the classroom, no two were alike.

How teacher education programmes can best prepare future teachers

Nearly all the teachers said that greater contact between ITE programmes and schools would be important in the future. The student teachers indicated a need for greater emphasis on equity. They also stressed the need to establish an awareness of and guidance on how to accommodate classroom diversity, as well as the need to form more links among schools. Teacher educators recommended a stronger focus on consultation and co-construction of ideas by groups of learners. Suggestions held in common across all three respondent groups included the following:

- Strong emphasis on critical thinking and literacy approaches to teaching and learning
- A greater focus on arts and humanities—fostering appropriate values and attitudes
- Getting students beyond “survival mode” and promoting thinking about more global issues
- Promoting the role of the teacher as a co-learning facilitator/promoter of learning who empowers students to take responsibility for their own learning
- Providing exposure to a wide range of delivery modes that focus on individual needs and employ cutting-edge technology
- Stressing the need for teachers to constantly reflect and adapt (several respondents said that co-construction of what is relevant in teacher education programmes should be a top priority for those with leadership roles in education)

One teacher advocated critical thinking and meta-cognition and stressed that this should be a primary focus of teacher education programmes: “Teach the importance of thinking skills. Although subject knowledge is important, it is tuning into how the students learn; [it is] their learning styles that needs addressing.”

The focus of teacher education in the 21st century

The most common calls here across the three groups were for recognition of growing diversity in schools and the provision of teaching methodology able to address this situation. In related vein, respondents also stressed the need to address issues for students with disabilities. There was, however, no consistent theme among the comments from the low number of respondents who considered the needs of teacher education in the 21st century. The various suggestions offered included and related to environmental education, authentic use of literacy and numeracy, inquiry-based approaches to teaching and learning, maintaining a healthy body, the role of education within cultural and political contexts, appropriate pedagogical

knowledge, technological awareness and literacy, and life skills, including life-long learning skills. One respondent, emphasising the importance of ensuring students are engaged as life-long learners, observed that “ultimately the aims of education are about giving children a passion for learning, by asking the difficult questions and fostering a sense of inquiry.”

Summary and implications for ITE in New Zealand

This study elicited opinions from three groups of teacher education stakeholders about the aims of education and priorities for future ITE programmes. If the ideas and recommendations that emerged from their responses are to be incorporated into these programmes, we consider that those who provide them will need to address these questions:

1. How can we negotiate our way through the opportunities and constraints inherent in a university-based environment that has to meet the requirements of external agents and changes in the education system?
2. How do we decide on what we value in terms of components of programmes that will promote and enhance the aims of education?
3. How do we model pedagogical processes that align with future education priorities?

A strong aspect that emerged from the participants’ comments in this study was the need for teachers in the future to be able to accommodate the diverse needs of the students in their own classrooms. This includes diversity from the perspective of students’ learning needs and the diversity related to school students’ cultural and ethnic backgrounds. This is likely to be the most challenging aspect of teaching in the next decade or so.

The underachievement of Māori students in mainstream settings, addressed in *Ka Hikitia*, has been a priority of the New Zealand government, given that over 85% of Māori students are currently in the mainstream or general school system rather than in *kura kaupapa* or other Māori-medium language-immersion settings (Ministry of Education, 2006). The fact that the New Zealand schooling system has continued to perform less well for Māori students is due, in part, to mainstream teachers having lower expectations of Māori children, failing to identify effectively or reflect on how their practice impacts on the educational experiences of Māori students, and to the limited support available to address these specific issues (Alton-Lee, 2003). ITE programmes in the future will need to focus on culturally-congruent and empowering pedagogies, such as place-based efforts, to produce content that is relevant to and supports the educational aspirations of Māori.

The notion that teachers need to connect with the worlds (cultures) to which students belong is consistent with the principles associated with kaupapa Māori pedagogies (Bishop, Berryman, Tiakiwai, & Richardson, 2003) and the Pasifika education priorities of belonging to a learning community (Fletcher *et al.*, 2008). It is also consistent with the view that consultation is a key driver of stakeholder engagement and that providers of education need to acknowledge different cultures and beliefs, respect diversity, facilitate empowerment by identifying and building on strengths, promote the role of whanangatanga¹, fono, family and community in education success and explicitly understand that language is integral to identity and culture (Ministry of Education, 2001). There is also a need to encourage teacher collegiality so that teachers work collaboratively on transformative teaching practices that enhance the learning of Māori and Pasifika students (Ministry of Education, 2006).

As we come to review our own programmes at the University of Canterbury process in terms of the findings of this study and the challenges emerging from them, we acknowledge that we will need to consider the first two challenges in terms of balancing good ITE practice with practical constraints. The third challenge emphasises the importance of pedagogical modelling

¹ Collegial support/ family support/ extended family support

in ITE. The data from this study suggest that the types of modelling required include critical thinking, student-centred approaches, interactive approaches to teaching and learning that enable students to develop relationship and communication skills, and an ability to adapt and develop instructional strategies to meet the needs and interests of students.

These considerations (as well as other emerging shifts in educational emphases) are most likely to be addressed by teacher educators and teachers nationwide if they reflect critically on their practice (Brookfield, 1995; Snook, 2000; Zeichner & Liston, 1996). As such, we maintain that critical reflection also needs to be an explicit part of ITE programmes. Wherever possible, student teachers should be challenged to consider themselves as more than simply classroom performers. They must be knowledgeable about schools and education and be able to evaluate new and existing policies alongside current socio-cultural issues so that they can help to plan a better educational future.

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Preserving cultural heritage: An Australian Islamic perspective

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Abstract

The *Teacher Education for the Future Project* is a Pacific Circle Consortium initiative that seeks to inform teacher education programs about the educational challenges and changes in society for the 21st century, to better inform the education of global citizens of the future. The project employs a survey to probe teachers' beliefs about the purpose of education and how best to prepare teachers for the future. This paper reports the views of 26 Australian Islamic teachers from a diverse range of cultural backgrounds. The findings were characterised by a diversity of responses focused by the process of globalisation. Nevertheless, the impact of globalisation did not dominate all responses. Globalisation took on a level of complexity characterised by interplay between the global, local and individual that saw a culturally diverse community, living in a multicultural country, distance itself from the preservation of cultural heritage. Cultural heritage was valued but a sense of 'belonging', of 'melting into the background', of being part of the whole, was a greater priority.

Introduction

Revitalising change in education is long overdue. Townsend (2002) states that, historically, the focus of education has moved from the individual (1000 to 1870) to the local community (1870 to 1980) to the nation (1980 to 2000) and now to the global arena. However, he argues that through the process of globalisation in the context of contemporary society, economics and personal applications of technology to communication, globalisation is being operationalised by individuals thinking and acting both locally and globally. At the same time, social life, economics, communication and technology have not only undergone considerable change but change is expected if not demanded (Townsend, 2002; Carrington, 2006).

Conner and Greene (2006) echo this view. They suggest that in the 21st century schooling is likely to be simultaneously globalised, localised and individualised. They contend that, as the frequency of economic and cultural communication increases and as individuals become increasingly mobile, society is becoming more and more diverse and complex while the education system is failing to respond adequately. Greenfield (2004) acknowledges this disjunction between a slow-to-change education system and a rapidly changing world. She describes the education systems as being in crisis. According to Conner and Greene (2006), teacher education needs to change and prepare coming generations of teachers for the challenge of helping students cope with new issues and increasingly complex problems. Carrington (2006) presents a strong argument that adolescents are born digitally connected, having their needs and desires met almost instantaneously. They see themselves at the centre of the world and experience more independence than previous generations, but at the same time they have become more self-centred, failing to see the almost total dependence of their world on the technology generated by, and supported by, others. It is this paradox of dependent independence that characterises the new millennium at a time when education is looking for a different way forward.

The paradox of dependent independence can be examined further in terms of 'modernisation' and changing values. In the debate on the persistence of traditional values and cultural heritage, two schools of thought have developed (Inglehart & Baker, 2000). One emphasises the convergence of values as a result of 'modernisation', which is viewed as a consequence of

global economic and political forces. This view predicts the decline of traditional values and their replacement with modern values. The other emphasises the persistence of traditional values despite global economic and political changes. This school of thought assumes that values are relatively independent of economics and politics (Di Maggio, 1994). The prediction is that a convergence around a nucleus of 'modern' values is unlikely because traditional values will remain independent of economics and politics as they influence cultural heritage (Inglehart & Baker, 2000).

'Modernisation' theory holds that economics is linked with predictable changes in culture and society. Economics directs social and cultural change. Even when there is resistance to change, for whatever reason (political, economic, religious etc), cost will eventually win and change will occur, bringing about a new cultural and social direction (Inglehart & Baker, 2000). The economic cost of not changing will eventually become such a burden that there will be no choice. Such directional changes are both complex and different for different cultural heritages. Economic cost may be both direct and indirect. In the specific case of religious heritage, it has been shown that religious beliefs have a powerfully enduring influence on culture and society (Weber, 1958). However, more recently, the influence of economic development may have become pervasive (Inglehart & Baker, 2000). In a world challenged by constant change, will education for the future continue to value cultural heritage and difference?

In 2005 a group of teachers and teacher educators embarked on the *Teacher Education for the Future Project* (TEFP). The purpose of the project was to investigate the aims or purposes of education and the future role of teachers and teacher education, so that future teachers could prepare students to become better global citizens. The project would achieve this by finding out what teachers thought should be the future directions of teacher education and comparing these perspectives internationally (Conner & Greene, 2006). The project began with the premise that teacher attitudes towards the aim and purpose of education strongly influence students.

Stage I of TEFPP was carried out collaboratively and internationally in Fiji, Korea, New Zealand, the United States and Latvia from 2005 to 2007, supported by the Pacific Circle Consortium. The findings showed that teachers and teacher educators from the five countries thought the aims of education should include: skills for living; academic knowledge; critical thinking; responsible decision-making; positive societal values; and the development of the whole child (Conner & Greene, 2006). The ecological context of education, the nature of stakeholders, capacities for developing change and non-mainstream models of education were paid little attention. The research also showed that future teachers should be taught a complex array of skills, knowledge, strategies, and sensitivities (Conner & Greene, 2006). Teachers were expected to teach students to deal with global sustainable change, understand and connect with students' lives and develop higher-order thinking and decision-making skills (Conner & Greene, 2006).

Conner and Greene (2006) argued that sustainable education, like global sustainability, is important. Sustainable education is "about creating new pathways of action and thought that link the individual's needs with the collective needs, the local issues with the universal, and the material with the spiritual" (Conner & Greene, 2006). Key similarities in the findings for each of the five countries prompted Conner and Greene to suggest that teacher educators should be leaders in innovation and leadership in educational change.

Power, Southwell and Elliott (2007) undertook a similar investigation of pre-service teacher, teachers' and teacher educator's views about the purpose of education and future directions for teacher education (Power, *et al.*, 2007). All respondents said the purpose of education was to help students develop knowledge about themselves and the world and to become a contributing, valued member of society (Power, *et al.*, 2007). Other perspectives generally fell

into the following categories: to challenge students; encourage equity; foster social justice; develop independent learning; environmental education; ownership of learning and curriculum pressures. Respondents also said that learners had their own goals and one of the purposes of education was for teachers to provide strategies to help students achieve those goals.

Power et al., (2007) elicited a range of responses regarding students' needs for living in a future world. Responses were grouped as follows: independent learning skills; critical thinking on sustainable living and environment; appreciation of cultural difference; skills in problem solving; and understanding the effectiveness of group participation. The purpose of initial teacher education fell into five categories but all were to do with aspects of teaching. Respondents neglected questions about specialised knowledge and emphasized the need for skills taught in schools. Teachers, teacher educators and pre-service teachers responded, not in terms of student outcomes, professional learning, school management or other traditional responses, but in terms of global issues that can be implemented locally. They did respond in terms of issues that traverse human beliefs, values and activity such as equity, social justice, independent learning, cultural differences, environments, sustainable living, critical thinking and community.

Townsend and Otero (1999) argued that a global curriculum would focus less on specific content and more on the relational aspects of being human. Townsend (2002) outlined four pillars of education for the third millennium. The first pillar is *education for survival*. Essentially, this pillar is focused on developing skills for living and for survival. The second is *understanding our place in the world* and is focused on developing and using talents, while the third pillar is *understanding community* and is focused on a sense of community and connectedness to others. The final pillar is *understanding our personal responsibility* and involves individuals taking responsibility for their actions (Townsend, 2002). All four pillars are in the context of students engaged in, and by, their learning. Townsend's framework, outlined in Table 1, is used in this article to analyse the views of teachers about the aims or purposes of education and the role of teachers and teacher education in schools of the future.

Table 1. Townsend's pillars of education and descriptors

| Pillar | Descriptors |
|---|---|
| Education for survival (once the whole curriculum, now the building block for everything else) | <ul style="list-style-type: none"> • Literacy and numeracy • Technological capability • Communication skills • Development capability • Awareness of one's choices • Critical thinking skills and problem solving • Decision making |
| Understanding our place in the world (how my own particular talents can be developed and used) | <ul style="list-style-type: none"> • Exchange of ideas • Work experience and entrepreneurship • Awareness and appreciation of cultures • Creative capability • Vision, adaptability and open mindedness • Social, emotional and physical development • Development of student assets |
| Understanding community (how I and others are connected) | <ul style="list-style-type: none"> • Teamwork capability • Citizenship studies • Community service • Community education • Global awareness and education |
| Understanding our personal responsibility | <ul style="list-style-type: none"> • Commitment to personal growth through lifelong learning • Development of a personal value system |

| | |
|---|--|
| (understanding that being | • Leadership capabilities |
| a member of the world community | • Commitment to community and global development |
| carries responsibilities as well as rights) | • Commitment to personal and community health |

Methodology

The methods employed in this inquiry were based on a pilot study (Conner & Greene, 2006) where a survey questionnaire was used to investigate teachers' views regarding the aims or purpose of education and the most important things for future teachers to gain during initial teacher preparation.

To elicit their views on the purpose of education, teachers were asked to rank 27 items from 1 to 10 in order of importance, one being the most important and 10 the least important of the 10 items selected. For views about important things for the future, teachers were asked to rank 23 items from 1 to 10. Teachers were also invited to respond to a small number of open-ended questions after completing each set of rankings. They were also asked to list items they thought were important but not listed in the ranked items already given in the two tasks above.

Participants

Teachers from a Sydney Islamic school were surveyed to compare their views with those of previous studies (Conner & Greene, 2006; Power et al., 2007). All 41 staff at the school were addressed at a staff meeting to explain what the survey was about. A questionnaire was placed in each staff member's mailbox with a request to return completed questionnaires to a collection box placed in the staff room. Twenty-six completed questionnaires were returned, representing a response rate of 63.6%. The subject/s taught by respondents ranged across all key learning areas with 27% of respondents being male and 73% female. The ethnic background of respondents was diverse, with 42.3% identifying as Australian. However, if those who qualified their ethnicity, for example Palestinian Australian, are included, this figure becomes 57.7%. A summary of characteristics of the participants is given in Table 2.

Table 2. Descriptive information about the participants

| Respondent | Subjects Taught | Gender | Ethnicity |
|------------|-----------------------------|--------|------------------------|
| 1 | Geo/His/Studies in Religion | female | Palestinian Australian |
| 2 | English | female | Australian |
| 3 | Music | male | Australian |
| 4 | Maths | female | Chinese |
| 5 | Science | female | Lebanese |
| 6 | Islamic Studies | female | Australian |
| 7 | English | female | Fijian |
| 8 | Mathematics/Science | female | Lebanese |
| 9 | Mathematics/Science | male | Fiji Indian |
| 10 | HSIE | male | Indian |
| 11 | Science/Biology | female | Australian |
| 12 | Arabic | male | Lebanese |
| 13 | English | female | Hungarian |
| 14 | Mathematics | male | Indian |
| 15 | Math, Physics, Science | male | Chinese |
| 16 | Maths | female | Australian |
| 17 | Maths | female | Australian |
| 18 | Science, Chemistry, Biology | female | Indian Australian |
| 19 | English | female | Lebanese Australian |
| 20 | English | female | Australian |
| 21 | English | female | Bosnian Australian |
| 22 | English | female | Australian |
| 23 | Geography | female | Muslim |
| 24 | English | female | Australian |
| 25 | Art | female | Australian |
| 26 | Islamic studies | male | Australian |

The survey questions can be found in Table 3 and Table 7.

Data Analysis

The ranked items were analysed using SPSS to determine descriptive information such as means, standard deviations and overall rankings. When the number 1 is ranked as the most important item the implication is that the lower the mean for an item, the more important it is. Means were calculated by adding the rankings (1 to 10) for each item and dividing by the number of times that item was ranked. Each of the ranked items was allocated to one of Townsend's four *Pillars of Education*. This was done by a group of four researchers allocating each item independently. Where there was disagreement, a discussion would take place to resolve the categorisation. In all but two cases this was achieved with unanimous agreement. The remaining two items were allocated by majority vote.

The free response questions were coded and analysed for recurring themes (Erickson, 1986; Miles & Huberman, 1994). The purpose of this part of the survey was to identify areas that may have been missed from the questionnaire and to provide respondents with the opportunity to elaborate on the information supplied by the ranking process. It also provided an opportunity for respondents to relate their teaching practice to their beliefs about the purposes of education, the importance of these practices for future teachers and for teacher education programs to prepare teachers for the 21st century.

Findings and Discussion

The findings are presented in three sections together with relevant discussion. The first section shows the ranked items (purposes of education) based on means and identifies the most and the least important of these purposes. This section concludes with a description of purposes of education respondents thought were missing from the list of items presented. The second section shows the ranked items for the strategies that will be most important for future teachers to be taught by initial teacher education programs and identifies the most and least important of these strategies. This section also concludes with a description of the strategies for future teachers that respondents thought were missing from the list of given items. The third section outlines the teaching practices teachers believe reflect the purposes of education and the practices important for future teachers. This section includes a description of the strategies teacher education programs should include to best prepare future teachers and promote these practices for teacher education in the 21st century.

Purposes of education

Table 3 shows the rank order for items about the purpose of education – the lower the mean the more important the item. Item ‘s’ was not chosen by any teacher and could not be allocated a mean.

Table 3. Rank of the importance of purposes of education based on means

| Rank | | Purpose of education | Mean | SD |
|------|----|--|---------------|------|
| 1 | b | Secure in students the skills for independent living | 2.50 | 2.13 |
| 2 | a | Prepare students for employment | 3.08 | 3.01 |
| 3 | d | Help students acquire academic knowledge and skills | 3.83 | 2.55 |
| 4 | f | Prepare students to be rational problem-solvers and decision-makers | 4.46 | 2.79 |
| 5 | n | Prepare students to be productive members of society | 5.11 | 2.42 |
| 6 | i | Discover and facilitate the realization of each student's human potential | 5.22 | 3.60 |
| 7 | u | Create changes in values and beliefs to promote a better society | 5.22 | 2.95 |
| 8 | c | Promote material well-being | 5.33 | 3.21 |
| 9 | j | Develop students' sense of individuality | 5.43 | 1.90 |
| 10 | k | Promote positive personality formation | 5.43 | 2.51 |
| 11 | t | Promote spiritual development of students | 5.60 | 3.58 |
| 12 | g | Prepare students to be critical thinkers | 5.61 | 2.89 |
| 13 | e | Increase students' motivation to learn | 5.64 | 3.41 |
| 14 | h | Develop students' sense of competitiveness | 5.71 | 2.65 |
| 15 | r | Promote moral development of students | 5.73 | 2.39 |
| 16 | m | Develop students' ability to raise their standard of living | 5.86 | 1.35 |
| 17 | o | Develop students' respect for the beliefs and values of others | 6.00 | 2.19 |
| 18 | p | Promote social and emotional development of students | 6.44 | 1.48 |
| 19 | aa | Prepare students to take a role in solving political and religious conflicts | 6.60 | 2.46 |
| 20 | z | Prepare students to be active agents of change for social justice | 6.67 | 2.07 |
| 21 | v | Develop positive values and attitudes toward society and democracy | 6.67 | 3.20 |
| 22 | x | Prepare students to live cooperatively with others in the larger society | 7.31 | 3.27 |
| 23 | q | Develop students' empathy for the needs of others | 7.60 | 2.21 |
| 24 | w | Create active citizens in local and national society | 7.67 | 2.30 |
| 25 | bb | Prepare students to take responsibility for protecting the environment | 8.13 | 3.08 |
| 26 | y | Prepare students to understand dilemmas in global sustainability | 8.40 | 2.47 |
| 27 | s | Preserve cultural heritage | Not chosen | |

Table 4 shows the classification for each of the 27 items listed in Table 3 according to Townsend’s four pillars of education. The averages of the item means for each category are also stated. The fact that the average means for each category are in ascending order down the table add weight to the accuracy of the allocation of each item to Townsend’s four different categories, even though there was an element of subjectiveness in the categorisation process. An inaccuracy in the calculation of these means occurs because item ‘s’ was not allocated a mean and therefore the average mean for *purposes closely related to understanding community* is lower than it theoretically should be.

Table 4. Classification of purposes of education according to Townsend’s pillars of education

| Purposes closely related to: | Items | Average of means |
|---|------------------------------|---|
| survival | a, b, c, d, f, g, h, i, j, m | 4.70 |
| understanding our place in the world | k, r, t | 5.59 |
| understanding community | n, o, p, q, s, u, v, x, y | 6.59 (Item ‘s’ is not included in the average because no mean could be allocated) |
| understanding our personal responsibility | e, w, z, aa, bb | 6.94 |

Table 5 lists the four most important purposes of education as ranked by teachers. A natural gap occurred between the fourth and fifth item means. Hence, the first four items distinguished themselves as the most important purposes of education. According to Townsend’s criteria, three of the four items relate to *education for survival*.

Table 5. The most important purposes of education based on means

| Purpose of Education | Mean |
|---|------|
| b Secure in students the skills for independent living | 2.50 |
| a Prepare students for employment | 3.08 |
| d Help students acquire academic knowledge and skills | 3.83 |
| f Prepare students to be rational problem-solvers and decision-makers | 4.46 |

Similarly, Table 6 lists the six least important purposes of education as ranked by the teachers. A natural gap occurred between the sixth and seventh item means. Hence, the last six items distinguished themselves as the least important purposes of education. According to Townsend’s criteria, four of these six items relate to *understanding community* while the remaining two items relate to *understanding our personal responsibility*. It is significant that not one teacher chose item ‘s’, *preserve cultural heritage*, making it the least important purpose of education.

Table 6. The least important purposes of education based on means

| | Purpose of Education | Mean |
|----|--|---------|
| x | Prepare students to live cooperatively with others in the larger society | 7.31 |
| q | Develop students' empathy for the needs of others | 7.60 |
| w | Create active citizens in local and national society | 7.67 |
| bb | Prepare students to take responsibility for protecting the environment | 8.13 |
| y | Prepare students to understand dilemmas in global sustainability | 8.40 |
| s | Preserve cultural heritage | No mean |

The reason it is significant that no teacher chose item 's' is that 42.3% of respondents came from different ethnic groups and therefore probably different cultures. Given that one of the political and social agendas in Australia in recent times has been 'multiculturalism', this is an unexpected finding and deserves further investigation. The question to be asked is why would a community of teachers from diverse cultural backgrounds, in a multicultural society, choose not to preserve their cultural heritage? Earlier the question was asked, will education for the future continue to value cultural heritage? The evidence from this research indicates that it will be a challenge given that teachers from a school developed for the specific purpose of not only preserving, but perpetuating a specific culture (Islamic culture), do not place a high priority on preserving cultural heritage. Alternatively, it may be that isolated and specific local contexts have been responsible for this finding. More targeted research is required to explore this question.

In summary, the 26 teachers at the Islamic school surveyed considered *education for survival* as the most important purpose of education while *understanding community* was considered the least important. The fact that an Islamic community of teachers viewed preserving their cultural heritage as the least important purpose of education is particularly interesting.

Four respondents stated purposes of education in addition to those in Table 6. They were:

- knowledge is the light of Earth and heaven;
- success of family, society and world relies on education;
- problems which are confronting the world due to less education;
- gender equality and respect for both sexes;
- improve inter-racial tolerance;
- improve interactive and communicative skills;
- promote patience and will power; and
- promote and develop religiousness in students.

These ideas relate mainly to *education for survival* and *understanding our place in the world* according to Townsend's pillars of education, adding weight to the findings above that teachers from the Islamic school surveyed think the most important purposes of education are related to survival – survival in an educational sense. They are also consistent with the views of Townsend (2002), Conner and Greene (2006) and Power et al., (2007) that education is becoming, and will continue to become, more global in its focus - that is, more related to universal issues. However, they stopped short of confirming Conner and Greene's contention that education is becoming increasingly and simultaneously globalised, localised and individualised.

What needs to be highlighted is the complexity of the situation. Any attempt to reduce this complexity to a single understanding is problematic. The intersection of the global, local and individual is complex in itself. If further layers of complexity related to different cultures, different times and different local contexts are added, the enormous task of understanding the whole can be seen. Certainly, a superficial view would support a ‘modernist’ view that there is a decline in the importance of traditional values. The reason for this view was not explored.

Important Strategies for Future Teachers

Table 7 shows the rank order for items regarding the strategies future teachers should be taught in teacher education programs. The lower the mean, the more important the item is.

Table 7. The importance of strategies for future teachers based on means

| Rank | Strategies for Future Teachers | Mean | SD |
|------|--|------|------|
| 1 | j Make the curriculum more relevant to work and career opportunities | 3.25 | 2.20 |
| 2 | a Establish balance between academic and non-academic needs of students | 3.70 | 3.21 |
| 3 | h Encourage a sense of community and belonging in the school/classroom | 4.75 | 2.44 |
| 4 | d Employ student-centered approaches | 4.88 | 3.26 |
| 5 | m Provide students with tools and skills for active citizenship | 4.90 | 1.79 |
| 6 | n Instil respect, tolerance, and empathy for other cultures | 4.95 | 2.34 |
| 7 | l Respond to technological change | 5.06 | 2.67 |
| 8 | e Establish collaborative and creative interactions among teachers | 5.08 | 3.62 |
| 9 | g Promote greater mobility and access for students to educational pursuits | 5.25 | 2.87 |
| 10 | c Address the discrepancy between personal ideals and teaching practice | 5.50 | 2.17 |
| 11 | o Teach conflict resolution skills | 5.82 | 3.25 |
| 12 | r Promote equity and opportunity for all students | 6.21 | 2.99 |
| 13 | t Be better prepared for teaching basic academic skills and content | 6.25 | 3.28 |
| 14 | q Uphold universal human rights while respecting local cultural practices | 6.50 | 2.62 |
| 15 | p Address controversial issues while maintaining neutrality | 6.56 | 2.30 |
| 16 | b Base curricular decisions on academic content standards | 6.60 | 2.88 |
| 17 | v Be better prepared for teaching critical thinking | 6.86 | 1.96 |
| 18 | i Foster closer relationships with students' parents/families | 6.90 | 2.64 |
| 19 | k Adapt or change instructional strategies and delivery modes | 7.00 | 2.51 |
| 20 | s Promote survival skills for planetary citizenship | 7.00 | 2.76 |
| 21 | u Adapt to changing economic, social, and political environments | 7.00 | 2.58 |
| 22 | w Provide students with the tools for improving social conditions | 7.00 | 2.40 |
| 23 | f Exert a stronger voice in educational change and reform | 7.50 | 3.33 |

Table 8 shows the classification for each of the 23 items listed in Table 7 according to Townsend’s four pillars of education. The averages of the item means for each category are also stated. As with the trend in average means in Table 4, the average means in Table 8 increase down the table. This adds validity to the accuracy of the allocation of each item to Townsend’s four categories.

Table 8. Classification of strategies for future teachers according to Townsend’s pillars of education

| Purposes closely related to: | Items | Average of means |
|---|------------------------|------------------|
| survival | j, m, l, g, o, t, b, v | 5.50 |
| understanding our place in the world | a, n, p, k, u, d | 5.68 |
| understanding community | h, e, i, w | 5.93 |
| understanding our personal responsibility | r, q, s, c, f | 6.54 |

Table 9 lists the eight most important strategies for future teachers as ranked by respondents. A natural gap occurred between the eighth and ninth item means. Hence, the first eight items distinguished themselves as the most important strategies for future teachers. According to Townsend’s criteria these items are distributed over the first three categories indicating that *survival*, *understanding our place in the world* and *understanding community* are more important than *understanding personal responsibility*.

Table 9. The most important strategies for future teachers based on means

| Strategies for Future Teachers | Mean |
|---|------|
| j Make the curriculum more relevant to work and career opportunities | 3.25 |
| a Establish a balance between academic and non-academic needs of students | 3.70 |
| h Encourage a sense of community and belonging in the school/classroom | 4.75 |
| d Employ student-centered approaches | 4.88 |
| m Provide students with tools and skills for active citizenship | 4.90 |
| n Instil respect, tolerance, and empathy for other cultures | 4.95 |
| l Respond to technological change | 5.06 |
| e Establish collaborative and creative interactions among teachers | 5.08 |

Similarly, Table 10 lists the five least important purposes of education as ranked by teachers. A natural gap occurred between the fifth and sixth item means. Hence, the last five items distinguished themselves as the least important strategies for future teachers. According to Townsend’s criteria these items are distributed over the lower three categories indicating that *understanding personal responsibility*, *understanding community* and *understanding our place in the world* and are less important than *survival*.

Table 10. The least important purposes of education based on means

| Strategies for Future Teachers | Mean |
|---|------|
| k Adapt or change instructional strategies and delivery modes | 7.00 |
| s Promote survival skills for planetary citizenship | 7.00 |
| u Adapt to changing economic, social, and political environments | 7.00 |
| w Provide students with the tools for improving social conditions | 7.00 |
| f Exert a stronger voice in educational change and reform | 7.50 |

In summary, the 26 teachers at the Islamic school surveyed were, according to Townsend’s categories, not sharp in their view of which strategies were the most important for teachers of the future. However, they clearly indicated that strategies in the top part of Townsend’s table

were more important than those in the bottom part, while those towards the bottom of the table were least important. There was a considerable overlap in the middle.

Two respondents stated strategies teachers of the future should be taught in addition to those in Table 7. They were:

- more cooperation between faculties to cater for interaction between history, geography, science, even maths – linking them for more relevance and
- promote gender equality and respect.

These ideas are more difficult to classify according to *Townsend's Pillars of Education* because more than one idea is covered in each statement. For example, the first dot-point covers cooperation and curriculum. The second dot-point is about developing a personal value system and so is about personal responsibility. Therefore, because these comments are limited in number, diverse in their views and multidimensional it was decided to restrict comment to simply stating them.

Although not as clearly defined as the purposes of education, the strategies viewed as being important for future teachers are consistent in their orientation towards a more global than individual focus. However, the findings for Islamic teachers' views of the strategies that will be required by future teachers is more consistent with Conner and Greene's (2006) contention that education will become simultaneously globalised, localised and individualised. These findings also support the findings of Power et al., (2007) that future teachers will need to acquire an increasingly complex array of knowledge and skills from their teacher education courses.

Teaching Practices

Teachers were asked about their teaching practices in four ways. The first was: how does your teaching practice reflect your strongest beliefs about the purposes of teacher education? The second was: in what ways does your teaching practice align with the teaching practices that are important for future teachers? The third was: how can teacher education programs best prepare future teachers to promote the teaching practices required in the future? The fourth was a general question about what should be the focus of teacher education for the 21st century. The findings, in terms of themes generated from these four questions, are shown in Table 11.

Table 11. Themes about teaching practices

| Teaching Practice | Themes | Pillar of Education | Number of responses |
|-------------------|---|-------------------------|---------------------|
| Current | Empathy through teaching about social issues | Place in the world | 5 |
| | Academic knowledge and skills | Survival | 3 |
| | Critical thinking – change in beliefs and attitudes | Place in the world | 2 |
| | Problem solving and decision making | Survival | 2 |
| | Teaching families the importance of education | Survival | 1 |
| Future | Require students to learn about current issues | Place in the world | 5 |
| | Results to secure academic position | Survival | 1 |
| | Teaching for career | Place in the world | 1 |
| Teacher Ed | Less theory – more practical | Survival | 7 |
| | Student-centred focus | Place in the world | 2 |
| | Strategies to instil skills for creative leadership | Personal responsibility | 2 |
| | Integrating a range of subject perspectives | Place in the world | 1 |
| | Teach current curriculum and trends | Survival | 1 |

| | | | |
|--------------|--|-------------------------|---|
| Other Issues | Technology and technological change | Survival | 5 |
| | Interfaith and intercultural studies | Place in the world | 2 |
| | Prepare teachers for global issues | Personal responsibility | 2 |
| | Promote respect, tolerance and empathy | Personal responsibility | 4 |
| | Empowering women – gender equity | Personal responsibility | 2 |

The findings for this section of the study are varied. However, teachers' current teaching practices reflect Townsend's *survival* and *understanding our place in the world* pillars as do the teaching practices for future teachers. Nevertheless, teachers clearly indicated that their teaching practices reflected and should continue to reflect more global pillars of education. This is predominantly still the case with the expectations of what teacher education programs should teach future teachers, although *understanding our personal responsibility* is also mentioned. *Understanding our personal responsibility* became the dominant pillar when teachers were asked to give their view about the focus of teacher education for the 21st Century. This is clear evidence for Conner and Greene's (2006) idea of a simultaneously globalised, localised and individualised education of the future.

Overall, the most frequently cited teaching practices are concerned with *survival*, and *understanding our place in the world* and represent more global perspectives on teaching practices. Nevertheless, these results show that teaching practices are more diverse than both the purposes of education and what teachers of the future should be taught as part of their teacher education course. This is summed up by one of the teachers who wrote: "Teacher education should produce teachers who are able to produce citizens who are independent, realistic thinkers and productively contribute to their welfare and that of society" (Teacher 23).

The evidence presented by this section shows that education is becoming increasingly complex (Power et al., 2007). Further, the argument is mounting that this complexity is the result of the simultaneous action of global, local and individual forces (Conner & Greene, 2006).

Conclusion

The *Teacher Education for the Future Project* began with the idea that teacher education programs were in need of change and that change would reflect a global perspective. It has been shown that globalisation is itself becoming increasingly complex (Power et al., 2007) with global, local and individual influences acting simultaneously (Townsend, 2002; Conner & Greene, 2006).

The data collected from an Islamic community of teachers showed that, as views were traced from the present to what will be important strategies for future teachers, the emphasis in what was important in education moved from a straightforward view of global influences to one that is more complex. Although remaining essentially a global perspective, teachers emphasised the individual student when thinking about the strategies teachers would require in the future and more particularly the teaching practices that should be employed by future teachers. Teaching practices that will enable students to transfer what is being taught in class to their personal lives and understand the importance of taking personal responsibility.

In the context of Australia as a multicultural country, an ethnically diverse community of Muslim teachers indicated that they did not think it was important to preserve cultural heritage. This unexpected finding prompted the question, why is this the case? The response came:

Since the Cronulla riots we (Muslims) do not want to be seen as different. ... We want to just melt into the background and disappear. We know this will not happen because we (a group of women) dress differently. ... But, we still don't want to write that we want this difference. We feel ashamed. We shouldn't feel like this. ... We just want to be Australians like everyone else. We love our religion and we want to be Australians...

-A group of the teachers when asked why no one indicated that preserving cultural heritage was an important purpose of education.

This response demonstrates that, for at least one community, globalisation is becoming complex. The global, the local and the individual intersect as we begin to understand the tensions that surround the need for education to embrace change - where survival, understanding our place in the world, understanding community and understanding our personal responsibility become its pillars. This study raises the following questions: is the response by the female teachers at the school just a hiccup in an otherwise straightforward continuation of the story history tells – of increasing complexity but essentially about the power of culture and millennia of human existence in resisting the pressures of economics and politics? Or, is it an indicator that 'modernisation' is here and marks the beginning of a different way forward where traditional values such as cultural heritage may give way and be replaced by a different, more 'modern' set of values. The answer to this question will have implications for teacher educators and teachers of the future.

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In Action: Future educators in a New South Wales project

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Abstract

It is widely acknowledged that there is a need to develop and increase student teachers' sense of responsibility towards developing social justice and environmental concerns (Mandolini, 2007; Jamsa, 2006; Bulajeva, Duobliene & Targamadze, 2004). The expression of such responsibility is ideally achieved in teaching practice through experience (Salita & Pipere, 2006, cited in Mandolini, 2007). Such developments will require changes in thinking about education. For example, education for sustainable futures is arguably the most pressing contemporary change issue, whether there is a focus on environmental crises such as climate change and water supplies, or on increased poverty and social justice (Hegarty, 2008).

This paper suggests that a way forward is through mentoring that engages with global education principles. Global education principles incorporate understandings of: multiple perspectives peoples and nations hold about the world; prevailing issues confronting the world community; ideas and practices of other cultures; the effects of technologies at local and global levels; and the problems posed by different life-choices that confront individuals and nations (Bleicher & Kirkwood-Tucker, 2004, elaborating on Hanvey, 1976). The article demonstrates how pre-service teachers used their ideals in their practice. In this paper, global education principles are seen as a component of the *Teacher Education for the Future* research being conducted simultaneously in countries from the Pacific Circle Consortium. In the pilot project, 'Global Ripples,' the concept of respect for the beliefs and values of others is discussed with pre-service teachers, high school and primary students, so that the principles are demonstrated in action by future educators. This paper reports on the perspectives of some Australian pre-service teachers as part of the *Teacher Education for the Future* project.

Mentoring global perspectives

Within the discipline of education, mentoring has positive effects on pre-service teachers' sense of social responsibility, enabling them to work with adolescents who have disengaged from formal schooling (Power, 2008; Kahne, Westheimer & Rogers, 2000). While there are many definitions of mentoring, the one most pertinent to this project describes it as:

A nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and personal development (Anderson, 1987 cited in Tomlinson, 1995, p. 29).

From the adolescent perspective, project-based learning is recognised as related to life beyond school, and can engage students who are disaffected in the school environment (Munns, *et al.*, 2006).

Pre-service teachers' knowledge of global education principles has received scant investigation, despite the growth in understanding that global education principles are needed as a focus of new curriculum development. Kubow (2002) surveyed 147 pre-service secondary social studies teachers from Canada, USA and UK to ascertain their views on major global trends likely to significantly impact on people's lives during the next 25 years, and on education strategies recommended for consideration and action by policy makers and educators to address these trends and develop desired citizenship characteristics. The data

generated by Kubow suggested that pre-service teachers' knowledge of global trends was organized into six thematic constructs: equity and fairness; peace and security; environmental concerns; education for development; information technology (IT) for cross cultural interaction; and disempowerment. However this study did not address the socio-cultural bases of existing knowledge, skills and values of pre-service teachers.

Socio-cultural theories in education call on the work of Vygotsky (1980) as a source. These theories emphasise the embeddedness of learning and thinking in social, cultural and historical contexts. A particularly relevant factor for understanding the process of acquisition of global knowledge is the cultural practice approach (Rogoff, 1998; Rogoff, Matusov & White, 1996). This approach extended Vygotsky's initial ideas through understandings of the ways in which individuals become established members of a community of practice. The term 'community of practice' refers to a socio-cultural group that collaborates to achieve shared goals through particular practices and activities. The community provides the context in which the more established members assist the less established in their mastery of community practices through joint involvement and collaboration (Lave & Wenger, 1991). The community members negotiate new situations and activities, enriching what they already know (Brown, Collins & Duguid, 1989). As individuals are enculturated into the practices of a community, they may be moved to contribute to change in community practices (Rogoff, 1998).

Research method

This research was conducted in two phases. The first phase was a survey of 330 teacher education students at the University of Western Sydney (UWS) in the Secondary (High School) program. For the purpose of this study, 30 responses from this survey have been analysed. The second phase involved using mentoring as a planned and systematic strategy to assist in the development of global education principles with primary and high school students. Observation data were collected on the mentoring project, designed within one of the units of study for the secondary pre-service teachers. The duration of this project was a three-month period in which 30 pre-service teachers had the opportunity to choose to be part of a team of mentors using global education principles. These 30 UWS pre-service teachers formed the participants in the study. The remaining 300 students who completed the survey had ten different community service schemes from which they might choose.

Early in March 2008, the first phase was implemented with the group of 330 teacher education students responding to a survey on global education values and attitudes. The survey was administered prior to the commencement of a unit of study on diversity. Two survey questions investigated students' perceptions of:

- i) the major understandings, concepts and subject matter of global education; and
- ii) the skills they considered important for teachers to pass on to students for the future.

The responses from 30 pre-service teachers who chose to proceed to the mentoring project were extracted from the whole cohort. Ethical issues were included in the project design and data-gathering process. Ethics approval was obtained from the University of Western Sydney Ethics Committee.

In addition, these 30 students were asked about ten items from the collaboratively developed Teacher Education for the Future project Stage II survey. The survey responses were entered into a word document so that key words could be identified. The word document was modified to produce (a) a frequency list of words from each response, (b) a frequency list of words from all the responses and (c) a list of associated words (by proximity) to the frequency-listed words. This data was analysed by two researchers independently, the author and the project coordinator, and individual summaries of the key response clusters and ideas

were made. These response clusters were then compared to the key global education concept codes in the global education survey instrument. These are:

Tolerance; Equality; Stereotyping
Ethnocentrism; Development; Peace
Cultural diversity; Human rights; Environmental sustainability
Receptivity; Empathy; Globalisation
Interdependence; Identify; Social Justice; Change

In May 2008, the second phase commenced with 30 students participating in a project called *Global Ripples* (rippling from one age group to another and back again). The project involved Stage 4 (Year 8) students from a nearby High School and Stage 3 (Years 5 and 6) students from one of its satellite public schools. The structure involved the university students mentoring the high school students, who in turn mentored the primary school students. The aim was for the primary school students to determine a project that they wished to investigate, research the project fully and devise a presentation on this project to share with their school communities and neighbouring schools in an event showcasing project findings.

Results from Phase 1 Survey

In the results, the following discussion refers to 30 pre-service teachers. These people intend to teach in a variety of Key Learning Areas: in visual arts, English, history, music, personal development health and physical education (PDHPE), science, mathematics and legal studies. The pre-service teachers answered the first question about major concepts of global education with responses about developing abilities towards working together in a global environment (n=19). This view presents the perspective of the interconnectedness of people and countries. This 'global environment' response was further explained as being able to understand and respect an individual learner's background (n=11). Responses from this group added the dimensions of social justice and equity. Further, the 'global environment' response was also aligned with adaptability to different world-views and perspectives (n=16). This idea was connected with attitudes of tolerance and acceptance (n=14). Global education was seen to be linked with the development, in students, of values and attitudes through which to perceive the world and interact with society. These responses demonstrated a sense of agency that the pre-service teachers indicated they wanted to inculcate in students in the future.

From the survey response, skills which these pre-service teachers identified as important were observing, communicating, critical thinking, adapting, mediating, being flexible, being open to other cultures, embodying a sense of understanding and acceptance, being reflective, being a lateral thinker and being creative. This list includes skills which these pre-service teachers deemed necessary to inculcate in future students as well as those they needed to embody in themselves and model in their pedagogy. In previous research at the University of Western Sydney (Power, Southwell & Elliott, 2007) pre-service teachers strongly stated that developing independent learning skills and critical thinking on sustainable living was important for living in the future. They also valued developing understanding of the effectiveness of group participation.

Building upon these responses, the 2008 pre-service teacher cohort was asked about the ten items they would consider deserving of the greatest emphasis, for which tomorrow's teachers should be prepared. The most frequently chosen ten items were as follows:

- 1) Develop students' respect for the beliefs and values of others (n=28)
- 2) Prepare students to be rational problem-solvers and decision-makers (n=27)
- 3) Prepare students to be critical thinkers (n=26)
- 4) Prepare students to live cooperatively with others in the larger society (n=26)
- 5) Develop students' empathy for the needs of others (n=25)
- 6) Prepare students to understand dilemmas in global sustainability (n=24)
- 7) Develop students' sense of individuality (n=21)

- 8) Promote social and emotional development of students (n=18)
- 9) Promote positive personality formation (n=17)
- 10) Discover and facilitate the realization of each student's human potential (n=16)

Results from Phase 2 Observation of Progress in Project

The *Global Ripples* project commenced with mentoring training for the UWS pre-service teachers. This training included information and practical guidance toward establishing rapport and facilitating the decision-making of the students to be mentored. The session was organized as a forum where they experimented with school-based scenarios about supporting the high school students in their role as group leaders. The next session of the project involved the introduction of UWS pre-service teachers to the high school students through activities that engaged the whole group in thinking about global education. The third session began with ice-breaker activities around completing an environmental rap. By the time the groups had engaged with this simple task, they knew a lot about each other and how they interacted. This session involved mentoring for understanding, assisting students to understand terms and concepts about relating to the environment, relating to each other as individuals, identifying issues of concern and devising steps to demonstrate action about that concern.

It was in this session that the UWS pre-service teachers, the high school and primary students were able to combine in groups of about nine people and begin to devise their projects. They began by choosing a topic such as the environment or cultural awareness and choosing a specific focus within the broader topic. By lunchtime on this third day, the groups had chosen the following topics:

1) The history of each group member's ancestors

This project planned to develop a personal knowledge of each student's background. For this, the students proposed a book outlining the history of their parents or grandparents. The preparation phase involved interview and photography.

2) Saving the penguins

These students chose to investigate global warming and how that affected animal life in the Antarctic. They planned to make penguins from recycled materials (plastic bottles, egg cartons and so on) to bring the image of creatures that cannot protest to the attention of a wider audience.

3) The 'soul' of our shoes

This project investigated materials for making shoes and looked at the differences between cultural preferences. They also planned to investigate appropriate salaries for workers, look at sweatshops and play with the notion of 'being in someone else's shoes.'

4) Laws on animal cruelty

This group based their research on a debate at the UN on the laws different countries have regarding animal cruelty. They planned a drama scenario in their presentation.

5) Lifting the lid on global education

These students planned artworks and a powerpoint presentation to call attention to the different ways people live in different societies.

6) Deserted down under

This project imagined the connections that would be lost and the cultural awareness that might be put at risk if Australia were cut off from the rest of the world.

7) Global Connections

This group planned research on the economy, culture food and technology that different countries have achieved.

8) Racism Information Group (R.I.P)

This project involved research on cultural identities and the group planned music and drama in their presentation ideas.

9) Mugabe Madness

These students researched social injustices and human rights in Zimbabwe. They wanted to raise awareness about discrimination and violence and increase respect for others in diversity.

10) Eight musketeers helping poverty

This group researched about the causes of poverty. They planned a poster with acted scenarios from their display.

The guiding principle behind this stage was the question: 'In order to sustain a global community what is the individual and community responsibility related to your issue? What can I do to make things better?' Each group allocated responsibilities for finding resources for their presentation and completing their research. The students were very positive about their learning on the day. The primary children summarized what their groups had done and expressed their enthusiasm for learning in these cross-age groups. The high school students enjoyed the responsibility that they were given in leading the groups. In many cases, the primary school children intend to move to that same high school. Both primary and high school students benefited from activities that promoted transition to high school and some familiarity with potential buddies.

The fourth session saw the groups come together again with access to computer laboratories for the completion of internet research and 'break-out' rooms for the intensive work on presentations. UWS pre-service teachers assisted in the development of materials and advised on the nature of presentations. Initial rehearsals of presentations took place. Some of these were devised as improvised dramas, some as 3D constructions, some as Powerpoint presentations and some as blogs on MySpace. According to 'Terry': "*The group made some changes that improved the way they will present. Overall we got a lot done and are nearly ready to show others what we have completed*".

From the UWS pre-service teachers' perspective, the project provided them with understandings beyond the scope of their specific subject discipline. They talked about individual achievement, motivation and leadership, cross-disciplinary knowledge and authentic learning. 'Rob' commented:

I have learned the importance of my role as a mentor in assisting both high school and primary students. I have learned the quality of a student-centred and teacher facilitated approach through mentoring. The work on this project came a long way, with each person contributing an equal amount of effort and bringing unique skills and abilities to the table. The high school students have taken their role as mentors to the primary students very well, providing direction when needed and support.

'Angela' added:

The primary students have slowly become more comfortable to express themselves to an older audience. The high school students have learned to interact with a younger audience and develop their leadership skills. All the students are good listeners and respect each other. They also learned how to motivate the younger students to learn and participate in discussions. In stepping back so that the high school students could 'run the show,' I have seen how students that are comfortable with their peers are quite motivated to take charge, whereas other students need more encouragement and explanation for them to share their views. I have seen their different learning needs. I have also realized how engaged and focused they are when they have chosen a topic to research.

The final session, the Showcase was a remarkable celebration of the efforts of students and mentors. It confirmed the relevance of the students' work to the schools and gave the pre-service teachers a sense of satisfaction from meeting the challenges involved.

Discussion

By means of the survey, the UWS pre-service teachers espoused commitment towards principles of global education but it was not until they engaged with the project that their commitment became a reality. They saw the high school students successfully lead the groups in the projects. They saw the primary school students engage with complex ideas and materials and creatively present activities, demonstrating their learning. The UWS pre-service teachers reflected deeply on what the students' learning showed them and the ways in which they could extend this experience in their future classrooms. 'Kelly' commented:

To evaluate the work thus far in this project I must say the progress from both high school and primary school students is tremendous. Being their mentor, I have watched the secondary students grow both socially and mentally and begin to apply their new found leadership in the collaborative effort that is the Global Ripples Program. The work that my group has been achieving has been quite eye opening and very jarring as we research further and further into aspects of global education including housing, food, technology, education and sanitation. I was genuinely pleased to see the progress the students have made. Not only is each student learning about global education but they are also learning responsibility, collaborative skills and a feeling of achievement as the project comes together.

Significantly, the pre-service teachers lived out their choices of items from the *Teacher Education for the Future* project survey. Their chosen items are grouped below with a summary of how their work reflected these items.

- Develop students' respect for the beliefs and values of others; and
- Develop students' empathy for the needs of others.

The pre-service teachers engaged with the students in the groups, facilitating discussion, ensuring all voices were heard and assisting in decision-making. Specifically, in the projects that researched diversity, the history and culture of the group members' ancestors, and the 'soul of our shoes,' the pre-service teachers were on a journey of discovery with the students, helping them understand the impact of cultural identity and diversity in their schools

- Prepare students to be rational problem-solvers and decision-makers.

Each group operated with democratic learning principles in which the ideas of all the participants were valued. Different students were spokespeople for their groups at different stages of the project. The problems that the groups encountered were different and included information searches, play-building, web page design and art-making with paint, photography and sculpture. Higher-order thinking required students to manipulate information and ideas in ways that transformed their meaning and created new understandings. In each case, the group reached their solutions collectively and with great creativity.

- Prepare students to be critical thinkers.

The pre-service teachers challenged the students in their groups to analyse and synthesise information, to question sources and to see different sides of issues. Their approach was guided by the idea of problematic knowledge (NSW DET, 2003) that involves an understanding of knowledge as being socially constructed, and hence subject to political, social and cultural influences and implications.

- Prepare students to live cooperatively with others in the larger society.

In the project they were able to demonstrate the depth of learning that emerges from collaborative work. Throughout the project the students were engaged in their chosen tasks. They showed sustained interest and took the work seriously. Students also took the initiative to help peers.

- Prepare students to understand dilemmas in global sustainability.

While only one group specifically addressed environment issues, it was a shared concern. Pre-service teachers felt that the ways of learning being used in this research were desirable and that the topics were those that students needed to be learning about. They were passionate about helping the group to learn about sustainable living, and for them to realize the importance of their Australia interacting in positive ways with other countries.

- Develop students' sense of individuality

- Promote social and emotional development of students.

During the project, there was a strong sense of the group members supporting each other in learning. Pre-service teachers encouraged the members of their groups to be risk-takers in pursuit of their solutions to problems. Everyone in the group engaged in comments and actions that encouraged and valued effort, participation, and personal expression in the pursuit of learning.

- Promote positive personality formation; and

- Discover and facilitate the realisation of each student's human potential.

In the project, each student was important and the pre-service teachers had high expectations that the whole group could learn important knowledge and skills that would be challenging for them.

The goal of using mentoring as a planned and systematic strategy to assist in the development of global education principles engendered these excellent outcomes. Overall, the pre-service teachers became more conscious of their own practices and beliefs when engaging with those of the primary and high school students. Their reflections indicated a process of belief consolidation, moving to a deeper level of awareness of the skills and attitudes needed for future teachers. This is a 'ripple' that needs to continue unchecked.

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Book review: *Evaluating action research*

Piggott-Irvine, E., & Bartlett, B. (Eds.), NZCER Press, Wellington, New Zealand, 2008. 252 pp. ISBN 978-1-877398-37-7

Evaluating action research edited by Eileen Piggott-Irvine and Brendan Bartlett (and containing a veritable Who's Who of action research in Australasia) will appeal to several audiences. Firstly, those wishing to find out a little more about what action research *is* and what it *looks like* will find it helpful. The introductory chapter includes a brief overview of action research and its history. Useful questions are answered, such as: what are the features of action research and what is the difference between action research and action learning. Chapter 2 outlines a range of qualitative techniques that could be included in an action research project – they were chosen because they are the ones referred to throughout the subsequent chapters. These are clearly described and include comments on their advantages and disadvantages and their links to other methods. The subsequent chapters discuss detailed examples of action research *in action*, mainly in educational settings. Each chapter follows a similar layout, giving background or context, outlining the approach and then providing critical reflection on the project. These chapters can stand alone as individual action research (and evaluating action research) examples or can be considered collectively – how did each address issues of method, access, sources of data, ethics, analysis, evaluation and so on? The book did not set out to be a *how-to* of action research but it complements texts that already exist and the concrete examples are particularly helpful. The layout is clean with clear headings, useful summaries and diagrams, detailed references and a glossary.

The audience for whom this book is intended, however, is one that wishes to engage with bigger questions. Is action research a credible approach? Does it have rigour? Is it a paradigm or a methodology? Are the findings substantial? How do we evaluate action research as an approach? The editors state at the outset, “This is a book about the evaluation *of* action research, rather than the evaluation *in* it (p.9).” They are correct in stating that there are few books that evaluate “the worthiness of action research as an enterprise (p.9).” This was the prospect that excited me.

Edited books are always tricky – the strength is that an editor/editors can bring together a range of diverse writers to provide their thoughts and experiences on the given topic. Seen this way, it is important that the voices of each of the individual authors is kept intact to maintain the integrity of their ideas. One of the downsides is, however, that because individual chapter writers might have their own interpretations of the topic, the final book can sometimes lack coherence. Differing writing styles and sometimes differing levels of quality of content across the chapters can also be a problem. As I read this book, these were the issues I faced. The case study chapters were all of interest as individual pieces but I often had to stop to remind myself that the point of the book was about *evaluating* action research rather than action research itself. I found this distinction was often blurred. Brendan Bartlett's chapter is a case in point. I have already recommended it to a colleague working in the field of training trainers as it outlined the process undertaken by Queensland Rail very thoroughly. In terms of the purpose of this book, however, it was more about the *action* of action research rather than the *evaluation* of action research. The evaluation of the project read very much as an afterthought. Having said that, I found each chapter had its own useful distinctiveness and contributed to the book's overall purpose.

Some chapters were held together by strong theoretical frameworks. Ortrun Zuber-Skerritt's chapter took a constructivist approach and I found her use of personal construct theory (PCT) and associated strategies engaging and reflective. For readers looking for answers to some of those bigger questions, Zuber-Skerritt suggests that instead of examining action research for

validity and reliability, one should look for authenticity. When evaluating action research she highlights the importance of using a wide range of “appropriate methods and criteria, such as authenticity, relevance, involvement, methodological rigour, practical involvement and transformation of consciousness” (p.93). This, I see as a useful list to begin a scholarly discussion of what these terms might mean and for whom. Margaret Fletcher’s chapter was built around an “action theory for change model” which she has developed. This model framed the discussion of her project, *Reading in a Multi-literate World*, which she unfolded in a logical and clearly-explained manner. This would be a useful model for those working (and evaluating) in a field, such as professional development, to follow.

Most chapters were strongly reflective. Whether it was Eileen Piggott-Irvine re-examining her meta-analysis of a leadership programme and asking questions about the nature of theory-practice transformation and trustworthiness or David Ballntyne’s problematising of an earlier project he was involved in, most chapter authors took the opportunity to consider how they might have done things differently or would do things differently in the future.

The final chapter shows us that it takes courage to ask the hard questions. Evaluations do not always yield the results we anticipate. Carol Cardno and Deepa Marat faced the reality of running a successful postgraduate course in action research that received consistently positive in-course evaluations. However a post-course evaluation showed that only about one third of participants had gone on to use action research as part of their everyday practice. In true action research fashion, the findings point to a new cycle of investigative activity. This chapter highlighted, as did others in the book, that there is indeed a place for the evaluation of action research in order to validate its processes and enhance our understanding of this field.

Overall, despite the few misgivings I have that not all the chapters were as strong in answering the book’s brief, I think that this edited collection will provide a useful contribution to scholarly discussion and debate. I thank the editors and authors for their willingness to hold their work up to scrutiny and I concur with Piggott-Irvine’s final sentence, “Let the dialogue begin!”

Reviewed by Carol Mutch
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The Pacific Circle Consortium for Education

The Pacific Circle Consortium is an organization dedicated to the improvement of teaching about peoples and nations within and around the Pacific Ocean, and in Asia.

From 1997 to 2004, the Consortium was an official program of the Centre for educational Research and Innovation of the Organisation for Economic Cooperation and Development (OECD/CERI). Currently, the Consortium is an independent organization.

The purposes of the Pacific Circle Consortium are to:

- Share ideas, resources, information, material and personnel among Pacific and Asian countries and educational institutions;
- Promote internationally co-operative research and development in education; and
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- For chapters: Long, M.H. (1996). The role of the linguistic environment in second languages acquisition. In W.C. Ritchie & T. L. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413-468). San Diego: Academic Press.

Tables must be typed on separate pages and not included as part of the text. The approximate location of tables should be indicated in the text.

Figures should be submitted on separate pages, in finished form, correctly labelled and their approximate location in the text clearly indicated.

In addition to consulting the *Publication Manual of the American Psychological Association* (5th ed.) authors should note the following **conventions** must be used in preparing a manuscript for submission:

Either British English or American English spelling should be used consistently throughout the text.

Footnotes should not be used. Endnotes should be kept to a minimum.

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