Unpacking Teacher Education Reform: An International Perspective

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Norway’s PLS Reform: Where does it fit internationally?
Part 1:
A framework for unpacking teacher education reform

Part 2:
Variations in teacher education reform

Part 3:
Unpacking Norway’s reform
Part 1:  
a framework for unpacking teacher education reform

- size/population of a country
- size/quality of teaching force
- size/quality of applicant pool
- teacher labor market
- investment in education
- student performance

policy, political, historical, economic, socio-cultural contexts
Part 1: a framework for unpacking teacher education reform

Dimensions of Reform:
- CONTROL
- CONTENT
- PURPOSE
- CONSEQUENCES
- VALUES
- PROGNOSTIC

Part 1: a framework for unpacking teacher education reform

Dimensions of Reform:
- Control
- Concepts
- Purpose
- Values
- Prognostic
- Consequences

Power Relationships (who has a say, what happens, to whom?)
Part 1: *a framework for unpacking teacher education reform*

“The problem” of teacher education (what’s wrong? how to fix it?)
Part 1: a framework for unpacking teacher education reform

**Foundations**
(values, aims, ideas, ideals, ideology)

**Dimensions of Reform**
- Control
- Content
- Prognostic
- Diagnostic
- Consequences
- Purpose
- Values
- Concepts
Part 2: Variations in teacher education reforms

"The problem" of teacher education
Context

• 4,000,000 teachers
• 200,000 new teachers per year
• 2000+ teacher preparation programs
• teaching: not high paying or highly regarded
• average achievement (25th PISA)
• average equity

Power Relationships

USA

Dimensions of Reform

FRAGMENTED

50 state DOEs
Higher Education Act/Title II Reporting Regulations
US DOE

edTPA
Student-Teacher Performance Assessment

CAEP
National Council on Teacher Quality
Version 1

PROBLEM:
University TP is too theory/research-based, generalized

SOLUTION:
By-pass university preparation
  • alternative routes (learn on the job)
  • preparation through non-university programs

Version 2

PROBLEM:
University TP is not accountable

SOLUTION:
Hold university TP accountable for results
  • universal assessments, impact data
  • sanctions/rewards
Teacher quality and market ideology

Teachers matter most

Competition/human capital

Teacher quality and (thin) equity

Foundations of reform

Dimensions of Reform

USA
# Teacher Education Reform

<table>
<thead>
<tr>
<th>Country</th>
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Context

- 33,000 teachers
- 900 new teachers per year
- 1 teacher preparation program
- teaching: high paying and highly regarded
- above average achievement (1st PISA)
- average equity
HIGHLY CENTRALIZED

Singapore

Power Relationships

Dimensions of Reform
PROBLEM:
• uphold Singapore’s success in the global society
• move beyond rote learning
• shadow education system
• student anxiety
• prepare teachers to educate students for the “innovation-driven” economy

SOLUTION:
MOE’s new innovation and creativity goals in addition to academic knowledge and skills
• TE21
• core values
• close theory-practice gap: mentorship, reflection-in-action, school-based research
Human capital

Link between education and economic goals

Teaching: key to economic security
Teachers: guardians of national economic viability

Innovation economy: risk-taking, creativity, entrepreneurial skills
### Teacher Education Reform

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| **Context**      | 200,000 new tchrs/yr.  
                 2000+ TE programs average achievement | 900 new teachers/yr. 
1 TE program 
very high achievement |          |
| **Power relationships** | fragmented | highly centralized |        |
| **TE problem/solution** | problem: university TE 
solution: sidestep OR 
hold accountable | problem: rote learning 
solution: close theory-practice gap in TE |       |
| **Foundations/values** | teacher quality and 
market ideology | economic viability in 
the innovation economy |         |
Context

- 73,000 teachers
- 2500 new teachers per year
- 8 universities with TP programs
- teaching: not high paying but high entry standards
- above average achievement (15th PISA)
- average equity
Power Relationships

Dimensions of Reform

Scotland

DISTRIBUTED

Department for Education

gscotland

Scotland
PROBLEM:
• Low intellectual level of TP, especially primary
• Over emphasis on craft, technical skill
• Under emphasis on academically challenging prep.

SOLUTION:
Increase teacher capacity
• Phase out traditional 3-year “B.Ed.”
• New degrees (BA, BS, MA, 5th year masters) that combine academic and professional study
• Invest in teachers’ development of reflective, inquiry, leadership skills
Social-democratic policy

Teacher professionalism

Teaching and social change
## Teacher Education Reform

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Norway’s PLS Reform: Where does it fit internationally?
• 65,000 teachers
• 2400 new teachers per year
• 14 institutions (primary), 8 (secondary)
• teaching: not high paying, some recruitment problems
• slightly above average achievement (24th PISA)
• equity varies
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Power Relationships

Norway

Dimensions of Reform

NRLU

NORWEGIAN MINISTRY OF EDUCATION AND RESEARCH

___________?
PROBLEM ???
- TE candidates not academically strong???
- TE programs not academic and rigorous enough???
- Teacher candidates don’t have research skills???
- Teaching not highly regarded or rewarded???

SOLUTION ???
Require master’s degree for all PLS teacher candidates
- Increase teacher capacity???
- Increase research skills of teachers???
- Increase interest of potential applicants in teaching??
- Upgrade status of teaching/teacher education???
FOUNDATIONS

Global education reform???
Teacher professionalism/teacher capacity???
Multicultural perspectives???
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