

The background of the book cover is a dark, textured image. It appears to be a close-up of a person's hands, possibly a teacher, writing or drawing on a surface. The lighting is dramatic, with strong highlights and deep shadows, creating a sense of focus and intensity. The overall color palette is dark, with shades of brown, black, and white.

# Handbook of Teacher Education

Globalization, Standards  
and Professionalism in  
Times of Change

Tony Townsend and Richard Bates (Eds.)

 Springer

## HANDBOOK OF TEACHER EDUCATION

# HANDBOOK OF TEACHER EDUCATION

*Globalization, Standards and  
Professionalism in Times of Change*

*Edited by*

TONY TOWNSEND

*Florida Atlantic University, Boca Raton, U.S.A.*

and

RICHARD BATES

*Deakin University, Geelong, VIC, Australia*



Springer

A C.I.P. Catalogue record for this book is available from the Library of Congress.

---

ISBN-10 1-4020-4773-8 (ebook)  
ISBN-13 978-1-4020-4773-2 (ebook)  
ISBN-10 1-4020-4772-X (HB)  
ISBN-13 978-1-4020-4772-5 (HB)

---

Published by Springer,  
P.O. Box 17, 3300 AA Dordrecht, The Netherlands.

*www.springer.com*

*Printed on acid-free paper*

All Rights Reserved

© 2007 Springer

No part of this work may be reproduced, stored in a retrieval system, or transmitted  
in any form or by any means, electronic, mechanical, photocopying, microfilming, recording  
or otherwise, without written permission from the Publisher, with the exception  
of any material supplied specifically for the purpose of being entered  
and executed on a computer system,  
for exclusive use by the purchaser of the work.

Printed in the Netherlands.

## TABLE OF CONTENTS

PREFACE	ix
---------	----

### SECTION ONE GLOBALIZATION AND DIVERSITY: PROMISE OR PROBLEM?

1. TONY TOWNSEND AND RICHARD BATES / Teacher Education in a New Millennium: Pressures and Possibilities	3
2. JONATHAN JANSEN / Learning and Leading in a Globalized World: The Lessons from South Africa	25
3. AHMED M. AL-HINAI / The Interplay between Culture, Teacher Professionalism and Teachers' Professional Development at Times of Change	41
4. KONAI HELU THAMAN / Partnerships for Progressing Cultural Democracy in Teacher Education in Pacific Island Countries	53
5. JANINKA GREENWOOD AND LIZ BROWN / The Treaty, the Institution and the Chalkface: An Institution-wide Project in Teacher Education	67
6. IVAN REID, KEVIN BRAIN AND LOUISE COMERFORD BOYES / Where have all the Teachers Gone? Gone to be Leaders, Everyone	79

### SECTION TWO STANDARDS AND ACCOUNTABILITY: WHAT DOES IT MEAN TO BE A GOOD TEACHER AND HOW CAN WE MAKE IT HAPPEN?

7. DAVID G. IMIG AND SCOTT R. IMIG / Quality in Teacher Education: Seeking a Common Definition	95
8. MIKE NEWBY / Standards and Professionalism: Peace Talks?	113
9. RICHARD BATES / Regulation and Autonomy in Teacher Education: System or Democracy?	127
10. LAWRENCE ANGUS / Globalisation and the Reshaping of Teacher Professional Culture: Do We Train Competent Technicians or Informed Players in the Policy Process?	141
11. AYSEN BAKIOGLU AND OZGE HACIFAZLIOGLU / Academics' Perceptions of Private University Establishment Standards and Teaching Quality	157

SECTION THREE  
TEACHER PREPARATION: GETTING THE BRIGHTEST AND  
MAKING THEM THE BEST

- |     |  |     |
|-----|--|-----|
| 12. | BEVERLEY JANE / Mentoring in Teacher Education: An Experience that Makes a Difference for Fledgling University Students  | 179 |
| 13. | JANETTE RYAN / Exploring 'Lifewide Learning' as a Vehicle for Shifting Pre-service Teachers' Conceptions of Teaching and Learning  | 193 |
| 14. | DAVID ZYNGIER / Productive Pedagogies: Seeking a Common Vocabulary and Framework for Talking about Pedagogy with Pre-service Teachers  | 205 |
| 15. | ROBERT P. PELTON / From Performing to Performance: Can the Repositioning of Teacher Candidates Create a Measurable Impact on Children's Achievement While Developing Positive Teaching Dispositions? | 219 |
| 16. | RUTH GORINSKI AND GLORIA ABERNETHY / Maori Student Retention and Success: Curriculum, Pedagogy and Relationships   | 229 |
| 17. | MAHMOUD AL-WEHER AND MAJED ABU-JABER / The Effectiveness of Teacher Preparation Programs in Jordan: A Case Study   | 241 |
| 18. | LYDIA PUNGUR / Mentoring as the Key to a Successful Student Teaching Practicum: A Comparative Analysis   | 267 |
| 19. | TERI C. DAVIS AND BARBARA MOELY / Preparing Pre-service Teachers and Meeting the Diversity Challenge through Structured Service-learning and Field Experiences in Urban Schools                      | 283 |
| 20. | LORELEI CARPENTER AND BETTE BLANCE / Teaching Internships and the Learning Community   | 301 |

SECTION FOUR  
TEACHER INDUCTION: FROM NEOPHYTE TO  
PROFESSIONAL IN THREE EASY STEPS

- |     |   |     |
|-----|---|-----|
| 21. | IRIS RIGGS AND RUTH SANDLIN / Workplace Contexts of New Teachers: An American Tradition of "Paying One's Dues"                    | 317 |
| 22. | H. JAMES McLAUGHLIN AND GAIL E. BURNAFORD / Re-thinking the Basis for "High Quality" Teaching: Teacher Preparation in Communities | 331 |
| 23. | ZACHARIAH O. WANZARE / The Transition Process: The Early Years of Being a Teacher   | 343 |
| 24. | JULIE KIGGINS AND BRIAN CAMBOURNE / The Knowledge Building Community Program: A Partnership for Progress in Teacher Education     | 365 |
| 25. | VICTOR FORRESTER AND JANET DRAPER / Newly Qualified Teachers in Hong Kong: Professional Development or Meeting one's Fate?        | 381 |
| 26. | JANET DRAPER, FIONA CHRISTIE AND JIM O'BRIEN / Meeting the Standard? The New Teacher Education Induction Scheme in Scotland       | 391 |

SECTION FIVE  
CONTINUOUS DEVELOPMENT OF TEACHERS:  
THE CHALLENGE TO CHANGE

27.	MARION MEIERS / Teacher Professional Learning, Teaching Practice and Student Learning Outcomes: Important Issues	409
28.	CHENG MAY HUNG, AU KIT OI, PANG KING CHEE AND CHEUNG LAI MAN / Defining the Meaning of Teacher Success in Hong Kong	415
29.	IVAN REID, KEVIN BRAIN AND LOUISE COMERFORD BOYES / Networked Learning Communities: Joined up Working?	433
30.	CHARLES PODHORSKY AND DOUGLAS FISHER / Lesson study: An Opportunity for Teacher Led Professional Development	445
31.	MICHAEL AIELLO AND KEVIN WATSON / An Alternative Approach to CPD: an Evaluation of the Impact on Individual and Institutional Development of an Action Learning Programme Run in Partnership by an HE institution (HEI) and a Sixth Form College (SFC)	457
32.	RUTH GORINSKI / Building Leadership Capability through Professional Development: A New Zealand Case Study Analysis	465
33.	JILL SMITH / A Case Study: The Dilemmas of Biculturalism in Education Policy and Visual Arts Education Practice in Aotearoa-New Zealand	479
34.	HARRISON TSE / Professional Development through Transformation: Linking Two Assessment Models of Teachers' Reflective Thinking and Practice	495
35.	AMY A.M. YIP / Action Research and Tacit Knowledge: A Case of the Project Approach	507
36.	MARGARET TAPLIN, DOROTHY NG FUNG PING AND HUANG FUQIAN / The Impact of a Collaborative Model for Curriculum Restructuring on Teachers' Professional Growth	523
37.	DANJUN YING / Teacher Educators' Collaborative Inquiry in a Context of Educational Innovation in China – A Case Study of RICH as a Learning Community	539

SECTION SIX  
THE REFLECTIVE PRACTITIONER: THE WAY FORWARD

38.	NEIL HOOLEY / Participation and the Question of Knowledge	557
39.	ALEX MOORE / Understanding the Social Self: The Role and Importance of Reflexivity in Schoolteachers' Professional Learning	571
40.	JOHN LOUGHRAN / Teachers as Leaders: Building a Knowledge Base of Practice through Researching Practice	585
41.	CHRISTOPHER DAY / School Reform and Transitions in Teacher Professionalism and Identity	597

42. EILEEN HONAN / Teachers Engaging in Research as Professional Development 613

## SECTION SEVEN

THE IMPACT OF TECHNOLOGY: TOOL OF THE  
TRADE OR THE TERROR FOR TEACHERS?

43. GLENN RUSSELL AND GLENN FINGER / ICTs and Tomorrow's Teachers:  
Informing and Improving the ICT Undergraduate Experience 627
44. PAUL GATHERCOAL, JUDITH CROWE, SILVA KARAYAN, THOMAS  
MCCAMBRIDGE, SUSANNE MALISKI, DOUGLAS O. LOVE AND  
GERRY W. MCKEAN / Webfolios: Authentic of State and  
Accreditation Standards 641
45. MURIEL WELLS / Collaborative Online Projects in a Global Community 657
46. MANJULA WANIGANAYAKE, SUSAN WILKS AND RON LINER /  
Creating Thinking Professionals: Teaching and Learning about  
Professional Practice Using Interactive Technology 675
47. CHRISTINE GARDNER AND JOHN WILLIAMSON / The Complexities of  
Learning to Teach: "Just What Is It That I Am Doing?" 691
48. GLENN RUSSELL AND GEOFF ROMEO / Pre-Service Teachers  
Self-perceptions of ICTE: An Australian Perspective 711

## AFTERWORD

- RICHARD BATES AND TONY TOWNSEND / The Future of Teacher  
Education: Challenges and Opportunities 727

## APPENDICES

- The Editors 737
- Information About the Authors 739

- INDEX 745



## PREFACE

This book has its origins in conversations that started when the International Council on Education for Teaching (ICET) and the Australian Teacher Education Association (ATEA) jointly agreed to co-sponsor a World Assembly of Teacher Educators in Melbourne in July 2003, hosted by Monash University. The editors of this book were not only intimately involved in the management of the conference but had also been key figures in the Associations involved. Tony Townsend had been secretary, and on the national board of the South Pacific Association for Teacher Education (SPATE), which later became ATEA and had previously managed a SPATE conference in Frankston, Australia, in the 1980s. He is currently the President of ICET and now works at Florida Atlantic University. Richard Bates has been a long time board member of ATEA and is currently President of that organization. He is also a Board member of ICET.

The International Council on Education for Teaching (ICET) was founded in 1953 for the purpose of emphasizing international cooperation in educational development in order to improve the quality of teacher education as well as to expand global educational opportunities for people in teacher education. Since that time, ICET has developed into an international association of practitioners of teacher education, policy and decision-makers in education, government and business dedicated to global development through education. ICET is a Non-Governmental Organization (NGO) and participates in NGO meetings and other UNESCO-sponsored conferences around the world.

Scholars, administrator, practitioners from universities, colleges, departments and institutes of education as well as members of government ministries, the teaching profession and business leaders that are interested in educational development participate in ICET and share their ideas, research and experience with other professionals from around the world. The main goals of ICET are:

- To foster international cooperation in improving the quality of preparation of teachers, administrators and other education specialists through the development of national, regional and international networks.
- To promote cooperation between higher education institutions, government and the private sector to develop a worldwide network of resources for innovative programs in international educational development.
- To provide an international forum for the exchange of information and the discussion of issues and trends in education and development.
- To assist educational personnel training institutions all over the world to respond to the need for improved facilities, diversified curricula and alternative and non-traditional educational methods.

The Australian Teacher Education Association (ATEA) is the major professional association for teacher educators in Australia. The mission of the Australian Teacher Education Association is to promote:

- The preservice and continuing education of teachers in all forms and contexts;
- teacher education as central in the educational enterprise of the nation;
- research on teacher education as a core endeavour.

The Association enacts this mission through several key strategies, namely:

- to foster improvement in initial teacher education;
- to engage in national advocacy for teacher education;
- to promote and support the teaching profession;
- to form strong links with individuals and organisations involved in educational change;
- to improve the nature, quality and availability of professional development for teachers educators, and
- to promote and disseminate research, ideas and practices, innovation and evaluation in teacher education.

The Melbourne Conference was a good example of ICET and ATEA at their best. With a partnership between an international and a national association, it was able to bring key speakers and delegates from all over the world to consider its theme 'Teachers as Leaders: Teacher Education for a Global Profession'. The keynote speakers and the papers contained topics of such interest that we felt that it was timely to gather together a series of perspectives of critical issues facing teacher education at this time. This idea was supported by Michel Lokhorst, then editor of Kluwer-Springer and has been subsequently been followed through by Astrid Noordermeer of Springer. The editors would like to acknowledge both people for their support, without which this book could not have been published.

In addition, we dedicate this book to the thousands of teacher educators around the world, many of whom are feeling under various types of pressure, from the community and the government, from lack of funding and other resources and from an increasingly difficult task that faces them, for their sustained commitment to developing young people into the teaching force necessary to confront a rapidly changing and increasingly complex world.