



# The Governance Of Teacher Education

**Committee on Teacher Education  
Policy**



## **The Governance Of Teacher Education:**

**The Governance of Teacher Education** Martelle Loreen Cushman,1977      Professional Governance of Teacher Education Peter Grimmett,2014-01-12 What lies in the future for teacher education Should it be removed from universities and consigned to schools under strict government control Should professional preparation be done away with entirely on the grounds that only subject matter knowledge is needed Or should it stay in the university context as befits a profession but be governed by the profession This book argues for the latter option Such a choice represents a direction that serves to protect important pedagogical values embedded in teacher education programs in a manner that ultimately safeguards the public interest Without it teacher education would come either under direct government control no longer benign or be consigned to schools But the book also exposes the complexities and nuanced difficulties that the self regulation option poses for the governance and operation of teacher education It is the road less travelled filled with contestation in an era of intense neo liberalist pressure toward market choices and de regulation but it is also a road we must travel if we believe in the viable contribution of teacher education to society This book sheds light on that journey It traces how we have arrived at self regulation in education at a time when it is under close scrutiny in other professions More importantly it describes from the inside the intricacies of contestation and what can be done to co construct a way forward toward the desired balance of institutional program autonomy and rigorous protection of the public trust It will show how accreditation processes potentially distort this balance and how it can be disentangled it will highlight the difficulties that both teacher education institutions and professional bodies have in keeping their eye firmly on the societal purposes of accountability thereby ensuring that the public trust is actually safeguarded and it will characterize the necessary struggles that teacher educators must engage under self regulation if they are to protect the public interest by defending the knowledge base that is central to the profession

**The Governance of Teacher Education** Robert Howsam,ERIC Clearinghouse on Teacher Education,1972      *The Governance of Teacher Education* Louis Paul Berneman,1976      Systems Theory and the Struggle for the Control of the Governance of Teacher Education Nona Ann Prestine,1988      **Partnership-Based Governance and Standardization of Vocational Teacher Education in Ukraine** Thomas Deißinger,Oksana Melnyk,2024-04-30 This publication addresses the pressing issues of vocational teacher education VTE focusing on institutional organizational and governance aspects Firstly it summarizes the results of the four year Erasmus capacity building project New Mechanisms of Partnership based Governance and Standardization of Vocational Teacher Education in Ukraine PAGOSTE funded by the European Education and Culture Executive Agency The project s focus has been governance in VTE in Ukraine Secondly it goes beyond the narrow project context and explores challenges as well as good practices in VTE systems of other countries in and outside of Europe Therefore contributions from England New Zealand Australia Italy Germany Austria and Switzerland complement the Ukrainian context and provide readers with a more comprehensive understanding of VTE

systems     In Service of Youth ,1980     **Teacher Education Landscapes in India** Pranati Panda,2024-09-18 This book examines the unexplored dimensions in the teacher education sector in India It engages with critical concerns and attempts to provide a comprehensive and holistic perspective on how governance and quality management are conceptualised debated developed and implemented in the teacher education sector in India Drawing arguments from research and contributions of academicians the book explores four central themes of teacher education namely governance and management in teacher education management of pre service teacher education quality management in teacher education and financing and political economy of teacher education It focuses on the current operational model situational efficiency and provides a comprehensive analysis of the various reforms and initiatives taken at theoretical and practical levels for the transformation of teacher education Presenting a focused overview of the critical dimensions of teacher education and rich in empirical evidence this book will be of interest to students researchers and teachers of education sociology of education urban education politics of education and educational studies It will also be useful for teachers teacher educators academicians scholars and policymakers in the education sector     *Norms and Standards and Governance Structures for Teacher Education* Committee on Teacher Education Policy,1995     **A Case Study in Changing the Governance of a Teacher Education Program** Harry Nathaniel Rivlin,1973\*     *Teacher Education Landscapes in India* Pranati Panda,2024-09-18 This book examines the unexplored dimensions in the teacher education sector in India It engages with critical concerns and attempts to provide a comprehensive and holistic perspective on how governance and quality management are conceptualised debated developed and implemented in the teacher education sector in India Drawing arguments from research and contributions of academicians the book explores four central themes of teacher education namely governance and management in teacher education management of pre service teacher education quality management in teacher education and financing and political economy of teacher education It focuses on the current operational model situational efficiency and provides a comprehensive analysis of the various reforms and initiatives taken at theoretical and practical levels for the transformation of teacher education Presenting a focused overview of the critical dimensions of teacher education and rich in empirical evidence this book will be of interest to students researchers and teachers of education sociology of education urban education politics of education and educational studies It will also be useful for teachers teacher educators academicians scholars and policymakers in the education sector     **The Struggle for Teacher Education** Anja Swennen,Tom Are Trippestad,Tobias Werler,2017 Presents critical research on the challenges of reforming teacher education from a range of theoretical perspectives and empirical studies in an international perspective     **Teacher Education and the Development of Democratic Citizenship in Europe** Andrea Raiker,Matti Rautiainen,Blerim Saqipi,2019-11-21 This book uses international collaboration between nine European countries to explore how teacher education systems across Europe perceive and act upon devolving democracy and democratic citizenship Understanding

these countries cultural approaches to individual and national priorities in education is essential in perceiving similarities and differences in the meaning of democracy The book offers debate on the prospects for teacher education and the development of democratic citizenship in Europe based on historical political economic and cultural contexts and the Council of Europe s CoE competences for democratic citizenship With critical analysis and evaluation around the common theme of teacher education and its role in developing democratic citizenship the book provides awareness and understanding of how teacher education responds to the Council of Europe s CoE conceptual model of competences for democratic culture 20 competences categorized as Values Attitudes Skills and Knowledge and Critical Understanding are defined so they can be taught to enable learners to practice them in their daily lives as democratic citizens This book will be of key interest to academics researchers and post graduate students in the fields of teacher education educational policy and politics and citizenship education

**Transforming Teacher Education** Valerie Hill-Jackson, Chance W. Lewis, 2023-07-03 Extracts from the text Why are fifteen million children and youth in poverty not achieving when we know that low income students excel in the classrooms of star teachers who comprise approximately 8 percent of the teaching force Whose needs or interests are being met in education reform today In my own institution there has not been a systematic assessment of the effectiveness of the basic teacher education program since the institution was founded over a century ago as a teachers college Imagine not one ever Teachers who empathize with students and the life challenges they face soon realize that the dysfunctional bureaucracies will not permit them to meet the needs of their students Half of the starry eyed beginners are gone in five years or less Why does teacher education focus on the managerial instrumental or delivery system aspects of the profession The expert advice dispensed by schools of education regarding what future teachers should do is not connected to any theory of learning or to any reality of life in school classrooms Why has the recruitment process resulted in a cohort of teachers who are unable to connect with their students Does a qualified teacher equate to a quality teacher The best hope of getting more effective teachers from university teacher preparation programs is to base their budgets on the number of their graduates who serve in challenging schools and their effectiveness with children and youth At the district level the salaries of hiring officials should be based on how well these officials identify and retain quality teachers In this book 12 distinguished scholars provide a hard hitting thoroughly researched historical and theoretical critique of our schools of education and offer clear recommendations on what must be done to ensure all children can achieve their potential and contribute to a vibrant democratic society

**The Curriculum History of Canadian Teacher Education** Theodore Michael Christou, 2017-08-07 Organized by region this edited collection provides a comprehensive look at how teacher education has evolved regionally and nationally in Canada Offering an in depth look at specific provinces and territories this volume contextualizes the landscape of Canadian public education and the place of teacher education within it Shedding light on the ways Canadian teacher education was shaped by and in turn influenced its environment contributors evaluate the current state of education

and consider themes tensions and historical developments presenting a view of teacher education that encompasses both its future and its past A significant contribution to the field of curriculum history this book offers a benchmark for conversations about the purposes means and ends of teacher education in Canada *Teacher Education in Taiwan* Shen-Keng Yang, Jia-Li Huang, 2016-04-14 Since the Teacher Education Act was in place in 1994 student teachers were educated through diverse educational institutions instead of the traditional normal schools Taiwan's equivalent of teachers colleges But such market based teacher education has been altered by politics society and culture in the direction of government controlled teacher education particularly in the quality evaluation of teacher education Taiwan maintains teacher education quality by controlling the number of teachers using teacher assessment to eliminate teachers who are not up to standard evaluating teacher education institutions evaluating professional development of teachers to raise elementary and secondary teacher quality This book uses Taiwan as a case study to analyze the transformation of teacher education in a country which goes through political economic and societal transitions along the axis of state regulation vs marketization It analyzes the uniqueness of Taiwanese teacher education for international reference and draws implications for teacher education policies in the context of education reform The Formation of Two Approaches to Teacher Education Teacher Education Policy and Policy Direction in Taiwan The Ideology Implications Applications of Teacher Profession Standards The Teacher Education Strategic Alliances in Taiwan This book will interest policy makers researchers and students in the field of education especially in teacher education and comparative education **Restoring Soul, Passion, and Purpose in Teacher Education**

Peter Grimmett, 2021-12-30 This text both challenges and traces the development of a culture of regulation standardization performativity and governmentality evident in Anglophone teaching practice and education Framed by a brief history of teacher education research and policy in North America over the last six decades the text argues that the instrumentalization of curriculum and pedagogy has robbed teachers of their pedagogical soul passion and purpose Using a conceptual model Grimmett forges a pathway for teachers to adopt a soulful way forward in professional practice individually and collectively enhancing autonomy over programs and protecting the public trust placed in them as educators This text will benefit researchers academics and educators with an interest in teachers and teacher education educational policy and politics and curriculum thinking and enactment more broadly Those specifically interested in pedagogy educational change and reform and the philosophy of education will also benefit from this book **Governance and Leadership in Teacher Education**

Donald Wayne Jones, 1983 Teaching Teachers American Association of Colleges for Teacher Education, Washington, DC., 1990 This monograph presents information about institutions of higher education where teachers are educated and about the faculty students and programs of these institutions Information is presented under six headings 1 Introduction and Methodology Gary Galluzzo 2 Institutional Characteristics Richard Arends and Gary Galluzzo 3 Students A Profile Antoine Garibaldi and Nancy Zimpher 4 The Elementary Education Professoriate Mary Kluender and Edward

Ducharme 5 Student and Faculty Perceptions of Program Quality Kenneth Howey and 6 Multiple Purposes for Using Data in Teacher Education Sam Yarger Ninety institutions taken from the AACTE membership list of 713 institutions constituted the sample 1 141 elementary education preservice teachers and 251 professors in elementary education returned their questionnaires Faculty and student questionnaires supplied demographic information as well as information such as age gender race ethnicity and salary and respondents opinions concerning the quality of programs the rigor of coursework and requirements and students future teaching plans The institutional questionnaire solicited information characterizing the institutions their enrollments the academic abilities of their enrollees and selected features of the elementary education programs offered Findings are presented in tables and graphs accompanied by narrative discussion JD Globalisation and Teacher Education in the BRICS Countries Ian Menter, Roza A. Valeeva, Martha Prata-Linhares, 2024-07-29 This edited volume critically engages with the debate on teacher education systems in the BRICS countries Brazil Russia India China and South Africa considering the effects of contemporary globalisation processes on each differing geographic location Written by leading researchers from the BRICS countries chapters reveal the processes present in these countries regarding the often problematic relationships between research policy and practice as well as the extent of integration between higher education institutions and basic schools with particular emphasis on teachers professional development With a particular focus on the role of research and positioning of the school practicum the book offers new insights into the processes of educational globalisation It presents comparative discussions of the development of BRICS and the significance of education and preparation of teachers between the five nations each with differing educational traditions Ultimately this book provides a unique picture of teacher education systems across these five countries and offers new perspectives that will enrich the work of scholars students and researchers in the fields of international and comparative education education policy and politics globalisation and teacher education Policymakers and teacher educators involved in globalisation studies may also benefit from the volume more broadly

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