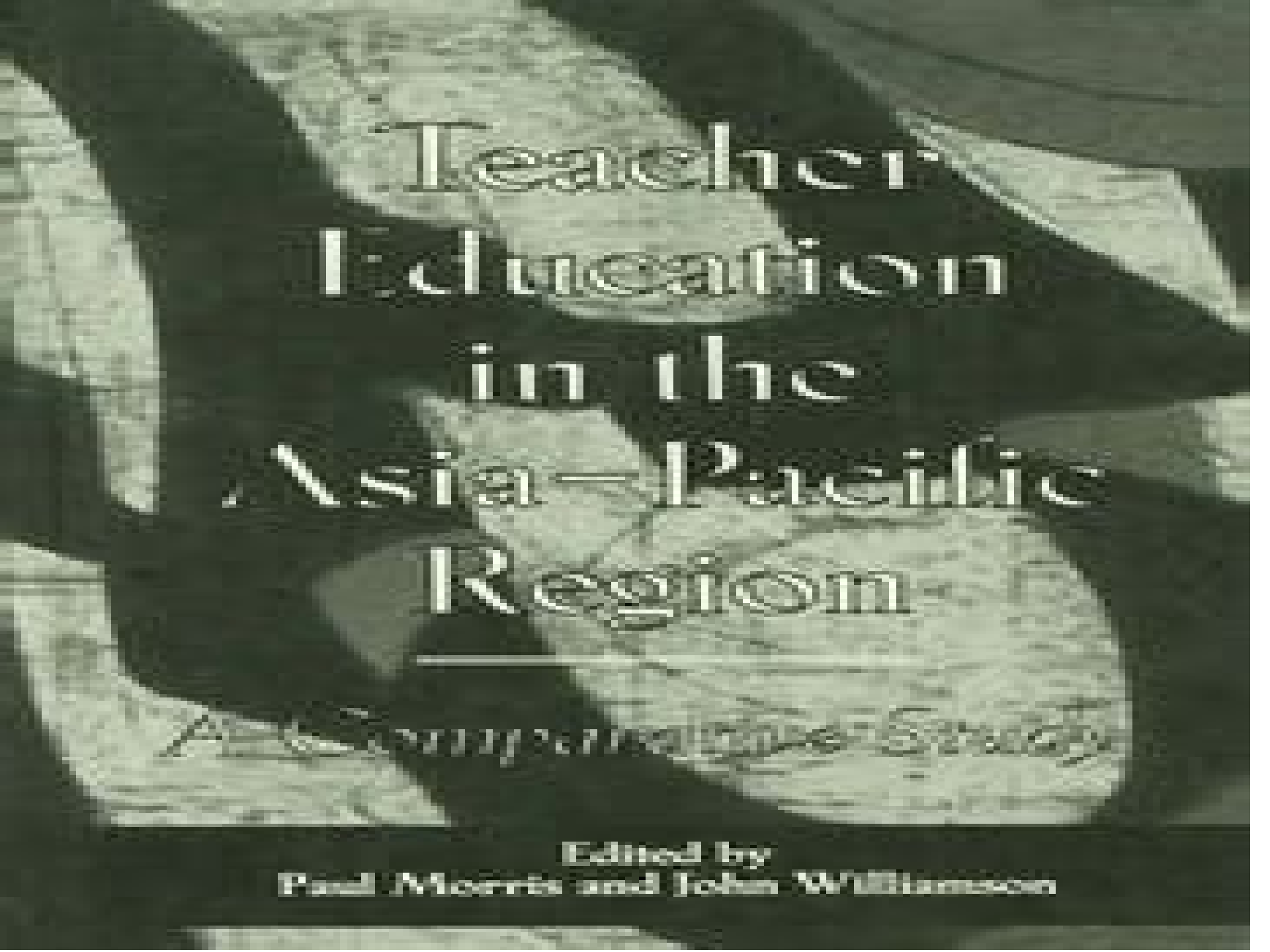




Teacher Education in the Asia-Pacific Region

A Comparative Study

Edited by
Paul Morris and John Williamson

Teacher Education In The Asia Pacific Region A Comparative Study

Tom O'Donoghue, Clive Whitehead



Teacher Education In The Asia Pacific Region A Comparative Study:

Teacher Education in the Asia-Pacific Region Paul Morris, John Williamson, 2013-10-08 This book investigates the relationships between education and national development in an area of the world where both have acquired considerable importance. It questions assumptions which view education primarily as a direct investment in human capital and approaches which measure the efficacy of educational provision solely in terms of quantifiable differences between inputs and outputs. Unlike most of the more general works in this field it does not set out either to confirm or to refute a particular theory. Instead the main perspectives which have been adopted to explain the role of education in development are explored. The role of education in the development of eight societies in East Asia including Japan, Hong Kong, Singapore, Taiwan, South Korea, Malaysia, Macau and the People's Republic of China is examined. These societies are compared in order to highlight the diverse and complex role played by education in their development.

Reform of Teacher Education in the Asia-Pacific in the New Millennium Y.C. Cheng, King Wai Chow, Magdalena Mo Ching Mok, 2007-09-29 In facing the challenges of rapid globalization, IT intensification, international competition and local demands for developments, educators, scholars and leaders in the Asia Pacific region and other parts of the world are concerned with reforms of teacher education for the future of education in the new millennium. This edited volume aims to provide a global sharing of the major trends and characteristics of the ongoing teacher education reforms in this region and the major challenges and issues raised in policy formulation and reform implementation. With a total of 14 chapters prepared by 18 scholars from nine educational systems (Australia, Canada, China, Hong Kong, India, Japan, Korea, Malaysia and United States) in the Asia Pacific region, the book highlights the trends and challenges in the reform of teacher education in the region generally and in eight educational systems in particular. Most chapters directly or indirectly address the latest issues of teacher education and development at operational site and macro levels from a national or regional perspective. This volume is of interest to teachers, teacher educators, researchers, policymakers and other stakeholders in all developed and developing countries.

The International Handbook of Educational Research in the Asia-Pacific Region J.P. Keeves, Ryo Watanabe, 2013-11-11 The aim of the Handbook is to present readily accessible but scholarly sources of information about educational research in the Asia Pacific region. The scale and scope of the Handbook is such that the articles included in it provide substantive contributions to knowledge and understanding of education in the Asia region. In so doing, the articles present the problems and issues facing education in the region and the findings of research conducted within the region that contribute to the resolution of these problems and issues. Moreover, since new problems and issues are constantly arising, the articles in the Handbook also indicate the likely directions of future developments. The different articles within the Handbook seek to conceptualize the problems in each specific content area under review, provide an integration of the research conducted within that area, the theoretical basis of the research, the practical implications of the research and the contribution of the research towards the resolution of the

problems identified Thus the articles do not involve the reporting of newly conducted research but rather require a synthesis of the research undertaken in a particular area with reference to the research methods employed and the theoretical frameworks on which the research is based In general the articles do not advocate a single point of view but rather present alternative points of view and comment on the debate and disagreements associated with the conduct and findings of the research Furthermore it should be noted that the Handbook is not concerned with research methodology and only considers the methods employed in inquiry in so far as the particular methods of research contribute to the effective investigation of problems and issues that have arisen in the conduct and provision of education at different levels within the region

Education in East Asia Pei-tseng Jenny Hsieh, 2013-05-23 Education in East Asia is a comprehensive critical reference guide to education in the region With chapters written by an international team of leading regional education experts the book explores the education systems of China Hong Kong Japan Macao Mongolia North Korea South Korea and Taiwan covering local regional developments in each country as well as recent reforms and global contexts Including a comparative introduction to the issues facing education in the region as a whole and guides to available online datasets this handbook will be an essential reference for researchers scholars international agencies and policy makers at all levels *International Comparative Studies in Education*, 1995

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 Work and Lives of Teachers in China Qing Gu, 2014-10-30 By bringing together a distinguished group of scholars who have deep extensive and complementary knowledge and expertise of the Chinese education system The Work and Lives of Teachers in China engages in detailed discussions on contemporary issues about teachers and teaching in China It locates teachers work and lives in a critical analysis of the political socio cultural ideological and educational reform contexts and through this demonstrates how teachers in different professional life phases and in different schools are able to retain their vocational strength and commitment for learning and development

Using rich illustrations from real teachers in real primary and secondary schools this book represents a collection of scholarly writings which build research and practice informed new knowledge about the nature of teachers work and lives in China Through these comprehensive case studies the book illustrates to policy makers head teachers and training and development organisations the importance of sustaining teachers commitment and wellbeing in their efforts to improve quality and standards in today s Chinese schools The Work and Lives of Teachers in China provides valuable insight for policy makers educators researchers teachers and students in education and beyond *Tep Vol 30-N1 Teacher Education and Practice*,2017-05-12 Editorial Critical Praxis as Socialization of Teachers Paulo Freire s Conscientiza o Patrick M Jenlink Dear Diary A Qualitative Examination of the Phases of First Year Teaching Mary Anne Duggan David Lee Carlson Michelle E Jordan Larissa Gaias Tashia Abry and Kristen Granger Recentering Job Embedded Graduate Education for Practicing Teachers Elizabeth Bondy Darbianne Shannon Magdalena Casta eda and Raquel Munarriz Diaz Communities That Engage Multidisciplinary Faculty with Service Learning Vera L Stenhouse Caitlin M Dooley Rachel Gurvitch Joseph R Feinberg Lydia C Mays Janet Z Burns and Olga S Jarrett Starting at the Beginning An Intuitive Choice for Classroom Management Justin D Garwood Alene H Harris and Jonathan K Tomick Preservice Teachers Perceptions of Working with Learners Who Struggle Heidi Legg Burross Amy M Olson and Elizabeth Pope Teacher Mentoring for Effective Teacher Training and Development The Case of a Developing Country Kenya Moses K Ochanji Nicholas W Twoli Adelheid M Bwire and John N Maundu Preparing Teachers for Data Based Decision Making and Response to Intervention Team Collaboration Barbara Meyers Emily Graybill and Kathryn Grogg Effects of the Three Block Model of Universal Design for Learning on Teachers Behaviors Efficacy and Concerns About Inclusive Teaching Laura Sokal and Jennifer Katz Perceptions of Teaching Practicums from Thai Students in 4 Year and 5 Year Teacher Education Programs Samuel J Grubbs The Rise of Urban Alternative Teacher Certification Scott Hohnstein Book Review Normalites The First Professionally Prepared Teachers in the United States by Kelly Ann Kolodny Lisa Gilbert Call for Book Reviews Upcoming Issues and Call for Reviewers **Quest for World-Class Teacher**

Education? Jun Li,2016-07-25 Utilizing a case study method and a Multiperspectival Approach this volume presents a pioneering in depth study about China s teacher education policy since the 1990s It critically investigates the rational dynamic and complex implementation process taking place at the micro institutional level for the transformations of teacher education institutions The book first introduces the sociopolitical and cultural background of China s teacher education system and its challenges under the condition of globalization and illustrates major national initiatives for nurturing highly qualified teachers It then explores new teachers identities in an era of enhanced professionalism uncovers the ways they reflect China s teacher education reform and distills the rationales behind these policy actions This is followed by an analytic presentation of the findings of the case study of a provincial normal university with a particular focus on such core pieces of the implementation jigsaw as policy flow the dynamism of implementation sociopolitical and cultural confluence and

institutional barriers in the complex process Lastly the book unravels key recommendations and implications for policy implementation studies from the China policy case and constructs a Chinese Zhong Yong Model of policy implementation and sheds new light on policy studies of teacher education reform in particular and public policy in general which may be transferable to other sociopolitical contexts seeking to nurture world class teachers and achieve educational excellence in a global age

Teacher Education in the English-Speaking World Tom O'Donoghue, Clive Whitehead, 2008-05-01 This edited book is a comparative study on teacher education across ten major Englishspeaking regions of the world USA English Canada England and Wales Scotland Ireland Singapore Hong Kong South Africa Australia New Zealand The focus on individual regions is reflective of a comparative approach with a long tradition going back to the turn of the twentieth century This approach is still valid at the present time as it provides one of the best ways of initially structuring our understanding of teacher education at the macro level in order to facilitate communication of the situation crossnationally and prepare the way for higher levels of analyses To this end the book has twelve chapters An introductory chapter details the focus of the book This is followed by a chapter on each of the ten regions Each of these chapters written by an expert in the field focuses on general trends in teacher education rather than on any specific aspect of it focuses primarily on pre service teacher education at the primary and post primary levels although some reference is also made to continuing professional development strikes a balance between past present and future trends deals broadly with access to the processes involved in and the structure of teacher education has a unique structure rather than one based upon a formulaic approach In the final chapter major themes are distilled from the case studies It also outlines how the book furthers understanding of teacher education internationally considers other groupings of regions ripe for consideration along similar lines and indicates initiatives arising out of the case studies worthy of consideration for the improvement of teacher education cross nationally

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