

**Exploring Difference –**  
International Perspectives  
on Teacher Training

Thursday 7 November 2013  
British Embassy Berlin

The series **International Dialogue on Education Berlin** is a joint initiative of the British Council, the German Academic Exchange Service (DAAD), the Australian Group of Eight, the Embassy of Canada in Germany, the German-American Fulbright Commission and Freie Universität Berlin. In 2013, ID-E is also joined by the Finnish Institute in Germany.

Through the contributions of international participants the series aims to enrich the debate on science, research and higher education policy in Germany, to place German perspectives in a global context and to learn from positive examples from other countries.



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### Ongoing series

- 1 Exploring Difference –  
Making University Teaching Count, 15 October 2007
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The Philosophy of Undergraduate Education, 10 April 2008
- 3 Exploring Difference –  
The Challenge of (Post)Graduate Education, 9 October 2008
- 4 Exploring Difference –  
The Challenge of International Branding and Marketing, 30 April 2009
- 5 Exploring Difference –  
Integrating Lifelong Learning into Universities' Missions, 19 October 2009
- 6 Exploring Difference –  
Recruitment, Selection and Admission of Doctoral Candidates, 26 April 2010
- 7 Exploring Difference –  
Postdoctoral Careers in Global Academia, 11 October 2010
- 8 Exploring Difference –  
Transdisciplinary Research and its Impact at Higher Education Institutions,  
10 October 2011
- 9 Exploring Difference –  
Transnational Education: Models, Drivers and Challenges, 23 October 2012
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International Perspectives on Teacher Training, 7 November 2013**

Information on all events is available at <http://id-e-berlin.de>

### Exploring Difference – International Perspectives on Teacher Training

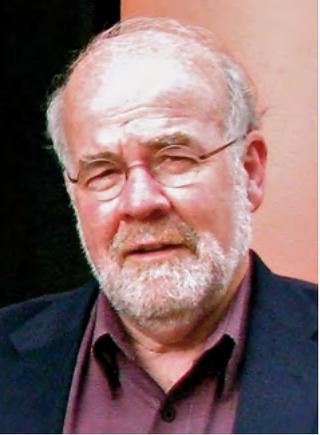
The tenth conference in the ID-E Berlin series will focus on perspectives from anglophone countries and Finland on teacher training and how to ensure that teachers become more internationally and culturally competent. The discussions will address the following topics and questions:

- 1) What makes a good teacher?
  - a. What are the central characteristics and educational aims of teacher training in your country?
  - b. How can the best students, particularly those from ethnic minorities, be persuaded to join the teaching profession?
- 2) Internationalisation and diversity (How to enhance future teachers' intercultural competences?)
  - a. What role do mobility, internationalisation and intercultural competence play in teacher training at your universities and teacher training institutions? Are there strategies in place and efforts being made to increase internationalisation and exchanges?
  - b. How can the intercultural competence needed for working with a diverse student body be taught to and required of teachers?
- 3) Structure of teacher training studies:
  - a. What is the relationship between the three main elements of teacher training?
    - i. Subject specific qualification
    - ii. Pedagogical content (education theory, teaching methods)
    - iii. Teaching practice in schools
 And how are they related, cross referenced and/or differentiated in the modular BA/MA structure?
  - b. In which of these areas are mobility and internationalisation most important, particularly underdeveloped or at all possible (and why)?

Drawing on examples from their own education systems and at their own institutions, a detailed understanding of the different systems and new developments in teacher training will be elicited from experts from Australia, Canada, Finland, the United Kingdom and the United States of America.

### Programme

<i>Time</i>	<i>Session</i>
<b>13.00 – 13.30</b>	<b>Registration and Coffee</b>
<b>13.30 – 14.00</b>	<b>Welcome and Opening Remarks</b> <b>John Whitehead</b> Director, British Council Germany <b>Ulrich Grothus</b> Deputy Secretary-General, German Academic Exchange Service (DAAD)
<b>14.00 – 16.00</b>	<b>Panel Discussion</b> <b>“Exploring Difference – International Perspectives on Teacher Training”</b>  Speakers <b>Robert J. Tierney</b> Honorary Professor, Faculty of Education and Social Work, University of Sydney (AUS) <b>George Richardson</b> Associate Dean, International, Faculty of Education, University of Alberta (CDN) <b>Mirja-Tytti Talib</b> Adjunct Professor, Department of Teacher Education, University of Helsinki (FIN) <b>Norbert Pachler</b> Professor of Education, Pro-Director: Teaching, Quality and Learning Innovation, Institute of Education, University of London (UK) <b>Murry R. Nelson</b> Professor Emeritus of Education and American Studies, College of Education, The Pennsylvania State University (USA)  Chair <b>Jan-Martin Wiarda</b> Head Communications and Media Relations, Helmholtz Association
<b>16.00 – 16.30</b>	<b>Coffee</b>
<b>16.30 – 18.00</b>	<b>Final Plenary and Discussion</b> Conclusions and recommendations for the national debate
<b>18.00 – 20.00</b>	<b>Reception &amp; Buffet</b> Opening event for conference “Internationalisierung der Lehrerbildung” which continues on 8 November at the Landesvertretung Nordrhein-Westfalen in Berlin



## Robert J. Tierney

**Rob Tierney** is a former Dean at the University of British Columbia, and immediate Past Dean of the Faculty of Education and Social Work at the University of Sydney and has had faculty appointments at the Universities of Illinois, the Ohio State University, Arizona, Harvard and UC-Berkeley. Rob has published widely on literacy, teacher education, cross-national education, assessment and equity. His projects have ranged from teacher development projects in China schools to engagements addressing indigenous developments in Australia. His work has included projects for various US government and Canadian agencies, UNESCO in Africa, Children's Television Workshop, Apple Computer, and the World Bank in Indonesia. He has served as editor of Reading Research Quarterly and is a board member for other key journals. In Canada, Rob served as the President of the Association of Canadian Deans of Education where he guided the formulation of a National Accord on Teacher Education.

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### Internationalizing Teacher Education: Australian Perspectives

Global education is a dynamic feature of and pursuit of Faculties of Education throughout Australia. Increasingly our students are global, whether on exchange, as visitors, enrolled in customized or joint programs or among our linguistic agile, ethically critical, culturally astute and globally ambitious domestic students. Our Faculties offer a rich mix of possibilities, ranging from customized international program development to cross-national degrees focused upon global education issues, to multinational cooperative data collection which traces our teacher candidates and graduates engagement with issues of social justice, to agreements to support international education research engagements and joint programs with institutions in the Asia Pacific region. These initiatives represent a form of global development and mobility that is more varied, tailored, transformative, ethical and, at times, robust and dynamic.

At the same time internationalization of our teacher workforce is quite limited: overseas teachers seeking positions in Australia experience an extremely tedious process and an apparent reluctance to respect overseas qualifications; and most teacher education institutions do not address global issues directly tied to licensure demands overseas except in subsets of programs, cohorts preparing for international baccalaureate schools placement and larger contingents of students obtaining ESL credentials. Unfortunately, there is a concomitant lack of regard by governing authorities for the value of internationalizing of our own programs –i.e. to advance teacher mobility or standards that advance the preparation of or hiring of teachers with international credentials and who have the skills, understandings and credentials to work across borders. The infusion of global education standards within the national curriculum seems tied to diversity as an area of study rather than practice. This disconnect is brought into sharper focus by reluctance of accreditation authorities to recognize overseas practica and against the global character of the schools themselves: 165 language groups are in existence within the schools.



## George H. Richardson

**George H. Richardson** is Professor and Associate Dean (International) in the University of Alberta's Faculty of Education. His research interests include the role of education in national identity formation, global citizenship education, multicultural and international education and action research. Since 1993, Dr. Richardson has worked in development-based projects in Ukraine, Western China, Jordan, Iraq, Tanzania, Ghana, Pakistan and Vietnam. From 2006 to 2011, he was Co-chair of UNESCO's Steering Committee on Teacher Training in Iraq; in 2009, he was one of the authors of the University of Alberta's institutional plan for international engagement; and in 2013, he was a member of the working group that designed a national accord on internationalization for the Association of Canadian Deans of Education. His areas of international expertise include curriculum design and development in basic and tertiary education, teacher education, strategic planning in post-secondary institutions, quality assurance, developing research capacity in post-secondary institutions, and qualitative research (particularly action research).

### Exploring Difference: The Canadian Example

This short presentation will begin by outlining the key characteristics of teacher education in Canada with specific reference to its constitutionally sanctioned and jealously guarded diversity. The net effect of this diversity means that it is misleading to speak about any kind of national system of teacher education because there are 10 provincial and 3 territorial education systems already in place.

Given the difficulty of addressing the individual characteristics of each provincial and territorial teacher education system, I will select specific examples (the provinces of Quebec, Ontario and Alberta) and use these examples to highlight different approaches used to attract strong and ethnically diverse teacher candidates to the teaching profession. In terms of attempts to promote mobility, internationalization and intercultural competence, I will examine the current initiative by the Association of Canadian Deans of Education to develop a national accord on internationalization in Canadian faculties of education.

Finally, I will focus on the ways in which the University of Alberta's Faculty of Education attempts to tie together subject specific qualification, pedagogical content, and school-based teaching practice in the context of mobility and internationalization.





## Mirja-Tytti Talib

**Mirja-Tytti Talib** Ph.D., Adjunct professor (Department of teacher education, University of Helsinki, 2000-present). Research interests: (student) teachers' intercultural competence, experiences of Otherness and preparedness for diversity.

Related activities: Co-founder and director of Diverse teacher students' program in Teacher education /HU (2002-2007). Co-planner of the Multicultural Teacher and Kindergarten Teacher Education programs at the U.H. (2008-2012). Project planner of trilateral project (2010-13) (Austria, Finland and Russia): Diversity as an Opportunity in St Petersburg. Partner in projects: EDIC Education for Democratic Intercultural Citizenship; University of

Humanistic Studies Utrecht (2011-2013). NordForsk project DTDL Diverse Teachers for Diverse Learners by University of Iceland (2011-2014).

Recent publications: Paavola, H., Talib, M-T. (submitted). Experiences of Otherness of Finnish student teachers. Dervin, F., Paavola, H., & Talib M-T (submitted). Analysing Otherness in Multicultural Teacher Education: What Can (not) be done. Paatela-Nieminen, M., Itkonen, T.; Talib, M-T (submitted). Reconstructing imagined Finnishness: The case of art education through the concept of places.

### Teacher education for diversities in Finland

The situation in Finland is exceptionally favourable for teacher education and education in general. Teaching is still one of the most popular career choices among the Finns, especially among women. The Finnish success in PISA studies has been attributed to well-educated teachers and a comparatively egalitarian education system.

The recent influx of immigrants since the 1990s in Finland has, however, added new challenges for teachers and teacher education. In this relatively new situation, well-educated teachers have considered themselves helpless and incompetent when working with immigrant children. As a consequence, teachers have felt that their capability to teach and educate was undermined, which has affected to their professional identity and self-confidence (Talib 1999, 2005; Paavola 2007; Soilamo 2008).

As a response to the changed demography and new situation in school life, the University of Helsinki started multicultural class teacher and kindergarten teacher education programs in 2008 in order to provide better understanding of diversity and multicultural education. One important goal was to enhance student teachers' intercultural competences.

I would like to address the following:

- (1) What kind of courses are provided to enhance student teachers intercultural competence. Best practices at the University of Helsinki and results from 5 years of Multicultural Teacher Education programs.
- (2) What is done at the universities in Finland to persuade minority students to join the teaching profession?

#### References:

- Paavola, H. 2007. Monikulttuurisuuskasvatus [Multicultural education in a Multicultural Kindergarten Pre-School Group.] University of Helsinki: Research 283.
- Soilamo, O. 2008. Opettajan monikulttuurinen työ, [Teacher's multicultural work]. University of Turku: Research Publications.
- Talib, M-T. 1999. Toiseuden kohtaaminen koulussa. Opettajien uskomuksia maahanmuuttajaoppilaista [Encountering Otherness at school. Teachers' beliefs on immigrant students]. University of Helsinki: Research Publications 208.

## Norbert Pachler

**Norbert Pachler** is Professor of Education and Pro-Director: Teaching, Quality and Learning Innovation at the Institute of Education, University of London. He has worked for the Deanery at the IOE for a number of years holding various portfolios including responsibility for (international) teacher education. During the academic year 2011-12 Norbert was President of the European Baccalaureate of the European Schools. Between 2005 and 2010 he was the Co-director of the Centre for Excellence in Work-based Learning for Education Professionals. He convenes the international, interdisciplinary London Mobile Learning Group ([www.londonmobilelearning.net](http://www.londonmobilelearning.net)). Norbert is a member of a number of professional bodies and he is widely published. His research interests include the application of new technologies in teaching and learning, teacher education and development and all aspects of foreign language teaching and learning.



### Abstract

One feature of teacher education programmes in England is the strong partnership between universities and schools. This manifests itself in the systems and processes attendant to the design, development, teaching, evaluation and quality assurance of provision.

Teacher education is currently undergoing fundamental changes in response to a radical, neo-liberally orientated reform agenda, which aims to restructure the education system from a public service into a free education market economy. As a result, conceptions of teacher effectiveness are changing with the current government seeking to increase further the proportion of time student teachers spend in the classroom, strengthen the focus on 'core' teaching skills, and in managing behaviour. Qualified teacher status is linked to a set of teaching standards which include expectations in relation to personal and professional conduct inter alia requiring of teachers to uphold public trust by not undermining fundamental British values. Changes in terminology, for example from teacher 'education' to teacher 'training', are symptomatic for the direction of travel.

A diversified range of routes into the teaching profession has been developed over recent years in order to ensure adequate teacher supply and, seemingly, to challenge the role of universities in the formation of teachers. As a result, studying at university is now only one of a number of possible ways of becoming a teacher. New routes on the one hand provide alternatives to traditional university-based models shifting the locus from teacher education as an academic and intellectual endeavour to training on the job with a strong skills orientation making it easier for potential candidates to make the decision to become teachers later in life. Teaching can be seen to have changed from a vocation – often due to a strong desire to work with children – into a job, a paid position of regular employment.

The reform programme is explicitly aimed not only at making a difference at the level of the individual learner but also at improving the standing of the UK education system in international league tables as well as to strengthen the competitiveness of UK PLC.



## Murry R. Nelson

**Murry R. Nelson** is Professor Emeritus of Education and American Studies at Penn State University and a former Fulbright Scholar at the University of Iceland (1983), the Norwegian Ministry of Education and Church (1990-91) and the University of Debrecen in Hungary, where he held the Lazlo Orszagh Chair in American Studies (2007-08). He is also a former public school teacher in Chicago. He holds M.A. and Ph.D. degrees from Stanford University and is the author or editor of more than a dozen books and nearly 200 articles. The former include a social studies education methods text, *Children and Social Studies*, that was published in three editions and, most recently, a number of scholarly

books on sports in American culture, including *American Sports: A History of Icons, Idols and Ideas* (2013). Nelson has been married for 40 years, has two children and two grandchildren.

### Teacher Education Issues in Quality

Currently, the prestige of teacher education quality seems to have fallen in the eyes of the general public, fomented by educational journalists, while the demands for entering and continuing in teacher education programs have become more stringent and selective.

Another measure of quality is reflected in the entrance requirement of teacher education programs, which are set by both individual institutions of higher education and, in many cases, by a state Department of Education. Teacher education is regulated by the individual states, although many teacher education programs have chosen to adhere to the standards set and evaluated by professional groups.

A continually emerging factor in the quality of teacher education is diversity, both from the position of recognizing how to work with diverse populations, but also the diversity of the teacher force being produced. Is there a disconnect between a diverse population of students and a less diverse population of teachers? To what degree does or should teacher education reflect the population of the U.S. and, most specifically, the population of the nation's schools? Teacher testing is intended to improve the quality of the teacher education cohort. What research is there that testing or at least the testing now being administered improves teacher quality?

Technology is another measure that some use to evaluate teacher education quality. How facile are teachers with new technology? How much technology should be prevalent in a teacher education program?

Opportunities for field-work are an area where teacher quality can be judged in some manner. How many field experiences? How varied? What duration?

Finally, the overarching concern, "How do we recognize a good teacher?" and how does that relate to the teacher education program from which they emerge?

## Opening Remarks

**John Whitehead** is Director of the British Council in Germany. He has worked in cultural relations leadership roles with the British Council in UK, Colombia, Poland, Tunisia, Thailand and Germany and is an English language and education professional with experience in strategic management, project management, teaching, teacher education, curriculum and materials development. He lectured in applied linguistics at the University of Manchester UK before moving to the British Council.



**John Whitehead**

**Ulrich Grothus** is Deputy Secretary-General and Director for Strategy and Projects of the German Academic Exchange Service (DAAD) and the DAAD Government Liaison Office in Berlin. He obtained a Master's degree in Political Science at the Freie Universität Berlin in 1976. He then worked as a journalist before joining the International Division of the former West German Rectors Conference in 1982. He has been working for DAAD since 1988, first as spokesman and head of the president's office. Starting in 1991, he has been consecutively director of all three DAAD program directorates. In between, he served as director of the Paris office from 1998 to 2000 and of the New York office from 2004 to 2008.



**Ulrich Grothus**

## Chair

**Jan-Martin Wiarda** is head of the "Communication and Media" department at the Helmholtz head office. Previously, Wiarda was deputy head of the "Chances" department at DIE ZEIT newspaper. Parallel to studying politics, economics and sociology in Munich, he completed a vocational training course at the Deutsche Journalistenschule. In 2003, he completed his studies with a master's degree at the North Carolina University, USA. For many years now, Wiarda has been writing for various daily newspapers, including the *Süddeutsche Zeitung*, *Tagesspiegel* and *Financial Times Deutschland*. In 2004, he became an editor at DIE ZEIT newspaper. For his journalistic work, Wiarda has received, amongst other recognition, the KAUSA-Medienpreis. In addition, he regularly works as a presenter for panel discussions and congresses.



**Jan-Martin Wiarda**

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