1. **Evolving research of mathematics teacher educators: the case of non-standard issues in solving standard problems**
   - **AU:** Irit Peled; Sara Hershkovitz
   - **JN:** Journal of Mathematics Teacher Education
   - **DA:** December 2004 VO: 7 NO: 4
   - **PB:** Kluwer Academic Publishers

   This study describes the learning of researchers who engage in mathematics teacher education as an integral part of their practice. As teacher educators working with teachers on the subject of proportional reasoning, the authors reflected on teachers’ solutions to a standard problem and analyzed answers that would conventionally be considered incorrect. This exploration showed that some incorrect answers made sense, were based on problem situation analysis, and brought attention to the fact that conventional formal answers were given without much deliberation on their meaning in the situation. This insight prompted a second research phase in which teachers discussed and explained alternative solutions, and developed deeper analysis of problem situation in solutions that had been correct in the first place. The importance of making teachers aware of the nature of alternative solutions was further exhibited in a third research phase in which teachers evaluated children’s answers to the same problem. The pedagogical insight that emerged stressed the importance of making teachers aware of the tension between an almost automatic application of a mathematical model, and of analyzing problem situation during problem solving. In addition, the researchers developed better understanding of the mathematical challenge associated with the proportional reasoning problem, a stronger awareness of the role of sensitivity to their learners (the teachers), and of the role of reflection.

   Keywords: learning through teaching; problem situation; problem solving; proportional reasoning; teacher education

2. **Connecting Teacher Beliefs to the Use of Children's Literature in the Teaching of Mathematics**
   - **AU:** Rainy Cotti; Michael Schiro
   - **JN:** Journal of Mathematics Teacher Education
   - **DA:** December 2004 VO: 7 NO: 4
   - **PB:** Kluwer Academic Publisher

   This article presents examples that illustrate how teachers use children’s literature in the teaching of mathematics. The examples are related to four curriculum ideologies that have influenced mathematics education in the USA for the last 75 years. It discusses why it is relevant to help teachers understand the ideological positions that influence their use of children’s literature during mathematics instruction, summarizes the four ideological positions, and presents results of a study of how teachers’ ideological positions relate to their use of children’s literature in the teaching of mathematics. The study examines two research questions “Can an instructional tool be developed that will highlight for teachers the different ways in which they and others use children’s literature to teach mathematics?” and “Can that instructional tool stimulate teacher discussion and reflection about their own beliefs and the ideological nature of the instructional environment in which they learned (as students) and teach (as teachers)?” Study results indicate that both questions can be answered in the affirmative.

   Keywords: children’s literature; curriculum ideologies; curriculum integration; mathematics instruction

3. **Some Ways of Knowing Mathematics and Some Implications for Teacher Education**
   - **JN:** Journal of Mathematics Teacher Education
   - **DA:** December 2004 VO: 7 NO: 4
   - **PB:** Kluwer Academic Publishers

4. **Feminist pedagogy in the teaching of research methods**
   - **AU:** Lynne Webb; Kandi Walker; Tamara Bollis
   - **JN:** International Journal of Social Research Methodology
   - **DA:** 2004 VO: 7 NO: 5
   - **PB:** Taylor and Francis Ltd

   The essay explicates a pedagogical methodology for teaching empirical research methods, employing the principles of feminist pedagogy in the facilitation of research teams composed of a teacher and multiple graduate students. The described pedagogy is consistent with six principles of feminist pedagogy deduced from a meta-analysis of the extant US literature on feminist pedagogy: reformation of the relationship between teacher and student, empowerment, building community, privileging voice, respecting diversity of personal experience, and challenging traditional views. The authors illuminate their pedagogy via a detailed description of one feminist research group undertaking a large sample survey. The authors contend that the feminist research group constitutes a practicum-style educational opportunity that represents a practical alternative to the traditional classroom teaching of empirical research methods to graduate students.
5. **Organizational expectations of the novice teacher**
   AU: Isaac Friedman
   JN: Social Psychology of Education
   DA: December 2004 VO: 7 NO: 4
   PG: 435-461(27)
   PB: Kluwer Academic Publishers
   AB: The study focuses on the teacher as an “organization person”, that is, a professional working in an organizational setting, and forms part of its administrative and human fabric. The purpose of the article is to describe the novice teacher’s expectations from teaching as a profession and from the school as a work organization. The novice teachers who participated in trainee programs at five large teacher training colleges in Israel, completed a self-report questionnaire. The questionnaire items expressed teachers’ expectations of their work at the outset of their professional career. Facet Theory was the methodological approach used for the study. It was found that novice teachers’ expectations focus on the following areas of interest and activity expectations of professional and social recognition; expectations of responsive conduct on the part of students; of involvement and support from parents, and of collegiality from other staff, parents and the principal; and expectations that teaching and those associated with it will contribute to strengthening the teacher’s professional sense of self. The findings were also examined based on self-psychology perspectives. The article discusses the implications of these expectations pertaining to teacher training.
   Keywords: Novice teachers; Teacher expectations; Teacher education; School Culture; Facet Theory

6. **The synthesis of subject and pedagogy for effective learning and teaching in primary science education**
   AU: Joan Parker
   JN: British Educational Research Journal
   DA: December 2004 VO: 30 NO: 6
   PG: 819-839(21)
   PB: Carfax Publishing, part of the Taylor & Francis Group
   AB: The issue of science subject knowledge, and how to address the demands of this for both practising and trainee primary teachers, has constituted a core research enterprise in recent decades. The Professional Standards for Qualified Teacher Status entail considerable conceptual demands for many primary trainees. Generating meaningful causal explanations of scientific phenomena lies at the heart of both the scientific endeavour itself, and of effective classroom teaching. To focus on knowledge acquisition per se in teacher education, however, obscures the critical issue of subject-related pedagogical knowledge that ultimately influences classroom practice. This article explores the development of both subject knowledge and subject-related pedagogical knowledge in science education. It is informed by science education literature, as well as by a substantial body of empirical research into trainees’ learning of aspects of physical science accumulated over a five-year period. Learners’ perspectives of the synthesis of subject and pedagogy raise important questions concerning the nature of teacher education.

7. **High school general physical education teachers behaviors and beliefs associated with inclusion**
   AU: Samuel Hodge; Jonathon Ammah; Kevin Casebolt; Kathryn Lamaster; Mary O'Sullivan
   JN: Sport, Education and Society
   DA: November 2004 VO: 9 NO: 3
   PG: 395-419(25)
   PB: Carfax Publishing, part of the Taylor & Francis Group
   AB: The purpose of this study was to describe the behaviors and beliefs of secondary general physical education (GPE) teachers relative to inclusion and teaching of students with disabilities. Participants were nine experienced high school GPE teachers from suburban school districts in California, Ohio, and Pennsylvania. The research method was naturalistic inquiry. Qualitative data were collected using observer field notes and interview schedules. Findings were presented using descriptive summaries and thematic narratives. These teachers regularly verbally interacted with and expressed mostly favorable beliefs about teaching students with disabilities. Teacher interviews revealed three recurring themes: (a) teachers were positively disposed to inclusion as an educational philosophy, (b) teachers had differential efficacy in achieving successful inclusion, and (c) teachers encountered challenges to establishing inclusive practice. Despite their mostly favorable beliefs about inclusion, several teachers felt inadequately prepared or lacked support and resources to effectively teach students with more severe disabilities.

8. **Teachers perceptions of in-service teacher training to support curriculum change in physical education: the Hong Kong experience**
   AU: Amy Ha; John Lee; Daniel Chan; Raymond Sum
   JN: Sport, Education and Society
   DA: November 2004 VO: 9 NO: 3
   PG: 421-438(18)
   PB: Carfax Publishing, part of the Taylor & Francis Group
   AB: The purpose of this study was to evaluate the effectiveness of an in-service training program and understand teachers' receptivity to curriculum change in physical education. A total of 183 primary school teachers were recruited as participants on a voluntary basis. They were asked to respond to a questionnaire about their receptivity to changes in the current physical education curriculum as well as their views on the effectiveness of a teacher development program that was organized by the Chinese University of Hong Kong. The results showed that the participants felt that in-service
training was needed to equip them to implement a physical education program in line with the curriculum reform. The in-service training program was deemed to be practical and effective, bringing about good communication among school teachers, educational experts, and government curriculum officers. In terms of their receptivity to curriculum change, the participants generally had positive attitudes to the innovation and showed further support for the change after attending the program. The role of the principal and the need for school support for the reform are discussed in the concluding section.

9. TI: **Teachers intuition-in-action: how teachers experience action**
   AU: Thorbjorn Johansson; Tomas Krokmark
   JN: Reflective Practice
   DA: October 2004 VO: 5 NO: 3
   PG: 357-381(25)
   PB: Carfax Publishing, part of the Taylor & Francis Group
   AB: Reflection is frequently used and plays an important role in teachers’ work, but the concept of reflection is not always clear. In this article the focus is on the (re)introduction of intuition in teaching. We examine and make explicit different ways of using and understanding reflection and intuition, concentrating on the essentials of the two concepts. The concept of intuition is known and used all over the world. In this particular study, it is necessary to limit the historical conceptualization to western philosophy and also to its use in Swedish philosophy and pedagogy in the twentieth century. The aim is to conceptualize teachers’ intuition through analysis of qualitative interviews. Data is collected from 13 interviews with professionally active primary and secondary school teachers. The study is carried out within the framework of phenomenology. The principal methodological source of inspiration is Herbert Spiegelberg and the definite frame presented in his work The phenomenological movement (1984, pp. 678-719) With that as base, a number of different items are adopted to describe and analyze the experience of teachers. The result shows that the concept of teachers’ intuition-in-action contains an extremely evident dimension in the teachers’ work. This dimension is conceptualized in a qualitative area and organized into the themes of the how and what aspects of intuition. The result also indicates that teachers are more inclined to talk about teachers’ intuition-in-action than about teachers’ reflection-in-action when articulating the practice of teachers. In the discussion we argue for the important content-aspect of teachers’ own experience captured in the concept of teachers’ intuition-in-action. Using a stricter definition of both intuition and reflection their obvious relation is discussed. Finally we try to highlight the necessary and integrated conection intuition has to teachers’ work, how it enrichens and widens the understanding of pedagogical practice and the important impact it should have in teacher education.

10. TI: **A dissonant duet: discussions of music making and music teaching**
    AU: Rhoda Bernard
    JN: Music Education Research
    DA: November 2004 VO: 6 NO: 3
    PG: 281-298(18)
    PB: Carfax Publishing, part of the Taylor & Francis Group
    AB: The literature in the field of music teacher education describes a tension between the music making and the music teaching in the professional lives of music educators. Yet how do music educators themselves think about their work? This study is an investigation of how six elementary general music teachers who are also performers speak about their music making and their music teaching. Data was collected in 4 hours of largely unstructured interviews with each respondent. Data analysis strategies included identifying emergent themes, constructing profiles, juxtaposing interview excerpts and categorizing characterizations of the tension between making music and teaching music. The main findings were that the participants characterized their music making and music teaching in three ways: as a single approach that they take to two activities, and as an experience of making music that they hope to recreate for their students. This study aims to inform the current rethinking of music teacher education programs on the part of institutions of higher education by contributing to a richer and more nuanced understanding of the lives and work of music teachers.

11. TI: **Effectiveness of preservice music teacher education programs: perceptions of early-career music teachers**
    AU: Julie Ballantyne; Jan Packer
    JN: Music Education Research
    DA: November 2004 VO: 6 NO: 3
    PG: 299-312(14)
    PB: Carfax Publishing, part of the Taylor & Francis Group
    AB: The quality of teaching in schools is directly linked to the quality of preservice preparation that teachers receive. This is particularly important in the area of music teacher education, given the unique challenges that classroom music teachers commonly face. This paper reports on research designed to investigate the knowledge and skills that early-career music teachers perceive to be necessary to function effectively in the classroom, and their perceptions of the effectiveness of current teacher education programs in preparing them to teach secondary classroom music. Questionnaires were completed by 76 secondary classroom music teachers in their first three years of teaching in Queensland, Australia. Importance-Performance Analysis was used to determine those areas of the preservice course that constituted a high priority for attention. The findings suggest that preservice teachers need increased support in their development of pedagogical content knowledge and skills, and non-pedagogical professional content knowledge and skills. This research provides an empirical basis for reconceptualising music teacher education courses and raises important issues that music
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<td>12</td>
<td>Mentor the mentors: student teachers' contributions to the middle school classroom</td>
<td>Dana Grisham; Janet Ferguson; Beverly Brink</td>
<td>Teachers and Teaching: Theory and Practice</td>
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<td>Carfax Publishing, part of the Taylor &amp; Francis Group</td>
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<td>This study presents three case studies of teacher candidates in a Masters in Teaching (MIT) Program who interned in a well-established middle school Professional Development School (PDS) in Washington State. Each of the three portraits reveals how student teachers can positively influence the learning outcomes of middle school students by bringing intellectual excitement and teaching renewal into the literacy classrooms of mentor teachers. Teacher interviews, teacher candidate reflections, and observations document the strengths brought to the classroom by teacher candidates, as well as the challenges they and their mentor teachers faced. The researchers conclude that flexibility and openness to learning on the part of mentor teachers are conditions that provide optimal support to teacher candidates and increase the opportunities for learning to occur for both mentor and mentee. This study also investigates outcomes for mentor teachers involved in collaborative inquiry with student teachers during an internship within the larger context of a partnership with education faculty at a university. The intention was to extend preliminary research by exploring more deeply the potential benefits of collaborative inquiry for the mentor teachers involved in partnership with a university.</td>
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<td>13</td>
<td>Don't wait till the cows come home: action research and initial teacher education in three different countries</td>
<td>Petra Ponte; Douwe Beijard; Jo Ax</td>
<td>Teachers and Teaching: Theory and Practice</td>
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<td>This article outlines the experiences of educators in three teacher education institutes in the USA, Australia and the UK as they experiment with carrying out programmes based on ideas of action research. The emphasis is on experiences with programmes of initial education for secondary school teachers. A descriptive case study aimed to find out what critical issues teacher educators on the three courses experienced as they attempted to work with programmes based on ideas of action research and what we can learn from that. The data were gathered by means of semi-structured interviews. 1 In this study action research is conceived as an interactive method by which teachers and student teachers can develop knowledge. The paper first presents the theoretical framework, followed by the research design and presentation of the findings and finally the conclusion and discussion. The educators in all three institutes reported that students mastered simple, non-systematic forms of reflection before they were able to carry out fully-fledged action research in a systematic way and that they learned to master action research by doing it. Courses extending over several years with ideas of action research running through them as a constant theme provided the most fertile ground for this. The programmes seemed to have the best chance of success when there was commitment, continuity and communication in the education team. It was also important that it was not only the institutes or only the schools that had a say over the education of teachers: a shared say created better conditions for programmes based on action research.</td>
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<td>By evoking the concept of memory pictures, the author recalls her early years as a teacher. Rather than calling herself a beginning teacher, she characterizes herself as a fledgling teacher to capture the insecurity associated with the first years of teaching. This experience is narrated through five memory pictures: (1) the new school's many rooms; (2) the staff-room as an arena for curriculum interpretation; (3) the reading road; (4) solving mathematical problems in the classroom; and (5) the assembly hall. These five memory pictures are related to theories of learning, teacher education, visions for child-centred education and the author's current practice as a teacher educator.</td>
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<td>This study recounts a practicing teacher's attempt to describe reflections during the course of teaching at the primary level. A self-study was conducted to address teacher thinking during 'bumpy moments' in teaching, offering an insight into how we might capture the details of teachers' unseen reflections. Through an analysis of the many 'bumpy moments' in teaching, several important findings emerged about the nature of reflection and how reflection actually occurs in the classroom context. Results of this study have implications for future research, teacher education and improvement of the teaching practice.</td>
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16. TI: The problem of distributed leadership in schools
AU: Anne Storey
JN: School Leadership and Management
DA: August 2004 VO: 24 NO: 3
PG: 249-265(17)
PB: Carfax Publishing, part of the Taylor & Francis Group
AB: There is a vast and mainly enthusiastic literature on leadership. It has permeated virtually all sectors and the education sector has been particularly affected. The argument of this paper is that most of the literature and discussion about this issue is couched in terms of some fairly simple polarities: managers versus leaders, transactional versus transformational leaders, task-focused versus people-focused and so on. Moreover, recent analysis in education has begun to question the predominant focus on the head teacher as the leader but, so far, there has been little empirical work carried out on the meanings and implications of distributed leadership. The research reported here suggests that one crucial issue to be addressed is the dynamic of competition between leaders. Using a new conceptual framework, this article reports on a case study that reveals different interpretations of what leadership should entail and constitute at different levels of the organization. The paper shows that it is by no means enough to proselytize 'leadership' as if this will produce a set of approaches and behaviours that will unproblematically transform. On the contrary, different versions of what the transformed situation should look like can cause deep divisions.

17. TI: Defining the outcomes of teacher education: what's social justice got to do with it?
AU: Marilyn Cochran-Smith
JN: Asia-Pacific Journal of Teacher Education
DA: November 2004 VO: 32 NO: 3
PG: 193-212(20)
PB: Carfax Publishing, part of the Taylor & Francis Group
AB: In the context of escalating criticism of university-based teacher education across the world, a clear need exists for informed defence of the field and the profession as well as critical evaluation of both teacher education and schooling. This paper takes up the issue of the 'outcomes question' in this regard, arguing the case for a strong focus on social justice as the necessary complement to an ongoing concern with academic excellence and rigor. It argues the need for teacher educators and others to look closely at the different ways that educational outcomes are currently being defined and for these differences to be made more openly and widely available for criticism and discussion. The paper seeks to contribute to debate regarding the role and renewal of teacher education, in specific relation to widespread standards movements and the public good, and the conduct and governance of education more generally.

18. TI: Flexible learning in teacher education: myths, muddles and models
AU: Chris Bigum; Leonie Rowan
JN: Asia-Pacific Journal of Teacher Education
DA: November 2004 VO: 32 NO: 3
PG: 213-226(14)
PB: Carfax Publishing, part of the Taylor & Francis Group
AB: While there has been widespread take-up of the concept 'flexible learning' within various educational environments—and equally frequent references to the flexible 'natures' of the computer and communication technologies that often underpin flexible learning initiatives—the relationship between technologies and flexibility is not a simple one. In this paper we examine some of the more persistent myths about technologies that are intertwined with discourses of flexibility. We highlight some of the more common 'muddles' that these myths can lead us in to and argue that the 'mess' that so often results from well-intentioned moves to 'be more flexible' is largely a result of the ways that CCTs, or indeed any new educational technology or strategy, is theorized. Drawing on a recent study of online teaching and learning in higher education, we outline a new framework for examining these and related issues as they apply to teacher education.

19. TI: Envisaging a new education studies major: what are the core educational knowledges to be addressed in pre-service teacher education?
AU: Cherry Collins
JN: Asia-Pacific Journal of Teacher Education
PG: November 2004 VO: 32 NO: 3
PB: 227-240(14)
AB: Carfax Publishing, part of the Taylor & Francis Group
Reviewing and rethinking the 'knowledge base' for teacher education has become a particularly critical issue in recent times, given profound social and cultural shifts and changes and the emergence of new epistemological, political and technological conditions and contexts. This paper takes up the question of what are the key conceptual and contextual knowledges that student teachers arguably need to encounter and engage in their initial professional education and training. It does so by firstly reviewing the changing kinds and orders of knowledge, education and society in and for the twenty-first century, and then by outlining a specific initiative in this regard: a reworked, reconceptualized Education Studies Major in the pre-service teacher education program at Deakin University. The challenge the paper takes up is how to help prospective teachers to think differently about knowledge, so that they can better use such understanding to sustain and develop themselves as active, informed, reflexive professional practitioners.

20. TI: Rethinking the preparation of HPE teachers: ruminations on knowledge, identity, and ways of thinking
| TI | 21. Teacher education for rural-regional sustainability: changing agendas, challenging futures, chasing chimeras? |
| AU | Bill Green; Jo-anne Reid |
| JN | Asia-Pacific Journal of Teacher Education |
| DA | November 2004 VO: 32 NO: 3 |
| PB | Carfax Publishing, part of the Taylor & Francis Group |
| AB | Rural schooling has remained a concern for policy-makers, employers, teacher education providers and schools throughout our recent history. In particular, the allegedly variable quality of teaching and learning in rural Australia is a major concern for teacher educators and educational leaders alike, with the provision of quality services for rural Australians a major equity issue in social as well as political terms. Working from an explicitly situated perspective, this paper explores these issues in relation to a set of current and recent research projects and government reports, with particular reference to a study currently exploring the articulation of teacher education and rural schooling in New South Wales. This is contextualized within a larger agenda of national and environmental sustainability which raises the key issue of social policy and educational priorities as we look forward into a radically uncertain future for teacher education, rural schooling and rural-regional sustainability. |

| TI | 22. Starting points: student teachers' reasons for becoming teachers and their preconceptions of what this will mean |
| AU | Mike Younger; Sue Brindley; David Pedder; Hazel Hagger |
| JN | European Journal of Teacher Education |
| DA | October 2004 VO: 27 NO: 3 |
| PB | Carfax Publishing, part of the Taylor & Francis Group |
| AB | This article focuses upon the developing professionalism and emergent thinking of 36 secondary trainee teachers, in terms of their motivation to teach, their early beliefs about teaching and the teaching-learning process and their views of themselves as trainee teachers. It analyses their perspectives on how they expect to learn to become teachers and how these perspectives match with their early experiences on their training courses. Discussion of these starting points of beginning teachers reveals some understanding of models of outstanding classroom practice, but equally a relatively unsophisticated analysis of the essential characteristics of this practice. The challenge for teacher educators is to frame courses in such a way that beginning teachers are provided with the contexts and the methodologies whereby they can reflect upon their own preconceptions and refine their own understandings as to how they themselves learn as teachers, to enable them to facilitate the learning of pupils and to fulfil their own clearly articulated aspirations to become quality teachers. |

| TI | 23. The Bachelor's thesis in teacher education |
| AU | Wil Meeus; Linda Van Looy; Arno Libotton |
| JN | European Journal of Teacher Education |
| DA | October 2004 VO: 27 NO: 3 |
| PB | Carfax Publishing, part of the Taylor & Francis Group |
| AB | The theory-oriented approach to the final thesis in higher education is still dominant at the Master as well as Bachelor level. We believe, however, that at the Bachelor level a practice-oriented approach would be more appropriate. Our research as presented below explores the possibilities of a practice-oriented approach to the Bachelor's thesis in teacher education. Semi-structured interviews form the basis for a grounded theory regarding the various current final thesis models and the conditions in which these have to be realized. The conclusion is that the portfolio as final thesis proves to be a satisfactory practice-oriented alternative to the highly criticized traditional final thesis. |

| TI | 24. Illuminating and facilitating professional knowledge through case work |
| AU | Patricia Goldblatt; Deirdre Smith |
| JN | European Journal of Teacher Education |
| DA | October 2004 VO: 27 NO: 3 |
In the spring of 2002 the Ontario College of Teachers began a research project in order to foster awareness of the Standards of Practice for the 187,000 teachers in the province. Case work, in which 18 teachers representative of the College's membership wrote narratives describing their professional dilemmas, was the methodology chosen. Through reflection and collaborative group work these practitioners co-created a set of cases, mapping them back to the standards in order to ascertain how the standards had been embedded or absent from their daily practice. To validate the effectiveness of this method, we used the cases in pre-service, in-service, principal and supervisory personnel venues. We also recorded the impact of the 'case institute' in a focus group session with the original writers. Augmented by commentaries from internationally known teacher educators, this text will be sent to all provincial school boards as part of a resource kit to educate teachers about the standards of practice.

25. TI: ASSESSMENT & EVALUATION
   AU: The Teachers College Record
   JN: February 2005 VO: 107 NO: 2
   DA: 247-254(8)
   PB: Blackwell Publishing
   AB: Books reviewed: W.M. Evers and H. J. Walberg, Testing Student Learning, Evaluating Teacher Effectiveness. Nel Noddings, Happiness and Education

26. TI: INTERNATIONAL EDUCATION
   AU: The Teachers College Record
   JN: February 2005 VO: 107 NO: 2
   DA: 288-291(4)
   PB: Blackwell Publishing
   AB: Books reviewed: Mark O'Hara, Teaching 3-8: Meeting the Standards for Initial Teacher Training and Induction (2nd edition).

27. TI: TEACHER EDUCATION
   AU: The Teachers College Record
   JN: February 2005 VO: 107 NO: 2
   DA: 325-332(8)
   PG: Blackwell Publishing
   AB: Books reviewed: Frederick M. Hess, Andrew J. Rotherham, Kate Walsh, A Qualified Teacher in Every Classroom?

28. TI: Multicultural education knowledgebase, attitudes and preparedness for diversity
   AU: Teresa A Wasonga
   JN: The International Journal of Educational Management
   DA: 2005 VO: 19 NO: 1
   PG: 67-74(8)
   PB: Emerald Group Publishing Limited
   AB: Purpose - The paper aims to investigate the effect of multicultural knowledgebase on attitudes and feelings of preparedness to teach children from diverse backgrounds among pre-service teachers. Currently issues of multicultural education have been heightened by the academic achievement gap and emphasis on standardized test-scores as the indicator of learning. Design/methodology/approach - This descriptive study was conducted using surveys. A variety of data were collected through pre- and post-tests. Questionnaires included Multicultural Content Test-Educational (MCCT-E), Multicultural Questionnaire (MC), and Preparedness Survey (PS). Descriptive statistics were used for data analysis. Findings - Results indicated that a class in multicultural education significantly increased knowledge about diversity, attitudes towards multiculturalism, and levels of preparedness to teach children from diverse backgrounds. There was no correlation between multicultural knowledge and attitudes and between attitudes and preparedness to teach children from diverse backgrounds. Practical implications - As teacher education evolves, there is need to rethink opportunities to learn how to teach children from diverse backgrounds beyond multicultural knowledgebase. More extensive and well integrated methods (direct experiences, mentorship, observing and working in authentic settings) are recommended. These methods enhance internalization of concepts, and ability to confront fears, misconceptions and misinformation during teacher preparation. This study suggested that teacher education programs should provide more sustained interaction with diversity issues and/or children of diverse backgrounds in order to transform the gain in multicultural attitudes into practice. Originality/value - The study challenges the assumption in teacher preparation programs that knowledge transforms pre-service teachers' attitudes and preparedness to teach children from diverse backgrounds.
   Keywords: Multicultural Societies; Teachers; Education; United States of America

29. TI: Professional Development of Secondary EFL Teachers: Lessons From China
   AU: Hu Guangwei
   JN: The Teachers College Record
   DA: 2005 VO: 107 NO: 4
   PG: 654-705(52)
Since China initiated its modernization program in the late 1970s, professional development of secondary teachers of English as a foreign language (EFL) has been given much prominence because of the perceived important role that English can play in the modernization drive. This article provides a critical overview of secondary EFL teacher education in China with the intent of offering useful lessons to foreign language teacher education in other parts of the world. The critique is made within a framework that draws on theoretical and empirical research on teacher education in four areas: (a) the knowledge base for teaching, (b) pedagogical effectiveness in fostering knowledge acquisition and intellectual qualities that support continuing professional development, (c) professional development in the community of practice, and (d) the coherence of professional development work. Through the analytical lenses provided by the framework, the article scrutinizes two curriculums for secondary EFL teacher preparation programs and the instructional practices prevalent in these programs. It also examines secondary EFL teachers' continuing professional development in the workplace and through formally organized in-service programs. Based on the critical examination, suggestions are made for addressing identified problems and improving the effectiveness and relevance of the EFL teacher education system.

Teacher Empowerment: Concepts, Strategies, and Implications for Schools in Hong Kong

Wan Eric

The Teachers College Record

2005 VO: 107 NO: 4

The education profession in Hong Kong has been experiencing waves of educational reforms since the early 1990s. A system of school-based management has been imported from Western countries without undergoing thorough discussion about the roles that teachers might play in facilitating it. The purpose of this article is to suggest a strategic mix for school leaders toward effective implementation of teacher empowerment. This mix is divided into three levels: the teacher, administrator, and school levels. At each level the foundations of empowerment have been identified and actions for empowerment discussed. The suggested strategies attempt to balance the human and operational factors in the reform initiative. This article also presents certain contextual considerations when implementing the Western-born concept in the local society where Confucian traditions prevail.

Institutional Organisation, Performance Determinants and Success Strategies in Secondary Science Teacher Preparation in France

Tchibozo Guy

Journal of Higher Education Policy and Management

2005 VO: 27 NO: 1

In France, secondary teachers are public sector employees. Becoming a science teacher in secondary education is subject to passing public competitive entry examinations. Preparation for these examinations is provided by University Institutes Departments, which are essentially assessed on the basis of the successful performance of their students in the exams. This paper analyses the determinants of departments' performance. After a broad description of the French system of secondary science teacher recruitment, significant determinants of successful performance are identified. Finally, from this analysis, some strategic implications for the management of departments' success performance have been derived.

Predicting teacher absenteeism by personal background factors

Rosenblatt Zehava; Shirom Arie

Journal of Educational Administration

2005 VO: 43 NO: 2

Purpose - To examine the effects of specific personal and job characteristics on year-to-year (2000-2001) changes in teachers' frequency of absences. Design/methodology/approach - With few exceptions, the population of elementary- and middle-school teachers in the Israeli public education system (N=51,916) was studied. Hierarchical regression analysis was used. Findings - Prior absenteeism, age, education, and supervisory position were found to be significant predictors of absenteeism frequency, accounting for about 50 percent of the variance in absence frequency. Originality/value - This study focuses on relatively stable individual-difference predictors, including sociodemographic variables and work-related characteristics, which have been downplayed in the literature. These predictors can be measured more reliably and validly, compared to complex psychological constructs, and are relatively easy to interpret and implement by decision makers.

Keywords: Absenteeism; Educational Administration; Israel; Schools

New Labour and teacher education: the end of an era

John Furlong

Oxford Review of Education

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Keywords: Absenteeism; Educational Administration; Israel; Schools
AB: This paper traces the development of teacher education policy during the first two terms of the New Labour government. It argues that there is substantial evidence to support the claim that during their two terms of office, New Labour forged a policy on teacher education that was distinctively different from the Conservative administrations that preceded them. Like the Conservatives, they have seen the maintenance of a competitive market as essential for the governance of the system. But beyond that, they have significantly moved away from a concern with individual professional formation; individual professional formation has been seen as far less critical than it was, especially at the level of initial training. In the lives of young teachers, the state now provides far greater direct guidance than ever before in the definition of effective teaching, learning and assessment in both primary and secondary schools. And at more senior levels, opportunities for extended professional development are increasingly focused on and achieved through the school as an institution. Teacher education itself is no longer seen as a key site for the ‘re-formation’ of professionalism. As a result, teacher education is no longer accorded the key political significance that it had under the Conservatives. In this sense, New Labour policies mark ‘the end of an era’.

34. TI: Mentoring among high school teachers: a dynamic and reciprocal group process
   AU: Melody Shank
   JN: Mentoring & Tutoring
   DA: April 2005 VO: 13 NO: 1
   PG: 73-82(10)
   PB: Carfax Publishing, part of the Taylor & Francis Group
   AB: In education, mentoring is typically understood as a one-on-one relationship between a novice teacher and a more experienced, competent colleague. Through the mentoring relationship, the veteran teacher guides the new teacher into the profession. In this article, the author supports an alternative conception of mentoring by describing how a group of new and experienced high school teachers, committed to changing their teaching practices toward a pedagogy of intellectual engagement, together created the conditions and relationships within their collaborative inquiry group to mentor one another. In the group, novice teachers modeled risk-taking and vulnerability for their more experienced colleagues. Veteran teachers guided their newer colleagues toward learner-centered pedagogical possibilities and inquiry practices. Additionally, the group itself, with its norms of open questioning and doubt, trust, collegiality, and a shared purpose, created a collaborative space of mentoring that was dynamic and reciprocal.

35. TI: Peer coaching as a support to collaborative teaching
   AU: Peyton Farrell Buzbee Little
   JN: Mentoring & Tutoring
   DA: 2005 VO: 13 NO: 1
   PG: PG: 83-94(12)
   PB: Carfax Publishing, part of the Taylor & Francis Group
   AB: In a collaborative classroom, teachers combine their strengths to work together, coach one another, and provide the best possible environment for their students. Similarly, peer coaching provides educators with a chance to utilize a natural support system at their school. When peer coaching is used in conjunction with collaborative teaching, it enhances teacher improvement and student learning by providing ongoing opportunities for educators to share their unique knowledge bases and expertise, allowing exploration of new ideas and expansion of professional skill repertoires.

36. TI: Health-related fitness in sport education and multi-activity teaching
   AU: Mitchum Parker; Matthew Curtner-Smith
   JN: Physical Education and Sport Pedagogy
   DA: 2005 VO: 10 NO: 1
   PG: 1-18(18)
   PB: Carfax Publishing, part of the Taylor & Francis Group
   AB: To date, studies examining the Sport Education (SE) model have largely focused on gains in sporting performance and/or psychosocial development. The purpose of this study was to compare the health-related fitness benefits for pupils participating in SE and traditional multi-activity (MA) units of instruction. Participants were two preservice teachers (PTs) who team/turn-taught 10-lesson SE and MA units to middle school pupils during an early field experience. All lessons were videotaped and coded with the System for Observing Fitness Instruction Time (SOFIT). Descriptive data on pupil activity, lesson context, and teacher behavior for the SE and MA units were then compared by employing separate multivariate analysis of variance (MANOVA) tests, with analysis of variance (ANOVA) follow-ups if necessary, or, where appropriate, visual inspection. Results indicated that pupils in the MA unit spent slightly more than the recommended 50% of lesson time in moderate to vigorous physical activity (MVPA) while the pupils in the SE unit did not approach this level. PTs allocated little time for fitness activity or instruction and spent little time promoting or demonstrating fitness in either unit. Statistical tests were non-significant for health-related variables; however, trends in the data suggested that pupils were likely to participate in MVPA more often and more likely to learn directly about health and fitness in the MA unit. Possible reasons for these findings are explored.
   Keywords: Health-related fitness; Multi-activity model; Sport education

37. TI: Teaching teachers to play and teach games
   AU: Steven Wright; Michael McNeill; Joan Fry; John Wang
   JN: Physical Education and Sport Pedagogy
   DA: February 2005 VO: 10 NO: 1
This study was designed to determine the extent to which a technical and a tactical approach to teaching a basketball unit to physical education teacher education (PETE) students would each affect their games playing abilities, perceived ability to teach, and approach preference for teaching the game. Pre- and post-unit data were collected through videotape of half-court games play, questionnaire and an eight-lesson planning assignment, submitted by the students at unit-end. Within-group adjusted multiple t tests revealed that the tactical group participants improved significantly in their overall games playing abilities (skill execution, decision-making and support). They also significantly improved on self-rated questionnaire items pertaining to their perceived abilities to teach tactics and strategies as well as to use their basketball skills in a games situation. The technical group participants did not improve significantly in their overall games playing abilities but did improve their overall perceived abilities to apply their basketball skills in games settings. Whereas 80% of the technical group (n = 15) chose the tactical approach, the tactical group (n = 15) unanimously applied a tactical approach in their lesson design.

Keywords: Teaching; Games; Physical education teacher education

38. TI: A computer-based observational assessment of the teaching behaviours that influence motivational climate in Physical Education
     AU: Kevin Morgan; John Sproule; Daniel Weigand; Paul Carpenter
     JD: February 2005 VO: 10 NO: 1
     PG: 83-105(23)
     PB: Carfax Publishing, part of the Taylor & Francis Group

The primary purpose of this study was to use an established behavioural taxonomy (Ames, 1992b) as a computer-based observational coding system to assess the teaching behaviours that influence perceptions of the motivational climate in Physical Education (PE). The secondary purpose was to determine the degree of congruence between the behavioural assessment and pupils' and teachers' subjective perceptions of the climate. Additionally, pupils' and teachers' perceptions of the climate were compared. Four researchers experienced in teacher education adapted a software package to create a behavioural coding system for measuring the task, authority, recognition, grouping, evaluation and time (TARGET, Epstein, 1989) aspects of the lessons. Six student teachers were filmed teaching PE to different classes involving a total of 118 pupils. Objective assessment of the TARGET structures revealed a strong mastery focus on self-referenced improvement and effort for the recognition and evaluation structures. In contrast the task design (undifferentiated and uni-dimensional) and authority structure (teacher centred) were strongly performance focused. Furthermore, the grouping structure involved more whole class situations compared to small cooperative groups (more performance focused), whereas the time structure was more mastery focused (time to improve). Congruency was evident between the objective assessment and the subjective perceptions of the climate. Further investigation suggested an additive relationship between the TARGET structures with recognition and evaluation being the most influential in determining pupils' climate perceptions. Comparisons between teachers' and pupils' perceptions revealed significant differences in perceptions of a performance climate. The implications for physical educators are discussed.

Keywords: BEST software; Motivational climate; TARGET structures; Teaching behaviours

39. TI: Rethinking teacher education
     JD: British Journal of Educational Technology
     DA: 2005 VO: 36 NO: 2
     PG: 356-356(1)
     PB: Blackwell Publishing

40. TI: Facing dilemmas: teacher-educators' ways of constructing a pedagogy of teacher education
     AU: Harm Tillema; Lya Kremer-Hayon
     JD: Teaching in Higher Education
     DA: 2005 VO: 10 NO: 2
     PG: 203-217(15)
     PB: Carfax Publishing, part of the Taylor & Francis Group

Teacher-educators' conceptions of teaching may influence their teaching practice in a variety of ways. The concept of dilemma may provide an adequate framework to disclose how teacher-educators realise their conceptions of teaching in actual teaching practice. In our view, dilemmas constitute a powerful conceptualisation to find out about the professional's beliefs concerning teaching student teachers learning to teach and the choices the teacher-educator makes with regard to teaching strategies in actual practice. Twenty-three Dutch and twelve Israeli teacher-educators were interviewed in-depth on this topic. The results were interpreted around two axes: internally or externally attributed dilemmas and student- or professionally- (i.e., self-related) attributed dilemmas. The teacher-educators identified several dilemmas about their teaching, as well as strategies to cope with them. The study showed teacher-educators were cognisant of dealing with the tensions in realising their goals, attributing them to external (i.e., conditions, students) as well as internal sources (approaches, self). Strategies to deal with them involved ways of motivating students and creating learning environments that stimulate inquiry and study, taking into account differences among students.

41. TI: Childhood as protected space? Vulnerable bodies in an Israeli Kindergarten
     AU: Deborah Golden

Keywords: BEST software; Motivational climate; TARGET structures; Teaching behaviours

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41. TI: Childhood as protected space? Vulnerable bodies in an Israeli Kindergarten
     AU: Deborah Golden

Keywords: BEST software; Motivational climate; TARGET structures; Teaching behaviours
This paper addresses some of the complexities surrounding the endeavour to create a protected space for children. Based on an ethnographic account of a kindergarten in a small town in the north of Israel during 2001, it explores notions of vulnerability and danger, protection and exposure, as these found expression in daily life at the kindergarten. The paper describes, and links, two sets of ethnographic data: first, the routine ways in which the teacher constructed the children's bodies as ever vulnerable to harm of all sorts, unless well taken care of; and second, the way in which a suicide bomb attack was presented, and mediated, by the teacher to the children. The paper argues that a close look at these two different stances on death and danger reveals a 'discourse of vulnerability' at the kindergarten.

Keywords: Children; vulnerability; early education; risk; Israel

Portfolios as evidence of reflective practice: what remains 'untold'
Lily Orland-Barak

Addressing recent calls for investigating the specific quality of reflection associated with the uses of portfolios in teacher education, this paper describes and interprets the 'practice of portfolio construction' as revealed in the construction and presentation of two kinds of portfolio in two in-service courses for mentors of teachers in Israel: a 'process' portfolio and a 'product' portfolio. The study revealed that the language of practice and form of reflection bore striking similarities across the two practices of portfolio construction, regardless of their differences in content, purpose, organization and the degree of intervention of the course instructors in its construction. In both types of portfolios, the mentors described their learning mostly at technical levels of reflection. This tendency raises the question of whether the genre of portfolio writing, inevitably bound by institutional constraints, is generically conducive to reflecting on controversial experiences at interpretative, critical levels. The study suggests that within a centralized educational system, as in the case of Israel, the documentation of critical reflection is problematic.

Keywords: In-service education; Mentors; Portfolios; Professional learning; Reflective practice; Teacher education

Generative Paradox in Learner-Centered College Teaching
Robertson Douglas

The discussion identifies six contradictions that characterize the emergent learner-centered teaching role: (a) control/flow, (b) facilitator/evaluator, (c) teacher learning/student learning, (d) subject expert/teaching expert, (e) caring for students/caring for self, and (f) individual mentor/group leader. Key concepts are presented (conflict, compartmentalized paradox, and generative paradox) which represent points on a continuum of the degree to which college teachers have successfully integrated these fundamental contradictions in the learner-centered teaching role. This article extends an ongoing discussion of integrity in learner-centered teaching by providing a conceptual paradigm and examples for developing consistently productive responses to these six fundamental contradictions in learner-centered teaching.

Keywords: learner-centered college teaching; educational helping relationship; role conflict; paradox; integrity

The neglected heart of educational development: primary teacher education strategy in Malawi
Edwards Felix

In an attempt to reach the targets set out at the Jomtien World Conference of Education for All, the government of Malawi introduced free primary education, increasing the pupil to teacher ratio significantly. In order to counter this, two teacher education initiatives using distance education methods were devised to increase the numbers of trained teachers. This paper examines the implementation of these two initiatives and compares them with other distance teacher education programmes. It then seeks to show that, in order to achieve qualitative as well as quantitative success, teachers and other community actors must be involved right from the planning stages and supported throughout the implementation of such programmes. The development from the first teacher education programme to the second would appear to show that the government of Malawi has learnt this lesson.

Intercultural communication in English language teacher education
Dogancay-Aktuna Seran

In an attempt to reach the targets set out at the Jomtien World Conference of Education for All, the government of Malawi introduced free primary education, increasing the pupil to teacher ratio significantly. In order to counter this, two teacher education initiatives using distance education methods were devised to increase the numbers of trained teachers. This paper examines the implementation of these two initiatives and compares them with other distance teacher education programmes. It then seeks to show that, in order to achieve qualitative as well as quantitative success, teachers and other community actors must be involved right from the planning stages and supported throughout the implementation of such programmes. The development from the first teacher education programme to the second would appear to show that the government of Malawi has learnt this lesson.
As a result of their sociocultural backgrounds and previous educational experiences, both language learners and teachers bring to the classroom certain norms and expectations concerning appropriate teacher and learner roles and the learning-teaching practices they believe to be conducive to language learning. To prevent frustrations and failure due to mismatches between the teachers' and learners' expectations, teachers need to consider to what extent the underlying principles of their chosen methodology will correspond with the set of assumptions that learners bring to the classroom. To prepare teacher trainees for making more socioculturally informed pedagogical decisions, sociocultural awareness raising and scrutiny need to be incorporated into TESOL teacher education. This article outlines how information about intercultural communication that is integrated with methodology training can foster greater awareness of sociocultural relativity in teacher trainees, and facilitate their reflection on their preconceived notions of target learner groups as they make methodological decisions.

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**The use of jargon in teacher education**

Kerr Philip

ELT Journal

2005 VO: 59 NO: 2

151-153(3)

Oxford University Press

This is a summary of some of the issues raised in a recent on-line discussion within the IATEFL Teacher Trainers and Educators Special Interest Group. The IATEFL Teacher Trainers and Educators Special Interest Group periodically organizes on-line fielded discussions on pre-determined topics that are chosen and moderated by volunteers. From time to time, however, vigorous discussions develop in a more informal and less planned way, when a topic strikes a chord with members of the list. Few topics have provoked more response from members of the group than the question of the use of jargon in teacher education.

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**Is that ‘tingling feeling’ enough? Constructions of teaching and learning in further education**

Bathmaker Ann-Marie; Avis James

Educational Review

2005 VO: 57 NO: 1

3-20(18)

Carfax Publishing, part of the Taylor & Francis Group

This paper is concerned with changing constructions of teaching and learning in the further education (FE) sector in England. It explores how current changes may be affecting the development of lecturers' professional identity, drawing upon a small-scale study of trainees on a full-time FE teacher training programme in the academic year 2001-2002. Our underlying concern is the possibilities for democratic forms of practice within the changing context of lecturers' work. The paper considers how trainees make sense of pedagogic relations, and considers how such work might inform debates about new forms of professionalism and practice in FE.