

## **New Faces, New Spaces: Teacher education reform and the new knowledge era**

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**Abstract:** Based on research arising from re-configuring initial teacher education in two urban settings, the Paper reviews teacher education and training in England from its inception in the mid-nineteenth century through to developments at the beginning of the twenty first century. Key features of reforms are highlighted together with the underlying concepts and models of teaching that informed changes in the structures and patterns of England's teacher education system. A brief evaluation of the efficacy of the English reforms is offered followed by a prospective analysis of a future scenario for teacher education institutions in the context of emergent social realities and the challenge of mediating multi-professional education policy and practice.

### **Author's Note**

This paper builds on three earlier publications and is related to a fourth. In the first three, co-authored with David Lambert, we offered first a framework for conceptual work [1995, 'Crossing academic communities: Clarifying the conceptual landscape in initial teacher education'. In: D. Blake et al. (Eds.) *Researching School-Based Teacher Education*. Aldershot: Avebury]; next we provided a case study of what a remodelled ITE curriculum and pedagogy driven by internal (educational) considerations might look like [1998, 'The Professional Formation of Teachers: a case study in reconceptualising initial teacher education through an evolving model of partnership in training and learning', *Teacher Development*, 2 (3): 351-371]; and then we tried to envisage the kind of 'professional climate' that teacher educators would need to cultivate as a prerequisite for productive teacher education reform driven by external (political) as well as internal factors ['Designing teacher's futures – the quest for a new professional climate'. In: A. Hudson & D. Lambert (Eds.) (1997) *Exploring Futures in Initial Teacher Education*. London: Bedford Way Papers]. In the fourth related paper, the author issued a *cri de cœur* over the pathologies inflicting the teaching profession at the turn of the millennium together with a prognosis for healthier living - personally, professionally and institutionally [Educational Leadership and the English Experience: Perceptions and Conceptions of the Healthy School'. In: W-C Hsieh & S. Ming-Lee Wen (Eds.) (2002) *School Management and Leadership*. Taipei, Taiwan: Hung Yeh Publishing Company]. The underlying presupposition was that a reinvigorated teacher professional formation and development will make only very limited difference to teachers' lives and their impact on young people's learning unless the profession takes co-responsibility for generating the more propitious circumstances associated with emotionally healthy schools.

### **New Faces, New Spaces: Teacher education reform and the new knowledge era**

#### ***The Genesis and Development of Teacher Education in England***

##### *The introduction of teacher training provision*

Teacher training in Great Britain had its genesis in the mid-nineteenth century with the introduction of the first sponsored teacher-training scheme in 1846. This was a form of apprenticeship system for pupil-teachers, where older pupils taught younger classes in their schools (Kay-Shuttleworth, 1862, pp.295-296). Despite having considerable shortcomings, the system was perceived to have "improved both the efficiency and the morale of schools at

the time” (Dent, 1977, p.19). The Elementary Schools Act introduced in 1870 developed local board schools to “fill the gap” in church provision and identified the need for many more trained teachers as the school population doubled in the period between 1870 and 1876. However, in 1888, the Cross Commission inquiry into the working of the Elementary Schools Act in England and Wales highlighted serious weaknesses in the pupil-teacher scheme, but rather than abolish the system, the Commission advocated reform.

Therefore, in the 1890’s the British government sanctioned the establishment of day training colleges by the universities and university colleges, and by 1900 there were sixteen teacher-training departments in university colleges accommodating over 1100 students. In 1911, the Board of Education, made an “historic announcement recognizing training departments attached to universities or university colleges providing a four year teacher training course” (Dent, 1977, p.70). This overall initiative had a considerable impact on teaching and education in Britain with the study of education receiving academic status and the involvement of universities greatly enhancing the status of both teaching and teacher training. At the heart of this early training was the aim to produce ‘a good teacher’ by a form of charismatic education, the creation of moral community and training deriving from a process of socialisation rather than functionally-specific, still less, professional tuition.

#### *Organisational reform in teacher education – the McNair Report*

The McNair report published in 1944 heavily criticised the existing arrangements for teacher training describing it as “chaotic and ill-adjusted even to present needs” (Board of Education, 1944, p. 49). In response to this it was decided that the 100 individual colleges providing teacher training would be grouped to “produce a coherent training service”. The universities in many cases opted to establish Area Training Organisations instead of Schools of Education and by 1951 seventeen of these (also called ‘Institutes of Education’) were operating throughout England and Wales. Their role was to supervise the academic work of individual institutions, secure cooperation between them and advise the Minister of Education on the approval of teachers and the promotion of the study of education. One positive by-product was that, “By forming closer associations with teacher training colleges through Schools or Institutes of Education, a majority of universities re-examined their traditional position towards vocational training. Enduring doubts about the place of Education as a *bona fide* academic discipline were challenged (although not entirely eradicated) by the production of high-quality research ...” (Crook, 1995, pp.244-245). The outcome of McNair then was both to establish initial teacher training as a legitimate university responsibility and to reinforce the university connection. On the other hand McNair left an ongoing legacy whereby Education departments tended to remain isolated from the main campuses, ‘pedagogism’ was still not beyond suspicion (Taylor, 1965, pp. 193, 199) and “the role of vocational knowledge was a potent symbol of long standing inter-professional conflicts” (Heward, 1993, p. 24).

#### *Improving the academic education of teachers – the Robbins Report*

The report of the Robbins Committee (Committee on Higher Education, 1963) made a series of far-reaching recommendations regarding the future development and organization of teacher training colleges and was recognised as a “turning point in the relative autonomy of the training institutions and the mutual relationship between the universities and colleges” (Cunningham & Gardner, 2003, p. 246). The review recommended a change in the name of training colleges to colleges of education and the introduction of a four-year B.Ed degree which would be based on the study of education; it also provided teacher trainers for the first time with an opportunity to explore their professional identity and purpose. During this

period the overall emphasis of teacher education institutions shifted to the production of educated men and women or a “community of educated persons” who coincidentally wanted to become teachers and could hence be characterised as ‘educated practitioners’ (Pring, 1995). The emphasis was on teacher education applied to the intellectual development of student teachers and the focus was on the theoretical and cognitive approach to teaching. This sometimes resulted in teacher training courses that suffered from “spurious forms of academicism” (Kelly, 1993, p. 132) and may explain why there was little thought of trying to create a partnership with practising teachers in the process of helping students obtain a level of competence in teaching.

### *Professional Reform – the James Report*

The main proposals of the highly controversial James Report published in 1972 centred around the development of a new approach to education and training which emphasised the professional rather than the academic elements of teaching. James argued for a professional course of teacher preparation that would be “unashamedly specialised and functional ... sharply focussed on objectives specified as precisely as possible” (quoted in Rodgers, 2004, p. 3). The report was seminal in seeing teacher development as a continuum from initial training through induction on into early and continuing professional development (Porter, 1996). The report further argued that monolithic teacher training institutions had limitations and that teachers would be better educated in comprehensive universities. Consequently, rationalisation options such as amalgamation, mergers and diversification became the order of the day (Alexander et al., 1984, pp. 22-23 & 63). The reforms introduced through the James Report are widely regarded as marking the end of a system of teacher education and training which, despite undergoing alteration and improvement, had remained essentially the same for more than 100 years. It inaugurated a shift in emphasis to ‘teacher training’ deemed to be concerned with the actual practice of teaching – the mechanics and skills of the job. It was in this context that the question of partnership between teacher education institutions and schools emerged as a live issue which could not be ignored (Rodgers, 2004, p. 3). The report also signalled the beginning of a return by central government to a more intrusive and interventionist stance, whence it impacted directly on fundamental principles and practice of teacher education institutions.

### *Teacher Education in the 1980s and 1990s – Systemic reforms*

In the 1980s and 1990s, the British government intervened to a much greater degree in teacher education, as it introduced sweeping reforms, impacting on almost every aspect of teacher training and development. The DES Circular, *ITT: Approval of Courses* published in 1984 (DES, 1984) provided some early indications of the imminent change of direction, establishing a Council for Accreditation of Teacher Education (CATE) to oversee and approve teacher education on behalf of the government and identifying minimum requirements for undergraduate and PGCE courses. The Swann Report in 1985, proposing better training for teachers in multiculturalism, established a new cultural ethos of diversity recommending the adoption of “a framework of commonly accepted values, a shared commitment to certain essential freedoms and to fundamental values such as a belief in justice and equality” (HMSO, 1985). The report thereby encouraged professional acceptance of cultural pluralism as a legitimate concern for the teacher in his or her daily practice. During this time far-sighted teacher education institutions turned to the notion of collaboration through school-focussed experiments; a number of influential teacher educators also began to explore and propound the conceptual and professional advantages of a greater integration of theory and practice (see, e.g. Wilkin & Sankey 1994). Influenced by Donald

Schon (1987), teacher educators championed the notion of beginning teachers becoming ‘reflective practitioners’ as the desired outcome of this rejuvenated process.

However, in part, responding to the agenda of the so called Hillgate Group, Dr. Sheila Lawlor of the Centre for Political Studies and Professor Anthony O’Hear, who regarded the whole teacher education apparatus as suspect and derided educational theory, and in part picking up on the critique from those of a different political and professional perspective like David Hargreaves and Lady Warnock, who contended for giving to practising teachers both the responsibility and the resources necessary to train new entrants, the Secretary of State for Education undertook a further review of initial teacher training in 1992. In this the argument was advanced for a more equal partnership between schools and Higher Education Institutions (HEIs), placing greater emphasis on school-based training and mandating the transfer of substantial funding to schools.

Proposals issued at the time introduced the concept of a competence-based model of teacher training, where accreditation would be decided through the outcomes of training rather than the process or content of courses (Morrison & Gray, 2002). In order to ensure the implementation of the various new requirements for initial teacher training, the government introduced rigorous inspection programmes that considered not only training delivered in HEIs but also how this impacted on student teachers in schools. As Morrison and Gray comment, “the focus of such inspections... shifted away from institutional provision toward student outcomes” (Morrison & Gray, 2002, p.189).

From 1995/96 the newly established Teacher Training Agency (TTA) assumed responsibility for initial teacher training funding in England. A key feature in its strategy was to link funding to quality so those HEIs performing effectively in inspections were rewarded with greater opportunities for expansion while those who perform less well faced a reduction in their intake or, in some cases, even closure. This purchaser-provider relationship between a non-departmental government agency and teacher education institutions (so called providers) was to transform the way teacher education institutions regarded themselves and would act as a catalyst for numerous ‘steers’ or reforming currents from the centre linked to additional funding opportunities.

The range of reforms introduced from the mid-1980s to the late 1990s resulted in a “national curriculum for initial teacher training, to parallel that provided for pupils” (Morrison & Gray 2002, p. 191) and specific standards which must be obtained before a student can be awarded ‘Qualified Teacher Status’ (QTS) which were outlined in Circular 4/98 (DfEE, 1998). The ‘tick list’ mentality perceived to characterise this approach to teacher training, was strongly criticised by teacher educators and a review of the Circular was subsequently announced. A revised version, ‘Qualifying to teach’ came into effect in 2002 with the intention of providing a “clear statement of professional values and practice allowing training providers greater autonomy and flexibility in the design and delivery of training provision”<sup>1</sup>. The standards are currently organised into three inter-related sections – professional values and practice, knowledge and understanding and teaching. They are connected to induction and early professional development via an instrument called the Career Entry and Development Profile which indicates both the strengths and the ongoing development needs of an entrant that inform an induction action plan and thus provide the basis for continuing professional development. During this period, the emphasis in teacher

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<sup>1</sup> See <http://www.uwic.ac.uksed/Partnership/Primary/Standards.htm>

education institutions changed once again this time embracing a notion of the teacher as recognised expert or ‘competent practitioner’ but often set against an artificially circumscribed primarily (inspection) evidence-based conceptualisation of what characterises good teaching.

The 1990’s also witnessed the introduction of various alternative routes to teaching in England including ‘on the job’ training where schools committed themselves to recruit and train students directly through School-Centred Initial Teacher Training Schemes (SCITTs). Graduate and Registered Teacher Training Programmes (GTP) introduced in 1997 allowed graduates to be recruited straight to teaching posts and to receive training from individual schools. In addition the ‘Fast Track’ programme offers “accelerated career progression” for graduates and postgraduates with particular abilities and skills.<sup>2</sup> ‘Teach First’ is a ‘business-led programme’ that claims to recruit outstanding graduates from the leading universities to teach in hard to staff urban schools – ‘keeping their options open, whilst making a difference’.<sup>3</sup> The overall effect has been to diversify entry routes and make teacher education and training more flexible. Some, however, argue that linked to an over-prescriptive ‘mechanistic’ training curriculum and an overly ‘practical’ regulative ideology which emphasises ‘what works’, this has had the less welcome side effect of overwhelming the deeper purposes of education that should cohere around notions of freedom, creativity and innovation by marginalising wider educational matters implicit in teacher formation and investing teachers with an instrumentalist mentality (see, e.g., Lambert and Pachler, 2002).

#### *The impact of Teacher Education Reform in England*

As evidenced in the foregoing, initial teacher training in England has been the subject of massive change over the last fifteen years or so. Indeed, teacher education has been a “key point of intervention for systemic reform” (Cunningham & Gardner, 2002, p. 234). In particular, “the system has moved from one of diversity and autonomy to one of unanimity and central control” (Furlong et al., 2000). At the same time, what Wilkin (1996) terms ‘the context of influence’ has become more individualistic, competitive and fragmented; it is driven by ‘quality assurance’, ‘standards’ and ‘targets’ which are designed to secure improvement but because they frequently appear to preclude critical disciplined educational thought and prohibit educators from assuming agency in choosing agendas governing their professional practice have an unfortunate tendency to lead instead to professional atrophy.

On the positive side the disposition towards closer co-operation or partnership between teacher education institutions and schools has evolved over a quarter of a century with attitudes of ‘distant wariness’ melting before the strengthening flow of co-operative interaction. In the process of pragmatic experimentation it would be no exaggeration to say that the very concept of a teacher education institution has come to be redefined in a non-monadic way as inclusive of partner schools. Partnership is an intrinsic component of the training model albeit requiring continuing clarification of the roles and responsibilities of all partners in the context of the greater opportunities now provided by e-learning and connectivity. Also significant is the fact that the profession as a whole now has the potential to adopt a consensual vision of standards – namely “a conceptual framework, a shared language with which to talk about practice, a description of the mastery of skills, knowledge and values of teachers, and a platform for reflection, discourse and learning” (Rodgers, 1994, p. 6-7).

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<sup>2</sup> See <http://education.guardian.co.uk/training/story0,7348,881830,00.html>

<sup>3</sup> See <http://education.guardian.co.uk/training/story0,7348,881830,00.html>

But two less positive characteristics are also worth noting. First the current system is premised on the simple notion that accountability plus accreditation equals control and control equals quality: the centre or hub lays down detailed policy and practice (regulations and requirements) as the conditions under which accredited provider status can be secured; the rims (teacher education institutions including both HEIs and schools) implement the centre's diktats; the spokes are represented by enforcement through inspection. While this system is now being mitigated to some extent, it has not really been modified. Second, the framework of educational thinking about reform has changed from a bilateral one in which educational professionals were in the lead in mediating public education reform with government in the background to being a more unilateral one in which central government moved very much to the fore in securing accountability shaped by third party regulation, market forces and a tough regime of standards and performance monitoring and the voice of educators became largely quiescent.

These latter characteristics are typical of the 'massification' of education where those outside the system exercise strategic control in an attempt to prop up what is essentially an industrial age model. As a consequence of this a tension if not a dichotomy has arisen between what might be described as the 'atomisation' of teaching, on the one hand, through reducing it to a series of discrete skills or competencies, and on the other, a recognition of the 'unforgiving complexity of teaching' (Cochran-Smith, 2006, p. 72) as an intellectual, emotional and collaborative endeavour requiring a place for theory, reflection, research, professional dialogue and a critical approach to practice (cf. Hobson et al. 2006). The fallout is well documented: teacher attrition has been high and those remaining have tended to be in a reactive relationship so that the development of improvisation, initiative and educational entrepreneurship among teachers has been stymied; students in schools have exhibited attendance and disaffection problems; and, of course, educational excellence has increasingly been qualified by a narrow focus on measurable attainment and by local socially determined circumscription that effectively prohibits a learning entitlement for all regardless of circumstance (Johnson & Hallgarten, 2002). Increasing investment in trying to control the social, cultural, political and economic variables that can work together injuriously, or attempts to 'tweak the system' and 'lever-up' standards may make incremental improvements here and there but, particularly in the urban context, the outcome has been not so much to mitigate the status quo as to entrench it.

### ***Future prospects for Teacher Education Institutions as harbingers of redeveloped professionalism in education***

#### *The change agenda*

We have seen how the reform of teacher education and training has re-visited each of its basic components over the years. We have also acknowledged the extent of the changes introduced but noted too their propensity to operate within the straightjacket of assumptions of schooling largely derived from the 19<sup>th</sup> century. The challenge for teacher education institutions as the beginning of the 21<sup>st</sup> century, therefore, is both to anticipate more far reaching change – the industrial era school is obsolescent because it is inconsistent with fundamental demands of education in the knowledge era and perpetuates profound disconnects with the way we live – and to alter their positioning in relation to its outworking by harnessing innovation to re-establish education as a properly independent public service on behalf of all, facilitating democratic discourse, cultural flourishing and economic prosperity through the realisation of personal potential.

Educational reform of teacher education since the start of the 21<sup>st</sup> century has largely pursued two main agendas. First, pursuing continuing improvement in teacher supply and quality through refinements to the standards and diversifying routes into teacher training (OECD, 2005). Under the auspices of the 'New Professionalism' project, a revised framework of professional standards for teachers (DFES, 2006) consisting in three interrelated sections – professional attributes, professional knowledge and understanding and professional skills – has been put out for consultation by the DfES and is designed to clarify what a teacher has to be able to do at a specific career stage and to support a culture of professional development. Similarly new streamlined Initial Teacher Training requirements are in the process of being promulgated by the Training and Development Agency for Schools (TDA formerly TTA).

Secondly, propelled by a series of high profile lapses in public service provision for vulnerable children and their families, government has taken the view that the impact of the policy cycle is likely to be significantly enhanced if it can effect joined up public service delivery. On this basis it is proposed that health, social care and education should be integrated to facilitate multi-agency working in pursuit of what some now label 'Educare'. In England, the Children's Bill, 'Every Child Matters' (DfES, 2004) seeks to ensure shared outcomes across services and robust partnership arrangements to ensure public, private, voluntary and community sector organisations work together to improve these outcomes.<sup>4</sup> Therefore, engaging with the Every Child Matters agenda as an opportunity to put the child at the centre of the system has become a priority for teacher educators with emergent concepts of 'multiprofessionalism' very much to the forefront of programme design, implementation and evaluation.

Teacher education institutions' traditional partnerships and stakeholders are changing too reflecting the establishment of Children's Trusts to secure integrated commissioning leading to more integrated service delivery, clearer accountability for children's services and a new integrated inspection framework to ensure services are all judged by how well they work together. Against this backdrop, under the DfES five-year strategy for children and learners, there is the desire and the expectation that all schools will become 'Extended Schools' with some becoming full service extended schools offering a comprehensive range of services - childcare, family and lifelong learning, health and social care services, parenting support, study support, access to information and communication technology (ICT) facilities and access also to arts and sports facilities. Not only will extended schools will provide a range of activities and services beyond the school day to meet the needs of students, their families and the wider community, but they will transform the composition and interaction of the wider school workforce (Collarbone, 2005). The potential for teacher education institutions to inject a revitalised and reframed sense of professionalism into the twin domains of education and children's services and to bring their research, enterprise and development resources to bear on pressing social issues has never been more within reach.

By involving themselves in 'Local Strategic Partnerships', with a remit to overcome lack of joining up at local level and a duty to prepare community strategies, teacher education institutions should be ideally placed to go beyond neighbourhood renewal to link up with the Extended School agenda as such partnerships are additionally able to bring together those

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<sup>4</sup> All the standards incorporated in the new framework are underpinned by the five key outcomes for children and young people identified in *Every Child Matters* (DfES, 2004) and the six areas of the *Common core skills and knowledge for the children's workforce*.

who commission and deliver services with those for whom the services are provided. In this context, teacher education institutions are likely to find themselves increasingly preparing their students for multi-professional practice alongside other enabling service professionals and emerging new practitioners working in professional education settings. In the process they need to refashion themselves to be more than mere repositories of ‘teacher training’, ‘education studies’ and ‘educational research’; on the other hand will undoubtedly need to guard against being turned into secondary agencies responsible for delivering government objectives or mere instruments of central command.

A ‘learning society’ is now seen as a desirable social as well as economic goal and the vital social as well as economic role that lifelong learning plays will increasingly involve teacher education institutions in equipping their students to play their part in a bigger reach into the less familiar territory of removing (non educational) barriers to young people’s learning, securing their well being and safeguarding their interests. Moreover, learners will not only be multi-cultural in identity, but will become intergenerational to facilitate learning that is lifelong and possibility orientated rather than episodic and that reconnects with families and places of work. A wide range of new professionals will support this learning culture bringing changes at the boundaries between different professions requiring new approaches to teamwork – these are the ‘new faces’ of learning. Schools as centres of learning will embrace a broader role extending well beyond the traditional ‘school day’ and require more skill ‘at looking outwards, at building stronger linkages with the research and development communities and at becoming integrated into networks’ (OECD, 2005, p. 131). Through the creation of multi agency centres on school sites, they will make much better use of school facilities putting them at the hub of a web of services available to families and the wider community - these are the ‘new spaces’ of educational provision.

Increasingly, we live in a change rich environment - in which everything has changed and most things are still changing. The National Union of Teachers (NUT) in their recent educational statement captures this nicely: “In respect of people’s lives, the pace of change is unprecedented. Changes in attitudes to the environment and upheavals in international politics are occurring alongside economic and technological developments which have begun to transform the nature of work and organisation” (NUT, 2004, p. 20). The impact of this accelerated change has yet to be calculated fully with respect to education but its gravitational pull is being felt in key spheres of public life with which it intersects.

As the OECD recognises, in response to societal changes and expectations, a broadening and deepening of teachers’ roles and responsibilities is taking place to reflect the new ‘enriched’ but also more demanding profession of teaching (OECD, 2005, pp. 97-99). This theme is taken up and further advanced in the ten recommendations from the Learning Teacher Network to the European educational community on the new role of the teacher (Learning Teacher Network, 2006). Moreover, inspired by the *Future Schools* project undertaken by the OECD, the TDA has stimulated sector-wide thinking about the future preparation of the teaching profession and wider school workforce via an invitation Seminar on *ITE Futures* in 2003 and a national Conference leading to a ‘FUTURES’ website. Subsequently this evolved into the *Teaching 2020* project concluding in an invitation Colloquium in 2005 together with an associated publication (Newby, 2005). Finally a series of regional seminars were held as part of the *Teaching 2012* project (Newby, 2006). This initiative identified a number of scenarios and speculated about the features that would mark a future world and so impact on the education service. There was clear recognition of the need for a re-conceptualisation of education systems which would entail their being proactive

rather than reactive. Also identified was the need for teacher education institutions to help teachers and other related professionals to develop the adaptability required for a continuously changing world with a premium on knowledge and skills that could be exploited in many educational settings. However, what also emerged was an overall consensus that one constant in the flux of change was to be found in modes of professionalism that were principled, value-based, vision-oriented and culturally entrepreneurial (TDA 2006).

### *The change horizon*

Among the more far-reaching changes impacting epistemological stances, dialogic research and the matrix of conceptualisations re-shaping the mission of education are three that go to the heart of teacher education and training because, as Goodson (2003, p. 132) avers, ‘teaching is, above all, a moral and ethical vocation, and a new professionalism needs to reinstate this as a guiding principle’.

First, there has been a fundamental ideological shift in the wider socio-cultural conversation, as the ice has melted on the familiar landscape of the second half of the 20<sup>th</sup> century. Power in all its forms is shifting rapidly and unpredictably and new geopolitical and economic landscapes are emerging. Our broad inheritance of political integration and social cohesion from both the liberal and democratic traditions is undergoing revision affecting liberal values with their doctrine of tolerance and the notion of multiculturalism with its doctrine of diversity. There is a growing perception that we need to protect democratic society in the post 9/11 context by eschewing tolerance of destructive behaviour and combating creeds that breed extremists and ultimately terrorism. There is also mounting awareness that modern liberal pluralist democracies are in crisis with a significant democratic deficit and citizens disillusioned by political systems that seem to be all about formal conditions rather than shared ideals. Hence the need to maintain social cohesiveness alongside pluralism so as to avoid allowing constitutional democracy to be eaten away from within through descending into a plurality of self-validating and self-regarding minorities with the crude majority of democracy coming to be experienced as tyranny.

Western society’s dominant liberalism, in its economic, cultural and moral strains, acts as a universal acid on all forms of collective identity. Its fundamental premise – the sovereignty of the individual free from communal obligation – may have represented a liberating counterpoise to oppressive restrictions, but it has also served to atomise society, weakening the bonds that hold us together and dissolving our sense of corporate flourishing. Ultimately, without any motivating sense of what it means to be ‘us’, we will not prosper because without some sense of social solidarity and common culture, the maintenance of an extended welfare state, secure public places, effective public discourse and respected public institutions becomes increasingly difficult and social attractiveness is undermined.

The dark cloud of twentieth century history that hangs over us precludes any return to ethnic notions of belonging; this means we need a meaningful concept of civic identity to put in their place. For this reason there has been a growing emphasis on the critical place of values and citizenship in education along with a realisation of the need for strengthened global and international connections so that we can better meet the economic, political and social challenges found in an increasingly globalized world (Giddens 2006; Giddens, Diamond & Liddle, 2006). However, if the advantages of inclusiveness and cosmopolitanism represented by the civic identity we are inclined to embrace are not to be devalued, then our concept of civic identity must be substantial rather than nebulous and hollow and teacher

education institutions face the challenge of helping education professionals bring civic values and citizenship in from the margins to the centre of educational endeavour.

The second focal point on the change horizon is the global positioning of new technology with the concomitant drive by developed societies for hi-tech lead knowledge economy status. Technology is the distinctive form of contemporary culture and it has transformed and is still transforming traditional cultural phenomenon. In particular, technology involves liberation in the real and personal sense (rather than the political) in that its devices disburden us from the claims of things and people, a trait intensified by the increasing interpenetration of the real with the virtual universe. However, in the process of liberation, the world has been subtly and radically transformed: moral commodification, largely overlapping with economic commodification, is severing the evident ties of time, place, and people a thing or practice used to have and thus rendering it available in a special sense – instantaneously, ubiquitously, safely and easily.

The conjunction of machinery and commodity is embodied in a technological device, and the pattern of transforming the world into mechanisms and commodities can be called the ‘device paradigm’ (Borgmann, 1987). Mechanisation and commodification are the two sides of the device paradigm and the rule of this pattern is wide and widening. People have an implicit trust in and grasp of the device paradigm of technology and they are willing to contribute what is needed to maintain it. Of course, there are always problems of trust at the margins of technology and at its leading edges and the issues involved deserve scrutiny and vigilance. But, these immediately urgent and seemingly overriding ethical issues can deflect us from the truly troubling issue – as we solidify our trust in technology, we make trust in people and in things that exist in their own right increasingly dispensable.

Unfortunately, recognition of the democratic significance of public intervention into technical life has not kept pace with the information revolution and technological advances which, more than anything else accounts for technology’s ultimately crucial social and political position (Borgmann, 2000). Information has to be processed in various ways, critiqued and evaluated in relation to purposes. If we continue to see technical and social domains as being separate, then we are essentially denying an integral part of our existence and its place in a democratic society (Feenberg, 2000). People trust technology not only to liberate them from the burdens of persons and the impositions of reality but also to make them happy, to gratify them with an abundance of pleasure. The promise of pleasure is an extension of the promise of liberation. But pleasures that fail to engage our courage, stamina, generosity, intellect and breadth and depth of our faculties cannot give us a profound sense of our well-being. Apprehension vis-à-vis the desiccating and dehumanising effect of technology for our situation underlies Hannah Arendt’s (1998) magisterial *The Human Condition* and is reinforced by an abundance of more recent social science research (see, e.g. the research cited in Easterbrook, 2003; Frey & Stutzer, 2002; Lane, 2000; Myers, 2000; Putnam et al., 2003 and Seligman, 2002). The happiness-bestowing power of the device paradigm is bound to disappoint because it continues to view technology as a multiplicity of devices separated from the social sphere. If culture is understood as the totality of human creative effort then its end is furthering humanity and its globalisation is an evolution. It can be seen as positive if it is managed and humanised and this will involve appropriating “the technical as always already [incorporating] the social in its structure” (Feenberg, 2000, p 210), so that technology is understood as value laden but human controlled. The role educationalists can play in supporting, facilitating and guiding technological literacy is

critical but will not suffice unless they also provide resources for critical reflection and communicative action needful to create countervailing realities.

The third catalyst of change is emerging from advances being made in neuroscience and the understanding it promises of the nature of learning in the human organism. Neuroscience currently postulates that all human experience will eventually be accounted for in terms of the activity of the brain. Does this not suggest, perhaps, as some have proposed, that we are headed for a singularly deterministic notion of the self devoid of even the possibility of making choices and that our language of causal agency is simply outdated? On this basis does the concept of values in education any longer make sense and do we not need to begin to address others, including our students and the children they will teach as ‘synaptic selves’ and account for their actions as neuronally determined? Certainly it does seem that neuroscience is beginning to question the adequacy of the language, imagery and concepts we use in addressing issues of selfhood, behaviour and values and arguably with considerable force. In particular many approaches used in the world of education operate with notions of responsible behaviour and images of personhood that assume we have full control over our actions, which neuroscience is questioning. At the very least it seems that some reappraisal of our discourses may be needed to lay a firmer foundation for informed professional talk of interventions, innovative learning technologies, values and outcomes in education (Sankey, 2004).

It may be, however, that neuroscientific advances entail less pessimistic conclusions for they can actually “strengthen ideas concerning self determination and individual responsibility” (Freeman, 1999, p. 8). The point to be gleaned from neuroscience is that much human thought and action is operating below the level of consciousness and selfhood has to include both the conscious and the subconscious if it is fully to account for who we are. We may not have conscious control, but there is no need to assume that choice, the freedom to will an action or the according of meaningfulness to something only operates at the level of consciousness. On the basis of neuroscientific insights, “the conscious/subconscious self is a complex and dynamic whole uniting body and brain” (Sankey, 2004, p.11). This may imply that there are problems in our inherent trust in linear causality, as suggested by Freeman (1999), but the obverse of this is that the new neurodynamics may offer an enlarged conceptual framework for understanding interrelations and also provide warrant for believing that meaning and value are not simply the products of the brain but rather operate in creating the individuality of brain such that selves can be understood as constituted of meanings that have values and make choices. Predicating teacher professional formation and development on newer conceptions of the human subject will enable conceptions of ‘learner’, ‘teacher’ and ‘education’ to become more responsive to environmental change and the multiplicity of social demands and emotional needs, particularly in relation to the emotional investments of teaching and learning. It may also help education to recover one of its moral purposes which is the infusion of high and stable levels of social capital without which no society can achieve its collective aspirations.

#### *Reframing teacher education into professional formation and continuing development*

To address the contours of change outlined in the foregoing, teacher educators will need to move beyond the structures and systems they have inherited. They cannot afford to wait for government agencies to provide a new blueprint. Rather, avoiding the conjoined twin dangers of archaism (wallowing in the memory of a golden age that never was) and futurism (glorifying an imagined future educational utopia), they should help evolve the conceptualisation of teacher professionalism by clarifying the contextual landscape (political,

institutional and conceptual) within which change in teacher development can more or less adequately be framed by employing some immediate knowledge in a way that gets rich enough to use for educational reflection and responsible action. David Lewis (1983: 186) calls this re-framing ‘the kinematics of presupposition’ - the laws governing change in what the parties involved take for granted - as a catalyst for reform.

Metaphorically the term *Bricoleur* can be appropriated as an apt symbol for the education community’s need to engage in the selective retrieval and eclectic reconfiguration of traditional educational elements to set alongside a vision for the future that is solidly grounded in research and in current and evolving knowledge in the hope of solving some problems at hand and better serving the purposes of the moment. This will require us to engage in development at the micro (instructional) level (with the classroom as a professional activity setting), at the meso (professional) level (with communities and circles of practice allowing multiple levels of entry and legitimate peripheral participation by new practitioners), and finally at the macro (policy) level (the practice and culture of schools, universities and other stakeholders in diverse settings). In my view it will involve, further, our re-thinking the whole of teacher education and training in terms analogous to Imre Lakatos’ criteria for a progressive research and development project (Lakatos, 1970). That is, teacher education and training need re-configuring and re-fashioning into a dynamic continuum of professional formation and continuing development that maps onto the pragmatic analysis of knowledge as action-inherent, the values and meanings encountered in the process of education and the fluid structure of educational practice so as to help re-focus provision on the needs of today’s schools. Success in this respect will be judged by the extent to which such a project seems likely to clarify the core concepts and central pedagogies that should be at the heart of teaching in the new knowledge era, lead to creative new explorations and discoveries for professional practice, generate predictions of the direction in which future policy and practice should develop and have the potential to issue in a deeper, more comprehensive integration of the wider project of education in contemporary society.

#### *Present into future ...*

To navigate our way from the present to the future will not be straight-forward. However, teacher educators are more likely to influence outcomes if they can forge strategic alliances with both the organs of government and across the professional educator (scholar-practitioner-leader) continuum to meet the challenges of change. Drawing upon the forgoing historical analysis and anatomy of the change agenda, we propose teacher education institutions frame a strategic sense of direction incorporating three mutually supportive strands: (i) a reorientation of their core concepts, curriculum and central pedagogies to appropriate fully the research-informed insights available into how teacher education and professional formation directly and indirectly affect teaching and learning; (ii) a wholehearted engagement with the context of educational practitioners including extending the context of partnership between HEIs and schools to achieve joint strategic thinking and a commonality of intent because the two are seen as parts of the same profession; (iii) recovering a robust sense of what a values-based approach to the professional formation and continuing development of education professionals might look like if it is to reinvigorate the inhabitable ideals and emotional features of teaching and learning (see Goldstein, 2004; Hanson, 2001).

We shall conclude by briefly elaborating these three interconnected strands of the strategic direction that might frame the sort of progressive research and development project envisaged. First, teacher education institutions need to ‘re-tool’ for the future. They must

refocus their activity which also means reviewing what they currently do and the way they depict connectivity between individual teacher educator actions and broader policy apparatus. This will require us to be attentive to the issues (rather than simply trying to ‘manage’ them), facilitate the ongoing formation of an educational discourse that is responsive to different domains of policy, practice and theory and free us as a ‘thought collective’ to build a more adequate conceptual framework by drawing on an international knowledge base that is maturing and becoming highly relevant to practice (see, e.g., Cochran-Smith & Zeichner, 2005; Darling–Hammond & Bransford, 2005; ETS, 2003; Goodson, 2003; Johannesen, 2004; Luntley & Ainley, 2004; NCTAF, 2003; National Research Council, 2000; Neuweg, 2003; OECD, 2005; Sachs, 2003; Shulman, 2004; Wilson, Floden & Ferrin-Mundy, 2001; TDA 2006). We should encourage the conceptualisation of programmes of teacher education and professional formation within a wider context – global to local – and aim to achieve greater coherence and consistency.

By sustaining debate about what education *qua* education consists in and is for, teacher education institutions should also continue to press policy framers and lead practitioners to redefine achievement away from its current narrow connotations of academic attainment. They should aim to substitute a holistic, broad-based and satisfying sense of educational accomplishment which promotes innovation, creativity, inter-cultural sensitivity, collaboration and beneficence together with a sense of enjoyment and adventure in learning. Such integrated educational experience not only provides young people with an education worth having but underpins the development of personal, social and employment skills and an understanding of citizenship issues so sought after by modern societies.

This is the crux of the concept of “personalised learning” currently being promoted as a new form of educational provision, but teacher education institutes need to influence both its conceptualisation and its outworking (see, Pollard & James, 1994). Beyond a recognition that the basic structure of classroom practice consists in curriculum, pedagogy and assessment, the coherence of the proposed components of personalised learning and their authenticity as drivers of learning rather than agents of delivery need to be secured. So too do the outcomes for learners of all ages, including beginning teachers for whom standards and “competences identified through self-critique and self-development are likely to be more situationally specific, more securely grasped and more successfully retained” (Rodgers, 2004, p. 11). Quelling diversity through a filter of compliance is not compatible with the framing strategy of ‘personalised learning’; the ‘reality effects’ of mediating disparate social demands undermine the efficacy of mechanistic approaches and formulations that reify education as a taxonomy of concepts and specify the teacher’s role in terms of delivery.

Second, teacher education institutions must quickly absorb the implications of the more integrated ‘wrap around care’ strategy within the Children and Young People’s Policy Framework and the consequent transformation in provision for child and family well-being currently underway across the enabling service professions such as education, social welfare and health care. They must contribute to the imperative of community regeneration and quality of life issues as there is a symbiosis between organic development and change arising from within communities and the social capital and ecology without which individual persons cannot live, speak and think together as true communities or sustain harmonious political and social structures. They must also adapt quickly and adroitly to the re-modelling the workforce agenda in relation to schooling that will bring numerous new-professionals into an arena that has been the traditional preserve of teachers. As it is now being conceived, this latter development is not merely organisational or even structural in scope but systemic – it

provides a wake up call to educators of all kinds and signals a new era of schooling involving significant discontinuities with the past.

One implication is likely to be the requirement to cultivate new ‘constellations of allies’ (Gomes-Casseres, 1997) and effect regional collaboration with the long-term aim of generating a far-reaching network to extend joint strategic thinking and identify overlapping concerns and interests. Another implication, already pressing, is the need to follow through the logic of partnership by radically overhauling existing management, administrative and pedagogical arrangements. Fundamentally, this will involve something along the lines of establishing a stakeholders’ forum at local level to share philosophies, frame practice and negotiate innovation with a Partnership Board to advise and authenticate policy, planning and resource allocation. The goal has to be co-creating equal status partnerships – mutually interdependent and beneficial, connective rather than merely pragmatic, flexible but durable in structure, capacity-building, long term and therefore regionally strategic – a ‘collaborative multi-lateral partnership’ perspective focussing on ‘value creation’ not just ‘value extraction’ (Wood & Moorcroft, 2002).

Teacher education institutions need to acknowledge this inevitably means shifting the centre of gravity from higher education to schools as ‘centres of pedagogy’ with cross school-HEI-based clinical academics and a new breed of excellent teacher-mentors in the lead role within a context of applied professional knowledge. University staff will best complement school-based teacher educators by providing academic foundations and support through scholarship, research, quality assurance, moderation and accreditation that draws upon state-of-the-art theory and practice to provide a deep and extended commitment to an overview of education. This is part and parcel of what Goodson profiles as ‘theories of context’ available in HEI’s and ‘stories of action’ available in schools that need to be brought together in developing teachers professional knowledge without either taking precedence over the other (Goodson, 2003, p.48). Such a changing participation in the community of practice provides a locus for Wenger’s concept of ‘engagement’ as the active involvement in mutual processes of negotiating meaning. ‘Imagination’ can then be invoked as creating images of the world (of education) and making connections across time and space; and ‘alignment’ is the coordinating of energy and activity to contribute to broader enterprises (Wenger, 1998).

Within such a context, we should welcome the prospect of University Practice Schools or specialist Training Schools setting the stage as instructional activity settings providing a ‘quality of learning’ perspective under the auspices of Learning Academies. Such satellite training centres based in consortiums forming Collegiate Professional Learning Networks could create much more flexible and creative models and would signal that teaching had matured into a learning profession (see, Brighouse, 2002). As habitats for clinical academics and expert teachers (who might also enjoy University Teaching Fellow status), they would have all the resources of HEIs and Local Authorities at their disposal. In the future, we can envisage such centres of excellence for advanced learning and professional development sharing the same site as higher education Departments or Schools of Education and facilitating the establishment of (internationally) networked pedagogical training laboratories for both real and virtual modes of ‘lesson study’. Here groups of beginning teachers would work under the guidance of an expert practitioner and an educationalist on the design, implementation, testing and improvement of ‘research lessons’, thereby refining and validating productive pedagogy and generating consensus about the qualities and attributes of an accomplished practitioner (Lewis, Perry & Murata, 2006).

The consequences of teacher education institutions giving the onus of responsibility for professional development back to the profession are difficult to predict but should not necessarily be viewed negatively. The role of education departments within the university has long been problematic and would benefit enormously from a tighter focus on core mission rather than the ongoing maintenance of activities - research, teaching and student supervision on professional learning placements - that have become inherently incompatible given the intensification that characterises higher education in the contemporary era. Indeed, by focussing on their core business of educationally relevant knowledge discovery, design and transfer and cultivating organic links with schools and professional networks, an opportunity opens up for university-based teacher educators to reclaim a distinctive identity and role-relationship within the wider education community. They could legitimately respond to the need for contextual adjudication between equilibrium and transformation by seeking to take on the mantle of what Gramsci (1964) commended as ‘organic intellectuals’ understood as thinkers who operate and are respected as ‘engaged professionals’ within a community and who gain authority on account of their authentic expertise and through being seen to reflexively mediate the outlook and aspirations of that community. As such, and only as such, will their mandate to articulate the subtle ability education has to challenge those who believe themselves to have a monopoly on established reality be renewed.

Such a rejuvenated corpus of education professionals, working in centres of higher learning with a strong sense of the integrity and sovereignty of education, would represent a formidable resource addressing the question of quality in education not in terms primarily of market expectations but the quality of practice experienced by students and teachers. Teaching itself can be characterised as a special kind of cultural and communicative act which seeks to get the dynamics of learning underway and to sustain them in practice (Hogan, 1995). Teacher educators can lay claim to being distinctive and distinguished to the extent that they have the responsibility of putting forward constructive improvements which may well have their birth in critique but which respect and advance the integrity and sovereignty of the practice of teaching and learning itself and therefore establish unambiguously the precedence of practice over theory.

Third, but underpinning the preparation of teachers for a changing world, is ensuring that the rhetoric of values in education is more adequately met in practice and it is therefore encouraging to see a new Teaching and Learning Research Programme (TLRP) project exploring this issue. (TLRP 2006) Similarly encouraging for educators is the recognition that the revolution in the study of the brain has important implications in the field of education because “recognising the conscious/subconscious nature of the self incorporates the idea that actions are not arbitrary even when performed subconsciously. They result from the meanings and values laid down in the brain over time and through experience” (Sankey, 2004, p.15). Moreover, as these are not simply a by-product of the brain, but rather formative in creating the individuality of brain and mind, school can be seen as one very important arena of experience where meaning and value can be assimilated into the neural connections that make students who they are. As Sankey (ibid.) concludes, “Values and meanings encountered in the process of education not only influence the conscious choices and actions of students, they also contribute to the making of each individual brain and influence what each self will do when actions and choices are initiated subconsciously”. It is hard to think what could be more important in teacher education than following through on this insight as values and meanings conveyed in school may be more crucial than hitherto believed.

If values are important then so too are a sense of self-identity and meaningfulness in the context of our ‘liquid modernity’ (Bauman, 2000) in which society itself is becoming increasingly fluid and changing with a related mass moulding of sentiment (Meštrovic, 1997). We need to give greater prominence to the cultural significance of being a person, the shape of living, and to spiritual (non-material) ‘affordances’ and sensibilities – that is, to acts of social existence that form the nurseries of wisdom, a renewed sense of moral agency, ethical sensitivity and spiritual ballast to correct the ‘despairing sense of nullity’ that has accompanied the denial of our higher nature. This will require furnishing teachers-in-the-making with an intellectual disposition or readiness for strengthening the support for structuring cultural identity and countering spiritual (as well as material) deprivation with a stronger emphasis on the vistas which constrain and fill our conceptual space for making meaning and the practices which are decisive for the ‘existential intuition’ that accompanies the causality of our agency (Tallis, 2005). The efficacy of creating social capital is now well established (Putnam et al., 2003) and teacher educators should be considering how best to assist a new breed of full-service extended schools in developing networks of relationships that weave individuals into groups and communities in pursuit of a particular set of goals and harvest the cumulative impact of social networks, norms of respect, reciprocity, mutual assistance and trustworthiness to reinforce a feel for the social imagination of the public sphere and conventions of common life.

To achieve these goals teacher education institutions must embrace “flexible and associative modes of reflexivity and dialogue” (Nixon, 2003, p. 13) that have opened up within the sphere of higher education (understood as a microcosm of the broader cultural universe). Teacher educators need to understand better their place within the grand scheme of things as representatives of a much larger cultural enterprise within our world. This means that the pursuit of knowledge – including both professional and vocational knowledge - must remain open to dialogue because we have an opportunity to embrace a level of discourse that admits we all have convictions worthy of exploration. Such exploration is only possible if we participate in the conversation – with researchers, educationalists, education leaders and administrators of all kinds, professional and subject associations and practitioners - rather than create boundaries that insulate us from one another.

#### *Teacher ‘professionality’*

Finally, as part of our ‘futures’ thinking we should be ambitious for a proactive and responsible approach to teacher professionalism. There is now the prospect of the reclamation of three interrelated projects by educators that have been eclipsed by recent reforms which have lost sight of the fact that educational ethos is much more a matter of emergent practice and experience rather than something which can be prescribed or laid down from above by central authorities. One is the project of imbuing students and teachers with a feeling of personal mastery as “a special sense of purpose that lies behind ... vision and goals ... so that [these people] feel as if they are part of a larger creative process which they can influence but not unilaterally achieve” (Senge, 1990: 142). The second project is the pursuit of self-realisation that involves the fullest development of the virtuous aspect of one’s nature. This needs to go beyond the notion of a particularised creative project of individual growth or flourishing to reflect the shift in philosophy (and the social sciences) from a predominately individualistic matrix to ‘relationality’. It involves seeing humans as relational beings - not static entities reconstructing existing social knowledge, but reciprocal agents involved in a dynamic, historically conditioned movement in search of secure reality. The third project involves recovering a proper sense of principled autonomy (Hill, 1992; cf., O’Neil, 2002) “developed reflexively in interaction with others” (Heathcote, 1997 quoted in Collins et al.,

2002, p. 142) rather than mere individual personal autonomy because education professionals have wider responsibilities to the communities that circumscribe their existence and the learning communities in which they work. Together, these projects provide a framework for developing the professional persona of educators alongside their knowledge-and-skills-base. Their resurgence would make possible the pressing task of reconnecting professional credentials to the ‘generous’ tradition of education. This in turn points towards a higher, richer way of living incorporating a vision and sensibility that leaves room for the indeterminately foreseeable adaptability of human freedom and creativity.

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