

1994

## Its Time for a Total Curriculum Approach to Preservice Teacher Education Programs : a Personal Viewpoint.

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### Recommended Citation

Macpherson, I. (1994). Its Time for a Total Curriculum Approach to Preservice Teacher Education Programs : a Personal Viewpoint.. *Australian Journal of Teacher Education*, 19(2).  
<http://dx.doi.org/10.14221/ajte.1994v19n2.1>

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<https://ro.ecu.edu.au/ajte/vol19/iss2/2>

traditional philosopher of education would have dealt with the matter of discipline, perhaps through an analysis of the concept. It is not that the analysis is not 'philosophical', but that in it the teacher stands quite differently in relation to the subject matter of what is usually taught as the philosophy of education. It is that which has profound implications for the development of knowledge in education, and the practice of education as a discipline.

<sup>7</sup> I stress 'my' because such analyses are always provisional and revisable, and they need to be negotiated and shared with the other participants before any claims of objectivity or validity are made. My analysis is offered as an example of the kind of points that should emerge from the incident as an agenda for reflection and further investigation, not to 'prove' anything in an 'objective' fashion. As Glaser and Strauss (1967) point out, hypotheses do not have to be true to be useful.

<sup>8</sup> For a detailed explanation, see Tripp, 1993a, Chapter 9.

<sup>9</sup> The same is that much more true for schemes which purport to evaluate and assess the performance of experienced teachers, particularly for promotion.

<sup>10</sup> Whilst being an essentially applied discipline may be a necessary stage for any new discipline involving professional training to grow through, it seems to have become institutionalised as the end point of the development of the study of education as a discipline in its own right. It is no accident, but symptomatic of this lack of growth, that we still use the term 'education' for what ought to be called 'educology' (Steiner, 1981; Christianson, 1982). That not only causes a great deal of confusion in the lay community, but, even more important, it continues to prevent growth by tacitly maintaining the view that education can only be a field of action, not study. Many universities have recently established courses and departments of 'peace studies' or 'women's studies'; I know of no 'School of Women' or 'Department of Peace' (would that there were!), but I work in what is called 'The School of Education' as if the rest of the university were doing something different.

Incidentally, on similar grounds support for the use of the term educology also comes from other disciplines such as literature and music. The call is for terminology which registers the distinction between the 'literature' or 'music' that are the object phenomena of study, and 'literology' or 'musicology' as the disciplines which study them.

<sup>11</sup> I use the term *paradigm* rather than *model* here because I see it as such in the Kuhnian sense in which it is a matter not only developing a different kind of knowledge, but of developing the research canons and institutional power structures necessary to support it. I think the previous approaches have been mere eclectic models for the use of the paradigms of the related disciplines.

## IT'S TIME FOR A TOTAL CURRICULUM APPROACH TO PRESERVICE TEACHER EDUCATION PROGRAMS: A PERSONAL VIEWPOINT

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### ABSTRACT

This article contests the ways in which preservice teacher education programs have been conceptualised, planned and implemented in universities. The article, therefore, is NOT about responding in technocratic ways alone to institutional, practising school, and employer constraints. Rather, it is about conceptualising preservice teacher education programs so that intending graduates work towards becoming reflective practitioners with a commitment to social justice. Such a conceptualisation is considered appropriate given the increasing diversity of learners and learning settings; the increasing complexity of communities and society; the growing possibilities for engaging in truly collaborative approaches to teacher education; and the expanding challenge of fulfilling the multi-faceted role of teachers both now and in the future.

The article contests existing programs using the critical reflection/teacher as reflective practitioner literature as a lens. While certain emphases are conceded as being worthwhile in these programs, they tend to be isolated and undervalued in the contemporary context. These emphases are used as a basis for proposing and elaborating a TOTAL curriculum approach for preservice teacher education programs. The proposal focuses on four guiding principles for this curriculum approach for preservice teacher education programs. These principles (which emerge from the writer's interest in critical reflectivity in preservice teacher education programs) are contextualisation within contemporary societal trends and issues; critical reflection; collaboration or partnerships; and professional development for all persons involved in such programs. The writer concludes that it's time for this sort of TOTAL approach.

This TOTAL approach emerges as a personal view which relates to the writer's recent experiences on professional development leave in Australia, USA, Canada and UK. This, together with his long experience in coordinating and teaching in preservice programs, provide background for contesting existing programs and for proposing a

TOTAL curriculum approach for the ongoing development of preservice teacher education programs in universities.

*It is teachers who, in the end, will change the world of the school by understanding it.*

(A quotation from Lawrence Stenhouse chosen by some teachers who worked with him as an inscription for the memorial plaque in the grounds of the University of East Anglia).

### INTRODUCTION

There have been significant emphases in preservice teacher education programs in recent years. There include the contextualisation of professional practice within contemporary societal trends and issues; critical reflection in and on professional practice; collaboration or partnerships in professional practice; and accompanying professional development for ALL persons involved in such programs. The question immediately arises: How enduring are these emphases as guiding principles in the overall ethos and the total curriculum of our preservice teacher education programs as experienced by teachers in preparation? It is the purpose of this article to contest existing programs; to propose a TOTAL curriculum approach to preservice teacher education programs; and to use these emphases as a means of elaborating four guiding principles for this approach. The article concludes that it's time for such an approach, so that teachers in preparation have the opportunity to begin a journey of professional development which will hopefully empower them to change the world of the school by understanding it.

The contemporary context is inhospitable, if not hostile, to the sort of preservice program which would be totally committed to such emphases as guiding principles. Consider the following questions, for example, as they relate to the Australian context.

- How have contemporary contextual demands from the political, social and economic arenas impacted on preservice teacher education

programs so that they seem to be technocratically expedient? (That is, they appear to competency-based in order to address the need to prepare teachers who can teach essential competencies via the nationally-driven school curricula - and, in so doing, they seem to be satisfying the desires of economic rationalist agendas such as the move towards a clever country in Australia.)

- How have infrastructures in universities (with their much-touted desire to improve the quality of teaching and learning) put these programs into a rationalised mould in order to make the most "efficient" use of ever-diminishing resources?
- Does this rationalised mould produce a view of curriculum for these programs that is administratively-driven and reductionist in orientation?
- How do all the practical implications of practising school realities, employer constraints (including registration requirements), and industrial agreements further "reduce" these programs to the most expedient lowest common denominator?
- How does this reduction get played out in practice? For example, how dominant is the focus on subject disciplines in terms of the curriculum and teaching components of these programs? How dominant in the push for a greater school-based emphasis in the presentation of these programs? How fragmented are these programs, as experienced by students, in terms of campus-based components and between campus-based and field-based components? How competent, confident and supported do campus-based and field-based persons feel about their involvement in the program?

For the most part, our preservice teacher education programs may be broadly categorised as technocratically expedient in that they emphasise graduates who can, as beginning teachers, survive at a technical level and teach the curriculum in their particular professional work settings at an appropriate level of competence. This is expedient, given the demands of employers and supervisory personnel in systems and schools; the call for identifiable and measurable competencies in the name of quality, excellence and accountability of teacher educators and teacher education programs; and the blame attributed to teachers and schools for our economic ills and for the fact that we are not a clever country. But how

accommodating of teachers in preparation are such programs? How accommodating does our history of preservice teacher education programs and our highly-bureaucratic institutional cultures allow us to be? Are our departmental/school/faculty in universities still appropriate, given our changing views about human knowledge, professional knowledge and the imminent demands of the twenty-first century? Do we recognise the diversity of backgrounds and needs which teachers in preparation bring to these programs? Are the programs sufficiently flexible to maximise the diverse richness of these backgrounds and the multi-faceted complexity of individual needs?

Is there something more, then, to the overall ethos of and curriculum approach to preservice teacher education programs than technocratic expedience? This article contends that there is something more! To pick up on Stenhouse's statement, the writer of this article believes that it is teachers who will ultimately make a difference in classrooms. It seems logical, therefore, to assert that the overall ethos of and curriculum approach to preservice teacher education programs should focus very heavily on teachers and the professional practice of teaching. The emphases noted at the beginning of this article are thus proposed as guiding principles for the ongoing review, conceptualisation and implementation of the TOTAL curriculum of preservice teacher education programs.

It is important to recognise the many existing practices where these emphases are already both evident and successful. But, very often these practices occur in parts of a preservice program. They do not always characterise the overall ethos of and TOTAL curriculum approach to the program. If they do, the question arises whether their mention at the level of rhetoric is matched by their consistent use in reality!

The question posed in this section of the article emerged from a reading of and reflection upon the critical reflection/teacher as reflective practitioner literature. It is to this literature that we now turn as a basis for conceptualising and proposing a TOTAL curriculum approach for preservice teacher education programs.

#### A BRIEF OVERVIEW OF CRITICAL REFLECTIVITY IN PRESERVICE TEACHER EDUCATION PROGRAMS

Zeichner and Liston (1987) assert that critically reflective practitioners are those who are "willing and able to reflect on the origins, purposes and consequences of their actions." Roth (1989) describes the process in which practitioners engage

as one "of inquiry, reflection, decision-making and dialectics." He sees the process as a spiral rather than a cycle so that the critically reflective practitioner "is always becoming". Schon's work (1983, 1987) appears to underlie this view of the critically reflective practitioner. It is his belief that "reflectivity is not simply a matter of pausing when facing a problem to think it through, but is a part of the ongoing practice of professionals as they interpret and respond to situations that are 'indeterminate' in order to achieve their aims." (see Bullough, 1989).

Work by Giroux and McLaren (1986), Giroux (1992), McTaggart (1991), Simon (1992), Smith and Hatton (1992), Smyth (1992), Zeichner (1991, 1991a, 1991b, 1992, 1992a), and Zeichner and Liston (1990) points to the importance of having a reference point for critical reflection. Generally, this reference point emerges from socially critical perspectives (see Kemmis, Cole and Suggett, 1983) and has much to do with such concepts as democracy, inclusive curriculum, and social justice, all within the context of a culturally diverse society. Simon, for example, talks about a critical pedagogy where the focus is on "educational practices that enable people to alter the terms on which their lives are lived in favour of a life-sustaining, just, and compassionate community" (1992:xviii). Zeichner (1991b) argues that any reform in any part of education must not be a reform in itself. It must be set in a broader context, and it must contribute to the move towards "the creation of a democratic, decent and just society" (1991b:375). The process of critical reflection, therefore, requires a reference point, which, though definitely not divorced from practice, must be theoretical. Unless the frame of reference is theoretical, it could hardly be critical, and without it, our reflections would be superficial, uncritical and incestuous!

Adler (1991) attempts to describe the process as "Reflection as Critical Inquiry". She defines the generic characteristics and the steps in the inquiry process. (see also Ross and Hannay, 1986; Gore and Bartlett, 1989, 1992; Ross, 1989; Martinez, 1990; and Richert, 1990). Teacher educators, teachers and teachers in preparation must theorise about their professional practice. To do this, they must access theoretical concepts; they must reflect upon their professional practice; they must generate their own professional knowledge; and they must always set their professional knowledge and work within a broader context of social justice (see Reid, 1992; Department of Education, Queensland, 1992).

Of course, there are difficulties associated with preservice teacher education programs which

attempt a critically reflective emphasis (see Oberg and Chambers, 1992; Lucas, 1992; Adler, 1991; and Fullan et al, 1990). For example Adler (1991) notes the difficulties of developing critical inquiry in preservice teachers who tend to be more concerned about what she refers to as the "dominant discourse of management" (1991:148). Such dominance is set within a historical context by Zeichner and Liston (1990) when they outline four traditions of reform in U.S. teacher education (academic, social efficiency, developmentalist and social reconstructionist). Fullan et al (1989) also refer to the dilemma of taking a stand in terms of a position or mix of positions. The dominance by other traditions often creates a block to the introduction of a critically reflective approach. This is often seen in the lack of commitment to such an approach on the part of campus-based and field-based personnel associated with preservice teacher education programs. Grant (by personal communication, University of Wisconsin, Madison) highlights the notion of "critical mass" in relation to the commitment of personnel (See also Yaxley, 1993). Indeed, some students are resistant to reflective thinking (see Bolin, 1990). These difficulties aside, teachers educators must realise that, in the long term, there must be an emphasis on critical reflection and associated principles. An emphasis on technocratic expedience in the short term may be successful, but may well be found wanting in the long term. In addition, teacher educators should realise that teachers in preparation as they emerge as beginning teachers will not have become expert in critical reflection, but they will have become empowered to continue in a spiral of "always becoming". As Roth (1989) suggests, "the result of the preparation of the critically reflective practitioner is not a standard procedure or protocol to direct one's practice. An apprentice acquires these in a craft". A cautionary note should be sounded in terms of a critically reflective approach. An emphasis on such an approach should not mean that other areas need to be neglected or ignored. Subject matter is still important, as are the skills and strategies associated with taking a teaching role in a learning environment. The ways in which these are handled, however, may differ in that there will be more critical contestation than uncritical acceptance; and more collaborative searching for decisions and actions appropriate to specific contexts.

#### PROPOSING A TOTAL CURRICULUM APPROACH TO PRESERVICE TEACHER EDUCATION PROGRAMS

It is contended that the overall ethos of and TOTAL curriculum approach to preservice teacher

education programs must be conceptualised within a critically reflective framework. Such a framework must have a reference point within the contextualisation of contemporary societal trends and issues; it must be engaged in collaboratively (involving all partners in the program, and moving from insights derived from their backgrounds and experiences); and it must allow for the ongoing professional development of these partners. Such conceptualisation will focus more on teachers and value their professional role, rather than emphasise technocratic perceptions which deskill teachers and underplay the significance of their role (See McCutcheon, Cornett and Ross, 1992). Certainly, there have already been several calls to rethink preservice programs (See Pinar, 1989; Grumet, 1989; Edmundson, 1990; Sirotnik, 1990; Ruddock, 1991; Elliott, 1989, 1991, 1992; and Edwards, 1992).

Edmundson for example, believes that if teacher education programs are going to be improved, the curriculum of such programs needs to be reconstructed. She says:

*The enterprise must be redesigned from the ground up to be congruent with a clear and expanded conception of what it means to be a teacher. Expediency, tradition, and the norms of university education must give way to considerations of what is necessary and right in educating teachers for active participation in ongoing school renewal.*

*The first step involves the consideration of a variety of first-order questions: What are schools for? What are the roles of teachers? How should teachers be prepared to carry out their roles effectively? The answers to these essential questions provide the basis for curricular decision-making.*

*An explicit commitment across all components of the program to a set of unifying themes, critical issues, and overarching skills and dispositions derived from a vision of what it means to be a teacher will help students see the connections between content and pedagogy...*

*The skills and habits of reflection and inquiry should be deliberately taught, consistently nurtured, and rigorously applied... The availability of field placements with inquiring, reflective teachers in schools engaged in ongoing school renewal should determine the size of the teacher education programs...*

*The curriculum should emphasise the purposes and functions of schools in a democratic society, and it should encourage students to make commitments to*

*ensuring equal educational opportunities for all children.*

*The changes needed are fundamental and far-reaching. Accomplishing them will require great effort and serious collaboration among all parties. It will not be easy, but we must believe in the possibility of renewal and then work energetically to bring it all about. (1990:722)*

While these sentiments are very commendable, and while they may represent the way ahead for preservice teacher education programs, teacher educators cannot ignore the current "push" for a greater proportion of preservice teacher education to be school-based. Such a "push", however has the dangerous potential of being interpreted as more emphasis on practical matters - more 'how' questions than 'what' and 'why' questions! The recent ministerial statement (Beazley, 1993) could be interpreted in this way (see also Fullan, et al, 1989; Department of Education, UK, 1992; Journal of Higher Education, 1993). It is contended that such an interpretation is superficial, uncritical and short-sighted. It does not address the bigger issues to which Edmundson alludes, as do Ruddock (1991), Edwards (1992) and Henry (1992). Ruddock (1991:329), for example, quotes Carr (1986) who says:

*Any approach to teacher education which does not encourage teachers to reflect critically on their own educational views and on the nature of education as it is realised in the institutional setting of schools will be either inherently conservative or dangerously doctrinaire. (1986:6).*

Ruddock (1991) goes on to say:

*'Reflectivity' is not a flabby, armchair aspiration. It is active and developmental. Indeed, it is possible, if competency criteria emerge as a means of ensuring more uniform standards across different entry routes to teaching, to build it in - as the following selection from a draft list of items indicates.*

- (1) *A reflective teacher tries to stand back from their own practice and identify and specify from within that practice features, areas or skills which call for further development.*
- (2) *A reflective teacher can articulate and defend their own purpose as a teacher and relate this to other professional opinion.*
- (3) *A reflective teacher recognises that within practice, dilemmas will arise which must be honestly confronted, analysed and acted upon*

*and which, although they may be managed, may not be resolved.*

- (4) *A reflective teacher observes and records the social and learning processes in the school and the classroom, as a basis for reflection upon development and action.*
- (5) *A reflective teacher can produce accounts of how their actions in the classroom are coherent with their personal, professional stance (Hextall et al, 1991:16).*

*In all this discussion, practice remains at the heart of things, but teachers need frameworks for thinking about and learning from what they do. This is where HE staff have a distinctive contribution to make to teacher education and it is a contribution which is different from the contribution that the practising teacher can make. What we have to understand is that partnership, in whatever sphere of life, domestic or professional, is essentially about recognising and using the different strengths and interests of the partners (1991:330-331).*

Edwards, (1992) commenting within the British context, concludes:

*Among the strongest arguments for substantial HE involvement in teacher education are the independence of universities and colleges, and their commitment to inquiry and the scrutiny of 'establish' practice and ideas. Recent educational policy has been driven hard by ideology and a consequent tendency merely to affirm the supposed benefits of, for example, unfettered competition between schools. Increasing government control over the curriculum, including direct ministerial interventions in what should be 'delivered' and how, has been accompanied by an increasing tendency to make partisan appointments in key advisory bodies and to subject to systematic derision arguments and evidence inconvenient to the policies of the day. While it is right that ITE should be rigorously directed to what schools can reasonably expect of new teachers in terms of the knowledge and skill needed to cope with the immediate tasks, it is also important that their training should not be detached from an informed understanding of the contexts in which those tasks are carried out. (1992:4)*

From comments so far, and from persons and programs visited in North America and the United Kingdom in the latter part of 1992, one is able to identify a number of recurring themes which may well give direction for conceptualising an overall ethos and a TOTAL curriculum approach to preservice teacher education programs. These themes suggest that even in an environment which

is inhospitable, if not hostile to the sorts of programs which teacher educators may consider ideal, moves towards a TOTAL approach are possible. These themes include:

- a focus on the significance of praxis - the dynamic interplay of theoretical concepts and professional work;
- the need to define critical reflection in broader societal as well as in more specific personal and professional terms;
- the recognition that school-based does not have to mean "practical" and "technocratic" programs which uncritically serve dominant trends towards economic rationalism;
- the important contribution of critical reflection (and emphasis on reflective practice) as a shared way of developing and extending professional knowledge;
- partnerships (collaboration) among universities, participating schools and teachers in preparation (and need to identify and recognise the complementary roles of all persons involved in preservice programs);
- the appropriateness of various ways of engaging in critical reflection/reflective practice;
- the articulation across the various components of the programs on the basis of such principles as contextualisation, critical reflection and collaboration;
- the emergence of different ways of achieving a TOTAL curriculum approach to preservice programs out of research-based critical reflection of experimental practices in existing programs; and
- the need for appropriate professional development opportunities for staff in both the universities and the participating schools in order to develop a critical mass of persons who are committed to contextualisation, critical reflection and collaboration as guiding principles for these programs.

These themes reflect and affirm the emphases mentioned at the outset of this article. They underscore the significance of taking a critically reflective approach to the ongoing review, conceptualisation and implementation of preservice teacher education programs. So, it is with a sense of confirmation and affirmation that this section of the article concludes with proposing



a TOTAL curriculum approach. The proposed approach along with the guiding principles (which are elaborated in the concluding section of the article) deserves, at the very least the urgent and thoughtful consideration by all persons involved in developing the curriculum of preservice teacher education programs in their respective universities.

As this proposal and these principles are considered AND acted upon across all aspects of our preservice programs, we may, in fact, consolidate the calls to rethink our programs and continue our own liberation from the confines of our past and the contextual dilemmas of the present. Teacher educators in universities do have the chance to make a difference - to give the graduates of our preservice programs the beginning professional insights, understandings, and skills to become involved in changing the world of the school by understanding it!

This proposal for a TOTAL curriculum approach to preservice teacher education programs represents a personal viewpoint, is sited within a critically reflective framework, and is described as follows:

A TOTAL curriculum approach to a preservice teacher education program requires a TOTAL commitment by everyone associated with it to its overall ethos in terms of both the rhetoric of program policy and the reality of program implementation. It sees its goals, purposes and practices within the broader societal context, and it takes seriously its heavy professional responsibility to provide its students with an experience that connects with their past; is coherent, cohesive, reflective and relevant with respect to their professional development as teachers in preparation now; and is geared towards the growing complexity of their role both now and in the future.

It is not the intention of this article to spell out what the specific details of a TOTAL curriculum approach to a preservice teacher education program might be. Rather, the article concludes with an elaboration of the four guiding principles in terms of some implications for ongoing review, conceptualisation and implementation of existing preservice programs.

#### ELABORATING THE FOUR GUIDING PRINCIPLES

The personal viewpoint above is extended here with specific reference to the four emphases mentioned as the very beginning of this article.

Through contesting existing programs and proposing a TOTAL curriculum approach to preservice teacher education programs (using the critical reflection/reflective practice literature as a lens), I have translated these emphases into four guiding principles. These guiding principles are now elaborated. As they are elaborated, it is important to remember that they must be thought of and applied in a TOTAL sense. The principles must guide the ongoing review, conceptualisation and implementation of every aspect of a preservice program. Teachers in preparation must experience the curriculum as a seamless cloak, recognising that the different parts contribute consistently to a cohesive whole. The seamless cloak or the cohesive whole which they experience must match their ever-expanding challenge - their multi-faceted role as teachers both now and in the future. It is no longer enough for teachers in preparation to experience isolated "high spots" in the preservice programs - where teacher educators have taken risks, experimented, and applied in effective ways the sorts of principles which are outlined here. It's time for those who take responsibility for running the entire preservice program to ensure that there is a TOTAL commitment by everyone involved to these principles.

#### CONTEXTUALISATION OF PROFESSIONAL PRACTICE WITHIN CONTEMPORARY SOCIETAL TRENDS AND ISSUES

With this principle, it is essential in reviewing, conceptualising and implementing a preservice teacher education program for us to go right back to first base and ask the sorts of first-order questions to which Edmundson (1992) alludes. The following questions serve to illustrate:

- Do we want our graduates to change the world of the school? If so, in what way and how?
- Do we want our graduates to accept contemporary societal trends or do we want them to see these trends as problematic, and, therefore, contestable?
- Do we have a critically reflective framework to offer our teachers in preparation in order for them to engage in analysis of these trends? Do we offer them ways of identifying issues from these trends which have implications for their professional practice as teachers? What sort of position do we project in terms of a commitment to such major contextual matters as social justice, for example?
- Do our programs have the capacity to make this sort of analysis meaningful across and

applicable to every aspect of the preservice preparation of our graduates?

Questions like these suggests a vision for the graduates of our preservice teacher education programs - teacher as reflective practitioners committed to the challenge of meeting the diverse needs of all learners in an increasingly complex societal context. (The commitment to such a challenge will no doubt be informed by this principle and the second principle relating to critical reflection.)

It is not enough to respond to these questions at the level of rhetoric in written descriptions of programs. It is unsatisfactory to pigeon-hole contextual considerations to parts of programs variously defined as Foundation Studies, Studies in Education, Contextual Studies, etc. Whoever is responsible for overseeing the implementation of a preservice program MUST facilitate the notion of a TOTAL commitment to this principle in absolutely every part of the program. Matters of gender equity, for example, cannot be confined to the more general units which are often perceived by teachers in preparation as the least useful for and the most divorced from the reality of teaching. Such matters must permeate the areas of curriculum and teaching, the professional experiences in the field, and indeed, the entire thinking of teachers in preparation as they engage in the early phases of their ongoing professional development.

#### CRITICAL REFLECTION IN AND ON PROFESSIONAL PRACTICE

Critical reflection is a crucial principle if preservice programs are going to be contextualised as the first guiding principle suggests. Critical reflection in educational settings has to be defined in broader societal terms as Zeichner (1991b) and Simon (1992) envisage. Reflection defined in such terms takes on a critical edge and requires a commitment to a position so that contextual trends and associated issues can be analysed for their educational implications and acted upon accordingly in professional practice. Again, there needs to be a TOTAL commitment to defining critical reflection in this way and to working through the implications for implementation in every part of a preservice program. We need more than mere lip service to critical reflection. We need to see its value; we need to define ways of practising it; and we need to share our commitment, our understanding and our capacity to engage in it with all the partners associated with preservice programs (See Ruddock, 1991; Adler, 1991). Our teachers will be well-served in terms of

changing the world of the school by understanding it, if contextualisation is matched by critical reflection. Understanding, and therefore, the commitment to and a capacity for changing the world of the school will not be informed by an uncritical acceptance of past and current professional practices. An uninformed and uncritical acquiescence to current trends which aim to rationalise education in purely economic terms will not help either. The contestation of such trends using critically reflective frameworks will surely provide an educationally-sound basis for our graduates in their beginning professional practice.

#### COLLABORATION OR PARTNERSHIPS IN PROFESSIONAL PRACTICE

The guiding principle provides an immediate context for preservice teacher education programs to apply the first two guiding principles. Contextualisation and critical reflection call for a praxis orientation whereby a dynamic interplay of theoretical concepts and professional work animates all that we do in implementing a preservice program. Universities have generally maintained a close association with the professional and broader communities in the ongoing review, conceptualisation and implementation of these programs. However, the degree to which this association approximates to collaboration or a partnership could be the subject of much discussion and debate. In all aspects of a preservice teacher education program, all involved persons must be valued for the particular perspective they bring and the distinctive contribution they make to the professional development of our teachers in preparation. As Ruddock (1991) and Edwards (1992) point out, university persons do have a distinctive contribution to make, but so, too, do the practising teachers. There must be no hierarchy. We are all working towards a common goal - teachers as reflective practitioners. By the same token, there must be no hierarchy (whether real or perceived) among the various university persons who contribute to the various parts of a preservice program. It's time for a TOTAL approach - time to stop talking about partnerships in a nebulous way - and time to start "doing" partnerships which involve everyone in preservice programs. How this is accomplished will vary from university to university. Some examples include professional development schools (such as those aligned with University of Wisconsin at Madison), area-based schools (similar to those which work with the Institute of Education, University of London), or mentoring schemes (like those running at Bath, Exeter and Oxford, for instance).

It is not enough to engage in a partnership with a school for teaching practice (especially where the agenda is pretty well set by the university), or for one university person to work with field-based persons in teaching a particular unit within a program. A TOTAL approach requires universities' and schools' personnel to work together with teachers in preparation in reflecting upon past and current professional knowledge and practice as a means of pursuing the ongoing reconstruction of professional knowledge and practice for ALL partners.

#### ACCOMPANYING PROFESSIONAL DEVELOPMENT FOR PERSONS INVOLVED

If the third principle provides an immediate context for enacting the first two principles, this fourth principle has the potential for being a catalyst for changing institutional cultures. If the ongoing review and conceptualisation of programs leads to a growing and TOTAL commitment to contextualising the programs, incorporating critical reflection as a basic orientation, and collaborating with all partners, then professional development needs to operate at a number of levels. There will be a definite need for strong advocacy within institutional structures in order to facilitate organisational arrangements which are sympathetic to such a TOTAL commitment. Professional development opportunities will have to exist for all university persons involved. These opportunities should be backed by the university's imprimatur that a TOTAL curriculum approach to preservice teacher education programs is both desirable and implementable. In fact, university persons should be able to develop a sense of TOTAL commitment within such a supportive institutional environment, and to see their ongoing involvement as a means of continuing professional development as they collaborate with all other partners. In the same way, professional development opportunities must be extended to partners outside the universities. Strong advocacy for the sort of preservice teacher education program which teacher educators see as best serving our teachers in preparation, as well as worthwhile and institutionally-supported professional development opportunities for all partners must become a thoroughly integrated part of the ongoing review, conceptualisation and implementation of these programs.

In essence, professional development opportunities should aim to make the first three guiding principles credible, acceptable, understandable, and implementable for ALL partners.

The foregoing elaboration of the four guiding principles is suggestive of ways in which the various universities could engage in their ongoing review, conceptualisation and implementation of their preservice teacher education programs. It is time for a TOTAL curriculum approach. It is not a matter of "when"; rather, a matter of "how". Further work (see McIntyre, 1991, 1992, 1992a; McIntyre and Hagger, 1992; Calderhead 1992; Lucas, 1992; Tom, 1992; Reynolds, 1992; Wabbels and Korthagen, 1990; Morine-Dersheimer, 1993; Harvard and Dunne, 1992) addresses specific aspects that will further inform the "how".

How these principles are used will vary from site to site and add to the rich diversity within the curriculum of preservice teacher education. It is really up to the teacher education community in its various sites around the country to take up the themes, proposed ideas and principles as a means of making the "how" curriculum decisions.

Here is one way ahead for preservice teacher education programs in our universities. Let them demonstrate their ongoing capacity for professional leadership in terms of reflecting critically on the professional role and practice of teaching increasingly complex and diverse contexts; of collaborating with all persons with declared interests and involvements in preservice teacher education in ways that consolidate and enrich that professional role; and of being sold out to the belief that teachers and teaching can make a real difference (from the perspective of the least advantaged, in social justice terms) for all learners.

It's time for a TOTAL curriculum approach to our preservice teacher education programs - an exciting time for ALL partners to work towards the goal of our graduates' having the evolving capacity to change the world of the school by their understanding of it. A TOTAL curriculum approach, it seems, is worth a go!

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## THE COLLABORATING TEACHER AS CO-EDUCATOR IN TEACHER EDUCATION

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### INTRODUCTION

In this article a report will be given on a research project of the Teacher Education Department of Leiden University, The Netherlands. The research focuses on the role of the collaborating/cooperating teacher in the one year postgraduate teacher training course which is followed by candidates having their masters in a variety of subjects.

The role of the collaborating teacher is considered a crucial one. On behalf of a successful teaching practice programme it is necessary that the collaborating teacher is able to function as a co-educator. This requires in any case knowledge of what is happening at the institute. With regard to the training of the collaborating teachers the policy of the teacher training institutes in The Netherlands diverges.

Because there were doubts about the extent to which the collaborating teachers were actually functioning as real co-educators, a survey research was executed among them. The results of this research led to a more fundamental reflection on the role of the collaborating teacher within the department. It was decided to start a more extensive research programme, to obtain more clarity about the relative influences of the collaborating teacher and the teacher training institute on the student teacher.

First the theoretical background of the study is described, secondly the contents and results of the survey study and finally the current research project which focuses on the gap between theory and practice is reviewed. The article concludes by a short discussion.

### 1. THEORETICAL BACKGROUND

Although the training programmes of pre-service teacher education are rather diverse, they have anyway something in common. They all include two components, viz. a so-called theoretical component and a so-called practical component. Within the theoretical component pedagogical content knowledge and educational theory are transmitted. The practical component includes

practical training at the institute and teaching practice at the cooperating school.

During the student teaching (or placement) the prospective teachers are given, among other things, the opportunity to gain teaching experience. This happens under the supervision of a cooperating teacher. Besides they are supervised by a university supervisor from the Department of Teacher Education during their teaching practice. The cooperating teachers play a prominent part in this 'triad' (see Guyton & McIntyre, 1990). In the basic triad of the student teacher experience the student teacher, the cooperating teacher and the university supervisor participate. Teacher education programmes need to collaborate with school based personnel. Close collaboration is essential if the teacher education programme goals are to be achieved. From empirical research of Seperson & Joyce (1973), Zevin (1974), Kilgore (1979), Zeichner (1980) and Bunting (1988) it is apparent that the cooperating teachers have a great influence on the beliefs and the teaching behaviour of prospective teachers supervised by them (Griffin, 1986). Cooperating teachers influence student teachers and seem to play critical roles in a teacher education programme (Kilgore, 1979). The cooperating teacher has more influence on the student teacher than any other person in pre-service teacher education (Emans, 1983; McIntyre, 1984; Koerner, 1992).

'Since student teachers view the student teaching experience as apparently the most important part of their professional preparation programme (Locke, 1979), it is critical that teacher educators focus on this aspect of the training programme' (Taggart, 1988:38). Also 'teachers regard student teaching as the most helpful part of their pre-service teacher education programs' (Koerner, 1992:46). Although the prospective teachers consider the teaching practice a very important component of the training programme (Lasley, 1980; Amarel & Feiman-Nemser, 1988; Grimmelt & Ratzlaf, 1986; Taggart, 1988), critical observations are added its role in the educational development of prospective teachers into professional teachers (Kennedy, 1992). Sometimes there is the danger of obstructing the innovatory effect with regard to the knowledge acquisition as part of the theoretical