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Teacher Education for new times: Differentiate or die

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In order to address the crisis facing teacher education, the paper articulates a need to think differently about knowledge construction, curriculum design and implementation and the implications for teacher preparation. Further the focus on innovative pedagogies and learning engagement more closely aligned to new age learners, is argued as central to the reconstruction of teacher education programs away from a traditional focus on pre-determined content and regulated practices. This paper calls on the profession of teacher educators to differentiate on how we think about ourselves as knowledge workers for new times; to decide whether the current learning spaces of the academy are appropriate and whether our current role and positioning as academic lecturers is in need of reinvention. As a matter of urgency teacher educators must rethink the ways in which they design curriculum programs for teacher preparation before they are replaced by larger forces. In short teacher educators are called upon to differentiate or die.

Keywords: teacher education; differentiation; curriculum reform; and teachers' work.

Introduction

In the midst of rapidly changing work environments that are driven by knowledge creation and innovation, workers are expected to continually adapt and keep up with new information and practices. Teaching is a profession that is beset by changes due to a constant reconceptualisation and restructuring of education (Sealey, Robson & Hutchins, 1997) and demands are placed on teachers and teacher educators to develop new knowledge and skills and to frequently perform new tasks (Smylie, 1999). Additionally, teachers' work today is multifaceted as they undertake matters associated with curriculum, students, parents, the school community and government initiatives. According to Smylie (1999): "These are tough times to be a teacher" (Smylie, 1999:59). Some emerging issues of concern in the teaching profession include the increasing levels of attrition rates and teacher burnout. Ewing and Smith (2003) reported that between 25% and 40% of beginning teachers in countries in the Western world are leaving teaching due to mental health issues and discontent with their capacity to engage students in learning. In Australia, a study conducted by Ramsey (2000) in New South Wales highlighted an upward trend in early-career teacher resignations.

Clearly, the profession of teaching and teacher educators are coming under increasing critique from all sectors of the community. Ministers of Education across Australia are continually raising anecdotal cases of students who fail as a result of seemingly poor or inappropriate teaching. Parents continuously demand more of schools to compensate for the

inadequacies of families and social agencies in meeting the demands of children in crisis. The media is flooded with alarming stories of children who are “out of control”. On reflection, teachers and teacher educators are called on more and more to enact new ways of engagement to “save our society” from our children. On examination it is easy to see that teaching has become a difficult profession. There have been more than 30 reviews of teacher education in the past twenty years in Australia. Recently an abundance of educational reports have characterised teaching as a complex profession. More broadly, the various reports emphasise the importance of capturing the complexity of teachers’ work in new times by calling attention to the centrality of:

- The nature and context of educational, cultural, political and societal changes impacting on teaching and teacher education;
- The range of backgrounds, experiences and beliefs that students and teachers bring to the classroom and how these influence their experiences of learning and teaching;
- The particular types of learning in which students engage and how this learning is best fostered;
- How students’ understanding of content matter can be developed by teachers beyond a superficial level;
- The kind of knowledge and understanding students acquire in the process of learning, how they acquire it, and how it informs their future livelihoods;
- The factors that facilitate the processes of learning to teach particularly for those students who are alienated or disconnected from traditional learning processes;
- How teachers are the most influential factor in guiding student learning and development;
- The processes of accessing knowledge, knowledge creation and knowledge management, and the role of technology in these processes;
- The processes of curriculum design and implementation and the implications for assessment and reporting of learning to key stakeholders.

Australia as a nation is permeated by socio-cultural, socio-political and socio-historical change. Changes include differences in the forms and functions of families and schools, economic changes incorporating transformations in the nature of work, employment conditions and competitiveness, changes in information and communication technologies that have altered the ways and forms of communicating, and changes in the cultural diversity of our society. The teaching profession and teacher educators are striving to be responsive to such changes, implying the development of creative solutions in the way learning opportunities are designed, delivered and evaluated. Further, the rise in importance of attracting a serious learning clientele in an increasingly competitive world and preparing school students for continually changing workplaces, plus demands for increasing flexibility in curriculum in response to student circumstances, are significant factors to consider in designing teaching, teacher education programs and the curriculum for the future. Like other domains, education is no longer sure and certain. Ways of understanding and being in the world of education are continually shifting and educators are learning to live with uncertainty and complexity. As a profession, teachers and teacher educators in Australia and across the globe must take into account the need to prepare students for work in complex, rapidly changing environments. The increasing economic reform in Australia is instructive in this challenge. An examination of the workforce for now and in the future steers us in particular directions. No longer can we focus our energies on the binary of “university or not” futures as the career pathways of our young are diversifying as we speak.

It is clear that the context in which teachers and teacher educators are working is challenging. It is vastly different from when many teachers were trained some thirty or forty years ago and yet, it is the contention of this paper that the education system has not really undergone serious structural change during the same period of time. It is true that many innovations have been implemented at the micro levels of schooling and teacher development. There is a great deal of case study research that has taken place in Australia that is testament to such innovation. However at the macro level of reform, education systems and teacher education institutions do not reflect the changing dynamics of its neighbouring sectors such as business or industry.

The business sector is continually in a state of reconstitution, ensuring that it is responsive to the needs of a diverse array of clients. The differentiated constitution of its client base demands that this is the case. Generations X and Y (and possibly Z) place enormous pressure on business to diversify, respond, and redevelop their practices and products through market research, technological advances and through being intimately aware of the diverse range of client needs and desires. As one of the state government's largest businesses, teacher educators and teachers can learn a great deal from this discourse and, at the same time, remain true to its longstanding commitment to people, to learners and the diverse range of youth within varying Australian communities. This paper does two things. Firstly, it reveals the challenges of working in learning communities where new generations of learners and teachers co-exist with previous generation teachers, principals and policy makers. This has important implications for teacher education. Secondly, it explores the reasons for the urgency to differentiate, from the perspectives of curriculum, pedagogy, assessment and most importantly, the reconstitution of teachers' work for new times.

The contexts of curriculum in new times

There is a convincing literature that times have changed. We are living in new times where traditional values concerning families, work and leisure have been reconstituted to reflect post-modern times. Churches struggle with ailing congregations, community organizations are disappearing through lack of support, and schools are challenged by student attendance and non-compliant behaviors. Learners are increasingly becoming disconnected from traditional school based practices and teachers struggle to elicit support from parents and guardians. Family structures are taking on new forms with more than 51% of students residing in new hybrid or sole parent constructs. Further 80% of parents and guardians are committed to full time employment with traditional extended family support dissipating as time progresses. Students are engaging in work at earlier ages and concurrently engaging in school studies and part time work in greater capacities than ever before. Economic reform is reshaping the work force with high degrees of professional workers struggling to find employment or engaging in three to five career changes over a lifetime. Australia, as a society, is demanding a higher qualified workforce where most employees can boast at least a Certificate 3 qualification and an increasing number of young people and their more mature parents acquiring a Diploma or undergraduate degree in a field of study. With fruitful economic reform in Australia, school graduates are well placed to engage in education that promises a successful career pathway in full or part time employment opportunities. The world ahead of them is fraught with diverse and differentiated career pathways. It is significant at this point to ask the question as to whether schools are facilitating learning pathways that compliment this diversity. Further, are teacher education programs preparing teachers for such a challenge? We are clearly seeing that the new work order is demanding a very different type of worker: one that is self-initiated and

collaborative; responsive and reactive; is able to interface with technology and communicate and capable of creating new social identities. Has the school curriculum differentiated in ways that are necessary to develop these qualities in our school leavers? Has teacher education been responsive to such a shift in teacher preparation?

Each day teachers are confronted by the challenges of new times: uncertainty, crisis and difference. Globalisation has reshaped dominant cultural practices and as such, a local curriculum can become somewhat misplaced as students engage with world issues, disasters, terrorism, and an uncertain future. Further, as students situate themselves in our classrooms, teachers interact with their multiple identities as youth, sibling, mate, lover, worker and student and the contestations that they live out each day as they juggle the expectations and situatedness of these oft-times conflicting identities. It is so difficult for many students to reposition themselves as students into learning contexts that facilitate 'smooth sailing'. Each day is problematic for both students and teachers as they are challenged by far ranging agendas that intersect with curriculum content, pedagogy and assessment. Further, the cultural constructs in which they are living – youth culture, hybrid families, transient employment, fractured relationships and economic diversity – are often at odds with the vision and mission of the school curriculum. All too often students are leading what Dorothy Smith (1990) refers to as "bifurcated lives," where they experience, on a daily basis, what is required of them by parents, teachers and employers and what they perceive to be realistic and meaningful learning interactions. This is particularly the case for those students who are in search of the "wow" factor while situated within schooling environments. While some students may feel totally at ease with their teaching and learning interactions in school settings, many experience a bifurcated world while at school. This bifurcation can be lived out in many ways. Some students may comply and live out the expectations of the teaching profession and their school administrators albeit that they are incongruent with their own ideals. Others, as we know, live out the incongruencies through disruptions, non-compliance, disrespectful engagement and disconnection. It is clear to most practising teachers and principals that the econoscape, the eduscape and youth landscape is fraught with tensions, uncertainty and incongruencies that are leaving many stakeholders – teachers, students and parents - feeling disengaged, demoralized and trivialized within education. The confluence of educational regulation, marketisation, newly invigorated testing regimes, and declining investments in education clearly exacerbate the situation in the context of Australia.

Teacher educators, policy makers and educational researchers look to research and systems to find a way through this educational swamp in order to take up a position on high ground to make sense of what is happening and what is problematic as youth, educators and parents intersect in what is surely our most important priority as a nation and as a society. Across Australia, what is it that we see from the perspective of educators?

In this nation teachers and teacher educators are privy to multiple change agendas. These include the following:

- New forms of knowledge through an emerging national curriculum;
- New forms of pedagogies that call on more active engagement of students in learning that is connected to the real world;
- New forms of assessment that call for the centrality of learning and yet at the same time subject students to national testing;
- New forms of learning engagement that demand the centrality of student interaction with technology and collaborative or networked learning; and
- New forms of quality assurance monitoring teacher quality based on a lack of public confidence in the profession.

In many ways all of these initiatives really miss the core point. It is the nature of educational clients that are changing and it is the manner in which teachers engage with these clients, the students, that is of significance. What teachers and teacher educators are experiencing in Australian educational communities is a differentiated clientele who require a differentiated curriculum and differentiated forms of learning engagement that are responsive to their specific needs.

Of significance for teachers and teacher educators is what can be learned from our colleagues in business. What this paper advocates is that teachers and teacher educators must diversify their educational practices just as the business world does: Teachers must differentiate or die – as a profession. In pursuing this challenge the paper also makes the point that the teaching profession in Australia is in a state of crisis. Further, teacher educators may be failing to address this crisis in teacher preparation programs.

There are three key propositions that underpin this proposition. These include the following:

1. Teachers and teacher educators are becoming more critically conscious of what is involved in the complex business of teaching and learning
2. Teachers are experiencing *pedagogic identity crises* where personal identities were, and continue to be, confronted and challenged by the changing clientele. Teacher educators may not be addressing this as they too, are undergoing a professional crisis.
3. Teachers and teacher educators must regenerate themselves as curriculum and pedagogical workers, and reshape the construction of curriculum knowledge that more aptly serves the new generation of learners.

Before exploring these statements it is important to firstly look to our colleagues in business for inspiration. The business world has always been responsive to difference. The catch cry ‘differentiate or die’ is extracted from the work of Jack Trout (2000) and the business discourse where hundreds of businesses close down each year due to the proprietors misjudging the needs of the market. Some principles to be learned from this thesis are captured in six key principles that are advocated by Trout (2000) and underpin a successful business that holds differentiation as its mission. These include:

1. The centrality of offering choice to clients;
2. The law of division in the reconstitution of products;
3. The necessity to brand the product to attract the client;
4. The capacity to cater for client perceived need;
5. The capability to reinvent the product quickly and efficiently to keep the client engaged; and
6. The differentiation of commodities in order to create new and attractive products for consumption.

Each of these propositions will be taken in turn and examined with a view to considering whether they can offer any insights to teachers and teacher educators concerning the current dilemmas being experienced by educators in troubling times.

Firstly, the element of ‘choice’ when engaged in the process of differentiating business plans will be addressed. Simply put, business clients demand choice. They scan the supermarket shelves for multiple brands of the same product; they use the internet to read reports to ensure they have found the best product to meet their needs; and they quickly disregard any product that no longer suits their desires. The consumer society cries out with disdain if their preferred product is discontinued. Rightly or wrongly, consumer choice

dictates the market. Further, modern citizens position themselves in a consumer society where choice of product is perceived to be a right not a privilege. An example of this is the car industry or the availability of a vast array of breakfast cereals on supermarket shelves in recent years. Sadly the diminution of regard by consumers for the printed book has seen the closure of some of the world's largest book stores as the e-reader gains in popularity.

The question for the teacher and the teacher educator is: In a world where choice is taken for granted, how much real choice do we offer students at school or at university? How much choice do students experience concerning curriculum content, learning style and assessment tasks?

The law of division increases the complexity of choices to be made by clients. The law of division is unstoppable. As industries grow and reproduce like amoeba, products divide and subdivide. Let's take the example of computers. Once, a computer was a desk top machine that was revolutionary but rarely large and obtrusive as it occupied a large proportion of one's office space. Today, by demand, computers have become differentiated into many forms: laptops, notebooks and ipads – portable, unobtrusive and easily manageable across a range of contexts. . Businesses cope through a diversification of product that is marketable. Think of the differentiation within the car market, the sale of athletic shoes, soap powders and skin care. Think also about the rate of change that is a result of businesses being market savvy. Teachers and teacher educators are called upon to ask themselves the following question:

- How much marketing do we engage in concerning the industry of education?
- Are we in the business of curriculum differentiation where the law of division allows us to package up curriculum products in ways that they are desirable and fulfill the diverse needs of our clients?
- Do our students come looking with passion for new products that allow them to determine their own pathways through learning?
- Can students express their needs and have teachers and/or teacher educators respond with the most appropriate market product?

It is argued here that, when teachers and teacher educators pursue the development of new educational practices, policies and artifacts that provide insights into the business of learning provision, they must more regularly call on market or educational research to assist in providing the solutions.

Today's educational clients live in a world of branding. In many ways our schools and universities respond to branding through corporate imaging – uniforms, tags, school bags and corporate advertising. Students self identify with brands. Students have refined capacities that enable them to select who they will become or not become by accepting or rejecting brands that are congruent or incongruent with their preferred subjectivities. A brand is definitive of “who I am” and “who I am not” as student. A brand distinguishes one cohort of students from other - one individual from another. This is a discourse of identity formation that has been taken up by business and imposed on the diversified subjectivities across societies and cultures throughout the world. It is all-pervasive and the implications that accompany wearing certain brands of clothing, shoes or caps for instance are powerful. The status and image implicit in driving a Mercedes-Benz or a sports car distinguishes social construct, cultural affiliations, and socioeconomic status. Allegiances to companies - “I am a Holden man” or “I am a Gucci gal” generate loyalties and subjectivities of a very deep nature. Companies respond to such loyalties through ongoing differentiation that uphold sustained and lucrative commitment from clients.

In the education system, if teachers and teacher educators are to remain connected to their clients, the profession may be called upon to take up the concepts implicit in branding. This argument provocatively suggests that educators need to brand educational programs as differentiated in response to a diversifying student clientele that is becoming business savvy. As the major clients of education, the students and their parents become astute in the business of consumerism. Teachers and teacher educators need to communicate better with their clients and, ask them whether certain brands of curriculum, or a particular type of pedagogy will meet their needs or not. We need to distinguish one brand of education or learning opportunity from another and offer students greater opportunity to select a brand that best meets their needs, appeals to their student subjectivities and sub-cultures and of course, their perceived future agendas. In short, if teachers and teacher educators are to survive in the future, highly competitive business of education, they are called upon to market curriculum artifacts to key clients through principles of branding that hold meaning in the world outside traditional schooling and university programs.

For too long, it is the contention of this paper, that we as teachers have been telling students what they need. The educational community makes such decisions based on culturally and historically embedded experiential wisdom that is steeped in the modernist era. In the world of young people students make significant choices about lifestyle, savings, leisure activities, employment, relationships, health issues and travel and yet we leave little room for them to choose a brand of education that is definitively suitable for their needs and distinguishable from other brands that are designed to suit the their peers. Further, in the little choice that students do have, privileges of power, authority and status are bifurcated so that one brand is clearly inferior to another and as such, is not considered a brand of popular or functional choice. Educational institutions such as schools and universities must begin to brand their curriculum artifacts. Further, students will demand market research and reasons for choosing a particular brand of curriculum within a differentiated educational range of products, based on factual evidence and perceived need.

In moving towards a differentiated curriculum of this type it is my belief that students will become more engaged in curriculum through choice and, as a result, students will demonstrate a greater commitment to learning. In selecting a brand of curriculum that meets their perceived needs, students will advocate that the product with which they engage is unique to their learning pathway and as such, engage with learning in connected and meaningful ways. In the same way that the business sector generates propositions about products that appeal to the masses or particular audiences in ways like no other product can, so too must education represent curriculum to young people in differentiated ways that sell education as an attractive product. In this new era of learning or earning, this is more urgent than before as, for the first time, students can make legitimate choices about learning pathways towards graduation.

In this process of reinvention of educational curriculum and artifacts there are several steps for teachers and teacher educators as curriculum designers to consider:

1. Identify the unique qualities of the differentiated curriculum product;
2. Personify the artifacts to appeal to the interests and needs of diverse identities and subjectivities;
3. Create new images of curriculum artifacts and focus on the differentiated approach – different products for different clients;
4. Reposition the curriculum for new times; and
5. Differentiate educational commodities to ensure a unique selling position that will attract clients willingly into preferred learning contexts.

This advice from the business sector is of great significant in an era of education where teachers are experiencing the coexistence of three generations across the educational sector. The profile of current students attending schools and universities throughout the Western world embraces the following qualities. They are a generation of learners who are:

- The first generation to grow up in a digital age;
- Cognizant of a global community and value multiculturalism and internationalization;
- Have matured early into adulthood;
- Raised to expect success;
- Striving for a better world through community building;
- Identifying as “digital natives;”
- Self deprecating and who value humor;
- Ambivalent towards authority; and who;
- Can be financially savvy as consumers and are futures oriented.

A key question for teachers and teacher educators today is: “Do we cater for the students of new times? As a teacher born as a baby boomer or Gen ‘X’ er, do we need to be more responsive to the needs of Gen ‘Y’ ers as clients, for they position themselves very differently from traditional teachers. This clientele certainly speak themselves into existence as learners in diverse and differing ways. If teachers and teacher educators do not differentiate the curriculum products and processes, they continue to fail to engage new generation students in meaningful, lifelong learning. Students of today know what they want. Teachers and teacher educators must differentiate the way they work in changing curriculum contexts to accommodate the diversifying clientele.

It is a premise of this argument that the profession must also differentiate the nature of teachers’ work. The profession must move away from preferred normative conceptions of teacher to a more differentiated model of learning engagement that calls on teachers as knowledge workers. The normative conception of the teacher can be characterized in many ways. However, for the purposes of the argument presented here, a normative conception of teaching is described forthwith. Within the is paradigm of normativity, the constructs of knowledge are envisaged as finite – bodies of knowledge that are fixed and pre-determined, like that which is conveyed as “text book” knowledge. The delivery of a bounded view of knowledge is transmissive from expert to novice, is highly unproblematic and largely mono-cultural in nature. Underpinning this view of knowledge is a belief that student learning is primarily about the acquisition of finite and factual material delivered by experts mainly through didactic means and demonstration that leads to the understanding of pre-specified content. Aligned to this way of thinking, the conception of the teacher is of one unit per one space and essentially teaching is shaped around one curriculum document that is largely reproductive of the status quo of the privileged. The purpose of schooling in this conception of education is reductionist in nature, designed primarily to prepare students for existing (not future) work or vocational engagement and, to largely sustain unquestionably the constructs, structures and functions of the existing society.

Central to this paper is an argument that suggests this model of schooling or education is no longer viable for students of the new generation who are characterized differently as learners, young people and the leaders of the future. The existing model advocates certainty in uncertain times. It is based on an ontological world view that is at odds with the explosion of knowledge that accompanies global connectivity. It presumes an unproblematic view of knowledge acquisition in contexts where contestation, dilemmas and

ambiguity prevail. There are many teacher education programs across Australia that reflect this conception and as such, promulgate support for preparation programs that produce teaching graduates that are no longer desirable in the changing world of schooling.

In the interests of reconstituting schooling for the greater engagement of students, the paper proposes an alternative conception of teachers as knowledge workers for new times using a differentiated lens. This argument has serious implications for teacher education preparation programs. The ensuing argument proposes an urgency for educators to think differently about knowledge construction. It is an educational necessity that schools and universities take up the challenge of managing global knowledge as the core of learning. This view of knowledge advocates for constructs that are firstly, multidimensional and secondly, transportable through global connectivity – not fixed but infinite in form, splintered and uncertain through the ongoing indeterminable, reconstruction of conceptual material and content. Knowledge is multiplying quickly across the globe and it is accessible to all, in uncensored forms at all hours of the day and night. Students no longer restrict learning to institutional contexts but have access to learning indefinitely. Consequently teachers and teacher educators are called upon to reinvent the ways they work with knowledge and manage teaching and learning experiences for new generation learners. In the contexts of new times students are demanding that learning is no longer restricted by traditional schooling structures of time, space and rules of engagement. In these complex times, the conceptions of learning that are taken up must reflect a paradigm that values collaboration, collegiality, connectivity and the ongoing cycle of knowledge construction, deconstruction and reconstruction as central to higher level thinking. This of course implies new roles for teachers and teacher educators - a relocation of the facilitation of learning into more open spaces (both virtual and material); new ways of managing knowledge; and the establishment of learning communities not institutions of regulated schooling, of which the traditional teacher is one of many diverse learners engaging in education. Teachers and teacher educators as knowledge managers are called upon to facilitate learning through social networks of expert teams and new patterns of collaboration and multidisciplinary partners. They are called upon to replace the singular classroom and its inherent power relations with new communities of learners who engage both locally and globally through personal and technological forms of communication, interaction, debate and discussion in the place of didactic instruction. The monological classroom discourse is replaced by spirited debate. The purposes of this type of educational encounter are much more closely aligned to the needs of new generation learners and they reflect a set of principles more closely aligned to the concepts of differentiation that are outlined earlier in this paper. This new conception of education enables the following to be realized:

1. The centrality of offering choice to students as clients;
2. The law of division in the reconstitution of educational products that will more comprehensively engage students is high level learning;
3. The necessity to brand the product to attract the client and market education as an attractive commodity;
4. The capacity to cater clients perceived needs through the educational market place;
5. The capability to reinvent the product quickly and efficiently to keep the client engaged; and
6. The differentiation of commodities in order to create new and attractive educational products for consummation.

This paper has outlined a two-fold argument that purports firstly, that schools in their current form are no longer meaningful sites of learning for the new generation of students.

Secondly, if schools are to attract a more committed clientele in the future, teachers and teacher educators need to be more cognizant of the business discourse that argues for the centrality of differentiation in policy, practice and product if one is to survive in a cut-throat consumer society. A series of principles are outlined for consideration of the reshaping of teachers work for the future. Finally, the paper concludes by proposing a number of suggestions for teachers and teacher educators if they are to survive and their profession is to be valued by its clientele in generations to come.

If teachers and teacher educators are to meet the challenges of the differentiated curriculum for a diverse range of learners facing new times, they must, as a profession,:

- Become different as knowledge workers and reconstitute their traditional role of instructors and leaders of learning to be more closely aligned to a position that is located within a professional network of knowledge workers that is integral to a broader and flexible learning community;
- Reposition educational institutions differently to become learning organisational structures that offer a range of educational products that are market competitive and more ably recognise the diverse range of learners needs, accessibility and capacities;
- Advocate that teachers are spoken into existence differently away from the “sage on the stage” to a network of quality educational suppliers that provide choices to learners that enable flexible and differentiated pathways to learning;
- Develop differentiated curriculum and pedagogical practices as a knowledge community to invite learners to participate in highly respected, authentic, meaningful, needs based and state of the art learning opportunities.
- Interrogate whether students do really have choices as learners or whether teachers are continuing to advocate traditional opportunities to engages learners in educational experiences that privilege some and sustain disadvantage for others;
- Decide whether the classroom as a learning place is redundant and consider the differentiation of educational commodities; and
- Question whether the current role as teacher and teacher educators and the constructs of the profession are in need of reinvention – immediately.

In short, as a profession, teachers and teacher educators must differentiate or die (Trout, 2000). To do otherwise is to place the institution of schooling and the mission of education at risk as new generation learners reposition themselves in alternative modes of education as consumers and dissatisfied customers. Teachers and teacher educators are called upon to rethink the nature of their work for new times. They must become advocates of educational opportunity that dares to be different. They must become market-savvy with the capacity to continually reinvent their work to accommodate continually changing client needs. It is only when this narrative unfolds that traditional teachers and teacher educators, as knowledge workers, will enter the market of education where those who differentiate will be respected and valued by learners – learners who will immediately grasp the opportunity to engage in learning in new and creative ways. By so doing, the concept of the disengaged learner may become a discourse of the past. Alternatively, if they do not undergo reinvention, teachers and teacher educators may become a thing of the past as students turn to more appropriate commodities for educational opportunity and market satisfaction.

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