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Educación  
2030



# PRE-SERVICE TEACHER TRAINING: A VISION OF TEACHING AND THE CHARACTERISTICS OF TEACHER TRAINING SYSTEMS

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Aprendizaje y Docencia en la  
Agenda de Educación 2030

Santiago - Chile

9 al 11 de agosto 2016



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# Agenda

1. Pre-service training and vision of teaching
2. Characteristics of pre-service training programmes
3. Practice placements in pre-service training
4. Tensions in the region
5. Possible public policy orientations



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# PRE-SERVICE TRAINING AND VISION OF TEACHING



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# Trends in developed countries

- The teacher as a teaching professional:
  - Not an artist, nor a proletarian;
  - With social function, professional knowledge and independence, collective autonomy, professional values.
- Emphasis varies with context: social role, specific knowledge, autonomy, professional values;
- Ways of ensuring that the vision is implemented also vary:
  - Role of the State;
  - Role of teaching associations or professional bodies;



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# Trends in Latin America and the Caribbean

- Vision of the teacher as a teaching professional in discussion and regulations - but with little progress in implementation;
- Trends:
  - Require specific training but allow many without it to teach, due to a lack of human resources;
  - Teacher training as tertiary education, with few exceptions;
  - Define guidelines or directives / define standards for pre-service training;



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# PRE-SERVICE TRAINING AND CHARACTERISTICS OF PROGRAMMES



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# Translating the vision of the teacher in developed countries

- Based on a monolithic national teacher training strategy and/or a coordinated model, through to disparate efforts while a range of different visions and concepts coexist;
- Influence of Shulman;
- Debate is not centred on the formal aspects of programmes;
- Importance of (1) coherence between the vision and the curriculum, and (2) curriculum organization;



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# Characteristics of pre-service training programmes in the LAC Region

- Large number of programmes offered by unconnected institutions spread across countries;
- Few studies on curricula, which suggest:
  - Deficiencies in subject matter knowledge (Gatti & Nunes, 2009; Ávalos & Matus, 2010);
  - Fragmentation of curricula: many disciplines, lack of articulation between teacher training and specialised programmes (Gatti & Nunes, 2009);
  - Fragmentation of training for teaching at different levels: lack of a shared core for all teachers (Gatti & Nunes, 2009; Uruguay, 2008);





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# PRACTICE PLACEMENTS IN PRE-SERVICE TRAINING



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# Practice placement systems in developed countries

- Expand the connection between theory and practice: increase duration and quality of experience;
- Bring placement and coordinating training institutions and schools, setting the roles for all involved (academics, practice supervisors or tutors, mentor teachers);
- Practice is structure in a progressive manner;
- Support of methodologies that give space for experimenting and reflecting, such as: clinic work; portfolio and performance evaluation; case studies; practice research;



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# Practice placement systems in Latin America and the Caribbean

- Concern reflected in the most recent directives, guidelines, curriculum designs;
- Some trends from these documents:
  - Real-world practice must be a feature of the entire pre-service training programme (Argentina, Brazil, Peru);
  - Diversity of practice placements and progressively increasing complexity (Argentina, Peru);
  - Efforts regarding selection of schools for practice activities, and forming training networks (Argentina);



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# TENSIONS IN THE REGION



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# Tensions in the region (1)

- Preparation from secondary school education in subject areas is weak, making a greater challenge in developing in-depth knowledge of the subject area and the capacity to make connections based on this knowledge;
- Explosion in the private sector, poorly regulated by the State: growth in distance learning, semi-distance learning, and night-class courses, with students working day jobs who have limited time to dedicate to their studies – radically different to the professional model seen as ideal;



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# Tension in the region (2)

- Vast dispersion in provision of teacher training and/or different paths to take into teaching present difficulties in coordination and in aligning the vision of teaching with professional training that reflects that vision.
- Movement away from traditional teacher training centres has not guaranteed an increase in quality or in the status of the career;
- Distance between teacher training systems and schools;



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# POSSIBLE PUBLIC POLICY ORIENTATIONS



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# Professionalization of teaching

- Establishing a clear vision of what a teacher is;
- Follow this vision into a suite of integrated policies for the teaching career, including but not limited to pre-service training;
- Placing the State in a lead role:
  - As the controller or provider of all or a significant part of teacher training; or
  - As the coordinator, regulator, and entry point to teacher training programmes;





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# Pre-service training programmes

- Induction of incentivisation programmes to help Schools of Education to change their programmes;
- Take into account basic skills (prior education) and knowledge of teaching (prior experience) among students in designing new programmes;
- Guarantee the same quality standards and fundamental curriculum characteristics across all paths into the teaching profession;



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# Practice placements

- Sufficient time and organization in the curriculum: integration with other areas, progressive increase in intensity and diversification of teaching theory models;
- Implant practice placement systems in programmes - requiring more technical, human, and material resources;
- Creation of a system for collaboration between teacher training centres and schools for create a professional preparation model that is centred on practice;



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# THANK YOU

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