

# **New Frontiers of Educational Research**

## **Series editors**

Zhongying Shi, Beijing, China  
Ronghuai Huang, Beijing, China  
Zuoyu Zhou, Beijing, China

## **Editorial Board**

Chengwen Hong, Beijing, China  
Cynthia Gerstl-Pepin, Vermont, USA  
David Osher, Washington, DC, USA  
Felix Rauner, Bremen, Germany  
Huajun Zhang, Beijing, China  
Jonathan Michael Spector, Georgia, USA  
Kenneth Zeichner, Washington, USA  
Kerry Mallan, Brisbane, Australia  
Levin Ben, Toronto, Canada  
Liyan Huo, Beijing, China  
Mang Li, Beijing, China  
Qi Li, Beijing, China  
Ronghuai Huang, Beijing, China  
Shinohara Kyoaki, Gifu, Japan  
Susan Neuman, Michigan, USA  
Wei Kan, Beijing, China  
Xudong Zhu, Beijing, China  
Yan Wu, Beijing, China  
Yanyan Li, Beijing, China  
Yaqing Mao, Beijing, China  
Yong Zhao, Oregon, USA  
Zhikui Niu, Beijing, China  
Zhiqun Zhao, Beijing, China  
Zhongying Shi, Beijing, China  
Zuoyu Zhou, Beijing, China

More information about this series at <http://www.springer.com/series/10795>

Xudong Zhu · A. Lin Goodwin  
Huajun Zhang  
Editors

# Quality of Teacher Education and Learning

Theory and Practice



 Springer

The Springer logo consists of a stylized chess knight (horse) facing left, positioned above a horizontal line. To the right of this icon, the word "Springer" is written in a serif font.

*Editors*

Xudong Zhu  
Beijing Normal University  
Beijing  
China

Huajun Zhang  
Beijing Normal University  
Beijing  
China

A. Lin Goodwin  
Columbia University  
New York  
USA

北京师范大学教育学部2014年度学科综合建设专项资金资助 Funded by 2014 Comprehensive Discipline Construction Fund of Faculty of Education, Beijing Normal University.

ISSN 2195-3473

ISSN 2195-349X (electronic)

New Frontiers of Educational Research

ISBN 978-981-10-3547-0

ISBN 978-981-10-3549-4 (eBook)

DOI 10.1007/978-981-10-3549-4

Library of Congress Control Number: 2017930164

© Springer Nature Singapore Pte Ltd. 2017

This work is subject to copyright. All rights are reserved by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

Printed on acid-free paper

This Springer imprint is published by Springer Nature

The registered company is Springer Nature Singapore Pte Ltd.

The registered company address is: 152 Beach Road, #21-01/04 Gateway East, Singapore 189721, Singapore

# Preface

## Background

For over three decades, globalization as a force of societal change has helped world leaders to revamp their school systems for international competitiveness and to alter the direction of teaching and learning in schools. Policy-makers in education have been quick to grasp information about the accomplishments of schools in other nations. Attractive packages are picked and translated into policies with transplantation in mind. The schools and their teachers are asked to conform to reform mandates. Teacher education programs are expected to accommodate policy implementation.

When schools are slow in responding to the requirements of reform, their inefficacies are being delineated. When teachers, who are designated as the spearhead of reform, question the wisdom of reform measures, their effectiveness is challenged. The programs that nurtured teachers are also deemed ineffectual. Today, a chorus of criticisms against teacher quality can be heard, suggesting a worldwide impeachment of the quality of schooling, teachers, and teacher education programs.

Instead of contesting widespread cynicism, we invited fellow educators and researchers to join us in addressing critical issues regarding teachers and teacher education so that their quality can be enhanced. This book is the collective contribution by the keynote speakers we invited to the Second Global Teacher Education Summit held in October 2014, Beijing. By linking teacher education to teacher and student learning, we sought to provide a platform for an international and cross-cultural dialogue with educators and researchers from different parts of the world so that a broad view on the improvement of teachers and teacher education quality could be established. By initiating an inquiry into the practice, innovation, and policy of teacher and student learning, we hope to draw attention to the accomplishments of teachers and to derive meaning from innovative ideas and research findings for a well-balanced approach to teacher education.

## Summary of the Book

With the general theme of “Quality of Teacher Education and Learning: Theory and Practice”, the book contains four subthemes as follows: (1) innovative ideas and practices in teacher learning and teacher preparation; (2) challenges and new trends in teacher education; (3) rethinking the meaning of teacher quality; and (4) roles and identities of teachers.

In Part I, there are three chapters contributing to the theme of teacher learning and teacher preparation, and how teacher education institutions could improve the program according to conceptual and empirical studies. Goodwin introduced two innovative practices in teacher education: teaching residences and teacher leadership online. She discussed the benefits, challenges, and contextual considerations of each practice. Clarke and Collins examined the motivations of cooperating teachers in student teacher practicum in five countries. They mainly used large-scale questionnaires for data collection and analysis. In the interview with Hansen, he invited readers to think about the teacher as a person in the world. This study helps us to rethink the meaning of teacher quality and takes innovative practice in teacher education and teacher learning.

In Part II, the theme is challenges and new trends in teacher education. Zhu proposed a concept of teaching as a “holistic profession” to reflect his thoughts on the new traits in teaching and teacher education. Loughran explored teaching and learning about teaching through the lens of foundation principles for teacher education, principles that are able to be explicated, enacted, and valued in developing teacher education programs of quality. Paine examined the marginalizing of voices of teacher educators in global discussions about teacher education and invited teacher educators to frame globalization imperatives in social and cultural rather than entirely economic terms.

In Part III, we invited authors and readers to rethink the meaning of teacher quality in these testing times. In his chapter, Day highlighted three areas which are key indicators of teacher quality and which are likely to be influenced directly and indirectly by school principals: professional autonomy; professional capital; teacher commitment, well-being; and expertise. Gu proposed a relational concept of resilience with teachers, leaders, and pupils and called for attention to be focused on teachers’ everyday resilience. Zhu’s chapter adopted the narrative approach to call attention to the affective dimension of teachers and teacher education.

In Part IV, the theme focused on roles and identities of teachers in history and in the current globalized time. Lo and Ye’s chapter traced historical data along the theoretical routes of Chinese officialism and new institutionalism, and delineated several possible answers on the submission of Chinese teachers to state power and on their excessive attention given to examination preparation. Craig used Schwab’s theory of teachers as self-moving living things to propose the sustaining of teachers as the best-loved self in teacher education. Using narrative inquiry, she researched pre-service teachers, experienced teachers, and teachers who quit the profession on this identity of teachers as best-loved selves. In the final chapter, Meijer suggested

that teacher education should pay attention to the unmeasurable dimension of teacher identity. She further discussed the social elements of identity development: identification and separation, as well as the intro-psychological elements played in identity learning: crisis, transformation, and resistance. She finally posed questions on what teacher training programs should do to promote teachers' identity development.

## **Acknowledgements**

In this book project, we would like to especially thank Prof. Leslie Lo, who initiated the project and made a significant contribution to the completion of this volume. We would like to thank all the authors of this book for their qualified work and patient collaboration. We also would like to express our sincere gratitude to the faculty members and students at the Center for Teacher Education Research at Beijing Normal University, who made tremendous efforts for the summit.

Beijing, China  
New York, USA  
Beijing, China

Xudong Zhu  
A. Lin Goodwin  
Huajun Zhang

# Contents

## Part I Innovative Ideas and Practices in Teacher Learning and Teacher Preparation

**Innovation in Teacher Education: Cutting Edge? Or on the Cutting Room Floor?** ..... 3  
A. Lin Goodwin

**Comparative Work Within the Context of Practicum Settings: A First Look at What Motivates and Challenges Cooperating Teachers from Five Countries** ..... 17  
Anthony Clarke and John Collins

**Re-Imagining Educational Research on Teaching: An Interview with Dr. David T. Hansen** ..... 35  
David T. Hansen and Huajun Zhang

## Part II Challenges and New Trends in Teacher Education

**On the Attributes of the Teacher’s “Holistic Profession”** ..... 53  
Xudong Zhu

**Quality in Teacher Education: Challenging Assumptions, Building Understanding Through Foundation Principles** ..... 69  
John Loughran

**Alternative Framing of Teacher Education: A Challenge for Teacher Education in an Age of Globalization** ..... 85  
Lynn Paine

## Part III Rethinking the Meaning of Teacher Quality

**School Leadership as an Influence on Teacher Quality** ..... 101  
Christopher Day



**Resilient Teachers, Resilient Schools: Building and Sustaining Quality in Testing Times** . . . . . 119  
 Qing Gu

**The Affective Dimension of Teacher Education: Based on Interaction Between Personal Academic Interest, Social Change and Education Reform** . . . . . 145  
 Xiaoman Zhu

**Part IV Roles and Identities of Teachers**

**The Historical Context of the Role and Status of Scholars and Teachers in Traditional China** . . . . . 157  
 Leslie Nai Kwai Lo and Juyan Ye

**Sustaining Teachers: Attending to the Best-Loved Self in Teacher Education and Beyond** . . . . . 193  
 Cheryl J. Craig

**Essential Issues in Developing a Professional Identity as a Teacher** . . . . . 207  
 Paulien C. Meijer