

TRANSFORMATIVE TEACHER EDUCATION IN DIFFERENT CONTEXTS

From pedagogical principles to core instructional practices: A dialogue that transcends frontiers

Welcome to the Joint Research Symposium!

Panel One: Transformative Teacher Education in Different Contexts





Dean's Welcome

Andrew Daire: Dean of the VCU School of Education







Panelists



Dr. Gabriel Díaz Maggioli ORT University





Dr. Edith YanDr. Rong ZhangUnited International College Nanjing Normal University



Dr. Solange Aranha Sao Paulo State University



Dr. Yaoying Xu (Discussant) Virginia Commonwealth University



Transformative Teacher Education in different contexts



Dr. Gabriel Díaz Maggioli Institute of Education Universidad ORT del Uruguay

Uruguay



• Quality: the degree of excellence of something.

- Definitions will vary from country to country.
- Teacher quality: knowledge (content knowledge, general pedagogical knowledge, knowledge of the context, knowledge of the curriculum, knowledge of students' needs, pedagogical content knowledge), skills (planning, managing, teaching, assessing, adapting), qualities (respect, care, ethics, courage, empathy...) and personal values (attitudes, beliefs, identity).
- Agreement on, at least, three broad principles:
 - The need for relevance
 - The need of access and outcome
 - The proper observance of individual rights (UNESCO 2004)

Defining quality



Quality indicators EAQUALS 2016



The EAQUALS framework: Values

- 'values' and 'attitudes' placed right at the beginning of the Framework, such as:
 - A positive attitude to diversity and difference among learners
 - Respect for the learners' personal and cultural backgrounds
 - A belief that learning is more effective if learners are aware of their aims
 - A belief in the learning-centred classroom



The EAQUALS framework: Global descriptors

- 'global descriptors' summarize in a few sentences the all-round competence expected of language teachers at each of the three development phases
 - Development Phase One
 - normally applies early in a teaching career before experience has been gained across a wide range of contexts and levels of courses, and when the teacher's own 'repertoire' of professional competence is not yet fully developed.
 - Development Phase Two
 - is an 'intermediate' phase where teachers are accumulating experience and gradually gaining greater autonomy and competence as professionals.
 - Development Phase Three
 - would normally be associated with teachers with broad experience, further training and a strong commitment to the profession as well as high levels of competence across a broad spectrum.



The EAQUALS framework: Descriptors

- the descriptors of 'knowledge' and 'skills' for 5 main areas:
 - Planning Teaching and Learning
 - Teaching and Supporting Learning
 - Assessment of Learning
 - Language Communication and Culture
 - The Teacher as Professional

UNIVERSIDAD ORT

- High quality curriculum
 - Focus on Pedagogical Content Knowledge (Shulman, 1986).
- Teaching practice/Field experience/Practicum
 - the duration of student teaching has little effect on teacher outcomes; however, the quality of student teaching has significant and positive effects. Moreover, the magnitude of the effects of student teaching quality are greater when student teaching is shorter and in schools with more historically underserved racial groups. (Ronfel and Reininger, 20212, p. 1091).
- A viable teacher education and development pedagogy

Core components

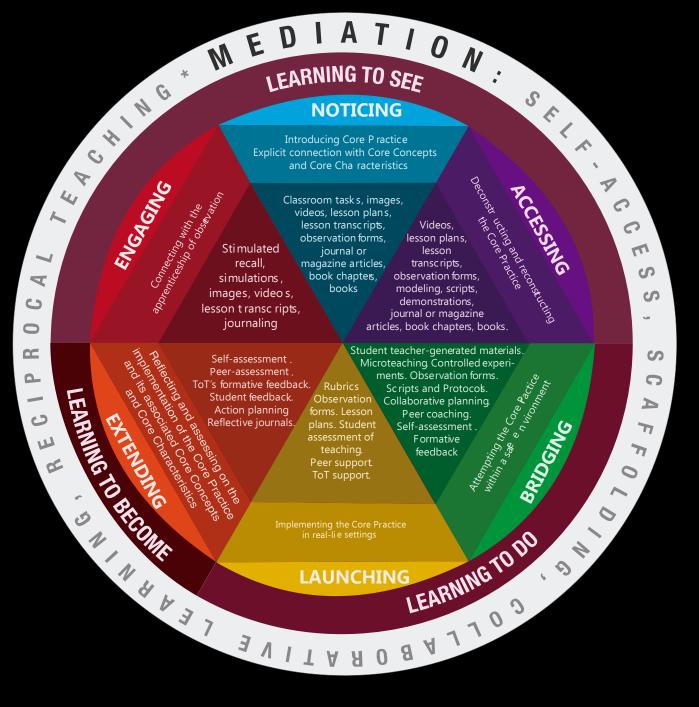


A viable pedagogical model

The E.N.A.B.L.E. model (Diaz Maggioli, forthcoming)









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Preparing Pre-service English Teachers for Equity-oriented Instruction: The Case of an Undergraduate Program in China

Edith M. Y. Yan BNU-HKBU United International College 27 May 2021

Equity

- "equal opportunities in access to studies regardless of gender, social origin, or ethnicity"
- "promote academic results and quality, so that students can access higher education and thus break the inequality gaps"

(de los Santos, et al., 2020, p. 13)

- Levels of implementation
 - Macro level International, national or state curricular guidelines and policies
 - Meso level Institutional guidelines and practices
 - Micro level Classroom interactions and practices

Outline

- Common inequitable classroom practices in China
- Techniques for teaching English to students of diverse proficiency levels
- Reflections on existing inequitable classroom practices by pre-service English teachers

Common inequitable classroom practices in China

- Seating arrangement
 - Rows and columns
 - Students of good academic performance
 - sit in the front rows and middle columns \rightarrow interact more frequently with teachers
- Teacher questioning
 - Students of higher academic performance
 - questions that require higher-order thinking skills
 - Students of lower academic performance
 - factual questions or questions whose answers can be found directly from the textbook
- Student assignments
 - Students of good academic performance
 - More challenging assessment tasks
 - Receive more detailed feedback and guidance from teachers

First language (L1) and target language (TL) use in the English classrooms in China

- Students of higher academic performance
 - More communicative use of English
- Students of lower academic performance
 - Use L1 to learn English as a content subject
- Average amount of L1 and TL in teacher talk for Grade-12 English classes at a key high school in Guizhou, China (Yao, 2016)

Lesson Type ¹	l	Elite classes (n = 2	2)	Average classes $(n = 2)$				
	L1 use in min (%)	TL use in min (%)	Total teacher talk	L1 use in min (%)	TL use in min (%)	Total teacher talk		
Reading	70 (94.6%)	4 (5.4%)	74 (100%)	80 (97.6%)	2 (2.4%)	82 (100%)		
Writing	36 (48.6%)	38 (51.4%)	74 (100%)	50 (71.4%)	20 (28.6%)	70 (100%)		
Listening	30 (36.6%)	52 (63.4%)	82 (100%)	50 (61.0%)	32 (39.0%)	82 (100%)		
Speaking	4 (7.4%)	50 (92.6%)	54 (100%)	20 (33.3%)	40 (66.7%)	60 (100%)		
Mean	35 (49.3%)	36 (50.7%)	71 (100%)	50 (68.0%)	23.5 (32.0%)	73.5 (100%)		

¹All lessons lasted for 90 minutes.



- Could English be taught to Chinese learners of all English proficiency levels with minimal use of L1?
- How can marginalized students, such as those sitting in the back rows, be motivated and engaged in English class activities?

I Subject

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Techniques for teaching English to students of diverse proficiency levels

- Dialogic interaction
- Concept checking questions
- Quiz-style PowerPoint games -
- Classroom authenticity

For enhancing the use of the TL

For motivating *ALL* students

The Initiation-Response-Evaluation (IRE) Sequence vs. Dialogic Interaction

- The IRE sequence
 - The "default" pattern of classroom interaction
 - Three moves:
 - Initiation (by T)
 - Response (by S)
 - Evaluation (by T)

The IRE sequence

'Russia': Recorded in a private primary school in Moscow (video removed)



Teacher: (I) Have you got ... ? Raise your hand and show me. Have you got any toy animals, Ksiusha?

Girl: (R) I have got a cat.

Teacher: (I) (Interrupts) No, answer from your place please.

- Girl: (R) Yes, I have.
- Teacher: (I) I have got many...
- Girl: (R) I have got a toy animals at home.
- **Teacher:** (E) Repeat. I have got many toys at home. Many toy animals at home.
- Girl: (R) I have got many toy animals at home.
- **Teacher:** (I) (Name, unclear). Have you got any toy animals at home?
- Boy: (R) Yes, I have. I have got many toys animals at home.
- **Teacher:** (E) At home, that's right.

The IRE sequence

- Display questions: To elicit or display students' grammatical knowledge
- Encourage students to memorize sentence patterns and expressions
- Not to initiate communicative language use

(Richards & Farrell, 2011, p. 136)

Dialogic interaction

- The teacher and students are **co-participants** in the generation of classroom discourse
- Referential questions: Genuine questions that the teacher does not know the answer
- Responding to the content of what students are saying, rather than commenting solely on the grammatical form

(Thornbury, 1996)

Emerging pattern of dialogic interaction – A lesson on doing housework given by a pre-service English teacher to Grade-8 students

(Video removed)



Concept checking questions

- Questions designed to check learners' understanding of a language item
- Simple and no difficult language is required to answer the question
 - Yes/no questions
 - either/or questions
 - simple 'wh' questions

Concept checking – a grammar revision lesson given by a pre-service English teacher to Grade-9 students

(Video removed)



Quiz-style PowerPoint games

- Increase students' intrinsic and extrinsic motivation to compete in the games
- Promote social interaction with their peers
- Improve student satisfaction in a course

(Gee, 2009, 2013; Webb et al., 2012)

- Templates for PowerPoint games
 - <u>https://tekhnologic.wordpress.com/</u>

Quiz-style PowerPoint games – a lesson on family members given a preservice English teacher to Grade-7 students

(Video removed)



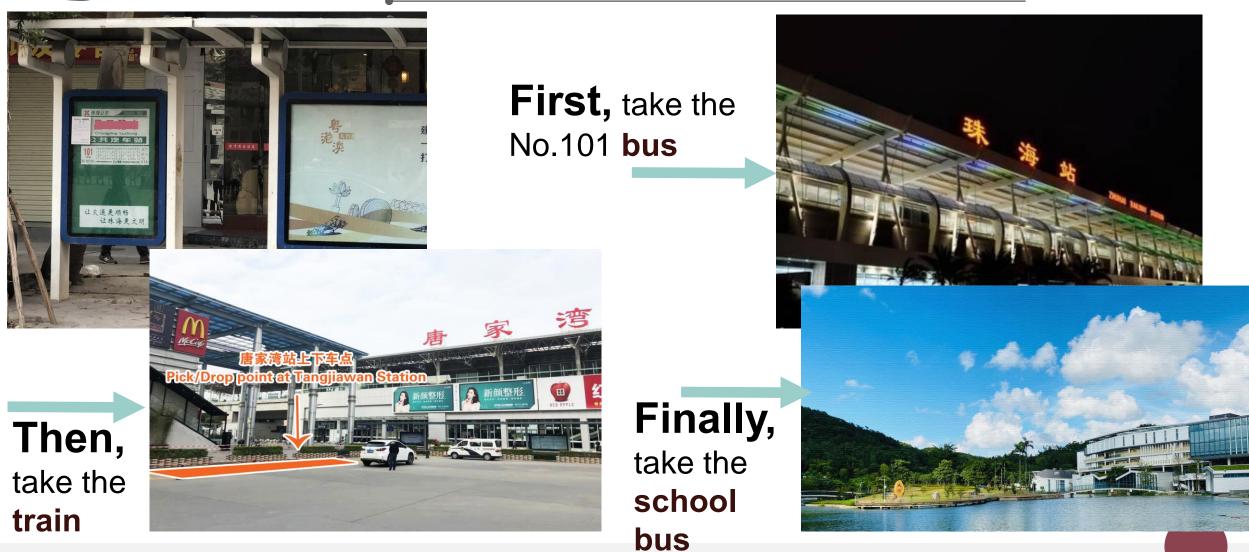
Classroom authenticity

- Giving students opportunities to interact with a text or with others on topics that *matter to them* in their daily lives
- Helping them develop an *authentic voice*

(Mckay, 2013)

• Example of materials prepared by a pre-service English teacher for a lesson on transportation for Grade-7 students *(Only the first 3 slides are included below)*







How do you get to Zhuhai Fishing Girl?

First, I walk to Gongbei bus station. Then, I take the bus to Zhuhai Fishing Girl.



and the second se



How do you get to Zhuhai Changlong Ocean Park(长隆海洋王国)?



<u>First</u>, I ride a bike to Zhuhai train station. <u>Then</u>, I <u>take the train</u> to Zhuhai Changlong station. <u>Finally</u>, I walk to Zhuhai Changlong Oceam Park.

Reflections on existing inequitable classroom practices by pre-service English teachers

• Reflective paper submitted after Language-Teaching Practicum

- 22 pre-service English teachers
- Either Semester 1 or Semester 2 of 2020-2021
- At a middle school
 - Grade 7: 7 pre-service teachers
 - Grade 8: 8 pre-service teachers
 - Grade 9: 7 pre-service teachers

Reflections on existing inequitable classroom practices by pre-service teachers

Inequitable classroom practice adopted by mentor	No. of mentor teachers			No. of pre-service English teachers			
teachers	Grade 7	Grade 8	Grade 9	Acceptable		Not acceptable	
				With justification	Adopted in own instruction	With justification	Suggested another practice
1. Using L1 instruction throughout the lesson	3	3	4	6		4	
2. Whole-class instruction with teacher talk throughout the lesson	3	1	2	1		5	3
3. Nominating only certain students to answer questions in class	1					1	
4. Failing to monitor the whole class to see if all students were on task	3					2	3
5. Weaker students unable to catch up with the production activities	1						1
6. Differential instructions for different classes (more mechanical drills and fewer group or extended activities for the lower-proficiency class)	1	1	1	2	1	1	1
7. Different amount of homework/assessment tasks assigned to different student groups according to their academic ability			3	(1)		2	23

Implications

- 1. The TESOL professional training plays a crucial part in challenging and reshaping traditional beliefs in language learning and teaching
 - Seminars or capstone courses for TESOL students to investigate effective pedagogy in language learning and teaching
- 2. Future research agenda may tackle multiple issues related to equity in language learning and teaching in the context of China, such as
 - Homework/assessment tasks that address diverse student needs
 - Principled use of L1 for instruction
 - Effective use of group work

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THANKYOU



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Transformative Teacher Education in Different Contexts

Profa. Dra. Solange ARANHA



UNIVERSIDADE ESTADUAL PAULISTA "JÚLIO DE MESQUITA FILHO" What is the impact of the pandemic on teacher education practices, particularly around field experience? What is the role of technology in teacher education practices pre- and during the pandemic?

Things to consider:

- The diversity within the country;
- The different realities;
- Social distance consequences;
- Social, cultural and technological conditions;
- Private and public schools;
- Levels of education (from preschool to university);
- An array of solutions related to teacher education;
- Teacher agency.

Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (Inep).

8.829.795 students at preschool education;
26.718.830 at elementary school;
7.550.753 at secondary school;
1.936.094 technical school.

o77,84% - public schools

According to the Ministry of Education:

2.306 private institutions - 6.524.108 students

□302 public institutions – 2.080.418 students

According to a UNICEF survey:

In October, 2020, more than 4,1 million Brazilian students were not getting any school activity. 1.38 million were not even registered.

Diverse causes: governamental program does not work, no internet connection in the region, lack of money,...

27 states

PROFESSOR(A) REMOTO(A)

EDITA POSTA PLANEIA POSTA ATENDENA VIDEOAULA ATIVIDADES ATIVIDADES PLATAFORMA













Results...

 Teachers were not prepared or had the conditions to carry out what is called Emergency Remote Teaching;

✓ Students were not prepared or had the conditions to participate;

✓ The government has done too little to support the new context;

✓ Technology is not available to all citizens;

✓ The universities are struggling for adapting the "Practicum" to the "new context" (+/- 400 hours);

- ✓ The behaviour of each school/state is different;
- ✓ Synchronous and asynchronous possibilities not available;

✓ Agency doesn't seem to be stimulated at teacher education level.

In São Paulo State

- Public schools were using Gmeet in 2020. Now, teachers are back to school but students attendance is optional, which implies that teachers should adopt an hybrid approach;
- The state has developed a platform so that teachers may upload activities and students may attend online classes using public internet connection;
- Public university students are not allowed to attend onsite classes, which means that the Practicum remains jeopardized;
- Universities are, again, discussing what to do;
- Theory seems to be more (than ever) emphasized at universities.

Federal programs

PIBID (Programa Institucional de Bolsas de Iniciação à Docência)

➢ RP (Residência Pedagógica)

 Sponsored by the Ministry of Education, the programs aims at giving students in any field of "licenciate course" opportunities to experience school life and context.





Only at UNESP/PIBID and RP

Students grants: 456/552

School teachers: 57/69

□ Area Coordinators: 19/23

"Pos-pandemic" challenges

- Bring students back to school;
- Promote in-service teacher education for online context;
- Give free internet access to all students;
- Share flipped classroom experiences;
- Narrow the distance between universities and schools.



references

- http://portal.inep.gov.br
- http://portal.mec.gov.br/

Build a High-quality Teacher Education System with Teacher Professional Ethics Education as the Center

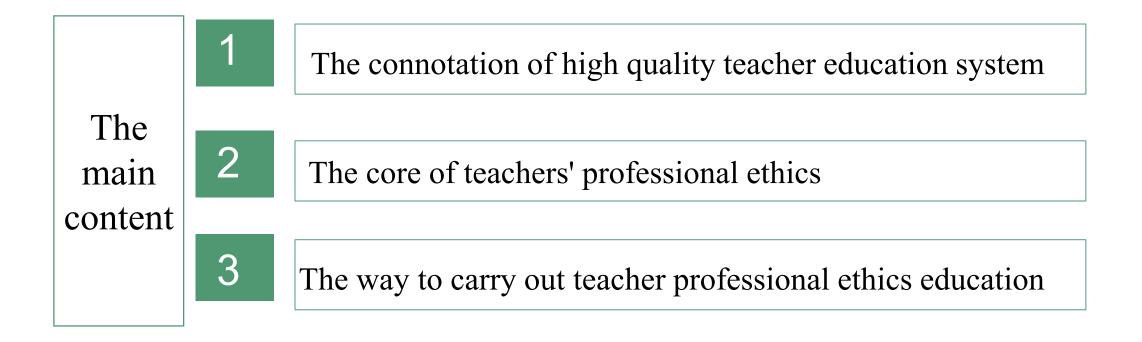


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The Connotation of High Quality Teacher Education System

- have a clear goal, especially to strengthen the cultivation of teachers' professional ethics;
- have strict professional standards for teachers and curriculum standards for teacher education;
- have high-level pre-service teacher training institutions;
- have flexible and diverse forms of training for in-service teachers.







The Suggestions on the implementation of the Excellent Teacher Training Program 2.0 (China's Ministry of Education, 2018)

The characteristics of high level of teacher education:

- The pertinence and effectiveness of teacher professional ethics education have been markedly enhanced;
- The curriculum system and teaching content have been significantly updated;
- The new pattern of education and teaching centered on pre-service teacher has been basically formed;
- The quality of practical teaching has been significantly improved;
- The collaborative training mechanism has been basically improved;
- The teaching staff in teacher education has been significantly optimized;
- The quality culture of teacher education has been basically established.

The Core of Teachers' Professional Ethics

• Teachers should become the conscience of the nation, and even the conscience of the world. (UNESCO, 2000)

THEFT

• The core of teachers' professional ethics is to love education, care and respect students.





The Code of Professional Ethics for Primary and Secondary School Teachers (Revised in 2008)

The professional ethics requirements for teachers:

- Patriotic and law-abiding
- Loving their jobs,
- Caring for students
- Imparting knowledge and educating students,
- Acting as a model of virtue for others
- Learning for lifelong

《中小学教师职业道德规范(2008年修订)》:爱国守法、爱岗敬业、关爱学 生、教书育人、为人师表和终身学习。

The Way to Carry out Teacher Professional Ethics Education

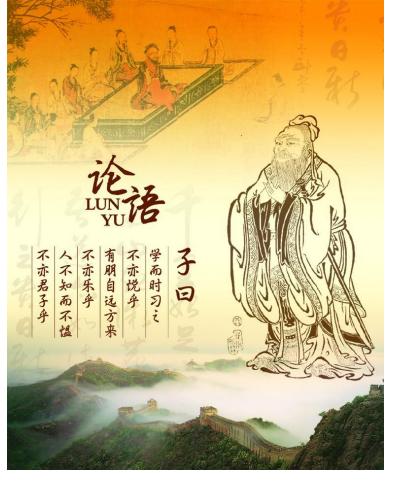




For pre-service teacher training:

- To offers courses on the thoughts of famous educators in the history home or abroad
- ✓ "History of Chinese Education"
- ✓ "History of Foreign Education"
- ✓ "Introduction to Chinese Education Masterworks"
- ✓ "Selected Readings of Western Education Masterworks"





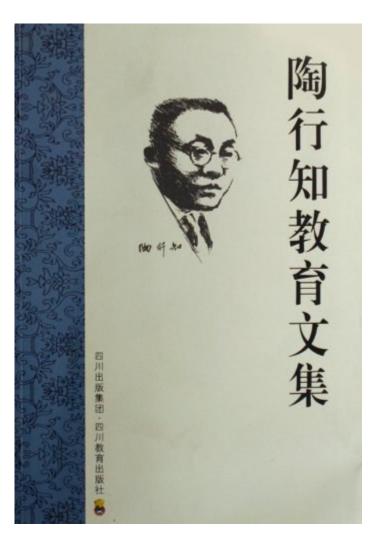
≻Confucius (孔子):

"If you behave properly, you can make things work without giving orders; If you do not behave well, even if you give orders, the people will not listen." (The Analects): "其身正, 不令而行; 其身不正, 虽令不从。" (《论语》)

≻Han Yu(韩愈):

"Teachers, not only to impart knowledge to the students, solve the students' doubts, but also to cultivate the students' good moral character by words and deeds." (Shi Shou) "师 者,所以传道授业解惑也。"(《师说》)





➤ Tao Xingzhi (陶行知):

"Teachers must have a wide range of knowledge and excellent teaching ability. Teachers should have noble personality; the words and deeds of teachers are the moral standards for students.""学高为师,身正为范"。

"Love every student in the world". "爱满天下"

"Holding a heart, dedicated to the cause of education, not to take half a blade of grass". "捧着一颗心来,不带半根草去。"



Comenius:

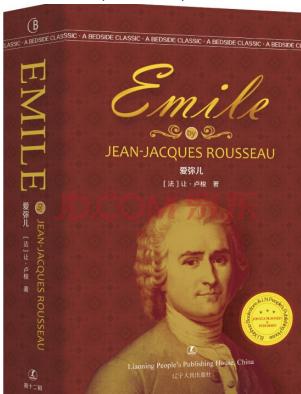
"A teacher should be an outstanding person with outstanding morals." (The Great Didactic)

≻Rousseau:

"Where the teacher lacks love, neither character nor wisdom can develop fully or freely. Only by loving students from the bottom of our hearts can we shape their souls with great care." (Emile)

≻Pestalozzi:

"An educator, if he want to have power, should care for and pay attention to the hearts of children as a mother does." (Lienhard und Gertrud)





• To strengthen educational practice

12 weeks of educational practice for students majoring in primary education major

- > 2 week of education practice in second year of university
- ➤ 4 weeks of education practice in third year of university
- ➢ 6 weeks of education practice in fourth year of university,

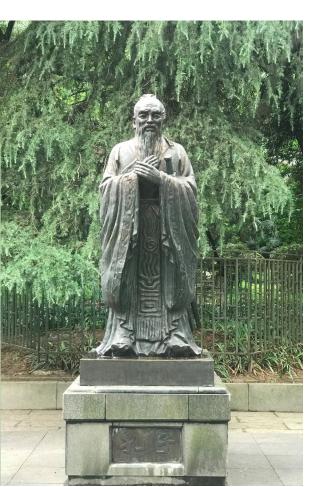




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	听课班级	年级 班 任课教师 南东			南东市周	太阳城小客	
	听课科目	目 科学主题研训市动课题名称 创设合理情境,找					找准合适任
		教	学过	程	Party and L		—— 气温有 印象随记
	<ul> <li>(1)5圈月引发患者:你是否有过这样的感受</li> <li>2询问房生你认为入体最感舒适的先温。</li> <li>2.小姐讨论室内最舒适的先温是多少并分组分享得果。</li> <li>4.老师询问如何去证明小姐对狗出的温度。引出"温度计"并相序生发言指出温度计的使用注意事项</li> <li>(、测量室内先温。</li> <li>(、)、</li> <li>(、</li></ul>						和被我到年 」 」 」 一部
	3.不同环境下的气温:测量室内、室外的温度(选择妈他) [教室内、教室外、教室后、通风处] 4.分享并记录备处的温度。 5.由表中教报推断各处温度宽亮是怎样的,并推测 误差的产生原因(宫生主导)						③各组测 结果素的 软件表明
	6. 给出一天内的温度变化图 (一天内气温的变化、最高导的对应时间)					虽让该组 自己分析	



# • To construct of campus culture with teachers' characteristics











- To implement the "dual tutor system"
- To invite teacher models, excellent teachers and principals into

the classroom to communicate with students







#### For in-service teacher training:

- To carry out the education of teacher professional ethics through related courses and lectures
- To publicize teacher models
- To hold activities on Teachers' Day













# Thank You For Joining Us!

#### TRANSFORMATIVE TEACHER EDUCATION IN DIFFERENT CONTEXTS

From pedagogical principles to core instructional practices: A dialogue that transcends frontiers

27-28 May 2021

**Tomorrow:** 

Panel Two: English as Foreign Language (EFL) Instruction/Subsequent Language Teaching

Same time and same zoom link

Hope to see you then!