SURVIVAL KIT OR LESSONS FOR LIFE? FUTURE DIRECTIONS FOR PRESERVICE TEACHER EDUCATION FROM THE PERCEPTIONS OF NEWER TEACHERS

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ABSTRACT

Recent literature, supported by a survey of secondary school teachers in southwestern Ontario, Canada, indicates that preservice teacher education does not adequately prepare graduating teacher candidates to thrive in a profession that is ironically, driven by change. Attempts at reform have focused on the basic aspects of the typical preservice program: foundations, curriculum methods and field experience. The results have been decidedly discouraging. Positive improvement will hinge both on a recognition by teacher-education institutions, of the inevitable compromise between short-term necessity and long-term vision, and on their willingness to implement, carefully and constructively, promising innovations such as action research and centers of pedagogy.
Teachers are rewarded for taking on longer lists of tasks instead of being recognised for their teaching prowess. It’s time for a new approach to career progression, writes David Weston. Professional development: it is time to move in a better direction to ensure teachers are nurtured and retained, says David Weston. Photograph: David Levene for the Guardian. David Weston. Wed 1 May 2013 12.10 EDT. Teaching is one of the great altruistic professions. We join it to help others: to nurture their talents, to overcome the disadvantage of their backgrounds, and to share with them our joyful love of learning. 

- How do these preservice teachers perceive the efficacy of PBI with regard to the stated learning goals in the classrooms where they were planning to teach?
- Do these perceptions change as a result of the apprentice teaching experience?

3. Implementation of PBI:
- Do preservice teachers (ATs) implement PBI in their own classrooms during apprentice (student) teaching?
- Finally, how do their perceptions of PBI relate to whether and how they implement PBI as ATs?

Method. Prior to the start of research, a protocol describing the intended study was submitted to, and approved by, the Institutional Review Board of the large research university where the authors are faculty members and where all the participants were enrolled in teacher certification course-work. Pre-service teacher preparation programmes with strong structure, coursework, and field experiences are crucial to preparing future teachers. In Brazil trains new teachers by requiring them to follow a highly structured curriculum that they implement directly in primary schools. In addition to these context-dependent variations in structure, the length of pre-service training and the qualifications necessary to join the teaching profession may vary both within and across countries. Pre-service teachers who may teach in these schools should have training on how to adapt lesson plans for students of different ability levels, including how to develop materials for independent study that engage learners.

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1. Widely spread homeschooling approach. Teachers develop learning plans for students to obtain all necessary sets of skills to be adaptable to whatever career paradigm that will emerge. Statistics: According to the report from The New Teacher project, teachers need to “rethink their pedagogies and curriculum in ways that enable students to customise their paths.” It is predicted to have an increase in teachers’ technological-pedagogical content knowledge including three key components: technology, pedagogy and content. 7. Social and Emotional skills as a priority.